PRME

an initiative of the
United Nations Global Compact

2025 Sharing Information on Progress (SIP) Report

University of Lancashire

September 2025

Table of Contents

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

"

The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).

"

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose
We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Values
We place organizational responsibility and accountability to society and the planet at the core of what we do.

Teach
We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Research
We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Partner
We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice
We adopt responsible and accountable management principles in our own governance and operations.

Share
We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Getting Started

This section provides foundational information about University of Lancashire, including key details and basic institutional data.

Mission

The School of Business Mission reads: "We empower future leaders to serve local and global communities by creating opportunities for growth and success through responsible management education, applied research and business engagement".

Vision

The School of Business Vision reads: "To be recognised nationally and internationally as the most inclusive and transformational business school in the UK".

Strategy

sustainability-strategy	View document 🗗 Download document ⬇

Strategy Alignment

Mission driven alignment with advancing sustainable development, the common good and quality education.

Our strategic alignment with sustainiable development, the common good and quality education is enshrined within a mission driven focus.

We empower future leaders to serve local and global communities by creating opportunities for growth and success through responsible management education, applied research and business engagement. The mission influences decision making by giving strategic focus to influence our priorities. It puts people at the heart of our work: learners, external stakeholders in business, our colleagues within the academic faculty and professional services. The mission commits us to creating inclusive and accessible opportunities with equitable outcomes for all stakeholders, in our provision with learners and business in the UK, and internationally through our campus and partners overseas. It also articulates the future role that our learners will play, as global citizens, in doing the same within the businesses and regions within which they work. As a civic institution, the mission demonstrates our role within the University, as a driver of social mobility and regional economic prosperity, and for regions across the world through partners. It also articulates the principal dimensions of activity through which we'll work to achieve it: education, research and business engagement. Developed

through stakeholder consultation, our mission ensures that it is appropriate for our relevant constituencies and informs intentional consideration of its contribution to learners, diversity, business and society. This is outlined in the table below

Constituent	Appropriateness of the mission	Contribution
Learners	Providing quality education for learners from all backgrounds, including those currently in work on professional and executive education courses. It is informed by applied research and enriched by business engagement for contemporary and authentic teaching, learning and assessment. Our deep connection with business ensures courses are career focused and develop the necessary knowledge, skills and behaviours learners need to secure initial graduate roles and foster a career of continuous professional development.	Our learners gain knowledge, skills and behaviours to secure employment, contributing positively to business success and regional economic growth, as well as potential social mobility for their families.

Our faculty contributes to the advancement of business education through dissemination of pedagogic innovation through national and international business school and discipline specific networks, conferences and publications. |
| Employers | Providing work-ready graduates who have the knowledge, skills and behaviours to address skills needs and boost business performance and productivity. Our degree apprenticeships and executive education also offer tailored courses for employers to offer to their employees to gain qualifications while working.

Providing business solutions, through research and knowledge exchange, to improve business performance and productivity. | Our graduates go on to secure graduate roles, with over 50% remaining within Lancashire to support economic development and business growth. International students who leave the country take similar benefits to their destination countries' regions.

Our research promotes innovation and the generation of new ideas. Through knowledge exchange, we promote the applied dissemination of knowledge and practice to business in the private, public and voluntary sectors. It also informs curricular development. |
| Local, regional and national government | Influencing policy at local, regional and national levels through the impact of our research and knowledge exchange. | Our research and knowledge exchange activity and engagement of partners provides insights that influence policy through purposeful consideration of the impact of activity at the outset. This ensures the dissemination of diverse ideas to shape public policy for societal good. |
| Partners | Providing an innovative and engaging portfolio of courses that have relevance to the learner constituents, supporting the achievement of their strategies and their regional business skills needs.

Engaging in collaborative research and knowledge exchange to amplify its impact globally. | Our courses and collaborative work with partners in supporting delivery and continuous quality improvement leads to learner success and the dissemination of diverse ideas in business education to diverse communities of people.

Our collaborative research and knowledge exchange supports improved business practice in the regions where partners are based and informs policy in context internationally. |
| Our faculty | Committing to providing an inclusive workplace, with a structured framework for professional development, to nurture excellence in teaching and research, and support career success and progression. | Our faculty deliver innovative, high quality business education and applied research that ensures stakeholders succeed, within an academic environment that fosters their own personal success. |

The mission was developed to give our School clear strategic focus and, as part of a wider institution, to contribute to the mission of the University: 'We transform lives by delivering an outstanding educational experience, creating prosperity and opportunity in the communities we serve'. This alignment means that, in developing a strategy to deliver the mission, our strategic plan translates the University's six strategic priorities within a business school context:

1. Student opportunity and success
2. Leading the way in modern learning
3. Our people experience
4. Real-world research and innovation
5. Our place in the world
6. Future-proofing our University

The alignment means that we have autonomy to progress our strategy to deliver our mission whilst synergistically contributing to the achievement of the wider University's mission. It provides the framework by which expected outcomes are agreed, in the setting of Key Performance Indicators, which are also informed by external UK regulatory benchmarks. In this way, our mission provides connection for School participants: connecting actions and providing a common understanding in the School (and in co-working with stakeholders across the University) in achieving our mission and its expected outcomes.

Graduates & Enrollment

2024 Statistics	Number
Graduates	1431
Faculty & Staff at the University	3367
Faculty & Staff at the Institution	297
Student Enrollment at the University	25690
Student Enrollment at the Institution	4435
Undergraduate Attendance	1395
Masters-Level Postgraduate Attendance	2517

2024 Statistics	Number
Doctoral Student Attendance	451
Certificate, Professional Development, or Continuing Education Attendance	72

Degrees Offered

Bachelor Programs

Bachelor of Science (B.Sc. or B.S.)   Bachelor of Arts (B.A.)

Masters Programs

Master of Arts (M.A.)   Master of Business Administration (M.B.A.)

Master of Science (M.Sc. or M.S.)

Doctoral Programs

Doctor of Philosophy (Ph.D.)   Doctor of Business Administration (D.B.A.)

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

I am delighted to introduce the 2025 the Sharing Information on Progress Report for the University of Lancashire Business School and offer my ongoing support to PRME and the principles. 2025 is an exciting new chapter for our University, as we celebrate the change of our name from the University of Central Lancashire to the University of Lancashire.

Although our name changes, our values and purpose does not. In the University of Lancashire Business School, we remain committed to PRME through our curriculum, research and business engagement as ingrained in our mission.

Our mission is

To empower future leaders to serve local and global communities by creating opportunities for growth and success through responsible management educations, applied research and business engagement.

This report provides examples of how we live our mission through faculty, students and partners and how we are contributing to positive impact regionally, nationally and globally aligning with the UN Sustainable Development Goals (SDGs).

This year, as part of our accreditation strategy, we launched our 8-10-12 campaign which aligns our curriculum, research and business engagement activity with the SDGs and will allow us to showcase our areas of societal impact for AACSB accreditation. While 8-10-12 are our banners for AACSB accreditation, our teaching and learning, research and business engagement address the other SDGs.

Our vision is to be recognised as the most inclusive and transformational Business School in the UK and to this end we are dedicated to ensuring access and inclusion and providing quality education with opportunities for our students to engage in real world learning to enhance their skills, confidence and resilience.

We are committed to quality education. In the National Students Survey (NSS) 2025, the University's overall positivity score increased resulting in a move up to 35th out of 122

institutions included in the Guardian League Table with the Business School having the highest positivity scores in the University. We also saw a record number of graduates make it onto the Business School Dean's List at the July 2025 graduation. We have received awards for our work with business, our Student Working Lives Project has gained national recognition, and we were reaccredited as a Small Business Charter business school.

These are just some of the achievements which are detailed in this report and are just some of the examples of how we are committed to PRME and have a positive impact on stakeholders while contextualising our 'beacons of strength' and achieving our mission.

As Dean of the University of Lancashire Business School, I am proud to reaffirm our commitment to support PRME and endorse this Sharing of Information on Progress Report.

Professor Steven Rhoden
Dean of University of Lancashire Business School

✏️ Definition of Purpose

Our purpose is enshrined in our mission as a Business School which has strong regional, national and international reach. We are a civic institution whose teaching and learning, research and working with business enhances and empowers local and global communities. Our whole School community is dedicated to providing quality education and impact for all stakeholders.

Institutional Engagement

76% - 100%

of faculty at University of Lancashire actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

✏️ How We Define Values

Our values are 'Achieving Together', 'Being Proud', 'Creating Opportunity' and 'Supporting All'. We expect all colleagues to demonstrate these values in their work and support for all stakeholders.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Senior leadership office
- ❖ Interdisciplinary efforts across business school

Student Voices

The following narratives demonstrate how University of Lancashire has influenced students' academic journey and personal growth.

Reflections of Lois Thurley, BSc (Hons) Business and Marketing Graduate

As a student, learning about the principles of responsible management at an early stage has been vital in promoting the development of my career and personal values with sustainability at the heart. Arguably, sustainability is the biggest challenge facing today's business environment as it has wide spanning impacts across a range of areas such as manufacturing impacting pollution, overconsumption, material use, and much more. It highlights the importance of making decisions past the potential profit and considering the environment as a key stakeholder.

The lessons we covered caused me to reflect on my personal consumption and shopping habits and how often I chose an option purely for convenience regardless of the impact this will have on the environment. I made commitments, which evolved into changes, and I am proud of the difference in my consumer behaviour. An example of this was the purchase of my graduation dress, an item of clothing I really cared about. I targeted my search mainly through second hand sites such as Vinted and found the perfect dress! It made it feel even more special knowing I wasn't shopping brand new. Professionally, I made an effort to apply for companies which valued sustainability. I am excited to be starting my graduate scheme with a company which does this in August.

Testimonial from Emily Rogers - how Propeller supported her business start-up

Propeller Testimonial

Propeller gave me the confidence and knowledge to pursue my dream of creating my own business, providing Strength & Conditioning to female athletes to help them unlock their potential and strive for greatness on and off the pitch.

My mentor Craig, broke down the steps into small manageable tasks which made it much less daunting and I began to understand what being self-employed looked like. With his guidance and expertise I started to build my ideas whilst navigating the logistics and financial procedures.

On top of all the support I received, I managed to secure a grant from the "Sarah Butterworth Fund" allowing me to purchase expensive equipment which is essential for running my businesses. This helped me immensely as without it I would not be able to give my athletes access to state of the art equipment, ultimately developing their athletic performance and confidence.

I'm unbelievably grateful for the services through Propeller and hope many more aspiring business owners get to utilize such a wonderful network whilst at university.

Thank you,

Emily

EMR Athletic Performance

Suliman Hussain graduates with a Distinction in his Chartered Manager Degree Apprenticeship despite having cerebral palsy and being dyslexic

Suliman Hussain has graduated with a Distinction in his Chartered Manager Degree Apprenticeship despite having cerebral palsy and being dyslexic

A new University Lancashire Business School graduate has proved cerebral palsy and being dyslexic are no barriers to educational success.

Suliman Hussain, known as Suli, has celebrated graduating with a Distinction in his [Chartered Manager Degree Apprenticeship](#) (CMDA).

The 38-year-old completed his course one-day per week on day release while working full-time as a Youth Worker for Children with Special Educational Needs and Disabilities (SEND) at Lancashire County Council. As well as graduating Suliman was also placed on the Dean's List for his excellent achievement.

Suliman, who lives in Preston, said: "Graduating felt incredibly emotional and empowering. It's not just the end of a course – it's the result of determination, balancing work, study, and personal responsibilities. There were times I felt stretched juggling deadlines, pressures, and commitments, but I kept focused on the bigger picture and end goal.

Suliman commented,

"As someone with lived experience of disability and caring responsibilities, this achievement carries deep personal significance. It reflects not just academic success, but the journey of stepping into leadership with authenticity and purpose. I'm proud of how far I've come and excited about the opportunities ahead. It's not just the end of a course – it's the result of determination, balancing work, study, and personal responsibilities"

Suli chose the CMDA to strengthen his leadership and strategic management capabilities while continuing his work amplifying the voices of young people with SEND.

He said: "As a practitioner with lived experiences of disability, I wanted to gain the tools to influence change more effectively, challenge systemic barriers, and lead with authenticity. The CMDA offered the opportunity to combine academic learning with real-world application, helping me grow both personally and professionally. Being able to learn and immediately apply new concepts in my day-to-day role was incredibly rewarding."

Suli, who appreciated the course team's supportive and down-to-earth approach to learning, is not finished with education yet.

He added: "I plan to continue developing my knowledge and understanding through either an MBA or a research degree, such as a PhD, to strengthen my ability to lead inclusive, values-driven change. I'm particularly interested in expanding my insight into leadership, organisational culture, and disability, and how these intersect to influence systems and practice."

Reflections of Martin Sellick, BA (Hons) Business and Management Graduate

During my BA (Hons) Business and Management degree, I found that sustainability was a recurring theme across many modules, but it was especially influential in the Business Futures module. That module gave me good insight into how companies approach sustainability, both positively and negatively, from genuine initiatives such as achieving B Corp certification to less authentic approaches like greenwashing.

Not all tutors approached sustainability in the same way. Some questioned its practicality, while others strongly advocated for it. Dr Maria Sherrington, in particular, had the biggest influence on me. Her passion for responsible management, along with some of her research papers I was fortunate enough to read, challenged me to think more deeply about the role of sustainability in business beyond what was formally taught on the course.

