



UNIVERSITY OF  
LINCOLN

# Establishing a Foundation to Re-Imagine Responsible Business Education

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**

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# Renewal of Commitment

**I am delighted to renew our commitment to PRME and the UN global compact. It is arguably more important than ever that we make strides in our work under the PRME agenda and in doing so equip our students in the knowledge and skills to be responsible citizens in their lives and future work. In the last two years we have witnessed a sea change in public awareness and concern over climate change and the business and political landscape has changed.**

In May 2019 the University of Lincoln joined this global movement and declared a Climate Emergency in response to the growing sense of importance to ourselves and our stakeholders. PRME forms part of our response to the Climate Emergency, as it provides a framework to embed sustainability in all the activities of the Lincoln International Business School (LIBS).

We have again made significant progress under PRME over the past two years. Most notably this has included the establishment of a UNESCO Chair on Responsible Foresight for Sustainable Development at LIBS. This comprises an academic team working in partnership with higher education institutions and non-governmental organisations in the Global South on projects addressing sustainable development goals, such as gender equality, sustainable production and consumption and post-conflict peace. We have also created a seed-corn fund for PRME projects, which has created value by enabling a range of student experiences, advancing knowledge and engaging in debate. Colleagues continue to work to the Six Principles by embedding responsibility into the teaching curriculum, conducting research that contributes to the sustainable development goals and promoting the PRME dialogue across the University and beyond.

Our ambition for PRME for the next two years is challenging but highly relevant. It is to reimagine collectively our practice of responsible business education. The University of Lincoln's 21st Century Lab's *Permeable University* manifesto addresses the purpose of universities in the 21st Century in supporting our societies at a time of significant upheaval and volatility. I fully support the Lincoln International Business School as they embark on their journey to develop the vision for a Responsible Business School, fit for the 21st Century. Partnerships and dialogue will be key to this endeavour and we are privileged to host the PRME UK and Ireland Chapter annual conference in July 2020 to advance this debate.

**Professor Mary Stuart**  
Vice Chancellor, University of Lincoln

# Review of Progress



**The 2017 Sharing Information on Progress (SIP) report outlined our progress on the development of greater specificity as to what ‘responsible management education’ means in management and leadership education. We explained how we had sought to embed responsibility into every undergraduate programme and detailed our vision for our students to become citizens and leaders for responsible futures.**

As we review our progress over the past two years, we are pleased that awareness of Principles for Responsible Management (PRME) has grown within the School. As the pages that follow reveal, we have made some significant strides in embedding PRME throughout our activities.

In our 2017 SIPS, we said that we wanted to integrate PRME in all new School postgraduate programmes through revalidation, and we have achieved this goal in our MBA Leadership, MSc Management, MSc ITM, MSc Governance and MSc IHM programmes.

Our second aim was to widen opportunities for students to develop responsible practices and engage in projects that contribute to the Sustainable Development Goals. Several modules now have practical and applied PRME-related teaching and student activities and we are continuing to develop these at programme level.

Our third aim was to engage in a shared community of scholars, students and businesses, and to that end we wanted to establish a student-based panel to advise the School on its future PRME development. So far, we have been able to include Students’ Union representation on our internal PRME working group, but we think we can do more to involve students in the shaping of PRME in the School. To address this, our plans outlined on pages 14-15 detail how we wish to engage students in the PRME debate.

Our fourth aim within our 2017 report was to engage with global challenges. We planned to do this by developing specific strategies for increasing the School’s contribution to the Sustainable Development Goals and to develop curriculum and learning strategies. Our most notable achievement of this aim is the formulation of our Vision Statement, which drives our activity: ‘To develop socially responsible leaders ready to meet the challenges of 21st Century business.’ Our plans for the next time period on pages 14-15 outline how we aim to progress and work out this vision.

Finally, our 2017 SIPS discussed our intentions to invest in PRME structure, capability and practices. What follows is a report outlining the significant progress we have made in these areas.



