



UNIVERSITY OF  
LINCOLN

# Becoming a Responsible Business School in an Age of Disruption

**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

**In my inaugural year as Vice-Chancellor at the University of Lincoln, it gives me great pleasure to renew our commitment to PRME and the UN global compact. The past two years have indeed been ones of ‘disruption’ unlike we have known before. It is now imperative that we maintain the momentum in equipping our students with the knowledge and skills they need to be responsible citizens, employees and leaders whilst acknowledging the impact of the COVID-19 pandemic and reflecting on the challenges it has raised for responsible management.**

Despite the disruption caused by the COVID-19 pandemic, the Lincoln International Business School (LIBS) has continued work under the PRME agenda. Most notably this is through the Assurance of Learning assessment as a part of AACSB accreditation whereby responsibility forms a core part of programme goals for all undergraduate and postgraduate programmes and will be formally assessed as part of this initiative. We were also delighted to be able to host the PRME UK and Ireland Chapter Conference in July 2021. Keynote speakers and presentations were on the theme: Crises and the Re-thinking of Responsibility. This theme was an acknowledgement of the ongoing role PRME has in shaping responsible management education and posed challenges for delegates to reflect on purpose and practice. We had an immensely useful two days learning with our PRME regional colleagues and were very grateful for the privilege of hosting.

Other work under the UNESCO Chair on Responsible Foresight for Sustainable Development has continued, as has seed-corn funding for PRME projects and colleagues continue to work to the Six Principles. Our new Masters in Sustainable Business Administration is a sector-leading development of which we are extremely proud. Moving forward, LIBS will continue their journey exploring the vision of a Responsible Business School as well as begin more formalised UN Sustainable Development Goals (SDGs) mapping activities.

The University takes its responsibility as a sustainable organisation seriously and has committed to becoming a Net Zero institution by 2040, which includes reducing our carbon emissions by 60% by 2030. Alongside the delivery of a programme of works to reduce the environmental impact our physical infrastructure on our Estate, we are committed to embedding Education for Sustainable Development within our teaching and learning throughout the University. In 2021, we signed the UN Sustainable Development Goals Accord, which commits us to mapping the impact our teaching and research has in contributing to the achievement of the SDGs.

We’re working with students, staff, and our local community via the Lincoln Climate Commission, to deliver on our commitments and make a valuable contribution to sustainability. The importance of our role in research, education and engagement in relation to the UN Sustainable Development Goals is reflected in the renewal of our commitment to the Principles of Responsible Management Education.

**Professor Neal Juster**  
University of Lincoln





# Review of Progress

In our 2019 Sharing Information on Progress Report, we set out our plans to develop PRME within LIBS over the past two years. Rather than setting specific measurable targets at that point, we discussed our plans to meaningfully consider our purpose and responsibilities as a responsible business school. Specifically, we set out ‘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’ (Lincoln International Business School 2019). We acknowledged that across the 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 enable a transition to a society that is socially, economically and environmentally sustainable. We outlined that responsibility is embedded within our school mission and reflected in our AACSB accreditation status as members.

## Curriculum Development

We discussed the need to make the transition to a sustainable curriculum that delivers the skills and knowledge required to address pressing societal and organisational challenges. To that end we are delighted to report that our ‘Masters in Sustainable Business Administration’ is recruiting for its first intake. This is a sector-first programme, uniquely 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. We also outlined our plans to create an interdisciplinary core flagship module for all our undergraduates. This module will form a core component of our undergraduate programmes and is currently under development as we approach revalidation in September 2022.

## PRME UK & Ireland Chapter Conference

A specific milestone in the past two years was the hosting of the PRME UK and Ireland Chapter Conference in July 2021. After being postponed in July 2020 due to the COVID-19 pandemic, we hosted the conference virtually for the first time. The conference was co-chaired by Dr. Claire May and Professor Ted Fuller and the organising committee was comprised of other colleagues from across LIBS. The overarching theme ‘Crises and the Re-thinking of Responsibility’ was very much in alignment with our aims and this gave us the opportunity to explore with like-minded PRME colleagues as we shared ideas and experiences. The conference was organised into three specific themes related to the overarching theme: ‘Advancing pedagogy; challenges and opportunities’, ‘Partnerships with purpose; breaking boundaries’ and ‘Creating a vision of socially and environmentally responsible management’ with keynotes and other presentations and discussions being arranged around these themes. It proved a stimulating and challenging two days and we hope to maintain an archive of materials on a dedicated website as well as consider publishable outputs.

## Assurance of Learning

A significant area of progress is related to developing our Assurance of Learning assessment as part of our AACSB accreditation. The Assurance of Learning has been developed through stakeholder consultation and faculty involvement which ensures LIBS has appropriate programme learning goals and competencies consistent with its mission, to periodically measure and analyse achievement of this and to make recommendations for continuous curricular improvement to advance programme design and enhance student learning. It is expected that graduates on LIBS programmes will demonstrate the competencies developed and that in the measurement and assessment of this we can drive continuous improvement within our programme design and delivery.



## Review of Progress *continued*

Since competencies are based on our mission and values, we have designed responsibility to be one of four programme themes for each LIBS programme – both undergraduate and postgraduate. ‘Ethical commitment’, ‘Sustainability Commitment’ and ‘Social Responsibility and Citizenship’ are the programme goals under this theme, with specific measurable competencies articulated at undergraduate and postgraduate levels. The structure below outlines how the programme themes and programme goals are related to our mission.

As a consequence of this we have taken great strides to ensure responsibility is embedded and assessed for every LIBS programme, with a commitment to drive continuous improvement.

## Reimagining Business Education

Finally, in late 2019 as we wrote about a time period of disruption, little did we know quite how much disruption we would face due to the COVID-19 pandemic and subsequent events and ramifications for our students, faculty and the sector as a whole. Consequently, whilst we have made some positive strides in our plans as outlined above and in the pages which follow, we still have some way to go in our ultimate goal of reimagining business education and engaging in a wider dialogue connected to this. Hence this, alongside considering learning from the pandemic and other global challenges, will form a key part of our objectives in the coming two years.



Assurance of Learning Structure  
LIBS Internal Communications

The pages which follow outline some key examples of our continuing efforts under the PRME Principles and SDGs, the UNESCO Chair activities and PRME Seed Corn Funding.