This perspective has shaped how I plan to approach my own future career and ventures, from the ethics of sourcing materials and employment practices to the challenge of balancing responsibility with the financial realities of starting a business.

Post-degree, with certain ideas I have in mind, I can already see how difficult it is to source materials sustainably when costs are higher, and I think it would have been useful to explore this practical challenge more deeply during the course. It also felt that the responsible management principles were often framed around being a manager in a large company, with little emphasis on how a start-up fresh out of university might realistically apply them.

Reflections of Lasma Dudina, Second Year Student of BSc (Hons) Business and Marketing

Statement by Lasma Dudina, second-year student on BSc (Hons) Business and Marketing: "From early on in my degree, I've been looking forward to learn more about sustainability in business and how it can be communicated through marketing. That's why *The Responsible Marketer*, was one of the modules I was looking forward to. What I enjoyed most was how it combined theory with real-life examples. Looking at companies like UpCircle, which place sustainability at the centre of their brand, showed me that responsible business is not just possible but can be created with sustainability at its core. I was so inspired by them that I even became a customer myself.

The module also made me rethink small, everyday actions. For instance, our discussions on disposable coffee cups prompted me to conduct my own research. I was surprised to learn not only about their poor recyclability but also the health risks linked to microplastics when hot liquid comes into contact with plastic linings. Since then, I've been more mindful of the choices I make.

Learning about certifications such as B Corp and the Soil Association gave me a clearer picture of what organisations do exactly to comply and be socially responsible. More importantly, it helped me realise that I want my career to reflect the same. Whether by working within a socially responsible business or helping other organisations to become socially responsible.

Overall, *The Responsible Marketer* gave me the confidence to believe that there are businesses that are genuinely good and that I want to be part of them."

Values Voices

Dr Bosun Sanusi completes Climate Literacy Training

In August 2025, Dr Bosun Sanusi completed Climate Training for Educators, Communities, Organisations and Students delivered under the UN Principles for Responsible Management Education (PRME); Nottingham Business School, The Carbon Literacy Project and Oikos International. It also

includes an introduction to En-ROADS developed by Climate Interactive in collaboration with MIT Sloan and Ventana Systems. The course has won multiple awards, including Gld in the Sustainability category at QS-Wharton Reimagine Education Awards'21.

Five sessions cover: 1. Positive futures scenarios and Climate Justice; 2. Climate Science and the matching high-impact climate solutions; 3. Carbon calculation and individual action; 4. Climate Change Mitigation: systems approach; 5. Work in groups and your own Action Plan

This training has deepened my understanding of the urgent challenges posed by climate change and strengthened my ability to integrate climate literacy into teaching, research, and community engagement. Looking forward to building climate-resilient communities and responsible leadership for a sustainable future.

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Statement by Dr Candan Celik Elmer, EDI Lead

As the Equality, Diversity, and Inclusion (EDI) Lead for the School, we have delivered a range of initiatives this academic year that reflect our commitment to the Principles for Responsible Management Education (PRME) and our values of respect, belonging, and inclusivity. These activities also recognise the interconnectedness of EDI and sustainability, both essential for building resilient, fair, and future-ready organisations.

We marked Black Lives Matter and Black History Month through student- and staff-led events, and educational video content highlighting the lived experiences of Black people in society and higher education. These activities created space for dialogue, reflection, and action on racial equity in business and education.

To foster belonging across our diverse community, we coordinated celebrations of key religious and cultural festivals, enabling staff and students to share traditions, strengthen connections, and build mutual understanding. We also support course leaders in communicating with students about important EDI-related events, such as cultural celebrations, awareness days, and campaigns that promote equity and inclusion.

We developed an Inclusive Teaching and Assessment Checklist tailored to business education, supporting colleagues in designing equitable learning experiences and fair assessments. We also introduced Cross-Cultural Communication Training for first-year students to enhance collaboration across cultures and help address the awarding gap, building skills essential for inclusive and sustainable workplaces.

We are committed to providing a safe and respectful environment, offering guidance and support to staff and students in cases of discrimination, harassment, or bullying.

Beyond our institution, I delivered a workshop at the AdvanceHE 2025 conference on Fostering Inclusivity and Cross-Cultural Understanding in Higher Education, sharing our practices with the wider academic community.

These initiatives embed EDI at the heart of our teaching, learning, and community engagement while recognising its role in advancing broader sustainability goals.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

✎ How We Define Teach

Our teaching in designed to ensure all learners have an equitable experience and are able to take advantage of all resources we offer to enhance their learning experience. We support all colleagues to develop their practice and achieve professional recognition through Advance HE Fellowship status and other development opportunities.

Courses that support RME

University of Lancashire reports 4 courses in 2024 that support responsible management education and sustainable development goals.

Leading and Learning through Change | BM3002

Today's professionals often act as change agents in their organisations and are therefore required to understand the drivers for change, the process of change and most importantly, the impact of change on all stakeholders – especially those internal to the organisation. This module will provide: • Critical insight into the effective management of change, paying particular attention to the 'people issues' in the strategic change process. • An analysis of the role and techniques of effective communication. • Review the emotional behaviours associated with how change is experienced, and how to support individuals and groups through change and transition. • An evaluation of the critical role of effective leadership and the challenges and issues that may be faced by leaders engaged in organisational change. • Examination of the process and value of learning through change to benefit individual, team, and organisational development.

Many factors trigger the need for organisational change. This module takes a people-centric approach to change management and recognises the challenge of sustainability through both process and outcomes - thinking about ethical and moral issues in decision making, balancing the triple bottom line with the need for empathetic workforce planning, and supporting managers and leaders to be transformational in approach. It is hoped that students recognise these challenges and are better equipped to analyse different perspectives of why change occurs, recognising the views and needs of key internal and external stakeholders to enable responsible change management.
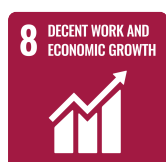
Business Futures | BM2003

This module explores two main themes expected to be key to the future of business - future possible directions of globalisation, and sustainability. These themes will be explored in depth, together with the management theories and tools available to businesses to enable them to cope with the challenges and opportunities that will arise.

Students explored the evolution of Business objective from Profit Max. to Triple Bottom Line; and together with Circular Economy model and the concept of Doughnut Economics and SDGs, the module's main assessment centres around applying Organisational Development theories and tools to guide a business to make internal changes to fully embrace B-Corp Certification. This enabled students to apply management theories and tools to design a business model that promotes sustainability.

The Responsible Marketer

BM2017

This module examines corporate social responsibility (CSR) in the context of marketing. It also explores the principles and practice of social marketing. The module aims to develop students' understanding that organisations carry responsibility for how their marketing activities impact society. Further, the module is concerned with the role social marketing plays in, for instance, encouraging attitudinal and behavioural change. It aims to encourage students to reflect on the importance for marketers to develop both the empathy and skills required of the successful, responsible marketer.

The students will start to question commercial marketing in terms of its intent and develop their ability to think critically. They will reflect upon marketing as a discipline and realise that marketing is a powerful tool that can be used as a force for good.

Contemporary Issues in Sustainability

BM3009

This module will explore the key issues in sustainability, and ethics. It will encourage students to apply this knowledge to critically appraise the complex interactions and trade-offs between environmental, economic, social objectives. Students will consider the role of stakeholders including business, organisations, policy makers, financial institutions and individuals in developing and embedding sustainability in every aspect of business and society. Students will be guided toward sources of up-to-date information to allow them to expand their knowledge of the major developments, threats and opportunities arising from the sustainable agenda.

The students are introduced to an overarching contemporary sustainability issue every week in the lecture that we then actively investigate in the workshops. For the assignment, the students explore a sustainability issue of their choice (one introduced in class or one proposed by the students themselves). This helps them develop their investigative and critical thinking skills, as well as their ability to devise solutions. The students also receive carbon literacy training and have the opportunity to gain Carbon Literate status from the Carbon Literacy Project. This sensitises them to actively decrease their carbon footprint, but also enhances their employability. There is at least one guest lecture from a sustainability oriented business/organisation, which showcases to students the implementation of sustainability thinking.

Teaching Awards

In 2024, 2 awards were given to faculty and educators at University of Lancashire.

🏆 Lecturer of the Year 2025

Granter: University of Lancashire Students' Union

Grantee: Dr Awasha Atiega

Award Description:

The Lecturer of the Year 2025 award recognises outstanding contributions to teaching and pedagogy. This award celebrates educators who have demonstrated excellence in integrating sustainable practices and pedagogy into their curriculum. Specifically, it acknowledges my innovative delivery of the Research Methods module, where the use of online games, Padlet, and mobile phones has significantly engaged students and fostered their sense of belonging. The module aims to develop research skills leading to the production of a Masters level dissertation or research project, emphasising principles of research design, data collection, and analysis. Many nominations highlighted the creative use of these technologies to enhance student engagement, create an

inclusive learning environment, and reduce paper usage, thereby promoting sustainable practices. The students who nominated me were primarily from the Research Methods module. They appreciated the knowledge and skills they acquired through my teaching, particularly in areas related to responsible research practices, ethical data collection, and critical reflection.

🏆 University of Lancashire Women's Network Mentorship Award

Granter: University of Lancashire Women's Network

Grantee: Dr Kamala Velayutham

Award Description:

The University of Lancashire Women's Network marked International Women's Day 2025 with a celebratory event recognising the achievements and contributions of women within the institution. Dr Kamala Velayutham was nominated for an award for the categories of 'Mentorship' and 'Compassion' and won the 'Mentorship' category.

Educator Recognition

At University of Lancashire, we recognize educators for quality of teaching in the following ways:

- ❖ Dean's Faculty Awards
- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at University of Lancashire support sustainability and responsible management in their classrooms.

Sustainability on BA (Hons) Business and Management

As part of the Strategic Portfolio and Curriculum Review, sustainability was firmly designed into the syllabus of the BA (Hons) Business and Management course. Course Leader, Mike Summersall, states:

"From a Business and Management perspective, one of our main course aims is to prepare future managers to address environmental, social, and economic challenges with a focus on long term wellbeing for present and future generations. This is delivered through a focus on responsible, ethical, and inclusive leadership via both individuals and the wider business community. We have looked to integrate sustainability into all that we do, understanding the critical importance of not only raising awareness, but looking to empower students with the knowledge, skills and behaviour to make responsible decisions pre- and post-graduation.

This can be evidenced through our Chartered Management Institute (CMI) accreditation and also within mini threads that run through the course structure. An example of this is how the students are introduced to Sustainability within year 1, an escalation of deeper understanding within Business Futures in year 2 and then the shift into Ethical Leadership and Change Management within year 3. It can also be seen through guest speakers (for example Jim Brew (link here JIMBREW) who came in to deliver a session with year 2 students, and our project work with Student Services that focused on wellbeing and the wider implications of social sustainability (link here - https://www.linkedin.com/posts/mike-summersall_takingtheclassroomtobusiness-business-workreadyskills-activity-7293229045566099456-pk5g?utm_source=share&utm_medium=member_desktop&rcm=ACoAAA-zge8BGfeA00gfwna7qPo4Rw-uVoXkH1I)."

Carbon Literacy training

On the module Contemporary Issues in Sustainability, I piloted delivering carbon literacy training to the students. Ahead of the start of the academic year, I completed carbon literacy training with the EAUC and the Carbon Literacy Project and achieved Carbon Literate status. I then delivered the training to the students in instalments over the course of a number of workshops. On completion of the carbon literacy syllabus, the students submitted their pledge forms to me containing individual and group pledges for feedback. I then forwarded the forms to the Carbon Literacy Project for assessment. There was a 100% success rate. It was gratifying to see some of the LinkedIn posts made by students to share the news about their Carbon Literate status. Subsequently, the carbon literacy training has been formally adopted as a element of assessment on the module. Importantly, this delivers on PRME's mission to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development. Their carbon literacy skills set makes them more employable and, crucially, enables them to make decisions that benefits society and the planet.

Students learn how to be enterprising while raising money for charity

Running Your Enterprise Module

'Running Your Enterprise' is all about starting up a business, creating an idea and actually performing a popup event to raise funds for a chosen charity. Business ideas are created and developed by groups of students who experience the processes business owners undertake. Students encounter issues similar to anyone who starts a business, preparing them for entrepreneurial ventures in the future. Through the activity they gain a pivotal element of practical experience and valuable employability skills that transfer into their working lives. Numerous personal and professional skills are improved and acquired, such as, problem solving, communication and teamwork. The practical management of the popup business makes them responsible for their own success resulting in raising funds for charity. This year's students raised £600 for their chosen charities from a single popup event'.

Business and Management Project leads to innovative solutions to increase engagement with counselling, mental health and wellbeing

Our final year undergraduate students undertook a Business and Management Project module which offered a structured and inclusive consultancy experience. Delivered over 12 weeks, it focused on live organisational challenges, specifically enhancing engagement with counselling, mental health, and wellbeing (CMHW) services among underrepresented student groups. Students worked in teams on one of three targeted projects—international students, male students aged 18–24, and female students—developing tailored recommendations through diagnostic tools, contextual analysis, and gap assessments. The module's collaborative and individual assessment structure significantly improved student engagement and performance, with notable increases in first-time pass rates, good honours, and first-class grades.

Key recommendations from student teams included peer-led drop-in spaces, digital platforms for engagement tracking, targeted mental health campaigns, improved visibility of wellbeing apps, and inclusive support models. Initiatives such as the "Manbassadors" campaign and a student buddy system aimed to foster culturally relevant and accessible support. Students reflected positively on the module's real-world impact, noting its blend of theory and practice and its contribution to shaping future service delivery. Overall, the consultancy experience not only enhanced academic outcomes, but also empowered students to drive meaningful change in university wellbeing services.

