

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Lincoln Business School

September 2026

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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 Lincoln Business School, including key details and basic institutional data.

Mission

Our commitment to the UN Principles for Responsible Management Education (PRME) is rooted in both the University of Lincoln's mission to *transform lives and communities* and the Lincoln Business School's mission to *develop socially responsible leaders ready to meet the challenges of 21st century business*. In 2025 - 2026, these values guided our teaching, research, and engagement, ensuring that responsibility, collaboration, and transformation were embedded across our work.

Professor Monika Foster, Dean of Lincoln International Business School
September 2026

Vision

The Lincoln Business School purpose remains clear: to act as a catalyst for positive societal and environmental impact. We continue to align with PRME by integrating responsibility into leadership development, by working in partnership with our communities and industries, and by advancing education and research that addresses global challenges. While our institutional strategy may evolve, our dedication to PRME's values of responsibility, inclusivity, and sustainability remains constant.

Professor Monika Foster, Dean of Lincoln International Business School
September 2026

Strategy

LBS Strategy

We are positioning Lincoln Business School as a catalyst for responsible growth and innovation, embedding sustainability, inclusivity and enterprise at the heart of our teaching, research and partnerships. We are aligning our teaching, research and partnerships to address the critical challenges facing businesses and communities—supporting SMEs and family firms, advancing sustainable practices in agriculture, logistics and renewable energy, and preparing graduates to lead responsibly in rapidly changing contexts.

Professor Monika Foster, Dean of Lincoln International Business School
September 2026

Strategy Alignment

Strategy Alignment

There is close alignment between the Lincoln Business School mission, vision and strategy and the PRME agenda, cultivated by more than fifteen years as a signatory member. Our strategy seeks to position us as a catalyst for responsible growth and innovation, embedding sustainability, inclusivity and enterprise at the heart of our teaching, research and partnerships. As such, the principles and values of PRME are aligned with our internal and external activities. Our Sustainability Oversight Committee ensure we are accountable in this and advocate for PRME within our decision-making.

Institutional History

Institutional History

The Lincoln International Business School* have been signatory members of PRME since 2010, originally led by Professor Ted Fuller, and in latter years by Dr Claire May. Our seven SIPS reports over this time have documented our path towards adoption of RME, significant milestones and plans for the future. They are available to view here: [University of Lincoln | UNPRME](#).

*Lincoln Business School after 01/09/2026

Significant milestones include the following:

- That it is a School requirement that all new programmes contribute explicitly to the PRME agenda and to the UN 2030 Sustainable Development Goals, amongst other benchmarks of responsibility (documented in our 2016 report).
- The University of Lincoln declared a Climate Emergency (documented in our 2019 report).
- The establishment of a UNESCO Chair on Responsible Foresight for Sustainable Development at LIBS (documented in our 2019 report). This was redesignated in 2023.
- The creation of a seed-corn fund for PRME projects (documented in our 2019 report).
- LIBS hosted the PRME UK and Ireland Chapter Conference in 2021 with the theme 'Crises and the Re-thinking of Responsibility' (documented in our 2022 report and further details are here: [PRME](#)).

- 'Responsibility' forms a core part of programme themes for all undergraduate and postgraduate programmes and is formally assessed as part of our 'Assurance of Learning' assessment (for AACSB accreditation work) (documented in our 2022 report).
- Dr Claire May is elected to the PRME UK and Ireland Chapter Steering Committee (2022) and re-elected for a second term (2026).
- The University commits to becoming a Net Zero institution by 2040, which includes reducing carbon emissions by 60% by 2030 and signs the UN Sustainable Development Goals Accord (documented in our 2022 report).
- Lincoln Business School develop and adopt an ESD strategy to ensure that ESD is demonstrable, systematic and progressive to ensure capacity building for socially responsible business leaders. This is a golden thread and key focus throughout all programmes in the 2026 revalidation of undergraduate programmes (documented in our 2026 report).
- LBS are awarded PRME Champion status in the 2026/2027 cycle (documented in our 2026 report).
- Dr Claire May and Mr David Anderson serve as Steering Committee members on the PRME working group RME in the Classroom (documented in our 2026 report) and as co-leads of a Champion Sub-Project on innovative pedagogy.
- In February 2026 almost 40 staff were awarded a Stage 2 certificate following training on PRME i5 (documented in our 2026 report).

Graduates & Enrollment

2025 Statistics	Number
Graduates	1073
Faculty & Staff at the University	2513
Faculty & Staff at the Institution	198

2025 Statistics	Number
Student Enrollment at the University	17306
Student Enrollment at the Institution	2934
Undergraduate Attendance	1698
Masters-Level Postgraduate Attendance	1141
Doctoral Student Attendance	81
Certificate, Professional Development, or Continuing Education Attendance	14

Degrees Offered

Bachelor Programs

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

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

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



Purpose Q1: Letter of Commitment

As Vice-Chancellor at the University of Lincoln, I am pleased to renew the Lincoln Business School commitment to following the Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share.

Work advancing sustainability and contributing to the SDGs is happening across the University as we work according to our strategic ambition and purpose to generate global impact and to make a positive difference. This past year has seen the ESD leaders group engaged in activities to support staff and increase the visibility and effectiveness of ESD teaching across the curriculum. This has included a special issue of our online journal 'IMPact' entitled 'Education for Sustainable Development in Practice' that showcased examples of sustainability teaching from across the University. Our net zero research is active, with key research centres and groups including the Lincoln Centre for Ecological Justice and the Lincoln Climate Research Group. I am delighted to report that in March 2026, the University was awarded EcoCampus Platinum for its Energy and Environmental Management System (EEMS), managed by the Sustainability Team.

The Lincoln Business School achieved PRME Champion Status in early 2026, testifying to their commitment and leadership in this area. The School has representatives in the *RME in the Classroom* PRME Working Group Steering Committee, the PRME UK and Ireland Chapter Steering Committee and the PRME lead was a co-recipient of the 2026 PRME Education Award for Educational Development. This year the School has developed and refined their ESD strategy to ensure that it is demonstrable, systematic and progressive and are working to implement this following programme revalidations.

University of Lincoln Brayford Pool Lincoln LN6 7TS United Kingdom
www.lincoln.ac.uk

As I wrote last year, PRME remains a core commitment for Lincoln Business School, and this will continue to shape priorities and strategy moving forward.

A handwritten signature in black ink that reads "Neal Juster". The signature is written in a cursive style with a long horizontal stroke extending to the right.

Professor Neal Juster, Vice-Chancellor, University of Lincoln

September 2026

University of Lincoln Brayford Pool Lincoln LN6 7TS United Kingdom
www.lincoln.ac.uk

Definition of Purpose

To act as a catalyst for positive societal and environmental impact, we must ensure scrutiny of what and how we teach to provide students with the knowledge, skills, attitudes and behaviours required to walk this path; this critical perspective requires us to reflect on who we are as a 'responsible' business school and creates our purpose.

Institutional Engagement

76% - 100% of faculty at Lincoln Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Purpose - Continuing the Story: Key Achievements in 2025 - 2026

We are delighted to share the below achievements in 2025 - 2026 that contribute to evidence of our 'purpose' as a responsible business school:

1. We have developed a new ESD Strategy for the School. The strategy builds on our previous work, is clear in intent, progressive and meaningful. We considered why it is necessary, both in the context of the scientific backdrop and the wider HE sector, as well being mission-led and aligned with institutional priorities. We provide a framework for an ESD pathway within the school. Whilst initially this is set out for undergraduate programmes, the general principles and structure should in time be equally applied for postgraduate. We have considered implementation of the strategy from the perspective of linking to the wider resources/frameworks for ESD within the sector, plans for staff development, resource implications, measures of success, governance and potential future steps.
2. In January 2026, Lincoln Business School were named PRME Champions for the 2026 - 2027 cohort. We are leading a sub-group Champion project as part of our work with the PRME Champions.
3. Two faculty members have been appointed to the PRME Working Group 'RME in the Classroom' Steering Committee.
4. In February 2026 almost 40 staff were awarded a Stage 2 certificate following training on PRME i5 (documented in our 2026 report).

Purpose - Continuing the Story: UNESCO Chair Responsible Foresight for Sustainable Development

As previously reported, the UNESCO Chair on Responsible Foresight for Sustainable Development was established at Lincoln International Business School in January 2019. The Chair promotes research and education on responsible foresight for sustainable development. The main activities are in partnerships with universities and NGOs in the Global South. The Chair is part of a network of UNESCO Chairs in the field of Futures Studies. In the year 2025 - 2026 a range of research and capacity building programmes have been established, this work spans a range of PRME principles. Examples from these are described below, as well as in further detail under specific PRME principles.

[UNESCO Chair | Lincoln International Business School | University of Lincoln](#)

1. Bi-monthly "Responsible Futures" Workshop

As reported in our previous SIPS, the Responsible Futures programme is ongoing. The bi-monthly Responsible Futures workshop continues to serve as a global platform for knowledge exchange and collaborative foresight practice. It brings together academics, foresight professionals, practitioners, and policy makers from around the world, engaging a network of more than 150 regular participants. The programme strengthens international partnerships and contributes to the advancement of responsible foresight methodologies.

2. Publication: "Towards Principles of Responsible Futures"

The edited volume '*Towards Principles of Responsible Futures*', led by Professor Ted Fuller and colleagues, is now in publication and available for pre-order through Routledge and Amazon. This book represents a major scholarly output of the Responsible Futures Programme and consolidates emerging principles, practices, and debates in responsible foresight. <https://www.routledge.com/Towards-Principles-for-Responsible-Futures/Fuller-Roubelat-Marchais-Roubelat-Ward-Heraclide/p/book/9781032732411>

3. DSTL Presentation on Ethics and Responsibility

Professor Ted Fuller delivered an online presentation to staff at the Defence Science and Technology Laboratory (DSTL) across the UK in early 2026. The session, titled '*Thoughtfulness about ethics and responsibility as a responsible futures approach*', attracted over 40 participants and was positively received. It contributed to strengthening the dialogue between responsible foresight and defence-related research communities.

4. UNESCO Headquarters Event, Paris

During World Futures Day in December 2025, Professor Ted Fuller co-led a high-profile event at UNESCO Headquarters in Paris alongside Professor Roubelat, UNESCO Chairholder at the University of Poitiers. The event significantly raised Lincoln's international visibility and initiated discussions with UNESCO's Futures Literacy and Foresight Unit on expanding the global uptake of Responsible Foresight across member states.

5. Case Study Presentation: Women Technology Start-ups in the Philippines

Mrs Magda Read, UNESCO Chair Coordinator, presented her case study on Developing Women Entrepreneurs through Leadership Development at the July 2026 UK UNESCO Chair Conference. The project supports women in launching technology-related enterprises and developing leadership capabilities essential for business sustainability. The initiative contributes to multiple SDGs, including SDG 5, SDG 4, SDG 17, SDG 12, SDG 8, and SDG 2.

6. Policy Brief Development with UPOU

Mrs Magda Read is collaborating with the University of the Philippines Open University to produce three policy briefs addressing:

- Women technology start-ups and their role in reducing food waste in the Ilocos Region;
- The importance of enabling regional government departments to adapt national policies to local needs;
- Regulatory barriers hindering the growth of women-led technology enterprises.

