



Report on Progress

October 2012 Hull University Business School



Message from the Dean | 2

Principle one | 4

Principle two | 5

Principle three | 6

Principle four | 8

Principle five | 10

Principle six | 11

Corporate responsibility | 13

Part of our leafy Hull Campus, with the inspiring listed buildings of the Business School.





Hull University Business School (HUBS) is proud to continue to support the Principles for Responsible Management Education (PRME). We are committed to developing "responsible leadership for a complex world", underpinned by these two concepts of recognising the crucial need for responsible management education and the crucial need to recognise complexity and connectivity.

We are a component part of the University of Hull whose Royal Charter requires us to "advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large". The strategy of the University is underpinned by an ethos of "going beyond", an emphasis on an outstanding student experience, international engagement, empowerment and sustainability.

Our school medium-term strategy is shaped around the six aims towards remaining financially viable and being research-led (with our emphasis on "responsible leadership for a complex world"), international, externally-engaged, with an excellent student experience, and collegiate.

Our research therefore aims to develop students who understand responsibility and sustainability. Our research-led teaching aims to develop understanding of the dynamics and inter-connectedness between individuals, corporations, public bodies and the environment to help better understand the creation of sustainable value. We believe that our relationships with students and between staff and our organisational practices reflect our values of mutual respect, empowerment and collegiality.

The school has been accredited with the "triple crown" of AACSB, EQUIS and AMBA, and as such is committed to continuous improvement and innovation to develop these themes. We particularly value our relationship with other like-minded schools and seek to contribute to, and learn from, them in our relationships with bodies such as PRME, EABIS and Business in the Community.

Professor Terry Williams
Dean of school



Set in attractive grounds, our Business School has been described by Sir Digby Jones, the former Director-General of the CBI, as 'a world-class learning and teaching facility'.

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*

HUBS is an international business school in terms of its faculty, undergraduate and postgraduate student profiles. Overall, our student body has a balance of 45% home students, 11% EU, and 44% international students. Indeed some 75% out of our 80 PhD students are from outside of the UK. In addition, over 25% of our academic staff are international. We are, thus, very sensitive to issues of culture, diversity and ethical behaviour. Underpinning our courses are the values of critical thinking, individual responsibility, team working and integrity.

We pride ourselves on offering a friendly and supportive environment for our students, recognised by our excellent performances in National Student Surveys. Students also have the opportunity to engage in extra-curricular activities and our societies in particular are worthy of mention. Hull University Business School Society (HUBSoc) is a society run by and for students and offers activities for students to develop their confidence, learn new skills by organising activities and events. We also support the work of a range of student associations including the International Student Association (the largest student society in the university) and societies associated with specific groups of students e.g. Chinese Society. We support our student societies in a variety of ways including financial resources, access to information and advice, and we also encourage all staff and students to attend their events and activities. Similarly students can join AISEC, the world's largest non-profit making student organisation and which has a particular focus on cultural understanding and corporate social responsibility.

In 2009/10 we introduced a new scheme to promote friendship and support between students of different cultures and this is called the Student Buddy Scheme. The Student Buddy Scheme is designed to build collegiality between international and UK students and engage them in cross-cultural experiences in the school and externally in the local community. The projects developed by this scheme has involved students in making a contribution to the local community while at the same time enhancing their employability skills. Since it started in 2009 the scheme has gone from strength to strength. In 2010/11 the scheme was funded to develop projects to enable students to engage in the local community and this funding has been secured each year since, with the funds committed for 2012/13. The funding has been committed to this scheme based on the students own extremely positive evaluations of their participation.

The school also runs an international degree in which students spend a year of study at an international partner university – 17 students went on their international year in 2012. Also on offer to all students is the international summer school module where they can take one module over the summer vacation period and they have the option of this counting towards their degree. These opportunities are part of an expanding programme of internationalisation in the school and offer students the chance to experience cross cultural working, understanding global business and societal contexts, and the diversity of ethical practices and perspectives. The summer school is in its fourth year and its popularity is confirmed by the increases in numbers from 10 students in the first pilot year in 2009/10 to 59 in 2011/12.

