



Lancaster University  
Management School

# PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION REPORT 2024



## Contents:

A word from the Executive Dean.....	4
Introduction .....	5
About LUMS.....	6
Purpose and values .....	7
Teaching and students .....	8
The Centre for Scholarship, Innovation in Management Education (SIME) .....	10
Reaping Good Dividends from our Executive MBA .....	10
B-School to ESG-School.....	11
Dissertations in place.....	11
'Doing the Right Thing' .....	12
Co-designing sustainable communities .....	13
PhD studies .....	13
Research and partnerships.....	14
Pentland Centre for Sustainability in Business.....	16
TARGETED MPI.....	17
Professional and Executive Management Learning Unit .....	18
Civic Engagement.....	19
Climate Disaster .....	21
Good Place Innovators .....	21

### Figures

Figure 1 LUMS Governance Structure.....	6
Figure 2 Responsible Research Management Structure .....	14

This report has been compiled by the Centre for Scholarship and Innovation in Management Education

#### Centre Director

Professor Radka Newton, Director of the Centre for Scholarship and Innovation in Management Education

#### Report Team

Dr Marian Iszatt White, Doctoral Director, Entrepreneurship and Strategy (Report Lead)

Paul Turner, Research and Engagement Content Manager

Rose White, Accreditation Manager

[www.lancaster.ac.uk/lums/research/areas-of-expertise/sime](http://www.lancaster.ac.uk/lums/research/areas-of-expertise/sime)



## A word from the Executive Dean

Lancaster University Management School (LUMS)'s vision is to have a reputation as a leading international business and management school through a focus on research, education and engagement, anchored around the theme of responsible management. We are a community of researchers, teachers, learners and practitioners who want to make a difference. As a community, we believe in challenging convention, pushing boundaries and shaping agendas to ensure that responsible research is at the heart of our success and has the power to transform lives, through our research-led teaching, business and community engagement, and collaboration to develop critical thinking and better outcomes. Grounded in this responsible philosophy, I am confident that both through the work we do and through our own internal operations we continue to make a lasting and impactful contribution to society.

We are justly proud of our reputation for delivering high-quality research, teaching and engagement with real-world impact that shapes and influences government policy; aids and supports businesses regionally and globally; and helps to improve communities and societies. This has been part of our DNA throughout our history and continues to be at the forefront of our activities. The School has long been at the cutting edge of knowledge generation, where academically-leading research is applied in the real world, positively impacting the lives of individuals, businesses and organisations, and society.

As a civic institution, our engagement in our regional community is deep-rooted and longstanding. We work closely with a wide range of stakeholders across the North-West including businesses, SMEs, the NHS, third sector organisations, other educational bodies, and policy makers.

We are trusted as a partner by those affected by our research, and a respectful collaborator with those upon whom it impacts. We will continue to work with them to help them succeed and adapt in an ever-changing world.

Critically, our focus on responsibility extends to our students, and shapes both our curriculum and our pedagogy. It is a key aim of our programmes that they enable students to become responsible, inclusive and sustainable leaders, and to make a positive contribution to their communities and the wider world. The Principles of Responsible Management Education (PRME) are a core framework for us in delivering on this agenda, and engagement with the six PRME Principles continues to underpin our development towards a fully integrated focus on responsibility. In this, our second PRME report, we build on our previous commitments and set out the progress we are making on our ongoing responsibility journey.

**Professor Claire Leitch**  
(Executive Dean)

**Lancaster University Management School,**  
**February 2024**



## Introduction

In February 2022 we submitted our first PRME report, having committed the School to the PRME framework in 2019. In the current report, we recommit to the six PRME principles and set out the activities and initiatives that have characterised our progress since the previous report. Once again, we are clear that responsibility is at the heart of all we do, and that this should be visible in the impact we have on our local and regional communities and on the wider society of which we are a part.

We continue to create positive impact for each of our stakeholder groups through our main areas of business, namely research, teaching and engagement. Growing from earlier consultation with the LUMS community, responsibility is now deeply embedded as a cross-cutting theme that runs through all our activities and behaviours and is generating recognition both internally and externally.

This report addresses these aspects through the structure of the PRME focusing on our:

- Purpose and values (incorporating PRME Principles 1 and 2)
- Teaching (incorporating PRME Principle 3)
- Research (incorporating PRME Principles 4 and 5)
- Wider societal engagement (incorporating PRME Principle 6).

### 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.

### Principle 2 | Values:

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

### Principle 3 | Method:

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

### Principle 4 | Research:

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

### 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.

## About LUMS

LUMS was founded in 1964 and offers a full range of specialist and cross-disciplinary business and management programmes at undergraduate, postgraduate, doctoral and post-experience levels. It is one of Lancaster University (LU)'s four faculties, with 30% (4,973) of LU's total student population (16,774 in 2022/23), and 435 staff (headcount)<sup>1</sup>. We have an alumni population of more than 50,000.

LUMS itself is made up of six academic departments:

- Accounting and Finance
- Economics
- Entrepreneurship and Strategy
- Marketing
- Management Science
- Organisation, Work and Technology

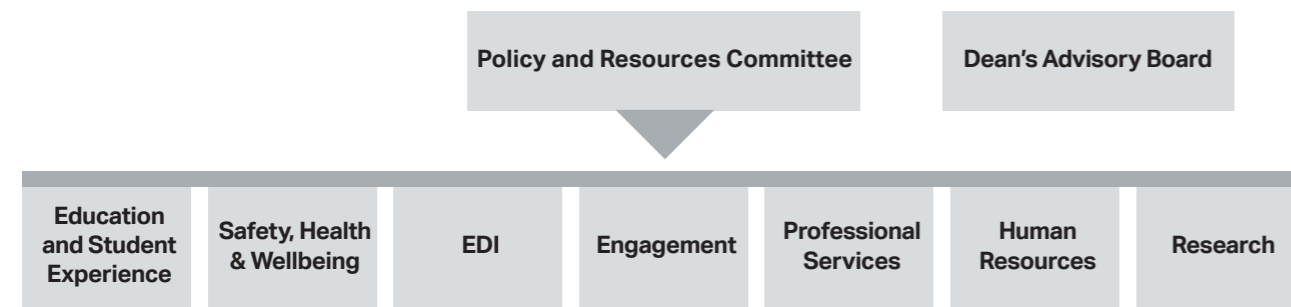
LUMS has held the 'Triple Crown' of business school accreditations (AACSB, AMBA and EQUIS) since 2008, and in 2014 was awarded the Chartered Association of Business Schools 'Small Business Charter'. In 2021, we received Athena Swan Bronze certification, reflecting our commitment to progress in equality, diversity and inclusion. LUMS is an active member of many leading professional organisations in management education and beyond. These include the Chartered Association of Business

Schools (CABS), the European Foundation for Management development (EFMD) and Business in the Community (BiTC). This connectivity enables us to be a sector-leader, benefitting our students, staff and stakeholders.