# UNESCO Chair



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO Chair on Responsible  
Foresight for Sustainable Development,  
University of Lincoln, United Kingdom

**The UNESCO Chair on Responsible Foresight for Sustainable Development was established at Lincoln International Business School in January 2019. The Chair promotes research and education on responsible foresight for sustainable development. The main activities are in partnerships with universities and NGOs in the Global South. The Chair is part of a network of UNESCO Chairs in the field of Futures Studies.**

The founding UNESCO Chair team at Lincoln reflects a diversity of relationships and contexts for responsible foresight. Over the next four years, the team will develop research and education activities through co-laboratories on sustainable development goals, such as post-conflict peace, gender equality, women's health, food security, enterprise development and education. The initial projects are with partners from Bangladesh, Colombia, India, Jordan and Nigeria. The group and partners presented early work in some of the projects via video links to Lincoln at the June 2019 Research Showcase to enable all staff to share in the progress. This section of the SIP report outlines the active projects undertaken by team members and our partners.

The Lincoln UNESCO Chair approach aims to help partners to frame each project through a forward view, using Futures Studies (e.g. Foresight, Anticipation, Futures Literacy) to stimulate transformative practices. By expanding the capability to think about the future in different ways and to evaluate possibilities, our partnerships can create strategies and meaningful narratives for responsible and considered policy and action.

## UNESCO Chair on Responsible Foresight: Partnerships

The Chair team is developing a range of active north/south partnerships to undertake SDG-related educational and research projects and to promote the principles for responsible management education. Each initial partner was included in the agreement with UNESCO and, so far, projects or events have been activated with ten of these, as the examples show. In North Africa, the Chair has been involved with the network of UNESCO Chairs in advising the University Mohammed VI Polytechnic on the design of Futures Studies programmes for undergraduate and postgraduate students, and gave a keynote talk on the future of work at the newly established UNESCO Chair at the University of Carthage, Tunisia. Meanwhile in Nigeria, Professor Ted Fuller and Dr Paul Igwe (*pictured below left*) co-presented the aims of the UNESCO Chair to more than 500 people from several Nigerian and African universities, along with postgraduate students, labour unions, policy makers and industry representatives.



They collaborated with UNESCO partner the Alex Ekwueme Federal University; Ndufu Alike Ikwo on 'Accelerated Sustainable Development'; and Dr Igwe was one of the guest speakers at the University of Nigeria, Department of Banking and Finance, Enugu Campus Conference on 'Digital Economy and Changing Financial Architecture'.

# UNESCO Chair continued



The holder of the UNESCO Chair at Lincoln, Professor Ted Fuller, (*previous page, right*) presented a keynote at the Tunisian national conference on the futures of work in March 2019. Since the inception of the Chair, he has made presentations on Responsible Foresight for Sustainable Development at several international conferences, in person and via video links.

## UNESCO Chair on Responsible Foresight: Dialogue

Working with Princess Sumaya University for Technology in Amman, Dr Andrea Caputo led a workshop for Jordanian academics in July 2019 to promote the application of PRME in Jordanian universities and to present a framework for the application of PRME to entrepreneurship education. The workshop covered the background of PRME and SDGs, presented the best practices of applying PRME at Lincoln, and offered hands-on examples and teaching tools to integrate PRME into entrepreneurship modules. The participants discussed appropriate textbooks, course/module design, assessments, group work, running seminars and lectures, case studies, and student exercises.

The 2019 International Development Economics Conference (DEC 2019), hosted by Lincoln International Business School and partly sponsored by Royal Economic Society, Lincoln City Council and Northern Advanced Research Training Initiative (NARTI) and chaired by Dr Shrabani Saha, enabled dialogue between international academics, policy makers, consultants and business leaders on 'Social Institutions and Economic Performance of Nations: a 21st Century Perspective'. Dr Saha's own work on the effects of corruption on economic development featured at the conference. The Keynote Speaker was Professor Kaushik Basu, former Senior Vice President and Chief Economist of the World Bank (2012-2016) and currently the C. Marks Professor of International Studies at Cornell University, USA and President of the International Economic Association.