The school is also an active member of Business in the Community (Bitc), and we utilise this as a opportunity to engage our students in CSR in practice. As members of the CARES team the school piloted a project in 2011/12 where we engaged our students with a third sector community organisation and a local large employer, KC, in a CSR volunteering project. This was extremely successful and we are exploring ways to expand these activities in the future.

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

HUBS has a long history in Business Ethics and was the first Business School in the UK to introduce an undergraduate Business Ethics module in 1987. The school has continued to develop CSR modules across all levels of our teaching as well as sustainable business, sustainable logistics and business and organisational ethics. In our last report we outlined developments in this area and these are below with new initiatives in 2011/12 outlined as well:

All undergraduate students engage with professional and ethical issues and corporate social responsibility in their curriculum, initially in the common module *Academic and Professional Skills* (Level 4). Professional and ethical issues are considered in appropriate subject-specific modules such as *Corporate Social Responsibility and Human Resource Management* (for BA Management students), *Business Law and Ethics and Sustainable Business: Principles and Practice of Green Management* (for BA Business students) at Hull, and *Sustainable Business Development* (Level 5) and *Ethics and Leadership* (Level 6) at Scarborough. The ethics of research are examined within *Research Methods* and students subsequently apply the concepts in their work in *Independent Study or Dissertation*. Sustainability and CSR strongly feature within both the content and narrative of *Starting a New Business* (Level 5) and within *Employee Relations* (Level 5) and *Human Resource Development* (Level 6) the moral implications of technology for the workforce and workforce equality and diversity are also considered. The Level 6 business school elective *Internet and E-Commerce* explicitly addresses morality issues with respect to online relationships, including consideration of accessibility, disability and other difficulties, and ethical concerns that arise when integrating supply chains. In 2009/10 we introduced a new element in our curriculum development process which ensures that the development of new modules and the revision of existing ones takes into account the need to consider CSR. In 2011/12 two new senior lecturers were appointed with specialisms in CSR and this has led to new core and optional modules being developed. For example, the mainstreaming of CSR/ethics/sustainability as a core area studied by all postgraduate students has been expanded through the implementation of a core compulsory module '*Professional Skills and Ethics*'.

Our MBA programme addresses cross-cultural management issues in *Managing in Organisations*; interactions between business and government in *Business, Economics and Government*; and the social responsibility of leaders in *Leadership and Change in Organisations*. On the MBA programme, explicit consideration of corporate social responsibility is integrated into the *Global Manager* theme within the revised curriculum. This was introduced to our full time MBA during 2009/10 and it is now fully rolled out to our part time suite of MBA programmes.

Research students explicitly address ethical issues during the design and implementation of their research projects and have relevant research training modules available if they wish to take them.

In summer 2012 the school also appointed a new professor in accounting and finance with specialism in ethics and sustainability which will lead to the further development of modules in this area.

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

One of the new initiatives during 2011/12 is the appointment of a CSR coordinator who is responsible for integrating and developing CSR initiatives across the faculty. This post is in its infancy – it is occupied by a senior lecturer who has workload hours dedicated to this task. The CSR coordinator’s responsibilities map the PRME principles and the post is set up to enhance the development of these. Responsibilities include: developing and mainstreaming CSR/Ethics/Sustainability across the programmes at undergraduate and postgraduate level; communicating the activities of staff in this area to the school board and the Dean, and developing links with external organisations in the local area around CSR. The creation of this new role has enabled the extension of a compulsory Ethics/CSR/Sustainability module at post-graduate level (*Professional Skills and Ethics* module for masters students), the development of the CARES CSR project with undergraduate volunteers, the development of an Employee volunteering cross-sectoral network (in partnership with the University of Sheffield, with over 200 members, which has met three times since July 2011) and the Hull Business week event on CSR. In addition the school still facilitates a CSR Network through a colleague in the Marketing section.