Fostering Innovation

A lot
Our institution supports innovation significantly through teaching and learning.

Experiential Learning

To a great extent
Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset

To a great extent
Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning

In person
Traditional classroom-based learning with face-to-face instruction.

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

✏️ How We Define Research

We engage in real-world research which has impact regionally, nationally and globally.

Research vs Research for RME/Sustainable Development

73 Peer-reviewed articles were published by University of Lancashire from this past calendar year.

VS

26 Peer-reviewed articles were published by University of Lancashire from this past calendar year in support of RME.

Research Funding

In 2024, University of Lancashire was awarded funding for research that is:

🏛️
Institution Specific

🚩
National

🌐
International

Socializing Research

In 2024, University of Lancashire contributed research findings to:

❖ Government and policy makers
❖ Industry and business networks
❖ International media
❖ Local media
❖ National media
❖ Open-access platforms
❖ Research collaborations
❖ Social media and digital outreach

Research Projects

In 2024, University of Lancashire reported 3 research projects that implemented responsible or sustainable activities.

The Bread Waste Project

Period Covering: December, 2024 - August, 2026

Department: Business Analytics | Computer Information Systems | Marketing | Accounting

The Bread Waste Project focuses on the bread and bakery supply chain (Standard Industry Code 2051), where bread is the UK's third most wasted food with 25 million slices discarded daily (WRAP, 2023). It aims to investigate the bread supply chain end-to-end to empower stakeholders – from growers to consumers – to improve efficiency, reduce waste, and enhance product quality, sustainability, and food security across the chain. The project also seeks to understand how Generative AI can be harnessed to tackle waste across the bread supply chain. The Project Team has partners at Excelia Business School (France), Mid Sweden University and Tampere University (Finland). Strategically, the intention is to expand the project across Europe. The study objectives are: (1) Map out the bread supply chain end-to-end and identify existing waste reduction opportunities at key points in the supply chain, and (2) develop an understanding of Generative AI in tackling bread waste and providing food sustainability solutions.

Student Working Lives project

Period Covering: January, 2022 - December, 2025

Department: International Business | Management | Business Administration

The Student Working Lives project, led by researchers at the University of Lancashire, has gained national attention through recent features in *Wonkhe* and an upcoming report for *HEPI*. Drawing on survey and interview data from a diverse student cohort, the project reveals how part-time work—once a supplement—is now a necessity for many students navigating the cost-of-living crisis. Wonkhe and Higher Education Policy Institute have spotlighted the findings as part of a broader conversation about the evolving student experience and the pressures reshaping higher education.
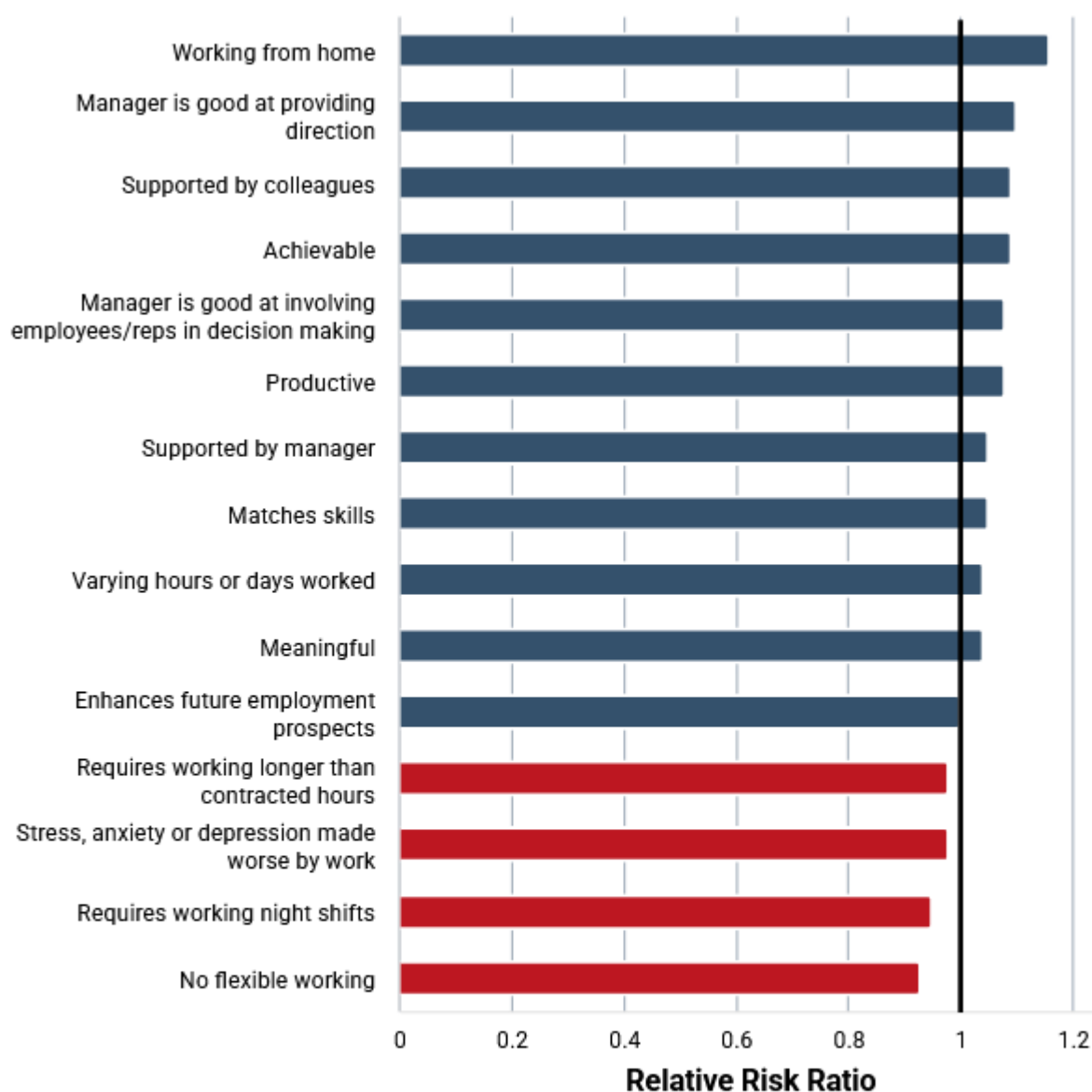
he Student Working Lives project examines the traditional archetype of UK university students as full-time learners supported by adequate financial resources. It reveals that most students now juggle academic responsibilities with paid work due to financial necessity, driven by inadequate maintenance loans and rising living costs. This shift has led to reduced academic engagement, socialisation, and wellbeing. Furthermore, student employment is often precarious, underpaid, and misaligned with career goals, with international students disproportionately affected.

The study calls for systemic reforms, including better financial support, curriculum redesign, improved employment conditions, and targeted support for international students.

Universities and intermediaries frequently provide outdated and misleading cost-of-living estimates, exacerbating financial strain and misinformed decisions. International students face even greater challenges, often arriving with insufficient financial resources due to outdated benchmarks and lacking access to hardship funds.

The study also critiques the current curriculum design, which assumes students can meet notional learning hours despite their heavy workloads. Many students fall short of these expectations, raising questions about the realism of academic standards.

As for imagery- would the RRR main image make any sense without the report? Otherwise perhaps the 'why students work'? or average workload?

The chart shows the Relative Risk Ratio for various factors:

- Working from home
- Manager is good at providing direction
- Supported by colleagues
- Achievable
- Manager is good at involving employees/reps in decision making
- Productive
- Supported by manager
- Matches skills
- Varying hours or days worked
- Meaningful
- Enhances future employment prospects
- Requires working longer than contracted hours
- Stress, anxiety or depression made worse by work
- Requires working night shifts
- No flexible working

X-axis: Relative Risk Ratio (0 to 1.2)

- *Blue bars indicate factors associated with a higher likelihood (risk ratio > 1) of obtaining an honours degree.*
- *Red bars indicate factors associated with a lower likelihood (risk ratio < 1).*
- *The vertical line at 1 represents the neutral point—factors to the right increase the likelihood, while those to the left decrease it*

students who work less than 20 hours per week are 20% more likely to be on track for good honours

Why Did you Take a Job? (overall)
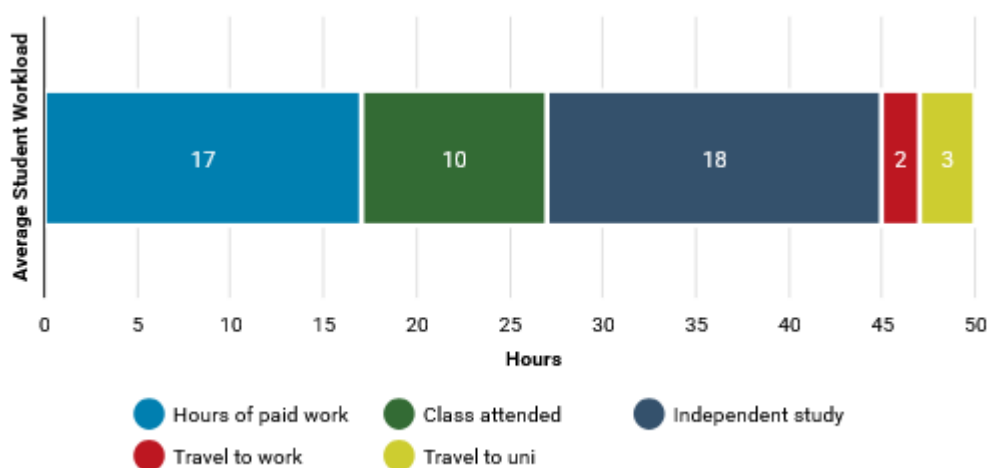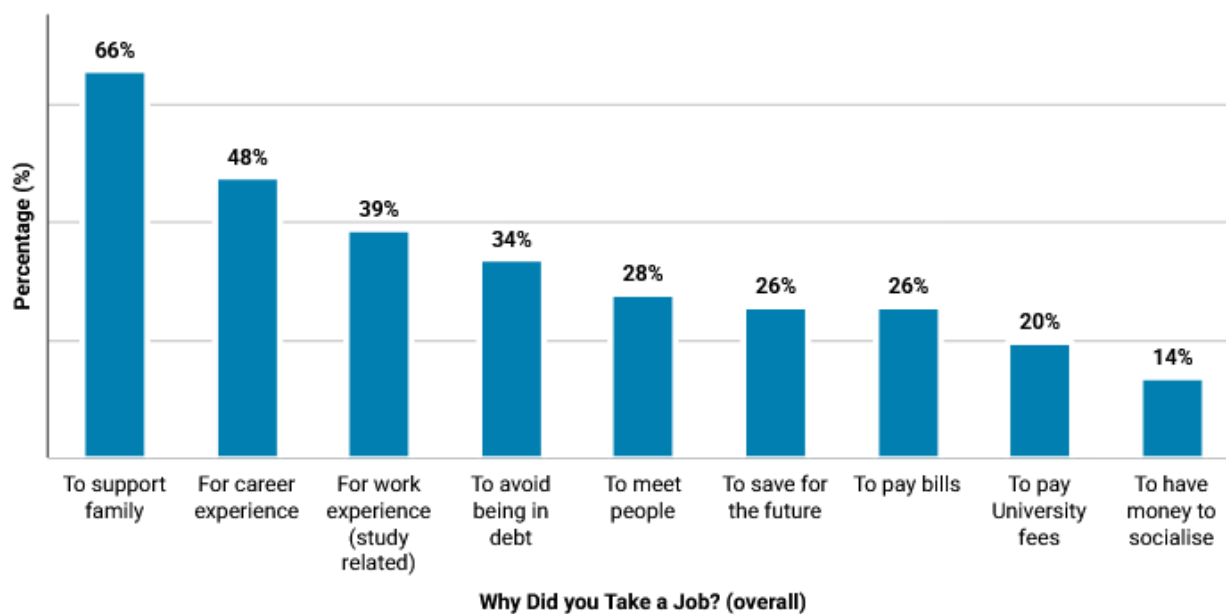
Public Value Governance Research

Period Covering: October, 2024 - October, 2026

Department: Economic Regeneration | Tourism

Public Value Governance Research
In October 2024 Dr David Jarratt from the Business School was awarded a Public Value Governance
Fellowship to extend, develop and apply the Public Value Governance Project underway at the
University of Lancashire's Westlakes campus led by Dr Rick Wylie .

This project, which draws upon over thirty years of work policy science at Westlakes, addresses the Charitable Objects of Westlakes Research Limited to achieve public benefit through the promotion of the concept of public value and its application in policy and practice. Currently, the project is engaging with collaborators across a range of sectors nationally and internationally including space, nuclear decommissioning, geoengineering, defense, health, higher education, and tourism.

Dr Jarratt's fellowship in related to the potential of the Cumberland Coast in North West England to support regeneration and develop the leisure and tourism in that locality. The locality faces significant challenges which have been identified by the Cumbria Community Foundation (2019) as

Among a number of key issues facing the communities of West Cumbria are skill shortages, access to jobs and services, low aspirations, poverty, health and wellbeing, social isolation and obesity. People in our communities need help if the opportunities presented by the West Cumbrian [now Cumberland] economy are not just to pass them by, further increasing the disconnect between affluence and disadvantage. It is only by working together that these critical social issues will be addressed and our communities will thrive.

