

**PRiME**

*an initiative of the  
United Nations Global Compact*

# 2025 Sharing Information on Progress **(SIP) Report**

University of Lincoln

September 2025

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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 University of Lincoln, 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 International Business School's mission to *develop socially responsible leaders ready to meet the challenges of 21st century business*. In 2024, these values guided our teaching, research, and engagement, ensuring that responsibility, collaboration, and transformation were embedded across our work.

**Mrs Lezlee-Jayne Stones, Interim Dean of Lincoln International Business School**  
**September 2025**

## Vision

The Lincoln International 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.

**Mrs Lezlee-Jayne Stones, Interim Dean of Lincoln International Business School**  
**September 2025**

## Strategy

### LIBS Strategy

We are positioning Lincoln International 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.

**Mrs Lezlee-Jayne Stones, Interim Dean of Lincoln International Business School**  
**September 2025**

## Strategy Alignment

### Strategy Alignment

There is close alignment between the Lincoln International Business School mission, vision and strategy and the PRME agenda, cultivated by almost 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 six 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](#).

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 (PRME Lead) is elected to the PRME UK and Ireland Chapter Steering Committee (2022).
- 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).

## Graduates & Enrollment




2024 Statistics	Number
Graduates	2440
Faculty & Staff at the University	3173
Faculty & Staff at the Institution	352
Student Enrollment at the University	19560
Student Enrollment at the Institution	5312
Undergraduate Attendance	2141
Masters-Level Postgraduate Attendance	3068
Doctoral Student Attendance	103

## 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 Arts (M.A.)
-  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 again renew our commitment to PRME's Principles and the UN global compact.

As I shared in last year's report, the three core themes of our strategic ambition – we collaborate, we challenge, we transform - reflect our purpose to generate global impact and to make a positive difference and are aligned with PRME ethos. Work contributing to the SDGs is happening across the University and we maintain our commitment to achieving net zero emissions by 2040. We recognise that embedding sustainability into the curriculum is essential for a multitude of reasons and to that end, our Education for Sustainable Development (ESD) leadership group hosted our first ESD conference in June 2025, and they are active in developing plans and support for ESD across the University.

As this report will attest, throughout a period of significant change PRME has remained a core commitment for the Lincoln International Business School and this will continue to shape priorities and strategy moving forward.

A handwritten signature in black ink that reads "Neal Juster".

**Professor Neal Juster, Vice-Chancellor, University of Lincoln**

University of Lincoln | Brayford Pool | Lincoln | LN6 7TS | United Kingdom  
[www.lincoln.ac.uk](http://www.lincoln.ac.uk)

**September 2025**

University of Lincoln Brayford Pool Lincoln LN6 7TS United Kingdom  
[www.lincoln.ac.uk](http://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 University of Lincoln actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

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



## **How We Define Values**

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**

- ❖ Disciplinary efforts within business school
- ❖ 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
- ❖ Centralized sustainability office

## **Student Voices**

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

### **Student Voices**

#### **Testimony from Hanna about her Teams and Leadership Module**

Firstly, it is important for me to express my gratitude to the Lincoln University International Business School, who have provided me with such a rewarding learning journey studying an MSc in Corporate Governance. Life is busy as a mum of four to embark on such a course, but the support and incredible teaching I have received from the business school have enabled me to work towards my future goals as an engagement and consultation specialist something I feel strongly, if done meaningfully will support a sustainable global economy.

A future career, I was still working out at the point of starting the module in Teams and Leadership in February this year. Admittedly, a little sceptical at the beginning of this module, a module I thought may be a little ambitious and hesitant having experienced poorly executed reflective work before. Never, could I have been so wrong. It was transformational for me, critical in enabling me to piece together, discover and even consider a pathway for my future aspirations. Its method; an immersive experience of theory, practice and reflection which was superbly and smoothly put together. The layers



to the learning journey were incredible. Firstly, the immersive experience was a purposeful piece of teamwork. An opportunity to work in partnership with a charity organisation in the development of a community resource for lasting generations. From the outset, the brief was delivered well, expectations very clear and I was impressed with the respect and professionalism given towards us as students from the partnering organisation. Clearly, viewing the staff, students and the university itself with high regard. That relationship and the brief focused us to deliver something worthwhile. The teamwork, an opportunity to work with different nationalities whilst openly exploring and learning our cultural differences within it, such essential learning for an inclusive global economy. All amongst, learning theoretical theories and models of teams and leadership whilst reflective practice was taking place. The reflective journey started with a need to focus on our future aspirations; it was here along with our partnership piece of work where I was able to piece together my future aspirations and decide the topic for my dissertation, which I hope to use for my future career. But it also challenged an understanding of myself and the skills I thought I had developed from my experience as a senior leader and board member. It opened my eyes to the enormous potential of reflective practice on board leadership and decision making. Something, I certainly will be taking forward to ensure I lead responsibly, and which I feel is an essential component in the development of any future business students learning. I applaud the tutoring team for the creating and delivering such an ambitious and truly rewarding module. The learning experience has had such a profound impact academically, personally and professionally for me.

