Bournemouth University (BU) is a youthful and innovative international institution offering a range of high-quality academic programmes geared to the professions. Our student-centred learning environment emphasises both intellectual achievement and employability. We are proud of our strength in research and enterprise and the world-class standing of our centres of academic excellence.

VALUES & VISION

We value creativity, innovation, partnership and enterprise

Our values acknowledge our history, provide the foundation on which our future is built and shape the way in which we will move towards our vision and interact with the world around us.

We are a university geared to the professions with a passionate commitment to academic excellence and student-centred, relevant higher education delivered in a financially robust and sustainable manner.

We value creativity, innovation, partnership and enterprise, have an attitude that is friendly, professional, inclusive and supportive, and while committed to our region, have an outlook that is truly global.

BU is committed to fostering a global outlook which will:

◇ Encourage internationally significant research
◇ Recruit students and staff with wide international experience
◇ Develop opportunities for international engagement for all students and staff
◇ Deliver a curriculum which prepares for global employability
◇ Establish strategically significant international partnerships
◇ Actively engage with appropriate networks and initiatives within Europe and beyond
The Business School at Bournemouth University (BU) is divided into four departments. Specialist academic staff are based within each department:

◆ Accounting, Finance and Economics
◆ Human Resources and Organisational Behaviour
◆ Law
◆ Strategy and Marketing.

We strive to be an inspirational and challenging academic environment in-step with the University’s plan to produce self-motivated, independent, life-long learners who are readily employable in graduate-level posts.

A powerful academic research culture keeps the School relevant, informs course development and benefits the business community locally, nationally and internationally. Our consultancy to business has aided the profitability and market position of many of the organisations with which we work.

The Business School continues to grow in these challenging times, building on established excellence and continual development in:

◆ Courses being academically-led and geared to the professions
◆ Enhancing the student learning experience
◆ Creating a modern learning environment driven by the latest technologies
◆ Focusing on a curriculum geared to the global economy
◆ Increasing support for entrants with different educational backgrounds
◆ Delivering leading-edge courses to fit in with modern lifestyles
◆ Developing a case-study approach to education
◆ Enabling students to be responsible for their learning and career development
◆ Integrating strong links between the School and the business community
◆ Being the first point of contact for expert comment.
STATEMENT OF RENEWED COMMITMENT

The Business School at Bournemouth University signed up to the Principles for Responsible Management Education in 2009 and we hereby renew our commitment to PRME.

As a Business School we pride ourselves on our student-centred approach to education and learning, drawing upon our international expertise in education and research to deliver innovative, cutting edge approaches to all of our activities.

We support the aim of PRME, to develop new generation of business leaders capable of managing the complex challenges faced by business and society – corporate responsibility and sustainability – and respond to the global call for business schools and universities to adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities. The issues of sustainability and corporate responsibility continue to increase their significance in the business world, and management education has a vital role to play in driving progress.

The Business School has taken the Principles for Responsible Management Education to the core of its academic value and instil the value in areas of its pursuits, including undergraduate and postgraduate teaching, as well as research and enterprise activities.

In our recent curriculum review, undergraduate and postgraduate, we further embraced PRME principles in our education. Our current curriculum design demands all our undergraduate management students to undertake a compulsory module in Management Ethics in their first year of study, and half of them select the module on Environmental Sustainability in the second year. In the final year, all students again study a module that covers globalisation, sustainability, and corporate social responsibility.

The Business School presents two good examples of PRME implementation in recently published Inspirational Guide for the Implementation of PRME: UK and Ireland edition, and there is a team of academic staff actively researching and publishing on the topics related to business/management ethics.

We would like to share our experiences and progress of PRME implementations by this report.

Professor Keith Wilkes
Dean, The Business School, Bournemouth University
As an institution of higher learning involved in the education of current and future managers, BU’s Business School joined PRME in 2009, committing itself to engaging in a continuous process of improvement in the application of the following Principles for Responsible Management Education:

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

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

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

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

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

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

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students and hereby report on our progress to all stakeholders to exchange effective practices with other academic institutions.
OUR ACHIEVEMENTS: EDUCATION - PURPOSE, VALUES & METHOD

STRATEGY

The ‘development of a global awareness’ among the students as well as the staff ‘that feeds into research, enterprise and education’ is part of our corporate plan and we at the Business School, together with the wider university, aim to ensure that the students acquire ‘broader world view’ and develop into responsible global citizens who are aware of a range of global issues, such as human rights, labour standards and environment.