# PRME Principles and SDGs Teaching

**Dr Hanya Pielichaty**  
Associate Professor  
*Marketing, Languages  
and Tourism*

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## PRME Principles

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## SDGs

5: Gender Equality  
10: Reduced Inequalities

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Social issues relating to injustice and inequality continue to trouble our societies and sporting spaces alike. Sport has the power to transform society for the better but also can consolidate rigid views of how the world 'should' be viewed. To address this further, in the Autumn term of 2021/22 postgraduate students produced a poster exhibition as part of their module, 'Society, Policy and Ethics in Sport' (SBM9002M). Students chose their own topics to examine and critically explore the complex relationship between society and sport. The value laden world of sport, which promotes a 'win at all costs' attitude juxtaposed against a need for moral fairness and equity provided the backdrop for interwoven socio-cultural issues. Students covered topics of sporting identities, transgender athletes in sport, racial injustices, racism, gender inequalities and dangerous sports. Students' work which comprised 50% of their module mark was exhibited at Lincoln Central Library between the 6th and 11th December 2021. The structure of this module allowed for global social injustices to be revealed through critical research. This critical sporting framework and associated learning environment actively encouraged students to view, examine and interpret wider social issues impacting everyday experiences. Showcasing these critical debates within a public space broadened the reach of the exhibition's messages and in turn facilitated dialogue and encouraged social debate on these human issues.

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**Dr Geeta Lakshmi**  
Associate Professor  
*Accountancy, Finance  
and Economics*

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## PRME Principles

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## SDGs

9: Industry, Innovation and  
Infrastructure

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The idea of long-term sustainable value creation for business is discussed in the postgraduate module, 'Finance and Accounting' (ACC9011M) through the lens of the Doughnut Model introduced by Kate Raworth in 2012. The narrow goal of shareholder value maximisation is debated versus wider mission statements of responsible business which impact on firms' abilities to continue trading and impact on their environment. Healthy Environmental, Social and Governance indicators along with financial performance measures are integral to survival. The focus of business depends upon its ability to satisfy a variety of stakeholders including the natural environment. Thus, more firms are reporting formally on their emissions, carbon accounting and their use of sustainable supply chains. These have been monetised so that they can be integrated in a framework of financial, social and environmental performance. Students from various Masters' degrees are encouraged to present examples from their own sectors such as responsible marketing, sustainable fashion, engineering management and humane methods of production. Responsible use of and access to debt and the extent of the burden on normal profits is discussed in seminars and assessments. Students from a variety of backgrounds and previous work experiences bring new examples to the classroom.





# PRME Principles and SDGs

## Teaching *continued*

**Dr Dragana Radicic**  
Associate Professor  
*Accountancy, Finance  
and Economics*

### PRME Principles

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### SDGs

- 9: Industry, Innovation and Infrastructure
- 13: Climate Action

In the final year undergraduate module 'Economic Policy Analysis' (ECO3004M), Dr Dragana Radicic teaches topics on R&D and innovation policy as well as on green economic growth. Students in the module have two assessments – the first is on innovation policy in their country of choice and the second is on green economic growth of their country of choice.

Policy makers are increasingly embracing the idea of using industrial and innovation policy to tackle the 'grand challenges' facing modern societies, including climate change, sustainability, digitalisation, depletion of natural resources, and ageing populations, among others. Dragana teaches topics on R&D and innovation policy, from traditional, supply-side policies to "new" innovation policy frameworks focused on responsible innovation, digitalisation and environmental innovation.

The first assessment for this module comprised a group work on preparing a policy brief containing three policy recommendations regarding R&D and innovation policy in a students' country of choice. The second policy report focused on green economic growth, which is defined as economic growth that is environmentally sustainable. Lectures included topics on circular economy and public policies aimed at promoting it, as well as on stakeholder capitalism, which is increasingly focusing on the issues of sustainability and inclusive society. Within the second assessment, students prepared the second policy report containing six policy recommendations on how to stimulate green growth in their country of choice. Based on module evaluations from previous years, students in particular enjoyed working on this report, as they found the topic interesting and relevant for the current policy making.

**Dr Jialin Hardwick**  
Senior Lecturer  
*Marketing, Languages  
and Tourism*

### PRME Principles

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### SDGs

- 12: Responsible Consumption and Production

Dr Jialin Hardwick has incorporated 'sustainable production and consumption' as a key theme of sustainability in teaching the MBA module 'Marketing Management' (MKT9205M). A real-world company using sustainable and recycled materials in their high-tech products production was demonstrated as an example to students, from which they worked on a marketing research project based on the company's sustainability practices. Such corporate engagement creates sustainable value to consumers and the students learned and appreciated such conduct from the company in fulfilling social responsibilities. Students had critical reflections and learning on the importance of organisational and individual actions on product development, which would impact on their implementation of responsible production in sustainable responsible businesses.



# PRME Principles and SDGs

## Teaching *continued*

**Dr Charlotte Smith**  
Senior Lecturer  
Management

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### PRME Principles

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### SDGs

- 2: Zero Hunger
  - 11: Sustainable Cities and Communities
  - 17: Partnerships for the Goals
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It is important that business schools provide opportunities for students to develop employability skills and a “business-ready mindset” to meet employers’ expectations (CMI, 2018: 5). One way this can be achieved is through community-engaged learning projects where students work in small teams to deliver a project which in some way supports the local community. Whilst student projects have been around for a while, community-engaged learning projects are innovative in that they build meaningful community experience into the curriculum and promote more sustainable communities.

Community-engaged learning projects are embedded within the postgraduate module, ‘Teams & Leadership’ (MGT9645M), led by Dr Charlotte Smith. In AY20-21, students worked with local charity, Acts Trust, who run Lincoln Foodbank. The students designed and delivered a range of projects aimed at enhancing the supply chain and marketing of the Foodbank to local residents. Through this successful and fruitful partnership between the Foodbank and the University, students were able to use their skills and experience to contribute to achieving the SDG Goal 2: Zero Hunger.

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**Dr Rebecca Herron**  
Associate Professor  
Management

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### PRME Principles

1 / 2 / 3 / 4 / 5

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### SDGs

- 1: No Poverty
  - 2: Zero Hunger
  - 3: Good Health and Well-being
  - 6: Clean water and sanitation
  - 10: Reduced Inequalities
  - 13: Climate Action
- 

The postgraduate module ‘Community Organisation, Sustainability and Development’ (BUS9028M) has been a popular option and a core on some programmes for several years. It looks at sustainability and development through the lens of non-profit organisations.

As their end of module assessment, students are required to make a case study of one such organisation and to make a personal reflection on this process. This assessment encourages students to reflect on the work of their chosen organisation in light of one or more of the UN Sustainable Development Goals. As such the SDGs are explored and discussed in class and related to a number of community organisations and global issues. The accompanying personal reflection report that students also complete asks them to reflect on the PRME objectives and the role of universities in supporting sustainable development. This therefore gives an opportunity to discuss the UN PRME initiative and to reflect on the role of Management Education more widely. The module is well-received and produces assessment reports of a high standard that show commitment, interest and engagement with these topics from many of LIBS students.