David's research is addressing some of these challenges. He argues that many of these challenges relate to social sustainability; one way to address them is through a focus on public value (Jarratt, 2024; Wylie, 2020). This project aims to identify what holds public value along the coast, gathering perspectives from local communities and stakeholders. In this context, public value refers to the collective benefits that local people derive from tourism and leisure initiatives and infrastructure – such as promenades, nature reserves, the local retail offer, and heritage sites. These spaces are often valued not only for their economic contribution but also for their role in enhancing a sense of place, community, quality of life, and wellbeing.

Considering the social sustainability challenges faced by English coastal communities, such as poor health and wellbeing outcomes and social isolation (Whitty, 2021), leisure plays role in their potential resolution. Alongside this sector's economic benefits, it can foster social cohesion, lead to more healthy life choices, and improve quality of life and whole health (Jarratt et al, 2022; Jarratt, 2024). The aim of this study is to understand what local people value about their coastal environment, with a focus on how leisure and tourism can contribute to the wider social benefits to locals.

Through stakeholder interviews and an online survey of residents, evidence will be gathered to inform future policy on leisure and tourism. The findings will guide local authorities in making decisions that reflect the values of the community while promoting economic growth. By identifying relevant aspects of public value, this project will lay the foundation for (socially) sustainable and inclusive development along the Cumberland coast.

A mural near Whitehaven harbour, reflecting values linked to the wider environment.

At leisure: Whitehaven Harbour. Most of the harbour is accessible to the public.

References:

Cumbria Community Foundation (2019). West Cumbria Challenges and Opportunities. Available online: https://www.cumbriafoundation.org/community-needs/west-cumbria-opportunities-and-challenges/

Jarratt, D.; Gammon, S.; Davies, N.; Ward, J. (2022). Being at Leisure in Blue Spaces: The Role of Leisure in Amplifying the Well-being Benefits of the Seaside. Coastal Studies & Society, 1(2-4), 209-229. https://doi.org/10.1177/2634981722113443

Jarratt, D. (2024). Leveraging Blue Spaces to Address the Well-Being Aspects of Social Sustainability Challenges at the English Seaside. Manuscript in preparation for a forthcoming special issue of Sustainability.

Whitty, C. (2024) Chief Medical Officer's Annual Report: Health in Coastal Communities. Department of Health and Social Care: London. Available online: https://assets.publishing.service.gov.uk/media/60f98750e90e0703bbd94a41/cmo-annual_report-2021-health-in-coastal-communities-accessible.pdf/preview

Wylie, R. (2020). Introduction. In Public Value Management: Institutional Design and Decision for the Common Good; Wylie R., Rowman & Littlefield: Maryland.
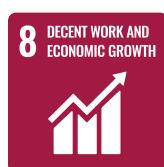
Research Presentations Related to RME and/or Sustainability

In 2024, University of Lancashire gave 6 research presentations related to RME and/or sustainability.

Conference Presentation - 'Men Don't Cry: Exploring Masculinity and Wellbeing among Ethnic Minority Male Entrepreneurs in the UK

Authors: Abdullah Al Mamun, Newcastle University Business School, UK | Dr Tayo Korede - University of Central Lancashire, UK
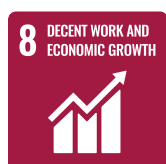
Date of publication: September, 2025

Presented at: National or international discipline-specific conference

Department: Entrepreneurship

This study explores the intersection of masculinity and wellbeing among male ethnic minority entrepreneurs in the UK. Existing research has focused on how women negotiate and perform gender in entrepreneurship, with growing interest in entrepreneurial masculinity. Entrepreneurial men who struggle to resist culturally defined and dominant forms of masculinity may suffer from psychological, behavioural, and emotional effects. Traditional masculine ideologies have been associated with

heightened levels of aggression, suppressed emotions, depression, anxiety, and domestic violence. The pressure of conforming to the ideals of hegemonic masculinity may contribute to suicidal behaviour, especially among intersectional men such as ethnic minority men. This longitudinal qualitative study investigates how the construction of entrepreneurial masculinity impacts the wellbeing of South Asian male entrepreneurs in the UK from 2020 to 2024, drawing upon masculinity theory. The findings suggest that the pressure to conform to masculine ideals while navigating the challenges and constraints of entrepreneurship can lead to increased stress and compromised wellbeing. Ethnic minority men may experience a micro-level of hegemonic masculinity in their homes and communities while facing entrepreneurial exclusion and disadvantages due to their identities in the wider society.

Podcast: Unveiling the Veiled Spaces: Gender, Religion, and Organisational Spaces

Authors: Dr Shafaq Chaudry, University of Lancashire, UK

Date of publication: September, 2025

Department: Human Resource Management

In this podcast, Dr Shafaq Chaudhry talks with Dr Sean Gammon and Dr Dorota Marsh about the relations between organizational spatiality, gender and religion-informed cultural practices. Dr Chaudry discusses her research examining the significance of Islamic spatial modesty in (re) constructing and sustaining gender equality in financial institutions in Pakistan. Her research found that the workspaces of Pakistani banks are gendered in ways that reflect the practices of *purdah* (Islamic modesty), while being adjusted and resisted to fit with the cultural practices of the organization, in what she calls 'selective appropriation of spatial modesty'.

Podcast: Takeaway Coffee: The Interplay between Convenience and Sustainability

Authors: Dr Maria Sherrington, University of Lancashire, UK

Date of publication: September, 2025

Department: Marketing

Dr Maria Sherrington discusses her latest research exploring consumer behaviour and experience relating to takeaway coffee. Moreover Dr Sherrington outlines the environmental consequences of using non-reusable cups, which is as fascinating as it is alarming.

Podcast: The Seaside and Well-being

| DOI

Authors: Dr David Jarratt, University of Lancashire, UK

Date of publication: September, 2025

Department: Tourism

This podcast explores the positive health impact of spending leisure time in and around blue spaces, as well as the potential this has for coastal destinations. Whereas green spaces and their potential health impacts are well researched, formal research into blue spaces has gained traction only more recently. This podcast explores the connection between health and blue spaces, and addresses how and why the sea is good for us.

Conference Presentation - Future of Food Waste in the Education Sector. Does Insect Enterprise Hold the Key?

Authors: Dr Bosun Sanusi, University of Lancashire, UK

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference

Department: Entrepreneurship

Globally, most food waste ends up in landfills, suggesting that the adoption of sustainable practices could result in positive outcomes on efficiency of resource and environmental impact. In the education sector, food waste is mostly avoidable, contributing to budget deficits and student food costs.

Schools are responsible for generating over 80,000 tonnes of food waste per annum with 77% avoidable. Young adults aged 18-34 are more likely to waste food, with students being particularly prevalent within these age groups. This research will investigate the composition and volume of food waste generated in three local academic institutions in Lancashire. The research will employ a waste audit methodology to assess waste management strategies and evaluate the viability of a zero-waste model via insects. Current interventions, such as anaerobic digestion, demand considerable infrastructural requirements and high energy demands, threatening sustainability, circularity and large-scale adoption. Findings suggest the education sector is a conduit for food waste education and propose an improved model to food waste management. The research hope to contribute to the 'simpler recycling policy', enhance education on food waste, and identify ways to reduce disposal and food cost within academic institutions.

Podcast: Research - Keeping It Ethical

Authors: Dr Douglas Martin, University of Lancashire, UK

Date of publication: September, 2025

Department: Research

Dr Douglas Martin talks with Sean Gammon about why ethics are important in the research process and what to do and what to avoid in submitting research and in supporting students. The episode unpacks how research ethics can help us avoid harm, access support systems, and foster integrity in student research.

Publications Related to RME and/or Sustainability

Book chapter - Social Entrepreneurship as a Tool for Achieving the UN's Sustainable Development Goals on a Local Scale: 'The Larder' Providing the Ingredients for Food Fairness

| [DOI](#)

Authors: Dr Maria Sherrington, University of Lancashire

Date of publication: July, 2025

Department: Entrepreneurship | Marketing

Abstract

This chapter explores social entrepreneurship as a tool for achieving selected United Nations Sustainable Development Goals (SDGs) within the food system in Preston, UK. Underpinned by social entrepreneurship theory and the UN 2030 Agenda, this chapter presents findings from research with the social enterprise The Larder. The study had a three-fold purpose: (1) to investigate how The Larder's social entrepreneurial activity contributes to sustainable development locally; (2) to explore what contribution The Larder is making to fulfilling the SDGs in Preston and (3) to establish what 'ingredients' (factors) make up The Larder's 'recipe' in their agenda for *'food fairness for all.'* This study follows the principles of case study research. Data was collected through interviews with the Founder and Director of The Larder, by observational research and by accessing secondary data sources. Thematic analysis was used to analyse the data and the insight gained was synthesised into a list of six 'ingredients' for the implementation of food fairness on a local scale. The findings are of value to an academic audience, social policy makers and communities looking for a recipe to develop a sustainable food system.

Edited book - Nature Sports. Concepts and Practice by Melo, R., Van Rheenen, D. and Gammon, S. (Eds)

Authors: Prof Ricardo Melo, Polytechnic Institute of Coimbra | Prof Derek Van Rheenen, Berkeley School of Education | Dr Sean Gammon, University of Lancashire

Date of publication: July, 2025

Department: Business | Leisure | Health | Tourism | Education

An international collection that challenges current thinking and research in the emerging field of nature sport. Owing to its inherent connections with fields such as business, leisure, health, tourism, and education, this emerging field has attracted perspectives from a wide range of theoretical viewpoints - much of which are discussed within this collection. In simple terms nature sports refer to a group of sporting activities that predominantly take place in natural and rural areas. Participation can be both competitive and recreational, with the primary aim to work in relation to nature, where participants seek harmony rather than the quest to conquer it. Within this book, experts from around the globe consider the very essence of nature sport(s), including numerous practical examples of it in action, offering invaluable insights to those both familiar and new to the field.
Contributor

Mello, Ricardo, editor.

Research Publication - Dr Muhammad Usman

| [DOI]

Authors: Muhammad Jameel Hussain - North Western Polytechnic University Xi'an, China | Professor Yang Quian - Northwestern Polytechnic University, Xi'an, China | Dr. Muhammad Usman - University of Lancashire, Preston, UK | Dr Khalil Hussain - University of the Punjab, Lahore, Pakistan

Date of publication: August, 2025

Department: International Business | Corporate Governance | Business Strategy | Green Business | Leadership | Innovation

Drawing on imprinting theory, this study examines the impact of CEO social trust on sustainable corporate practices, that is, firm-level green innovation. Using a unique hand-collected dataset on CEO social trust, we found that CEO social trust is positively associated with firm-level green innovation. Also, this study found that various external governance factors, including media coverage, high audit quality, and environmental enforcement intensity, strengthen this relationship. Furthermore, additional analysis shows that the relationship is particularly pronounced in firms where managers have higher ability, CEOs are older, and firms operate within polluting industries. Our main result is robust across alternative measures of green innovation and multiple robustness tests. This study highlights the importance of institutional contexts and psychological traits in shaping the firms' strategic

sustainability decisions. This research has practical implications for policymakers, managers, and practitioners in the areas of leadership development, recruitment, and environmental policy formulation.

Journal Article - the Efficacy of Biodiversity Mitigation Plans and Stakeholder Engagement in the North-Western Himalayan Region of India

| [DOI]

Authors: Abha Chauhan - Sage Himalayan Consultancy, Shimla, Himachal Pradesh, India | P.L. Chauhan - Sage Himalayan Consultancy, Shimla, Himachal Pradesh, India | Dr Andy Clarke - University of Lancashire, Preston, UK

Date of publication: July, 2025

Department: Management | International Business | Conservation management

This study explores the factors influencing the effectiveness of Biodiversity Mitigation Plans (BMPs) in the north-western Himalayan region of India. Using a case study approach, field surveys, stratified systematic sampling, random transect walks, and a bilingual questionnaire (English–Hindi) were conducted across the Project Influence Area (PIA). The questionnaire, comprising 24 translated questions across seven themes, was distributed to 50 respondents, with additional structured face-to-face interviews (n = 3) providing deeper insight into local perspectives. Findings highlight a clear gap between regulatory frameworks and their implementation on the ground. In particular, the involvement of local Consultancies emerged as a critical factor in BMP effectiveness. These entities operate at the intersection of national and international agencies, environmental policy, and local communities, mediating knowledge, education, and practice. The paper offers a theoretical framework positioning Consultancies as key agents in translating policy into action. It underscores the need for context-sensitive education, effective communication, and stakeholder collaboration to improve the implementation and impact of BMPs. Given the ecological sensitivity of the Himalayan region to threats such as climate change, deforestation, and infrastructure development, continued biodiversity research is essential to inform future mitigation strategies

## Journal Article- Utilising Blockchain Technology for Managing Natural Resources

| [DOI]

Authors: Iram Tahir - Lancaster University | Khuram Shazad - University of Central Lancashire | M. Sebnem Ensari - University of Central Lancashire