LUMS is led by a team made up of the Executive Dean, six Associate Deans, six Heads of Department and the Head of Faculty Operations. Figure 1 shows LUMS major decision-making bodies.

Sustainability issues are integral to the discussions held within the Dean's Advisory Board meetings. Numerous colleagues have been invited to present updates and seek advice, notably within the framework of the School's Responsibility Agenda, which serves as the overarching theme guiding all outputs from the School. Topics discussed have included the sharing of critical concerns arising within members' respective business networks; addressing the 'productivity puzzle' at the intersection of sustainability thinking and organisational and national productivity; and raising awareness of underappreciated risks within members' own domains of responsibility. This approach ensures that sustainability remains a focal point within the Advisory Board, fostering a dynamic exchange of ideas and insights among its diverse members.

Figure 1 LUMS Governance Structure



<sup>1</sup> Figures as of December 2023

## Purpose and Values

In our 2022 PRME report, our actions included a commitment to 'translate our core capabilities through the lens of economic, environmental and social responsibility to be more specific about what actions and capabilities are needed to be a responsibility focused institution.'

We have reviewed our Vision and Mission to incorporate be include more explicit statements about those themes and actions'

The revised LUMS Vision and Mission are:

Vision:

*To be an internationally leading, research-led school that sets the agenda for responsible management education, policy and practice.*

Mission:

- **Impact through research:** Through our collaborative research expertise and capabilities, we will ensure positive societal impact through research that drives responsible practice and transformative solutions.
- **Cutting-edge curriculum:** Through a cutting-edge and stimulating curriculum, we will equip our students with the knowledge, experience, and skills to lead and shape positive futures.
- **Civically minded:** As a civic business school, we will model inclusive practice, serving our community and engaging actively with business, policy, and societal agendas.
- **Recognised for our values:** Informed by our strong values, we will be recognised as an inclusive school dedicated to attracting and nurturing our student and staff community.

Our focus on responsible management education means we continue to work on translating our core capabilities, through the lens of economic, environmental and social responsibility, to be more specific about what actions and capabilities are needed to be a responsibility focused institution. The School is mid-way through a 5-year strategy – running to 2026 – to implement strategies that bring us closer to this goal, many of which are reported in what follows. To ensure continuing focus and report on progress, LUMS activity is

integrated into the institutional-level LU Sustainability Report and LU SDG report. We have also started to include our overseas teaching partners in PRME activities from 2022 onwards.

Overall, our vision and strategy are well aligned with PRME, and we continue to engage with PRME as a foundational mechanism for supporting the achievement of our ambitions for our students and for our communities, including with our international partnerships as per our 2022 actions.

## Teaching and students

LUMS' portfolio comprises undergraduate, postgraduate and doctoral programmes, delivered across our six academic departments, as well as a smaller number of generalist programmes, such as the BSc Business Management and the MBA, which draw on expertise from across the School. LUMS also offers executive education, including our flagship IMPM programme and Executive MBA. LUMS strives to offer forward-looking, flexible, engaged, and innovative programmes that deliver outstanding student experience and graduate outcomes. The educational experience of our students is enriched through our focus on responsible management and through the benefits of research-informed curricula. For example, the Accounting and Finance Department support Lancaster University Investment and Finance Society (LUIFS) to embed responsible investment practices in their activities. They apply an ESG screen when making investment recommendations, and support inclusivity and diversity within their programmes through, for example, lecture recordings, adapted assessment arrangements for ILSPs and different types of assessment designed to explore a range of skills required for responsible leadership.

During the 2020-21 academic year, we conducted a review to identify the prevalence of Sustainable Development Goal (SDG) and responsibility themes in our UG, PG (Taught) and PG (Research) curricula. To address actions from our 2022 report to *'Identify the links between the Sustainable Development Goals and subjects taught across the LUMS portfolio'* and *'Develop a common understanding of the array of topics and issues taught that are connected to questions of responsibility'*, we have repeated this exercise for the 2022-23 academic year. Our analysis showed that delivery of SDG and SDG-related themes is now widely evident across the School, with modules or programmes being delivered by every department. Specific examples of programmes and modules addressing SDG-related themes are:

- **BSc Economics** programme offers multiple modules covering themes of social justice and inequality. These include the Economics of Inequality, examining the uneven distribution of resources and policies that might be employed to ameliorate this; Economics of Health examines how medical advances have positively impacted on the well-being of millions of individuals and encourages students to question how scarce

health resources should be allocated; Labour Economics considers pay structures and the effect of the opportunity on individuals' well-being; and Development Economics examines rich versus poor nations and the policies that might help poorer nations catch-up their richer counterparts – aid, for example, thereby increasing their well-being.

- **Accounting and Finance** have incorporated topics relating to ethics and corporate social responsibility, stakeholder engagement, ESG investment, sustainability reporting and business resilience, into core modules at both UG and PG level. These modules aim to prepare students for employment in organisations operating and reporting in an environment filled with global challenges.
- **BSc Human Resource Management** is person-centred and ethical, ensuring students place people at the heart of management, with a focus on ethical and responsible approaches to business and organisations. Students begin the course with a core module exploring key issues and debates related to gig employment, globalisation, sustainability and business ethics.
- **BSc Business Management** (our large generalist UG programme) – requires our students to take a module entitled 'Business and Management in the 21st Century: Central Questions of Economy, Ecology, Ethics', which introduces them to complex problems they are likely to encounter in their working lives, by examining contemporary culture, environmental challenges, and philosophical questions around decision making.
- **MSc in Innovation and Entrepreneurship** is a recently redesigned programme with an enhanced focus on the role of innovation and entrepreneurship in solving the grand challenges the world is now facing. The programme combines these core foci with sustainability competencies and opportunities to rethink, redesign and rebuild a responsible future for business practice. It provides students with the necessary skills to become successful and responsible innovators and entrepreneurs and to make a valuable contribution to global sustainability. Students benefit from an Innovation Practice Lab, and the opportunity to develop new business ideas with mentoring and advice from our 90 plus Entrepreneurs In Residence.