CURRICULUM

The curriculum for our undergraduate students is designed in the way that all students acquire the knowledge and skills with which they have the ability to critically analyse the situations surrounding current global business in regards business ethics, sustainability, and corporate social responsibility. Students are also trained to become able to consult companies on how to promote these issues and ethical behaviours.

It is one of the Intended Learning Outcomes of these courses to develop students’ ability to understand and critique the nature and complexity of social responsibility and ability to apply methodologies to critically examine moral, social, environmental and economic dilemmas, as well as the ability to identify a range of managerial practices that encourage socially responsible behaviour.
IMPLEMENTATIONS

Sustainability and ethics-related content and case studies are incorporated and well-embedded in the curriculum of both undergraduate and postgraduate education at the Business School. All management undergraduate students, for example, take a module of management ethics in their first year, and nearly half of them further their understanding of global sustainability by taking the module of environmental sustainability in their second year. After gaining work experience in their third year, all management students come back to learn more about corporate social responsibility in the final year core compulsory module. Further, the Business School provides all its students with the educational learning environments, which contributes to the development of responsible leadership and future generators of sustainable value and sustainable global economy. The following examples demonstrate how the values of global social responsibilities are embedded in the academic activities and curriculum at the School.

◇ Introduction to Organisational Behaviour and Ethics (compulsory to the first year undergraduate business and management students): The module introduces business ethics, CSR and the field of critical management studies. PRME is formally introduced and explored: looking at the influence of the global business community and encouraging the need for future leaders to adopt critically reflective and innovative approaches to solve global problems. Issues of human rights, anti-corruption, labour standards and corporate governance are also covered.

◇ Developing Management Competencies (compulsory to the first year undergraduate business and management students): The module requires students to organise fundraising events, support local charity organisations and contribute to community-based projects.

◇ Public Law Two (first year undergraduate law): Human rights law is taught as a central part.

◇ Global Sustainability and Cross-cultural Challenges (second year undergraduate business and management): Environmental sustainability is the core topic. Fairtrade movement is also covered in this module, and students engage in a simulation game related to the topic. For the assessment, the students are instructed to choose a company, analyse the company’s environmental profile, and make recommendations as to how the company could make their business activities more environmentally friendly.

◇ Environmental Reporting (final year undergraduate accounting and finance): The students explore topics such as corporate social responsibility, environmental reporting, and greenhouse gas emissions as part of their assignment.

◇ Contemporary Issues in Management (compulsory to the final year undergraduate business and management students): The module covers business ethics, corporate social responsibility, and the role of government and multinational corporations in regulating business ethics.

◇ Strategic Marketing Management (final year undergraduate business studies with marketing): The module covers ethical marketing. Discussions of social marketing orientation, ethical consumers and CSR are included.

◇ Advanced Accounting Theory and Practice (final year undergraduate accounting and finance): Fraud and financial irregularities are covered in detail as part of the module. Part of this involves an underpinning of ethical knowledge which is essential for future accounting and finance professionals and required by all professional accounting institutes.

◇ International Management (final year undergraduate business studies): Management ethics in an international context is covered.
Managing People (compulsory to all MSc management students): Corporate social responsibility is covered as one of the core topics.

Corporate Governance and Ethics (MSc): The ethics section of the module is for students to realise how close companies are to social and ethical issues. Broadly speaking, the main aim of the section is to provide tools, concepts, ideas, models, approaches, and theories that make one understand what is relevant in social responsibility.

International Human Rights Law (LLM degree): Relevant issues of human rights law are covered.

Business Relationships and Networks (MSc): The module engages with issues of global corporate responsibility and ethics when discussing global supply networks that make use of suppliers employing low-cost labour (including child labour) in developing countries, such as the apparel industry.

Leadership Essentials (MSc): Ethical leadership, trust and toxic leadership are covered, with the examples of corporate scandals and the shadow side of leadership. The module seeks an understanding of how ethical leadership and responsible leadership theories can be applied in practice.

Organisation and employment Studies: Issues and Debate (MSc): Ethics and labour law are addressed and the International Labour Organisation is covered in detail.

Contemporary Issues in Marketing (MSc): The module covers corporate social responsibility and the stakeholder theory.

Principles of International Law, International Organisations and the WTO (LLM degree): The module looks at the background and organisation of the international Labour Organisation including their arbitration system and traces workers’ rights back to the Universal Declaration of Human Rights.


Strategic Applied Marketing (MBA): Discussion of social marketing orientation, ethical consumers and CSR are included.

International Law of the Environment (LLM degree): The module examines the particular sectors of environmental policy that are the subject of international legal regulation and obligations.

