

THE FACULTY OF BUSINESS

Principles for Responsible Management Education
Sharing Information on Progress Report

February 2016



PRiME



1 RENEWAL OF OUR COMMITMENT TO PRME

Oxford Brookes University and its Faculty of Business are fundamentally committed to the ideas which underpin the Principles for Responsible Management Education.

'Brookes 2020', the university's strategy, clearly states that:

We educate students of all ages for livelihood, for both personal and societal enrichment. We ask our staff and students to work together to improve the human condition locally, nationally and internationally by engaging in active global citizenship and undertaking research that resonates around the world.

The university's values state 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.

The university's vision is equally unambiguous:

Oxford Brookes University will provide an exceptional, student-centred experience, based on internationally significant research and pedagogic best practice. We will build on a tradition of distinction in academic, professional and social engagement to enhance our reputation as a university which educates confident citizens characterised by their generosity of spirit.

These fundamental principles are embedded within the Faculty of Business's delivery of its research and teaching programmes.



A handwritten signature in black ink, appearing to read 'A. Pitt'.

PROFESSOR ALISTAIR FITT, Vice-Chancellor, Oxford Brookes University



1.1

BACKGROUND: THE UNIVERSITY'S ENVIRONMENTAL AND ETHICAL STANCE AND HISTORY OF NOTABLE ACHIEVEMENTS

Oxford Brookes University is committed to being an environmentally sustainable and ethically responsible place to study and work, and has pioneered developments which have now been adopted by many other institutions and organisations.

In October 2003, Brookes became the first university in the world to be awarded Fairtrade status. This status continues to provide a platform for raising awareness of international trade issues amongst students, staff and the wider public. Brookes' Sustainable Travel Plan, builds on the success of its award-winning Green Commuter plan. The new plan continues to set tough new targets for further reducing the number of staff and students travelling by car.

The university is well known for its academic work on sustainable development and environmental protection, and feels it is important to set an example in its operations as well. As part of this endeavor, Brookes was chosen to pilot a scheme with the Carbon Trust to calculate and reduce our carbon emissions. Brookes aims to recycle as much of its waste as possible. This currently includes paper, cans and glass, paper cups, computers and monitors, CDs, florescent tubes, cooking and engine oil, and mobile phones.

100% of the university's electricity comes from renewable sources. Brookes is home to Oxfordshire's local food group, working with local businesses to promote their meat, fish, fruit and vegetables. The Centre for Environmental Studies in the Hospitality Industry, based at Brookes, is the UK's only centre dedicated to researching how the hospitality trade can respond to the huge environmental challenges it faces.



'Active citizenship' is one of the graduate attributes that are embedded in all the university's programmes. In this way students are helped to develop i) the ability to lead both local and/or global communities, ii) a critical awareness of the complexity of diverse perspectives, cultures and values, and iii) the ability to question one's own perspective and those of others. Students will also be prepared to use their knowledge and skills to improve society through active engagement with issues of equity, sustainability and social justice.

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EMBEDDING THE PRINCIPLES OF RESPONSIBLE MANAGEMENT: FACULTY OF BUSINESS ACTIVITIES IN THE LAST 24 MONTHS

The Faculty of Business is committed to maximising the intellectual, social and economic potential of all the individuals and communities it serves through outstanding teaching, research and enterprise activity that is informed by the principles of responsible management. In doing so, it promotes the university values. Within this environment, the faculty's staff and students are able to develop their full potential and bring about positive and lasting change in a number of communities. Underpinning all our work is the university's ethical and environmental stance.

The Faculty of Business makes its greatest contribution to society by investing in the development of individual potential aligned with a focus on community building and an understanding of business ethics and responsible management.

Whether through individual or organisational engagement, the faculty insists that all aspects of its activity should be sustainable and responsible wherever it is deployed throughout the world. In this context, it has been agreed that a major priority of the faculty should be on-going active debate about its critical engagement with the PRME principles. This includes – and allows – local interpretation of their meaning. The following pages outline examples of the implementation of this approach in our students' learning experience (see [2.1](#)) and our research activity (see [2.2](#)).



2.1

THE STUDENT EXPERIENCE: PRME (PURPOSE), CURRICULUM CHANGE (VALUES) AND NEW LEARNING FRAMEWORK (METHOD)

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 and curricula 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.