Complementing the understanding of CSR and ethical issues developed through the curriculum, see above, students are made aware of their own responsibilities through the school’s *Professional Principles* that are integrated with its approach to Personal Development Planning. In collaboration with student representatives, we have developed a set of Professional Principles for our students on taught programmes (Undergraduate, MSc and MBA) that will support them in the development of their professional practice. Our students are expected to:

- Be independent and self-motivated
- Be organised
- Engage with the subject in a constructive and critical manner
- Be willing to work with others
- Take responsibility for assessed work
- Be able to work with uncertainty and change, absorbing new information and trying new things
- To consider their own personal ethics in an organisational context

At induction, all of our students are introduced to our Professional Principles including the concept of self-management and respect for others. This is reinforced through the display of posters about the Professional Principles throughout the school. Following the development of the Professional Principles for students on taught programmes, our research students have developed their own set of Professional Principles.

Students are also encouraged to engage with CSR issues through other activities, for example they are invited to meetings of the CSR virtual community and encouraged to attend relevant presentations and seminars. During 2011/12 a new CSR seminar series has been launched in partnership with ICAEW (Institute of Chartered Accountants of England and Wales) entitled *‘Responsible Leadership for a Complex World’* involving students, staff and external organisations. Following the completion of the 2011-12 Seminar Series the ICAEW will be publishing a booklet that will be used to disseminate further the ideas that emerge. In addition to these research seminar structures the school brings its students into regular contact with CSR in practice through engaging professionals in practice from business, third and public sectors to deliver applied sessions on CSR as part of the core teaching programmes. This takes place on all of the above modules mentioned in this report.

Students are encouraged to become involved in local and regional activities and this is supported by our Widening Participation Office and the World of Work Office. Examples of activities include: voluntary work in primary and secondary schools; attendance at student conferences, participation in the Student Buddy Scheme. Alumni are also encouraged to support the development of others via the student alumni e-mentoring project. This was established in 2008 as an innovative project which proved to be extremely successful. Business School alumni thoroughly engaged with the project and welcomed the opportunity to ‘give something back’ and work with undergraduate finalists, MSc and MBA students. This is now a core part of our student enhancement activities.

The school operates within the culture, framework, and expectations laid down by the University policies and procedures and has an established Research Ethics Committee. The school Research Ethics Committee is chaired by a research centre director and is responsible for all issues of research ethics. In addition, we have a ‘virtual community’ of faculty from across the school with a shared interest in corporate social responsibility. Value is added by the reaffirmation in the new vision and mission of the school’s commitment to behave with friendliness, openness, responsibility, and integrity. As part of the guidance given by the universalities’ review of governance and ethics the school has developed its own research ethics guidelines which are adhered to by all students and staff undertaking research, including undergraduate, masters and doctoral dissertations. These ethics guidelines are in line with the Principles for Responsible Management Education (PRME).

Since 2009/10 we have moved to producing all handouts and module booklets in electronic form and increased our purchasing of e-books for the library where these are available. These decisions were made following consultation across the school including with student bodies and is an example of one of the ways in which we practice and demonstrate our ethical values and sustainability principles.

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

Our research focus on CSR/Ethics/Sustainability has been enhanced in 2011/12 by the recruitment of new lecturing staff who work in this field, as mentioned in the above sections.

The faculty has core internationally recognised expertise in the fields of CSR stakeholder dialogue and partnerships, business ethics theory and practice, ethical governance structures, research ethics, ethical supply chains and green logistics. As part of the normal staff turnover processes in the university sector some of our CSR and ethics staff have moved on. However, through new recruitment the school has increased its proportion of Ethics, CSR and Sustainability staff over this reporting period.

CSR, Ethics and Sustainability staff include:

Staff Member	Area
Mr Gianluca Andresani	Business ethics
Ms Lynne Barrow	Public sector partnerships and ethics
Dr Joanne Cook	Business civil society relationships and CSR
Dr Stephen Dahl	Ethics in marketing communications
Dr Federico D'Amico	Off-shore wind Projects and SME's
Dr Carole Elliott	Research ethics
Dr David Harness	Marketing and CSR
Dr Steve Johnson	Social enterprise
Ms Sumona Mukhuty	Leadership
Professor Gerald Midgely	Ethics and systems theory, applied to a range of social and environmental issues
Mr John Munro	Business ethics and marketing
Dr Patrick Reedy	Research ethics
Dr May Seitanidi	CSR and cross-sectoral partnerships
Professor Waymond Rogers	Business ethics, sustainability and CSR
Dr Jon Simon	Ethical behaviour and environmental accounting
Dr Alexander Trautrim	Sustainable logistics and supply chains
Mr David Tucker	Sustainable business and green management