- **PG research programmes** require students to cover research ethics during their first year of study. In response to our action to 'Create a learning community of PhD candidates who are exploring responsibility focused themes' we are developing a sustainability network for doctoral researchers who are exploring responsibility and sustainability related topics, hosted by the Pentland Centre for Sustainability in Business.

To address the action to 'Develop a student guide by programme to identify where responsibility themed topics are addressed' we are now developing a student guide by programme, to identify where responsibility themed topics are being addressed. Working with the Royal Economic Society, the Department of Economics also runs a Discover Economics outreach event, bringing A-level students from under-represented groups (females, state school, and ethnic minorities) to LUMS and sending student champions to talk to school students in low-participation areas to promote economics as a subject, and encourage them to consider higher education.

The underpinning principles of ethics, responsibility and sustainability suffuse the policy and practice of LUMS across a range of student interactions throughout their studies. From modelling sector practice in relation to sound recruitment and admissions policy that ensures fairness and equity, to the self-reflection of negotiating the decolonisation agenda through the nascent LUMS Decolonising Network, the School strives to demonstrate these principles in its day-to-day business. Commitments to PRME, Athena Swan, and the Race Equality Charter, among others, inform our approach to all aspects of the management of the School.

Students benefit from curricula and teaching, learning and assessment experiences which are informed by ethical, responsible and sustainable approaches to pedagogy and can engage with a range of extra-curricular activities which model these principles, such as Green Lancaster and the Eco Hub. The College system, the Students' Union and student societies provide a rich vein of opportunities, such as InterVol@Lancaster, which helps facilitate ethical international volunteering projects, and Enactus Lancaster, a community of students, academics, and business leaders committed to using entrepreneurial action to transform lives and shape a better, more sustainable world.

LUMS's commitment to sustainability also translates to how it interacts with prospective students. LUMS offers advice about how to travel to open days, highlighting more environmentally considerate ways to travel and the link between LUMS values and these choices. As part of its equity agenda, LUMS also offer travel bursaries to support students and their families to attend open days. The rates of travel bursary vary by the distance travelled as well as by the form of transport used with bus, train, cycle or walking journeys attracting higher payment rates. In addition, LUMS donates £2 to Green Lancaster for students who attend offer holder events. In the last year £788 was raised by this route and supported the procurement of recycled outdoor workwear and footwear for our staff and volunteer teams delivering ECOWoods, Green Lancaster's main tree planting project (during 2021-22 we planted 841 trees on this project) at Forrest Hills (which is adjacent to the main campus).

## The Centre for Scholarship, Innovation in Management Education (SIME)

The Centre for Scholarship and Innovation in Management Education, founded by Professor Radka Newton in September 2023, came out of the grassroots energy of LUMS' educators to transform education by fostering empathy and collaboration and by a shared commitment to life-long learning and personal development. A twelve-month incubation period showed a need for the education community to promote and establish recognition of scholarship and research in teaching and learning and bring the challenges of integrating PRME principles into our curriculum. The community of more than thirty educators from a variety of academic disciplines and operational professions has a strong vision to promote innovation in

management education and to inspire evidence-based excellence in our pedagogy in response to the changing nature of learning. The Centre's objective is to become a beacon in nurturing an interdisciplinary field of sustainability education by encouraging use of novel methods and ambitious systemic approaches to combine our understanding of organisations and interdisciplinary knowledge of ecosystems and planetary boundaries. In the period of wider ongoing University curriculum transformation, SIME provides a collaborative and interdisciplinary space through which we are exploring the future of teaching and scholarship in management education.

## Reaping Good Dividends from our Executive MBA

The Executive MBA has run successfully at Lancaster for over 30 years, with the 35th UK cohort of students starting the programme in April 2022. For academic year 2023-2024 we have paused the programme in order to undertake a radical redesign with a view to establishing a single, global programme that will be blended in its delivery, and that can be flexible and adaptable for delivery in a number of different locations and with a range of partnership models. The pivot to a blended format enables a greater virtual connectivity between campus locations globally whilst at the same time enhancing the sustainability of programme delivery in line with LU strategy.

It is a foundational part of the programme redesign to embed the PRME principles and to develop a programme informed by LUMS research into responsibility and sustainability. The proposed pedagogy is based on the Good

Dividends model (Kempster et al, 2019), that recognises the importance of a range of 'capitals' – including social and environmental as well as economic – and the need to do good business rather than just good business. Under this new rubric, the programme will align all core modules with the Good Dividend framework at the same time as continuing to meet AMBA guidelines. In addition to assisting us with the various ranking surveys which are increasingly asking questions about how sustainability issues are incorporated into programme design, the revised programme will enable us to consider entering the Corporate Knights MBA ranking [www.corporateknights.com/rankings/top-40-mba-rankings/2023-better-world-mba](http://www.corporateknights.com/rankings/top-40-mba-rankings/2023-better-world-mba) which explicitly considers sustainability, responsibility and social purpose as integral components of the curriculum. We are currently finalising the programme and will be relaunching it for the October 2024 cohort.

## B-School to ESG-School

The B-School to ESG-School curriculum transformation project aims to leverage existing innovative management education interventions as a platform for reshaping the wider management school curriculum towards a broad ESG focus, in alignment with both LUMS' commitment to PRME and the University's Curriculum Transformation Project. The research is engaging with our existing management education programme staff, students and alumni, to deliver a proposal for innovative, impactful, research-led teaching and learning interventions across the School that align with our responsible research agenda. The research addresses a number of interlocking research questions: How do existing responsible/sustainable modules delivered by LUMS align with ESG goals, and create transformational learning experiences for participants? What contradictions arise for students between these modules and other, more traditional, modules they study on the same programmes? Drawing on these findings,

how might we initiate a radical curriculum shift towards ESG-focused teaching and learning across the School, and how might this support the existing Curriculum Transformation Project?

Research participants are being drawn from postgraduate, executive education and educational research programmes and modules and their alumni, to explore 1) the extent to which programmes/modules raise awareness or change perceptions of ESG-related issues; 2) any disconnects between the themes of ESG-related modules and others on the same programme; 3) how the module influences future actions following programme completion. The findings will be utilised to inform a proposal for a radical redesign of our management education curriculum towards ESG-driven interventions that will better prepare our students to become the next generation of responsible leaders, managers and entrepreneurs.

