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OF HULL

HULL UNIVERSITY
BUSINESS SCHOOL



Principles for Responsible Management Education

Fifth Sharing Information on Progress Report 2020



Professor Philip Powell

Statement from the Dean of Faculty

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

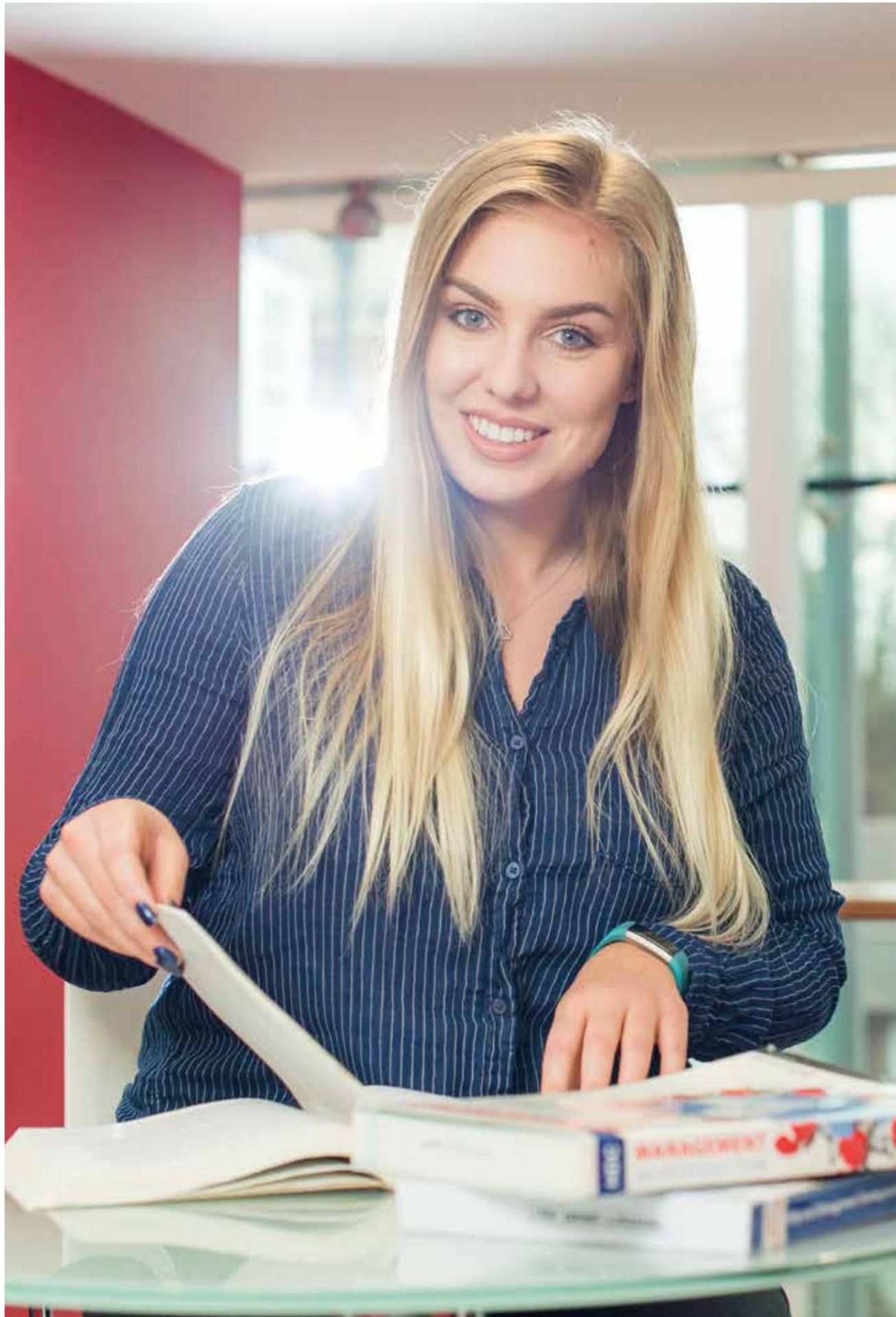
Hull University Business School is a leading UK business school with internationally-recognised accreditations from the Association of MBAs (AMBA) and the Association to Advance Collegiate Schools of Business (AACSB). Our aim is to inspire those who study and work with us to make a sustainable difference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

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

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

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

Professor Philip Powell,
Dean, Faculty of Business, Law and Politics



Principle 1

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

In 2019, after an extensive process of consultation and feedback from staff, students and other stakeholders, the University of Hull revised its Vision as follows:

“Motivated by society’s challenges and inspired by the power of our global community, we are shaping a fairer, brighter and carbon neutral future for all.”