# PRME Principles and SDGs

## Teaching *continued*

**Dr Hilary Duckett**  
Senior Lecturer  
Management

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### PRME Principles

2 / 3 / 5

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### SDGs

- 4: Quality Education
  - 5: Gender Equality
  - 10: Reduced Inequalities
  - 16: Peace, Justice and Strong Institutions
  - 17: Partnerships for the Goals
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In the postgraduate module 'Leadership Development' (MGT9707M) and final year undergraduate module 'Leadership and High Performance Teams' (MGT3028M) with Dr Hilary Duckett, students consider the UN declaration of human rights when they discuss leadership and ethics. They analyse what is meant by responsible and destructive leadership. Students are given case studies to evaluate and consider the topic of whistleblowing. Guest speakers are invited to talk about leadership of social enterprises, NGO's, public sector and charities to show balance rather than simply for-profit organisations.

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**Marie Lawson**  
Senior Lecturer  
Management

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### PRME Principles

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### SDGs

- 8: Decent Work and Economic Growth
  - 12: Responsible Consumption and Production
  - 13: Climate Action
- 

In October 2021 the final year undergraduate module 'Contemporary Issues in Management' (MGT3020M) on the BA (Hons) Business and Management programme, provided an opportunity for students to produce a reflective blog content post to acknowledge the following elements of corporate social responsibility; ethical, environmental and social issues in an industry of their choice.

In order to prepare the students for the assessment task, the 'fast fashion' industry was used in lectures to examine SDG 8 in terms of the production process in 'fast fashion' and the students were invited to contribute to discussions on what 'decent' work looked like for them. Using an example from the production cycle of a leading 'fast fashion' brand, the students were able to critically examine it through the lens of SDGs' 12 and 13 in terms of both climate action and responsible consumption and production.

Students also contributed to discussions around 'the Kindness Economy' (Portas, 2019) and utilised examples from the Ellen McArthur Foundation to consider their own consumer behaviour in reference to 'fast fashion'. The students were able to reflect on their own fashion purchasing and disposal.

Many of the students chose to further examine the industry through the reflexive blog post assessment and were able to link their findings with potential career decisions in a variety of industries in the future.



# PRME Principles and SDGs

## Teaching *continued*

**Dr Agnieszka Rydzik**  
Senior Lecturer  
*Marketing, Languages  
and Tourism*

### PRME Principles

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### SDGs

- 8: Decent Work and Economic Growth
- 10: Reduced Inequalities

‘Social and Political Perspectives on Tourism’ (TOU3098M) is a final year undergraduate module coordinated and delivered by Dr Agnieszka Rydzik. The module is underpinned by the principles of social justice, responsible management, and Student as Producer. Students explore critical issues related to tourism participation (taking into consideration gender, race, disability), tourism labour and workplace (in)equalities.

Students are introduced to and actively engage with research on tourism inequalities, precarious work, migrant workers as well as on young workers on zero-hour contracts. Through invited guest lectures, students also learn about the importance of inclusive media representations and accessible tourism, and receive Modern Slavery awareness training. The assessment is innovative and underpinned by the principles of Student as Producer. It takes form of a Virtual Conference where students submit papers to a bespoke ‘conference’ website created for this module. The 2021 theme was ‘Tourism and Society in uncertain times’ and took place 7-11th June. The Virtual Conference provides students the opportunity to showcase their papers and exchange knowledge. The conference is promoted on social media to attract wider audiences. The website hosts a repository of student work from past conferences. Virtual Conference website: [www.travel-conference.co.uk](http://www.travel-conference.co.uk)

This module embeds several PRME principles. It focuses on developing critical, reflexive and ethical future leaders and industry professionals. It is underpinned by the critical theory and social justice education. It engages students in critical reflection, research and dialogue, identifying critical issues in the contemporary tourism industry as well as seeking solutions to overcome marginalisation and inequalities. The overall module evaluation is consistently high (over 80%). One student commented in their module evaluation: ‘Just wanted to thank you for how insightful your module has been, particularly the focus around the BAME community and the oppression they have faced. Especially now with the Black Lives Matter movement and COVID-19 impacting BAME communities significantly. Your module is a credit to the degree and so relevant in today’s society to educate us about these injustices.’



# PRME Principles and SDGs

## Teaching *continued*

### Professor Heather Hughes

Professor  
*Cultural Heritage Studies,  
Marketing, Languages  
and Tourism*

#### PRME Principles

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In the postgraduate module 'Critical Perspectives on Cultural Heritage Management' (TOU9155M) built into the assessment is a requirement to engage with issues of inclusion and representation in cultural heritage organisations. In the postgraduate modules 'Digitising Cultural Heritage Collections' (TOU9143M) and 'Visitor Experience at Cultural Heritage Attractions' (TOU9156M), Professor Heather Hughes and colleagues work with the International Bomber Command Centre to promote its values of remembrance, recognition and reconciliation.

### Dr Fadi Alkaraan

Senior Lecturer  
*Accountancy, Finance  
and Economics*

#### PRME Principles

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#### SDGs

- 4: Quality Education
- 9: Industry, Innovation and Infrastructure
- 12: Responsible Consumption and Production
- 13: Climate Action

For LIBS PhD students as well as students on MSc Accounting and Finance, MSc Accounting and MSc Governance programmes, Dr Fadi Alkaraan delivered Bloomberg training sessions as hands-on experience that enabled students to examine boardrooms commitment towards SDGs.

In the postgraduate module 'Current Issues in Governance and Finance' (ACC9020M), Fadi embedded SDGs and PRME in his teaching and assessment strategies 2020-2022. Students taking this module have one assessment (100%) based on an individual project. Students examine business model transformation in UK companies through integration of manufacturing systems, digital communication technologies, automated machines, energy efficiency and low carbon technologies toward circular economy. For a chosen company, students are required to critically discuss the influence of technological, environmental, social and economic determinates as rooted on SDGs, on business model transformation towards a sustainable business model and sustainable value creation based on stakeholders' theories.

In the undergraduate module 'Management Accounting' SDGs are embedded in assessment strategies. Management accounting is more than just crunching numbers and management accountants should maintain commitment to environmental and social issues, as well as ethical values while using their knowledge and skills to influence decisions that create value for organisational stakeholders. The influence of technological, environmental, social and economic determinants on organisational decision-making planning and control processes is discussed.

Fadi includes his research papers as key references for teaching postgraduate students e.g. <https://doi.org/10.1016/j.techfore.2021.121423> The study deliberations are relevant to key SDGs and offer insights to decision-makers, regulatory bodies, and other stakeholders regarding potential environmental, social, and economic impact of business practices.