The Faculty of Business continues to implement the **Principles for Responsible Management Education** in ways that enhance the student experience, drive curriculum change and promote a new learning model. This focuses on the development of PRME related competencies, e.g. business ethics, corporate social responsibility and sustainability, in all our programmes at both undergraduate and postgraduate levels.

Contribution to the PRME agenda is considered a crucial part in all the course reviews and new course development. Social responsibility and business ethics are presented as a thread that runs through the programme portfolio. Students are helped to understand implementation issues through real-life cases and projects.

The illustrations that follow are selectively taken from different areas of the faculty's operation, and provide a representative overview of our PRME related activity during the past two years.



2.1.1 PROGRAMME CONTENT

In addition to being academically demanding and focused on developing students' intellectual capacity, emphasis continues to be placed on the development of competencies and attributes to enable our graduates to make significant contributions to business and third sector organisations, and to cultural life more broadly, both whilst studying and in their future careers.

One example is the recently re-developed Business and Management undergraduate programme (for enrollment in 2016) which now includes an assessment, learning and teaching strategy which will *'facilitate and support dialog and debate among educators and students on critical issues related to social responsibility and sustainability'*. Another example of this strategy in action takes place in one of the current programmes, Business and Marketing Management, where students work with a major charity in a live case scenario.

A new module, **Community Engagement**, is now being made widely available to faculty undergraduate students. This module provides an opportunity to engage with local, national and international community projects including volunteering, knowledge exchange projects and community enhancing initiatives. Such activity can offer a diverse range of experiences that link with a student's area of study and scholarship, for example, developing understanding of: not for profit organisations; corporate social responsibility; community-based events management, leadership and/or teamwork.

In Accounting and Finance, the PRME-related modules offered include **Accounting in Society** and **The Developing Business**. These modules examine, from an accountant's perspective, a range of extant issues including ethical principles, professionalism, responsibilities to wider stakeholders, not-for-profit reporting, micro-credit and community finance schemes. A range of other areas pertinent to PRME are also covered on the syllabus including, charity reporting, corporate social responsibility, environmental reporting, professionalism and ethical standards.



At the postgraduate level, PRME-related areas are also embedded within the curriculum, for example through live in-company case studies on the faculty's MBA programme, leadership challenges and group discussions. A specific example is the dedicated master's level module, **Corporate Social Responsibility**. This covers stakeholder theory and practice, green economics and business ethics. PRME agenda topics are also regular choices for master's dissertations, with recent examples on green reporting, business ethics, stakeholder management of environmental disasters, and charities' engagement with business.

As part of our Brookes Engage initiative working with school pupils, we facilitate Year 12 pupils' investigation into ethical dilemmas faced by business. This culminates in a mini-debate held annually in July.

2.1.2

LEARNING OUTCOMES

Commitment to PRME is reflected at all levels of attainment and in different disciplines. As for all the university's graduate attributes, active citizenship is embedded in the learning outcomes of our programmes. For example, the new undergraduate Business and Management programme explicitly undertakes to develop a graduate who can:

Demonstrate a critical understanding of the functions and processes of organisations and their interrelatedness, including their diverse and dynamic purpose, structure and governance and the tensions that this diversity poses.

Critically evaluate the external environment and its effect at local, national and international levels upon the strategy, behaviour, management and sustainability of organisations.

Review, evaluate and recommend appropriate policies and strategies within a dynamic, uncertain, global and virtual organisational environment to meet diverse stakeholder interests and the wider responsibilities of society.

And graduates from the Events Management programme, which starts enrolment in September 2016, will be able to:

Develop creative and comprehensive event plans based on industry standards and strategic planning, and establish objective measurement and audit criteria for highly complex sustainable events, whilst minimising and managing risk.

Articulate the value of a strong commitment to personal and corporate ethics, professionalism and social responsibility as an essential foundation for the management and operations of events.

Demonstrate commercial and sustainability awareness regarding the international event management industry.

These values respect legal, professional and ethical codes of practice within internal and external relationships, and have regard for the well-being of society and the cultures within which an organisation operates.