UNESCO partners from the University of Hyderabad, Professor Phanindra Goyari, and from the Alex Ekwueme Federal University (AEFUNAI), Nigeria, also attended the Conference.

## UNESCO Chair on Responsible Foresight: Gender Equality

Gender equality means, among other things, equal power and equal stakes in future value. One approach to this is the development of negotiating capability. Dr Caputo drew from his own research and practice to design and run a unique workshop for Jordanian women entrepreneurs on responsible negotiation. The approach provides practical and concrete ways to bring desired futures closer by encouraging women entrepreneurs to imagine and create possibilities and to develop the capability to negotiate their position. During the workshop, participants learned soft skills in negotiating effectively and responsibly, facilitating a greater sense of personal agency. The Queen Rania Center for Entrepreneurship, Princess Sumaya University for Technology, Jordan, will continue to work with and support these entrepreneurs as they develop their enterprises.

Gender equality is critical in achieving development outcomes as it helps promote economic stability and growth, while reducing extreme poverty. Dr Clarice Santos and colleagues are engaged in a research study in Brazil to understand the relationship between gender equality and firm success, considering the gender of the company's leader/CEO and productivity. They presented their initial results in July 2019 at an event for Women Leaders at the COPPEAD Graduate School of Business at the Federal University of Rio de Janeiro (UFRJ). The event included 50 attendees (business leaders, undergraduate and postgraduate students, academics and others). Dr Santos also shared the research findings with the Michelin Diversity group at a Gender/Diversity intervention with HR leadership

# UNESCO Chair continued



at Michelin Headquarters in Rio de Janeiro. Both presentations helped develop the basis for a new global partnership on this topic.

Women's health is implicit in many Sustainable Development Goals, such as good health and well-being, zero hunger and gender equality. Dr Manasee Mishra from our UNESCO partner, the Institute of Health Management and Research, Jaipur, India, have begun to work with Dr Shrabani Saha. They have a pioneering mission to achieve gender equity and transformation through a rights-based approach, integrated into research, teaching and training. The focus of this particular project is investigating determinants of women's health and creating equality of access to health care.

## **UNESCO Chair on Responsible Foresight: Peace Justice and Strong Institutions**

Zoraida Mendiwelso-Bendek is contributing to the UNESCO Programme, from a long-standing 'Lincoln Take Part Research Programme', which has an accumulated experience in Community Based Approaches and University and Community Partnerships. Take Part Programme is acting as a referent of UNESCO Programme, building up co-production knowledge processes from crossed lines approaches and methodologies of the Lincoln Chair. In addition to European and UK partners, she is also working with Los Andes University, Colombia, on the Co-lab Paz initiative, and with the University of Illinois, USA developing the CLIA project, which is part of Libraries for Peace – Mortenson Centre. This area focuses on how Community-Based Research (CBR) can facilitate new social learning processes that can address current social challenges. In addition, it

looks at how these learning processes could inform and influence future local, regional, national and international policy development.

## **UNESCO Chair on Responsible Foresight: Responsible Consumption and Production**

Working in the Lincoln UNESCO Chair partnership with Khulna University, Dr Mahfuzur Rahman is building a research programme to develop sustainability in the Bangladeshi textile industry. He is currently collaborating with scholars from Bangladesh and the UK on the adoption of textile enzymes for sustainable textile manufacturing, which is the largest exporting industry in Bangladesh. The UK Commonwealth is supporting projects involving a visiting postdoctoral fellow and doctoral studies. Further plans include developing ways of supporting strategic foresight in the textile industry to help implement greater sustainability.

# PRME Seed Corn Fund



To help meet our objectives and to encourage further development of PRME within the School, the PRME working group of the College Leadership Team has established a budget. The School invited proposals for funding projects and the following are examples of the types of projects funded under this initiative.