This transversal vision is also the purpose and ambition of the Business School. As this report evidences (our 5th PRME SIP report) the School has a long and strong track record in developing students’ potential and empowering them to be positive contributors to society. For this we clearly benefit from being an active part of England’s 14th-oldest university, with a proud heritage of academic excellence, that has been changing the way people think for 90 years. The University’s motto, *Lampada Ferens*, translates as ‘carrying the light of learning’, and over the years, we’ve shared that light with thousands of people from across the world. Most importantly, we have also a fundamental role in developing generators of sustainable value in the very communities we are part of. As an anchor institution to the Humber region, we are very proud of our strong track record in recruiting students from neighbourhoods with low participation in Higher Education. In fact, the University of Hull as a whole has been independently identified as the most equal university in the UK by the Higher Education Policy Institute (HEPI). This assessment confirms that our commitment to supporting under-represented groups is having a real, positive impact on our students’ lives, and it is core to our underpinning educational philosophy.

One way in which the Business School has been actively promoting students’ capabilities for sustainable value, has been through its role as a key driver of the **Hull Employability Awards**. This significant campus wide programme is designed to encourage students to explore how they can translate learning from their time at university into activities that can improve the places in which they will live and work. The development of the Hull Employability Awards is underpinned by our understanding that the ideal Hull graduate will be a global citizen dedicated to making a positive impact in society. Attributes of our graduate profile, which promote inclusive and sustainable societies, include:

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

The Hull Employability Awards is highly significant for our School and students are encouraged to embody the ethical and sustainable character this programme advocates.



Principle 2

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

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

In 2017 we have revised and relaunched our full portfolio of degrees (both undergraduate and postgraduate), with our curriculum now having a greater alignment with ethics, responsibility and sustainability topics. The design of the new programmes embrace a number of recognised threshold concepts and 'troublesome knowledge' within the Business Management literature and pedagogy. Specifically, all programmes within our Business Management cluster are underpinned by two concepts: responsibility and complexity. This makes our programme distinctive because our students will understand, think, and engage in business practice through the lenses of social responsibility and complexity. This has been a major project which redefined our degree programmes and associated modules. Below we provide some examples of the changes done to our curriculum.

Undergraduate

All Bachelor students are expected to engage with professional, ethical, and corporate social responsibility issues in their curriculum from Level 4 (their first year) to Level 6 (final year). At Level 4 all Business School students take the module 'Personal and Professional Skills for Contemporary Organisations', where they are introduced to broad knowledge of responsible business management with a critical understanding of the complexity of organisations' business environments. Students are empowered to identify and develop hard and soft skills to support their personal development and evidence the management of self-learning and reflection. This is then followed by another Level 4 module 'World Economy', that goes further in the exploration of broad, analytical and integrated knowledge of general responsible business management with a critical understanding of the complexity of organisations' business environments and management and their role in society. A key area of focus is the role and influence of agents (individuals, households, firms, societal groups, government, supra-national organisations, mechanisms and institutions) in the world economy.

At Level 5 (second year) all Business Management students have the core module 'Responsible Business in Society', where they develop an in-depth understanding of the theories and concepts of the role of business in society and associated concepts of Corporate Social Responsibility, sustainable development, corporate and business ethics. Most degrees will then have a range of specialist optional modules covering in a more direct way a range of areas related to business sustainability, including: 'Sustainable Business and Innovation', 'Ethical and Socially Responsible Procurement' or 'Management Systems and Standards for Sustainability'. This is continued at Level 6, where students can take specialist modules in 'Sustainability Reporting and Communication', 'Social and Not-for-Profit Marketing' or 'Supply Chain Sustainability and the Environment'. Alongside these modules, CSR and sustainability form a central component and recurring narrative of a range of other modules at both Levels 5 and 6 including: 'Employee Relations', 'The Organisational and Environmental Context of HRM', 'Critical Issues in Organisational Management', 'Consumer and Business Buyer Behaviour' and 'Leadership and Change Management'. Finally, at the end of their degree, and to reinforce our commitment to embed complexity and systems thinking in our programmes, all Business Management students are offered the module 'SMART: Problem-solving for Complex Systems'. This is offered as an alternative to Dissertation and/or Research Project, and is designed to enable students to harness concepts, methods and tools from Systems Thinking and related areas to integrate their learning across subject areas, develop their capacity for critical and reflective thinking and evaluation, understand organisations systemically, and anticipate the consequences of actions and interventions on them.

Sustainability

Unique to our new Bachelors programme structure, is our 'sustainability pathway' which ultimately leads to the award of a **BA Business Management with Sustainability**, one of the first such programmes in the UK to integrate management with sustainability. The programme was built around:

- a) the World Business Council for Sustainable Development's Vision 2050 – that articulates the need for a world well on the way to sustainability by 2050 where over 9 billion people are living well and within the resource limits of the planet; and b) the QAA/ HEA guidance and recommendations on Education for

Sustainable Development, with the programme designed to “equip students with knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations” (QAA/HEA, 2014). Plus, the specialist sustainability-related modules of this programme (see Table 1) are offered as options in many other programmes in the School.

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

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

Recently our undergraduate Economics programmes have also been significantly revised for a relaunch in 2020, now covering a range of modules addressing more directly or explicitly values of global social responsibility, including: ‘The Economy, Society and Public Policy’, ‘World Economy’, ‘Health Economics and Health Policy’, ‘Environmental Economics and Climate Change Policy’, and ‘Economic and Social Inequality in the 21st Century’.

