

PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION REPORT 2020-2021



Contents:

A Word from the Dean	3
Introduction	4
About LUMS	5
Purpose and Values	7
Integrated Thinking and Reporting for PRME	8
Teaching	9
Inspirational Alumni	11
PhD Studies	12
Research and Partnerships	13
Wider Societal Engagement	15
PRME Action Plan 2022-2023 Summary	16
Figure 1 LUMS Governance Structure	5
Figure 2 LUMS Ambition 2025	6
Figure 3 Summary of SDG related terms used in LUMS modules	10
Table 1 Selected modules with highest student numbers and reference to SDG related terms	9
Table 2 Examples of Research Funding Focusing on Responsibility	13

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A word from the Dean

Lancaster University Management School (LUMS) is a community of researchers, learners and practitioners who want to make a difference. I believe that through our work and our actions, we can make a lasting and impactful contribution to society. Responsibility is not new to us: throughout our history, LUMS has recognised the importance of addressing critical issues of our time and fostering responsible organisational practices.

We have a proud reputation for delivering high-quality research, teaching and engagement with real-world impact that shapes and influences government policy; aids and supports businesses regionally and globally; and helps to improve communities and societies.

Our challenge-led research underpins all that we do, responding to societal needs as we leverage our academic excellence in key areas such as sustainability, social justice, innovation, health and cyber to find solutions to critical issues. For example, we founded the ***Pentland Centre for Sustainability in Business*** to focus on environmental and social sustainability topics, and lead the ***Plastic Packaging in People's Lives*** project that is working alongside industry leaders to address the critical challenge created by plastic in the environment.

Our engagement in the community is deep-rooted, and we recognise the importance of working with and respecting those who benefit from and are affected by our work. For more than 20 years, we have worked with SMEs in the North West of England and beyond, building a trusted and trustworthy reputation. We will continue to help them succeed and adapt in an ever-changing world.

During the Covid-19 pandemic, our experts have advised national governments, our research supported the NHS with compassionate leadership, and we delivered programmes to help businesses confront new challenges.

Critically, our responsibility focus extends to our students, and shapes our curriculum. We want to enable students to become responsible, inclusive and sustainable leaders. While we have been engaged with responsibility themes for many years, we are relative newcomers to Principles of Responsible Management Education (PRME). Engagement with the six PRME Principles has helped us develop a set of action points that will deepen and extend our focus on responsibility. This, our first PRME report, sets out the background to our responsibility commitment and describes actions we will undertake in the next two years to continue that work.

**Professor Claire Leitch
(Interim Executive Dean)**

**Lancaster University Management School,
February 2022**



Introduction

The incorporation of responsibility into teaching, research and engagement at LUMS is not new. What is new, however, is that the demands for responsibility have increased considerably as an appreciation of the effects of climate change and biodiversity loss (as just two examples) has become more pressing. In 2019, we committed the School to the PRME and this report documents our journey since that time to systematise and be more

explicit about how LUMS places responsibility at the heart of its operations. We recognise that we have much to learn and more to do. This document is part of a longer journey of mutual learning that we will undertake with our students, colleagues within and beyond LUMS, as well as those we work alongside, such as policy makers, regional and global business, and professional bodies.

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

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

Principle 1 | Purpose:

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

Principle 2 | Values:

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

Principle 3 | Method:

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

Principle 4 | Research:

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

Principle 5 | Partnership:

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

Principle 6 | Dialogue:

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

About LUMS

LUMS was founded in 1964 and offers a full range of specialist and cross-disciplinary business and management programmes at undergraduate, postgraduate, doctoral and post-experience levels. LUMS is one of the largest business and management schools in the UK, with 423 staff (headcount)¹.