## Dissertations in Place

Lancaster University's location combines coastal communities with rural areas surrounded by sites of natural beauty and places of industrial heritage. It has inspired a team of multidisciplinary educators in partnership with a local innovation agency, Groundswell Innovation, to compete for research funding as part of the LUMS Perfect Pitch funding event. Their passion for connecting our postgraduate students with this place in the final phase of their studies and enabling them to make lasting, positive impact on the region won the votes of the Faculty's community. With the generous funding support (September 2023 – March 2025) obtained, the team has set out to investigate current challenges of the dissertation phase for both students and staff and to co-create an innovative, engaged and digitally

enhanced dissertation framework for postgraduate dissertations. The project addresses the need for greater authenticity and relevance of postgraduate dissertations and demonstrates a direct commitment to LUMS' Innovation in Place research pillar and responsible management education agenda. The project is also underpinned by the UK government's Levelling Up agenda and addresses local policy makers' concerns over the graduate talent retention shortage in Lancashire. The objective of the engaged dissertation framework is to activate students' civic engagement, ensuring that the dissertation themes are co-created with the local community to deliver true impact and enhance the campus connection with the city and the region.

## ‘Doing the Right Thing’

**The ‘right’ thing? Workshop for discussing practices for facilitating learning in ethics, responsibility and ecological sustainability** event was hosted in September 2023, and was led and organised by members of the Pentland Centre for Sustainability in Business. Its aim was to share and reflect upon teaching/learning practice in all aspects of sustainability. 52 participants from across Lancaster University, international partners, local partners and external organisations attended, with in-person (mostly hybrid) and online sessions. Sessions included presentations, panels, and interactive workshops, and involved researchers, teaching staff, and professional services staff. Following the event, participants reported a variety of effects – integrating specific practices

(including personal response systems, virtual reality, and aspects of gamification) into their teaching activities; developing the design of their curricula; and developing interdisciplinary thinking and practice in their pedagogy. A number also reported a broader organisational effect of being inspired to influence the Curriculum Transformation Programme within Lancaster University more broadly. Some of the presenters were also asked to contribute to a forthcoming book on pedagogy. One participant’s comment nicely summarised an overall impact of the day: ***It was a helpful reminder that sustainability is not a bolt-on exercise to our activities but should be integral and influence all our decisions and practices.***

The Morecambe Bay Curriculum Project is a community-curated, place-based approach to learning about sustainability and encouraging and empowering children and young people to become the change-makers and innovators our planet needs. Launched in 2019 by founding partners Lancaster and Morecambe College and Lancaster University, the project was inspired by the Eden Project Morecambe. The curriculum aims to ensure that the different stages of the education system, from early years to postgraduate, provide the green skills, knowledge and behaviours required by business and our communities to respond to the climate emergency. The Morecambe Bay Curriculum is supported and delivered by teachers, early years practitioners, researchers, health professionals and community leaders who recognise that a collective approach is key to tackling the climate emergency and creating opportunities for young people. The heart of the Morecambe Bay Curriculum is the community, who together curate the content and bring it to life at a grassroots level. Using the eco-systems surrounding the Bay as a classroom, children and young people are exploring themes of land, water, air, economy and community. The Curriculum’s community partners are focused on wellbeing, careers and community pride to ensure that young people are encouraged and empowered and can see the tangible positive change their actions make to the environment.

Eden Project Morecambe, previously known as Eden Project North, has been awarded £50m in the second

round of the UK Government’s Levelling Up Fund. The funding allows the project to move into its next phase and begin the process of finalising the remaining funds required from private and philanthropic sources identified as part of the bidding process. Eden Project Morecambe is being delivered by the team behind the first Eden Project in Cornwall, alongside local partners Lancaster University, Lancaster City Council, Lancashire County Council and the Lancashire Enterprise Partnership. For many years Morecambe has been one of Britain’s most popular tourist destinations with visitors attracted to its stunning natural landscape. Eden Project Morecambe, a major new attraction, re-imagines Morecambe as a seaside resort for the 21st Century, inspiring wonder and a connection with the natural world drawing on the Eden Project’s focus on education, ecology and community. The project will be a destination that combines indoor and outdoor experiences, connecting people with the internationally-significant natural environment of Morecambe Bay while also enhancing wellbeing. When complete, it will be a ticketed visitor attraction that is sustainable and transformative, with large indoor environments, housed within iconic pavilions, at its heart.

Eden Project Morecambe will combine exhibits, performance, learning, play, immersive experiences, world-class horticulture, live music, art, food, beverage and retail spaces, all integrated as essential parts of the overall experience.

## Co-designing sustainable communities

**I-Connect:** co-designing sustainable communities’ is an interdisciplinary project funded by LUMS and collaboratively investigates user needs around active and public transport options between Lancaster and Morecambe Bay. The project was initiated by a wide range of public and private sector stakeholders led by Lancashire County Council Innovation Board, who approached the University as a result of public consultation events for Eden Project Morecambe that highlighted residents’ concerns about increased traffic levels to the area. With the support of a national innovation agency, Connected Places Catapult, the team of University scholars carried out a human-centred design research to identify opportunities for innovative approaches to policy design,

business strategy and entrepreneurship that are practicable at a local level. The project has introduced innovative participatory research methods, such as place-based future scenario planning, facilitating data driven strategic appraisal of Lancaster 2050, sensory ethnography enabling experiential data collection and multistakeholder egalitarian place-making canvas that have led to multiple local community tangible actions. Selected for the government-led Open Innovation Partnership Impact Advice support, the project team are progressing the outputs to generate further impact, aiming to integrate the capability to use design methods in local policymaking to help policymakers tackle increasingly complex challenges in a human-centred, sustainable way.

## PhD studies

LUMS supports approximately 170 PhD candidates across six departmental programmes that are integrated within three Economic and Social Research Council (ESRC) research training pathways (in economics; accounting and finance; and business and management). It has recently introduced a part-time PhD in the Theory and Practice of Management, which aligns closely with both our responsibility and engagement agendas.

Current PhD topics include:

- How different political and regulatory environments affect corporate social

responsibility initiatives’ abilities to protect human rights, and reduce their abuses, within the supply chains of the garment industry (Ophelia Chidgey).

- The sociology of value and evaluation, particularly as it relates to sustainable, pro-environmental behaviour change in the context of outdoor education (Matt Healey).
- How corporations integrate climate-related information into traditional risk management processes, and institutional investors’ perceptions of the Taskforce for Climate-related Financial Disclosures project (Michael Scotney).