Postgraduate

As part of the new MSc portfolio launched in 2017/18, a variety of modules have integrated and re-aligned their contents and approaches towards sustainability and CSR. Some examples include: ‘Sustainable Logistics and Operations Management’ (on the MSc in Logistics and Supply Chain Management), ‘Critical Concepts in HRM’ (on the MSc in Human Resource Management) and Buyer Behaviour and Ethics (on the MSc in Marketing Management). At its creation, the ‘Buyer Behaviour and Ethics’ module was one of, if not the only such module in the UK which seeks to assess the implications of buyer behaviour theory in relation to ethics and sustainability.

The Hull Executive MBA (EMBA) is built upon a concern with plurality and accountability which in encouraging students with managerial experience to embrace ‘responsible leadership’, places ethical issues at the heart of the curriculum. Issues in relation to ‘culture’ and ‘cross-cultural’ matters are addressed explicitly in modules that explore ‘International Business’, ‘Marketing’ and ‘Organisations and Organisational Change’. Modules concerned with ‘Economic Environment’, ‘Strategic Management’, ‘HRM’, and ‘Management Consultancy’ offer embedded analyses of the practice of management, and so explore linkages between business, the state, communities and other agencies such as charities and NGOs. Matters in relation to sustainability, ethics and ‘CSR’ are expressed explicitly in modules like ‘Management & Complexity’, ‘Sustainable Procurement in Supply Chains’, and ‘Probity, Ethics and Corruption in the Public Sector’.

Table 1: Structure of the BA Business Management with Sustainability

| BA Business Management with Sustainability Programme | |
|--|--|
| Level 4 | |
| Personal and Professional Skills for Contemporary Organisations | |
| Accounting and Finance | |
| Business Environments | |
| Operations, Supply Chains and Business Practices | |
| Marketing | |
| World Economy | |
| Level 5 | |
| Sustainable Business and Innovation | |
| Management Systems and Standards for Sustainability | |
| Responsible Business in Society | |
| Organisational Management | |
| Optional modules | |
| Level 6 | |
| Sustainability Reporting and Communication | |
| Supply Chain Sustainability and the Environment | |
| International Business | |
| Business Strategies | |
| Dissertation / Research Project / SMART: Problem-solving for Complex Systems | |
| Optional modules | |

Principle 3

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

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

Our approach to student engagement is holistic – both academic and pragmatic – whereby student activities are not limited to the classroom, but extend to pastoral, co and extra-curricular and graduate skills development, with unique resources like our Centre for Professional Success (C4PS), the university's only dedicated faculty centre dedicated to provide continuous career development support and activities through the full student's time at HUBS and beyond.

Many of our programmes are aligned with accreditation requirements from Professional, Statutory and Regulatory Bodies (PSRBs) so that students develop knowledge and skills that are transferable to the workplace (e.g. for ACCA, CIM, CMI, ICEAW, CIPFA, CiPS, etc). Many modules therefore adopt a practical pedagogical design, that that mirrors professional practice and aims to develop our motto of 'responsible leadership for a complex world'. Our marketing programmes for instance are key examples of how we express ethics, responsibility and sustainability in our educational frameworks. 'Holistic Marketing' is a unique approach which we have developed to successfully balance understanding of an organisation's short-term objectives and long-term goals, and the needs of environments and societies. Typically, these goals are oppositional to each other and are treated in silos. It is our aim to make sure that our students, Responsible Marketers of the future, who will be able to address the tensions and contradictions involved in marketing with innovative approaches that ethically meet global-local challenges

Authentic Business Learning™

HUBS developed a comprehensive new approach to our learning, teaching and assessment that we call 'Authentic Business Learning' (ABL™), that is being rolled out across all our programmes. Its aim is to develop students in a way that mirrors the roles that they are working towards, which includes treating them as future professionals and responsible leaders in their fields, introducing learning and assessment that mirrors professional practice, working with business partners on real business problems and challenges, providing opportunities to present to boards of Directors, and generally helping our students to be 'Business Ready'. Marketing, for instance, has a strong track record of guaranteeing "live projects" for UG students at all levels.

National and regional Corporate partners (e.g. Young's, Whitby Seafoods, TESCO, AAK, Greencore, McCain Foods, Beverley Building Society, etc) are involved throughout the process, including assessment design. For 2020 more than 250 students are set to start their personal countdown the Tokyo 2020 Olympic Games by working on an exclusive project with Team GB.

In 2018 we have also supported the launch of the University Enactus chapter, composed mainly of students from the Business School. Enactus mission is to develop "a national network of socially minded young leaders of the future who transform communities and society through real life social action and environmentally responsible enterprise".



Student Ambassadors At The #MyPlasticPledge Stand At Humber Street Sesh 2018 © Anete Sooda for Drunk Animal Creative Studio

Sustainable Environments

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students. At the University of Hull, colleagues and students are uniting in action towards becoming carbon neutral. We're rising to the challenge, and we have made an ambitious commitment to be **carbon neutral by 2027**, which sets the University of Hull's centenary as a target date and reaffirms our commitment to contribute towards the urgent action needed to reverse global heating and the climate crisis. Our aim is to use this target as a learning and teaching opportunity to lead the way to help to solve some of these complex problems, not just for our region, but for the world beyond our shores. We have made good progress having already reduced our carbon emissions by 31% in two years.

