

UN PRME: SHARING INFORMATION ON PROGRESS REPORT

May 2021

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

World Ranked – Triple Accredited – Award Winning



Acknowledgement

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Part I: Commitment & Reflection

Letter of Commitment

As Executive Dean of Leeds University Business School (LUBS) it gives me great pleasure to reaffirm our commitment to the six Principles for Responsible Management Education (PRME) and to present our latest Sharing Information on Progress (SIP) report.

Our School joined the global PRME network in January 2010 and the relevance of PRME to our School's mission and future vision has grown during this time. I am proud of the enthusiasm, engagement and innovation that my colleagues have shown towards the development of responsible management education and practice over these past eleven years. We have taken the opportunity to highlight some of these key developments and achievements within this report.



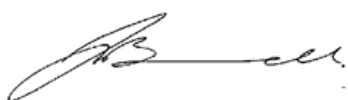
Leeds University Business School has continued to grow in size since our last SIP. We now have over 5000 students studying with us, all of whom benefit from our commitment to PRME. We have maintained an ethical reasoning thread across taught programmes and increased the focus on sustainability and climate change. In addition, we are working through the process of decolonising the curriculum. Our students have exposure to our faculty's research and the opportunity to engage with other students and colleagues across our diverse university who are passionate about tackling the big social and environmental challenges facing the world.

Sustainability and climate change have become a significant focus over the last two years for the School. We have taken the lead in the University in developing a Sustainability Blueprint, which sets out an action plan to address our carbon footprint, reduce our impact on a range of other environmental issues such as single-use plastic, and commits us to embed sustainable thinking into our programmes and ways of working. The Blueprint has mobilised many staff to contribute to this vital agenda.

Whilst we have grown in size, I am pleased to report that we have maintained our focus on the quality of teaching and outcomes for our students. We continue to be highly ranked both in terms of satisfaction by our students (our programmes are ranked within the top ten of the Russell Group in the latest UK National Student Survey), but also by independent comparisons. For example, our MBA is 61st globally according to the Economist MBA Ranking 2021 and our Business and Management studies are ranked 80th in the QS World University Rankings by Subject 2021. We also continue to hold accreditations with AACSB, AMBA and EQUIS, a major mark of the quality of our education programmes.

Whilst we have achieved many successes since becoming signatories to PRME in 2010, we understand the need to continue to develop our processes to engage our staff and students in responsible management. In recognition that there is always the potential to improve, we have reflected honestly on how we have performed against the goals we set ourselves in 2018 and challenge ourselves to go further.

We continue to believe in the power of the PRME initiative and encourage our colleagues at other academic institutions to adopt and implement the Principles for Responsible Management Education.



Professor Julia Bennell
Executive Dean, Leeds University Business School

Reflection

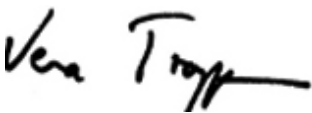
I started my role in late 2019 with huge enthusiasm, taking over from Dr Matt Davis, and was invited to lead on developing and implementing the Blueprint process for the Faculty.

The first few months we engaged in an exciting engagement process, where we held several workshops with all interested staff to discuss the future of sustainable education and sustainable business operations. The pandemic slowed the process and progress somewhat, as priorities shifted towards responding to the health crisis and to delivering online teaching. After some months, while we got used to the new situation, we realized that the pandemic might give us a glance at a future characterised by anxiety, crisis management, huge economic costs and social grievances if we don't take action to address the climate crisis. The pandemic then almost spurred our awareness and determination to act.



The last year has been characterised by consultation within the Faculty, building alliances across the University to design a programme of action that will help to embed sustainability into the curriculum, to become net zero as a Faculty and to harness the knowledge we have from our research to lead the way of organisational innovation. So many colleagues have come forward to develop projects for students, webinars for staff and workshops for the public. They have mobilised remarkable energies and time despite the difficulties and increased workload in the pandemic. This document is proof of the dedication of colleagues. Colleagues have developed many more ideas that are currently in design stage or ready for take-off next academic year. And there are many more colleagues who might want to contribute over the next couple of years. We can already promise now the next report will be as encouraging as this one.

I'd like to thank colleagues for their excitement, enthusiasm, energy, the sharing of experience and the spurring of ideas.