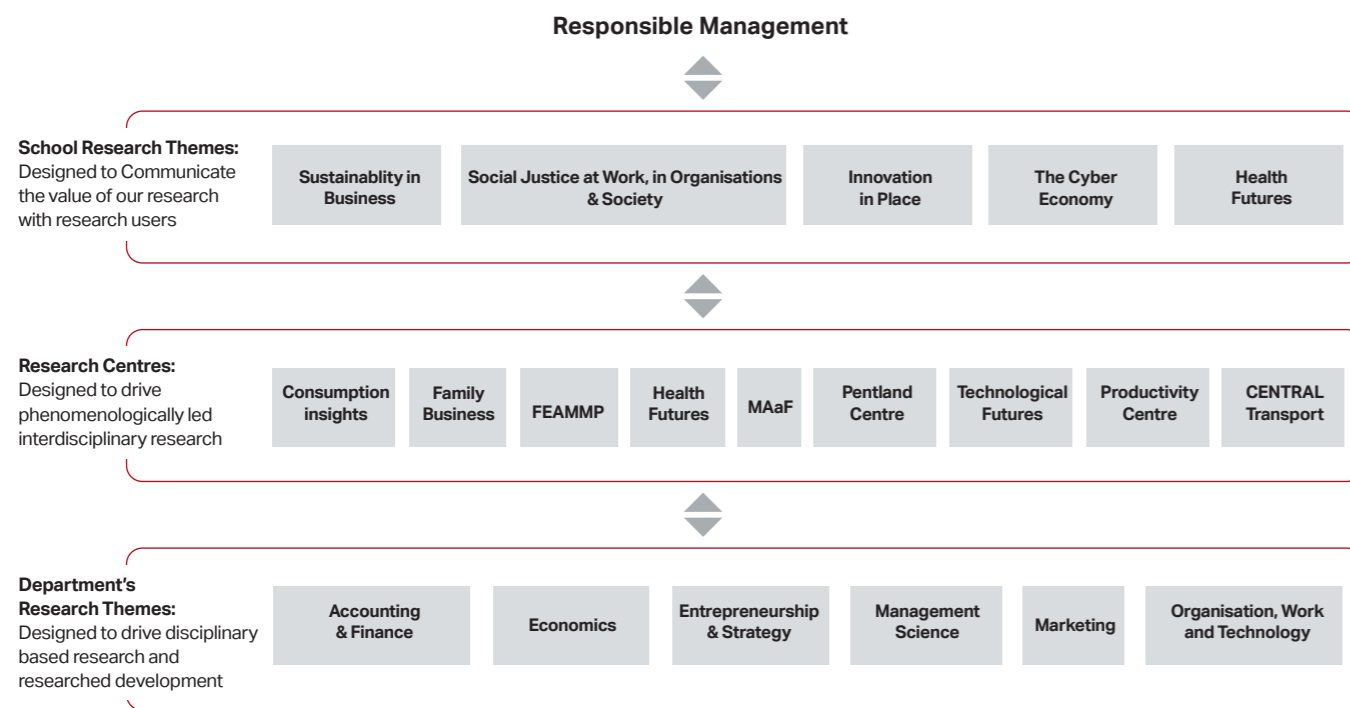
## Research and partnerships

LUMS retained its position as the largest and most successful research-intensive Business and Management School (in terms of quality output) in the most recent Research Excellence Framework exercise (2021). 90% of our research publications were judged to be world-leading or internationally excellent. LUMS was awarded 100% for its research environment, one of only three HE institutions in the UK to achieve this grade and one of only two Business and Management Schools to be awarded 100% in REF2014 and REF2021.

The UN Sustainable Development Goals have focused researchers' attention on an ambitious agenda to solve real-world problems, informed by the *RRBM* (Responsible Research in Business and Management) *principles of responsible research*. The much-changed research landscape has led to LUMS devising a research strategy that is radically changing the research support it offers, and the recognition and rewards for what counts as 'good research'.

Our three School level research themes reflect the importance of responsible research to LUMS: *Sustainability in Business; Social Justice at Work, in Organisations & Society; and Innovation in Place*. The Civic University, and the Civic Management School, have an explicit role in bringing research and expertise to bear for the benefit of the places and communities within which they take place, and are foundational to our research programmes across the School and in an interdisciplinary context. Relating to our action to '*Undertake a more systematic audit of responsibility themed research undertaken*', our research vision is to deliver world-leading, impactful, responsible management research that pushes the boundaries of knowledge and brings about positive societal, economic, and environmental change through collaboration with policymakers, community groups, organisations and SMEs. Our commitment to responsible research is deeply embedded in our management structures and permeates every aspect of the School's activities. This management structure is summarised in Figure 2.

Figure 2 Responsible Research Management Structure



To pump prime further research projects aligned with our core responsible research themes, in 2023 LUMS hosted a Perfect Pitch event, through which nearly £110,000 in funding was on offer to 10 teams presenting three-minute pitches to LUMS academic and professional services staff. The teams sought between £10,000 and £20,000, with strict time limits and audience voting. The event showcased the vitality of ideas within the School, funding seven projects with exciting potential results for students, the institution, and broader business and society. The successful projects, funded through audience votes and additional philanthropic donations, are as follows:

- Co-creating Sustainable Communities: Dissertation in Place (£19k, led by Professor Radka Newton)
- The Sketchbook Library (£19k, led by Dr Leighanne Higgins)
- The Effect of Social Media on Cryptocurrency Pricing and its Economic Consequences (£13.5k, led by Professor Shantanu Banerjee)
- B-School to ESG-School (£18.9k, led by Dr Marian Iszatt-White)
- Space as Place (£10k, led by Phil Devine)
- Measuring and Improving Modern Slavery Reporting (£18.3k, led by Professor Steve Young)
- Innovative Communication: How Consumers Evaluate Social Media Created by Generative AI (£10k, led by Dr Hina Khan)

All seven projects align with LUMS' research pillars of Sustainability, Social Justice, and Innovation in Place and the emerging themes of Cyber and Health Futures.