These briefs are intended for key government agencies in the Ilocos Region, including the Department of Trade and Industry (DTI), Department of Science and Technology (DoST), Department of Agriculture (DA), and the Technical Education and Skills Development Authority (TESDA).

7. Futuring Skills, Gender Inequality and Women's Entrepreneurship Projects

Professor Nadia Gulko's work on several projects are discussed in further detail under the Research Principle: Futuring Skills Development Sustainability, Responsible Management, and Innovation; The Student Aspirations Gap, Gender Inequality, and Reality in Sustainability Careers: Practice-based Research and Interventions; TransformHER: Advancing Women's Entrepreneurship In Higher Education Through Creativity And Innovation.

8. Food Security Research Project

Dr Lilian Korir and an international research team, working with the UNESCO Chairholder, are progressing a BA-funded project on food security. The project is currently at the publication and impact assessment stage, contributing to global debates on sustainable food systems.

9. Integration of Futures Literacy into the Undergraduate Curriculum

Futures Literacy is being embedded across the undergraduate curriculum through the ESD Strategy previously mentioned. Futures Literacy will be taught across core modules from Year 1 to Year 3, with the strategy already approved and shaping module content. Expansion to postgraduate (M-level) provision is planned. This initiative strengthens Lincoln's leadership in Futures Literacy education.

10. Engagement with UK National Commission for UNESCO (UKNC)

The Chairholder has contributed to UKNC discussions on the added value of UNESCO Chairs to UK government priorities and served on the UKNC panel evaluating new UNESCO Chair proposals from UK universities. This engagement reinforces Lincoln's national role in shaping UNESCO-aligned research and capacity-building agendas.

11. Support for the Launch of the Lincoln UNESCO Chair on Arts-based Peacebuilding

The team has been working closely with Professor Ananda Breed to support the launch of the Lincoln UNESCO Chair on Arts-based Methods for Peacebuilding with and for Children and Young People. As part of the launch, a workshop on peace and futures—drawing inspiration from Dr April Ward, a member of the UNESCO Chair and former PhD student—will be delivered to strengthen interdisciplinary collaboration between peacebuilding and foresight.

12. International Responsible Leadership Membership

Mrs Magda Read has joined the International Responsible Leadership organisation as a member, representing the UNESCO Chair. The UN endorsed International Responsible Leadership (IRL) organisation is a not-for-profit body registered with Companies House in the UK. It defined responsible leadership as being those who treat stakeholders with integrity to ensure issues of sustainability, ethics and the wider public interest are addressed. Its projected strapline is 'Responsible leadership for a sustainable future'. One aim of the institute is to further leadership integrity resonant with Corporate Social Responsibility.



Values

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



How We Define Values

In an increasingly competitive, complex and challenging external environment, maintaining the position of having organisational responsibility and accountability to society and the planet at the core of what we do is extremely challenging. However, having this commitment as a foundational value enables us to embed it throughout our strategy and scrutinise our approaches.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office

Student Voices

The following narrative demonstrates how Lincoln Business School has influenced students' academic journey and personal growth.

Student Voices

Testimony from Harper regarding her Sustainability and Responsibility in Marketing Module

The module of Sustainability & Responsibility in Marketing (MKT9122) has fundamentally transformed my academic approach and personal self-awareness. Academically, I used to think marketing was just about selling things, but now I see how it can deeply hurt or help society, from fueling big health crises like diabetes to pushing fake promises through shallow PR. On a personal level, the module worked like a mirror. It helped me understand how media shapes our daily lives, making me realize how gender roles hurt young girls I met back in Vietnam and even how ads quietly formed my own hidden biases on dating apps. Because of this course, I have grown into a much more critical thinker who wants to use marketing for real, honest good rather than just making empty claims.

Testimony from Amelia regarding her Change and Global Tourism Management Module

During the second year of my degree in International Tourism Management, my engagement and enthusiasm for opportunities and growth in the industry increased significantly. This passion emerged from my experience of TOU2237 'Change and Global Tourism Management'. The module assignment required me to 'Rethink and Remake' the tourism agenda, which I had recently experienced in Zakynthos.

I took inspiration from my own observations during my time on the island as well as a variety of other sources to identify a critical issue – overtourism. The development of my suggested solutions relied on an understanding of SDGs and the academic theories delivered to me on the TOU2237 curriculum. I was particularly engaged by this module as its impact was not limited to one assignment submission. Instead, a series of discussions and collaborations added depth and criticality to my research. Working cooperatively with BA Product Design students offered perspectives from other disciplines than my own and inspired a more creative approach to my work. The presentation to unfamiliar students allowed me to strengthen my public speaking and audience engagement.

I feel incredibly grateful that the opportunities for personal growth and academic development are not only limited to the classroom. The Carbon Footprint Training incentivised me to review and adapt my own sustainability habits alongside recognising larger scale issues.

I continue to see the impact of this module; my work was submitted to the Tourism Management Institute and although I was unsuccessful with the award, the feedback provided felt positive and encouraging for future projects.

Responsible Management Education has transformed my academic direction as an undergraduate and has presented me with opportunities crucial to reaching my full potential whilst at The University of Lincoln.

Testimony from Miriam regarding her Inner Development and Global Mindset Module

During my academic year at the University of Lincoln, I participated in the module entitled TOU9166 / TOU9181 Inner Development and Global Mindset. Through this course, we discussed in depth the Sustainable Development Goals with a focus on the Inner Development Goals. This module provided me with opportunities to better understand how I can purposefully contribute to accomplishing the SDGs through careful personal reflection and classroom collaboration. As part of the module, I had the opportunity to visit Green Synergy, a community gardening and horticulture charity. Here, I was able to see how various events and volunteering opportunities bring communities together and foster improvement for individual mental and physical wellbeing. Green Synergy is an incredible example of how the IDGs and SDGs can harmoniously work together: developing ourselves through personal growth by way of impactful environmental change and societal growth.

During my studies, I also had the opportunity to speak at the Sustainability in Education Conference held at the UoL, alongside Dr. Georgiana Els and another four students in my wider group, as well as write a sole authorship article for a special issue of the IMPact Journal, both reflecting upon my personal growth and how these goals impacted my journey. As a result of these opportunities, I came to several realizations that have guided me since then. We can work towards collaboration and resilience in times of difficulty. We can cultivate connection by enacting personal change through improved self-reflection. We can align ourselves with others focused on similar core values and principles and desire to make a change in society. We can look for opportunities that contribute to sustainability and dedicate our time to them. Ultimately, I discovered that there is a profound connection between my inner transformation found through developing the skills and attributes within the IDGs, and the world around me, specifically the idea of sustainability. In order for one to occur, I need to work on the other.

Upon completion of my program, I have been in an environment with new individuals, diverse perspectives, and new challenges where I must take on new responsibilities. These new surroundings are an important place where I can encounter ways to incorporate the IDG framework. In order for there to be meaningful external change, there must first be internal growth. I know that as I continue to work and improve myself by developing the numerous skills and qualities as stated in the Inner Development Goals framework and applying what I learned through my academic journey at the UoL, I will be able to work towards making a difference in the world around me and help achieve the Sustainable Development Goals. My time at the University of Lincoln and the T0U9166 / T0U9181 module have helped me apply the SDG / IDG mindset in my daily life and professional work.

Testimony from Kyle regarding his Design Thinking for Innovation Module

My experience of the Design Thinking for Innovation module was one that challenged me to think in ways I had not previously considered. Rather than approaching a consulting issue from a simple "for or against" perspective, the module encouraged a holistic approach to problem-solving. This enabled me to develop a deeper understanding of the bigger picture, considering how each element of a proposed solution works together to address a given problem. It also highlighted the importance of evaluating how individual decisions can affect different areas of an organisation and the wider business environment.

Combined with the group-work aspect of the coursework, the module provided significant opportunities to develop key transferable skills such as communication, collaboration, critical thinking, and problem-solving. These skills are highly valuable and can be applied effectively in both professional and personal contexts beyond university.

The emphasis on holistic thinking also creates opportunities to engage with conversations surrounding the Sustainable Development Goals (SDGs). The consulting challenges presented throughout the module are based on real-world issues provided by industry professionals from large, internationally operating organisations. These professionals must consider the implications of their decisions in relation to sustainability and wider societal impacts, which encourages students to adopt a similar mindset.

As a result, students are required to consider how their recommendations may influence an organisation's contribution towards the SDGs while balancing commercial objectives and stakeholder needs. This process encourages the development of solutions that are not only viable and innovative but also socially and environmentally responsible.

Furthermore, the collaborative nature of the module enables students to appreciate how deeply interconnected the SDGs are with modern business practice. Through discussion, teamwork, and engagement with real-world challenges, students gain a greater understanding of the role sustainability plays in organisational decision-making and the impact it can have on reputation, long-term success, and wider society. The module therefore provides a valuable platform for raising awareness of the SDGs and encouraging students to consider their importance when developing business solutions.

Testimony from Lina Marie regarding her Design Thinking for Innovation Module

The Design Thinking for Innovation module particularly showed me how innovative methods can be used to tackle real-world social and economic challenges. I found the strong user-centred approach particularly helpful, for example through the use of empathy maps, as well as working with prototypes and feedback loops.

It was especially valuable for me to apply these methods directly to a real-world case study. This gave the task a much stronger practical focus and I was more motivated to engage deeply with the problem, carry out research and develop solutions that could realistically work in practice.

Above all, the module fostered a deeper understanding of how structured innovation processes can help to develop solutions that are both sustainable in the long term and economically viable.

Student Awareness

76% - 100% of students at Lincoln Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100%

of students at Lincoln Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

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

Celebrating Values - Formally and Informally

Lincoln Business School celebrates its values in relation to PRME in several ways, both formally in informally. It is embedded into the curriculum via our 'Assurance of Learning' assessment, added to every module guide, made an explicit focus in dissertations and this is strengthened at revalidation events. Many staff are active in research linked to PRME. The Sustainability Oversight Committee and School Management Group ensure delivery of these formal activities. Informally, colleague discussion and co-curricular activities go beyond the classroom.

Values - Celebrating Ramadan

Narrative by Dr Erkan Demirbas - Senior Lecturer

Over the past four years, I have organised Ramadan dinners (iftars) and Ramadan celebrations in collaboration with colleagues from the Economics, Finance and Accounting department within the Business School. These events were organised collectively, with colleagues preparing food individually and bringing it from home to share with others.

The celebrations brought together academic and non-academic staff and family members from a wide range of cultural and religious backgrounds, not only those from an Islamic background. This created an inclusive opportunity for colleagues and their families to come together, share food, learn from one another, and celebrate an important cultural and religious occasion.

The events received very positive feedback from participants and have continued annually for four years. Reflecting on this experience, I see it as a valuable example of how informal social activities can strengthen collegial relationships and support a sense of belonging. More importantly, they create opportunities for staff from diverse backgrounds to connect beyond their day-to-day professional roles.

Values - JEDI Committee

Narrative by Dr Mahdieh Zeinali, Senior Lecturer

The Lincoln Business School (LBS) Justice, Equality, Diversity and Inclusion (JEDI) Committee provides a collaborative forum for embedding equality, diversity, inclusion and social responsibility across teaching, student experience and research. During 2025 - 2026, committee membership was widened across the School to strengthen representation from different subject areas and student groups and to connect JEDI more closely with teaching and learning, wellbeing, belonging and research culture.