All these staff have published widely in the area, teach specialist modules on these themes. Many have attained research grants in this field and are members of key professional bodies. These include:

- * EABIS (European Academy of Business in Society),
- * EGOS (European Group for Organisational Studies),
- * EBEN (European Business Ethics Network),
- * CSR special interest group in the British Academy of Management.

Staff have participated in AACSB workshops on sustainability and have been active in:

- * the UNPRME UK based group
- * Other organisations such as Business in the Community, a cross school network at Hull on Climate Change, The Prince's Trust etc.

At the same time as recruiting PRME focused staff we have also continued to grow the number of PhD students we have researching various aspects of corporate social responsibility and related areas and are undertaking research in:

- * Corporate Identity and CSR
- * CSR in the oil and gold mining industries
- * Ethical decision-making in English local authorities
- * An empirical study of CSR and Waqf in Malaysia
- * An empirical examination of the measurement of CSR
- * Management and ethical practices in Mexico
- * An Holistic Framework for Environmental Change
- * The role of corporate governance mechanisms in limiting earnings management in Egypt
- * CSR communication in MNC's in Bangladesh
- * CSR in Family owned enterprises in Saudi Arabia

The school's Centre for Economic Policy has helped establish the Centre for Policy Modelling at Cape Coast University, Ghana, with the active support of Ghana's Ministry of Finance and Economic Planning. The Centre for Policy Modelling is particularly concerned with applying general equilibrium modelling to poverty and sustainability issues.

The Centre for Systems Studies in HUBS is assisting Mzumbe University, Tanzania, hosting staff on sabbaticals, providing a PhD scholarship for an academic from Mzumbe, and donating books. Further in 2012 a second cohort of students from Tanzania studied at the Centre for Systems Studies.

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

We include business leaders as part of our Advisory board and take account of their interests and concerns in developing our programmes and we work with them in research and consultancy projects. Examples of relevant research and consultancy partnerships include:

Following on from the school's strengths in research around the renewable sector and offshore wind farm services, the school has a new HEIF5 funded project entitled "Strategic Drivers for the Humber Offshore Wind Supply Chains: Enabling UK SMEs' Participation". The main aim of this project is to enable UK enterprises, especially SMEs at tier-2 and further upstream in the offshore wind supply chain, to qualify and secure contracts within future offshore wind projects, especially those associated with the round 3 developments, through the establishment of a centre for offshore wind supply chain.

HUBS continues to collaborate as partners in the Centre for Low Carbon Futures with the other universities in our region, ongoing since 2010.

HUBS is also a member of Business in the Community (Bitc), a national organisation that helps build corporate social responsibility in the UK and elsewhere. We attend their workshops, invite them to address our students, and they provide access to other organisations for the research of our PhD students and we have undertaken CSR projects with our students as part of Bitc's CARES Challenge.

During 2010/11 HUBS has developed its CSR Network, running two workshops in 2011 which involved local organisations interested in CSR. This network stimulates local debate around CSR, enhances the sharing of knowledge and places the university at the centre of such developments both academically and in practice contributing to the CSR in the local community. In addition to this as part of Hull Business Week June 2012 we ran a workshop in partnerships with Bitc and Hull City Council on local CSR leadership in businesses. This was widely attended by 69 local businesses, public sector, third sector and academics interested in this field. The ICAEW (referred to in principle 4) high profile seminar series '*Responsible Leadership for a Complex World*' also contributes to this strategy by engaging HUBS in national debates around CSR.

Dialogue: *We will facilitate and support dialogue and debate among educators, 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 an example of the values and attitudes we convey to our students

CSR presentations are given regularly to a variety of stakeholders and these have included the Chartered Institute of Public Relations, the Hull Junior Chamber and the Chartered Management Institute, Hull City Council.