Our research Centres engage with practice and policy-driven Grand Challenges, including Economic Growth (Financial Econometrics, Asset Markets and Macroeconomic Policy [FEAMMP]); Productivity and Innovation (Productivity; Family Business); Climate Change and Sustainability (Pentland), Data and Digital Transformations (Technological Futures); Mobility (Transport and Logistics); and Market Behaviour and Demand (Consumption Insights; Market Analytics and Forecasting). As part of our efforts to address the action to '*Identify and undertake concrete actions to build synergy between research in various Departments*', the Centres act as vehicles for interdisciplinary research, and drive research that is too complex for department and disciplinary-based solutions. In particular, they enable us to respond quickly to three types of opportunity:

- Connecting research expertise to funders' priority areas, acting as vehicles for interdisciplinary funding bids and high-impact research.
- Delivering civic engagement, working through the challenges faced by business, policymakers and wider society to co-produce solutions. (e.g., CENTRAL's six-year £2.3m EPSRC Programme Grant on Airport Capacity Management).
- Originating, nurturing and sustaining long-term and impactful relationships with strategic partners (e.g., Centre for Productivity promotes links with government departments including the Department for Business, Energy and Industrial Strategy ([BEIS]).

Research from Centres has generated almost £2m of funding from bodies such as UKRI, Leverhulme and Innovate UK. Our researchers have given evidence to Parliamentary Committees on topics related to sustainability, including to the Government Equalities Office guidance for employers by providing evidence to its Workplace and Gender Equality Research Programme on women's progression in the workplace, and the UK Government's Department for the Environment, Food and Rural Affairs (DEFRA) on e-waste and the circular economy providing practical applications through the UK Electrical and Electronic Equipment and Waste of Electrical and Electronic Equipment Study.



## Pentland Centre for Sustainability in Business

The Pentland Centre for Sustainability in Business was founded in 2015 with a philanthropic grant from the Rubin Foundation Charitable Trust (a Foundation run by the owners of Pentland Group plc) and is in its second five-year funding cycle. The Centre has a vision for a world where business understands, acts upon, and furthers sustainability outcomes. These outcomes include rebuilding the integrity of the ecological systems that provide the basis for fulfilling peoples' needs, and which absorb wastes from our activities. This ambition is articulated by the United Nations' Sustainable Development Goals and is underpinned by the Paris Climate Agreement. Using these ambitions as a benchmark, it is clear that we are collectively far from being sustainable.

Pentland seeks to achieve its sustainability vision through bringing together colleagues from across Lancaster University who wish to work together to further develop knowledge and its application with policy and practice communities. Ultimately, the purpose of the Pentland Centre is to create more impact than could be achieved through its members working alone.

Activities in the last year have included:

**Virtual common rooms** – an entirely online format where two or three key people briefly discuss a topic area as a prelude to wider conversation with other participants.

**Seminars** - delivered by visiting speakers as a vehicle for allowing a line of argument or insight into a topic area to be developed and then discussed further.

**Learning day(s)** - drawing together groups of people to generate insights around a topic of mutual interest and to create new relationships to support more in-depth engagement.

**Workshops** – collaborative events including a mixture of scholars and practitioners with the aim of pursuing a topic area in more depth in order to develop shared understandings.

Recent event titles have included:

- How do we account for ESG-linked instruments and why do we care?
- The changing landscape for conveying sustainability information to markets and stakeholders
- Stewardship, organisational leadership and sustainability
- Resilience and Family Business
- Business & Biodiversity

Centre members include teaching and professional services staff, as well as research members. Examples of professional services work include: a colleague who manages the Entrepreneurs and Leaders In-Residence programmes (where a number of members have sustainability interests); the leader of the professional finance team who is seeking to embed sustainability concerns into all levels of financial reporting to better inform business decision-making; and a colleague whose role is to promote the research and engagement activity that takes place in LUMS (and who was critical for developing the *Transforming Tomorrow* report).

In September 2023, the Pentland Centre launched the *Transforming Tomorrow* podcast series which features Centre Director Professor Jan Bebbington alongside Paul Turner – part of the School's Marketing, Recruitment and Alumni team, and one of the professional services members of the Centre – discussing sustainability research and issues with Centre members. The podcast has also featured external guests, including researchers from Stanford and St Andrews Universities, and the Institute of Chartered Accountants in England and Wales (ICAEW). Episodes are recorded on individual topics, with broader themes across those which are released closely to each other. Within the first two months of episodes being released, they had been downloaded more than 1,000 times, with positive feedback received from inside and outside the School.

LUMS magazine, *Fifty Four Degrees*, regularly features articles focusing on topics related to sustainability and responsibility. The magazine has regular thematic editions, and in the past two years there have been two (of six) editions with a focus on sustainability. The first (*Issue 14*), included a number of articles from the Plastic Packaging in People's Lives project team, as well as other related pieces on sustainability topics. The most recent (*Issue 18*), brought together a number of articles on sustainability issues, expanding readers' understanding of the scope of the topic. Other editions have featured individual articles on related topics, such as outlining the School's **overarching research goals, making the workplace better and more accessible to all workers; racial equality in the NFL; and gender equality within and beyond Higher Education and business schools**. The magazine is sent out to print and digital subscribers, including alumni, business contacts, and researchers, as well as the Deans of all UK business schools, spreading awareness of our work.

The *Work Foundation* is a policy unit based within the Management School dedicated to tackling structural inequalities in the UK labour market. It published seven new research reports in 2023 with

a particular focus on reducing levels of insecure work in the UK. It has also delivered a vibrant events programme dedicated to exchanging knowledge on the future of the UK economy and labour market, which has featured high-profile speakers such as Sir Robert Buckland MP; Shadow Disabilities Minister Vicky Foxcroft MP; Professor Jonathan Portes; Professor Danny Blanchflower; Director of Research at McKinsey; Tera Allas, and many more. The Work Foundation has engaged directly with political decision makers and policymakers to extend the impact of its research, including significant engagement with shadow ministerial teams and all major political parties. It has engaged directly with industry, trade unions and regional government, including new funded research partnerships with the Chartered Management Institute and Unison, and deep engagement across English city regions. It has also built new partnerships with key organisations in relation to structural inequalities in the labour market, such as Disability UK, the Fawcett Society and the Runnymede Trust. This activity has generated more than 800 pieces of media coverage for the Work Foundation and Lancaster University, showcasing research findings and helping to shape discussions on the future of the UK labour market.