A key priority during 2025 - 26 in relation to teaching was creating meaningful opportunities for staff–student dialogue and participation. The International Women’s Day event, *Accelerating Action for Gender Equality*, brought together staff and UG, PGT and PGR students from across CoASSH, with students representing over 60% of attendees, which represented our strongest student participation in a JEDI event at that point. Organised and chaired by LBS JEDI, the event celebrated women’s achievements and created space for discussion around gender equality. The LBS Spring Education and Wellbeing event responded directly to student feedback and NSS priorities around wellbeing, belonging, inclusion and access to support, bringing together approximately 300 staff and students. Students shared their lived experiences, including those relating to reasonable adjustments and transition into the workplace, while colleagues from Careers & Employability and an external speaker from the Lincolnshire Police and Crime Commissioner provided further support and engagement around the workplace, as well as broader wellbeing-related issues. Equipment purchased for the event through Teaching and Learning Innovation funding was subsequently made available across the School for teaching, open days and other student-facing activities, supporting more relaxed and inclusive spaces for dialogue. Learning from the initiative was shared through the University Teaching and Learning Showcase and a CES case study.

JEDI activity also extended into research culture and the wider REF research environment. LBS collaborated with the School of Law, Politics and Society to organise the *Minoritised Scholars in Research – Barriers & Support* workshop, creating space to discuss structural barriers and approaches to developing a more equitable and inclusive research culture. At a CoASSH event on decolonising research, Dr Mahdieh Zeinali from LBS was invited to share how she embeds decolonisation and JEDI principles within her research. Drawing on her research with migrant women entrepreneurs, she demonstrated how intersectionality informed her approach to decolonising her research and contributed to wider discussions around inclusive research practice, research culture and the REF environment.

Continue telling your story

Values - Continuing the Story: 'Role Model in Lifelong Learning' Award

In September 2025, Mrs Natascha Mcveigh was recognised for her lifelong contribution to teaching and learning at a prestigious awards event in her native Germany. Natascha was presented with the 'Role Model in Lifelong Learning' Award in the category of Pathway Qualifications.

The ceremony was hosted by the German Federal President, Frank-Walter Steinmeier, and attended by around 300 guests including leading politicians, the German First Lady Elke Bündenbender, and industry leaders from across the country.

Natascha said of her award:

"This award means a lot to me and is a reminder of the power of resilience and education, and I hope it inspires others to keep pursuing knowledge and opportunities no matter the challenges they face.

I believe in the principle that learning is power, and that people can achieve great things in education with the right support and options available to them.

I have always wanted to make a positive difference in people's lives, and I am grateful that I have the opportunity to do so every day at the University of Lincoln."



Teach

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



How We Define Teach

Our 'Assurance of Learning' framework requires all students to be assessed on core competencies related to 'responsibility': ethical commitment, social responsibility and citizenship, and sustainability commitment. This ensures students are taught and assessed on responsible management concepts and practices, hence they are embedded into our curriculum and pedagogy with a commitment to drive continuous improvement.

Courses that support RME

Lincoln Business School reports 18 courses in 2025 that support responsible management education and sustainable development goals.

Operations Management | BUS2141

As a potential future Operations Manager, commissioned with designing, operating, and improving the processes by which an organisation, or part of it, delivers its desired output, students will need to acquire a range of tools to help them understand the options available to them and how to implement them. Within that range, students will need techniques and methods to help them think in a structured way, to solve problems, and to think across systems' boundaries and across time. We generally teach such tools in a relatively discreet way, i.e., as if you can make decisions about each aspect of a process in isolation from the others. However, in practice, any decision made about one aspect of the process you are designing and managing will have knock-on effects on other parts of the operation or business. The key operational skill is to be able to understand those effects and make better-informed decisions that achieve a satisfactory outcome across all aspects of the process. Therefore, the focus is not to achieve operational improvements through local optimisation, but to strive for a more effective and efficient global performance, by thinking in local continuous improvements and comprehensive strategic changes, simultaneously. Successful supply chains exemplify the spirit of this kind of design, implementation, and execution.

Module Lead: Dr Sadiq Olusegun Sadiq

This module follows a Challenge-Based Learning (CBL) approach to provide students with real-world experiences of what it means to work in an operations management environment. The aim is to experience, in a safe learning environment, moments of success and satisfaction, but also when things are not going as desired. In 2025 -2026 the module has improved the Challenge-Based learning aspect, by providing students the opportunity to develop a prototype of their solution to the problem.

Students learn concepts, frameworks and learn directly from the organisations themselves in this challenge-based learning. Students gain team-working skills, leadership skills and critical thinking skills. Students learn from the CEO or company representatives about the day to day running of the

business, including sustainability and challenges faced and how they can resolve issues by using concepts, tools and frameworks that have been introduced during the lectures and seminars. Students also benefit from potential placement opportunities.



Critical and Intersecting Issues in Sports Management | SBM3009

Module Lead: Professor Hanya Pielichaty

This module critically examines international contemporary sports business management issues and how these relate to wider socio-cultural issues. Developing an understanding of the colonial power matrix provides the opportunity for students to reveal how colonial practices have shaped current issues present within sports business. The module challenges the separatist and reductionist approach to examining contemporary sociological, economic and political sports business issues and presents themed and intersectional learning opportunities. This module encourages students to take an original and active role in their own learning in order to unpack and resist normative ways to view sports business management.

Students are asked to make personal reflections on how their own position, values and background have influenced their understanding and knowledge on the module, to consider what key things about the sports management industry they have learnt and why have they been important to them as individuals. Students are asked to think how they would like the future of sports management to 'look', how they would reimagine it and why.



Geopolitics and Business | BUS3583

Module Lead: Dr Laura McQuade

Geo-politics is not a new concept; however, recent global events have connected the international landscape further. This module, enables learners to explore, debate and critically analyse how geo-politics help decision-makers broaden their horizons, enrich their strategies and enable them to become inclusive and forward-thinking organisations. Students will consider how geo-politics have developed from global history and how it has evolved by integrating thinking with a global perspective, enabling learners to develop understanding of what it means to be a worker in a borderless world. This

enables students to consider what future skills are required to exist and succeed. While assessing business risks and opportunities through geopolitical dynamics students evaluated ethical considerations at local, national and global levels.

Students are encouraged to take ownership of their own learning through Self regulation strategy development to be self directed in their learning. They are also encouraged to access previous pedagogical experiences to help accelerate learning in higher education. The impacts of this is that students are able to indicate in discussions, how they can access the higher level grades.



Global Leadership | MGT3039

Module Lead: Mrs Magda Read

Global leadership competence such as cultural awareness, intercultural communications, strategic thinking and global mindset are highly valuable skills in today's competitive workforce.

The Global Leadership module gives students a real-world context through which to explore leadership in global setting. It also allows them to recognise, reflect, and articulate the important academic and personal development gained from the module to enhance employability skills.

Students gain better understanding of how to effectively lead globally by exploring the different leadership theories and approaches relevant to global leadership such as sustainable leadership, social change model of leadership, and ethical leadership. They also gain insight on how culture affects one's leadership style.

This module enables students to develop a deeper understanding of what it means to lead effectively in international and cross cultural contexts. Throughout the module, students engage with a range of leadership theories and approaches relevant to global practice, including sustainable leadership, the Social Change Model of Leadership, and ethical leadership. These frameworks help students appreciate the complexities of leading responsibly in diverse environments and equip them with conceptual tools to navigate global challenges.

A dedicated lecture on Sustainable Leadership introduces students to the core principles of the

concept, exploring its relevance for contemporary leaders, and examines the capabilities required to enact sustainable leadership in practice. This session encourages students to reflect critically on how long term thinking, stakeholder engagement, and responsible decision making shape leadership effectiveness on a global scale.

During one of the seminar sessions, students apply these ideas through guided activities and discussions, enabling them to connect theoretical insights with practical leadership behaviours. This combination of conceptual learning and experiential engagement supports students in developing a more holistic understanding of global leadership and its implications for their future professional practice.



Teams and Leadership | BUS9728

Module Lead: Mrs Magda Read

This module contributes to the United Nations' Principles for Responsible Management Education initiative by developing the capabilities of students to be future generators of sustainable value for business and society. For example, it incorporates the values of Diversity, Equity and Inclusion, ethical work and responsible decision making. The module also contributes to PRME Principle 3 – Method by enabling effective learning experiences for responsible leadership.

The module has also been mapped to Green Project Management Sustainability Core Competences, specifically emphasising its focus on ethical leadership, dignity, collaboration and stakeholder engagement.

From a decolonisation perspective, this module expects from students to critically reflect on the themes and issues considered as part of the versatile and varied syllabus, also in application to operating in multi-cultural and multi-faith environments, virtual global teams and practical situations with multiple stakeholder worldviews and objectives. The module takes into account decoloniality by including various perspectives that have often been marginalised and overlooked in this subject area, thus equipping students with the skills and knowledge that they will need to work in a global organisation.

The Teams and Leadership module is designed to develop students' understanding of how high performing teams are created and sustained. Central to the module is the practical application of leadership, followership, and teamwork skills, which students cultivate through participation in a business consultancy project. Working in teams on a defined project brief enables students to practise these skills in a supportive environment while engaging with a range of stakeholders. This experiential approach encourages students to draw meaningful connections between theoretical perspectives on leadership and the lived dynamics of individual and group behaviour.



Tourism Events and Social Justice | TOU3126

Module Lead: Dr Agnieszka Rydzik

This module is inscribed within the principles of social justice, critical tourism and events studies and responsible management, and underpinned by a range of concepts drawn from sociology. This module focuses on developing critical, reflexive and ethical future leaders and industry professionals. It actively engages students in critical reflection, research and dialogue, identifying critical issues in the contemporary tourism and events industry as well as seeking solutions to overcome marginalisation and inequalities, and make tourism and events workplaces and experiences more inclusive.

The module features as a good practice case study on the University of Lincoln Centre for Education and Students website: <https://ces.blogs.lincoln.ac.uk/case-study/case-study-the-importance-of-bringing-social-justice-approaches-to-our-pedagogical-practice/>

Student work is featured on the website: <https://www.travel-conference.co.uk>

Through the module, students explore critical issues related to tourism and events participation (taking into consideration gender, race, age, disability), employment and workplace experiences. Students are introduced to and actively engage with research on tourism and events (in)equalities from both the consumer and worker perspectives.



Futurology In Tourism, Events and Sports Business | TOU3122

Module Lead: Dr Claudia Sima

Futurology or futures studies, futures research, or futurism is the systematic, interdisciplinary, and holistic study of social and technological advancement, and other environmental trends, often for the purpose of exploring how people will live and work in the future. In a changing world and industry, highly vulnerable to outbreaks, climate change, political and social unrest, and other highly damaging disruptors, studying the potential futures of tourism, events and sports business management is important. The purpose of the module is to introduce students to tools and approaches related to the study of tourism, events, and sports futures such as scenario planning.

Applying scenario and forecasting approaches, students learn how to analyse a range of different case studies, using principles of responsible management education, and subsequently design future-orientated strategies for a more sustainable future.

Students acquire critical skills when it comes to technological change in workplaces that allow the students to reflect on both positive and negative impacts, and ask critical questions that address the ethical dimensions in relation to technological transformation in workplaces, and how to bring in technologies that support rather than replace workers.