Prof Vera Trappmann
Director of Sustainability, Leeds University Business School

Part II: Progress on Principles

Principle 1: Purpose



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

We are a leading international business school, recognised for our excellence in teaching and producing impactful research. [Regularly world ranked](#) by the Financial Times, QS and The Economist, Leeds is one of the most influential schools in Europe.

In a 2020 study by Wilfred Mijnhardt from Rotterdam Business School analysing articles on SDGs published in the FT50 list of influential journals, written by business school staff across Europe since 2015, Leeds University Business School ranks second.

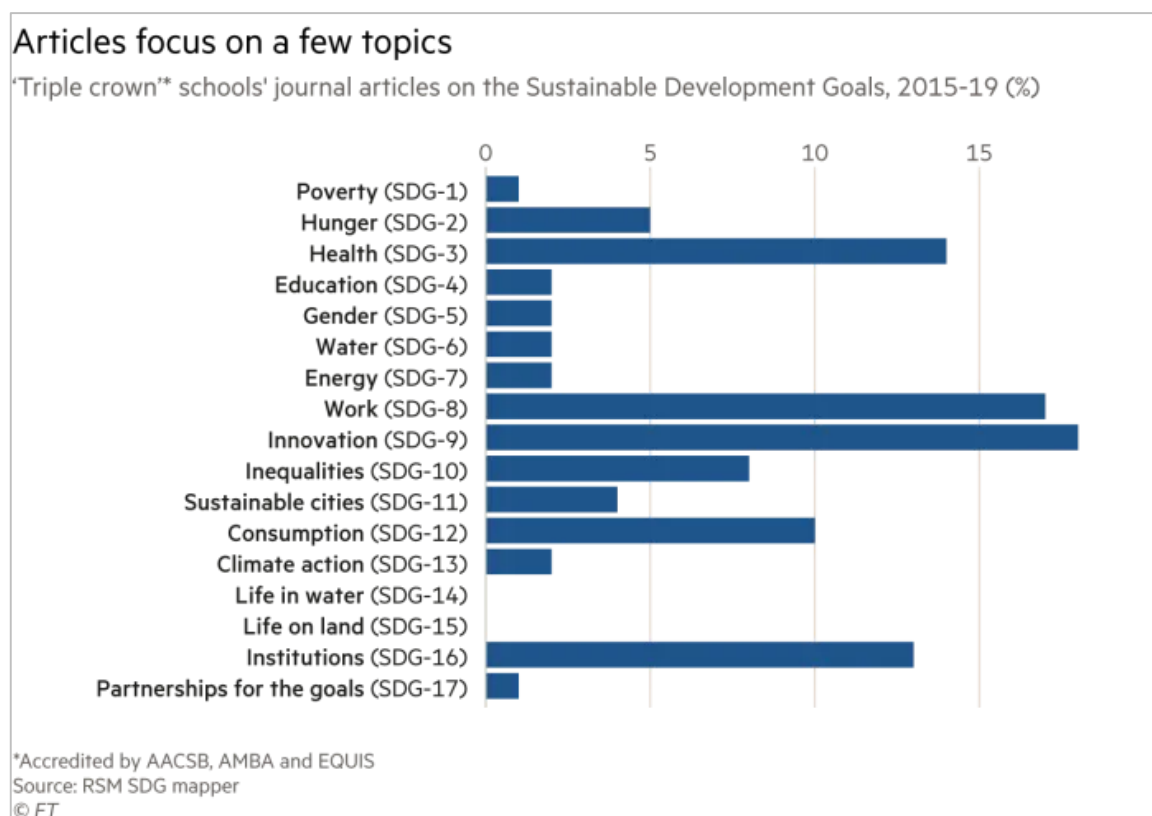


Figure 1: "Triple crown" schools' journal articles on the SDGs [Source: Financial Times](#)



The European SDG top 10 (ranked by ratio of SDG-related publications)

| | Total publications | SDG publications | Ratio | Rank |
|---|--------------------|------------------|-------|------|
| University of Glasgow, Adam Smith Business School | 22 | 20 | 91% | 1 |
| University of Leeds | 36 | 32 | 89% | 2 |
| University of St Gallen | 70 | 61 | 87% | 3 |
| ESCP Business School | 36 | 31 | 86% | 4 |
| Grenoble Ecole de Management | 51 | 43 | 84% | 5 |
| ESSCA | 111 | 92 | 83% | 6 |
| The University of Amsterdam | 70 | 58 | 83% | 7 |
| IESE Business School | 108 | 89 | 82% | 8 |
| Frankfurt School of Finance & Management | 34 | 28 | 83% | 9 |
| Mannheim Business School | 76 | 62 | 82% | 10 |