Legal System, Process and Skills (GDL): Human rights and the importance of professional ethics are covered.

Law of Torts (GDL): The module addresses human rights, professional ethics and regulation.

Constitutional and Administrative Law (GDL): Human rights and professional ethics are covered.
The Business School welcomes many international students from various countries in the world. In some of these countries, it is not as common to have sustainability and ethics-related topics in education. Many of our students, especially at the postgraduate level, consequently come to Bournemouth University without prior knowledge of topics such as CSR. We asked what they thought about learning these topics.

I think CSR education is very useful and necessary, especially in some developing countries such as China, where people have no idea what CSR is. In China firms focus on making profit, ignoring their social responsibility and consumers’ rights.

CSR education is important. A business person today cannot avoid the issue of ethics, and educational institutions have responsibility to educate the next generation. As for me, learning CSR was new. I will try to pay more attention to the issue.

Learning about CSR helps my future job as I can differentiate myself from others with the knowledge.

Learning about CSR was interesting. It inspired me and made me think what I had never thought about.

I found the session very insightful and up-to-date with relevant examples. The university should continue with this type of subjects because it enables students to get a clear and balanced picture of the real issues in today’s world.

I think at the university it is very important to build attitudes of the students as responsible social actors.

Many Taiwanese companies, especially those established a long time ago, are facing challenges in regards to CSR as consumers have become educated. Today’s consumers care about the companies’ contributions to the society.

I think it is important for us to learn about CSR as it is a contemporary issue in today’s world. I agree that business must share responsibilities to the society and be ethical. I believe CSR will be an increasingly important issue.

I did not know about CSR before the lecture. However, it is important for the new generation to know that business is not only about making profit but also about improving the society.

I did not know much about CSR until the lecture. It was so productive and beneficial lesson. I now know what CSR is.

I heard about CSR when I was in my country, but I leaned about it properly here. I quite enjoyed it – it was interesting.

I did not know about CSR before the lecture. I found the lecture very useful.

I think that understanding the concept of CSR is crucial for contemporary managers, and it is very good that university acknowledges the significance of CSR and includes the topic in teaching.

I feel CSR education should be placed at the core of business study, in order to educate the future managers on the crucial issue. Through the lecture, I gained a large amount of knowledge on the benefits of CSR. CSR education is very relevant in the era of globalisation, especially as multinational corporations address CSR differently in developing countries. I find this topic very interesting and would like to learn more.
OUR ACHIEVEMENTS:
RESEARCH

Individuals and groups of academics at the Business School have been conducting research on various topics related to global sustainability, such as ethics, human rights, environmental sustainability, corruption, gender equality and corporate social responsibility. Below are some examples:

Research conducted by individuals and groups of School academics:

◆ Research on the environmental reporting. The School academic also supervises PhD students on the topic of environment management.

◆ Research on individual social responsibility, national differences in social responsibility, and in the theory of corporate social responsibility.

◆ Research on sustainable local food and sustainable seafood.

◆ Research on the relationship between organisations’ environmentally and socially responsible behaviours and how attractive students find the organisations as their future employers. Students’ learning on CSR and ethics related subjects are considered in the investigation.

◆ Research on the home culture effects on local employees’ ethical values at multinational corporations’ foreign subsidiaries.

◆ Research on petty corruption on the transaction level. The research looks at the chances of success of “mini bribes” which can grow into large systemic scandals when they are not perceived as unethical acts.

◆ Research on the impact of the “right to truth” on behalf of victims on international criminal justice efforts, especially the operations of the International Criminal Court. For future research, the academic is keen to focus on massgraves, their protection and wider socio-legal issues associated with the missing.

◆ Research on the interface between morality, bioethics and the law in the context of medical decision making at the beginning of life.

◆ Research on corporate social responsibility, focusing on changes in perception of ethics after interactions with others.

◆ Research on marketing of sustainable, organic food and drink.

◆ PhD research on environment management reporting by large UK listed companies.

◆ PhD research on environment management by SMEs and financial performance in Ghana.
Selected publications (2012-2014):


Presentations:


Musarskaya, M. and Birch, D. (2014) Using the theory of planned behaviour to understand the ethical purchasing gap of sustainable seafood consumption in the UK, ANZMAC, Brisbane, Australia.