A number of sessions are research-based sessions where materials developed from research are used with students to develop their critical thinking and analysis skills. Examples of materials:

Rydzik, A. (2026) Technological change with workers in mind: A toolkit for employers, University of Lincoln, <https://hospitalityfutures.co.uk/wp-content/uploads/2026/02/Technological-change-with-workers-in-mind-A-Toolkit-for-Employers.pdf>

Rydzik, A. (2026) Technological change with workers in mind: Checklist for hospitality workers experiencing technological change in their workplaces, University of Lincoln, <https://hospitalityfutures.co.uk/wp-content/uploads/2026/02/Technological-change-with-workers-in-mind-A-Checklist-for-Workers.pdf>



Contemporary Issues in Visitor Economy | TOU9170

Module Lead: Dr Samira Zare

This module is a strong example of how students contribute to and advance RME through in-class discussions and debates. Students address contemporary sustainable development challenges through the topics they select in this module.

Sustainability, responsibility and ethics are integral to the module's learning outcomes, teaching content and learning activities. Students critically examine the reciprocal relationship between the visitor economy and its wider political, economic, social, technological and environmental contexts.

Environmental sustainability is addressed through topics such as sustainable development, climate change, environmental injustice, overcrowding and over-tourism. Social responsibility and ethics are explored through human rights, social and mobility injustice, labour rights and exploitation, and the development of inclusive and accessible visitor experiences. The module also considers emerging ethical and managerial challenges associated with artificial intelligence, digitalisation, automation and the changing nature of work. Guest researchers' presentations on contemporary research topics during the module's seminars have been repeatedly highlighted as a unique strength in student evaluations of the module.

For their assessments, students select a contemporary issue in the visitor economy and evaluate how businesses, policymakers, destination organisations and other stakeholders respond to it. They are required to question established practices and formulate comprehensive, responsible and sustainable approaches that create value for all stakeholders.



Change and Global Tourism Management | TOU2237

Module Lead: Dr Georgiana Els

The tourism industry has seen unprecedented disruption during the recent pandemic. A high number of disruptive events are reshaping it such as health crisis, war, resource management issues, an energy crisis, climate change, disruption to global distribution chains, disruption in international travel

and tourism, and other critical issues are impacting the tourism industry. Decades of continuous growth were replaced by sharp decline in tourist numbers and sharp profit losses across its various segments. The domestic and international tourism markets and stakeholders were impacted equally. This reminded the world that the tourism industry is highly globalised and highly vulnerable to health risks, political and social instability, climate change and resource depletion. The negative impacts of the industry on the world became the subject of intense critique as well.

A call to action and a need to “Rethink and remake tourism” is now dominating tourism discourses and students are encouraged to take part in the debates. This module addresses these issues with the help of relevant theories, industry guest speakers and fieldwork.

As part of this module a day challenge in collaboration with the same level students (Y2) in BA Product Design was organised. The groups of students had to respond to similar challenges as part of their modules with specifics for their areas by actively engaging with SDGs challenges with the aim of connecting teams of students from the two groups to respond to societal challenges as highlighted in the modules.

Some of the students have attended a full day training obtaining Carbon Literate Certificates (and some have become trainers themselves).

Please refer also the the Student Voices Testimony (Under 'Values').



Inner Development and Global Mindset | TOU9166, TOU9181

Module Lead: Dr Georgiana Els

This module aims at crafting and sharing a strong narrative with student learners by fostering critical thinking that focuses on the significance and impact of personal inner development for sustainable outer change. Based on the four pillars of learning (Delors, 1996) the purpose of the module is to ignite an on-going personal capacity building process in the learner that compliments technical or subject-specific learning, evidenced by changes in thought and action (UN SDGs).

The module is mapped on the Inner Development Goals (IDGs) framework of transformative skills for sustainable development. This module develops key competencies for the 21st century.

The module is delivered using a group learning approach based on the Finnish Tiimiakatemia model and in line with Delors' competence 'Learning to Learn'. For many this model of self-determined

learning presents a distinct challenge as it encourages a departure from traditional pedagogic delivery. The module's ambition is to shift the dynamics of the traditional classroom and unlock creativity and innovation by wondering together and thinking out loud.

This module has been running in various formats from 2019 and while interrupted as part of the postgraduate portfolio review, the module was redesigned to suit the new revalidated BSc International Tourism Management programme. The module was Commended in the UG revalidation event and documentation (April 2026) as a model of good practice.

From feedback, students strongly agree that the taught model is transformative and not only supports their development but has a positive impact on others and society at large.

One student has published in the recent Special Issues on Sustainability IMPact Journal based on the module experience: Bennett, Miriam (2026). Inner Growth to Global Impact: How Learning Through the Inner Development Goals Supports the Achievement of the Sustainable Development Goals, IMPACT 2026 E-Journal of Higher Education Research, 9(4).



Advanced Management Accountancy | ACC3163

Module Lead: Professor Nadia Gulko

The purpose of this module is to provide students with a solid technical and critical understanding of the key management accountancy techniques and issues that relate to managerial decision-making. The module aims to provide the competencies needed to plan and control to support the implementation of the organisation's strategies and decision-making. This module helps students develop abilities to critically evaluate, interpret and discuss management accounting issues. This module covers environmental management accounting, pricing strategies, total quality management, investment decision-making and the risks associated with such decisions.

This module reinforces the importance of an ethical, responsible and professional approach. It is designed to give students background knowledge and relevant skills of real world management accountants and sustainability professionals.



Business Technology and Transformation | BUS9729

Module Lead: Dr Sadiq Olusegun Sadiq

Disruptive technologies are pivotal in driving modern business success and transformation, particularly with the emergence of Industry 5.0. The ubiquity of artificial intelligence (AI), big data and process mining has revolutionised how organisations operate, enabling the automation of complex processes and the extraction of valuable insights from vast datasets. Nowadays, these technologies drive operational excellence by streamlining workflows and reducing errors, while also enhancing customer satisfaction through personalised experiences and faster service delivery. The automation of business processes ensures speed and agility, allowing companies to quickly adapt to market changes, build resilience and stay competitive. Ultimately, the integration of these disruptive technologies aims to achieve a harmonious balance of efficiency, responsiveness and innovation in the business landscape.

This module explores the intersection of business analysis and technology transformation, focusing in particular on how organisations can leverage IT to create value to their customers and achieve business success. It allows the students to learn by concocting digital transformation strategies and by experimenting with the key digital capabilities. The main topics addressing the technology aspect include enterprise architecture, data management, IT strategy and Industry 5.0 technologies. Students will learn to analyse and improve business processes, plan IT-empowered business change and implement innovative solutions through authentic practical exercises and case studies. Covering areas as diverse as data warehousing, business intelligence, ERP systems and business process re-engineering, the module equips students with the skills to propose, evaluate and implement technological solutions.

Through interactive seminars and group exercises, students will apply theoretical concepts to real-world scenarios, preparing them for the challenges of modern business environments. The module emphasises the practical application of concepts, encouraging students to engage in hands-on activities and collaborative projects. By the end of the module, students will be well-positioned to navigate the complexities of business technology and transformation, making strategic recommendations that drive organisational growth and efficiency.



Innovation, Creativity and Change | MGT2035

Module Lead: Mr David Anderson

The module develops skills of innovation, creativity and critical inquiry through a student led project which focuses on an ongoing business problem. Through the inquiry project the module seeks to examine the everyday practical challenges of being innovative and creative in the workplace.

The assessment for this module is SDG-focused, developing awareness of the SDGs and related wicked problems. Students investigate a select SDG in depth and explore practical solutions that organisations are using to address the issue.



Business Law, Governance and Ethics | ACC1003

The aim of this module is to introduce the students to the legal, ethical, and governance systems that regulate business in the United Kingdom and with its trading partners and allies.

A working knowledge of law, regulation, and governance is essential in order to make any business and its management a success. Students have the opportunity to learn by inquiry into the major issues in corporate governance and law through lectures and by investigating and discussing them in seminars. Introduction to the black letter company law and application to everyday legal matters in business can give students an insight into how the law works and its role in decision making in business. This module also contributes towards exemptions from the professional accounting bodies including CIMA, ACCA, and ICAEW.

This module reinforces the importance of an ethical and professional approach and is helpful for students who are pursuing a career in the accountancy and finance sectors. It is designed to give students background technical knowledge and relevant skills of real world management accountants, which is useful from an employability perspective.



Human Resource Management - Professional Impact | HRW3001

Module Lead: Mrs Judith Davids

This module explores and critically analyses the impact that HRM and HR professionals have on the organisation in the pursuit and achievement of its goals. Its aim is to develop in the student a clear understanding of the impact that HRM can have, emphasising the importance of the skills, knowledge, and behaviours of HR practitioners in developing effective, credible relationships across the organisation, which contribute to a healthy, thriving workplace. The module encourages critical thinking around the issues of ethical management, personal behaviours, and the value of collaboration. It also requires students to contextualise their academic discussion with reference to their workplace environment and professional experience.

HRM students are encouraged to take a step back to critically evaluate their role and the degree to which this adds value. This serves to raise their awareness of the skills, knowledge and behaviours required of HR professionals in order to be effective in their roles, which will enable them to develop credible relationships across the organisation, thereby contributing to a healthy, thriving workplace. Importantly, they are required to demonstrate critical thinking around the issues of ethical management, personal behaviours and the value of effective communication and collaboration in order to build credibility, trust and influence within their professional roles.

As part of their assessment, students have the option to make recommendations for improvement within their work environment, thus enabling to apply their learning and make changes within a real-world context.

On completion, students will be able to demonstrate the professionally recognised CIPD Associate-level Knowledge and Behaviours that are mapped against this module.



Design Thinking for Innovation | MGT3288

Module Lead: Dr Christian Sarfo

Innovation is vital to the future of any organisation. Organisations face a challenge to develop new products and services, and the process of innovation (developing new products and services) is difficult to manage. Design thinking is a problem-solving approach that can be used to address a range of issues, including developing new products, services and/or processes. This module is a problem-based module, where students work in teams over the course of the module using design thinking to attempt to address a range of innovation challenges presented to them. The module uses an experiential learning approach where students learn by doing, with teaching used to support

students at key points of the design thinking innovation process. Students enrolled in this module will develop analytical and practical skills to make them competent contributors to innovation initiatives in a corporate environment. Emphasis has been placed on a range of skill areas which employers have indicated graduates need to make a fast and successful start to their careers, in particular in the context of innovation related activities.

This module enables students to create practical impact by applying design thinking to real-world innovation challenges. Through teamwork, prototyping, business case development and professional pitching, students learn how to generate user-centred solutions that are feasible, viable and valuable. In line with PRME, the module encourages students to think critically about how innovation can create sustainable environmental, social and economic value. This supports SDG-aligned learning by helping students connect creativity, commercial awareness and responsible decision-making to challenges faced by organisations, communities and society.

Please refer also the the Student Voices Testimony (Under 'Values').



Strategic Project Management | BUS9730

Module Lead: Dr Muhammad Rafique

The core purpose of this module is to develop the ability of students to align project activity with key organisational strategic goals and conceptualise projects at both tactical and strategic levels by integrating important project governance elements and strategic management processes. One of the unique features of this module is the integration of ethics and sustainability in project management, emphasising the strategic need to manage projects responsibly by considering social, environmental and economic impact and employing ethical decision making throughout the project lifecycle. The module has also been mapped to Green Project Management Sustainability Core Competences, specifically emphasising its focus on ethical leadership, change management and the impact of sustainability.