Note: Not adjusted for volume of publication. Source: RSM SDG Mapper

Figure 2: The European SDG top 10 ([Source: Financial Times](#))

In 2018 and 2019, the School was shortlisted by the Times Higher Education Awards as the Business School of the Year. While this has given us some pride and confidence that we are on the right path, since we last reported, we have made substantial changes to become even better in what we are doing. We are revisiting our Strategy and reformulating our Mission. We have signed a Blueprint for Sustainability and have created a new infrastructure to support the implementation of our ambitious goals. We are committed to providing education and engagement activities that develop the capabilities of students to be globally responsible citizens. We have increased the range of curricular and extra-curricular opportunities for students to encounter key issues relating to responsible management and sustainability and to develop the abstract and practical skills necessary to tackle global challenges. We have also invested in supporting roles and structures, developed partnerships and utilised the expertise and opportunities in the wider University of Leeds to help towards this purpose. We increased the funding for paid student internships, who help us to raise awareness of sustainability amongst fellow students. Going forwards, we will further increase these investments.

World Ranked – Triple Accredited – Award Winning



Athena Swan Award

The Business School successfully achieved an Athena SWAN bronze award in April 2020. The award recognises the work the School is doing to advance gender equality. The School developed an ambitious Action Plan in support of its application, which needs the support and involvement of all staff – academic and professional services – across the School. The implementation of the action plan is led by the Athena SWAN Implementation Group, which meets monthly to support and drive progress.



The Blueprint for Sustainability

The Blueprint for Sustainability sets out 18 objectives to become more sustainable in teaching, research and organisational practices. It defines the path and our actions towards becoming net zero as a Faculty within the next 5 years. The Blueprint has been developed with participation from and in consultation with staff.



Building Knowledge & Capacity

| ACTION / IDEA |
|---|
| 1. We will create a sustainability-literate staff and student body through increased awareness-raising training and engagement. |
| 2. We will review all modules and teaching content to embed sustainability into all of the LUBS curriculum. |
| 3. We will challenge existing practice and beliefs and offer alternative viewpoints that promote sustainability, by guest speakers, workshops, conferences. |
| 4. We will measure the carbon footprint of all our activities and set up a plan to reduce it in areas of teaching, research and organisational life. |
| 5. Using our research and experience we will support the University and wider city in the response to the climate emergency. |

Being a Positive Partner in Society

| ACTION / IDEA |
|--|
| 6. We will review student engagement activities and develop more opportunities for engagement, increasing participation and awareness (including students showcasing research at the UoL sustainability conference). |
| 7. We will encourage/incentivise our students to volunteer locally and create local action to benefit our local community. |
| 8. We will complete a review of current community engagement activities and develop more opportunities for community engagement, increasing participation and awareness, positive impact. |

Making the Most of Resources

| ACTION / IDEA |
|---|
| 9. We will review our international travel and pilot new policies to ensure air travelling is limited to essential requirements. |
| 10. We will ensure all of our staff utilise technology in an appropriate way to reduce environmental impacts (video conferencing etc.). We will promote remanufacturing of our IT equipment. |
| 11. Ensure sustainable purchasing, avoid unsustainable consumption and pro-actively facilitate solutions to barriers in all areas, estate, energy supply, research, teaching, graduation, conferencing, travel. |
| 12. Use the LUBS and Law Transformation project as an exemplar for sustainable practice, showcase good examples like low carbon catering. |
| 13. We will create a knowledge pool to support staff in their sustainability aims. |
| 14. We will provide the necessary resources to enable this change. |

Embedding Sustainability through Collaboration

| ACTION / IDEA |
|---|
| 15. We will implement the Central University Sustainability projects at Faculty level (e.g. total removal of single-use plastics). |
| 16. We will create sustainability governance within the faculty, by ensuring key committees discuss sustainability and feed into faculty-wide sustainability group. We will establish sustainability champions. |
| 17. We will explore the possibility of staff and student sustainability architects across the faculty. |
| 18. We will work with the Sustainability Service and HR to embed sustainability into our SRDS, inductions and job descriptions. |