## Conference – ‘Sustainability at LIBS: Showcase, Share and Strategize’



Funding was granted to develop and host the one-day conference, ‘Sustainability at LIBS: Showcase, Share and Strategize’. The conference was developed and hosted by Dr Claire May (*pictured left*) and Dr Claudia Sima and was co-produced with students. The aim was to promote and raise the profile of sustainability within the School and to ensure sustainability is embedded in our identity as a college. It featured student presentations, keynote speakers as well as time for suggestions, personal pledges and networking.

The event had a very good turnout, with approximately 125 registered. Students from several modules participated, and it appeared that having it as a timetabled requirement helped with attendance. A design student was employed to prepare the graphics, while others managed the social media for the event. Best poster presentations were awarded with a prize from the University of Lincoln Environmental Manager, and their suggestions could be implemented by the University Environment Team. Overall the event was considered to be a success, with many positive comments coming from colleagues. Anecdotal student feedback also shows that the event was well-received.

## ‘An investigation of students’ awareness of recycling behaviour’



Dr Geeta Lakshmi, Dr Dieu Hack-Polay (*pictured left*) and Dr Kim Nguyen secured funding to develop a student project on recycling behaviour. Research has shown that peer effect is a powerful tool to bring about change in attitudes among students. Veolia’s local Materials Recovery Facility

provided opportunities for small group visits.

Students in the Business School are from diverse international backgrounds and offer different perspectives on this important subject. The students were keen to engage in learning about the technical and social aspects of recycling. A video was produced with the help of a student team; this is publicly available at <https://youtu.be/CyOzUG1FPzo>

To ensure that the video would offer handy hints about recycling, a tips section was introduced, which can be played through subtitles on silent screens. This has been disseminated via Blackboard (VLE) and was played throughout the University of Lincoln during recycling week and to the local council. Users are encouraged to share the video through social media. Feedback from the students involved in the project has shown that their attitudes to recycling have changed, and they are keen to pursue this knowledge further.

# PRME Seed Corn Fund continued



## Interdisciplinary Project on Social Good

Funding was offered for a two-year collaborative project led by Dr Andy Brookes and Professor Matthijs Bal. Although universities raise awareness of societal problems (such as climate change, poverty, and gender inequality) there is a recognition that they need to initiate meaningful action to create greater impact that affects individuals and organisations (across government, business and civil society) to bring about real change.

The core purpose of this project was to utilise our role as knowledge producers to make a tangible contribution to social good and, in particular, the realisation of the SDGs. Our core philosophy was based on dialogue, a critical and interdisciplinary approach, and social activism.

The first stage of the project was to engage with other colleagues from across the University in the co-creation of the project. The outcome of these early conversations, which included support from LIAS (Lincoln Institute for Advanced Studies), was the emergence of a more clearly defined focus on establishing an Interdisciplinary Research Group for production of Knowledge for Social Good.

In June 2019, the first meeting was held with an interdisciplinary group of colleagues from Sociology, Sports Science, Education, Fine Arts, Engineering, Health and Social care, and LIBS. The next steps are to continue these conversations with the aim of fully establishing the Group and initiating projects to produce knowledge for social good. The early thinking is that this could involve localising the SDGs for Lincolnshire and the local region. Developing the project in this way will provide an opportunity to demonstrate and learn how responsible management

can be put into practice. The focus will not be merely on researching or teaching, but also on making an impact with our produced knowledge for social good. At the next stage, we will also involve a broader range of stakeholders to create a shared ownership of our responsibility towards the SDGs, and highlight the need to collaborate across society to address the major problems facing Lincoln and beyond.

## Food Security Research Project

Dr Eric Ruto and Lilian Korir secured funding for a food security research project. This study entailed a visit to Kenya with the aim of building an institutional collaboration in food security-related research between University of Lincoln, Egerton University's Tegemeo Institute of Agricultural Policy and Development (a premier policy think-tank) and other partners with a view to developing a research partnership in this topical area.

