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

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

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

- Purpose and values (incorporating PRME Principles 1 and 2)
- Teaching (incorporating PRME Principle 3)
- Research (incorporating PRME Principles 4 and 5)
- Wider societal engagement (incorporating PRME Principle 6)32 (epor)-25 (t addr)3MCID 52 gn9D 40 >>or since t94 e

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

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

The revised LUMS Vision and Mission are:

Vision:

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

Mission:

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

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

Overall, our vision and /P &MCID 47 >> BDC (EMCuT)2.6tlal lign(e fuendutiona mechanismt far upeporning h(e)]TJEMC /P &MCID65 osiCieva socentalimp ac(thr)32 (ough r)32 (ee EMCuT)ich tha drie

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

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

The underpinning principles of ethics, responsibility and sustainability su Juse the policy and practice of LUMS across a range of student interactions throughout their studies. From modelling sector practice in relation to sound recruitment and admissions policy that ensures fairness and equity, to the self-re >ection of negotiating the decolonisation agenda through the nascent LUMS Decolonising Network, the School strives to demonstrate these principles in its day-to-day business. Commitments to PRME, Athena Swan,

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

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

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

# Reaping Good Dividends from our Executive MBA

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

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

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

### **B-School to ESG-School**

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

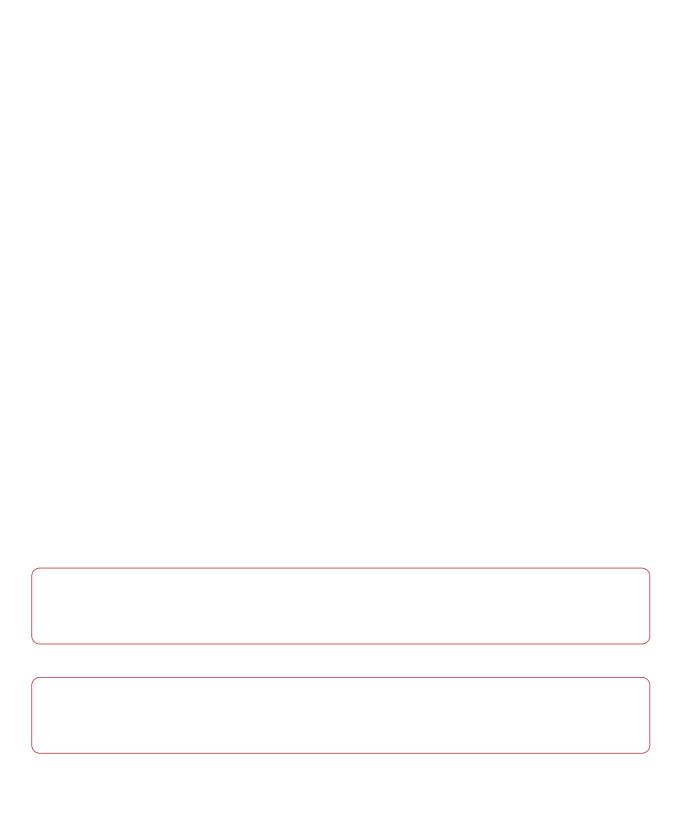
how might we initiate a radical curriculum shift towards ESG-focused teaching and learning across the School, and how might this support the existing Curriculum Transformation Project?

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

#### **Dissertations in Place**

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

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



To pump prime further research projects aligned with our core responsible research themes, in 2023 LUMS hosted a Perfect Pitch event, through which

Lancaster University Management School

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

The Work Foundation is a policy unit based within the Management School dedicated to tackling structural inequalities in the UK labour market. It published seven new research reports in 2023 with a particular focus on reducing levels of insecure work in the UK. It has also delivered a vibrant events programme dedicated to exchanging EM2d1 is a ogramme dedic

## **Civic Engagement**

The principle of engagement with practice, policy

#### Noteworthy examples include:

- Sue Garrard A Blueprint for Sustainable Business. Recognised as one of the Top 100 Women Sustainability In >uencers globally, Sue Garrard, Chair of Blueprint for Better Business, shared her six-point guide to achieving a sustainable business.
- Duncan Pollard Sustainability: A Change Management Story. With over 20 years in sustainability, Duncan Pollard shared his experiences from Nestlé, Shell, and WWF. He explored progress within Nestlé, delving into campaigning, change management, and stakeholder engagement, providing insights into the future of sustainability.
- Leadership Insights with Sara Brennan, Pentland
  Brands. Sara Brennan, Positive Business Director
  at Pentland Brands, discussed her role in
  accelerating positive business strategies.
   Focused on organisational change, shjEMC /P &MCID 41 >> BDC [(at P)35 (IvBT10 0 0 10 61.1194 671.795r)32 (ennan, P)35 (entland )a11h32 >> BDmp4.8EMC /P &MCID 1212iaBDmp4i121ribu. futur