Figure 3: Leeds University Business School – Blueprint Plan

Supporting Roles and Structures

We have appointed a Director of Sustainability with a mandate to ensure the Faculty is doing its best to become greener and more sustainable with the overarching goal to increase our own sustainable practices but also to drive the broader agenda on sustainability forward. The workload for this role has been increased, and in each Division as well as in central professional services we have nominated representatives, so called “Blueprint Champions”, who implement the Blueprint locally. Currently, we have 10 members of staff involved as Blueprint Champions. We meet regularly to develop actions and projects that help implementing and achieving our 18 objectives. The Blueprint Champions on the one hand act as communicators and facilitators, and on the other hand they implement projects that directly contribute to our goals.

A new Strategy for the Business School

Sustainability is a vital part of developing the new Strategy. It is one of four cross-cutting themes – sustainability, digitalisation, internationalisation and equality - within six working groups on Culture and Values, Research, Teaching, External Engagement, Communications, and Operations and Performance. To ensure sustainability is a central element in the working groups, one or two Sustainability Champions were nominated for each group. This group meets monthly, discusses proposals and the best avenues for ensuring sustainability is key to all our actions.

LUBS Law and Transformation Programme

As part of extending the University’s Western Campus, the Business School remains committed to the sustainable development and use of its facilities. It will be the principal user of the Esther Simpson building which is due to be completed in September 2021. This technology rich teaching facility is being developed with a view to obtaining an excellent BREEAM rating. The School is also in the early stages of leading the development of a new University Student Hub building. The design brief for the building involves a commitment to construction using Passivhaus principles. In addition, the School has begun to consider its use of existing facilities to improve the sustainability of its operations.

Internal Communications

We are committed to raising awareness of sustainability at LUBS as part of our LUBS Blueprint, LUBS Strategy and the wider University’s Sustainability Strategy. Internal communications play a large role in keeping staff updated with the work being undertaken around sustainability.

In 2020, we launched the LUBS Blueprint for Sustainability newsletter, a trimonthly e-newsletter which is circulated to all LUBS staff. We believe in transparency and want to regularly update staff on the progress we are making in achieving our Blueprint goals and on projects and activities linked to the Blueprint and sustainability at LUBS. We think the climate crisis needs our full attention and the Blueprint newsletter shares colleagues’ views, insights and tips about low carbon work and lifestyles.

The newsletter provides updates and details of events in LUBS and the wider University, information on local sustainable businesses, tips on how to reduce email footprint and information about apps and technology such as Ecosia and Cleanfox which can make positive changes. Staff are encouraged to

contact us with any items or initiatives that they would like to share. To date we have featured a range of staff stories including tips and encouragement for cycling to work, the importance of integrating sustainability into the curriculum and personal stories about veganism and sustainable weddings.

The newsletter links to our internal staff intranet which has a dedicated staff blog posts section; here staff can read the full stories of how their colleagues engage with living a more sustainable life. The staff intranet site has a dedicated sustainability section which provides further information on sustainability at LUBS, resources and information including Podcasts with LUBS staff and students, ways to get involved, recordings of past events and details of upcoming events. Other pages include details of the Blueprint and progress to date, a dedicated Sustainability research page, information on groups working on sustainability at LUBS and a PRME page.

Engaging with the SDGs

The UN Sustainable Development Goals (SDGs) identify key challenges facing society and demand action from business, government and other stakeholders. The SDGs explicitly capture the issues that students can expect to be faced with as responsible managers and the goals that corporations will be judged against. The University of Leeds has started to consider its relationship to the SDGs and how they relate to its operations, research and educational mission.

Partnerships are important in delivering our purpose to develop the capabilities of students to be globally responsible citizens. We promote education and research opportunities relating to social, environmental and ethical issues, and connect students with volunteering and co-curricular activities on offer within the University.

We continue to make the most of the range of expertise available across the University of Leeds relating to ethics, CSR and sustainability. We have continued to develop closer research and student education relationships with the School of Earth and Environment, School of Geography, School of Design, Faculty of Engineering and others.