Through our partnership with Hull city council our CSR coordinator has been advising them in the development of an employee volunteering scheme and on their broader CSR policy (in partnership with a colleague at the University of Sheffield). The same research team has been involved in evaluating the CSR policies of four national firms and has used the findings to develop the Employee Volunteering Network. This network is hosted by the universities of Hull and Sheffield and has held three workshops so far bringing together CSR practitioners from business, public and third sectors. The workshops facilitate new partnerships to develop more effective employee engagement projects, share knowledge and enhance the outcomes for employers, employees and communities. This network has led to the development of new research grant applications and new partnerships between members all of which are contributing to knowledge development and dialogue in this field.

Members of the faculty also took part in a cross school workshop on climate change in 2012, which involved European experts in this area and contributed to the development of interdisciplinary and comparative knowledge on business civil society relationships in this field. The faculty also has a new research project in the Institute for Logistics on "Strategic Drivers for the Humber Offshore Wind Supply Chains: Enabling UK SMEs' Participation" which involves the university in the emergence of the Humber as a green port.



More than a stylishly appointed reception area, the main entrance to the Business School is also a place to do business.

The school operates within the culture, framework, and expectations laid down by the University policies and procedures and has an established Research Ethics Committee. The University has policies and procedures that ensure faculty behave in a reasonable and fair manner in all aspects of their employment. The broad expectations for all members of the University are laid out in the Charter, Statutes and Ordinances and given specific meaning in various policies, codes, and procedures covering ethical behaviour, research misconduct, anti-fraud and corruption. The University Human Resources Directorate oversees a comprehensive set of policies and procedures. These include policies concerning age, bullying and harassment, data protection, disabled staff, diversity, whistleblowing, race and gender equality, recruitment and selection, disciplinary procedures, and health and safety. Students have specified procedures enabling them to make complaints about their personal treatment by staff and appeal against academic decisions if they feel they have been treated unfairly or inappropriately.

More particularly, the school expresses its sense of corporate responsibility through its widening participation initiatives and the various e-mentoring projects it has engaged in to encourage women back into the workplace and enhance their career prospects once there.

Members of the virtual community of faculty with interests in CSR promote it regionally by giving regular presentations, for example to the Chartered Management Institute, Hull Junior Chamber of Commerce, and the Chartered Institute of Public Relations. The school is an active member of Business in the Community, supports local initiatives, for example by donating a prize for environmental or ethical leadership for the *Outstanding Young Persons Awards 2008*, and shows a very visible commitment to CSR by the Fairtrade cafe located in its main Hull building.

The school makes a significant contribution to local and regional communities and is increasing its contribution to the national and international professional and management education communities. Widening participation has developed from simply receiving school students on visits to broader and deeper relationships with schools that involve more genuine partnerships, curriculum based competitions, projects and joint development activities. In addition, an increasing number of our students are involved in widening participation activities e.g. voluntary work in secondary and primary schools and also mentoring of school pupils. Moving forward, the business school has now galvanised its corporate partners into thinking about their relationships with schools and the development of tripartite initiatives that ultimately will bring school students through into higher education and into good quality employment. The business school's community involvement has extended particularly through the emergence and continuing development of the Logistics Institute. The institute is now contributing its own momentum in the widening participation area.

Since 2001, the business school has delivered a number of externally funded projects aimed at encouraging individuals with higher level skills (graduate or equivalent) gain appropriate employment. Examples of these projects include: *EMPATHY Net-Works* which was funded by the European Social Fund and supported 60 unemployed or under-employed women into employment in the logistics and supply chain industries; and also the *Works for You* project which is funded by the Economic Challenge Investment Fund and Yorkshire Forward (the Regional Development Agency). This project supported 90 individuals into employment through a coaching, training and mentoring process. These projects demonstrate our commitment to providing support and development at a local and regional level, enabling individuals with higher level skills to gain or improve their employment prospects.

The school's staff are committed to behaving with friendliness, openness, responsibility, and integrity and this has been reinforced and supported by the school's commitment to the PRME.



responsible leadership for a complex world

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