**Testimony from Jakub, a graduate from BA (Hons) Business and Management who worked on a Undergraduate Research Opportunities Scheme (UROS) project with a PRME focus**

Prior to undertaking the UROS project, I underestimated the significance of responsible management and had difficulty translating these principles into actionable choices in coursework and group projects from university. Through deeper research of PRME and my own personal development, I realised that principles such as aligning Values and Partnering in accordance with the 17 Sustainable Development Goals are invaluable for my main areas of interest in roles like HR as they promote transparent governance and long-term workforce wellbeing. The focus on PRME during the project also deepened my interest and I used this foundation to apply my knowledge across my third-year modules, allowing me to look at management in a new lens focusing on equity and accountability. This shift influenced the way I approach issues in management through carefully identifying various options and weighing them against values and impact.

I aim to carry PRME and the wider ethically responsible frameworks into a future career in HR by prioritising a supportive culture and sustainable people policies by continuously reflecting on how decisions impact people and society. Overall, the experience has been transformational in strengthening my confidence to justify recommendations clearly and hold myself to higher standards of integrity in both academic and professional settings.

### **Testimony from Viola, a graduate from BA (Hons) Business and Marketing about her Strategic Marketing Planning module**

Studying marketing at university has opened my eyes to the importance of sustainability, encouraging me to critically think about how environmental responsibility and sustainability can be integrated within a brand strategy.

The assignment I wrote as part of the Strategic Marketing Planning module played a key role in this; exploring a marketing strategy for a new Ferrero Rocher product allowed me to explore concepts such as recyclable packaging, sustainable sourcing, and ethical practices, and how these can be communicated to the customer to enhance trust and brand value.

This experience has influenced not only my academic development, enhancing my ability to look at markets through a more sustainable perspective, but also my personal development, encouraging me to reflect on my own consumption habits and thus allowing me to approach marketing with a better understanding of the impact of businesses' strategic decisions on the environment and society.

### **Testimony from Robyn, a graduate from BA (Hons) Marketing Management about her Strategic Marketing Planning module**

During my studies in Marketing Management at the University of Lincoln, I found that responsible management education was central to my academic development and personal growth. Throughout my course, modules such as Strategic Marketing Planning encouraged me to think critically about the role of marketing in shaping consumer behaviour and driving positive change. My project, where I reconceptualised the life cycle of a Dior handbag through re-customisation, highlighted how sustainability can be integrated into luxury fashion whilst still creating value for customers. This experience not only deepened my understanding of sustainability and responsible consumption but also made me more aware of how I can apply these principles in future professional marketing roles. Marketing modules at the University of Lincoln have shaped the way that I approach problem solving, taught me how to blend my creativity with responsibility, and have inspired me to be a conscious consumer and pursue a marketing career that promotes ethical and sustainable solutions.

## **Student Awareness**

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

## **Student Engagement**

**76% - 100%** of students at University of Lincoln actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## **Celebrating Values**

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

### **Celebrating Values**

Lincoln International Business School celebrates its values in relation to PRME in several ways, both formally and 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 and the establishment of a seed corn fund for PRME related projects within the School increases this. 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.



# 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

University of Lincoln reports 6 courses in 2024 that support responsible management education and sustainable development goals.

### **Analysing and Managing Performance**

| HRM9048

Analysing and Managing Performance (HRM9048) promotes Responsible Management Education (RME) and sustainability by aligning individual and institutional goals with ethical and environmental priorities and responsible management approaches. It supports HRM practitioner development that embeds ethics and sustainability thinking in organisational strategic thinking and how to manage performance of employees. By making sustainability a key performance indicator, it helps shift culture toward inclusive, ethical, and socially responsible decision making—ensuring that values are not just stated, but actively practiced and measured.

The module is preparing future HRM employees to go out in to the real business work and undertake ethical practice which ensures business sustainability. The module introduces heavily the element of role-play learning, where students undertake real-world, practical situations such as return-to-work and appraisal interviews. Through the use of practical learning students can develop future skills to take into the work place, and ensure they operate with ethical and responsible practice.



### **Sustainability and Responsibility in Marketing**

| MKT9122

The module Responsibility and Sustainability in Marketing (MKT9122) aligns directly with the Principles for Responsible Management Education (PRME) and the principles of sustainable development. It does so by engaging students with sustainability-related theories and frameworks, and by encouraging critical reflection on the responsibility, ethics, and sustainability of current marketing practices. Each seminar focuses on a specific social or environmental issue linked to the

United Nations Sustainable Development Goals (SDGs), thereby embedding global challenges into the learning process. At the conclusion of the module, students are required to reflect on their own personal and professional ethical and sustainable practices, fostering responsible leadership skills and preparing them to integrate sustainability into their future employment and decision-making. In this way, the module advances the PRME agenda by developing graduates who are equipped to address complex sustainability challenges through ethical and responsible management practices.

Through weekly seminar presentations on pressing social and environmental issues, such as poverty, racism, climate change, global warming, gender inequalities, drug addiction, diabetes, and food and energy waste, students critically evaluate the limitations of conventional marketing and explore how social and sustainability marketing can contribute positively to addressing these challenges. This experiential approach not only enhances their analytical and presentation skills but also deepens their understanding of the ethical responsibilities of marketers. Students taking this module frequently report increased self-awareness, a stronger commitment to ethical, responsible, and sustainable practices, and a recognition of how their perspectives have been transformed.