Figure 4. Sustainable University 2050 (Source: Leeds Annual Sustainability Report 2016/17)

The Leeds University Business School's partnership with the Inter-Disciplinary Ethics Applied (IDEA) Centre, focused on Business Ethics and Professionalism, supports its PRME work.

The partnership between Leeds University Business School and the Inter Disciplinary Ethics Applied (IDEA) Centre to integrate ethics and professionalism into the LUBS programmes of study was founded in 2005. At the heart of the partnership is a multidisciplinary team which brings together



Business academics and student representatives, with specialists in inter-disciplinary ethics education. Whilst the principal focus is inter-disciplinary ethics education, the partnership benefits from shared research, consultancy and training and business and professional networks. The vision of the partnership is to play a leading role in designing, supporting and delivering distinctive, outstanding curricula across the Business School that is underpinned by robust academic research and are nationally and internationally admired for their application of ethics in an integrated, relevant and inter-disciplinary way to each discipline and professional area. The partnership oversees the School's endeavours to meet the ethics, responsibility and professionalism requirements of the University of Leeds Curriculum and those of the following LUBS accreditation and membership bodies:

1. AACSB - The Association to Advance Collegiate Schools of Business
2. AMBA - Association of MBAs
3. EQUIS – EFMD (European Foundation for Management Development) Quality Improvement System
4. PRME - Principles for Responsible Management Education

Currently, we have 60 modules in which IDEA delivers content on ethics and ethical reasoning. In 2019, one of these modules LUBS2970 Corporate Social Responsibility was awarded the Leeds University Business School Dean's Award for Teaching Excellence. This award was in recognition of receiving the highest student evaluation ratings out of all of the large modules delivered across the Business School. The award reflects the consistently outstanding student feedback for this module. Students frequently cite the real-world application of CSR concepts, integration of business ethics and ethical reasoning, together with the discursive and interactive teaching style as points of distinction.

There has been a strategic school-level committee with the Pro Dean for Student Education, Divisional Directors of Student Education (DDSEs) and representatives from the University's Inter-Disciplinary Ethics Applied Centre for Excellence in Teaching and Learning (IDEA CETL) as a core mechanism to champion ethics teaching within the Business School for many years. We have now created Divisional Level Business Ethics committees that work on the programme specific inputs. These committees include senior members of the Business School executive team, Business School staff involved in modules relating to ethics and responsibility, together with colleagues who provide specialist ethics inputs and expertise across Business School programmes.

Mapping of teaching

In order to accelerate the process to increase, extend and intensify our teaching on SDGs, - beyond ethics and ethical managerialism - we mapped the content of our entire curriculum against the SDGs. Through the programme review process, we have mapped where SDGs are already covered to locate in which programmes we want to revise teaching to include more SDGs. We have created a rubric to assess the learning outcomes against SDGs.

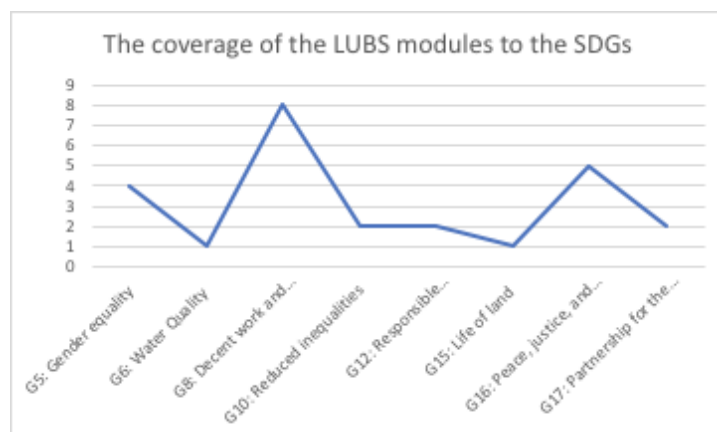


Figure 5. Coverage of the LUBS modules to the SDGs

Reflection on 2018 Objectives

Raise awareness of the SDGs amongst staff and students, explicitly identify links to the SDGs within teaching and research activities.