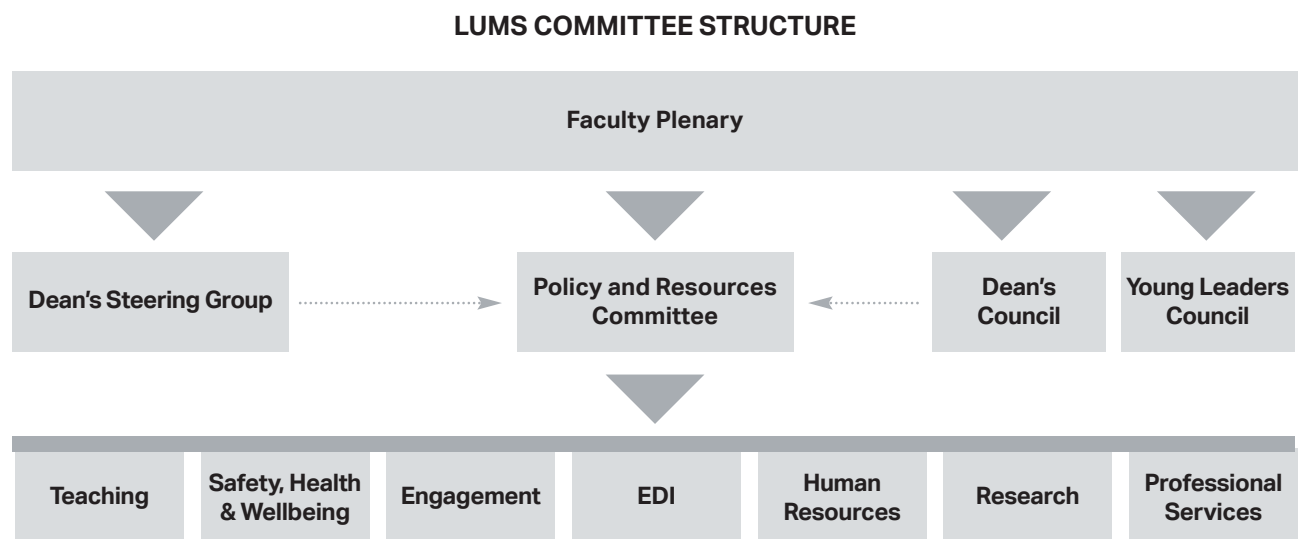
With approximately 34% of Lancaster University's student population (that is, 5,365 students from a population of 16,595), LUMS is the largest of the University's four faculties, and is made up of six academic departments:

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

LUMS has held the 'Triple Crown' of business school accreditations (AACSB, AMBA and EQUIS) since 2008, and in 2014 was awarded the Chartered Association of Business Schools 'Small Business Charter'. In 2021, we received Athena Swan Bronze certification, reflecting our commitment to progress in equality, diversity and inclusion.

LUMS is research-intensive and follows a Responsible Research and Innovation framework that is challenge-led, interdisciplinary and inclusive. In the REF 2014 'business and management' category, we were ranked first for 'research power', for the number of faculty submitted to that exercise. 80% of our research was classified as 'world leading' or 'internationally excellent'. LUMS is led by a team made up of the Dean, eight Associate Deans, six Heads of Department and the Head of School Administration. Figure 1 shows LUMS, major decision-making bodies. LUMS' vision, ambition and strategy are reflected in Figure 2.

Figure 1 LUMS Governance Structure



¹ Figures as of 5/10/2021

Figure 2 LUMS Ambition 2025

LUMS AMBITION 2025

Be the go-to community for cutting edge knowledge of which everyone wants to be a part

BELIEFS

In the strength of a healthy and growing LUMS community	In challenging convention, pushing boundaries and shaping agendas	Research is at the heart of our success and has the power to transform lives	Our research-led teaching and engagement leads to critical thinking and better outcomes	Embracing different perspectives and collaboration strengthens what we do	We will become a beacon for top talent and nurture potential for all
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VALUES

Academic freedom | Collegiality | Respect for diversity | Excellence | Ethical Conduct

STRATEGIC FOCUS

Improving productivity and organisational performance



DEVELOPING AND LEVERAGING ACADEMIC EXCELLENCE



Enhancing graduate career opportunities



Providing a challenging, inspirational education

STRATEGIC RESPONSIBILITIES

Building Community	Challenging Convention
Fostering Collaboration	Developing People