2.1.3

STUDENT ENGAGEMENT IN VOLUNTEERING AND CO-CURRICULAR ACTIVITIES

Accounting for Community, Engaging Students (ACES) is a scheme through which second and final year undergraduate accounting students provide basic accounting services for one year on a part-time voluntary basis to a variety of local charities, community groups and social enterprises. This scheme continues to grow and a local firm of chartered accountants supports it by providing specialist training. A local specialist environmental and social accounting practice supports it with mentoring.

The faculty continues to organise an annual field trip to Kenya every January. Its focus is on the power of social enterprise in the field of hospitality and tourism to affect change in the lives of vulnerable people. For two weeks the students work alongside representatives of **Adventure Alternative**, a social enterprise tour operator that reinvests its profits in sustainable community development projects including schools, support centres for those with HIV/AIDS, youth centres and orphanages. Students report this trip as 'life-changing', resulting in a reassessment of their personal values.

In May 2014, the Oxford School of Hospitality Management ran a 'Walking Workshop' in Nepal on behalf of the Tourism Education Futures Initiative. This was attended by around 25 academics from different universities worldwide. Its focus was on integrating social enterprise into the tourism curriculum. A summer workshop, designed on a larger scale, is planned for future years.

As part of an investigation into pedagogy that supports the development of moral judgement, and to raise the profile of PRME and business ethics within the faculty, a small group of students were involved in structured debates about ethical dilemmas in business. The project has been funded by a Teaching fellowship.

The Oxford School of Hospitality Management continues to offer all final year undergraduates and postgraduates the opportunity to participate in their **Bacchus Mentoring Programme**.

Each student is assigned a mentor who is a senior figure from industry or from the voluntary or NGO sectors with whom they are encouraged to develop a close working relationship.

The aim of the programme is to bridge the gap between higher education and graduate employment by enabling students to build their own networks of professional contacts, reflect on their own competencies and consider the application of their theoretical knowledge, including principles of responsible management. The mentors – around 60% of whom are alumni of Oxford Brookes University – are demonstrating their credentials as responsible managers by providing valuable support to students on a voluntary basis.

The **Accountants in Mentoring (AiM)** scheme continues to offer all final year accounting and finance students the opportunity to work with a mentor from industry or practice. Now in its fifth year, its purpose is to help students make the transition from academic life into employment by working closely with a mentor on career plans, employability skills and self-awareness. The mentors, many of whom are Brookes alumni, volunteer from a wide range of businesses and organisations and this range allows students the opportunity to be matched up with a suitably qualified professional. The programme helps students to explore and develop their career options across a broad spectrum of finance roles. Within these mentoring schemes, all final year undergraduate students mentor first year undergraduates. Not only does this encourage new students to reflect on their skills and competencies, it also encourages the mentors to take responsibility for the development of others, an essential skill for practicing managers.

2.1.4

ENGAGING WITH OTHER UNIVERSITIES ON RESPONSIBLE BUSINESS PRACTICE



Colleagues inform their teaching in the field of responsible business practice by engaging in a range of relevant external activities.

The Oxford School of Hospitality Management has been instrumental in creating the Tourism Innovation Partnership for Social Entrepreneurship consortium of leading universities and social enterprises whose aim is to promote the social enterprise agenda in the tourism and hospitality industries and academia.

The Marketing Department continues to jointly research UK business organisations' commitment to codes of ethics, with its **Visiting Professor, Greg Wood of Deakin University, Australia**. He has had a specialist interest in this area for many years. Contacts in Sweden and Canada have now joined this research network, offering the opportunity to research and publish comparisons of different countries' approaches to codes of ethics.



The student - and staff - learning experience within modules is greatly enhanced by input from visiting speakers who work or research within the broad field of responsible management.

Prof. Jan Bebbington, Professor of Accounting and Sustainable Development, University of St Andrews, is a seminal author on corporate social responsibility. She was on the recent REF panel and was the British Accounting & Finance Association Distinguished Scholar in 2014. Prof. Bebbington gave a faculty talk on 'The Role of Management in the Anthropocene' and gave a lecture on sustainability accounting for the Developing Business module for accounting and business undergraduates. She regularly delivers talks to our students, with a future visit planned for March 2016.

2.2 PRME RELATED RESEARCH

The faculty's research is focused on subject-based clusters, many of which align with the principles of PRME.