The implementation of the Blueprint has helped to embed projects and activities that contribute to raising awareness of SDGs. The SDGs provide an opportunity to draw together the diverse activities, research interests and topics that relate to PRME across the Business School. We developed materials around introducing the SDGs as well as activities dealing with individual SDGs. Noteworthy, is a recorded lecture on SDGs and teaching as well as webinars for students on SDGs. We have mapped teaching across all SDGs, and started mapping all research output against SDGs. We will introduce a process that captures where research and teaching relate to specific SDGs.



Figure 6: UN Sustainable Developments Goals. (Source: <https://en.unesco.org/sdgs>)

Current objective

Implement the Blueprint. Revise teaching programmes to include more SDGs related content.

Principle 2: Values



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

University of Leeds Values

The Business School is part of a large and diverse, research intensive institution. The University of Leeds has a clear set of values that underpin its pursuit of academic excellence, providing a positive and supportive environment for Business School staff and students. The University also has a long history of championing social and environmental issues, with world-class expertise across its Faculties working on solutions for, and debate around, such issues. Sustainability is a pillar of the University strategy and is embedded throughout the institution through our teaching, operations and research.

Under a new female Vice-Chancellor, the University has launched a new 10 Year Strategy for 2020-2030, focussing on community, culture and impact. It has reformulated its mission around a desire to make a difference, reduce existing inequalities, achieve societal impact and drive change, to help shape a better future for humanity. Open research, open access and collaboration will help tackling global challenges. The new Strategy sets a blueprint for a values-driven university. The strategy will be supported by a strategic delivery plan, setting out how the delivery of the ambitions will be realised.

Box 1: Context: why do we need this strategy? And the role of SDGs

Our planet faces unprecedented challenges. Issues including climate change, economic instability, inequality, poverty, and refugee crises threaten the health and wellbeing of the population. The COVID-19 pandemic is a recent addition to this list of threats.

The impact of these global challenges and how we address them varies greatly across nations. The United Nations 17 Sustainable Development Goals (SDGs) such as zero hunger, good health and wellbeing, and gender equality, are more difficult to reach for low and middle income countries, which are predominantly situated in the Global South and often have the least resources. And within the generally more affluent Global North there is great disparity in the impact of these issues within and across populations.

The SDGs can only be reached if we reduce inequality. This will require collaboration on an unparalleled scale across institutions and nations. Research-intensive universities, working with their local communities and partners, are perfectly placed to help deliver this. They are a powerful group of networked institutions capable of the large-scale, high-impact, global collaboration that is required, unencumbered by national borders.

Business School Mission

The new Strategy has set the context for the Business School's revision of its mission. The process started in 2020 and is still ongoing. The process has been participatory, involving many staff. It included revisiting what we do in terms of teaching, research and external engagement. Sustainability has been a core cross-cutting theme in the Strategy Process. The new reformulated mission statement will have sustainability at its core, leading to sustainable, responsible, meaningful global outcomes. This mission is communicated to all staff and students, explicitly demonstrating our commitment to the values of global social responsibility. We pursue this mission through our student education and research values.

Our teaching will contribute to empowerment of graduates through knowledge, skill sets and values to maximise their potential as global citizens to succeed in meeting complex social, economic and environmental business challenges.

Our research will focus around the SDGs to increase our impact for a better economy and society.

Our operations will be accountable, collaborative, sustainable and productive to provide agile, flexible support for our community.

Our engagement with stakeholders will help to build organisational resilience and support responsible, sustainable growth.

Sustainability on Campus

The University has set ambitious targets to become net zero by 2030 and achieve no direct carbon emissions by 2050. This is not only important operationally, but sets a good example for students in how organisations should operate. We walk the talk!

In September 2019, the University of Leeds announced its sector-leading Seven Principles for Climate Action. These bold and holistic principles are the University's ambitious response to the climate crisis and they depict how we will lead on tackling climate change, through adapting our approach towards research, curriculum, operations and outreach. The University of Leeds and Leeds University Union made a collaborative pledge to remove single-use plastic across all of its operations by 2023, #2023PlasticFree. Sustainability is embedded in all decision making with social, environmental and economic impacts considered in procurement process and in all of our major developments and investments. Sustainability is embedded into the curriculum and a large proportion of our research is concentrated around tackling global challenges such as the UN SDG's.

The Sustainability Service is instrumental in developing collaborative networks to help support staff and students engage in sustainable action, and in managing the Blueprint process.