PRIORITY ACTIONS TO 2023

Improve the intellectual and practical impact of our research	Extend the reach and flexibility of our programmes	Enhance the experience and satisfaction of our students	Increase equality, diversity and inclusion across our community
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STRENGTHEN THE COMMUNITY EVERY DAY

Community | Established | International | Challenging | Collaborative | Ambitious | Creative | Impactful | Transformational | Responsible

Purpose and Values

LUMS has a history of research, teaching and engagement delivered to the highest standards, with positive effects across learning communities, organisational stakeholders and society. We take seriously the responsibility to actively engage in challenge-led research that responds to societal needs and combats societal issues. We base our impact beyond academia on academic excellence, focusing on the lives of those on campus, in our region and around the world.

Through our expertise in areas such as sustainability, equality, good leadership and productivity, we find solutions to important global needs, and tackle issues crucial for the future not just of this School, but on domestic, national and international levels.

We act with integrity, and have built a trusted and trustworthy reputation with partners from SMEs and local government, to national and international corporations. We seek to balance the interests of people, organisations and the environment, for the benefit and prosperity of current and future generations.

Ethics, global perspectives, social responsibility and sustainability are built into our teaching as we help to mould the next generation of 'good leaders'.

For more than 20 years, we have actively engaged with SMEs in the North West of England and beyond, and we will continue to work with them to help them develop and advance, benefitting the region and its people.

Engagement with the PRME has made us realise that infusing responsibility-focused purpose and values is not the same as self-consciously identifying how responsibility affects our activities. As a result, many of the elements of our 2022-2023 PRME action plan involve making these connections more visible and more clearly articulated.

PRME actions 2022-2023

- 1 We will translate our core capabilities [see box below] through the lens of economic, environmental and social responsibility to be more specific about what actions and capabilities are needed to be a responsibility focused institution.
- 2 We will explore how an integrated reporting framework [see P8] may be used to explain our performance in the area of responsibility.
- 3 We will involve our teaching partners in PRME activities from 2022 onwards.

Building Community

LUMS continues to strengthen our healthy and diverse community of staff and students. We aim to provide an environment and educational experience that enables students, staff and stakeholders to develop the tools needed to create positive social impact.

Challenging Convention

LUMS seeks to challenge common assumptions and norms that our School has been built on by understanding how our culture drives our behaviours and ways of working, both negatively and positively, so that we can implement effective change, whilst maintaining and building on our core values.

Fostering Collaboration

LUMS advocates a collaborative approach by creating open and transparent governance and communication processes across the School. We ensure our community is kept informed and involved, with all members clear on how their roles and actions contribute to realising our ambitions.

Developing People

LUMS is committed to providing an inclusive, enabling and rewarding environment. Through development and training, we leverage our academic excellence and contribute to world-leading, impactful research.

Integrated Thinking and Reporting for PRME

The Advance HE 2018 report on Integrated Thinking and Reporting was commissioned to contribute to the debate around how universities create value, how they demonstrate the value they create and how they report on it. This is part of a wider, global initiative, led by the International Integrated Reporting Council (IIRC), with the long-term vision of creating a world in which integrated thinking is embedded into mainstream business practice across both the public and private sectors. As such, it is as much about doing things differently as it is about reporting things differently. While the IIRC is now part of the Value Reporting Foundation, the principles embodied in its work remain relevant.

The primary purpose of adopting integrated reporting is to explain to the widest possible range of stakeholders how LUMS creates value over time. This is achieved through providing information relating to all six of the 'capitals' contained within the Integrated Reporting framework – financial, manufactured, intellectual, human, social and relationship, and natural – and reporting on the

activities and outputs of the University through which they are transformed or affected.

The inherent interdisciplinarity of this reporting framework is very much in keeping with the strategies required to respond to the UN Sustainable Development Goals and our own responsible research agenda.