# PRME Principles and SDGs

## Teaching *continued*

**Dr Theres Winter**  
Senior Lecturer  
*Marketing Languages  
and Tourism*

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### PRME Principles

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### SDGs

8: Decent Work and  
Economic Growth

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Greater Lincolnshire offers a high-quality visitor experience with its varied offerings across the city of Lincoln, the coast and countryside. The visitor economy is important for Lincolnshire in providing employment and income to the local community. The pandemic has had a profound impact on the visitor economy with visitor numbers declining, businesses closing, and workers being furloughed or even losing their jobs. It is important for Lincolnshire's visitor economy to recover from the pandemic and become more resilient, more sustainable and more innovative. Together with the local DMO (Destination Management Organisation), we designed an assessment for our final year undergraduate module 'Destination Management' (TOU3031M), with Dr Theres Winter that seeks to assist the recovery of the visitor economy through the design of sustainable and innovative concepts. At first, students analysed Lincolnshire's product offerings and experiences "through the eyes of a tourist" and identified strengths and weaknesses. Based on their analysis, they then developed and proposed strategies and actions to enhance Lincolnshire's product offerings and experiences within the principles of sustainable development. Through this assessment, students did not only develop knowledge about sustainability and its importance for destination management, as well as skills to design sustainable strategies, but also had the opportunity to contribute to the recovery of Lincolnshire's visitor economy to become more sustainable.



# PRME Principles and SDGs

## Teaching *continued*

**Dr Claudia Sima**  
Senior Lecturer  
*Marketing Languages  
and Tourism*

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### PRME Principles

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### SDGs

5: Gender Equality

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As part of the final year module, 'Events and Sustainability' (TOU3009M), the 5th SDG goal on gender equality is disseminated for students with the help of a book chapter based on original research – "Women's Role in Events and Festival Management" by Dr Claudia Sima and recent events management graduate Elizabeth Wannell ("Destination Branding and promotion through Events and Festivals: Opportunities and Challenges", edited by Dr. Anil Kumar, Cambridge Scholars Publishing, 2022). The role of women in the events and festival management industry is highly complex. To understand this role, it is vital to explore the nature of the work they tackle on a day-to-day basis, and their experiences and careers in the sector. Through a thematic and narrative analysis of the career stories of 10 event managers working in different areas of event and festival management, the chapter unpacks a range of issues and factors that frame and shape the role of women in the events industry. The UK events and festival management industries were selected as a case study, however, the women interviewed are from a variety of nations and cultural backgrounds, and the events they organize and the clients they manage are both national and international. The original, primary data analysis revealed the critical role that the organization itself plays in defining how women fit into the industry, how they develop and progress. The events industry is highly segmented. Job roles are very complex; they are both intellectually intensive and physically intensive. Women may find themselves working as event managers responsible for conceptualizing, planning, and delivering different aspects of events; or they make work in event venues; or in the hospitality part of the sector; or in a range of support roles and other sub-segments of the industry. The research revealed that the level of support, training and mentorship a company gives to women has a fundamental impact in shaping them as event professionals and their careers. Continuous professional development, promotion, and career development strategies are vital to helping women thrive in the industry.

The research identified that while women bring a great deal to the industry, their career is often stopped in its track by a range of factors. First, there are significant differences between men and women working in the industry. Men are more often and much faster promoted to CEO and higher management positions, while women remain in the lower level and middle management positions for a lot longer. The glass ceiling is very much present in the industry with interviewees reporting experiences where male co-workers were paid more for the same job. The biggest challenge women face in their role and career in the industry is childcare. Interviewees in their 30s revealed having children is often seen as a major career progression impediment.

## PRME Principles and SDGs

### Teaching *continued*



Women often must go part-time or exit the industry altogether if they start a family or have children to support. This is partly because the industry is labour and time-intensive, and because it is lacking flexibility. But also, because management argues their commitments have changed and opportunities are taken away from young mothers. This puts pressure on their motivation, mental health and desire, and perceived ability to climb the career ladder. Gender stereotypes are very much defining the events industry and there is a strong stereotypical perception of women's roles in society. Interviewees argued they are often seen as the weaker or less significant link of the team, and that they often must fight to be heard and taken seriously, whereas for men it is much easier to get the praise or the promotion by comparison. However, the industry appears to be changing in the UK. Gender awareness is increasing. There is considerable pressure, raised awareness, and exposure of inequality and gender bias.





# PRME Principles and SDGs Teaching Case Study

**Dr Nadia Gulko**  
Associate Professor  
*Accountancy, Finance  
and Economics*

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## **PRME Principles**

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## **SDGs**

- 4: Quality Education
  - 12: Responsible Consumption  
and Production
  - 13: Climate Action
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## **Embedding Environmental Management Accounting and Sustainability Into Teaching**

As part of a final year undergraduate module 'Advanced Management Accountancy' (ACC3163M) delivered by Dr Nadia Gulko, students explore, inter alia, the meaning of Environmental Management Accounting (EMA), the role of a management accountant in environmental management and environmental sustainability, the types of environmental costs and whether they can be accurately measured. The module looks at the true cost of waste, typical environmental impacts, potential effects on business, and approaches to accounting and reporting of environmental costs. A wide range of frameworks and regulations of environmental issues are being scrutinised, such as ISO standards, GRI standards, SDG, UN, CDP, the ESG Ecosystem Map introduced by the World Economic Forum. Students are encouraged to examine examples of SDGs integration by real life companies across different countries and industries. It motivates students to think about why organisations (and accountants) should care about environmental issues as well as the links between environmental management and responsible leadership.

Every year, this module offers an annual talk by Martin Baxter, Director of Policy and External Affairs, Deputy CEO of the Institute of Environmental Management & Assessment (IEMA), covering key climate and environmental challenges faced by businesses and approaches being taken to manage risks and capitalise on the opportunity of the net zero transition. This module provides a chance for students to undertake a practical assignment by preparing a report that critically evaluates environmental management information disclosure for a selected listed company. Students examine areas of environmental information such as emissions, waste, energy, water disclosed in corporate reports and discuss sustainability reporting frameworks or standards companies use.

This module has proved popular among students, with some of them explaining on the following pages the benefits of embedding environmental management accounting into the curriculum.



# PRME Principles and SDGs

## Teaching Case Study *continued*

### Integration of SDGs and Sustainability

“Understanding the significance of environmental management accounting within a company is extremely useful in gaining a sharper insight into the company’s business model, current and future prospects; a key skill of analysing company success. Thus, this module was the first module to thoroughly address the integration of SDGs and environmental reporting within a business. Overall, these are vital concepts to understand with the current economy moving drastically towards sustainability and so improving students understanding and appreciation of these topics will help massively with employability and adaptation within dynamic working environments. Sustainability is one of my passions and I believe that Nadia and the module have done justice to the educational aspects surrounding sustainability!”