Date of publication: August, 2025

Department: Accounting | International Business | Management

The mining industry is a key driver of the global economy, with many other industries relying on the mining sector for their growth. Despite its importance, the mining industry is mired with challenges of supply chain traceability, transparency, corruption, inefficiencies, data loss, etc., all of which create the need for innovative solutions involving emerging technologies that can streamline these processes and enhance their reliability. Blockchain is an emerging technology that has the potential to address most of these challenges in an effective manner. This study looks at the feasibility of utilising Blockchain technology for the management of Reko Diq copper-gold project in Pakistan, which faces similar issues, including lack of trust between stakeholders, corruption, sustainability problems, environmental degradation, and a legal battle. This qualitative study used six semi-structured interviews of stakeholders in Pakistan who had knowledge of the potential of Blockchain technology for the management of the Reko Diq project. The key themes that were identified in the study include Relations between Stakeholders, Environmental and Economic Sustainability, and Infrastructure Limitations. The Technology Acceptance Model was applied to the study, and the findings of the study support one tenet of the model - perceived usefulness; however, perceived ease of use was not supported. The Blockchain Screening Tool was also used to assess the feasibility of Blockchain implementation for the Reko Diq project. The findings indicate that the Reko Diq project is an ideal candidate for Blockchain implementation to enhance trust, transparency and credibility of the project.
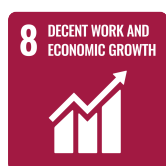
Journal Article - Navigating Corporate Identity: Anti-Corruption Reporting, Board Cultural Diversity a ESG-Sustainability Performance in FTSE 350 Companies

| [DOI]

Authors: Dr Musa Ghazwani, Jazan Univeristy, Saudi Arabia | Dr Rami Salem, University of Lancashire, UK | Dr Xi Song, University of Lancashire, UK | Dr Nedal Sawan, Liverpool John Moores University, UK | Dr Krayyem Al-Hajaya, Mutah University, Jordan

Date of publication: September, 2025

Department: Finance

The aim of this paper is to study the potential effect on a firm's sustainability performance (S_P) of its pledge to disclose its efforts to curb corruption. We also intend to explore whether board cultural diversity (BCD) drives this correlation. We employed multiple regression models that account for a diverse set of explanatory factors and include 4675 firm-year observations of FTSE 350 index-listed companies from 2005 to 2021. These models ensure constant estimates and alleviate potential biases while investigating the fundamental associations. The outcomes of this paper offer significant support for the notion that businesses' anti-corruption disclosure (A_CD) is associated with their sustainability performance. Additionally, the present paper's outcomes assert that the level of cultural diversity present on the board can efficiently compensate for the lack of transparency regarding anti-corruption measures, thus contributing to enhanced sustainability performance. Following sensitivity analysis and an endogeneity check to account for probable endogeneity, these outcomes remain valid.
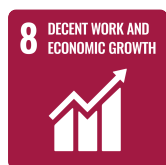
Journal Article - Spatial Modesty: The Everyday Production of Gendered Space in Segregated and assimilative Organizations

| DOI

Authors: Dr Shafaq Chaudhry, University of Central Lancashire, UK | Dr Vincenza Priola, The Open University, UK

Date of publication: September, 2025

Department: Human Resource Management | Finance

This article explores the relations between organizational spatiality, gender and religion-informed cultural practices. Theoretically grounded in Lefebvre's spatial theory and informed by Islamic feminism, it examines the significance of Islamic spatial modesty in (re) constructing and sustaining gender (in)equalities in financial institutions in Pakistan. The analysis reveals that the work-space of Pakistani banks is gendered in ways that reflect the practices of purdah (Islamic modesty), while being adjusted and resisted to fit with the cultural practices of the organization, in what we call 'selective appropriation of spatial modesty'.

Journal Article - Audit Committees and the Quality of Standalone Sustainability Reporting, Considering the Moderating Role of External Assurance: Evidence From the Global Chemical Industry

| DOI

Authors: Dr Krayyem Al-Hajaya, Mu'tah University, Lybia | Dr Eba'a Amjed Almahameed, Mu'tah University, Lybia | Dr Nedal Sawan, Liverpool Business School, UK | Dr Mohammad Saleh Altarawneh, Mu'tah University, Lybia | Dr Ahmed Eltweri, Liverpool Business School, UK | Dr Rami Salem, University of Lancashire, UK

Date of publication: September, 2025

Department: Accounting | Finance | International Business

Sustainability reporting and its assurance are increasingly becoming globally mandatory, alongside the issuance of international standards for sustainability assurance aimed at boosting the confidence and trust of investors, regulators and other stakeholders in sustainability-related disclosures. The objective of this paper is to investigate how the interplay between external assurance and an effective audit committee (AC) might influence the quality of GRI standalone sustainability reporting. Using the GRI Standards (2016), a disclosure index with 32 items referring to six quality indicators was developed to assess the quality of the sustainability reports of 104 chemical firms from 36 countries for the years 2020, 2021 and 2022. Our panel regression showed that increased numbers of AC members, along with their higher levels of independence, directly improve the quality of sustainability reporting. However, when external assurance is involved as a moderating variable, sustainability reporting quality is further enhanced by smaller AC size, greater sustainability expertise and a higher proportion of female AC members. This study makes an original contribution by addressing a gap in the literature regarding the impact of AC sustainability expertise, as well as the moderating role of external assurance on the relationship between AC characteristics and the quality of sustainability reports. The research provides a valuable assessment tool for chemical firms to benchmark the quality of their sustainability reporting and offers insights for shaping sustainable business strategies. The findings will help raise awareness among regulators, policymakers and industry stakeholders about the need to incorporate sustainability experts, achieve better gender balance in AC and engage external auditors in the sustainability reporting process.

Journal Article - Unlocking value: exploring the impact of ESG performance and board gender diversity on mitigating stock price crash risk
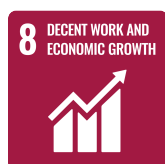
| DOI

Authors: Dr Marie Mohamed, Cairo University, Egypt | Dr Adel Elgharbawy, Qatar University, Qatar | Dr Rami Salem, University of Lancashire, UK, Gharyan University, Lybia

Date of publication: September, 2025

Department: Accounting | Finance

We examine the role of environmental, social and governance performance (ESGP), board gender diversity (BGD), and their interactive effect on stock price crash risk (SPCR). Using a dataset of Chinese companies listed in the A-share market between 2015 and 2022 and employing three-stage least squares statistics to address the endogeneity issue, we found that ESGP is negatively associated with SPCR. Notably, BGD exhibits a positive association with SPCR. However, the interaction between ESGP and BGD reveals a negative relationship with SPCR, suggesting that ESGP moderates the positive effect of BGD on crash-related risk. Our results still hold even after conducting a series of robustness checks, such as using a fixed effect model, a two-step GMM estimator, and alternative measures of ESGP and BGD. This study contributes to the governance and sustainability literature by highlighting the influence of ESGP and BGD on SPCR and their interactive role in mitigating crash risk through enhanced transparency, stronger stakeholder relations, and improved risk management. It offers valuable organisational and policy implications, suggesting that Chinese listed companies can leverage ESGP to effectively reduce SPCR and strengthen corporate governance practices.

Journal Article - ESG Performance – Stock Price Volatility Nexus: The Moderating Effect of Board Cultural Diversity in G20 Markets | [DOI]

Authors: Dr Rami Salem, University of Lancashire, UK, Gharyan University, Lybia | Dr Musa Ghazwani, Jazan University, Saudi Arabia | Dr Waleed Alshaer, University of Hail, Saudi Arabia

Date of publication: September, 2025

Department: Accounting | Finance | International Business

This paper investigates the relationship between ESG performance and stock price volatility (SPV) in G20 countries, with a focus on the moderating influence of board cultural diversity (BCD) in this association. Using a comprehensive sample of 117,449 firm-year observations from companies listed in G20 markets between 2005 and 2021, our analysis provides robust empirical evidence of a negative association between ESG performance and SPV. Furthermore, the findings indicate that BCD strengthens this negative link by serving as a mitigating factor, assisting firms in better managing ESG-related risks and opportunities, resulting in higher sustainability performance and lower SPV. Our

results contribute to existing literature by integrating legitimacy, resource-based, and agency theories to explain how ESG practices, complemented by board diversity, contribute to corporate stability. This study extends the understanding of how governance structures, specifically board diversity, can influence the ESG performance nexus in global markets. Our study has implications for policymakers and investors, highlighting the strategic importance of ESG practices and diverse governance structures in promoting corporate resilience and market confidence. Encouraging the adoption of robust ESG reporting standards and fostering board diversity may enhance corporate stability and investor trust.

Journal Article - Global Footprint, Local Imprint: How Institutions and Distance Influence the Corporate Social Performance of Foreign Subsidiaries Across Service Industries

| **DOI**

Authors: Dr Anthi Avloniti, University of Lancashire Cyprus, Cyprus | Dr Christiana Anaxagorou, University of Lancashire Cyprus, Cyprus | Dr Ioanna Stylianou, University of Lancashire Cyprus, Cyprus, State University of NY (SUNY), USA | Dr Duc Khuong Nguyen, EMLV Business School, France | Dr Kamila Janovská, Technical University of Ostrava, Czech Republic

Date of publication: September, 2025

Department: Business Administration | International Business | Management

Responding to the scarcity of research on the corporate social responsibility of multinational companies in service industries and the need to enhance our understanding of the dimensions affecting this, we contribute to this special issue in two ways. First, we indicate that the efficiency of host-country institutions positively influences the ESG performance of foreign subsidiaries. Secondly, we determine the CAGE dimensions that are relevant to services and examine the impact of CAGE distance between the home and host countries on the ESG performance of people-processing, possession-processing, and information-based services subsidiaries. By using a sample of 1331 subsidiaries in 54 different countries and applying the Bayesian Model Averaging methodology, we provide evidence and significant insights into the institutions influencing the ESG performance of foreign subsidiaries in service industries, the importance of resource commitment, and the home-host distance dimensions which create challenges for subsidiaries in enhancing their ESG performance.

Journal Article - Transformational Leadership and its Role in Fostering Sustainability and Innovation UAE Oil & Gas Industry Case

[DOI](#)

Authors: Dr Bader Saif Al Badi, University of Lancashire, UK | Dr Alina Raza, University of Engineering and Technology (UET), Pakistan | Dr Syeda Shagufta Shah Roze, Iqra University Islamabad Campus (IUIC), Pakistan

Date of publication: May, 2025

Department: Human Resource Management | International Business | Management

This study looks at how transformational leadership (TL) affects innovation and sustainability in the oil and gas business in the United Arab Emirates (UAE). Specifically, the research focuses on the UAE. In view of the industry's historical carbon footprint and the increasing focus on sustainability at the international level, the research explores whether or not TL approaches may successfully minimise barriers to sustainable growth. The research also investigates the possibility that innovation might assist in bridging the gap between TL and sustainability. The research makes use of a survey questionnaire based on the Likert scale, and it collects data by employing a positivist theoretical framework and a deductive procedure. The use of regression analysis to test three hypotheses reveals a significant and positive link between TL and innovation as well as sustainability. The first research finding is that innovation in the UAE oil and gas industry does not significantly mediate the impact of TL on sustainability. The findings of this research are valuable for the management decision of the O&G industry and other industries that are interested in the establishment of a creative and sustainable culture and may serve as a reference model for other organisations that seek to implement TL for similar purposes.

Journal Article - Developing a language screening scale that considers linguistic diversity in preschool children

|

Authors: Dr Antri Kanikli, University of Lancashire Cyprus, Cyprus | Dr George Charilaos Spanoudis, University of Cyprus, Cyprus | Dr Elena Theodorou, Cyprus University of Technology, Cyprus

Date of publication: September, 2025

Department: Human Resource Management

This paper presents an extensive analysis of the techniques adopted in the creation of a new language assessment instrument, the Screening Scale of Language Development (SSLD). Standardized in Cyprus, the SSLD aims to identify language deviations in children before they enter primary school. The initiative addresses a significant gap in assessment tools that consider the linguistic diversity present in Cyprus. The scale items were developed based on recent studies focusing on clinical indicators and prognostic factors of developmental language disorders. This approach ensured that the items effectively represent the language varieties utilized by Greek Cypriot preschool children. The findings of the psychometric evaluation of the SSLD strongly endorse its structural validity. The evaluation demonstrates the SSLD's reliability as an instrument for assessing language growth in Greek Cypriot children. The SSLD initiative not only provides a robust tool backed by strong psychometric foundations, but also empowers professionals to confidently detect language difficulties in a diverse linguistic context. This research underscores the importance of culturally and linguistically relevant assessment tools in early childhood education.

Journal Article - Corporate Anti-Corruption Disclosure and Corporate Sustainability Performance in the United Kingdom: Does Sustainability Governance Matter?

|

Authors: Dr Ali Meftah Gerged, The University of Sheffield, UK | Dr Rami Salem, University of Lancashire, UK, University of Gharyan, Libya | Dr Musa Ghazwani, Jazan University, Saudi Arabia

Date of publication: September, 2025

Department: Accounting | Finance

This research investigates the potential effects of companies' commitments to disclose their anti-corruption efforts on their sustainability performance. Additionally, we aim to analyze whether the existence of a sustainability committee influences this relationship. To achieve these objectives, we

gathered data from 5344 firm-year observations of companies listed on the FTSE 350 index from 2008 to 2023. Our findings provide strong empirical support for a positive relationship between companies' anticorruption disclosures and their sustainability performance. Furthermore, our evidence suggests that the presence of a sustainability committee acts as a viable complement to anti-corruption disclosures, driving improved sustainability performance. Our study highlights practical implications for organizations, regulators, and policymakers, and it opens avenues for future research.