In the short term, integrated reporting may allow us to more cogently describe and link LUMS initiatives and activities that provide strong evidence of accountability, stewardship and value creation. It also acts as a driver for internal change by focusing attention on broad value creation and the resources needed to achieve it, as well as focusing attention on material risks and opportunities for 'future proofing' our activities and decision-making. In the longer term, the integrated thinking and decision-making has the potential to shape future direction and place Lancaster at the forefront of the HE sector in ensuring that our strategy and operations encompass all six capitals at a fundamental level.



Teaching

LUMS' portfolio comprises undergraduate, postgraduate and doctoral programmes, delivered across our six academic departments, as well as a smaller number of generalist programmes, such as the BSc Business Management and the MBA, which draw on expertise from across the School. LUMS also offers executive education delivered by our Centre for Training and Development (CeTAD).

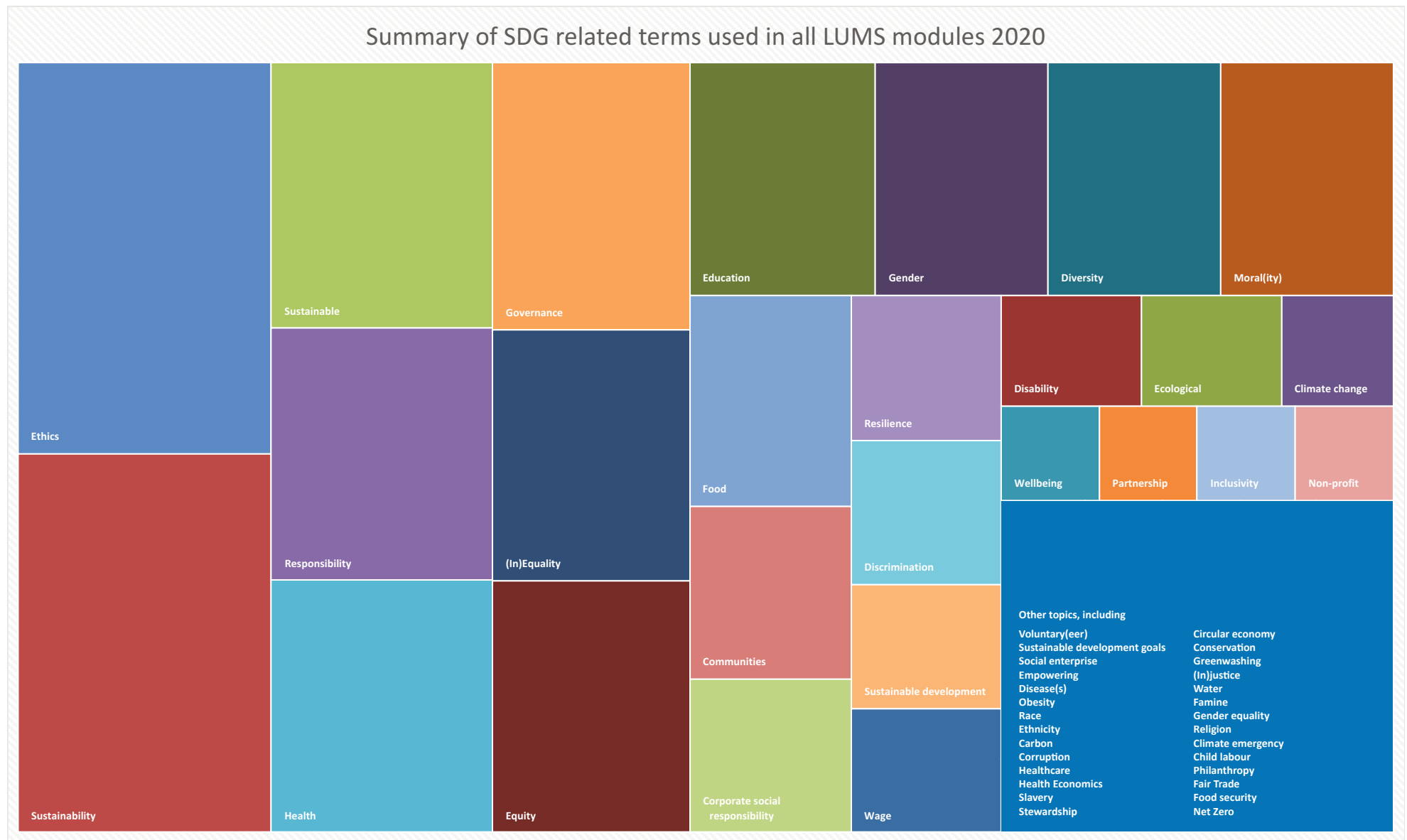
During the 2020/2021 academic year, we conducted a review to identify the prevalence of Sustainable Development Goal (SDG) and responsibility themes in our UG, PG (Taught) and PG