## TARGETED - MPI

Professor Valerie Stead and Dr Sophie Alkhaled, of the Academy of Gender, Work and Leadership, are leading an important gender equality project, in which LUMS is a key partner: the €2.3m four-year international Transparent and Resilient Gender Equality through Integrated Monitoring, Planning and Implementation (TARGETED-MPI) project. Funded by the EC Horizon 2020 programme, University partners on this project include Athens University of Economics and Business (project lead), American University of Beirut, Stockholm School of Economics and the Vrije Universiteit Brussel. Through the implementation and monitoring of context specific Gender Equality Plans, the project aims to improve equality in academic careers, boosting the presence of women in junior and

senior positions, increasing female participation in decision making bodies, such as grant committees, and promoting gender awareness in research and innovation. Specific innovations at LUMS to achieve these aims include the development of gender disaggregated data and a Gender Equality report to inform ongoing planning, events schedule to raise gender awareness, and a suite of career development events including the introduction of a mentoring scheme. Further LUMS activities will focus on guidance to integrate the gender dimension in teaching and in research. Partners will establish a European Network of Gender Equality Observatories to exchange knowledge and to ensure long-term sustainability of gender equality activities and initiatives.

## Professional and Executive Management Learning Unit

PEML is a recently formed unit within the School with the purpose of developing 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. It is research led, engaging 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, and aims to create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership. As a strongly values-driven unit, it seeks to incorporate into academic activities values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact. In delivering on this remit, members of the unit 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. A forthcoming example of core research outputs from the unit is the *Research Handbook on Critical Management Education* – a collection of c.30 chapters for management educators and researchers edited by Clare Rigg (PEML) and Kiran Trehan (University of York), due for publication by Edward Elgar in late 2024, including chapters with practical guidance on teaching on sustainability, decolonisation, indigenisation, social justice.

As the home of our flagship executive education programmes – including the full time and Executive MBAs – PEML provides a rich

source of academic expertise relating to sustainability issues and responsibility to these programmes. The full time MBA is guided by the UN's 17 Sustainable Development Goals, and embeds the three core values of responsibility, sustainability, and inclusivity throughout the whole of the programme. As already noted above, the Executive MBA is currently being redesigned around a pedagogy based on Kempster et al's (2019) Good Dividends model that places emphasis on social and environmental as well as economic returns. Specific examples of the embedding of the Sustainable Development goals in executive education modules include:

- **SLA573 Business Ethics and Sustainability** covers practical wisdom in decision making and applies this to global and local risks. The students consider the Sustainable Development Goals and their relevance and application to their organisations and roles to encourage responsible leadership decision making through dialogue in the workshops and in their written assignment.
- **EMBA573 Business Ethics and Sustainability** covers the core areas of ethics, global risk and sustainability, and CSR, with students taking the learning from the module and developing their own impact project within their own organisation. This module takes place both in the UK and Ghana and has resulted in some high impact outcomes.
- 2023/24 will see the introduction of a new post graduate leadership pathway entitled **Advanced Leadership Perspectives** that has modules around Compassionate Leadership and Inclusivity.

## Civic Engagement

The principle of engagement with practice, policy and public stakeholders is a fundamental part of the LUMS commitment to responsibility in business and management. Our approach is aligned with the principles of Responsible Research for Business and Management (RRBM) and Responsible Research and Innovation (RRI) as well as PRME. Fundamentally, we believe that engagement is an ethical and responsible thing to do. When Research England released the latest KE Framework (KEF) findings in September 2023, Lancaster University, accordingly to our own analysis, is ranked joint 16th - alongside institutions including Oxford University and The University of Manchester - out of 139 higher education institutions. Although KEF indicators are provided at University level rather than at faculty or discipline level, we are able to determine that LUMS contributed strongly to this overall outcome.

In practical terms, our faculty and inter-faculty research ethics processes are an important element of our sustainable research infrastructure. Through the LUMS Research Ethics Committee, run jointly with the Faculty of Arts and Social Sciences, all LUMS researchers (staff and students) obtain ethics approval before data collection begins; either within this approval process or through a supplementary Data Management Plan, projects are required to define robust processes for the management of data collected during collaborative research with external participants. In addition to the principles and processes used for engagement with practice and other stakeholders, the range of partners we engage with, the topics on which we work with them, and the channels used, further demonstrate our commitment to responsibility and sustainability across a wide range of engagement activities.

Through our research, teaching and other activities, as part of the response to our action to '**develop a strategy for systematically leveraging responsibility across LUMS external engagement**' by engaging with and impact diverse societal groups through innovative channels. For example:

- Marketing research promoting social change for consumers living with disability used a public art exhibition 'The Marketplace and I' in Lancaster and the Edinburgh Festival.
- Online forums (which increased during Covid-19 restrictions and have remained a key offering) opened engagements such as the Economics

Department's Andrews and Brunner Lecture Series to a wider, more geographically spread audience of more than 350 participants.

We recently piloted a Community Staff Recruitment event, hosting around 40 guests from various local community groups with the aim of encouraging interest in working at the University. As part of the event, we shared first-hand experiences, highlighted the variety and breadth of roles and career paths available, demonstrated our application systems, explained the recruitment process and offered advice to potential applicants. We received positive feedback on the day.

In 2024, LUMS will once again participate in the LU Campus in the City initiative, which will provide a platform for sharing research with the local community and breaking down the barriers, as part of the Civic University Agenda. In addition, Professor Martin Spring, Associate Dean for Engagement, has numerous engagement activities in the pipeline for Civic Management School events, reinforcing LUMS' commitment to community collaboration and knowledge exchange.

Our sponsorship of the Lancashire Tourism Awards encompasses categories such as Accessible and Inclusive Tourism; Ethical, Responsible, and Sustainable Tourism; Resilience and Innovation; and the Family Business Award. Complementing this, we have orchestrated partner workshops with Lancashire Tourism tailored for local businesses to share best practices. Led by Professor Jan Bebbington, Dr Leighanne Higgins and Allan Discua Cruz, workshops discussed topics such as 'The Marketplace and I: Championing Accessibility' and 'Policy and Best Practice in the Sustainability Landscape.' As part of LUMS' sponsorship of the Ethical, Responsible and Sustainable Tourism Award, Pentland Centre members Dr Allan Discua Cruz, Dr Katherine Ellsworth-Krebs, Dr Anthony Hesketh and Dr Joanne Larty have been part of the judging team for nominated finalists.

Further reinforcing our dedication to responsible business practices, we host the Masterclass and Leadership Insights Series in collaboration with NatWest. Aligned with our Responsibility Agenda, this series invites regional SMEs to partake in sessions that share leadership best practices and offer valuable insights for enhancing business operations. Several themes within this series specifically concentrate on sustainability.