Journal Article - Integrating mindful organizing and organizational learning to enhance sustainability performance of exporting firms

| DOI

Authors: Dr Sami Ullah, University of Central Punjab, Pakistan | Dr Tooba Ahmad, COMSATS University Islamabad – Lahore Campus, Pakistan | Dr Khuram Shahzad, University of Lancashire, UK | Dr Mohit Kukreti, University of Technology and Applied Sciences – Ibri, Oman | Dr Muhammad Rehan Shaukat, University of Technology and Applied Sciences – Ibri, Oman | Dr Abdul Sami, , University of Jhang, Pakistan

Date of publication: September, 2025

Department: Business Administration | Management

Purpose – Sustainability is a pressing global issue that affects everyone on the planet. This study aims to provide a deeper understanding of the nuanced interplay between mindful organizing (MO), organizational learning capability (OLC), leadership commitment to sustainable development goals (SDGs) and sustainability performance, adopting the theoretical foundation of organizational learning.

Design/methodology/approach – The survey data from 728 middle management employees of exporting firms in Pakistan were collected at two points. The mediated moderation analysis was performed through structural equation modeling in AMOS 26.

Findings – The results indicate a positive relationship between MO and sustainability performance. The mediating effect of OLC highlights that firms that acquire, assimilate and apply knowledge and insights leverage their MO strategies to improve sustainability performance more effectively. Additionally, the leadership commitment to SDGs amplifies the positive effect of OLC on sustainability performance.

Practical implications – These results have important implications for managers and policymakers who seek to promote sustainability in organizations. The findings suggest that cultivating a mindful organizational culture and investing in learning capability enhance sustainability performance.

Exporting firms should develop comprehensive learning programs that embed mindfulness and sustainability into the core of organizational culture. More interdisciplinary research is needed to integrate insights from environmental science, psychology, management and organizational behavior.

Originality/value – This research stands out for its integrative approach, practical relevance, empirical examination of important concepts and alignment with global sustainability goals. Exporting firms must understand how organizational learning capabilities and MO can be harnessed to achieve sustainable outcomes.

Journal Article - Transgender Entrepreneurs are Paving the Path of Social Entrepreneurship: Exploring Motivators of Entrepreneurial Intent | [DOI](#)

Authors: Mr Farhan Qadir, University of Lahore, Pakistan | Dr Muhammad Farhan Basheer, University of Lahore, Pakistan | Dr Shafaq Arif Chaudhry, University of Lancashire, UK

Date of publication: September, 2025

Department: Entrepreneurship

The primary aim of this study is to investigate the entrepreneurial motivators or drivers that transgender entrepreneurs experience prior to launching their business or getting self-employed. This study also look at the impact of social entrepreneurship on transgender entrepreneurship. The twenty-five (25) transgender entrepreneurs interviewed are included in the study, who had quit dancing, acting, begging, and commercial sex work and founded a business or got self-employed. The major findings of the grounded theory revealed seven (7) significant entrepreneurial motivators or drivers, including economic, upbringing, and social circle; social inclusion and empowerment; personal fulfilment and identity expression; community uplifting and advocacy; market opportunities and niche creation; and response to cultural and social exclusion. This article expands our understanding of social entrepreneurship and also magnifies the core forces that drive the intention of transgender individuals to start their own business venture or get self-employment. The findings of this study also suggest the effective role of policymakers, advocacy and support groups, and non-profit or non-governmental organizations, who can play an effective role in promoting entrepreneurship among this marginalized community. Finally, this study addresses the limitations of the study and future direction for potential research.

Journal Article - Beyond Birth: Exploring the Complexities & Potential Misuse of Artificial Womb Technology

| [DOI](#)

Authors: Dr Yazan Al Ahmed, Al Ain University, UAE | Dr Reema Abadla, Al Ain University, UAE | Dr Mohammed Jassim Al Ansari, University of Lancashire, UK | Dr Sara ALAbadla, Corniche Hospital, UAE

Date of publication: September, 2025

Presented at: National or international discipline-specific conference

Department: Human Resource Management

Artificial Womb Technology (AWT) promises revolutionary advancements in infertility treatments and neonatal care for premature infants. This paper conducts an examination of AWT's ethical, legal, social, environmental, economic, and cybersecurity implications. Methodologically, it integrates an extensive review of existing literature with a theoretical analysis of potential misuse patterns. The ethical discussion addresses concern about the commodification of human life, parental rights, and the disruption of natural birth processes. Legal challenges focus on the necessity for new regulations to govern usage, consent, and responsibility. Social implications highlight the potential impact on family dynamics and the risk of worsening existing inequalities, while the environmental considerations are centered on the resource demands, overpopulation and waste associated with AWT. Economically, AWT introduces new market opportunities while also raising concerns about commercialization and profit-driven misuse. Cybersecurity emerges as a critical, overlooked issue due to the sensitive nature of the data involved and the severe consequences of potential breaches. The theoretical analysis highlights the historical misuse patterns in digital health technologies, reinforcing the urgent need for stringent guidelines and policies to ensure the responsible implementation of AWT.

Journal Article - Managing boundaries: exploring the experiences of line-managers who provide mental health support in the workplace

| [DOI](#)

Authors: Dr Alison M Collins, Manchester Metropolitan University, UK | Dr Ian Ashman, University of Lancashire, UK | Dr Sarah Crozier, Manchester Metropolitan University, UK

Date of publication: September, 2025

Department: Human Resource Management | Management

The increase in mental ill-health amongst the working population presents a serious challenge for organisations. Line-managers are an important provider of support to staff with psychological distress (PD), their experiences however, are under-researched. In response, we interviewed 15line-managers from the private, public, and voluntary sector about their support provision to subordinates with PD. Drawing upon workplace social support and boundary management theory we explored line-manager confidence, boundaries of the manager/subordinate relationship, and how they navigate the competing demands of their role. We found that organisational psychosocial climate and context are key factors: a stressful or demanding working environment, and/or unsupportive colleagues can undermine the capacity of line-managers to provide social support. Theoretical contributions include focusing on the provider, rather than recipient, of social support and integrating social support and boundary management theory. Practical recommendations include removing the onus on line-managers to provide support and advocating shared organisational responsibility for support from multiple sources, underpinned by a wider remit of policies and procedures. This paper includes line-manager narratives around employee mental ill-health including reference to suicide, that some readers may find distressing.
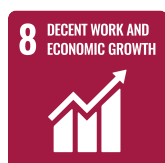
Conference Paper - Exploring the Potential Implications of AI-generated Content in Social Engineering Attacks

| [DOI](#)

Authors: Dr Yazan Alahmed, Al Ain University, UAE | Dr Reema Abadla, Al Ain University, UAE | Dr Mohammed Jassim Al Ansari, University of Lancashire, UK

Date of publication: September, 2025

Presented at: National or international discipline-specific conference

Department: Computer Information Systems | Marketing

The evolution of artificial intelligence (AI) and machine learning presents both utility and security implications for our digital interactions. This study focuses on the transformative role of generative AI in social engineering attacks, specifically examining three pillars where it significantly amplifies their impact: advanced targeting and personification, genuine content creation, and automated attack

infrastructure. The analysis forms a conceptual model named the generative AI social engineering framework. The research delves into human implications and measures to counter social engineering attacks, blending theoretical analysis with practical insights through case studies. Ethical considerations surrounding AI in malicious activities are discussed, emphasizing the importance of safe AI development, and various articles were reviewed to highlight social engineering attacks as a common threat. Two studies were conducted: a user testing study with 48 participants from diverse occupations and social engineering awareness, and an exploratory study collecting qualitative data from 40 social engineering attack victims. The user testing study revealed universal acceptance of the AI-based tool, irrespective of participants' occupations. Victim themes included reasons for falling prey to attacks, methods, prevention advice, and detection. The research concludes by highlighting AI-generated content as a key factor fuelling social engineering attacks and bridging the gap between AI development and cybersecurity practices, highlighting the need for interdisciplinary approaches to address evolving challenges.

Journal Article - Navigating tensions between economic and social integration among immigrant family entrepreneurs: a paradox perspective

Authors: Dr Quang David Evansluong, Umeå University, Sweden, Gothenburg University School of Business, Economics and Law, Sweden, Vin University, Vietnam | Dr Siarhei Manzhynski, Umeå University, Sweden | Dr Eva Karayianni, University of Lancashire Cyprus, Victoria College of Arts and Design, UK, Ravensbourne University, UK

Date of publication: September, 2025

Department: Entrepreneurship

This study explores the intricate dynamics of immigrant family entrepreneurship, examining how immigrant family entrepreneurs navigate tensions between economic and social integration for sustainability through three longitudinal case studies of immigrant family businesses. Utilizing paradox theory, we offer a multi-dimensional perspective that captures the complexity of immigrant family businesses in Sweden. Our research enriches existing theoretical frameworks on immigrant family entrepreneurship by considering both economic and social facets in tandem. Our findings underscore the pivotal role of the family in navigating the tensions of immigrant family entrepreneurship, with family members acting both as facilitators and inhibitors. Our insights can guide policymakers and practitioners in fostering more inclusive and sustainable immigrant

entrepreneurial communities in practice. This study contributes to the broader discourse on sustainability challenges in immigrant family entrepreneurship, aligning with the goals of social and economic sustainability.
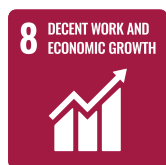
Journal Article - Corporate Governance and Capital Structure Decisions: Moderating Role of inside Ownership

| [DOI](#)

Authors: Dr Suman Paul Chowdhury, BRAC University, Bangladesh | Dr Riyashad Ahmed, BRAC University, Bangladesh, Universiti Putra Malaysia, Malaysia | Dr Nitai Chandra Debnath, BRAC University, Bangladesh | Dr Nafisa Ali, University of Nottingham | Dr Roni Bhowmik, Guangdong University of Foreign Studies, China, University of Lancashire, UK, Daffodil International University, Bangladesh

Department: Business Administration | Human Resource Management | Management

This study empirically investigates the association between board attributes and capital structure decisions of non-financial listed firms in Bangladesh. This study also investigates how this association is shaped and moderated by the level of insider ownership. The current study takes 3096 firm-year observations of firms that are listed on the Dhaka Stock Exchange from 2004 to 2023. Multiple regression analysis on panel data was used, and pooled OLS was selected by resolving stationary issues. Moreover, this study used lagged variables and a GMM estimator to address endogeneity. The results show that both board size and board independence are more positively correlated with a firm's leverage under conditions of a high level of inside ownership. On the other hand, without the moderating effect of inside ownership, gender diversity on the board does not have any significant impact on a firm's leverage, and it turns into a positive association due to the moderating effect of inside ownership. This result is consistent with the existing theory and previous findings. After the introduction of corporate governance guidelines, the inside owners' effect on board size and board independence became substantial, indicating that corporate governance guidelines with the moderating role of inside ownership play a significant role in capital structure decisions in Bangladeshi listed firms.

Book - The Future of Dark Tourism: Enlightening New Horizons

Authors: Dr Philip R Stone, University of Lancashire, UK | Dr Daniel WM Wright, University of Lancashire, UK

Date of publication: September, 2025

Department: Tourism

This book offers critical scenarios of dark tourism futures and examines how our significant dead will be remembered in future visitor economies. It aims to inspire critical thinking by probing the past, disrupting the present and provoking the future. The volume outlines key features of difficult heritage and future cultural trauma and highlights the role of technology, immersive visitor experiences and the thanatological condition of future dark tourism. The book provides a collection of informed observations of how future societies might recall their memorable dead, and how the noteworthy dead might be (re)created and retained through dark tourism. The book forecasts a dark tourism future that is not only perilous but also full of possibilities. It is a helpful resource for students and researchers in tourism, heritage, futurology, sociology, human geography and cultural studies.

Light reference to SDGs

Book Chapter - Takeaway Coffee: The Interplay Between Convenience and Sustainability

Authors: Dr Maria Sherrington, University of Lancashire, UK

Date of publication: July, 2024

Department: Marketing

This study explored coffee drinkers' value perception of takeaway coffee and what drives consumption. The purpose was to investigate how consumer sustainability attitudes and practices transfer to takeaway coffee consumption. Semi-structured interviews were conducted with an international sample of coffee drinkers. Thematic analysis was used to analyse the interview data. Prominent themes were mapped onto (Holbrook (ed) Consumer Value: A Framework for Analysis and Research, Routledge, London, 1999) typology of consumer value. Takeaway coffee was found to be dominated by self-oriented values, with taste and convenience as supreme elements that drive consumption. Other-oriented value elements such as sustainability received low priority in purchase decisions. In the interplay between convenience and sustainability, convenience was found to have the

upper hand. This is the first study to explore consumer perceived value of takeaway coffee. The findings are of value to policy makers and coffee brands in terms of empowering coffee drinkers to enjoy takeaway coffee sustainably.

Journal Article - Impact of ownership structure and cross-listing on the role of female audit committee financial experts in mitigating earnings management

| [DOI](#)

Authors: Dr Bilal, Durham University, UK | Dr Francisca Ezeani, University of Lancashire | Dr Muhammad Usman, University of Lancashire | Dr Bushra Komal, University of International Business and Economics, China | Dr Ali Meftah Gerged, The University of Sheffield, UK, Misurata University, Lybia

Date of publication: September, 2025

Department: Accounting | Finance

This study investigates whether female Audit Committee Financial Experts (ACFEs) at Chinese listed companies reduce earnings management by examining their influence under different ownership structures and cross-listing scenarios. Our findings reveal that female ACFEs negatively affect earnings management, with their impact varying by ownership type. Specifically, female ACFEs in privately owned enterprises (non-SOEs) are more effective at reducing earnings management than those in state-owned enterprises (SOEs). Furthermore, our analysis indicates that female ACFEs in cross-listed firms are better at mitigating earnings management compared with their counterparts in domestically listed firms. These results have significant implications for regulators, market authorities, investors, and corporate managers, highlighting the crucial role of female ACFEs in improving corporate transparency across diverse ownership frameworks and cross-listing conditions.