We will continue to focus on areas such as:

- Improving our recycling rate and waste management: we have already ensured that no waste from the University is taken to landfill; all dry mixed recycling is taken to a recycling centre for sorting and processing, and all our non-recyclable waste goes to an Energy Recovery Centre where it is converted into energy.

- Reducing single-use plastics: the University has made significant progress in reducing single-use plastics across campus. So far we have converted our Arts Café into our first fully single-use plastic free outlet; sold over 7000 reusable cups, which have been refilled over 90,000 times; removed plastic bottles from all but one retail outlet and replaced with canned drinks; replaced all plastic straws with biodegradable alternatives; replaced plastic cutlery with sustainable wooden alternatives; and introduced **#MyPlasticPledge**, a first step towards educating staff, students and partners to make a small everyday change that collectively will have a huge impact.
- Support staff and students to consider sustainability when making travel choices: we have implemented 5 Electric Vehicle Charging Points on campus; have introduced electric vans and tools within the University's support services fleet, which replace older petrol and diesel equivalents; and have introduced a Liftshare scheme for colleagues and students.

Principle 4

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

Distinct centres of research

Engagement in research that relates to ethics, responsibility and sustainability runs right across our subject groups. Over the past two years we have further strengthened the position and expertise in sustainability of the School's long-standing research centres in Systems Studies and Logistics, created a new Centre for Sustainable Production and Consumption. We have also engaged in collaboration with other research centres in the Faculty and wider University, including the Institute of Applied Ethics, Energy and Environment Institute, Culture Place and Policy Institute, Risk Institute, and Maritime and Marine Institute.

Centre for Systems Studies

Our Centre for Systems Studies is a world-class research institute specialising in the development and application of systems theory and methodologies to highly complex organisational, social and environmental problems. CSS has a global reputation for pioneering 'critical systems thinking', and is now home to a diverse group of researchers collaborating to advance our transdisciplinary field. The Centre develops research in areas ranging from Health, Socio-Economic Development, Resilience and Sustainability, Environmental Sustainability, Digital Economy and Cyber Social Systems, amongst others. In addition, the Business School houses the Management Systems teaching group, with systems thinking being one of our USPs.

Logistics Institute

The Logistics Institute has been in operation for more than a decade and is a globally renowned centre of excellence in global logistics and supply chain management. A central part of its ethos involves promoting sustainable logistics through applied research and industry outreach programmes, both national and international. For instance, the Institute has been working with Green Port Hull (GPH) to provide an economic, social and environmental impact assessment of the Siemens Gamesa and ABP investment in the region, with a view to investigating and advising on how to best sustain the growth of the renewables sector.

Centre for Sustainable Production and Consumption

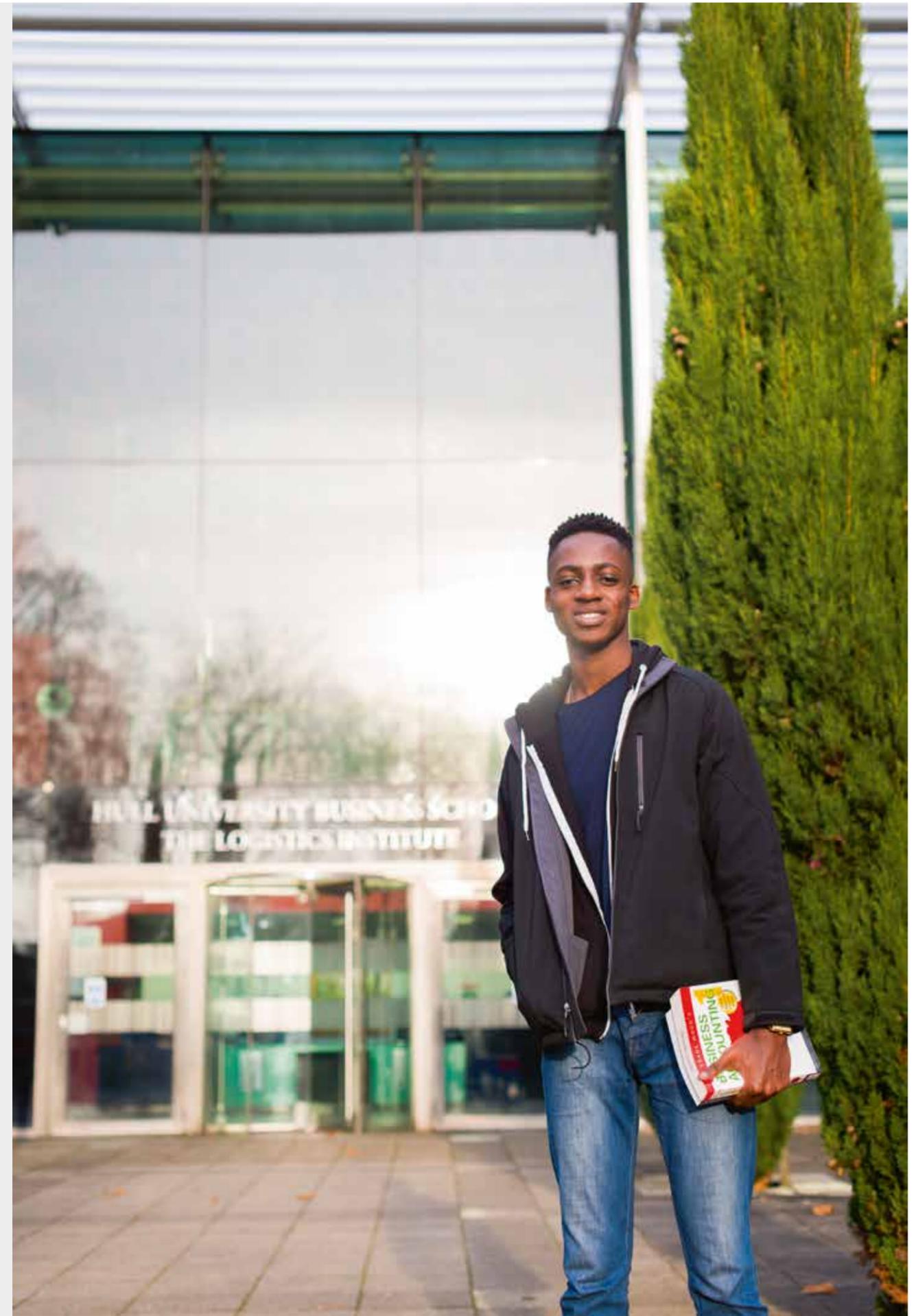
This new Centre in the School was created to promote interdisciplinary research and innovative knowledge exchange activities for the sustainable production and consumption of food. By stimulating and disseminating