Noteworthy examples include:

- Sue Garrard - A Blueprint for Sustainable Business. Recognised as one of the Top 100 Women Sustainability Influencers globally, Sue Garrard, Chair of Blueprint for Better Business, shared her six-point guide to achieving a sustainable business.
- Duncan Pollard - Sustainability: A Change Management Story. With over 20 years in sustainability, Duncan Pollard shared his experiences from Nestlé, Shell, and WWF. He explored progress within Nestlé, delving into campaigning, change management, and stakeholder engagement, providing insights into the future of sustainability.
- Leadership Insights with Sara Brennan, Pentland Brands. Sara Brennan, Positive Business Director at Pentland Brands, discussed her role in accelerating positive business strategies. Focused on organisational change, she explored innovative ways to contribute to the broader environment in which organisations operate.

At a departmental level, examples of engagement activity from across the school include:

#### **Department of Organisation, Work and technology:**

- Mark Judd (Honorary Researcher, Alumnus of OWT), together with Bogdan Costea, Anthony Hesketh, Lucas Introna, Lara Pecis and Theodore Vurdubakis, developed a Chief HR Officers' (CHRO) Forum on the Future of Work, which had its first workshop in 2022.
- Divya Jyoti is an Honorary Director for UK-based CIC Justice for Fashion, Revision Board Member for the industry publication by Transformers Foundation, and a member of the Certification Committee of Goodweave International since April 2021.

#### **Department of Management Science:**

- Juliana Sutanto and Joao Baptista hosted a workshop at the Embassy of Indonesia in London, with research partners from Indonesia and Brazil, as part of a Catalyst-funded project on the management of natural disasters, entitled "Embedding local insights in decision making for flood and landslide's early warning: The cases of Indonesia and Brazil".

#### **Department of Economics:**

- Social media was used to highlight where macroeconomics fits into our daily lives, through posts and videos on Instagram, with access open to current students but also the general population. People have been in contact to say

that they are now interested in studying economics after following the channel or seeing the posts.

- Development of new content for Alibaba's global digital talent programme, which they deliver in South Asia and South America, on the topic of New Finance.

#### **Marketing Department:**

- Outreach activities (for example, in local supermarkets) relating to the use of plastics in everyday life, food waste, and the circular economy.

#### **Department of Entrepreneurship and Strategy:**

- LUMS inaugural Entrepreneur-in-Residence (EiR) Conference – opened by the Vice-Chancellor and believed to be among the first in the world, themed on equality, diversity and sustainability.
- Engagement of Entrepreneurs-in-Residence with UG and PG student groups, discussing responsible leadership.
- Creation of 3k 'Student Passports' in partnership with Lancaster BID. Based on the Stanford Design model and featuring local offers and incentives, supporting a circular economy.
- Delivery of Help2Grow (H2G) programme, to businesses, including key themes on responsible growth and leadership.
- Attended launch of Lancashire Space Strategy, recognising this important new market, promoting greater equality and diversity within the sector.
- Partnership work by The Centre for Global Eco-Innovation with the Eco-I NW project and Cumbria Action for Sustainability to create a new initiative to support SMEs.

#### **Department of Accounting and Finance:**

- Professor Mark Shackleton was a judge in two categories of the ESG Investment awards 2022 – Best Sustainability Reporting: Industrial, and Best Sustainability Reporting: Property. Mark said: "In a crowded field, it was great to see so much interest in up-to-date reporting methods and especially those focussed on ESG. This was true across a great number of business segments. The challenge now is to remain focussed on improving reporting quality further and measuring positive impacts."
- Professor Steven Young and Dr Mahmoud Gad authored a ground-breaking report – Modern Slavery Reporting Practices in the UK - for the Financial Reporting Council, in conjunction with the UK Anti-Slavery Commissioner, which concluded that there are significant shortcomings in the quality of UK companies' modern slavery reporting.

## Climate Disaster

Colleagues in the Accounting and Finance Department organised and delivered a sustainability conference in December 2022 called 'Communities Together Symposium: Exploring the impact of climate disasters and how communities can respond in the context of Pakistan's recent climate disaster'. This was a collaboration between the Abaseen Foundation and Lancaster University. Abaseen Foundation have over 25 years of experience in supporting vulnerable communities living in rural Northwest Pakistan, with multiple research projects in the area of nutrition, cognition, education, poverty and health inequality. Talks were delivered by leading experts, exploring the impact of climate change on communities, with particular focus on the devastating floods in Pakistan, claiming over 1,500 lives, destroying homes and leaving a third of the country under water. The event initiated conversations amongst academics,

students, community leaders, charities and policy makers to suggest further innovative solutions in the face of environmental challenges. The event supported the sharing of knowledge and creation of networks in ways that build understanding and uncover opportunities for future collaboration in teaching, research and engagement. The Symposium was an effective format for inclusive community engagement which has forged strong relationships with communities within the local area, and created positive economic, cultural, societal and environmental change. The event engaged >100 stakeholders including locally, the Mayor, the High Sheriff and the Member of Parliament. The University also welcomed a delegation from the Foundation in Pakistan, demonstrating impact and engagement at an international level.

## Good Place Innovators

The objective of the Good Place Innovators project, funded by Enterprise Educators UK, is to facilitate more meaningful and reciprocal engagement between the City and the Campus whilst promoting responsible education and commitment to co-creating a sustainable future. Specifically, the project team developed a multi-stakeholder programme that centres on the local community and environment to deliver practice-driven, real-world learning experiences that create a heightened commitment amongst students to serve as active, contributing 'agents of change'. As an example, the project initiated an integration of a Lancaster High-Street challenge into entrepreneurial learning, which was co-developed in partnership with the Lancaster Business Improvement District, the City Council, Entrepreneurs in Residence and the local artist community. In the three-week innovation challenge, students collaborate with

local stakeholders and propose sustainable solutions that they identified through participatory research with local citizens. Nominated for Advance HE's Collaborative Award for Teaching Excellence, the project has stressed the university's responsibility in becoming actively engaged in solving some of the most pressing place-based challenges. The team embodies the principles of open innovation, which is driven by a plurality of expertise that is nurtured in a safe environment with a shared vision to co-create innovative and collaborative learning experiences that will leave a positive impact on our society. Their series of fifteen place-based podcasts, focusing on entrepreneurial place stewardship, became a University blueprint for podcast development and best practice in connecting digital technology to practice-based learning.



management school





Lancaster University  
**Management School**