## Personal Professional Development

| TOU9166

The Personal Professional Development module (TOU9166) aims at equipping students for the business environment by incorporating a range of practical and professional skills. Students are coached through the process by a team coach and receive mentoring support from academics/business representatives. The topics are selected and designed in close collaboration to industry in order to prepare students for a dynamic work environment. The module is formed around two main leading principles. Firstly, on the idea of 'student as producer' (Neary, 2010), which promotes the involvement and engagement of students in the design, delivery and assessment of modules and programmes. Secondly, on the principles of Team Academy: (1) Learning means developing personal, behavioural and hard skills; (2) Learning requires taking real responsibility for real businesses; (3) Learning takes place at an individual, team and community level. The module's ambition is to shift the dynamics of the traditional classroom and unlock creativity and innovation by developing the three pillars of learning: individual, team and community learning.

"Your course was a lot of fun and it has been crucial to my own personal development. The Belbin roles will aid for my future workplace. The PPD course was one of my favourite courses of the entire year and it was superbly run by you." MSc Sports Business Management Student (2024)

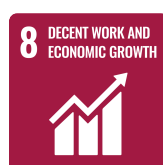


## Operations Management

| 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. 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.

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.



## Ethics, Sustainability and Responsibility

| MGT2291

The Ethics, Sustainability and Responsibility module (MGT2291) builds on the ten principles of the United Nations Global Compact and the 'purpose' of PRME, to "develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy". This involves rethinking business strategies and understanding organisational influences as well as 'own agency' to be the change that produces and secures economic, social, and environmental value for current and future societies. This means holistically re-examining business, economic development, and the historic relationships with a Eurocentric social-cultural construct within commerce and management. The module calls upon students to explore and reflect on responsible management, sustainability, and ethical practice, as well as the resultant impacts on global society, and the environmental consequences created by human interaction as they analyse and evaluate contrasting strategies and approaches. This includes frameworks and models which are already proving successful, as well as those that are considered innovative. Students consider existing phenomena in the field and on completion of the module, not only have a better understanding of the challenges of responsibly managing sustainability and ethical practice but are also aware of the challenges to be addressed in respect of their future management praxis.

"The moral responsibilities of business stretch beyond stewardship of the natural world to equity and justice in society" – UG student; "Probably a very important moment in my learning process was when I realized how all these frameworks could be combined in trying to solve complex challenges related to sustainability" – UG student



## Responsible Supply Chain Strategy

| MGT9738

Global Mega-Trends such as an increasing global population, rising energy needs, geopolitical relationships, expanding technological connectivity, resource scarcity and climate change are shaping the future of the planet and the business environment. Within this context, supply chain activities are central to creating a prosperous future for all, yet it is well evidenced that the global supply chain network is responsible for many of the harmful emissions driving climate change, as well as human rights abuses. This makes responsible supply chain strategies and the management thereof, a key imperative for all organisations regardless of business sector. As such, the Responsible Supply Chain Strategy module (MGT9738) explores contemporary strategies and frameworks of environmental management and stewardship, as well as social responsibility and the underpinning science to assess the impact and influence that the globalised supply chain network is having and what can be done to improve the current situation. It also examines the theories of balancing the demand which drives production and consumption, and concepts such as, circular economics and sufficiency, to rethink and reshape supply chain strategies, to create responsible supply chain managers that are prepared and



able to face the challenges of the 21st Century. This module calls upon students to critically analyse and reflect on responsible management, within a supply chain context. It also explores the resultant impacts on global society, and the environmental consequences created by human activity as students explore and evaluate contrasting strategies and approaches. This includes frameworks and models which are already proving successful, as well as those that are considered innovative. On completion of the module, students, not only have a better understanding of the challenges of responsible supply chain management, but they are also aware of the challenges to be addressed in respect of their future management praxis.

Students are challenged to think differently and approach real-world problems from multiple perspectives.



## Teaching Awards

In 2024, 3 awards were given to faculty and educators at University of Lincoln.

### Teaching Awards

**Granter:** PRME UK and Ireland Chapter

**Grantee:** David Anderson, Davina Bird

#### **Award Description:**

As winners of the PRME UK and Ireland Chapter Innovative Pedagogy Competition, Mr David Anderson and Dr Davina Bird received funding to customise card-based games to create sustainable and reusable pedagogical tools. The focus was responsible leadership, and the project embraced the PRME Impactful Five (i5) characteristics, creating fun and engaging ways for students to learn about the curriculum, whilst also enabling them to evaluate their existing knowledge and any gaps. An outcome of the project was to produce 'educational packs' including copies of the base game for group use in seminars, professionally printed customised card decks, and teaching support resources (how to play the game, structuring sessions and discussion questions).