Box 2: Sustainable Curriculum Group

The Leeds Sustainable Curriculum (LSC) is a programme of work that aims to embed sustainability and sustainable practices into the curriculum at the University of Leeds. It is led by a Working Group comprising of a cross-section of staff and student representatives and reports to the Sustainability Steering Group. Prof Vera Trappmann and Dr Andrew Mearman are members of this group and contribute to best practice development. The Business School is considered to have developed a leading model of embedding sustainability through its Assessed Learning Outcomes.

Using the UN Sustainable Development Goals (SDGs) to frame and steer our activity, the Working Group is working across three key streams of work. The SDGs provide us with a common, global language of sustainability that is relevant to all individuals, organisations and communities.

Our three key sub-working groups are:

- 1. Integration into Leeds curriculum & programmes*
 - Including developing a new core programme thread as part of Curriculum Enhancement Strategy, 'Creating Sustainable Futures' Discovery Theme modules, dissertations and expanding Faculty/School programmes.*
- 2. Staff resources and training*
 - Including digital modules, subject guides, staff training, sustainable ways of teaching, e-portfolio system and Living Lab.*
- 3. Student induction and opportunities:*
 - Including student induction, student research conference, sustainability architects and employability.*

The Sustainable Curriculum gives students from all disciplines the opportunity to learn about sustainability and has won the [Whole Systems Approach Award from the International Sustainable Campus Network \(ISCN\)](#) for embedding a collaborative approach to sustainability across all aspects of the University curriculum.

The Sustainability Service provides training and information to staff concerning sustainability skills and how to integrate sustainability issues into teaching. They also recognise outstanding research by students, introducing a Sustainability Dissertation Award, a Sustainability Conference for students, open to students across the University. The "Living Labs" programme continues to provide the opportunity for researchers within the University to experiment and pilot sustainability related projects on campus, bringing professional services and groups of academics together, and providing seedcorn funding and match funding for interdisciplinary projects. The programme is proving popular with Business School academics and joint projects are being established, for example the LUBS Commercial and Professional Skills module run by Olivia Solomon where students on the course assess the effectiveness of communications and engagement around the Blueprint programme and the #2023PlasticFree programme.

The Sustainability Strategy of the University has 4 pillars: Embedding Sustainability through Collaboration; Building Knowledge and Capacity; Being a Positive Partner in Society; and Making the Most of Resources.



Figure 7: 2020 Global Impact Rankings Success (Source: [University of Leeds 2018-2020 Sustainability Report](#))

World Ranked – Triple Accredited – Award Winning

Reflection on 2018 Objectives

Raise awareness and engagement regarding the environmental impact of work-related behaviours and activities amongst staff and students in the Business School.

We have continued to promote PRME amongst the academic staff and to our students. We have committed to raising awareness of the SDGs as part of our objectives for Principle 1, and see this as a vehicle for driving greater recognition regarding the aims of PRME.

We have achieved engaging more staff in contributing to our objectives which has led to a multitude of activities.

Current objectives

Implement the Blueprint



Principle 3: Method



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

We want to ensure that students are empowered through knowledge, skill sets and values to maximise their potential as global citizens to succeed in meeting complex social, economic and environmental business challenges. We have continued to work hard over the past three years to ensure that ethics, responsibility and sustainability are embedded across our curriculum. Our ambition is to encourage students to become aware of key ethical and sustainability challenges facing contemporary businesses and to develop students' own ethical awareness regarding appropriate professional and research conduct. We therefore extended our special training in Ethics across programmes. We have further embarked on a journey to increase students' awareness of global challenges, relating teaching towards SDGs. This involved a mapping process of all SDGs in our programmes and an increase in extra-curricular activities around sustainability.

New module on Sustainability

In recognising the importance of climate change for business education, we created a new PGT module on sustainability titled, Sustainable Futures: Climate Change, the Environment and Business. The module responds to students' desire to develop knowledge and skills in relation to the formulation of policy and practice to combat climate change and ensure economic, social and environmental sustainability. The module examines how climate and environmental crises are both shaped by and are shaping business policy and practice and the conceptual frameworks that shape the ways in which different social actors are engaged in these debates. This helps to locate key questions of how business models are challenged and changing to address climate change and the implications for organisational change, including a focus issue of work and employment covering both HRM practices and worker voice in the transition to a green economy. The module concludes by looking at the implications for the future. By combining a focus on internal policy and practice with wider societal change and challenges we encourage our students to look beyond the organisation and address the challenges of reconciling business and organisation practices, the limits of planetary boundaries and need for climate and social justice.