(Research) curricula. In total we reviewed 486 modules, 182 at undergraduate and 304 at postgraduate level. The software we used to carry out the review, #LancsBox, was developed by Lancaster University's Linguistics Department and allowed for a sophisticated analysis of our module outlines. The search terms (see Figure 3) used were derived from the SDGs and subject specialist terms relating to those areas. Our analysis showed that delivery of SDG and SDG related themes was concentrated in several pockets, most notably in Marketing and Entrepreneurship and Strategy, and at master's level in our Executive MBA programme.

Table 1 Selected modules with highest student numbers and reference to SDG related terms

Module Title	Number of themes	Number of students registered
Business Ethics and Sustainability (EMBA)	11	16
Markets (PG)	11	104
Business Ethics and Society (PG)	8	81
Gender and Entrepreneurship in a Global Context (UG)	8	112
Social contexts of Entrepreneurship (UG)	8	64
Critical and Creative Communications (PG)	8	80
Labour Economics (UG)	5	161
Ethical Responsibility in Business (UG)	8	95
Management and the Natural Environment: Ethics and Sustainability I (UG)	6	100
Consumer Behaviour (UG)	5	216
Management, Organisations and Work: Key Issues and Debates (UG)	5	470

Figure 3 Summary of SDG related terms used in LUMS modules



Inspirational Alumni

Sofia Akel (MSc Management, 2017; BA (Hons) History, 2016) started campaigning for race equity while at Lancaster, lobbying for greater equity for people of all backgrounds within the University. She continues to tackle those issues within Higher Education in her role at London Met University, and has published research on racism in HE, and Islamophobia, which informs universities and students' unions across the UK and overseas. Sofia set up the **Free Books Campaign** in July 2020, working with publishers Verso, who had begun to give away free e-books of related texts following the Black Lives Matter protests.

Four current and recent LUMS students were named among the UK's most outstanding African and African Caribbean future leaders in 2021. The quartet were named in the **Future Leaders 2020/21** top 150 students and new graduates and include Chioma Ikpa (BSc Marketing Management) and Sandra Yeboah (BSc Business Management), and present final-year LUMS students Alessandra Ozuzu (BSc Marketing Management) and Seun Odusanya (BSc Management, Politics and International Relations).

Alex Stewart (BA Management and Entrepreneurship, 2011), set up his own business, **OneNine5**, designing eco-conscious travel goods – such as wash bags and laptop cases – with environmental sustainability at their heart. He has been a LUMS Entrepreneur in Residence since October 2019, providing current students with advice and expertise.

PhD Studies

LUMS supports approximately 180 PhD candidates across six departmental programmes that are integrated within three Economic and Social Research Council research training pathways (in economics; accounting and finance; and business and management). Topics being investigated include (student name in brackets):

- Does virtue pay? Investigating the link between ethical orientation and performance reward (Sylvia D'Souza)
- Is the Arctic an economic time bomb? The role of Integrated Assessment Models as an aid to policy decision-making (Maria Jimena Alvarez)
- An ethnography: Understanding the management of sustainability driven innovation in multi-stakeholder platforms (Katre Leino)
- Socially Responsible Investments as a source of portfolio risk hedging (Adina Yelekenova)
- How can universities work best with their regional businesses to deliver a transition to a low carbon economy? (Catherine Olphin)