During the research visit, a meeting was held between Tegemeo Institute of Agricultural Policy and Development, Kenya and University of Lincoln (researchers from LIBS and LIAT – Lincoln Institute of Agri-Food Technology to discuss potential research collaboration and institutional links, including potential research funding opportunities. As a result we are exploring an agreement to undertake joint research that shares common research interests and complementary experiences around the effectiveness of food security-oriented policies and interventions in Kenya, which is an area of need.

# PRME Principles



**The section that follows features key examples of work under the six PRME principles.**

## Developing capabilities of students by embedding the PRME into teaching

As part of a first-year undergraduate module on Advertising, delivered by Tracy Millar, students take time in lectures and seminars to explore social marketing/advertising and consider its aims and objectives of instigating behaviour change in consumers, rather than precipitating direct purchases. Case studies and content from government agencies and charities are examined and discussed. Students are encouraged to view the advertising message through the eyes of the consumer and to break down the detail of the messages and their potential impact. They consider the social responsibility within the advertising messages and contrast these with standard product/service-based advertising. Many students are inspired by the role advertising has in driving changes in society, and some have gone on to work for charitable organisations, applying the knowledge and inspiration achieved within this module.

Dr Hanya Pielichaty has designed the undergraduate modules Sports Studies and Sport, and Society and Cultural Values in a manner which relates to social responsibility and addresses barriers to participation and access for disadvantaged groups within a sports context. Furthermore, academic theory in relation to how injustices are circulated and maintained are relayed and explored within the classroom. Students are encouraged to be future change agents by seeking to address social imbalances through sports business. Sport can be a vehicle for social transformation and activism, and a dimension of particular importance is that of gender equality and empowerment.

Dr Jialin Hardwick has incorporated sustainability issues as a key theme, in particular sustainable production and consumption, in teaching of the postgraduate module Marketing of Luxury. High end luxurious and premium products and services that have incorporated

the creation of sustainable value to consumers were used as examples to encourage students to apply such concepts in their group work. The students developed novel ideas and fruitful propositions, such as the design of women's bags using eco-friendly materials.

A new module (September 2019) on the MSc Fashion Management course, run by Amanda Goss, looks to justify the reasoning behind the circular economy and articulate the current issues raised in a fast fashion culture. The module reviews a circular system over a linear operational system in the fashion industry. For a long time, our economy has been 'linear'. This means that raw materials are used to make a product, and after its use any waste (e.g. packaging) is thrown away. A circular economy is based on recycling, where materials are reused.

Ethical and environmental issues are scrutinised using case studies of brands and their approach to crisis within the global market. The module looks at the design and management of brands using a re-use, re-cycle and re-make market. The fashion industry needs to fast track to a more ethical and sustainable way of working, and the module reflects on the current and future market moving to a more sustainable and circular model.

With the support of Dr Terry Miller, Dr Rebecca Herron has created a new postgraduate option module, Community Organisation, Sustainability and Development. This has proved popular with students across a range of programmes – some of whom have experience working within the non-profit sector and some of whom are completely new to the Third Sector. It encourages students to consider community responses to a range of issues such as global poverty, wellbeing, inequality, and environmental and business sustainability. The module explicitly explores the SDGs and provides a chance for students to undertake a detailed case study of a non-profit organisation, its management and activities, and the impacts on local and global issues. Students are encouraged to critique the management issues surrounding such organisations – including topical issues such as trust

# PRME Principles continued



and accountability, operational costs and salaries, ethical marketing and fundraising, the roles of volunteers, and value management.

## Incorporating values of global social responsibility into our academic activities

The MSc Governance course, developed by Nadia Gulko, is designed with a focus on practical application in the business environment and aims to provide students with strong subject knowledge and the latest thinking in the world of governance, sustainability reporting, business ethics, organisational and board effectiveness, finance, law, and strategic thinking. With all organisations facing risks and greater potential impacts of their activities on society, the issues of sustainability are more critical than ever. Sustainability is no longer about risk and compliance, but also about innovation and how to achieve excellence in both sustainability and financial performance. With support of the Institute of Business Ethics (London), this programme aims to develop a sound understanding of the processes and the oversight which drives the highest standards of governance, leadership, accountability, sustainability, ethical behaviour in business, and the ability to sustain long-term success.