### Teaching Awards

**Granter:** PRME UK and Ireland Chapter

**Grantee:** Nadia Gulko

### **Award Description:**

Alongside colleagues from Queen Mary University of London and Monash University, Australia, Professor Nadia Gulko was awarded funding from the PRME UK and Ireland Innovative Pedagogy Competition. The project 'Co-designing Critical and Creative Tools for Embedding Sustainability and SDGs in the Business Curriculum: Creating the Sustainability Toolkit & Playbook' was an innovative, interdisciplinary project addressing the lack of engaging SDG-focused teaching materials in business education. Co-created by academics, students, and UK-based artists (Talking Birds), it brings together business management, accounting, and the cultural and creative industries (CCIs) to design a toolkit and playbook of creative, interactive learning resources. The project uses arts-based, constructivist pedagogy to explore the role of CCIs in sustainable development, offering hands-on, student-centred activities that build sustainability capabilities. Aligned with the PRME Impactful Five (i5), it fosters meaningful, joyful, and socially connected learning experiences. Ultimately, it equips students with the knowledge and creativity to drive sustainability in the CCIs and beyond.

### **Teaching Awards**

**Granter:** Inner Development Goals, (Ekskaret Foundation, Sweden)

**Grantee:** Georgiana Els

### **Award Description:**

Dr Georgiana Els was made an Inner Development Goals (IDG) Ambassador following her work in HE with the IDGs, a framework designed in 2020 to complement the United Nations' Sustainable Development Goals (SDGs). She was amongst the first cohort of trained IDG ambassadors. Talking about the role, Georgiana commented: "Being selected in the first cohort of IDGs Ambassadors comes with pride and learning opportunities but also with great responsibility. The IDG Framework is a co-created approach and essential roadmap assisting us in navigating and developing ourselves (inner lives) to catalyse outer change. My pledge is to craft and share a strong narrative that highlights the significance and impact of inner development for outer change. Our postgraduate students have been engaging with the IDGs for the past two years and would continue post the revalidation event as part of a newly created module in Inner Development and Global Mindset".

## **Educator Recognition**

At University of Lincoln, 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 statements demonstrate ways in which educators at University of Lincoln support sustainability and responsible management in their classrooms.

### Teaching Voices

SustainVision: Where Business Meets Art (Workshop)

UG fine arts students and PG/UG business students were invited to workshops held in November 24 and April 25.

Supported by the College of Arts, Social Sciences and Humanities Teaching & Learning Innovation Fund 24-25, the workshop brought together Fine Art and International Business students for a dynamic exploration of sustainability challenges through creative expression. The project aimed to break down traditional disciplinary barriers and foster innovative approaches to understanding complex global issues.

[Case Study – SustainVision Workshop: Where Business Meets Art – Centre for Education and Students](#)

### Teaching Voices

At Lincoln International 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 2024, we prepared to revalidate our Postgraduate programmes, explicitly embedding these values across curricula. Over the past year, we've empowered educators through targeted training sessions that enhance pedagogical methods - introducing tools like online quizzes, simulations, and games. Staff were further supported to develop creative, sustainable teaching resources including escape rooms, cartoons, e-learning platforms, AI chatbots, and hackathons through internal teaching innovation funds. Looking ahead, we aim to deepen the integration of sustainability and responsible citizenship within course content using these innovative teaching approaches. To amplify impact, our Sharing Good Practice series enabled business school academics to develop awareness of successful innovations across the school and provides a foundation for supporting further adoption.

## Fostering Innovation

**Somewhat**

Teaching and learning at our institution moderately support innovation.

**Experiential Learning****A lot**

Our institution supports experiential learning significantly through teaching and learning.

**Learning Mindset****To a great extent**

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

**Method of Teaching and Learning****In person**

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

**Barriers to Innovative Curriculum**

In 2024, University of Lincoln identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Administrative resistance
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ 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 2024, University of Lincoln identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Assessment rigor concerns
- ❖ Budget constraints
- ❖ 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