Spotlight on responsibility focused PhD research

Michael Scotney's research focuses on 'Novel Risk Translation: Climate Risk Management in the Real Estate Industry'. Climate change is widely perceived to be one of the greatest threats facing humanity and the environment. The World Economic Forum's 2021 Global Risks Report places environmental degradation as the foremost long-term global risk. Meanwhile, major economies have set increasingly ambitious 'net zero' emissions targets while international climate activism has dominated the public imagination like never before. To date, investors seeking to understand organisations' climate change responses have bemoaned the lack of widespread, comparable, high-quality information produced by their investees. The Taskforce for Climate-related Financial Disclosures (TCFD) presents itself as the solution to this lack of information. The rationale is one of market efficiency via transparency – by encouraging better climate-related risk disclosures, the capital market will be able to 'price in' climate-related value drivers and therefore move towards the

holy grail of capital market efficiency. Michael's research project emerges in this context and seeks to understand how businesses grapple with 'novel risks', and explores the dynamics underlying how organisational translations of novel risks evolve, propagate, and transform across a value-chain via a field-level, longitudinal case study of climate risk in the real estate sector. By understanding how differences in entities' risk management systems influence the way in which novel risks are understood, it seeks to model the hitherto unexplained variation in risk translation outcomes. Furthermore, the research seeks to unearth unique insights for policymakers with regards to when, how and why climate-related risks are integrated into corporate risk management processes. Finally, the study contributes to the risk management literature by showing how divergent risk management configurations are associated with different outcomes in relation to the treatment, perception and manageability of risk objects.

PRME actions 2022-2023

Our review identified that there are areas of teaching that are related to responsibility themes that may not be apparent to students and we noted that while good practice exists it may not be consistently or systematically understood or communicated. As a result, we will:

- 1 Identify the links between the Sustainable Development Goals and subjects taught across the LUMS portfolio.
- 2 Develop a common understanding of the array of topics and issues taught that are connected to questions of responsibility.
- 3 Develop a student guide by programme to identify where responsibility themed topics are addressed.
- 4 Create a learning community of PhD candidates who are exploring responsibility focused themes.

Research and Partnerships

LUMS is a collegial, multidisciplinary and innovative management research institution. We aspire to be world-leading in all our research activities by developing, recruiting and retaining world-leading researchers. We embed research into every aspect of our activities and through this, achieve significant impact for all our stakeholders. Many areas of research deal, directly or indirectly, with sustainability and responsibility issues. In this report, we explore key research areas, and almost all of these involve working with businesses to share insights and co-create solutions.

LUMS interdisciplinary Research Centres, with members drawn from across all Departments, represent a substantial body of knowledge, synthesising disciplinary expertise that focuses on responsibility topics. In addition, we use Centres to support a focused, vibrant research ecosystem, supporting virtuous circles of external relationships, funded research and engagement activities. Centres engage with practice and policy-driven Grand Challenges, including: economic growth; productivity and innovation; climate change and sustainability, data and digital transformations; mobility; and market behaviour and demand. Examples of funded research are contained in Table 2.

Table 2 Examples of Research Funding Focusing on Responsibility

Funding Body and Project	£
Productivity	
Economic and Social Research Council: Innovating the Next Generation Services through Collaborative Design that synthesises insights from business model innovation, operations management, studies of professional service firms, developments in AI, and service design to understand how innovation in PSFs is adopted and assimilated.	£195k
Norwegian Research Council: Measures for improved availability of Medicines and Vaccines.	£150k
Transport and Logistics (CENTRAL)	
Engineering and Physical Science Research Council, 'OR-MASTER': Addressing growing concerns over airport capacity, rising demand, and the impact of congestion on both the travelling public and the air transport industry.	£1.2m
Engineering and Physical Sciences Research Council, 'RESPOND-OR': Develops and implements novel mathematical models to capture the complexity, dynamic, and uncertainty characteristics of disaster preparedness and response decisions and uses these to enable the efficient, effective, and equitable allocation of disaster preparedness and response resources.	£510k
Technological Futures	
Research England: Community-led Open Publication Infrastructures for Monographs: An international partnership of researchers, universities and librarians, open access book publishers and infrastructure providers. The project is building community-owned book publishers and infrastructures to enable open access book publishing to flourish.	£366k
Economic and Social Research Centre, BIAS – Responsible AI for Labour Market Equality: This project focuses on understanding how AI algorithms shape ethnic bias and gender in the labour market, which is now increasingly digitised. The project also seeks to minimise gender and ethnic biases in job advertising, hiring and professional networking.	£280k