## Learning experiences for responsible leadership

The final-year undergraduate module, Enterprise and Strategic Analysis for Tourism, Events and Sport, run by Andy Suddaby, relates directly to sustainable development principles in business. The course aims to enhance the capabilities of our students and encourage them to become generators of sustainable value for business and society by including sustainability in the language and discussions of tourism, events, and sports business and management. Additionally, we incorporate activities and subject content that underpins the values of global social responsibility. Specific attention is given to active research into the ethical values of selected tourism, events and sports organisations and will be

within their respective workplace cultures. Finally, we require students to interact with business enterprises and to establish the challenges in meeting their social and environmental responsibilities.

Stephanie Schiaffonati delivers modules designed to teach students how to identify potential career paths, understand power, emotional intelligence and responsibility in a professional context. Students develop an understanding of the graduate job market and the skills they need for meeting employer requirements and securing a job. This is set within the context of Industry 4.0, where key skills of flexibility, making decisions in a complex world and resilience are the focus. They learn about career theories to give them more of a sense of control over their development. Students also learn through permeable teaching, from industry guest speakers who share their personal career journeys and provide advice on specific graduate job opportunities.

Emma Holmes runs a module on taxation for final-year undergraduate Accountancy and Finance students. Here the objectives of taxation as well as the principles of a good tax system are considered. A widely recognised principle is equity, i.e. a good tax system should be fair in its impact on all individuals. During seminars, students are encouraged to examine the implications of designing an unfair tax system. This leads to discussions on the increased likelihood of evading or avoiding tax and is illustrated with current controversial examples of companies such as Google and Starbucks. Tax evasion and avoidance are considered in more detail, and the students are encouraged to acknowledge that although avoidance is legal, abusive schemes exploiting loopholes are not considered ethical. As a result, students recognise the importance of Disclosure of Tax Avoidance Schemes (DOTAS) and the general anti-abuse rule, which embrace many of the PRME agenda goals.

## Research that advances the SDGs

Dr Jane Deville's work contributes to SDG Goal 3 (Good Health and Well-Being). There are a significant number of adults with a learning disability who live with, and

# PRME Principles continued



are cared for, by their parents. This research examined an intervention delivered by Every-One, a Lincolnshire based social enterprise, which aims to support older parent carers and help them plan for a time when they could no longer continue in their caring role.

The study highlighted the unmet needs of older family carers and demonstrated the value of support focused directly on them. Carers reported that the intervention had helped to provide an impetus for decisions and actions, such as making contingency plans for emergencies, writing a will, or putting in place enduring power of attorney, as well as helping relieve their sense of isolation. The findings have implications for national social care provision delivered to parent carers of adults with learning disabilities in rural areas.

Farhan Ahmed is undertaking PhD research that will advance understanding under SDG Goal 5 (Gender Equality) and Goal 10 (Reduced Inequality) of the SDGs. The title of this research is: 'A Critical Analysis of BAME Representation at Senior Leadership Levels of HEIs with a UK context'. The aim of the research is to present a critical perspective on issues of BAME leadership in the UK higher education environment.

Liz Price, Dr Jennifer Jackson and Dr Rebecca Herron are conducting an evaluation of TED (Talk, Eat, Drink) East Lindsey. This is a two-year (2019-2021) evaluation of an Ageing Better programme in the east of Lincolnshire, which seeks to reduce loneliness and isolation in people aged 55 and over. Activities include befriending clubs, exercise groups, cookery classes, and the development of an Age Friendly Business accreditation. The evaluation includes holding focus groups with participants to explore their sense of wellbeing and connectedness as a result of the programme, and this contributes to SDGs 3 (Good Health and Well-Being) and 10 (Reduced Inequality).