**Brooke Lancaster**, final year Accountancy & Finance student

### Impact on the environment: Views from industry

“As a student studying accountancy and finance, you wouldn’t think that accountancy has any impact to the environment, especially climate. However, these past few months has given me an idea of how the industry plays a big role in identifying the factors that affects the environment. Environmental Management Accounting has given me a brief insight on how a company behaves in any environmental related activities, by looking at how a company can achieve the optimum goal of mitigating their impact to the environment. This topic was interesting alongside the guest lectures as it shows how the issues are bigger than it is deemed to be, with the help of professional who have worked within the industry. With this topic it opens up conversations as to how a student like me should consider sustainability in every aspect of decisions.”

**Patrick Haze Barco**, final year Accountancy & Finance student

### Focus on the future

“The EMA topic allows me to learn more about the future focus area for a business. EMA points out what we could do to be more ethical and how to save the planet by reducing waste and GHG emissions. It is beneficial for me not just as an individual on considering my behaviour’s impact on the environment, but also as a future accountant thinking company’s potential effort on saving the environment.”

**Tianyuan Shen**, final year Accountancy & Finance student



## PRME Principles and SDGs Teaching Case Study *continued*

### Duties and responsibilities of future accountants

“I feel it is important to have a deep knowledge of environmental and sustainable impacts of businesses overall but also on the finance side. Environmental accounting allows companies to reallocate their costs in order to improve their environmental and economic performance. As a result of this and growing climate issues, it is the duty and responsibility of future accountants to be educated on this topic so that they can make well informed decisions in the future to help the health of their company and the world. Ultimately, I feel grateful to have had the chance to explore this topic in depth through the use of real life scenarios and talks from professional bodies such as the IEMA, as I feel this will benefit me in the future and will allow me to be able to have a positive impact on the environment to the best of my ability.”

**Amelia Small**, final year Accountancy & Finance student

### How to operate more sustainably

“Learning about Environmental Management Accounting has given me a broad insight into corporate activities and how they affect the environment. I have found that exploring the EMA practices and disclosures from real-life companies in my assignment, has been a very useful guide to understanding how companies are operating to be more sustainable.”

**Anzelika Milevskaja**, final year Accountancy & Finance student

### Reporting frameworks and challenges

“One thing that I have taken away from researching EMA is that there are numerous frameworks and goals that can be put in place to help within an organisation. It is brilliant to see the birth of mandatory environmental disclosures in large organisations because it is evident that these work and create incentive. The broadness of this subject is so immense and such a fundamental part of any business. I think it is so important to have studied this within the module because it gives students a flavour of the challenges that can be faced within the working environment and an insight into this branch of accounting.”

**Sarah Wood**, final year Accountancy & Finance student





# PRME Principles and SDGs Research

**Dr Hanya Pielichaty**  
Associate Professor  
*Marketing, Languages  
and Tourism*

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## PRME Principles

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## SDGs

5: Gender Equality  
10: Reduced Inequalities

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Dr Hanya Pielichaty's research area on gender and gender justice focuses on facilitating debate in relation to sport but also in education. Her recently published text, 'Football, Family, Gender and Identity: A Football Self' critically examines the inequalities involved in football. This text looks at both individual and social barriers to participation and focuses on ways in which changes in sport could be implemented in order to strive for 'gender justice'. Her forthcoming textbook titled 'Gender, Sport and Society: An Introduction' aims to break down the complexities involved in understanding gender in order for students to be able to access key debates and topics around inequality, inequity and injustice.

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**Jane Deville**  
Research Fellow  
**Dr Liz Price**  
Senior Research Fellow

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## SDGs

3: Good Health and Well-being  
10: Reduced Inequalities

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## Aim

To evaluate three action research projects designed to test potential solutions to address workforce challenges within the health and care sector in rural areas

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## Partner

National Centre for Rural Health and Care

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There are a number of challenges associated with the recruitment and retention of health and care workers in rural areas. The demography of rural areas, with on average an older population and more sparsely distributed settlements, has implications on the demand for healthcare services and associated labour supply. This is compounded by relatively high employment rates in rural areas, meaning there is a scarcity of potential workers available to move into health and care roles. Research by Jane Deville and Dr Liz Price examined three action research pilots intended to test and share potential solutions to some of these workforce challenges. The three projects evaluated were:

- **Community pharmacy intervention:** Examined the use of rural pharmacies to provide additional services such as basic life support, wound care and respiratory care to improve access to urgent healthcare in rural areas and potentially reduce demand on GP and A&E services.
- **Recruiting and retaining GPs in rural practices:** Looked at whether the current Certificate of Eligibility for General Practitioner Registration programme could be extended to become an additional route for GP training and how this could be delivered in rural areas.
- **Recruitment and retention of staff in rural dispensing practices:** Examined how the income from having a dispensary within the GP practice supports rural practices and what impact losing this may have, as well as the challenges around recruitment and retention of staff in these areas and how rurality impacts on those employed there.

The three action research pilots provided the opportunity for organisations to engage in new ideas that had the potential to address workforce challenges in rural health and care. The evaluation helped to identify how these ideas could be developed and highlighted a number of areas where policy and legislation could be changed to help aid the provision of health care in rural areas.



# PRME Principles and SDGs

## Research *continued*

**Dr Agnieszka Rydzik**  
Senior Lecturer  
*Marketing, Languages  
and Tourism*

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### PRME Principles

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### SDGs

- 8: Decent Work and Economic Growth
  - 10: Reduced Inequalities
- 

Dr Agnieszka Rydzik's research largely revolves around SDG 8 Decent Work and Economic Growth and SDG 10 Reduced Inequalities and focuses on exploring inequalities in workplaces from the worker perspective. Her research focuses on issues related to gender, work and migration, in particular precarious tourism work, workplace discrimination, social inequalities, racialisation of migrant workers, and worker agency. She has been involved in a project on young zero-hour contract workers in tourism and a UK government funded project on migration and social cohesion in Boston. Most recently, she has been developing her research on sociological critiques of digitalisation and automation in workplaces from the worker perspective. She is committed to working toward creating more just and inclusive working environments and communities. Agnieszka leads the Visitor Economy Research Group and an RSA-funded Migration Inter-Connectivity and Regional Development international network (MICArd). Agnieszka has recently published in Journal of Sustainable Tourism, Work, Employment and Society, and Annals of Tourism Research.