- ❖ Administrative hurdles
- ❖ Accreditation limitations



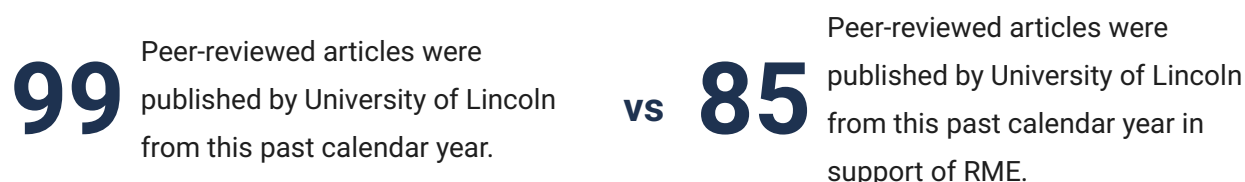
# Research

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

## How We Define Research

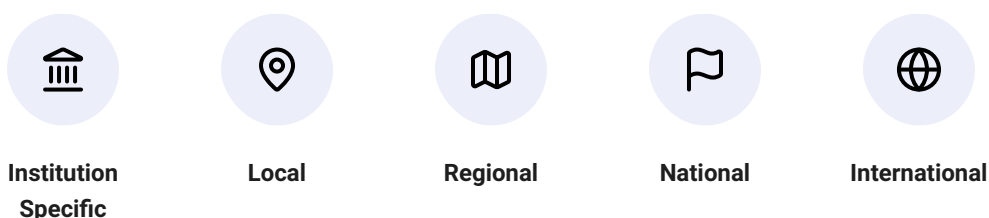
At Lincoln International Business School, our aim is to deliver excellent research which benefits businesses and policy-makers while at the same time deepening understanding and informing our teaching. To do so we engage actively with a wide array of collaborative partners drawn from other universities, business, non-profit, government and non-government organisations across the world. Our research engagement and collaboration is both local and global. Locally we work with partners here in Lincolnshire including Lincolnshire County Council, local businesses and community organisations. However, we are also conducting research in other countries or with international partners, throughout the world.

## Research vs Research for RME/Sustainable Development



## Research Funding

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



## Socializing Research

In 2024, University of Lincoln 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 2024, University of Lincoln reported 10 research projects that implemented responsible or sustainable activities.

### The Pub: A Solution to Save Britain's Greatest Social Institution

**Period Covering:** November, 2023 - July, 2024

**Department:** Marketing

Funded by the University of Lincoln's Innovation Voucher Scheme, the project provides an organisational framework proposal and marketisation strategy as an alternative to the existing exploitive business models that are dominant in today's pub sector to prevent pub closures. It introduces The Ministry of Pubs which will act as the 'National Trust' of pubs whereby the charity provides the majority of the capital along with a community group to purchase pubs that are either closed or are at risk of closure. People's Pub Partnership will operate as an ethical pub management company social enterprise who works alongside the community to facilitate the local community. This tripartite structure provides the capital for the building to be made carbon zero while supporting British and local social heritage, investing in the local community, harnesses local supply chains and local talent and providing responsible terms of employment for landlords.



### Sustainability in Accounting and Finance: Developing a Global Mindset

**Period Covering:** December, 2023 - April, 2024

**Department:** Finance | Accounting

The Collaborative Online International Learning (COIL) project, 'Sustainability in Accounting and Finance; Developing a Global Mindset' had 180 participants in accounting and finance, across several countries and ran between December 2023 and April 2024. This project was supported by funding from Teaching and Learning Innovation Fund 2023/25, College of Arts, Social Sciences & Humanities, University of Lincoln.

This innovative practical extra-curriculum initiative was co-organised by:

- Professor Nadia Gulko, Lincoln International Business School, University of Lincoln, United Kingdom
- Professor Sanlie Middelberg, School of Accounting Sciences, North-West University, South Africa
- Professor Elizabeth Gordon, Department of Accounting, Temple University, United States of America

All participants received the designed certificate of completion and digital badge.

The participants were from the University of Lincoln, Sheffield Hallam University, University of Cape Coast, North-West University, Northern Illinois University, Rostock University, Temple University, Indiana University.

The best participant quote selected by an independent reviewer:

"It has been eye opening. I have heard a lot about sustainability over the years but never really paid much attention until this year. I believe the knowledge I have gained will help me help any companies I work for in the future. The most important part of sustainability issues today is awareness, or lack of awareness. Children should be introduced to sustainability early on in school to gain an understanding of its importance."



## Evolving Worker Agency in the Increasingly Automated and Digitalised Hospitality Workplace

**Period Covering:** September, 2024 - January, 2026

**Department:** Tourism

Hospitality employers are increasingly seeking technological solutions to address staff shortages, achieve cost savings, and increase productivity. However, little is known about how these changes are affecting workers, and what can be done to minimise sector-specific workforce challenges. This timely research addresses this gap by examining the ways in which technology is transforming how power is negotiated in hospitality workplaces and how workers exercise agency. Taking a multi-method approach to gather data from workers, employers and key stakeholders, the study will provide the evidence base to problematise and anticipate consequences stemming from digital transformation to avoid furthering precarisation of largely non-unionised workers in a sector where mechanisms for

worker voice are limited. Findings will inform debates in Sociology, Hospitality Studies and HRM on worker agency, management control and the future of work, and will be used to influence public debates and provide thought leadership around digital transformation's workforce implications.



## Women Underrepresentation in Nigerian Higher Education Leadership

**Period Covering:** January, 2023 - June, 2024

**Department:** Management

At Lincoln, we challenge the traditional approach to equality, diversity, and inclusion (EDI). We bring about the changes needed to create a diverse and inclusive environment by adopting transformational and progressive practices, founded on the need to ask questions, to challenge, to seek solutions, to look for evidence of change, and to measure impact. We take a systems-based approach, working holistically across the whole institution to change the embedded structures and processes that lead to inequalities and isolation. Lincoln policy and approach to EDI principles will be shared among the partnering institutions of the current project through workshops and conference so that they can incorporate EDI principles in the governance of the institution and mission.



## Exploring Pathways to Equality: Understanding Gender Disparities in South African Higher Education

**Period Covering:** December, 2023 - January, 2025

**Department:** Management

The project proposed as part of this grant application seeks to better understand and proffer potential solutions to the issue of women underrepresentation in Higher and Further Education leadership in South African Higher Education institutions (the case of the University of Witwatersrand Johannesburg) by exploring preventative mechanisms for addressing violence against women, and through the strengthening of equitable pathways to employment for all and sundry.