evidence-based knowledge and technology, we are helping to improve food safety, increase efficiency and sustainability, and promote healthier eating, locally and globally. The Centre's mission is to enhance local and global food security by stimulating and disseminating evidence-based knowledge and technology to farmers,

Funded Research Projects

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

- Understanding Boundary Judgment Dilemmas in Global Food Security, funded by Research Council, UK
- Creating Sustainable Agricultural Supply Chains, funded by British Council
- Building sustainable agricultural supply chains in India, funded by British Council
- Resilient farming in a changing world: investigating farmer experimentation in regenerative grazing practices in Wales, supported by University of Hull sponsored studentship and Welsh Department for Energy, Planning and Rural Affairs
- Systems Thinking for Positive Peace in the Context of the UN Sustainable Development Goals, funded through University of Hull Grand Challenges Research Fund
- Systems Thinking for Positive Peace in the Context of the UN Sustainable Development Goals, funded through University of Hull Grand Challenges Research Fund
- Social Enterprise Education, funded by British Council
- Sustainable Tourism: Training for Tomorrow, funded by Erasmus+ Strategic Partnerships
- Creative Circular Plastics Economy, funded by EPSRC
- Resource Recovery and Remediation for Alkaline Wastes, funded by NERC/ESRC/DEFRA
- Inland Waterway Transport Solutions, funded by European Regional Development Fund
- Developing the theory and practice of Systemic Innovation, funded by the Swedish Knowledge Foundation:
- Transforming India's Green Revolution by Research and Empowerment for Sustainable Food Supplies, funded by GCRF: Growing Research Capability
- Improving Efficiency and Reducing Waste in the Beef Supply Chain, funded by Technology Strategy Board (TSB)



Publications

Below are examples of some of the published research work in CSR, ethics and sustainability by our academic staff since our last report:

Ullah, S., Ahmad, S., Akbar, S., & Kodwani, D. (2019). International evidence on the determinants of organizational ethical vulnerability. *British Journal of Management*, 30(3), 668-691.

Allen S, Brigham M & Marshall J (2018), 'Lost in delegation? (Dis)organizing for sustainability' *Scandinavian Journal of Management*, Vol. 34, Issue 1, pp. 29-39

Al-Shaer, H., & Zaman, M. (2017). CEO compensation and sustainability reporting assurance: Evidence from the UK. *Journal of business ethics*, 158(1), 233-252.

Al-Shaer, H., & Zaman, M. (2018). Credibility of sustainability reports: The contribution of audit committees. *Business strategy and the environment* : BSE, 27(7), 973-986.

Bui, Binh, Noor Houqe, and Mahbub Zaman. "Climate Governance Effects On Carbon Disclosure And Performance." *The British Accounting Review* (2019): 100880.

Choudhury, H., Kopacsi, Z. L., Saxena, G., & Mishra, N. (2019). The ethical dimension in political market orientation: a framework for evaluating the impact of India's Look East Policy on regional income convergence. *Journal of Business Ethics*, 1-20.

Cook, J., & Burchell, J. (2018). Bridging the gaps in employee volunteering: Why the third sector doesn't always win. *Nonprofit and Voluntary Sector Quarterly*, 47(1), 165-184.