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**Dr Nadia Gulko**  
Associate Professor  
*Accountancy, Finance  
and Economics*

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### PRME Principles

4

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### SDGs

- 3: Good Health and Well-being
  - 12: Responsible Consumption and Production
  - 13: Climate Action
- 

Dr Nadia Gulko together with, Enoch Opare Mintah, an MSc Governance student, have recently completed a research study on the impact of the COVID-19 pandemic on social and environmental reporting of airline companies operating in the UK. Although COVID-19 has had an unprecedented impact on almost every sector, the airline industry has been globally most affected by COVID-19 including the UK. Their study reveals the dominating themes and the extent to which social disclosures and environmental disclosures changed in the period before and during COVID-19, including examples of CSR initiatives the airlines have been undertaking. The findings complement the emerging empirical evidence on the impact of COVID-19 on CSR reporting and demonstrate how challenges posed by the COVID-19 crisis affect the disclosure practices in the airline industry.



# PRME Principles and SDGs

## Research *continued*

### Professor Heather Hughes

Professor  
*Cultural Heritage Studies,  
Marketing, Languages  
and Tourism*

#### PRME Principles

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#### SDGs

- 3: Good Health and Wellbeing
- 10: Reduced Inequality
- 17: Partnerships to Achieve the Goals

Professor Heather Hughes was a member of the research team on Heritage at Risk, Volunteering and Wellbeing for Historic England. It identified achievable objectives in the implementation of future projects.

Heather is the lead on a Creative Europe project, Out of War Experiences Hope for the Future (WE-Hope) with five other European partners to promote social inclusion of migrants and refugees. She also leads the International Bomber Command Centre Digital Archive; this is a key element of our long-term partnership with the IBCC and formed the basis of a REF impact case study.

### Dr Theres Winter

Senior Lecturer  
*Marketing Languages  
and Tourism*

#### PRME Principles

3 / 4

#### SDGs

- 1: No Poverty
- 10: Reduced Inequalities

Dr Theres Winter's research focuses on the relationship between tourism, poverty and inequality in Brazil. Her work critically analyses a method that is widely applied in the practitioner field to analyse monetary tourism impacts on people living in poverty and proposes advancing the method and discusses how tourism contributes to wellbeing of people living in poverty.





# PRME Principles and SDGs

## External Activities

**Dr Geeta Lakshmi**  
Associate Professor  
*Accountancy, Finance  
and Economics*

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### PRME Principles

1 / 2 / 3 / 6

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### SDGs

- 7: Affordable and Clean Energy
  - 11: Sustainable Cities and Communities
  - 13: Climate Action
- 

Dr Geeta Lakshmi is a director of Grimsby Community Energy, a community cooperative offering low cost renewable electricity to local businesses, particularly those with a social ethos. The latest project provides energy to a charity in Grimsby from 98kw of solar panels. With access to cheaper electricity, social enterprises can afford to keep their businesses going as the funding sources for such businesses can be paltry, difficult to procure and expensive.

Energy is literally the spark which allows businesses to hum. The Grimsby area has many factories, coldstores and large businesses along with smaller charities and branches of social enterprises nestled in a busy area but also has a large offshore wind industry managed by big companies. Grimsby Community Energy augments this clean energy revolution, supplying renewable energy by installing solar panels funded through grants and community share offers. Overheads are low and profits are ploughed back where possible. The firm has currently 73 Members who have invested 6 solar PV installations totalling 200kW in the local area. The firm is managed by few permanent staff and relies on directors' keen scrutiny and governance.

Geeta has contributed to research on community energy in UK and has also cofounded a community energy company locally in Nottinghamshire.

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**Professor Heather Hughes**  
Professor  
*Cultural Heritage Studies,  
Marketing, Languages  
and Tourism*

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### PRME Principles

6

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### SDGs

- 10: Reduced Inequalities
  - 16: Peace, Justice and Strong Institutions
  - 17: Partnerships for the Goals
- 

Professor Heather Hughes is a Trustee of Citizens Advice and is a member of its research and campaigns group. She also sits on the committee (vice chair) of the Lincolnshire Heritage Forum in order to promote equality diversity and inclusion both in institutional practice (eg staffing) as well as in representation. Heather leads a University-initiated public history project 'Reimagining Lincolnshire' to promote a strong sense of the region's multicultural and diverse past as a way of supporting a multicultural and inclusive future. Reimagining Lincolnshire is based upon dialogue with charities, churches, schools, businesses and community organisations to collect and share untold and neglected stories about our county.



# UNESCO Chair

## Responsible Foresight for Sustainable Development

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.

In the years 2020-2021, a range of research and capacity building programmes have been established, Responsible Futures, Responsible Entrepreneurship and Innovation, Inclusive Futures, Institutions for Sustainable Development, Sustainable Food Futures, and most recently, Climate Futures. Examples from these are described in the pages which follow.

## Responsible Futures



### SDGs

**Programme contributes to:**  
A range of SDGs

### Principally

17: Partnerships for the Goals

The Responsible Futures Programme is the umbrella research project for the Chair. Professor Fuller's research is developing methods and networks for studying ways in which responsibility is manifest in anticipatory systems, with SDGs and the Global South as contexts.

Since the Chair's inception, Prof. Fuller has worked with Prof. Fabrice Roubelat (now UNESCO chair on Foresight and Strategic International Intelligence, University of Poitiers) to develop an understanding of the relationships between anticipation and responsibility. If anticipation involves action, and if actions are anticipatory, then how is responsibility and ethics inherent in these processes? By end of 2020, the programme had resulted in ten workshops, some online and some in physical locations (pre-COVID), multiple keynote presentations and peer reviewed publications. For example, Prof. Fuller and Prof. Roubelat led a joint workshop on Responsible Foresight at UNESCO Futures Literacy Summit in 2020.

<https://en.unesco.org/futuresliteracy/summit2020>

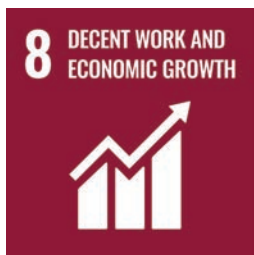
In 2021, the two Chairs established a joint Responsible Futures co-laboratory. The programme has gathered a growing international group of scholars and practitioners to investigate ethical principles involved in anticipating and creating responsible futures. Group workshops take place every two months and the first book of the results is in progress.



## UNESCO Chair *continued*

Prof. Fuller is also facilitating capacity building workshops for the UNESCO Chair members, partners, and affiliates, to establish strong links between research, sustainable development, responsible management, and the consequences for our futures.

### Responsible Entrepreneurship and Innovation



#### SDGs

Programme contributes to:  
1 / 4 / 5 / 8 / 9 / 10 / 12

#### Principally

8: Decent Work and  
Economic Growth  
12: Responsible Production  
and Consumption

Entrepreneurship is a future-creating practice that demonstrates the power and value of human agency. This programme is concerned with the ways that entrepreneurship and innovation are shaping sustainable and responsible futures, and how the necessary skills and values can be developed.