Journal Article - Current issues in tourism: Mitigating climate change in sustainable tourism research

| [DOI](#)

Authors: Dr Paul Peeters, Breda University of Applied Sciences, The Netherlands | Dr Erdinç Çakmak, Breda University of Applied Sciences, The Netherlands | Dr Jo Guiver, University of Lancashire, UK

Date of publication: September, 2025

Department: Tourism

This paper adopts a problematising review approach to examine the extent of mitigating climate change research in the sustainable tourism literature. As climate change has developed into an existential global environmental crisis and while tourism's emissions are still increasing, one would expect it to be at the heart of sustainable tourism research. However, from a corpus of 2573 journal articles featuring 'sustainable tourism' in their title, abstract, or keywords, only 6.5% covered climate change mitigation. Our critical content analysis of 35 of the most influential papers found that the current methods, scope and traditions of tourism research hamper effective and in-depth research into climate change. Transport, the greatest contributor to tourism's emissions, was mostly overlooked, and weak definitions of sustainability were common. Tight system boundaries, lack of common definitions and incomplete data within tourism studies appear to hamper assessing ways to mitigate tourism's contribution to climate change.

Research Article - Towards the search for a sustainable destination: a gender perspective

| DOI

Authors: Dr Hanaa Osman, Bournemouth University, UK | Dr Lorraine Brown, University of Lancashire, UK

Date of publication: September, 2025

Department: Tourism

Although gender and sustainability have been topics of discussion in international discourse since 1980, little has been done to connect the two. While one of the United Nations Sustainable Goals UNSDGs (5) places a strong emphasis on gender equality, the sustainable tourism paradigm fails to examine it from a social perspective. This paper examines the relationships between gender, religion and tourism and makes the case for the creation of travel destinations that uphold gender equity. The research employs narrative interviews conducted with Muslim women while travelling in the UK to explore how their travel experiences are influenced by their gender and religion. This is a field work study based on in-depth interviews with 21 participants who shared their behaviour, perceptions and feelings related to their trip. The results demonstrate that gender and religion influence the views and

experiences of female Muslim tourists in the UK and indicate qualities that female Muslim tourists may seek in a destination that are consistent with their Muslim identity. The results also point to some positive and transformative learning that endured after the trip.

Research Voices

The following statements demonstrate ways in which researchers at University of Lancashire bring sustainability and responsible management into their research.

Research on food waste management and rural enterprise and food loss

Dr Bosun Sanusi, whose research focus is on Enterprise & Innovation, Poverty Alleviation, Sustainability, Climate Change, Slum/Informal Settlement:- Capacity Building, Tourism, Food Security and Migration:

"My research contributes to the values of Responsible Management Education (RME) by addressing interconnected social, environmental, and economic challenges through inclusive, community-based solutions. The first project (ongoing), "The Future of Food Waste Management in Academic Institutions: Do Insect-Based Enterprises Hold the Key?", engages student volunteers in raising awareness around food waste, encouraging behavioural change, and exploring sustainable alternatives. By investigating the potential of insect-based enterprises for food waste management, this research not only promotes ecological resilience through circular waste systems but also empowers students to consider socially responsible, innovative approaches to sustainability challenges within their own institutions and future careers. The second project (ongoing), "Leveraging Rural Enterprise to Address Food Loss: Pathways Toward Circularity and a Just Carbon Transition", works in collaboration with rural communities, student volunteers, and local stakeholders to valorise food loss and food waste. This initiative supports the development of rural enterprises that convert surplus or discarded food into valuable products, contributing to both inclusive prosperity and a low-carbon, circular economy. It addresses social justice by ensuring that traditionally marginalised rural communities are active participants in, and beneficiaries of, the transition to sustainable economic systems."

Research Report - A critical appraisal of the effectiveness of employee relations in the NHS

Executive Summary.

This report covers the findings of an NHS-wide study on the state of employee relations in the NHS commissioned by the HPMA and CMP. Drawing on 211 survey responses and 33 in-depth interviews with HR leaders, senior practitioners and trade union representatives, this report critically reviews key elements of the management of the employment relationship to better understand the longerterm implications for employment relations and assess how NHS organisations can better meet the resultant challenges. In particular, the project will focus on the management of conflict within the NHS and the options available for its earlier resolution. Crucially, it critically assesses which dimensions of 'good work' have an impact on key measures of employee relations and the degree to which a change of people management culture within the NHS is acting as a catalyst for these enablers. The overall state of employee relations in the NHS Overall, respondents felt that, despite the impact of the pandemic and the ongoing staffing and financial pressures on the NHS, the relationship between NHS organisations, their employees and their representatives remained quite positive. There were several mitigating factors, however, that impacted on this relationship. Of statistical significance from the survey, was the positive impact of effective employee voice within trusts and boards. This 'voice', done in the right way, supports the good relations between management and unions; and this was felt right across the sample of interviewees. This demonstrated the value of a collective voice in the NHS as it manages the challenges of improving employee engagement, motivation, wellbeing and, therefore, productivity. A tripartite approach was also particularly evident in the successful macro level involvement of the unions at national and service level in health strategy in Wales, Scotland and Northern Ireland. Other key determinants of effective employee relations, such as equality, diversity and inclusion (EDI), pay and conditions, health and wellbeing and work organisation did figure in the interviews; however, in relation to the survey data, they were proved not to be statistically significant. In contrast, statistical analysis of the survey data did reveal a significant relationship between employee relations and the effectiveness of line managers.

The impact of cultural change in the NHS

The adoption of a 'just' and restorative' cultural approach, is resulting in positive outcomes in many trusts and boards across the UK. Where 'blame' for poor service delivery, and the consequential conflict, is attributed less to the actions of the individual but rather to systemic flaws in the organisation. Nevertheless, there is still evidence of some barriers to its further success, for instance, resistance to change in certain types of departments and amongst some line managers. In resonance with the 2022 study, and Saundry and Unwin's (2021) report for ACAS, the research has similarly identified opportunities to address the causes of conflict that will have real cost benefits for the NHS. For instance, in terms of solutions for conflict, 5 Employee Relations in the NHS and linking back to a more informal and nuanced approach to managing conflict that the 'just culture' is intended to bring, informal resolution and mediation were seen as the most important resolution channels. This further reflected other key research in the NHS that emphasises the need for line managers to have the ability, time and, therefore, confidence to deal more informally with workplace disputes (Saundry and Wibberley, 2023).

The key role of the line manager in employee relations.

The role of the line manager with respect to facilitating effective employee relations was a key theme throughout the analysis. This was evidenced in the respondents overwhelmingly stressing the improvement of line manager capabilities as a fundamental priority for their organization in the next 12 months. The research also found that the line manager was cited as the main reason for workplace conflict. Crucially, the study suggests that changing the nature of employee relations, through a culture of no blame, and a just and learning approach to people management, can only be successful when several key aspects of line management in the NHS have been fundamentally addressed. The first of these is to ensure that line managers have the capability to carry out their people management role effectively. This means that they must have appropriate training and development and support by HR colleagues on an ongoing basis, whilst recognising that role still needs a level of autonomy to be effective. Secondly, line managers, who are often 'squeezed' between the expectations from above and below, have the capacity, in terms of time, to also manage their operational duties and people tasks together. Realistic expectations of the line manager from their team, their senior managers and HR must reflect this. The study further confirmed that NHS organisations also need to identify future managers with the necessary skills, knowledge and awareness, and give them opportunities to refine that capability, before promotion, in addition to the support they need when in post. Rather than as the research also highlighted, promote a person solely because they 'were the next in line' or because of their technical or operational competence alone. Taking this more strategic and nuanced approach to selecting, developing and supporting managers, the research suggests, will give line managers greater confidence to successfully manage the ever-changing employment relationships within the NHS

Dark Tourism - Statement by Dr Philip Stone, Director of the Institute for Dark Tourism Research

Dark tourism involves travel to sites associated with death, disaster, or human suffering, and plays a growing role within global visitor economies. These sites raise important questions about how societies commemorate their significant dead, interpret difficult histories, and manage collective memory. Dark tourism presents both opportunities and challenges. It intersects with issues of:

- Cultural heritage governance and managing the legacy of trauma while fostering educative storytelling;
- Ethical representation of traumatic histories and moral standards for responsible tourism practice;
- Tourism development and navigating tensions inherent in the commodification of tragic events;
- Public remembrance practices, place-making, and meaningful visitor engagement;
- International diplomacy, soft power, peacebuilding initiatives and reconciliation;
- Community values, stewardship, and narratives through supporting transnational dialogue;

• Interpretation, commemoration and stakeholder consultation.
•

Dark tourism sites often become arenas of contested heritage, where narratives may be politicised or disputed. This requires careful societal oversight to ensure respectful interpretation, balanced authenticity, and responsible visitor engagement. Additionally, the commodification of tragedy must be treated against the need for meaningful commemoration and moral reflection.

The **University of Lancashire** hosts the **Institute for Dark Tourism Research (iDTR)**—the world's only academic centre dedicated to this field. Established in 2012, the iDTR supports evidence-based policy through multidisciplinary scholarly research, teaching, and public engagement. Its work informs international approaches to memory management, heritage interpretation, and the visitor experience at sites of historical trauma. By engaging with the iDTR, policy makers, researchers and students can access critical insights to guide societal and ethical development of dark tourism within international cultural heritage sectors.

Tourism research with a wellbeing focus within the realm of social sustainability

Dr David Jarratt, is a researcher in the field of tourism and the visitor economy and explains how some of his work overlaps with social sustainability with a wellbeing focus:

"My research includes several themes and overlaps with (social) sustainability, well-being and community engagement in coastal areas. One article, Leveraging Blue Spaces to Improve Well-being Outcomes in Coastal Communities, examines The Bay project in Morecambe Bay. It explores how nature-based social prescriptions can support health and reduce isolation by improving access to the coast. The second article, Framing Public Value in Coastal Spaces: The Case of West Cumberland, draws on Schwartz's theory of human values and uses photography to examine everyday experiences of public coastal spaces. It highlights how people relate to the coast in ways that reflect wider values, including identity, care and connection. This work links with responsible management education by addressing real-world challenges related to public health, access to nature and sustainable use of local environments. It also builds on earlier research on sustainable tourism, including a European Parliament study and a related article in the Journal of Tourism Futures. Together, these outputs support the goals of PRME by encouraging value-based decision-making, critical reflection and policy-relevant research."

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

✎ How We Define Partner

We work with partner institutions which share the values of our Business School and can support the delivery of our mission.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Chartered Association of Business Schools
- ❖ Chartered Management Institute
- ❖ Local institutions and associations

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 3 key partnerships at University of Lancashire.

Chartered Association of Business Schools

The University of Central Lancashire Business School has Gold level membership with the Chartered Association of Business School. This includes an institutional subscription for the Certified Manager Business Educator which supports professional development and highlights our commitment to Continued professional development (CPD) and life long learning for faculty in the School and ensuring faculty are supported with career development. Currently approximately 20% of all faculty have CMBE status and the Associate Dean for Academic Leadership is a member of the CMBE professional Standards Board as well as a CMBE Ambassador. Examples of the CPD contributing to CMBE include the completion of the Advance HE Aurora Women in Leadership programme and the Aurora mentorship training and Carbon Literacy Training and Leadership Training.

The Chartered ABS also oversees the Small Business Charter which accredits schools that support small business and entrepreneurship and in February 2025, the Business School was reaccredited for five years. This extremely successful re-accreditation supports the delivery of our Help To Grow programme for SMEs in the region.

Additionally the Dean, Professor Steven Rhoden is a member of the Chartered ABS International Committee.

Professional, Statutory and Regulatory Bodies

Programme Accreditation supports 'Quality Education', 'Economic Growth and Decent Work', 'Industry Innovation and Infrastructure' and 'Gender Equality'.

The recent Strategic and Portfolio Review (SPCR) for the Business School has been driven and developed with different factors taken into consideration, with a particular focus on the involvement of Professional, Statutory, and Regulatory Bodies (PSBR) accredit and provide certifications for all of our courses.

For our students, accreditations can be regarded as a powerful differentiator enhancing credibility, employability, and industry alignment with reference to the UN's SDG. It is also recognised that accreditations are particularly significant especially in the context of RME. Our course level accreditations signal to students, employers, and industry stakeholders that our courses meet high professional standards and equip graduates with relevant skills and qualifications for future careers. There were several reasons why accrediting our undergraduate and postgraduate courses is important to us. Firstly, it guarantees quality standards, signalling that our programmes conform to the essential academic, professional and sustainable principles for various professions and career and align with SDG 4, quality education as well as SDG 8, economic growth and decent work. Secondly, a student graduating with an additional credential or profession body exemptions or membership of an accrediting body enhances employability, growth and professional development. In addition, accredited programmes are equipped to offer students more access to resources to support their learning as well as work placements, industry visits, career support and networking opportunities, all of which enhance their academic and professional experiences.