Research spotlights

Plastic Packing in Peoples' Lives (PPiPL):

This project focuses on how plastic food packaging is embedded in consumers' day-to-day lives. It aims to gather behavioural insights to enable policymakers and industry to bridge the gap between consumer attitudes to plastic packaging reduction and their behaviour. Taking the food sector as an exemplar, the research examines the whole packaging supply chain, from production through consumption to waste disposal. PPiPL directly involves partners from industry and local government and will clarify social and cultural attitudes to plastic packaging and unpick consumer and business behaviours regarding plastic use.

Modern Slavery and Supply Chains:

Department of Management Science researchers, Professors Linda Hendry and Mark Stevenson, have studied modern slavery from a supply chain perspective. This has included field work on how firms at the same tier of the supply chain collaborate with one another to improve their understanding of the threat posed by modern slavery and to share the costs of joint initiatives to tackle the threat. There has also been a focus on understanding how firms can improve their ability to detect modern slavery, including work on augmenting a standard social audit protocol to include indicators of modern slavery. This work on modern slavery forms part of a wider research agenda on socially sustainable supply chain management, particularly in complex, global supply chain contexts. This research has included examining the diffusion of sustainability standards in the ready-made garment industry in Bangladesh, examining the supplier's perspective of adopting socially sustainable standards.

Academy of Gender, Work and Leadership:

The €2.5m four-year international Transparent and Resilient Gender Equality through Integrated Monitoring, Planning and Implementation (TARGETED-MPI) project, funded by the EC Horizon 2020 programme, aims to tackle gender inequality in business and management schools. It will establish a European Network of Gender Equality Observatories to ensure long-term sustainability of gender equality activities and initiatives. This project aims to improve equality in academic careers, boosting the presence of women in junior and senior positions, increasing female participation in decision-making bodies, such as grant committees, and promoting gender awareness in research and innovation.

PRME actions 2022-2023

While responsibility themed work can be found throughout LUMS, there has not been any systematic attempts to understand where such work takes place, how to further leverage its effects and how to foster new work on responsibility themes. As a result, we will:

- 1 Undertake a systematic audit of responsibility themed research undertaken.
- 2 Identify and undertake concrete actions to build synergy between research that focuses on responsibility issues.
- 3 Identify and undertake concrete actions to build synergy between responsibility research in LUMS and work undertaken across Lancaster University.

Wider Societal Engagement

LUMS utilises a number of routes to engage external stakeholders on issues related to responsibility. These include engagement that is designed in, and critical to the success of, research projects and hence is fully integrated in the research theme.

In addition, LUMS has established a nationally leading reputation for working with SMEs, anchored in a tradition of management learning research within the School and resulting in a distinctive participative and networked approach to supporting the development of SMEs and their owners and managers. Reflecting this work, LUMS was one of the first UK business schools to be recognised through the Small Business Charter Award in 2014, and was successful in re-accreditation in 2019.

LUMS' commitment to community and partnership has meant that we have always worked collaboratively with partners to support SME engagement. This includes government agencies (national and local), Local Enterprise Partnerships public sector support agencies, business associations such as Chambers of Commerce, and other Universities. Through this engagement we have contributed to policy development, access to funding, and collaborative programme delivery.

Examples of this work include:

Help to Grow: Developed in partnership with 20 business schools, this programme supports SME leaders to develop strategic skills with key modules covering financial management, innovation and digital adoption.