The module embodies decolonisation by highlighting distinctive global perspectives, encouraging students to contemplate beyond conventional frameworks and consider the role of political, cultural,

social and environmental factors in managerial decision making. Through exploring real business situations and problems from different world regions, students should develop an understanding of inclusive organisational strategies, while addressing local contexts, geopolitics and power dynamics.

The module provides students with an opportunity to develop knowledge and skills across strategic and P3 management: to articulate and execute a suitable organisational strategy and manage any change initiative to effectively deliver complex business solutions or improvements. The key aim of this module is to deepen an understanding of strategic aspects of project management and governance within organisations and develop the ability of students to align change with organisational purpose and strategy. Emphasising the significance of programme and portfolio management as well as project governance and assurance, the designed syllabus will enable students to prioritise and manage often interdependent, multiple projects to accomplish strategic and project objectives.

Furthermore, the module programme aims to enhance skills in benefits management to ensure projects and programmes have correctly determined their outputs and outcomes, and are able to deliver tangible value. The material in this module incorporates best practices from the professional bodies, such as the Association for Project Management, Project Management Institute and Green Project Management – focusing on underlying principles and empirical lessons. The designed syllabus will help students to acquire relevant knowledge and skills to evaluate, select and lead projects strategically, while taking into account the sustainable and ethical principles and values.



Digitalisation, Work and Employment | MGT1534

Module Lead: Dr Willard Nyamubarwa

The module embeds issues of sustainability, responsibility and ethics by treating digitalisation as a power-laden process that redistributes control, risk and value. Ethical scrutiny is directed at the assumptions coded into technology, the opacity of algorithmic systems, and the human costs of continuous measurement. Responsibility is located with platform designers, organisational decision-makers and institutions that lag behind technological change. Social sustainability is assessed primarily through the lens of decent work, precarity and inequality.

By the end of the module, students are expected to recognise that the central question is not merely whether digital technologies make work more efficient, but whether the resulting arrangements are fair, accountable and capable of sustaining dignified livelihoods and social cohesion.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Lincoln Business School.

Teaching Awards - PRME Education Award 2026

Granter: PRME Secretariat

Grantee: Dr Claire May (Lincoln Business School, UK); Dr Laura Steele (Queens Business School, Belfast)

Award Description:

Dr Claire May (Lincoln Business School, UK) and Dr Laura Steele (Queens Business School, Belfast), were co-recipients of the 2026 PRME Education Award: Academic Development for their work: 'PRME Chapter UK and Ireland Innovative Pedagogy Competition: Advancing Responsible Management Education through Academic Development'.

"Established in 2020, the PRME Chapter UK and Ireland Innovative Pedagogy Competition is an annual seed-funding and academic development initiative designed to help educators translate commitments to Responsible Management Education (RME) into innovative teaching practice. The initiative combines seed funding with developmental support, peer review, recognition, dissemination, and the creation of open-access resources, creating a cycle of support - experimentation - recognition - sharing - reinvestment.

As of 2026, the competition has funded 21 innovative projects across the UK and Ireland, spanning approaches including experiential and game-based learning, augmented reality, interdisciplinary education, arts-based pedagogy, student co-creation, and engagement with external organisations. It has attracted 134 applications, while 140 plus prospective applicants have participated in developmental webinars.

A particularly important feature of the initiative is its emphasis on moving beyond individual projects to build a wider community of practice. Previous winners contribute as judges, mentors, and

knowledge-sharers; funded projects generate resources for use and adaptation by other educators; and lessons from across the competition have been synthesised into practical guidance for innovating in RME.

The initiative demonstrates how modest funding, when combined with structured academic development and opportunities for recognition and knowledge sharing, can help turn local teaching experiments into shared RME practice."

Teaching Awards - Educator Partnership Certificate 2025

Granter: AICPA & CIMA

Grantee: Professor Nadia Gulko

Award Description:

Professor Nadia Gulko was awarded the 'Educator Partnership Certificate 2025' by AICPA & CIMA. in recognition of her outstanding service and commitment as Partnership of Distinction being formally designated a CGMA Academic Champion 2025.

Educator Recognition

At Lincoln Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Pedagogical innovation grants
- ❖ Student-nominated teaching awards
- ❖ Annual teaching excellence awards
- ❖ Publication or research support
- ❖ Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at Lincoln Business School support sustainability and responsible management in their classrooms.

Teaching Voices - Director of Teaching and Learning

At Lincoln Business School our strategic teaching approach is grounded in the PRME i5 principles, with sustainability and responsible management forming a cornerstone of our programme design. In 2025, we prepared to revalidate our undergraduate programmes, explicitly embedding the new ESD strategy. Over the past year, we've continued to empower educators through 'good practice' training sessions and delivery of PRME i5 training.

Mr David Anderson, Director of Teaching and Learning

Barriers to Innovative Curriculum

In 2025, Lincoln Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Administrative resistance
- ❖ Budgetary limitations
- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Faculty expertise gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Institutional culture
- ❖ Learning curve for faculty
- ❖ Outdated infrastructure
- ❖ Overloaded faculty
- ❖ Risk aversion
- ❖ Time constraints
- ❖ Scalability issues
- ❖ Collaboration barriers
- ❖ Curriculum inertia
- ❖ Industry misalignment
- ❖ Limited interdisciplinary collaboration
- ❖ Measurement and benchmarking issues
- ❖ Resistance from students
- ❖ Resource allocation challenges
- ❖ Traditional employer expectations
- ❖ Uncertain return on investment
- ❖ Accreditation constraints

Barriers to Innovative Pedagogy

In 2025, Lincoln Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Assessment rigor concerns
- ❖ Classroom infrastructure limitations
- ❖ Change resistance
- ❖ Collaboration barriers
- ❖ Digital divide
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Institutional culture
- ❖ Learning curve for faculty
- ❖ Limited faculty development opportunities
- ❖ Limited interdisciplinary teaching approaches
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Resistance from students
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Technology gaps
- ❖ Time constraints
- ❖ Accreditation limitations
- ❖ Administrative hurdles

Continue telling your story

Teach - Continuing the Story: PRME i5 Training

In February 2026, we were delighted to welcome Chair of the UK and Ireland Chapter Steering Committee, Professor Natascha Radclyffe-Thomas to deliver a training session on PRME i5 in readiness for the revalidation of our undergraduate portfolio. Almost 40 staff were subsequently awarded a Stage 2 certificate.



Teach - Continuing the Story: Co-Production with Students

Dr Georgiana Els has delivered presentations with her students to a variety of audiences, demonstrating the impact of their module learnings: weaving sustainability and inner development for outer change. This included at the 'Sustainability and Social Impact Forum in March 2025, and the University of Lincoln ESD Conference in June 2025.

She has also published a journal article about her teaching experience in the University of Lincoln e-journal *IMPact*, Special Issue 'ESD in Practice':

Els, G. and Mottram, A. (2026) 'Transformative sustainable education: inner development for outer change through student agency: using classroom democratization and a self-directed learning environment', *IMPact*, 9(4). Available at: <https://doi.org/10.82406/02a6-gv50>

Teach - Continuing the Story: SDG 48 Hour Hackathon

As part of the assessment for the BUS9730 module, with Dr Muhammad Rafique, students were required to engage with a 48 hour SDG hackathon.

The hackathon's topic was centred around sustainable project management (e.g. "Sustainable Transformation: A Strategic Change for a Future-Proof Organisation"), expecting a variety of innovative solutions aimed at promoting sustainability and environmental responsibility. Students worked in teams and identified a current, significant problem faced by a real-world organisation and develop a prototype idea of a sustainable solution. Each prototype was presented on a poster and displayed in a poster conference with feedback from peers, academic staff, central sustainability-team staff and the general public.



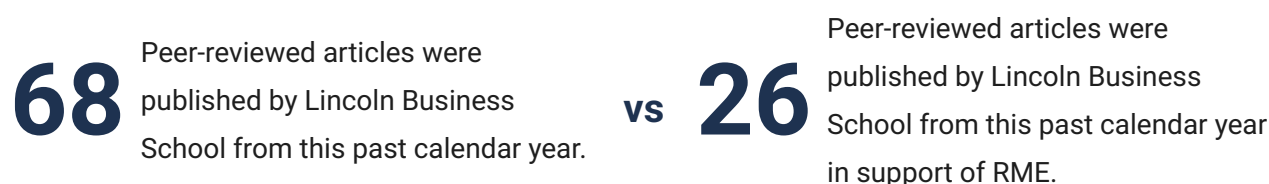
Research

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

How We Define Research

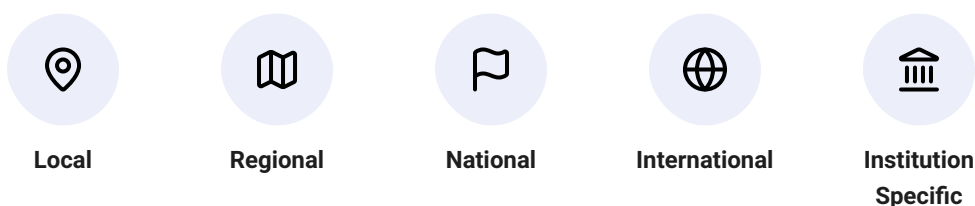
At Lincoln Business School, our aim is to deliver excellent research which benefits businesses and policy-makers while at the same time deepening understanding and informing our teaching. To do so we engage actively with a wide array of collaborative partners drawn from other universities, business, non-profit, government and non-government organisations across the world. Our research engagement and collaboration is both local and global.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Lincoln Business School was awarded funding for research that is:



Socializing Research

In 2025, Lincoln Business School contributed research findings to:

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

Research Projects

In 2025, Lincoln Business School reported 8 research projects that implemented responsible or sustainable activities.

Evolving Worker Agency in the Increasingly Automated and Digitalised Hospitality Workplace

Period Covering: October, 2024 - January, 2026

Department: Tourism

Project Lead: Dr Agnieszka Rydzik, funded by the British Academy

'Reboot: Hospitality Workplaces Navigating Technological Change' is the first large-scale qualitative study to uniquely examine the ways in which UK hospitality workplaces navigate technological transformation.

Funded by the [British Academy](#) and drawing on 65 interviews with hospitality workers, employers and key industry s

The evidence base generated through this study can be used to shape workplace practices, influence public and policy debates, and provide thought leadership on the workforce implications of digital transformation in both hospitality and the wider service sector economy.

Through a range of outputs, the study gives insight into hospitality workers' lived experiences, and provides policy and practice recommendations for anticipating and mitigating technology-related challenges, developing a more collaborative approach to addressing issues emerging from technological acceleration, and embedding technology in more responsible, ethical and worker-considerate ways.

Key findings are presented in this report: [Technological-change-with-workers-in-mind-Key-Findings.pdf](#)



Histories and Futures of Under-Utilised Crops 'Reimagined'

Period Covering: April, 2024 - March, 2026

Department: Management

The availability and utilisation of indigenous crops could improve food security, reduce hunger and support adaptation to climate change. Such crops are nutritious and tend to be more resilient to extremes in climate than what are seen globally as mainstream crops (for example, monocropping maize). While the scientific evidence for this is established, potentially valuable crops remain neglected, and their resource is under-utilised. The purpose of this research is to understand historical social-cultural changes in relation to why indigenous crops became under-utilised and to construct with farming and food communities the possibilities for new innovative approaches to sustainable food production and consumption. Our approach is to co-create knowledge that is grounded in local oral histories and extend these narratives and stories into the future. In doing so, we can facilitate the movement of new conversations, new assumptions, new evaluations and new approaches into farming and food value chain practices.