Dr Igwe's research programme explores innovations, entrepreneurship and Higher education digital ecosystem, with a focus on Nigeria. This project is funded by British Council – Innovation for African Universities (IAU) programme. In this project Dr Igwe has collaborated with our UNESCO HEI partners in Nigeria and developed a strong network of university leaders. The key issue is developing Nigerian HEIs to be able to provide suitable education for the employability skills and entrepreneurial competencies needed to advance youths and graduate employment in a sustainable way. Also, Dr Igwe's other projects focus on informal entrepreneurship and women entrepreneurship as part of the entrepreneurial ecology of Nigeria, and which universities should form part of, but often do not.

The Chair group used the platform of the UNESCO Futures Literacy Summit in December 2020 to present three different online workshops on enterprise and innovation. The Summit overall was attended by around 5,000 participants over five days.

Dr Caputo and Prof. Fuller facilitated a Futures Literacy workshop making linkages between futures literacy, entrepreneurial modes of learning and sustainable development. This began to develop imagined 'better futures' and what changes might lead to these. The discussions highlighted the problems in education caused by the narrow set of competencies categorised in normal curricula, where much wider visions were needed.

Dr Rahman, Dr Hack-Polay and Magdalena Read along with our UNESCO Chair partners from BRAC University led a UNESCO Futures Literacy Summit workshop session on migrant entrepreneurs and the future of communities. The discussions focussed on bringing research expertise to inform policies and overcome bias leading to suggestions for global level institutional innovation (a global migrant entrepreneurship fund) and the need to demonstrate the value of migrant entrepreneurs.

### Inclusive Futures



#### SDGs

Programme contributes to:  
5 / 8 / 10 / 17

#### Principally

5: Gender Equality  
10: Reduced Inequalities

Equality is a fundamental right – whether for example, ethnic, community, gender or generational – and means, among other things, equal stakes in the future and the benefits of future value. Equality and inclusivity is critical in achieving sustainable development outcomes as it helps promote economic stability and growth, while also reducing extreme poverty.





## UNESCO Chair *continued*

Dr Santos' research on Women Leaders in Latin America has been largely focused on Brazil examining the current scenario and a pathway for sustainable development. She is also involved in collaborative research centred on cases in China, India, South Africa, and countries within the South American context such as Peru, Chile, Argentina, and Colombia.

Zoraida Mendiwelso Bendek works with partner organisations to co-produce inclusive community futures. The action research community-based research builds the capacity of community organisations to engage in policy development and decision making to enhance democratic processes. The legacy of this approach is a strengthened capacity in university and community organisational partnerships for social transformation and engagement with policy makers. The programme with the Mortenson Center for International Library Programs, University of Illinois Urbana-Champaign, USA (reported in the previous SIP) has initiated programmes in USA, Canada, Colombia, India, Spain, Qatar, Peru, Costa Rica, Argentina, South Africa, and Uganda. In Colombia, Costa Rica and Peru 300 participants have supported community-designed development across 28 projects which had benefited over 2,000 citizens including parents and neighbours, caregivers of disabled youth, indigenous youth, members of youth groups and boy scout groups.

## Institutions for Sustainable Development



### SDGs

**Programme contributes to:**  
4 / 5 / 8 / 10 / 12 / 16 / 17

### Principally

16: Peace, Justice and Strong Institutions

This work area contributes research and new knowledge to the understanding and development of stronger institutions and governance for sustainable development. These include democratic power in communities, anti-corruption and non-violence in private and public institutions, industry frameworks and policies as well as cultural habits and norms.

Zoraida Mendiwelso Bendek's work on social justice, a partnership between Lincoln and Los Andes University in Colombia, supported a network of regional universities and community organisations providing significant input to the Colombian Framework for Community Based Research (2020) which is an important input for Colombia's national development plan for peacebuilding over the next two decades. Reflecting on "Take Part research cluster programme" through community-university-partnerships, the "Reference Framework for research with the community, 'Peacebuilding in Colombia, Alliance between the university and the community' Co-Lab Paz' was published in November 2020.

Dr Saha has carried out a number of studies with international partners on governance regimes, growth and development. The overall research programme addresses the role and effects of institutional frameworks on sustainable development. Recent topics include the developmental effects of Brexit, the COVID pandemic, corruption control in Asia, corruption-growth relationships, corporate governance in emerging economies and institutional quality.





## UNESCO Chair *continued*

She hosted webinars on the economic consequences of the COVID pandemic, “COVID-19 Fallout and the Challenges for Global Recovery Response” in May 2020 <https://www.youtube.com/watch?v=SQgygTeaW5w&t=1358s>

and “60 minutes on COVID-19: Managing Triple Crises – Economy, Health and Climate Impact”, in July 2020. <https://www.youtube.com/watch?v=aSkUUcRv0ys>

Dr Saha and international colleagues have recently been working to address governance in the tourism sector. In particular, the role of tourism development in relation to poverty alleviation; carbon dioxide emissions, economic growth and political instability. She is also working with colleagues from Australia and Qatar to inform way to develop sustainable tourism beyond 2022. Dr Saha and colleagues shared some of this work in progress via a webinar at the UNESCO Futures Literacy Summit (2020) on Role of Tourism Development in Employment Generation Poverty Alleviation. This involved their stakeholder groups in India to discuss their research and potential consequences. Critically the discussion concerned ways for research to be more effective on policy. The workshop discussed ways to create greater research impact in this respect.

An active member of the UNESCO Chair – including the responsible futures project – April K Ward is a doctoral candidate whose research involves exploring the role of anticipation and imagined futures in complex conflict systems and in peace processes. The research attempts to better understand the role of futures thinking in violence, non-violence, and conflict resolution. The qualitative study explores three principle cases: the Northern Ireland, Colombian, and South African conflicts and peace processes. She is also a foresight researcher and manages the Intergenerational Fairness practice at the School of International Futures.

## Climate Futures



### SDGs

**Programme contributes to:**  
9 / 10 / 13 / 16

**Principally**  
13: Climate Action

In many respects, the issue of climate change and “net-zero” ambitions, is, or should be, an ever-present issue throughout all “sustainability” thinking and actions, as it represents an existential risk to humanity. It is a topic that demands co-ordinated and collective leadership to bring transform the underlying causes of arising from our collective lifestyles and organisation.

It is heartening that LIBS’ activities addressing climate change are more extensive and focussed in this SIPS than the previous one. The UNESCO Chair group have identified climate change as an issue needing greater attention.