Adherence to industry requirements supports RME. In many fields, such as accountancy or HRM, programmes need to meet industry requirements and standards and provide knowledge and understanding of organisational requirements such as equality, diversity and inclusion or sustainable accounting practice. Thus accreditations, such as CIPD or ACCA ensure that the courses, their curricula and assessment equip our students with the necessary skills and knowledge required in their fields and by the professional and regulatory bodies.

Global recognition and mobility are also regarded as crucial aspects when considering accreditations for our courses. Many accredited programmes are often recognised internationally, which can result in greater career mobility and flexibility. For example, our sustainable management degrees offer a globally recognised accreditation, which is valued across academia and international employment sectors. Our accreditation strategy is also in line with the Quality Assurance Agency for Higher Education (QAA) which emphasises the importance of sustainability, global responsibility, social justice, environmental preservation and sustainable value creation across the HE curricula.

In summary our PSRB strategy ensures that the undergraduate and postgraduate programmes deliver a high-quality education that is respected and valued by employers, educational institutions, and professional organizations, whilst also providing students with opportunities for growth and success. **Programme Accreditation supports 'Quality Education', 'Economic Growth and Decent Work', 'Industry Innovation and Infrastructure' and 'Gender Equality'.**

The recent Strategic and Portfolio Review (SPCR) for the Business School has been driven and developed with different factors taken into consideration, with a particular focus on the involvement of Professional, Statutory, and Regulatory Bodies (PSBR) accredit and provide certifications for all of our courses.

For our students, accreditations can be regarded as a powerful differentiator enhancing credibility, employability, and industry alignment with reference to the UN's SDG. It is also recognised that accreditations are particularly significant especially in the context of RME. Our course level accreditations signal to students, employers, and industry stakeholders that our courses meet high professional standards and equip graduates with relevant skills and qualifications for future careers.

There were several reasons why accrediting our undergraduate and postgraduate courses is important to us. Firstly, it guarantees quality standards, signalling that our programmes conform to the essential academic, professional and sustainable principles for various professions and career and align with SDG 4, quality education as well as SDG 8, economic growth and decent work. Secondly, a student graduating with an additional credential or profession body exemptions or membership of an accrediting body enhances employability, growth and professional development. In addition, accredited programmes are equipped to offer students more access to resources to support their learning as well as work placements, industry visits, career support and networking opportunities, all of which enhance their academic and professional experiences.

Adherence to industry requirements supports RME. In many fields, such as accountancy or HRM, programmes need to meet industry requirements and standards and provide knowledge and understanding of organisational requirements such as equality, diversity and inclusion or sustainable accounting practice. Thus accreditations, such as CIPD or ACCA ensure that the courses, their curricula and assessment equip our students with the necessary skills and knowledge required in their fields and by the professional and regulatory bodies.

Global recognition and mobility are also regarded as crucial aspects when considering accreditations for our courses. Many accredited programmes are often recognised internationally, which can result in greater career mobility and flexibility. For example, our sustainable management degrees offer a globally recognised accreditation, which is valued across academia and international employment sectors. Our accreditation strategy is also in line with the Quality Assurance Agency for Higher Education (QAA) which emphasises the importance of sustainability, global responsibility, social justice, environmental preservation and sustainable value creation across the HE curricula.

In summary our PSRB strategy ensures that the undergraduate and postgraduate programmes deliver a high-quality education that is respected and valued by employers, educational institutions, and professional organizations, whilst also providing students with opportunities for growth and success.

Chartered Management Institute

Our commitment to quality education is demonstrated through our affiliation with the Chartered Management Institute (CMI).

The University of Lancashire's School of Business offers a wide range of programmes accredited by the Chartered Management Institute (CMI)— chartered professional body committed to advancing the highest standards in leadership and management. CMI accreditation not only improves the student learning journey and increases graduate employability, but also enriches the curricula offering substantial benefits to academic colleagues and programme teams.

CMI accreditation and qualifications are widely recognised and valued by employers and academic institutions. Our Business School graduates of CMI-accredited programmes receive a dual award — their academic degree and a CMI professional qualification—signifying their readiness to analyse data, lead, manage, and deliver in a professional environment.

Students also benefit from CMI membership throughout their time at the University of Lancashire and for an additional three months after graduation, which eases the transition to employment.

Membership offers access to an extensive range of resources that directly support academic success and career readiness, including:

- Management Direct – an extensive online resource of a large number of leadership and management tools, templates, models, and e-learning modules.
- Career Development Platform – offering support through CV builders, interview simulators, and job search support.
- Mentoring Platform – a useful tool to connect with experienced professionals, which could offer career guidance.
- Webinars and networking events -offering a range of opportunities to link and build a relationship with industry leaders and peers.
- Qwell – a very useful online mental health support tool with confidential wellbeing resources for students.

CMI accreditation and membership offers practical application, critical thinking, and real-world readiness, enhancing both the learning experience and long-term employability.

Beyond a wide range of benefits CMI partnership offers to our students, the accreditation also brings significant strategic and operational benefits to the School of Business teaching staff and faculties. These advantages include:

- Alignment of Curriculum with Industry Standards - CMI accreditation warrants that programme content includes and relates to the current professional expectations, enabling teaching staff to deliver modules that are both academically rigorous and professionally relevant.
- Support for Programme Development - CMI offers a range of resources, templates, and frameworks of best practice that assist staff in designing and delivering high-impact, outcomes-focused teaching aligned with current and potential employer needs.
- Reinforced Credibility - association with a respected accrediting body enhances the credibility of both the teaching staff and the academic programmes, supporting development of the employees and the wider institutional reputation.
- Professional Recognition and CPD – through the partnership the School of Business staff members can access CMI resources enhancing their own continuing professional development (CPD), including up-to-date insights into management practice, thought leadership, and pedagogical innovation.
- Continuous Opportunities for Research and Collaboration - the CMI network provides the staff access to a community of professionals where they can access research opportunities, engage with cross-sector insights and leadership events related to their academic and professional interests.

We are offering opportunities to staff within the Business School to achieve Chartered Manager status for CMI. This is an opportunity to gain professional recognition for leadership and management skills and recognition of ethical leadership, inclusivity and commitment to sustainability. Two members of the School Executive Team have recently been awarded Fellow of the CMI in recognition of their experience in leadership.

In summary, the University of Lancashire's Business School's partnership with CMI increases the quality, enhances relevance, recognition and contemporariness of its accredited programmes. For students, it provides qualifications enhancing employability and professional development as well as access to specialised networks. For academic staff, it offers curricular support, useful templates, industry alignment, and professional growth opportunities. This strategic collaboration reinforces University of Lancashire and the School of Business mission and vision to deliver education that empowers, connects, and transforms.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

✏️ How We Define Practice

Our governance structures ensure we are accountable and provide ethical and inclusive leadership and management practice in teaching and learning, research and knowledge exchange.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

University Handbook 202526	View document ⎘ Download document ⬇

Ethical Principles for Teaching, Research, Consultancy and Related Activity	View document ⎘ Download document ⬇

Practice Voices

The following statement from stakeholders at University of Lancashire demonstrates our commitment to sustainable and responsible practices.

Statement by Dr Agnes Altmets, Head of Sustainability for University of Lancashire

Sustaining and enhancing the wellbeing of people, places and the planet are amongst the most important challenges we face today. The UK has a legal requirement to achieve net zero emissions by 2050 and the Vice-Chancellor's Group declared a Climate Emergency in December 2019. Sustainability is one of the University's six priorities of the Strategy Plan 2021- 2028 and *Priority 6: Future-proofing our University* sets out the vision:
"We will become the exemplar in UK higher education for our regional championing of environmental awareness."

Key sustainability updates:
- The University improved its ranking by 10 places within the 2024-2025 People & Planet University Green League, achieving 31st out of 149 participating universities and colleges. This result placed the University 3rd in the North-West. The application for 2025-2026 has been submitted with the result due to be published in December 2025.
- The Energy saving target for summer 2024 was exceeded, supported by the "The power is in your hands" campaign.
- A dedicated procedure for Controlling Heating, Cooling and Ventilation was developed and implemented in Spring 2025.
- Concordat for Environmental Sustainability of Research and Innovation Practice - presented to VCG and agreement to sign up received.
- A Decarbonisation Master Plan and an Infrastructure Master Plan have been produced and approved.
- University's Scope 3 greenhouse gas emissions are being monitored, alongside this Scope 1&2 emissions are part of the Sustainability Strategic Plan.
- Carbon footprint calculations for 2022/23 and 2023/24 have been fully calculated and details will be included in the refreshed Sustainability Strategy Plan that is currently under development.
- The University Travel Plan covering the period 2025-2029 is currently under development.

During the academic year 2024-2025, the Head of Sustainability has been busy engaging with stakeholders from across the University, activities have included:
- Staff engagement through, Climate, Coffee, Conversation gatherings.
- Student engagement – a 3rd year biology student completed a 1-week work placement within the Estates Sustainability Team.
- Internship – an 8-week internship was completed within the team, the Internship was a Sustainability Data Analyst position, this was extremely successful.

The University has been awarded Gold in the Cycle Friendly Employer Scheme for Burnley and Preston campuses. The accreditation assessed the University across six categories, covering a range of criteria including facilities, communications, incentives, parking management and events.

The University currently runs an [electric car salary sacrifice scheme](#) an environmentally friendly car-leasing scheme which will enable staff to drive a 100% electric car for one monthly payment that includes insurance and a charging port for their home.

Further information on the University environmental management and sustainable development can be found on the Estates Services [SharePoint page.](#)

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

✎ How We Define Share

Our evidence based approach to measuring success allows us to confidently celebrate success and also provides us with triggers for continuous improvement.

Engagement Opportunities

University of Lancashire offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Student and staff volunteer programs
- ❖ Annual reports
- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Public events and panel discussions

Communication Audiences

University of Lancashire communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at University of Lancashire demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

International Women's Day Event

Celebrating International Women's Day March 2025

To mark International Women's Day, the Business School held an event entitled 'Women Leading the Future'. Invited speakers included the Local Chamber of Commerce, Entrepreneurs in Residence, the High Sheriff of Lancashire, the University Board and The Business School. Louse McArdle, Associate

Dean for academic Leadership gave a keynote address celebrating the progress made by women in term of equality of employment and the contribution made by women to the economy and society. Louise told the story of her mother who was forces to leave her job in the 1960s because she married and it was expected that she would have children. While we can celebrate the advances made there are still challenges facing women particularly if interjectionally with ethnicity is considered. The keynote was rounded off by celebrating the daughters, granddaughters and nieces who will be future leaders.

The keynote was followed by a panel discussion where the invited speakers talked about their stories including the challenges they face but also their successes and the contributions they have made to Lancashire through their work, engagement and support or local and international projects.

Educate North Award for Working with Business

In May 2025, the Business School received the Educate North award for Working with Business.

Professor Rob Binns

We have recently appointed Robert Binns as our first Professor in Practice. Robert is working within the University of Lancashire Business School while continuing with his own business and working to serve the community around Preston and Lancashire promoting economic growth, reducing inequalities, sustainable cities and communities as well as reducing poverty.

Business Leadership

Professor Binns is a Business Leader who is also the Lancashire Chair of Downtown in Business. In his leadership role, Robert guides the Lancashire chapter of one of the UK's fastest-growing business networking and lobbying organisations, working closely with business leaders to create growth opportunities and champion entrepreneurial success beyond London.

He also has a number of Board & Advisory Positions. As a Board Member of The Preston Partnership he is part of a proactive and business-driven membership group that brings together local companies and public sector partners to fuel the city's economic advancement. Its vision is to establish Preston as an exceptional destination for residents, businesses, visitors, and investors.

Additionally, Robert (Rob) is a Board member of Preston Towns Fund and helps to administer £20.9 million in government investment focused on renewing Preston's city centre, strengthening local infrastructure, and promoting economic expansion. Rob chairs the ground-breaking UK council-backed Angel Investment Network, designed to provide essential funding for new businesses and stimulate innovation. He oversees governance and strategy for the board to ensure success and maximise positive impact.

Community Engagement

As a member of the Community Reference Group for National Police Race Action Plan. Rob participates in this national project to build confidence between policing organisations and Black communities, championing reforms and improved equity in policing. In recognition of this contribution to this organisation, Robert received the Community Champion accolade from the National Black Police Association in 2022, highlighting his efforts to connect law enforcement and communities and increase public trust.

As an advisor to the Preston Caribbean Carnival and Windrush Festival, Professor Binns contributes expertise in fundraising, operational planning, mentoring, and business strategy to support these vibrant cultural events, celebrating diversity and unity.

Charity & Educational Activities

Rob is Trustee of the DWF Foundation and assists in guiding this charitable foundation, which provides financial aid and mentorship to individuals, groups, and community projects, with over £1 million distributed to impactful causes. In addition he is Trustee of The Foxton Centre. The Foxton Centre has been active since 1969, delivering essential support and youth services, extending outreach to vulnerable women, rough sleepers, and homeless people in Preston. Additionally he is the Founder of the Cotton Court Business Centre Christmas Gift Appeal where, for over a decade, Robert has led this initiative in aid of Barnardo's, delivering festive presents and gift cards to disadvantaged children and young people across Lancashire, with a special emphasis on teenagers who are often overlooked.

University of Lancashire

📍 **Address**

University of Central Lancashire, Preston, PR1 2HE

United Kingdom

🌐 **Website**

https://www.lancashire.ac.uk/schools/business