Liz Price and Dr Agnieszka Rydzik, along with consultants Rose Regeneration, have conducted an evaluation of a two-year (2018-2020) programme of activities to foster integration of recent migrants and

established residents in Boston, Lincolnshire (funded through the Government's Controlling Migration Fund). Activities include English language classes, Christmas events, improved access to advice and guidance, promotion of volunteering opportunities, and community leadership training. The evaluation has involved in-depth qualitative interviews with local residents, and a learning and sharing event. It contributes to SDGs 10 (Reduced Inequality) and 11 (Sustainable Cities and Communities).

Moving forward we are aligning our core Research Themes with PRME. These themes include Responsible Management and Sustainable Communities.

## Partnerships with social enterprise and community engagement projects

David Anderson has been engaged in consultancy work with Hill Holt Wood, a local social enterprise. Since 1997, Hill Holt Wood has worked with young people, particularly those with high education needs, and the unemployed. Its 'Growing up Green' project provides opportunities to expand the existing support offered to young people in the catchment area to take a proactive approach to environmental awareness and action.

'Growing up Green' encourages young people to challenge their habitual lifestyles and adopt elements of 'living green'. Typical activities include land management, sustainable building design, and engaging young people with their environment to raise awareness and knowledge of living green. This knowledge will be provided to young people with opportunities for direct action where appropriate and help them to gain new skills. David's work involves measuring the success of the project through the project evaluation report.

Community engagement projects that link the classroom with the local community are used on two modules led by Dr Charlotte Smith: Teams and Leadership (postgraduate), and Team Dynamics (undergraduate Level 2). By combining academic theory with practical real-life experience, community projects provide students

# PRME Principles continued



with a broader and deeper understanding of the course content, foster their sense of responsibility, and support their development as self-reflective, responsible managers of the future. Examples of the value generated by these projects for the local community include a new database and website for the Lincoln Toy Library <https://www.childrenslinks.org.uk/Pages/Category/toy-library> and a campaign to raise awareness of online services offered by Portland Street Medical Practice.

## Dialogue to enhance global social responsibility and sustainability

Our staff are actively engaged in promoting dialogue and debate on critical issues related to global social responsibility and sustainability across the University, within our local community, and beyond. For example, Dr Andy Brookes is a member of the organising committee for the UKI PRME North and Midlands Regional Group. Its purpose is to enable regional networking, principally through hosting PRME related events. Dr Claire May represents the School on the University of Lincoln Environment and Sustainability Committee, the Lincoln Climate Commission and the Lincoln Diocesan Environment Advisory Panel. Nadia Gulko represents the School and is a member of the Lincoln Social Responsibility Forum and a member of Charter's Advisory Group, managed by the City of Lincoln Council.

In 2018, the University of Lincoln received the new Lincoln Social Responsibility Charter (LSRC) accreditation from the City of Lincoln Council in recognition of socially responsible activities the University of Lincoln is undertaking which benefit its employees and the local community.

Dr Geeta Lakshmi has promoted and is currently the director of a social enterprise, Sustainable Hockerton in Nottinghamshire. Colin Coulson-Thomas is a Visiting Professor specialising in leadership and corporate governance, sustainability and climate resilient economic growth. He has recently been elected

to the World Academy of Productivity Science due to his contributions to the improvement of quality of work, quality of work life, quality of life and productivity.

Nadia Gulko and Marie Lawson's fund application (to the LIBS Innovation Fund) was successful for their student engagement activity, which aimed to support innovation in the LIBS curriculum. The aim of the activity was to introduce first-year students to professional networking opportunities and give third-year students chances to share their knowledge with other students in a professional capacity. The students from Year 3 (100 students) and Year 1 (55 students) worked together in a classroom for a two-hour practical workshop delivered by the Institute of Environmental Management and Assessment (IEMA). The topic of this lecture/workshop was related to environmental management. Both cohorts had assignments in this area, but at different levels:

**Year 1 students** – Identification of good practice from the websites and company reports of Tesco, John Lewis and Partners, Marks and Spencer, and Aldi in order to increase students' awareness about sustainability and environmental initiatives in business.