## AKT 2024 Circular Fashion - Rockford Trading Company Limited

**Period Covering:** October, 2024 - February, 2025

**Department:** Marketing

To develop a circular solution to school uniforms (short term waste and long-term design for recyclability). The long-term aim of the project is to produce a range of branded school uniforms which are 100% recyclable to ensure they never need to go to landfill or incineration.



## Histories and Futures of Under-Utilised Crops 'Reimagined'

**Period Covering:** March, 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.



## Lincolnshire Chamber of Commerce KTP

**Period Covering:** October, 2023 - April, 2025

**Department:** Management | Accounting

Lincoln International Business School colleagues have worked on a KTP with Lincolnshire Chamber of Commerce to develop and implement a holistic digital ESG self-assessment tool and an accreditation scheme that will support Lincolnshire businesses in enhancing their sustainability performance in order to improve their competitive advantage.



## Responsible Futures

**Period Covering:** January, 2021 - December, 2026

**Department:** Management

Responsible Futures project is an international study of principles in use which relate to responsibility for the future, especially in relation to the UN SGDs. The aim is to establish an ethical framework for the co-creation of such principles in practice. The research involves a network of over one hundred academics and professionals, and periodic workshops and presentations online and in person, including at UNESCO Headquarters. The 'Responsible Futures' project is in partnership with University of Poitiers and CNAM Paris (Conservatoire national des arts et métiers).

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



## Research Awards

In 2024, University of Lincoln was awarded 1 research award for responsibility- and/or sustainability-related research.

### Research Awards

**Granter:** Digital Transformation Society Conference

**Grantee:** Simon Lilley

**Award Description:**

Professor Simon Lilley and co-authors were awarded the Best Paper award at the annual Digital Transformation Society conference. The paper entitled 'From Spinning Tops to Jet Propellers: Navigating AI and digital healthcare spheres towards the delivery of visible value' focused on AI adoption in the NHS.

## Publications Related to RME and/or Sustainability

### Maximising Sustainable Performance: Integrating Servitisation Innovation into Green Sustainable Supply Chain Management Under the Influence of Governance and Industry 4.0 | [DOI](#)

**Authors:** Alkaraan, F. Lincoln International Business School, University of Lincoln, Lincoln, UK; UK & Gulf Financial Center, Gulf University for Science and Technology, Kuwait | Elmarzouky, M. University of St Andrews, UK | Lopes de Sousa Jabbour, A. B. EM Normandie Business School, EM Normandie Business School, Metis Lab, France | Chiappetta Jabbour, C. J. NEOMA Business School, France | Gulko, N. Lincoln International Business School, University of Lincoln, Lincoln, UK; North-West University, South Africa

**Date of publication:** October, 2024

**Department:** Accounting | Finance

This study investigates the critical pillars of corporate transformation towards a green servitisation-oriented business model (GS-OBM) and environmental, social, and governance (ESG) performance. This study integrates multiple theoretical lenses rooted in resource-based theory (RBT). We empirically examine the interdependencies between green servitisation innovation, green sustainable supply chain management (GSSCM) practices, Industry 4.0, technology adoption, and corporate governance structure. This study uses a mixed-methods research paradigm and multiple datasets from the UK Innovation Survey (UKIS) 2021. The empirical study is based on FTSE companies listed on the London Stock Exchange over the period (2012–2021) with 1580 firm-years observation and extracts from corporate annual reports. We find that Industry 4.0 technology adoption facilitates the integration of green servitisation innovation strategies into GSSCM. Further, the synergic effects of corporate governance structure and Industry 4.0 technologies strengthen the nexus between green servitisation innovation trajectories and GSSCM practices towards GS-OBM and ESG performance. Our results add to the empirical evidence on the complementarities between the key pillars that reinforce GS-OBM and ESG performance. The findings of this study offer insights into the contextual factors surrounding radical innovation trajectories and their impacts on GSSCM practices and corporate transformation towards GS-OBM in the UK context. The results have managerial and theoretical implications based on a holistic perspective and can be adopted by other boardrooms as a benchmark approach to corporate transformation towards GSSCM and GS-OBM to maximise ESG performance.



## Does Mandatory Greenhouse Gas Emissions Reporting program Deter Corporate Greenwashing?

| [DOI](#)

**Authors:** Nguyen, H. L. VNU University of Economics and Business, Vietnam National University, Hanoi, Viet Nam; Lincoln International Business School, University of Lincoln, Lincoln, UK; School of Banking and Finance, National Economics University, Hanoi, Viet Nam | Le, C. Lincoln International Business School, University of Lincoln, Lincoln, UK; School of Banking, University of Economics HCMC, Ho Chi Minh City, Viet Nam | Luu, H. N. VNU University of Economics and Business, Vietnam National University, Hanoi, Viet Nam | Nguyen, D, T. K. School of Banking and Finance, National Economics University, Hanoi, Viet Nam