At national level a team of academics developed a stream at the Critical Management Studies Conference held in Leicester in July 2015 focusing on critical questioning of the range of change initiatives that have gained legitimacy within the business school sector in the search to shift its values base towards the goals of sustainability and responsibility. Papers were invited that sought to engage academics researching in a wide range of areas including: critical pedagogy, critical management education, change in Higher Education, the Higher Education civic and public engagement agenda, as well as in the areas of sustainability, CSR and business ethics. Using a dialogic format a series of eight papers from national and international contributors were presented and debated.

In this PRME SIG submission we wish to highlight the work of the **Centre for Diversity Policy Research and Practice (CDPRP)**. The faculty continues to jointly (with the HR team) host the cross institutional centre. The CDPRP specialises in research and knowledge transfer activities in the area of equal rights in employment and diversity management in the workplace. The centre's activities focus on:

1. Inter-disciplinary research linking the legal and human resource management perspectives in projects that explore key equality issues in the workplace;
2. Applied research which brings together academics and practitioners in an evidenced-based approach to the development of best practice in managing equalities in the workplace; and
3. Fostering policy and research relationships with policy makers, trade unions, other agencies, and academic institutions.

www.brookes.ac.uk/the-centre-for-diversity-policy-research-and-practice

The Centre has received funding from **COMBAT** to research ways of preventing Human Trafficking. Recent statistics from the International Labour Organization (2012) show that the global social problem of Trafficking in Human Beings (THB) is increasing in Western Europe. A significant proportion of trafficking is undertaken through travel and tourism businesses that, by their 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. COMBAT is a project funded by the EC Directorate of Home Affairs under the Internal Security Fund's THB's targeted call. COMBAT seeks, in full alignment with the legal and policy framework, to involve all the relevant hospitality and tourism stakeholders in the design of a preventive and remedial training toolkit. This will offer unique, practical, step-by-step guidance for tourism businesses to combat THB.

The expected outcomes of the Combat Human Trafficking project are:

- a comprehensive training toolkit for all levels of staff in a tourism business
- operational-level: treatment of victims in the immediate aftermath of an incident; evidence collection for effective prosecution of perpetrators
- tactical-level: support structures for employees to identify and report; support structures for victims while still in the premises and in the longer term support through a CR programme; ensure supply-chain integrity
- strategic level (corporate/board): company-wide policy statements; industry-wide partnerships actions; society-wide partnerships with relevant anti-trafficking actors
- measures that raise awareness among employees and operational managers, communication structures that facilitate the safe reporting of incidents and encourage wider partnerships in combating THB.

2.2

PRME RELATED RESEARCH continued

In addition the CDPRP submitted an impact case rated at 3/4* to the REF. It focused on gender diversity in relation to periods of, for example, maternity leave and other absences from work, arguing for reduced numbers of outputs in terms of publications. The REF policy was successfully changed to reflect this.

A Senior Research Fellow in the Oxford School of Hospitality Management has recently completed a collaborative research project with colleagues from the State University of Campinas (UNICAMP), Brazil, the University of Reading and Cardiff University. Supported by £40,000 from the Economic and Social Research Council and the São Paulo Research Foundation, the project explored best practice in transnational policy development relating to the governance of environmental quality and crime reduction. It involved comparative analysis of policy and practice in the North Coast Region of São Paulo State, and South Wales, UK. From the mid-20th century, both locations have seen a rapid decline of previously thriving maritime ports serving traditional industries - fishing and agriculture in São Paulo State and coal and steel in South Wales. Consequently, the economic base of both has shifted towards consumption and service industries. Central to the service economy in both the UK and Brazil is an increasing dependence on tourism and leisure, and a consequent growth in the creation of new tourism spaces.



In Brazil, whilst there is an apparent commitment to protecting the coastal environment (primarily through legislation), the project raised questions about the effectiveness of government-led initiatives. In the UK, it was highlighted that challenges of governance stem from public funding cuts restricting agencies' capacity to protect natural resources. The outcomes of the project focus on non-traditional and more effective means of alleviating poverty through tourism development, whilst protecting the environment and managing crime rates. The project team members are now disseminating their findings through the publication of journal articles and conference presentations. They have submitted a second bid, through the British Council Research Links programme, to support a seminar series in partnership with the Center for Excellence in Tourism at the University of Brasilia.

2.2

PRME RELATED RESEARCH continued

Research is undertaken with cooperative organisations to appraise how they implement their marketing strategies in the context of their community-based values and principles.