In fulfilling the International Collaborative Provision Strategy, we acknowledge three main categories of partnership, namely, research, education and enterprise, in which various activities – such as joint bidding and consultancy; collaborative educational ventures; research and publications; and marketing and philanthropic and charitable activities – are promoted and carried out. The following are some examples of such activities BU’s Business School has been undertaking:

◇ Every year, Bournemouth University invites local businesses and other stakeholders and hold Festival of Learning, to which the School staff make active contributions. The sessions and workshops held in 2014 included the following topics related to sustainability and ethics:

   Climate change and sustainable product design, greenhouse gas emissions, gender equality, living wage: good for business and people, food waste and carbon footprint for food production, local poverty, sustainability and engineering, supporting local charity organisations with their funding applications, and child poverty.

◇ A School academic has been carrying out the following responsibilities and activities in collaboration with local businesses: Sustainable Food Cities Partnership Board and Marketing Committee, Sustainable Fish Campaign Committee, Sustainable Cities Food Partnership Ambassador, and Theme Working Group Leader of Sustainable Food Cities Project.

◇ A School academic had a workshop with local businesses and stakeholders on how to measure the greenhouse gas emissions (GHG). Participants learned how to identify sources of GHG, measure and report them.

◇ School academics had workshops on: sustainable fish sourcing and consumption and consumer attitudes to sustainability—local and regional food and drink and legal protection of local food.
OUR SUSTAINABILITY

At BU, we recognise that our activities have an impact on the environment at local, regional, national and global levels and we acknowledge a responsibility for the protection of the environment.

Green League: In 2012, we were ranked 7th greenest university in the UK, in the People & Planet Green League, receiving first class honours for the third year running.

Environmental Policy: The University’s Environmental Policy commits to continuously improve its environmental performance across infrastructure and operations, academic programmes and communication.

EcoCampus Environmental Management System: In 2011, BU received an EcoCampus Gold Award for its Environmental Management System (EMS). EcoCampus is the leading national Environmental Management System and award scheme for the higher and further education sectors. The scheme enables universities to systematically identify, evaluate, manage and improve their environmental performance and practices. EcoCampus takes a phased approach with four awards along the way. The final award (Platinum) is equivalent to the international standard ISO 14001.

Carbon Management: In January 2010, BU published its first Carbon Management Plan, which quantified our carbon footprint for the first time and included a challenging target to reduce emissions by 30% by the end of 2015/16, from a 2005/6 baseline.

Travel Plan: At BU, we are committed to reducing the pressure on the local environment and road network by promoting environmentally friendly transport practices. A number of measures have been implemented to encourage students and staff to choose to walk, cycle, travel by public transport, car share or use other alternatives.

Waste Management & Recycling: There are hundreds of recycling bins across campus for staff and students to use. Most of them are for mixed recycling, which means that you can recycle everything in one place (including paper, card, plastics, glass, cans, foil, tetra packs, coffee cups and stirrers, sandwich packs and much more).

Biodiversity: BU is situated at the heart of the largest non-industrial conurbation in Europe. Nonetheless, the University recognises that urban locations offer valuable resources for wildlife and is committed to continuous improvement in the management of all of its environmental aspects and impacts, including biodiversity management.

FAIRTRADE UNIVERSITY

In June 2006, BU was awarded Fairtrade University Status by the Fairtrade Foundation. Being a Fairtrade University means making a detailed commitment to promoting the consumption of Fairtrade products on campus, while fulfilling the five goals of Fairtrade Status.
The Business School has recently gone through curriculum review, with which we aimed to integrate the Principles for Responsible Management Education more explicitly in our undergraduate and postgraduate education and further reflect the values of global social responsibility in our academic activities and curricula. Our challenge is to further strengthen the educational learning environments for the development of responsible leadership in all subject areas.

Another key future objective of ours is to further develop amongst our School academics the network of research on the topics related to global sustainability, possibly through the creation of working groups on key sustainability, ethics and corporate social responsibility issues. At the same time, we aim to continue to deliver high quality and widely acknowledged research on these topics. We will also look into the expansion of PhD research engagement in sustainability related topics.

The School also aims to extend the knowledge transfer network and partnership with various stakeholders including local and non-local businesses, NGOs, local communities and other educational institutions, with activities such as consultancy, collaborative educational ventures, research/publications and charitable activities.

For the achievement of these objectives, we will further enhance our participation, commitment and contribution to regional PRME network and platform within the UK and Europe to exchange ideas, information and good practices. This would enable our School representatives to have more active participations to the PRME-related activities.

For further information, please contact:

Dr Sachiko Takeda
School representative to PRME & UN Global Compact
The Business School
Bournemouth University
stakeda@bournemouth.ac.uk
+44 (0)1202 961865