Espinosa A, Duque C, 'Complexity management and multi-scale governance: A case study in an Amazonian Indigenous Association', *European Journal of Operational Research*, special issue on Community Operational Research, 268, pp 1006-1020 (2018)

Espinosa, A. Walker J. (2017). 'A Complexity Approach to Sustainability: Theory and Application'. 2nd ed., Invited Research Monograph, Imperial College - Book Series on Complexity. World Scientific Press, London.

FitzRoy, F. R., & Nolan, M. A. (2018). Education, income and happiness: panel evidence for the UK. *Empirical Economics*, 1-20.

Gregory, A. J., Atkins, J. P., Burdon, D., & Elliott, M. (2018). A problem structuring method for ecosystem-based management: the DPSIR modelling process. *European journal of operational research*, 227(3), 558-569.

OHarness, D., Ranaweera, C., Karjaluoto, H., & Jayawardhena, C. (2018). The role of negative and positive forms of power in supporting CSR alignment and commitment between large firms and SMEs. *Industrial marketing management*, 75, 17-30.

Hasanzade V, Osburg V-S & Toporowski W (2018) Selecting decision-relevant ethical product attributes for grocery shopping. *Management Decision*, 56(3), 591-609

Hindle, G. A., & Vidgen, R. (2018). Developing a business analytics methodology: a case study in the foodbank sector. *European journal of operational research*, 268(3), 836-851.

Choudhary, S., Nayak, R., Kumari, S., & Choudhury, H. (2019). Analysing acculturation to sustainable food consumption behaviour in the social media through the lens of information diffusion. *Technological Forecasting and Social Change*, 145, 481-492.

Singh, A., Kumari, S., Malekpoor, H., & Mishra, N. (2018). Big data cloud computing framework for low carbon supplier selection in the beef supply chain. *Journal of Cleaner Production*, 202, 139-149.

Malfense Fierro, A. C., Noble, D., Hatem, O., & Balunywa, W. (2018). African portfolio entrepreneurship and the creation of jobs. *Journal of Small Business and Enterprise Development*, 25(5), 730 - 751

McLeay F, Yoganathan V, Osburg V & Pandit A (2018) Risks and Drivers of Hybrid Car Adoption: A Cross-Cultural Segmentation Analysis. *Journal of Cleaner Production*

Midgley, G., Johnson, M. P., Chichirau, G., & Wright, J. (2018). Community Operational Research: Innovations, internationalization and agenda-setting applications. *European journal of operational research*, 268(3), 761-770.

Mishra N, Singh A, 'Twitter analytics: Identifying the root causes of waste in the food supply chain', *Annals of Operations Research*, ABS 3* ranking (accepted for publication)

Mishra N et al, 'Big data cloud computing framework for low carbon supplier selection in beef supply chain', *Journal of Cleaner Production*, Impact Factor 5.715 (accepted for publication)

Murga-Menoyo, M. Á., Correia, F., & Espinosa, Á. (2018). Transition towards sustainability in Hull University Business School: A study of curricular sustainability in the teaching processes. In W. Leal Filho (Ed.), *Handbook of sustainability science and research*, 783-802. Springer International Publishing.

Murga-Menoyo, M. Á., Espinosa, Á., & Novo, M. (2017). What do we imagine the campuses of tomorrow will be like? Universities' transition toward sustainability in the light of the transition initiatives. In *Handbook of theory and practice of sustainable development in higher education* (pp. 193-214). Springer, Cham.

Osburg V-S, Yoganathan V, Bartikowski B, Liu H & Strack M (2018) Effects of Ethical Certification and Ethical eWoM on Talent Attraction. *Journal of Business Ethics*, 1-14.

O'Reilly D, Allen S and Reedy P (2018), 'Re-imagining the scales, dimensions, and fields of socio-ecological sustainability', *British Journal of Management*, Vol. 29, Issue 2, pp.220-234

Rodgers, W. and Al Fayi, S., 2019, April. Ethical pathways of internal audit reporting lines. In *Accounting Forum* (Vol. 43, No. 2, pp. 220-245). Routledge.

Shabbir, H., Hyman, M., Dean, D., & Dahl, S. (in press). 'Freedom Through Marketing' Is Not Doublespeak. *Journal of business ethics*,

Shabbir, H. A., Maalouf, H., Griessmair, M., Colmekcioglu, N., & Akhtar, P. (2018). Exploring perceptions of advertising ethics: an informant-derived approach. *Journal of business ethics*, 1-18.

Singh A, Mishra N, Ali S, Shukla N, Shanker R, 'Cloud computing technology: Reducing carbon footprint in beef supply chain', *International Journal of Production Economics*, 164, pp 462-471, ABS 3* ranking (2015)

Silles, M. A. (2019). The labour market consequences of teenage childbearing. *Contemporary Economic Policy*, 37(4), 694-713.

Silles, M. A. (2018). The effects of language skills on economic assimilation of female immigrants in the United States. *The Manchester school*, 86(6), 789-815.

Yoganathan V, Osburg V-S & Akhtar P (2019) Sensory stimulation for sensible consumption: Multisensory marketing for e-tailing of ethical brands. *Journal of Business Research*, 96, 386-396.