**Year 3 students** – Critical analysis of the existing practices and reporting in the area based on a company of their choice.

Learning how to conduct business professionally is a key element of employability in business and finance, and yet it is often ignored in curriculum design. This activity aimed to examine student responses to early attempts to practise professional skills through a first-year module in Business and a third-year module in Accountancy. The students were provided with the opportunity to meet an industry professional and learn how important climate change and environmental management are for businesses. They were also able to network with other students from a different department in LIBS to compare and contrast their learning experiences with the aim of building a community of practice within the School.



# Developing PRME in the Next Two Years



Across the HE sector there is a recognition that universities will need to change and adapt in order to play a meaningful role in meeting global challenges and enabling a transition to a society that is socially, economically and environmentally sustainable. The University of Lincoln has already made a commitment to respond to this, as demonstrated in the document *Thinking Ahead: Exploring the challenges and opportunities of the 21st Century*:

*“For universities the challenge is twofold: we need to develop new forms of knowledge creation and teach new subjects, moving away from a limited first cycle only skill development model and to embrace continuous development; we also have to transform ourselves in the academy itself and re-imagine our role in society.”* Professor Mary Stuart CBE Vice Chancellor of the University of Lincoln

Moving forward, our plans are based upon this challenge which is embedded within our School Vision Statement ‘To develop socially responsible leaders ready to meet the challenges of 21st Century business’ and reflected in our AACSB accreditation status as members.

## Purpose

As we enter the next phase of our engagement with PRME, we seek to begin an emergent journey of reimagining the practice of responsible business education and to develop the vision for a Responsible Business School, fit for the 21st Century. This position comes in response to evolving questions around ‘purpose’ as identified above, the global movement in declarations of a Climate Emergency and the need to address global challenges within our responsible management education. Hence we see the next time period as being one of ‘disruption’ as we seek to move to a broader, more critical education that enables the transition to genuinely sustainable ways of managing, organising and doing business.

## Curriculum and teaching

As a Responsible Business School, with sustainability as our core value, we will have to make the transition to a sustainable curriculum that delivers the skills and knowledge required to address pressing societal and organisational challenges. This transition will involve the development of new programmes, modules and teaching practices. One of the projects we have initiated in this area is the development of a new MBA that has sustainability and responsible management as the primary theme running throughout the programme (with links to PRME, UNESCO and the UN).

# Developing PRME continued



The programme, which we plan to launch in 2021, is designed to make a meaningful impact by providing responsible management education to the policy makers, decision makers and professionals that have such a significant role to play in bringing about the socioeconomic transformation that is required in the short and medium term. Beyond this, we see value in creating an interdisciplinary core flagship module for our undergraduates, which is interdisciplinary. This would seek to develop understanding and skills in the philosophical and scientific backdrop to climate change and sustainability and will help us to develop a new generation of socially responsible leaders.

## Impact

We acknowledge the embeddedness of the ‘business as usual’ approach within institutions such as our own. We also recognise the scale of this challenge, such that it is not an issue we can ‘fix’ on our own. We will engage with our stakeholders, the faculty, the advisory board and students, in consideration of this ‘disruption’. In addition, as we host the PRME UK and Ireland Chapter Conference in 2020, we have developed the theme of ‘Re-thinking Responsibility’, where we aim to facilitate this questioning and re-thinking on the purpose of responsible management education, as well as practical applications of this in terms of advancing our pedagogy and creating effective partnerships. We anticipate this will involve the co-production of knowledge with a range of stakeholders and partners. To facilitate the required institutional changes across society, we will need to engage with the different sectors and professions to enable them to make the transition to sustainable practices.

### Dr Craig Marsh

Pro-Vice Chancellor and Director of the Lincoln International Business School