The main research aims are to reveal historical changes in the significance of under-utilised crops, to re-imagine possible and preferred futures of these crops and to revive the value of these in the public imagination. The geographical focus is two counties of Kenya (Bomet and Baringo), where the quality and yield from mainstream crops are in decline because of disease and extreme weather, and the food security situation is deteriorating. Each county has its own historical and contemporary characteristics and local culture, enabling theoretical as well as place-based insights.



The Economic Consequences of Saline Groundwater Flooding in Lincolnshire

Period Covering: January, 2024 - July, 2026

Department: Management

The proposal will: (1) identify the type of salinisation process across the county and effect of climate change; (2) quantify the degree, length and severity of salinity and effect of climate change, (3) assess the types (and value) of crops grown; (4) estimate the loss of yield (and value) from salinisation for Lincolnshire crops and (5) assess farm level decisions/choices such as the use of salt tolerant crops and other adaptation mechanisms. Answering these questions will enable a comprehensive evaluation of the economic impact of salinity.

To achieve these five aims, (1) understand the distribution of saline groundwater and aquifer structure across the entirety of the Lincolnshire Fens; (2) accurately model the recovery times of Lincolnshire soils following salinisation; (3) map the crop distribution and value across the Lincolnshire Fens; (4) quantify yield and value loss from salinisation across the Lincolnshire Fens and (5) interview farmers who have experienced salinisation to capture their experience and response to these events.



Supporting Displaced Communities in Lincolnshire

Period Covering: August, 2026 - August, 2026

Department: Marketing

Project Lead: Dr Samira Zare

Lincoln Business School colleague Dr Samira Zare and Dr Najmeh Hassanli from the University of Technology Sydney, alongside the local organisation Lincolnshire Together have collaborated on research that examined displaced communities and service provision in rural and coastal Lincolnshire, exploring how leisure and community participation can function as an infrastructure of care. Drawing on engagement with displaced communities and interviews with ten statutory, voluntary, community, faith-based and charitable service providers, the presentation highlighted how opportunities for social, cultural, educational and recreational participation can foster belonging, social connection and well-being while connecting individuals to wider networks of practical and specialist support.



Strengthening Strategic Interventions to Sustain the Career Development of English Language Teachers in Kazakhstan and Uzbekistan: The Case Studies of PRESETT at L.N. Gumilyov Eurasian National University Kazakhstan, BAISHEV University Kazakhstan, and Urgench State University Uzbekistan

Period Covering: October, 2025 - March, 2026

Department: Management

Project Lead: Dr Olanrewaju Olaoye, funded by the British Council

Dr Olanrewaju Olaoye and Dr Alison Raby, undertook a research project to strengthen the strategic interventions delivered during Accelerating English Language Learning in Central Asia (AELLCA) Phase 1. All activities and outputs supported sustainable change within the cases.

Teacher development at Pre-

Service Teacher Training (PRESETT) level is essential for improving HE in Kazakhstan, Uzbekistan and wider Central Asia and to sustain the availability of quality and passionate teachers of English language in a region experiencing multi-lingualism and the dynamics of globalisation.

Kazakhstan and Uzbekistan have made significant progress in supporting the professional training of HE academics, particularly through government-

led initiatives in major cities. A range of programmes have been supported by international/government organisations (e.g., OECD, British Council, Bolashak Scholarship, Ministries of Education).

The HE modernisation reform strategy of Uzbekistan (2021-2026) which focuses on increased professional development courses for English teachers is apt considering the challenges in the sector traversing pedagogical deficit, socio-

cultural and gender gap issues amongst academics, inclusion challenges, rigid curriculum, and student experience issues. Despite the wide range of approaches to researching the stated issues and the fact that Kazakhstan has adopted the 'Inclusive Policy Concept in the Republic of Kazakhstan for 2025–

2030' (Decree of the Government of the Republic of Kazakhstan No. 1143 dated December 30, 2024, available at <https://adilet.zan.kz/rus/docs/P2400001143>) there are issues largely unaddressed regarding training of academics working with children and students.

The second phase of the project aimed to consolidate and sustain the strategic interventions delivered during AELLCA Phase 1 while also expanding by including two key English language teachers from twenty secondary schools from different regions in Uzbekistan and Kazakhstan to ensure that the teachers are well supported in enabling and educating future PRESETT teachers through inclusive pedagogy and curriculum. The partnership is intentional and ambitious in strengthening the strategic interventions agreed to constitute this phase having reflected on the project findings presented in the AELLCA Phase 1 evaluation report. Additionally, we have analysed seventeen issues gathered from stakeholders to be explored. This project seeks to strengthen sustainable strategic interventions within the HE and secondary school (ten in Uzbekistan and ten in Kazakhstan) sectors in Kazakhstan and Uzbekistan to minimise many challenges.



TransformHER: Advancing Women's Entrepreneurship In Higher Education Through Creativity And Innovation

Period Covering: January, 2025 - March, 2027

Department: Management | Entrepreneurship | Accounting

Project Lead: Professor Nadia Gulko, funded by the British Council Going Global Partnerships, part of the UNESCO Chair on Responsible Foresight for Sustainable Development

"TransformHER: Advancing Women's Entrepreneurship In Higher Education Through Creativity And Innovation". SWEEP 2026 programme, themed "TransformHER", under the Student Women Economic Empowerment Programme (SWEEP), implemented in collaboration with the British Council, and hosted by the Entrepreneurship Development in Higher Education (EDHE) programme under Universities South Africa (USAf). This project focuses on delivering a series of interventions for the SWEEP 2026 TransformHER programme. It focuses on advancing women's entrepreneurship in higher education through creativity and innovation, delivered through several exclusive interventions.

The SWEEP Chapter Student Executives and SWEEP Coordinators will benefit from expanded opportunities for skills development, collaboration, mentorship, and exclusive access to industry networks in the UK & South Africa.

This programme is run in partnership between a Consortium of 6 Universities, 2 Associate Partners, the Student Women Economic Empowerment Programme (SWEEP), implemented in collaboration with the British Council, and hosted by the Entrepreneurship Development in Higher Education (EDHE) programme under Universities South Africa (USAf).



The Student Aspirations Gap, Gender Inequality, and Reality in Sustainability Careers: Practice-based Research and Interventions

Period Covering: December, 2024 - February, 2026

Department: Accounting | Management

Project Lead: Professor Nadia Gulko, funded by the British Council Going Global Partnerships, part of the UNESCO Chair on Responsible Foresight for Sustainable Development

This unique innovative cross-cultural project, over 14 months, engaged more than 800 students and over 30 sustainability practitioners from the UK, South Africa, Ghana, and Botswana, generated robust cross-national evidence about the barriers facing women in sustainability careers, and demonstrated through rigorous evaluation that targeted, practice-based interventions can make a measurable difference to student awareness, confidence, and career aspirations. The project has laid a strong foundation for continued action on gender equality in the growing sustainability sector. The impact of the mentorship component enhanced student exposure to global sustainability careers. The outputs of this project included an educator toolkit, website, mentorship report, video resources, webinars, two conference papers, and two academic papers (in progress).

The LBS research project “Sustainability Careers: Practice-based research and interventions” was selected as one of the eight case studies of impactful research globally within the British Council’s Going Global Partnerships programme. This project was selected from among 125 Gender Equality Partnerships (GEP) grants awarded over a four-year period between UK and international institutions with the aim of advancing gender equality in higher education systems.

The British Council reviewers highlighted that our Lincoln case study “aligns to multiple themes of the Gender Equality Partnerships grant. It clearly outlines project activities as well as both short and long-term impact. Activities could be applied in different settings and contexts. The website produced as part of this project is a great resource of peer learning.”



Futuring Skills Development Sustainability, Responsible Management, and Innovation

Period Covering: May, 2025 - October, 2026

Department: Accounting | Management

Project Lead: Professor Nadia Gulko, funded by QAA, part of the UNESCO Chair on Responsible Foresight for Sustainable Development

This Collaborative Enhancement Research Project explores sustainability in education through a multi-disciplinary, cross-cultural collaboration spanning the UK, Australia, and South Africa. This pioneering initiative goes beyond traditional classroom teaching, collaborating with educators, students, and industry partners, to deliver an innovative global virtual exhibition.



Research Awards

In 2025, Lincoln Business School was awarded 2 research awards for responsibility- and/or sustainability-related research.

Research Award - Certificate of Recognition

Granter: The Centre for Reconciliation

Grantee: Syeda Hiba Zaidi and Abiola Akinsola-Obatolu

Award Description:

Lincoln Business School doctoral students, Syeda Hiba Zaidi and Abiola Akinsola-Obatolu were winners of a 'Certificate of Recognition' (outstanding presentation and valuable contribution) at the Reconciliation in Action 2026 Conference, hosted by The Centre for Reconciliation (TCfR) at Lincoln Bishop University from July 17–19, 2026.



Research Award - Top 10 most-cited papers published in Business Strategy and the Environment

Granter: Wiley

Grantee: Professor Nadia Gulko

Award Description:

In 2026, Professor Nadia Gulko was awarded a certificate: 'Top 10 most-cited papers published in Business Strategy and the Environment' (3*ABS, Q1) in 2024 by publishers, Wiley.

Research Presentations Related to RME and/or Sustainability

In 2025, Lincoln Business School gave 6 research presentations related to RME and/or sustainability.

Leveraging Disruption: Antifragility, Absorptive Capacity, and Organisational Learning in Startups

Authors: Sarfo, Christian (Lincoln Business School) | Owusu, Joseph (Kwame Nkrumah University of Science and Technology) | Caputo, Andrea (University of Trento) | Anderson Seny-kan, Konan (Emlyon Business School)

Date of publication: May, 2025

Presented at: National or international academy of management

Department: Management

Presented at the British Academy of Management Conference, 3 - 5 September, University of Kent

Organizations increasingly face frequent and intense disruptions, requiring strategies that engage with uncertainty rather than simply absorb shocks. In entrepreneurial ecosystems characterized by institutional volatility, these challenges are compounded by economic instability and uneven support structures. This study examines how startups develop antifragile responses, defined as the capacity to benefit from disruption, through organizational learning and absorptive capacity. We analyse a two-wave survey of 209 Ghanaian startups using Partial Least Squares Structural Equation Modelling with lagged financial performance data. The findings are interpreted as time-ordered and predictive rather than causal. Results indicate that antifragility is associated with the relationship between organizational learning and financial performance, with this association stronger at higher levels of potential absorptive capacity. We further identify temporal and contextual variation in absorptive capacity. Potential absorptive capacity expands firms' ability to interpret external knowledge, while realized absorptive capacity reflects its application under conditions shaped by organizational readiness and environmental context. This relationship is non-linear, indicating delayed and context-sensitive capability activation. Organizational learning is associated with how firms interpret and respond to volatility, shaping variation in adaptive responses across firms.