**Date of publication:** December, 2024

**Department:** Finance | Accounting

This study examines the impact of the mandatory greenhouse gas emissions reporting program (GHGRP) on corporate greenwashing behaviour. Utilising the GHGRP in the United States as a quasi-natural experiment, we perform a difference-in-difference analysis to a panel dataset of 2731 publicly listed US firms from 2007 to 2022. The data consist of annual observations of firm-level variables, including ESG performance and disclosure metrics, financial characteristics, and environmental innovation indicators. Our results reveal a notable reduction in greenwashing behaviour following the adoption of the GHGRP, suggesting that increased transparency and accountability discourage deceptive disclosure practices. A decomposition analysis shows that the GHGRP motivates firms to improve actual ESG performance while curbing inflated ESG claims. Larger and more profitable firms exhibit a more significant decrease in greenwashing, indicating that those under greater public scrutiny respond more strongly to regulatory oversight. Additionally, firms with higher levels of environmental innovation demonstrate a greater reduction in greenwashing post-GHGRP adoption, reflecting an alignment between sustainability commitments and corporate culture. This study offers valuable insights for firm managers, investors, and policymakers on leveraging the GHGRP framework to promote transparency in corporate reporting practices.





## Reorganizing Public Value for City Life in the Anthropocene

| [DOI](#)

**Authors:** Gasparin, M. Copenhagen Business School, Denmark | Quinn, M. Lancaster University, UK | Williams, M. University of Leicester, UK | Saren, M. University of Birmingham, UK | Lilley, S. Lincoln International Business School, University of Lincoln, Lincoln, UK | Green, W. University of Birmingham, UK | Brown, S. D. Nottingham Trent University, UK | Zalasiewicz, J. University of Leicester, UK

**Date of publication:** February, 2024

**Department:** Management

Public value and city governance are fundamental notions in contemporary settings, but, currently conceived, they are not fit for the challenges presented by the proposed new epoch of geological time – the Anthropocene. Walking through the locked-down streets or *calle* of Venice, we face the sudden emptiness that starkly reveals the impact of human activity on the city and its waterways. Reflecting on the walk, our starting point is to problematize how a city organizes and manages public value and what actually constitutes public value. In this, we develop a new definition, ‘New Public Value for the Anthropocene Epoch’ (NPVA), which expands the notion of public value through the questions: ‘who’ is it valuable to do things for, beyond humans and economic actors, building on a relational epistemology to incorporate the planet and its biosphere; and ‘what’ is valuable to do, in order to ensure the inclusion of social, environmental, and cultural values alongside economic values. We conclude by arguing that NPVA is organized across scales in a manner that embeds global attentiveness towards local ecosystems solutions to drive the global response to the environmental crisis we all face.



## Communications Enhance Sustainable Intentions Despite other Ongoing Crises

| [DOI](#)

**Authors:** Nguyen, N. T. H. Bangor Business School, Bangor University, Bangor, UK; Lincoln International Business School, University of Lincoln, Lincoln, UK; School of Tourism, University of Economics Ho Chi Minh City, Ho Chi Minh City, Vietnam | Willcock, S. School of Environmental and Natural Sciences, Bangor University, Bangor, UK; Net-Zero and Resilient Farming, Rothamsted Research, Harpenden, UK | Hassan, L. Birmingham Business School, University of Birmingham, Birmingham, UK

**Date of publication:** September, 2024

## Department: Marketing

There is an ongoing trend toward more frequent and multiple crises. While there is a clear need for behaviors to become more sustainable to address the climate crisis, how to achieve this against the backdrop of other crises is unknown. Using a sample of 18,805 participants from the UK, we performed a survey experiment to investigate if communication messages provide a useful tool in nudging intentions toward improved sustainability in the context of the COVID-19 pandemic. We found that, despite the ongoing COVID-19 crisis, media messaging resulted in increases in sustainability-related intentions for all our communication messaging conditions. Specifically, after our communication was presented, (i) almost 80% of people who were not currently recycling their surgical masks reported their intention to do so; there was a > 70% increase in both (ii) the number of people likely to pick up face mask litter and (iii) the number of people willing to disinfect and reuse their filtering facepiece (FFP) masks 4–6 times, while (iv) there was an increase by 165% in those who would wash cloth masks at 60 °C. Our results highlight that communication messaging can play a useful role in minimizing the trade-offs between multiple crises, as well as maximizing any synergies. To support this, decision-makers and practitioners should encourage the delivery of sustainability advice via multiple sources and across different types of media, while taking steps to address potential misinformation.



## Sustainable Purchasing Behavior and the Consumer: Pre- and In-store Interventions to Facilitate the Use of Carbon Labelling

| [DOI](#)

**Authors:** May, C. Lincoln International Business School, University of Lincoln, Lincoln, UK | Fearne, A. Norwich Business School, University of East Anglia, Norwich, UK

**Date of publication:** September, 2024

**Department:** Marketing

This empirical article presents the results of two interventions at different stages in the purchase process designed to influence consumer purchase behavior towards lower carbon products. Survey and questionnaire results show the potential for targeted interventions to increase awareness and understanding of complex sustainability initiatives, such as carbon labelling. Analysis of supermarket loyalty card data provides further evidence of the widely cited attitude-intention-behavior gap. The value of measuring the behavioral impact of interventions objectively is therefore highlighted. The challenge of attempting to change behavior within real world contexts, such as a retail supermarket

setting, is illustrated and the consequences of this discussed. Our findings present valuable insights for researchers studying behavioral change and stakeholders attempting to influence pro-environmental purchasing behavior.