Yoganathan V, McLeay F, Osburg V-S & Hart D (2018) The Core Value Compass: visually evaluating the goodness of brands that do good. *Journal of Brand Management*, 25(1), 68-83

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.

Over the years we have developed a good network of corporate partners. The everyday engagement of business managers at Hull University Business School includes involvement in: our Advisory Board, Business Engagement Committee, as guest lecturers, providers of 'Authentic Business Learning' experiences for our students, and so forth. The School actively incentivises module leaders to pursue external stakeholder engagement in module design by rewarding this activity with workload units to help support its development.

We have put significant effort into developing our alumni activities to promote relationships between current and former students. Two core areas of activity have been the development of an online community to help students gain advice about careers, and the challenges of work in a given company or industry, and the Student-Alumni E-Mentoring Project which is aimed at final year undergraduates and MSc students. During their studies, students are also encouraged to become involved in local and regional activities through placements and projects supported by our Centre for Professional Success.

Much of our research also focuses directly on engagement and collaboration with the business sector to explore solutions and support it to better address social and environmental challenges (see Principle 4), both at larger corporate as well as SME levels. An example of the latter is the project 'Sustainable Tourism: Training for Tomorrow', that has been working with professionals working on sustainable tourism in or around protected areas, including hundreds of SMEs across Europe, to identify their training needs in sustainable tourism skills, and develop training materials to address such training needs. At the other end of the corporate scale, the LHOFT Project (Liverpool - Humber Optimisation of Freight Transport) by our Logistics Institute brings together the combined strength of a major cargo owners (Unilever, Uniparts, KraftHeinz and Nestlé) and key port operators (ABP, Stena Line and P&O Ferries) at each end of the M62 corridor to combine with experts from the rail industry (DB freight, GB RailFreight) to develop an end-to-end journey model that promotes the diversion of trade from long distance North-South road routes to ports on the East and West of the country. These freight journeys could be further optimised by the use of rail and offers the potential for a huge reduction in the number of freight miles on the UK road system, leading to substantial reductions in greenhouse gases across the UK logistics sector.

External roles and responsibilities

In addition, many of our academics have significant external roles and responsibilities involving regular contact with a variety of business people in relation to social and environmental challenges. For example, over the recent years:

- Professor Kathryn Haynes (our Dean until December 2019), was a member of the Sustainability Committee of the Institute of Chartered Accountants in England and Wales (ICAEW) and a judge on the ICAEW's Finance for the Future awards, which aims to support and innovate sustainability in business.
- Professor Chris Bovis has been at the forefront of advising on the sustainability of Public Private Partnerships (PPP) through developing public-sector procurement frameworks. He was appointed by the United Nations as Rapporteur to the Millennium Development Commission on PPPs with his reports being received and published by the Millennium Development Commission. For Transparency International, he has provided evidence for assessing key transparency indicators for public sector procurement.
- Dr Haseeb Shabbir is one of five UK based academics to be selected by the Institute of Fundraising, to serve as one of the institute's national examiners and tutors. Within this role, he has coached over 500 professional fundraisers in marketing and fundraising from numerous charitable organisations and NGOs, including from the International Red Cross, Kofi Anan Foundation, Oxfam and numerous regional and local charities. He also serves as an advisor to the Donor Commission on ethically improving the experience of British charity donors as well as on forming the first Code of Conduct for UK based Muslim Charities.

Membership Organisations

Hull University Business School continues to be an active member of **Business in the Community** (BITC). We attend their workshops, they address our students through contributions to lectures, and they provide access to their members organisations for our programmes. For instance, through 2019 our MBA programme has collaborated with BITC in the development of mentoring / volunteering opportunity between MBA students and local / regional charities.

We have also been members of the **UN Global Compact UK Network**, and have co-developed an internship programme in 'sustainable business' with the organisation for our undergraduate students. The scheme tries to find placements in corporate sustainability departments on UNGC-UK members, and initial indications have shown a positive uptake by organisations.

Project Aura

One of the latest projects led by the University of Hull with significant potential for regional impact, Project Aura works as a collaborative initiative turning innovative ideas into game-changing reality. Aura's mission is to identify opportunities to innovate and collaborate in offshore wind, to find solutions for the challenges faced from technical and operational to economic and societal, working as a facilitator and catalyst to provide ground-breaking solutions with our partners - for the region, the UK and globally.

The University of Hull's new Aura Innovation Centre (AIC) is a community that supports businesses of all sizes, helping them to accelerate low-carbon projects, drive green innovation and deliver clean business growth. The Business School is in an excellent position to support Aura's goals and mission, and conversations are ongoing to explore partnership opportunities.

Hull University Business School



Principle 6

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.