Dr Paul Igwe has initiated an exciting new co-laboratory on understanding government, non-governmental agencies and community efforts in tackling climate change, environmental pollution, ecosystem restoration and flooding in the Niger Delta region of Nigeria. Our partner on this initiative is the African Centre for Climate Actions and Rural Development (ACCARD). ACCARD engages with stakeholders in the Niger Delta region including key Universities in the region. The specific focus of this co-lab is to advance nature-based solutions to climate change management and community approaches to issues related to climate change. Also, it initiates stakeholder interactions towards climate change livelihood and Ecosystem losses through sustainable approaches. The aim is to develop, amongst other things, climate change champions; leaders who understand what responsible practices are needed to ameliorate the causes of climate change, to guide practical activities in response to climate change and to develop reparative programmes.



# PRME Seed Corn Fund

As reported in previous SIPs one of our key developments in recent years has been enabling the provision of seed corn funding, open to all colleagues to apply, for funding for projects with an explicit focus on implementing PRME principles and the SDGs. Due to the pandemic, we have funded less projects than usual however we are delighted to have funded the following successful projects:

## Embedding Sustainable Development Goals into the Teaching of Supply Chain Management in Brazil: Current Practices and Challenges

*Professor Ana Beatriz Lopes de Sousa Jabbour and Dr. David Twigg*

This work aimed to identify how business schools have embedded sustainable development goals (SDGs) into teaching design to deliver supply chain management (SCM) classes more aligned with market demands, environmental and social compliance, and the challenges of such designing. An online survey was applied to all 18 business schools located in Brazil that are currently signatories of PRME. Latin America and the Caribbean is the region with the lowest growth of new PRME's signatories (PRME annual report 2018-2019), thus, this region may deserve particular attention to receive support and guidance to perform well around PRME principles towards SDGs, because there have been few peers in the same region to share experiences and challenges. Fifteen out of eighteen schools replied to the survey and were represented by either their SCM discipline's lecturer, undergraduate director, or PRME representative. The data collected was analysed using descriptive statistics and content analysis with NVivo Software.

The findings of this study sheds light to a gap in the availability of teaching materials for teaching SDGs within SCM discipline. This gap could be seen an opportunity to scholars to design and publish teaching resources to help in and spread good practices of embedding sustainability into SCM field. In addition, business schools, universities and PRME need invest in capacity building to address sustainability within the SCM discipline. Perhaps, addressing such gap could support to overcome the current challenges, and so, proper equip the future generators of sustainable value for business and society.

## An Investigation on Students' Awareness for Recycling Behaviour: Conducting Experiment in Kazakhstan

*Dr Arman Mazhikeyev, Dr Geeta Lakshmi, Dr Kim Nguyen and Dr Dieu Hack-Polay*

PRME seed corn funding was used to incentivise students to participate in a public good game based in a laboratory setting in Kazakhstan and the UK. Studies on young people's recycling habits are relatively sparse given that understanding their behaviour can help form habits at a young age. Previous studies have highlighted that there is little clarity in the literature about whether young people may be positive about recycling compared to the elder population (Ojala, 2008). Recycling attitudes amongst the HE students from Kazakh and UK universities were investigated using a novel approach i.e use of public experiments to ascertain what type of nudge works best to increase recycling rates. The experiments were run with different cohorts and interventions to see if these interventions or nudges increase rates (over the base case) as suggested by Nudge Theory proponents. A comparison was also made between results from both countries and from student profiles. The funding has led to an internal presentation, and International conference and journal paper submission.



# Developing PRME in the Next Two Years

## Purpose

In the past two very challenging years, we have made significant progress in our commitment to PRME, however the pandemic has provided us with an emergent opportunity to go further in our reflection and development on what it means to be a responsible business school and how we provide a broader, more critical education. Therefore, we intend that much of the next two years will be spent in continuing our dialogue with key stakeholders to develop our cocreation of LIBS as a responsible business school, acknowledging that to become genuinely responsible a business school means undergoing a radical transformation in terms of core purpose and values.

## Practice

### Assurance of Learning

Including responsibility within our Assurance of Learning planning and implementation was a noteworthy progression in terms of developing our curriculum. As we approach a period of revalidating our undergraduate programmes, not only will we deliver on our aim to have a related core module for all our undergraduates, all programmes will now be required to explicitly ensure educational aims and learning outcomes are meeting the Assurance of Learning goals and competencies. Hence responsibility will be measured via assignments and firmly embedded into the curriculum. In the two years which follow and beyond, we will be looking to measure the extent to which all students (undergraduates and postgraduates) meet the desired competencies and in so doing we have a means to improve and enhance this.

### Curriculum Development

We will monitor the development and recruitment of our new modules and programmes as outlined on page 3 to ensure they fulfil expectations and their purpose.

As discussed above, the revalidation of our undergraduate portfolio ensures that our graduates are equipped with key sustainability competencies. Moreover, the learning outcomes of our independent study module now require students to frame their study through the lens of responsible management education. Our commitment to decarbonising the economy has enabled us to make connections between PRME, EDI and decolonising the curriculum. Through dialogue with faculty and stakeholders we have begun the process of revealing coloniality within business education, moving to reconsider the foundations of management thought, reconfiguring our curriculum and reshaping our pedagogy.





# Developing PRME

## *continued*

### Mapping to the SDGs

In the coming months we will be mapping our undergraduate modules to the SDGs. This brings several benefits such as increasing our colleague and student awareness of the SDGs, being able to objectively measure our progress and to contribute to the University's SDG Accord submission. We have chosen to do this with students to ensure engagement and participation amongst the student body. Upon completion of the mapping exercise, we will review the results and consider next steps with regards setting priority goals and other targets.

### Research Strategy

We are currently refining the School's research strategy in the light of the emerging refreshed institution wide research strategy, which we are delighted to note remains anchored by the SDGs. We will be continuing with our collaborative development work in community organisation and development economics with our longstanding research partners. We will heighten our focus on sustainable supply chains through our recently inaugurated Smart, Sustainable, Circular Supply Chains Lab. This will sit alongside our ongoing work on the benefits for civic, regional and international development that Entrepreneurship and Innovation and the Visitor Economy can provide.

### Monitoring Progress

Progress on these aims will be monitored by our newly formed 'Sustainability Oversight' Committee. This committee is taking a broader and more strategic role in monitoring and developing College impact and action with regards to environmental sustainability and positive social impact than we have done previously. The committee is Chaired by our PRME Lead and includes student members as well as academic leaders and other stakeholders. We are excited to progress into the next phase of our engagement with PRME and as ever mindful of our duty to equip tomorrow's leaders, deliver impactful research, demonstrate responsibility within our own practices and shape the dialogue of responsible management education.

#### **Dr Craig Marsh**

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