Women in Leadership: Connecting Sports Governance with Higher Education

Authors: Pielichaty, Hanya

Date of publication: July, 2026

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

Department: Sports Business Management

Presented at the Women in Sport and Exercise Conference, 14-15th July, Loughborough University

Persistent and sustained barriers to women's access to, and acceptance within, sports governance and leadership roles has long been examined. Associated patterns of exclusion, marginalisation and (under)representation in sport are also mirrored in the higher education (HE) sector. This presentation provides a conceptual and contemporary look at women in leadership from a sports feminist

perspective. The challenges and complexities that women must navigate across the sports sector and the HE environment will be outlined and compared. This presentation will emphasise how these challenges can be overcome rather than simply contextualising why they exist. As a departure from previous work, women in combined, senior sports HE positions will also be discussed to better understand overlapping complexities that intersect these two sectors. The presentation will conclude by focusing on opportunities to create and renew inclusive leadership pathways across organisations.



I Knew a Donkey That Just Got Used to Not Eating... and Then It Died - A Critical Examination of Rural Pubs

Authors: Ellis-Vowles, Victoria

Date of publication: September, 2025

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

Department: Management

Presented at the Public Policy Exchange: Supporting the UK's Night-Time Economy, 24th September, Webinar

The presentation argues that the long-term viability of rural pubs is under severe pressure from rising operational costs, changing competition, and policy decisions. Traditional rural pubs operate within finite local markets and fulfil important community functions, but increasing competition from alternative venues and “pseudo-pubs” is reducing already limited customer footfall.

Environmental sustainability emerges as a significant challenge because many rural pubs occupy historic or listed buildings that are substantially less energy efficient than modern properties. Rising gas and electricity costs increase operating expenses, while restrictions on modifying heritage buildings can make sustainability improvements difficult.

The presentation also highlights social sustainability, emphasising the role of pubs in maintaining community cohesion, social interaction, and local identity. Their decline risks weakening rural social infrastructure. Economic sustainability is challenged by increasing wages, National Insurance contributions, taxation, insurance costs, and debt burdens within the pub sector.

The overall argument is that without targeted policy support and a more level competitive environment, rural pubs may become unsustainable, threatening both local communities and the wider rural economy.



PRME & SDG Games: Learning The Principles of Responsible Management Through Customised Card Games

Authors: Anderson, David | Bird, Davina

Date of publication: June, 2025

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

Department: Management

Presented at the PRME UK and Ireland Chapter Conference, 18th June 2025, Queens University Belfast

Following on from the 'Teaching Award' mentioned in our 2025 SIPS report, this presentation explained the outcomes following the funded project (Innovative Pedagogy Competition - PRME UK and Ireland Chapter). It presented the resources developed and proposed next steps.



PRME Games: Learning the Principles of Responsible Management Through Customised Card Games

| [DOI](#)

Authors: Anderson, David | Bird, Davina

Date of publication: October, 2025

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

Department: Management

Presented at the 12th RMER Conference, 21-23 October 2025, Belgrade, Serbia

Following on from the 'Teaching Award' mentioned in our 2025 SIPS report, this presentation explained the outcomes following the funded project (Innovative Pedagogy Competition - PRME UK and Ireland Chapter). It presented the resources developed and proposed next steps. A developed presentation from the UK PRME Conference, presented at the European version - the 12th RMER conference.



Identifying and Overcoming Barriers to Innovation in Responsible Management Education

Authors: Steele, Laura (Queens Business School) | May, Claire (Lincoln Business School)

Date of publication: July, 2025

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

Department: Management

Presented at the Advance HE Learning and Teaching Conference, 2025. Future-Focused Education: Ensuring Successful Student Outcomes for all, 1 - 3 July, University of Sheffield

The need to integrate Responsible Management Education (RME) within the business school curriculum is widely recognised and increasingly considered a key requirement for developing future-ready graduates who are cognisant of and responsive to sustainability-related concerns. Despite this, progress to date in regard to advancing RME has been slow and fragmented.

Drawing upon insights from the Principles for Responsible Management Education (PRME) UK & Ireland Innovative Pedagogy Competition, this session will offer advice on enhancing innovation, provide inspirational examples of novel teaching practices, highlight a range of free, research-informed educational resources, and seek to stimulate discussion on the future of RME.



Publications Related to RME and/or Sustainability

Anticipatory Decision-Making Process for Small Community Groups

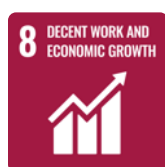
Authors: Read, Madga | Hack-polay, Dieu | Cruz, Shermon

Date of publication: August, 2026

Department: Management

Read, M., Hack-polay, D., Cruz, S. (2026) *Anticipatory decision-making process for small community groups (book chapter)*. In book: *Towards Principles for Responsible Futures*: **London: Routledge**

Small community groups in the voluntary and community sector provide a context and example for the consideration of responsible futures. Decision-making in these informal, non-hierarchical, and purpose-driven groups reflects a relational anticipatory system. The chapter examines the community group collective approach to informal decision-making. Manifestations of leadership and direction are characterised as collective and highly relational. The nature of anticipatory relationality in collective decision-making is examined. The manifestations of responsibility in the anticipatory processes are considered, and from these, some action principles are abstracted. These principles are framed in the acronym VAST (Values, Accountability, Self-Responsibility, and Trust), which summarises four action principles for responsible anticipation in small community groups. The value and limitations of this framework from a responsible futures perspective are discussed.



Editorial

Authors: May, Claire

Date of publication: June, 2026

Department: Management

May, C. (2026) Editorial, IMPact e-Journal of Higher Education, 9(4), Education for Sustainable Development in Practice (Special Issue).

The IMPact Special Issue on 'Education for Sustainable Development in Practice', developed on behalf of the University of Lincoln Education for Sustainable Development (ESD) Leaders group, showcased examples of innovative sustainability teaching from across the University, serving as inspiration and acknowledgement of the challenges, benefits and opportunities of integrating sustainability into teaching practice, across a range of disciplines.

[IMPact Volumes – Centre for Education and Students](#)



Responsible Leadership and Project Sustainability Performance: Role of Project Commitment and Emotional Intelligence. Social Identity Theory Perspective

| [DOI](#)

Authors: Haider, Rizwan (Scuola Superiore Sant'anna) | Rafique, Muhammed (Lincoln Business School) | Mushtaq, Fakhra (Universiti Malaya)

Date of publication: July, 2026

Department: Management

Haider, R., M. Rafique, and F. Mushtaq. 2026. " Responsible Leadership and Project Sustainability Performance: Role of Project Commitment and Emotional Intelligence. Social Identity Theory Perspective." *Sustainable Development* 1–18. <https://doi.org/10.1002/sd.71477>.

This study intends to investigate how and when responsible leadership influences project sustainability performance in construction projects. Data were collected from 181 respondents working in construction projects. Structural equation modeling (SEM) was employed; utilizing AMOS. The findings revealed a significant positive relationship between responsible leadership and project commitment and project sustainability performance. Furthermore, project commitment was found to mediate the relationship between responsible leadership and project sustainability performance. However, the results did not support the moderating role of emotional intelligence. The study provides significant contributions to sustainability literature by highlighting the role of responsible leadership in enhancing project sustainability performance.



Guest Editorial: Contemporary Issues in Accounting, Finance and Governance: Towards Sustainability and SDGs

| [DOI](#)

Authors: Alkaraan, Fadi (Lincoln Business School; Gulf University for Science & Technology) | John, Judith (Lincoln Business School) | Abdoush, Tony (Bournemouth University; Damascus University)

Date of publication: May, 2026

Department: Accounting

Alkaraan F, John J, Abdoush T (2026), "Guest editorial: Contemporary issues in accounting, finance and governance: towards sustainability and SDG". Journal of Financial Reporting and Accounting, Vol. 24 No. 3 pp. 1221–1228, doi: <https://doi.org/10.1108/JFRA-06-2026-990>

This guest editorial introduces the special issue "Contemporary Issues in Accounting, Finance and Governance: Towards Sustainability and SDGs" and examines the evolving role of accounting, finance, and corporate governance in advancing sustainability and the United Nations Sustainable Development Goals (SDGs). The editorial synthesises contemporary debates on ESG reporting, corporate governance, sustainability reporting, digital transformation, artificial intelligence, and institutional accountability. It highlights how governance structures, sustainability disclosures, and technological innovation are reshaping corporate transparency, stakeholder engagement, and long-term value creation. The editorial also presents the contributions of the papers included in the special issue, identifies emerging research themes, and proposes future research directions on AI-enabled ESG reporting, governance, regulatory technology, dynamic capabilities, and sustainable business practices. It provides a roadmap for researchers, practitioners, policymakers, and regulators seeking to strengthen sustainability, accountability, and responsible corporate governance.



Disclosure of Environmental Management Strategies Practices and Corporate Performance: Does Green Governance Structure Matter?

| [DOI](#)

Authors: Angsoyiri, Dramani (Lincoln Business School) | Alkaraan, Fadi (University of Gloucestershire; University of Jordan; Gulf University for Science and Technology) | John, Judith (Lincoln Business School)

Date of publication: October, 2025

Department: Accounting

Angsoyiri D, Alkaraan F, John J (2025;), "Disclosure of environmental management strategies practices and corporate performance: does green governance structure matter?". Journal of Accounting Literature, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JAL-02-2025-0075>

This study examines whether green governance structures strengthen the relationship between the disclosure of Environmental Management Strategy Practices (EMSPs) and corporate performance among UK listed companies. Using panel data from 484 firms in the FTSE All-Share Index over the period 2015–2023 (4,356 firm-year observations), the research adopts a multi-theoretical framework incorporating Agency Theory, Stakeholder Theory, Legitimacy Theory, and the Natural Resource-Based

View. Employing Fixed Effects, Random Effects, Two-Stage Least Squares (2SLS), and Generalised Method of Moments (GMM) estimations, the study finds that green governance significantly moderates the relationship between EMSP disclosure and firm performance. Specifically, board gender diversity and board meeting frequency strengthen environmental management strategies and enhance corporate performance, while board independence is effective only when supported by relevant environmental expertise. The findings highlight that active and environmentally informed governance, rather than structural compliance alone, drives meaningful sustainability performance and long-term value creation. The study contributes to the environmental accounting and corporate governance literature by providing new evidence from the UK and offering practical insights for policymakers, regulators, boards, and investors seeking to strengthen ESG governance and sustainability reporting.



Research Barriers

In 2025, Lincoln Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Time constraints



Partner

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

How We Define Partner

As a Business School, we have a variety of stakeholders and mutually beneficial partnerships. Some of these affiliations are formalised and extend over many years; others are more transient, nonetheless providing opportunities to advance responsible management education in practical ways.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Financial Times
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 9 key partnerships at Lincoln Business School.

Lincoln Social Responsibility Charter

Lead: Professor Nadia Gulko

In 2018 the University of Lincoln was awarded the Lincoln Social Responsibility Charter accreditation by the City of Lincoln Council. This accreditation was led by Professor Nadia Gulko who was part of the Council's committee that developed the Charter to Lincoln in 2017 in collaboration with representatives of Lincolnshire employers. The Lincoln Social Responsibility Charter encourages organisations in Lincoln to undertake socially responsible activities that benefit both their employees and the local community. Through our engagement with socially responsible activities, we work as a community of staff and students finding solutions that enhance the contribution of business to society.