Other research in this theme critically explores the role and responsibilities of marketing within a sustainable consumption agenda, with the express intention of advancing more responsible behaviour in organisations and consumers. Examples include the sustained use of attack messages in the election marketing of political parties and an emphasis on the ethical responsibilities of parties and their agents in accord with the tenets of democracy they serve, and more broadly the use and regulation of controversial advertising, and practitioners' ethical decision making in the marketing of alcohol in developing countries and the use of social marketing to counter its harmful effects. Journal articles, books, book chapters and conference papers representing these themes have been published by the marketing academic community over this period.



PRME related research in the Accounting, Finance and

Economics department spans three research clusters:

Accounting, Accountability and Responsibility;
Development and Environmental Economics; and **Applied Microeconomics.**

Within **Accounting, Accountability and Responsibility** there are two bodies of research that are linked to the PRME agenda. The first focuses on the promotion of stakeholder theory as an alternative holistic strategic management theory as a more useful way of understanding modern capitalism compared to shareholder primacy. It addresses the problems of value creation, the ethics of capitalism and the managerial mind-set characterised by myopic business decisions to satisfy fund managers' returns and excessive executive bonuses, and increasing propensity to manage staff as costs rather than assets. Specific research projects within this programme of research include theoretical and philosophical analysis of the stakeholder concept, the need for a recognition and measurement of alternative capitals beyond the traditional financial capital reflected in financial statements, and a critical enquiry into the need for a conceptual framework for corporate social responsibility reporting and alternative forms of corporate reporting.

The second body of research investigates third sector issues. A specific example includes the strategic alignment and measurement of efficiency and effectiveness in English and Welsh hospices. Another project explores accounting regimes of trading charities, co-operatives and 'for more than profit' companies in order to assess the implications that these have for concepts of business ownership, entity and activity. Not-for-profits are often small organisations that struggle to make the best use of information technology and researchers are also actively engaged in exploring the use of information technology for performance management within the not-for-profit sector and how enterprise performance management systems thinking helps to meet the information needs of charity trustees.

2.2

PRME RELATED RESEARCH continued



Within **Development and Environmental Economics** researchers are interested in the implications of policies and mitigating strategies in areas such as climate change and carbon emissions; agriculture, irrigation and food security; development and poverty; and international and fair trade.

One specific programme of research relates to the sustainability implications of the rising economic powers of emerging economies, eco-socialist perspectives on development and growth, the political economy of federalism and human rights and, mitigation, poverty reduction and human development.

Another body of research relates to the empirical investigation of issues pertaining to intra-household resource allocation and inequalities using household surveys and child welfare, poverty, subjective wellbeing and orphan-hood using longitudinal survey data. Researchers are also interested in the implementation of **Social Accounting Matrices (SAM)** and **Computable General Equilibrium (CGE)** modelling for natural resource management and, in studying the economic development in countries in Asia and Africa, how this impacts poverty mitigation, gender equality, education and child welfare.

There are also PRME related projects within the **Applied Microeconomics** cluster. One specific example relates to integrating economics and system dynamics approaches for modeling an ecological-economic system, which uses a Systems Dynamics modelling approach. Secondly, research explores the impact of policy instruments on producer's packaging design choice to assess the effectiveness of different policy mixes for waste management in local authorities in the UK.

Recent work includes a book: **The Cadbury Committee: a History**. This book describes the work of the committee which produced the first UK corporate governance code and established the principle of 'comply or explain' reporting, setting the pattern for future developments in corporate governance around the world. In addition the **GLOBE** project – involving our researchers – has developed a suite of models of the global economic system. This has been used, for instance, by the Carnegie Endowment for International Peace to evaluate the impacts of the Doha Development Agenda on India and, in conjunction with the International Labour Office, on the employment and internal labour migration implications for Brazil and used to examine EU trade policies.

In the Oxford School of Hospitality Management, research into ethics and corporate social responsibility has focused upon advancing understanding about the management of hospitality and tourism. Work from this cluster formed an Impact Case submission to the recent Research Excellence Framework. One of our researchers continues as Senior Special Advisor Human Resources for the UN World Tourism Organisation.

Academic research forms the basis for commercially funded projects, focused on promoting responsible business practice and the formation of policies to drive business development in an ethical manner.