## Research Barriers

In 2024, University of Lincoln 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
- ❖ Sulitest
- ❖ Times Higher Education (THE)

### Student Organization Partnerships

- ❖ None

## Partnerships

The following provides more details on 9 key partnerships at University of Lincoln.

### Lincoln Social Responsibility Charter

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. In 2024 we engaged with the Lincoln Social Responsibility Charter principles thereby benefiting not only employees and the community but also the local economy and the business. 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.

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

## **Tourism Management Institute**

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. Lincoln International Business School academic, Dr Georgiana Els has also contributed to a panellist discussion event, connecting industry and academia.

## **North Notts & Lincs Community Rail Partnership**

Our students have provided free consultancy to the organisation, to explore ways in which their operations could be improved, such as: sustainability of future operations, timetabling, railway lines etc. and to suggest ways of attracting young people to work in the industry. There are several positive outcomes from the partnership.

*"One thing that this particular project has helped to highlight, is how important, and valuable it is for rail partnerships, rail industry professionals and train operators to engage directly with our Education and Training Sector, at all levels, to help secure and inspire our next generation of Engineers, to take up roles in the rail sector, access higher level apprenticeships, even to perhaps, simply, use their skills to play an active part in our community, or as volunteers to develop and grow a sustainable future, not only within Community Rail but the industry itself, as well."*

## **Lincolnshire Chamber of Commerce KTP**

Lincoln International Business School colleagues have worked on a KTP with Lincolnshire Chamber of Commerce to develop and implement a holistic digital ESG self-assessment tool and an accreditation scheme that will support Lincolnshire businesses in enhancing their sustainability performance in order to improve their competitive advantage.

## **Foresight and Futures Literacy Unit of UNESCO**

Presentation of work to UK Commission for UNESCO; 5 x online workshops on Responsible Futures to which the Foresight and Futures Literacy unit of UNESCO were invited participants, along with several UNESCO Chairs; 3 x in-person workshops on Responsible Futures at international conferences (Italy, Finland, UK (Lancaster) involving UNESCO Chairs.

## **Small Business Charter**

Lincoln International Business School are a host of the 'Help to Grow' management programme, working with regional SMES. Sustainability is a golden thread on this programme.

## **Resilient Lagoon Network**

The project was a GCRF (Global Challenges Research Fund) funded networking grant, through which we established an interdisciplinary research group focused on coastal management. 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. Further details: <https://lagoonnetwork.org/>

## **University of the Philippines Open University (UPOU)**

Through the partnership, a pilot research study was physically delivered by both institutions to establish the barriers on women's technology start-ups entering the industry. This is to inform the Philippines government policy on this topic, given that it is the first of its kind in the country as well as to help UPOU develop a gender-based masters degree focussing on the development of women into leadership positions, particularly in the the technology start-up ecosystem. This work was also supported by four government departments in the Philippines: Department of Trade and Industry - DTI (who referred over 20 participants to the workshops); Department of Science and Technology - DOST, Department of Agriculture (DA); and Technical Education and Skills Development Authority (TESDA). During the data collection process in late 2023, both institutions also delivered sustainability workshops with women technology start-ups in the Ilocos region of the Philippines.

## **Institute of Sustainability and Environmental Professionals**

Our affiliation with ISEP provides students with access to learning resources and professional recognition upon successful completion of the programme. Lincoln International Business School academics are invited to contribute to roundtable discussions and professional publications.



# 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 Business 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
- ❖ Employee equity, diversity, inclusion
- ❖ 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 2024, University of Lincoln received 3 awards for responsible and/or sustainable practices.

### ISO14001

**Granter:** NQA

**Grantee:** University of Lincoln

**Award Description:**

ISO14001 Certification

## **ISO50001**

**Granter:** NQA

**Grantee:** University of Lincoln

**Award Description:**

ISO50001 Certification

## **UK Green Gown Award**

**Granter:** EAUC

**Grantee:** University of Lincoln

**Award Description:**

The Climate Action Festival won in the category of 'Creating Impact' at the UK and Ireland Green Gown Awards, at a finalists' ceremony held at Dynamic Earth in Edinburgh, Wednesday 13 November 2024.



# 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 over the next year.

## Engagement Opportunities

University of Lincoln 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
- ❖ 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
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)

## Communication Audiences

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

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

## Communication Barriers

University of Lincoln faces the following barriers in transparent communications:



**Feedback  
loops**



**Transparency  
hesitation**



**Messaging  
clarity**

SIGNATORY

# University of Lincoln

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## Address

Brayford Pool, Lincoln, Lincolnshire, LN6 7TS  
United Kingdom



## Website

<https://www.lincoln.ac.uk/home/>