COVID-19 Response Programme: New peer-learning online programme specifically designed to support SME leaders in Lancashire and Cumbria following the Coronavirus pandemic.

CUSP Innovation Catalyst: An online peer-learning programme specifically designed to help Cumbrian SMEs innovate within their business model to build resilience and flexibility.

Eco-I North West Innovation Catalyst: A six-month programme to help senior decision makers to develop the skills, knowledge and confidence to think innovatively in their business, to develop innovation strategies and accelerate ideas to market with the assistance of the Faculty of Science and Technology.

In addition to the above routes for engagement and impact with wider society, LUMS, advisory bodies (Dean's Council and the Young Leaders Council) provide points of connection to support PRME activities.

LUMS Dean's Council:

- Christopher Kinsella: Chief Financial Officer (and Chief Officer - Resources) at Greater Manchester Police, Chair of the Dean's Council.
- Chair of the Dean's Council
- Mrs Oluwafunke Amobi: Country Head of Human Capital, Stanbic IBTC Holdings Plc Nigeria
- Mike Blackburn OBE: Director at Mike Blackburn Ltd
- Andrew Brierley: General Manager, Rackspace UK
- Darren Cornish: People Services and Group Systems Thinking Director, Aviva
- Jane Dalton: Director, Groundswell Innovation
- Louise Fowler: Director, Davenport Strategy
- Gill Hall: Owner, Butlers Farmhouse Cheeses
- David Holmes: Operations and Technology Director – Air, BAE Systems
- Ye Jin: VP of Digital and eCommerce North America, Illy Caffé

- Simon Langelier: Independent Non-Executive Director - Imperial Brands PLC
- Ronke Lawal: Founder, Ariatu Aublic Relations
- Barry Leahey: Managing Director of Playdale Playgrounds
- Christopher Loughlin: Former Group Chief Executive, Pennon Group PLC
- Chris Mayne: Managing Director, Forsberg
- Paul Taylor: President and Chief Executive Officer, Fitch Group

The **Young Leaders' Council** is a non-executive, external advisory group established by LUMS. The Council brings together a carefully selected group of high performing new and recent graduates, as they transition from university life into the world of work and begin to build their careers. This group is ideally placed to help the School with a number of critical, strategic issues and, in turn, the School works with each member to build their networks and support their personal and professional development.

PRME actions 2022-2023

While there is an appreciation of PRME themed 'hot spots' within LUMS wider engagements and in the external bodies that form part of LUMS governance, these have not been systematically mapped or strategically leveraged in support of our responsibility agenda. As a result, we will:

- 1 Create a baseline map of responsibility themed connections between LUMS activities, the Dean's Council and the Young Leaders' Council.
- 2 Develop a strategy for systematically leveraging responsibility across LUMS external engagement.

PRME Action Plan 2022-2023 Summary

Strategy and Vision:

- 1 Translate our core capabilities through the lens of economic, environmental and social responsibility to be more specific about what actions and capabilities are needed to be a responsibility focused institution.
- 2 Explore how an integrated reporting framework may be used to explain our performance in the area of responsibility.
- 3 Involve our teaching partners in PRME activities from 2022 onwards.

Teaching:

- 4 Identify the links between the Sustainable Development Goals and subjects taught across the LUMS portfolio.
- 5 Develop a common understanding of the array of topics and issues taught that are connected to questions of responsibility.
- 6 Develop a student guide by programme to identify where responsibility themed topics are addressed.
- 7 Create a learning community of PhD candidates who are exploring responsibility focused themes.

Research:

- 8 Undertake a more systematic audit of responsibility themed research undertaken.
- 9 Identify and undertake concrete actions to build synergy between research in various Departments.
- 10 Identify and undertake concrete actions to build synergy between research in LUMS and across Lancaster University.

Wider societal engagement:

- 11 Create a baseline map of responsibility themed connections between LUMS activities, the Dean's Council and the Young Leaders' Council.
- 12 Develop a strategy for systematically leveraging responsibility across LUMS external engagement