In 2026, we were re-accredited as a Signatory to the Lincoln Social Responsibility Charter. By retaining our status as a Charter signatory, we reaffirm our role as a responsible civic institution and our dedication to creating positive social value for the communities we serve. Professor Gulko commented: *"This long-term accreditation demonstrates Lincoln's sincere commitment to socially responsible practices that benefit both our employees and the local community, thereby benefiting not only employees and the community but also the local economy and the business."*

[The Lincoln Social Responsibility Charter – City of Lincoln Council](#)

Tourism Management Institute

Lead: Dr Georgiana Els

The Tourism Management Institute (TMI) Is the Professional Organisation for Anyone Working in Tourism Destination Management. Our work with the TMI provides students with access to resources and opportunities.

In summer 2026, MSc. International Tourism, Hospitality and Events Management student Kumba received joint runner up in the Simon Curtis TMI Postgraduate Award for her work on Melton Mowbray 2028 Town of Culture.

Small Business Charter

Lead: Dr Samira Zare

Lincoln Business School is among more than 60 business schools across the UK delivering the Help to Grow: Management programme to small and medium-sized enterprises (SMEs). The 12-week course is delivered by LBS academics and local experts through online and face-to-face sessions, alongside one-to-one mentoring and peer networking. Our Small Business Charter (SBC) reaccreditation in 2025 for a further three years recognises the sustained quality of our support for small businesses, student enterprise and the local economy.

Through Help to Grow, we help business leaders across the region strengthen their leadership and management skills, build resilience and put practical growth plans into action. Our commitment continues beyond the course through alumni workshops and events addressing sustainable business models, B Corp principles, digital transformation, the ethical use of AI, responsible supply chains and employee wellbeing. These relationships work both ways: business leaders return as guest speakers, bring live challenges into students' modules and share their experience with them.

Resilient Lagoon Network

Project Lead: Professor Davies Vollum (University of Leeds), Co-

Investigator: Dr Debadayita Raha (University of Lincoln), funded by GCRF (Global Challenges Research Fund)

This group includes academics and practitioners from West Africa (Ghana, Nigeria, Benin, Togo), the UK, and the South Pacific. The Resilient Lagoon Network (RLN) was developed to link researchers, policymakers, and practitioners to lagoon communities, providing a platform to share experiences and understand key challenges. We bring together cross-

disciplinary expertise and practice to build the multiple perspectives and broad understanding needed to respond to the problems of lagoon communities. Our researchers and experts specialise in fields such as geoscience, ecology, coastal engineering and management, development studies, public health, and social and economic geography. The group have continued to meet in 2025 -

2026, they have hosted an online webinar for the Institution of Environmental Sciences and have a book to be published in 2027 - 2028. Further details: <https://lagoonnetwork.org> and <https://www.the-ies.org/resources/collaboration-co-creation-coastal-global-south> and <https://youtu.be/CHdDqcwzLqQ?si=X5c4VZ7jCGzrBNk3>.

Arcadis Ports and Logistics Department

Lead: Mrs Magda Read

In academic year 2025 - 2026, we partnered with the **Arcadis Ports and Logistics Department** to provide an authentic consultancy challenge for students taking the Teams and Leadership module (see 'Teach' example). Arcadis tasked students with developing a *Strategic Growth Plan for Arcadis UK's Ports & Logistics Business*. This collaboration offered students a valuable opportunity to apply module concepts to a real organisational issue. Many students reported that, although the project demanded significant effort, they greatly benefited from addressing a genuine industry problem and recognised the relevance of the experience to their future professional practice.

Below is a testimony from **Damian Meehan, Senior Director, Arcadis**

The student consultancy project provided Arcadis with valuable independent challenge to our developing UK and Irish Ports & Logistics strategy. The teams translated our wider corporate priorities around sustainable project choices, digital innovation and key-client growth into a practical assessment of where we should focus our efforts. Their comparative scorecards considered investment pipeline, client access, competitive position, service fit, delivery risk and social value. This reinforced the potential of ABP Humber and the Port of Cromarty Firth, while also highlighting that some prominent markets, including Dover, may be less immediately accessible because of established competitor relationships.

Two insights were particularly useful. First, the scorecard approach offers a more disciplined way to prioritise senior time and investment, rather than treating every major port as equally attractive. Second, the students proposed a clear "land and expand" route to growth: enter priority accounts through focused advisory, environmental consenting, resilience or energy-transition commissions, then build on successful delivery to secure multidisciplinary design, programme management, digital asset management and longer-term frameworks. These recommendations have helped sharpen how Arcadis can apply its corporate strategy within Ports & Logistics by making deliberate project choices,

concentrating resources on a small number of high-potential clients, and combining capabilities from across the business into repeatable propositions that deliver commercial, environmental and social value.

Inner Development Goals

Lead: Dr Georgiana Els

Dr Georgiana Els is one of a few global ambassadors for the Inner Development Goals (IDG) organisation. She delivers the framework in academia, including as part of our new ESD strategy, and working with local communities. Georgiana is one of the founding members of IDG Hub Lincoln.

Local Motion

Lead: Dr Geogiana Els

Local motion, a local third sector organisation, with a mission 'to reimagine how communities, systems and funders can work together more equitably, more effectively, and more inclusively so that people can thrive, now and in the future' worked with Kumba, an MSc International Tourism, Events and Hospitality Management student to train, mentor and facilitate additional projects linked to community building, climate and social issues.

Kumba's testimony is below:

"I am excited to be studying for an MSc International Tourism, Hospitality and Events Management at the University of Lincoln. The programme has given me opportunities to deepen my understanding of the tourism industry while broadening my perspective on how tourism connects with sustainable development. One of the key lessons I have taken from the programme is that responsible tourism can create meaningful benefits for communities when there is genuine collaboration between different stakeholders. A particularly valuable part of my journey has been my volunteer experience with LocalMotion, a community interest organisation in Lincolnshire working to promote social, economic and environmental justice by supporting communities and amplifying their voices - as part of my module TOU9005 - 2526 Creativity in Tourism, Hospitality and Events. Through this experience, I have explored Lincoln beyond the perspective of a student and gained a deeper understanding of the city and some communities within it.

Working with Local Motion has also helped me connect what I learn in the classroom with how these ideas can be applied in real communities. It has strengthened my understanding of the intersection between tourism, community engagement and community development, while introducing me to areas such as systems change, Deep Democracy and Doughnut Economics that have expanded my learning beyond the formal curriculum. My involvement also gave me the opportunity to travel to Wales, experience another part of the UK and learn from how a community there is working towards positive and sustainable change. Overall, the experience has reinforced for me that responsible management is not only about understanding theories and principles, but about listening to communities, valuing different perspectives and working collaboratively to create meaningful change. Additionally, it has emphasised the relevance of academia-industry collaboration for the holistic development of students.

[About LocalMotion: Building Community Power and Equity](#)

IGNITE: Innovating and Growing New Ideas in Teaching Excellence

Lead: Mr David Anderson

IGNITE was launched to facilitate cross-institutional collaborations. Through IGNITE we have collaborated with other institutions to disseminate the PRME games, and develop and commercialise new educational resources.

North West University

Lead: Mrs Tracey White

The GROW project is a collaborative gender equality initiative between the University of Lincoln and North-West University (NWU), South Africa, supported through the British Council's Gender Equality Partnership Programme. The project brought together women academics at different career stages to strengthen career development, leadership capability, mentoring and professional networks.

Our work combined structured mentoring, professional development, research capacity building, international knowledge exchange and a community of practice. Twenty emerging female academics participated in the formal mentoring programme, supported by experienced female academic mentors from the UK and South Africa. The project also delivered workshops and webinars addressing areas including leadership, career progression, research development, academic publishing and grant writing. A hybrid GROW Gender Summit brought together participants and wider stakeholders to share experiences, research and perspectives on women's progression in academia.

The project deliberately created opportunities for cross-institutional and international collaboration, enabling participants to develop networks beyond their own institutions. It also generated research and evidence about the barriers and enabling factors affecting women's academic careers, with findings being used to inform future gender-responsive approaches to academic career development.

Continue telling your story

Partner - Continuing the Story: UK Parliamentary Inquiry

Professor Hanya Pielichaty submitted written evidence to the UK Parliamentary inquiry: 'Beyond participation: Routes into sport for girls and women'. Published on 3rd June 2026, Professor Pielichaty's work is one of only 52 publications. Available at: [Beyond participation: Routes into sport for girls and women - Written evidence - Committees - UK Parliament](#)

Partner - Continuing the Story: Reduce2Reuse

'Reduce2Reuse' is an initiative originally developed by Dr Susel Arzuaga in 2024. It enables incoming students to access pre-owned and new goods donated by departing students with a view to reduce consumption and help students lower the cost of living. These goods include, but are not limited to: books, pots, pans, cutlery, cups, plates, bowls, bedding, clothing, stationary and other homeware goods. Goods are all free. In December 2025 there was a 'Reduce2Reuse' event involving more than 30 students and staff held at Lincoln Business School.

As a result of this initiative, local uniform supplier, Uniform Direct (Rockford Trading Company Limited) has worked with Dr Arzuaga on an Innovate UK Accelerated Knowledge Transfer (AKT) funded project. The project aimed to create a fully circular uniform model, educate students on responsible consumption and influence legislation concerning school uniforms. Written evidence from Uniform Direct was provided to the Education Committee: Children's Wellbeing and Schools bill (17th December 2024).

[Transforming School Uniforms Through Circular Innovation - Knowledge Transfer Partnerships](#)



Partner - Continuing the Story: Global Donut Days

In October 2025, Dr Georgiana Els represented LBS at the 'Global Donut Days' event, presenting her work on the Inner Development Goals at the University, to a non-academic audience - grassroots groups, businesses and community members. The event explored ideas on how to live within planetary boundaries while meeting the needs of everyone.



Practice

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

How We Define Practice

The wider University has a variety of policies to ensure our estate operates responsibly and sustainably. Within the Lincoln International School, the Sustainability Oversight Committee and School Management Group ensure PRME is considered in School-level decision making. We consider it essential to ensure we act with integrity in our own operations and for students to see the practical out-working of our values being demonstrated.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Zero-waste guides

Practice Awards

In 2025, Lincoln Business School received 1 award for responsible and/or sustainable practices.

Practice Award

Granter: Eco-Campus

Grantee: University of Lincoln

Award Description:

We are delighted that the University of Lincoln was awarded EcoCampus Platinum for its Energy and Environmental Management System (EEMS), managed by the Sustainability Team. EcoCampus provides recognition for environmental management systems for the further and higher education sectors, with Platinum being the highest level of recognition awarded.

The University's EEMS delivers a core part of the Sustainability Strategy, by ensuring our campuses and operations are managed following sustainable best practice. The University's EEMS provides a framework to manage the impacts on the environment estate-wide.



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

We already share via our SIPS submissions and wider University forums, however sharing our successes and failures with a variety of stakeholders should become a deliberate and intentional activity and this is something for us to consider in more detail as our strategy evolves.

Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Lincoln Business School communicates its policies and progress on sustainable development and responsibility with:

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

Communication Barriers

Lincoln Business School faces the following barriers in transparent communications:



**Feedback
loops**



**Messaging
clarity**



**Transparency
hesitation**

SIGNATORY

Lincoln Business School



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