2.3 PARTNERSHIP AND DIALOGUE

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.

PRINCIPLE 6: DIALOGUE

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



2.3.1

CONTRIBUTIONS FROM PROFESSIONAL SUPPORT STAFF

The contribution of the professional support staff within the faculty should be seen in the light of four main headings:

1. Supporting academic staff on PRME related activities.
2. Relating to Principle #3: Method – *'We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership'*.
3. Organisational Culture and Administrative Systems: *'We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students'*.
4. Active engagements with university groups which promote a PRME ethic such as the Biodiversity Group which supports ethical practices, which, although rooted in university biodiversity policies and initiatives, has an increasingly global perspective.

Human Resources Policy, recruitment and development of high quality, committed professional support staff.

The Faculty's commitment to progressive and responsible human resources policies and well resourced staff development programmes is set out in a number of documents within the overall HR strategy and the faculty's Learning and Development Plan. The strategy includes:

- Protocols to ensure equity and diversity are recognised in our recruitment procedures.
- Staff development resources to develop staff with the requisite skills, enhanced educational attainment and training for leadership capability both internally and externally.
- Developmental programmes to enhance the confidence and self-awareness of our support staff.
- A bespoke staff development week with sessions designed by, and for, support staff including a range of well-being activities.
- University wide administrative forums for the sharing of best practice.
- Participation in university-wide training programmes to raise awareness of mental health issues with access to Occupational Health resources at the university level.
- Promotion of the benefits to be realised from suitable volunteering activities which would subsequently be supported by time or workload redistribution to enable participation.
- Engagement in university-wide secondment and job shadowing opportunities to develop skills, promote collaborative working across different units of the university and raise skill levels to enable competition for promotion opportunities.
- Promote an inclusive and supportive learning environment with the added support of a dedicated faculty team of student support advisers. This acknowledges that each student's learning journey starts from a different place in terms of background, circumstance or age, but ultimately will lead to success for each student.
- Supporting local charity organisations such as Aspire Oxford in their activities as a supplier of services and as a partner in leadership and development programmes.
- Engaging in a proactive programme of 'career break' to enable staff to pursue developmental opportunities outside of the university environment, but with the aim of returning to enhance the skill levels in the teams.
- Engaging in a bespoke programme of team development to enhance the quality of collaborative working between academic and professional support staff.

2.3.2

DEAN'S ADVISORY GROUP

The Dean and Faculty Executive Group are advised by a regularly convened group of senior professionals from the commercial, public and third sector who bring their own current practice and expertise to bear on the development of the faculty's strategic direction. The particular focus of this group over the last two years has been that of the faculty's response to the growing demand for demonstrably sustainable, ethical and responsible management at a time of turbulence in the global economy.

3

KEY OBJECTIVES FOR THE NEXT 24-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF THE PRINCIPLES

SECTIONS 2.1 and 2.2 provide examples of on-going and planned activities from the areas of student experience and research.

These two areas are interlinked and will continue to reflect and support the PRME agenda as the faculty – with the university – seeks to capitalise on the outcome of the various PRME related projects currently underway.

Going forward, the faculty is developing a range of public discussions with pivotal figures, both local and national, who play a role in the implementation of responsible management in their organisations. In addition, the faculty will continue to raise awareness amongst its staff and students of its commitment to a critical engagement with the PRME agenda.

During the 16/17 academic year, the faculty will move to new buildings, and a new location. As part of the university's campus redevelopment plans, these buildings are being designed to be environmentally sustainable, and to replace those which are older and less energy efficient.

4

DESIRED SUPPORT (MEETINGS, TOOLS, BEST EXAMPLES, IMPLEMENTATION GUIDELINES) FROM THE PRME COMMUNITY WHICH COULD HELP MOST IN ACHIEVING YOUR KEY OBJECTIVES FOR THE NEXT 24 MONTHS

As the faculty continues to strengthen its relationship with the PRME principles, at a number of touch points, it would be interested in hearing from other PRME signatories who are undertaking a similar path of critical engagement with their institution's relationship to the principles with a view to sharing research findings and outcomes.

5

KEY PRME CONTACT

GEORGINA WHYATT, Head of the Department of Marketing, email: gewhyatt@brookes.ac.uk



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telephone: **+44 (0) 1865 485858**

email: **business@brookes.ac.uk**

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