Beyond the examples of partnerships and dialogue platforms already mentioned in Principle 5, members of Hull University Business School continue to be pro-active in a range of networks to facilitate and support dialogue on ethics/ responsibility/ sustainability topics. Some examples include:

- **The Marketing and Business Strategy group hosted the 50th Academy of Marketing conference** in July 2017, themed “Freedom through Marketing”. The conference was designed to help to educate the global marketing community on assessing how marketing theories can be used to tackle oppression, inequality and injustice. The freedom theme complemented the heritage of the City of Hull in abolishing slavery and also the Freedom theme of the UK City of Culture celebrations. The conference led to a special issues in the Journal of Business Ethics on “Freedom through Marketing”.
- Dr Joanne Cook has been involved in the development and facilitation of the **employee volunteering network (EVN)**, run in collaboration with Dr Jon Burchell and jointly funded by Hull University Business School and Sheffield University Management School. This network has over 200 members from public, private and third sectors organisations who have come together to develop collaborations around ESG and discuss some of the challenges and boundaries to reaping long term benefits from these opportunities.
- Dr Haseeb Shabbir is a member of the **PRME working group Business for Peace** and chaired in November 2018 an ESRC-PRME workshop on Peace Marketing with Professor Kathryn Haynes.
- Our **Centre for Systems Studies** has an ongoing programme of seminars promoting dialogue and collaboration with practitioners in public, private and third-sector organisations to develop ways of addressing complexity in a broad range of application areas, including health, policy analysis, development, resilience and sustainability of socio-economic systems and the environment, digital economy and society, organisational transformation, food security, cybersecurity, sustainable tourism, low-carbon economy, evaluation, stakeholder engagement, radicalisation and marginalisation, innovation, conflict management and community operational research.
- The **Institute of Applied Ethics**, another research centre hosted by our Faculty, also has a regular programme of seminars and dialogues on themes from ethics, corporate social responsibility, sustainability and risk in production, consumption, digital, legislative, political and social activities.

Collaboration through Apprenticeships

The UK Government created an Apprenticeship Levy in 2017 for all large employers, to promote the upskilling of organisations and fund a wide range of apprenticeships, including higher and degree level apprenticeships, right up to Masters degree level. Building on this development, the Business School has been engaging in close dialogue with business in the region to develop tailored programmes that ensure organisations and individuals increase their capabilities by enabling employees to develop new skills, attitudes, outlooks and knowledge in their specific sector.

These apprenticeships are delivered through a blend of campus-based learning and on the job training, as well as portfolio-building and self-directed study. They’ll complete a portfolio of evidence as well as work-based projects, and will become role models and agents for positive change in their respective organisations.

Amongst the programmes developed under this scheme are our Chartered Manager Degree Apprenticeship, where employees receive an Honours degree – BA (Hons) Business Management – and Chartered Manager status from the Chartered Manager Institute (CMI); our BSc Professional Practice in Supply Chain Leadership degree; and our Senior Leader Degree Apprenticeship (providing equivalence to our AMBA-accredited Executive MBA). The latter was designed to provide students with in-depth knowledge of three core themes throughout the programme:

- Responsible leadership – leaders must recognise the responsibility they hold, and discharge it skilfully, ethically, and responsibly.
- Connected thinking – organisational sustainability requires sustainable business eco-systems both locally and globally, where multiple cause-and-effect relationships are accounted for and acknowledged.
- Complexity and ambiguity – the rapidly-changing world cannot be fully understood through old ideas and traditional thinking; we must lead creatively to manage changes that are driven by complexity and ambiguity

University of Hull’s Wilberforce Institute

One of Hull’s most famous sons, Wilberforce dedicated most of his life to the movement that led to the abolition of the British slave trade over 200 years ago. One of the world’s leading research centres working towards the end of labour exploitation and slavery worldwide, the University of Hull’s Wilberforce Institute for the study of Slavery and Emancipation, continues to pioneer the fight for freedom. The Wilberforce Institute brings together experts in humanities, law and social sciences to help tackle this global problem head on. Although hosted outside of the Business School, the Institute is a key centre of expertise of the University of Hull which has a fundamental role in informing and influencing policy, business practice and public debate at local, national and international levels. It had a key role in helping shape the Modern Slavery Act, which forces the UK’s biggest companies to report annually on their work to eradicate modern slavery from their supply chains.

As an example of its role in promoting dialogue on critical issues in global social responsibility, in 2019 the Institute launched a new programme to help businesses tackle labour exploitation, through training which helps organisations identify and eliminate slavery practices that may be lying hidden in their business operations. The training has been developed by specialists at the Institute who carry out slavery risk assessments for major UK companies. Based on intelligence gathered from the Institute’s global research into exploitative labour practices, the programme provides much-needed guidance for businesses to help them improve their reporting and monitoring of modern slavery. Completing the training provides businesses with an understanding of how modern-day slavery manifests and the human rights risks that commonly exist within supply chains. With access to practical tools and example case studies, businesses are guided towards developing solutions to eliminate these practices.

Athena Swan

Hull University Business School continues to work towards achieving Athena SWAN accreditation to show a clear commitment through our practices to a wide range of forms of equality. The Athena SWAN Charter means that we strive for equality in all aspects of our life within the University community and within all groups and people that study, work and enjoy our campus. This has involved evaluating our career pathways, providing support, and running an Athena SWAN lecture series to promote topics of interest in relation to gender equality.



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