Other modules have included SDGs in their existing teaching. In module LUBS3250, a case study on transnational companies and how they relate to SDGs has been introduced. In LUBS2040, climate change has been introduced as one of the core topics via which the history of economic thought is taught. One of our lecturers, Tadeusz Gwiazdowski, has introduced as case study on climate change designed to provide a basic introduction to the macroeconomics of the climate crisis on a post-A-level or equivalent macroeconomics module.

Generally speaking, climate change is not compulsory learning in most introductory macroeconomic textbooks; however, knowledge of the topic is likely to be crucial for future professional economists, policy economists, and citizens.

The case study requires students to have a basic understanding of a simple, non-technical version of the Solow growth model with technological progress. It is therefore suitable for students on single- or joint-honours economics degrees with only a basic background in mathematics for economics. The goal of this case study is to provide an introduction to the facts of climate change, outline a simple macroeconomic model of climate change, and ask students to critically discuss different solutions to the climate crisis. The session itself can fit into a 45-minute teaching slot.

Ethics at Undergraduate level: BSc Banking and Finance

We also offer students the opportunity to specialise in business ethics, sustainability, and CSR related areas through optional modules. Key achievements for implementing Business Ethics since our last SIP report have been the development of a module to support the accreditation of BSc Banking and Finance gaining full chartered status with the Chartered Banker Institute. Whilst there are many PGT programmes with this status, this was the first UG programme to gain this status. This is a real differentiator for this programme and a distinctive USP which is highlighted at Open Days. The partnership between LUBS and IDEA team to develop and teach on a core module, was a fundamental factor in the award of full chartered status.

Box 3: “Not Bottling It”

New practice learning: making an assignment about SDGs and our sustainability values

Sally Chan, Advertising Module Leader, talks about how she embedded sustainability in teaching.

LUBS 5407 Advertising is a Semester 2 core module for MA Advertising and Marketing / Design programmes. In a nutshell, I introduce students to the basics of ad planning with audience insights, ad critique, scriptwriting, scamps (drawings), and message design providing the practical elements. My aim at the end of the 10 weeks is to ensure students have the confidence to create print ads ultimately landing their dream job in an advertising agency. Having already achieved these goals through ‘live’ briefs, and building up an exclusive list of agencies to call upon, there was nothing more I could do to make the module even more attractive to students ... until sustainability came knocking on my door, that is! Due to a mixture of good timing (and fate), I was tasked to support our Faculty’s Sustainability Director with a range of activities. When I learnt about the University’s strategy to embed sustainability in the curriculum, I couldn’t resist trialling this for advertising. That’s when I had a brainwave to collaborate with the University’s Sustainability Service to moot the idea of a seminar brief that would utilise the creative skills of my students whilst getting them thinking about sustainability.

That's how the 'Water Bottle Brief' was born. For a seminar activity during week 7, the 'Water Bottle Brief' fulfilled many functions. It was designed to increase students' awareness of the detrimental effects of single-use plastics, to convert them to use the 200+ water fountains on campus, as well as promote the Sustainability Service's #PlasticPledge2023. Established in 2018 to remove single-use plastic across all operations, #PlasticPledge2023 had been paused during lockdown. In February 2021, as the UK government announced its roadmap out of lockdown, it was time to reignite the pledge as a Leeds Living Lab campaign that would showcase the University's collaboration with staff, students, and city partners to find sustainability solutions. I was over the moon when Creative Director, Rick Ward, agreed to critique the students' work.

Posters

The winning poster by Nikhita Alex was selected for its visually impactful, thought-provoking message with a strong call to action.



Nikhita explains her concept:

'Our oceans, our lands are gasping for breath. Isn't this something we hear time and again by many ambassadors of nature? Does it all get buried in our minds because of the colossal information we absorb in on a day-to-day basis? How do we cut through the clutter?'

I am taking the liberty of linking plastic pollution to a mass murderer, because of those who live in our oceans and lands have been threatened, for innumerable years now. It is known to many that all of us responsible have turned a blind eye to the fact that our actions are directly proportional to the lives at stake—our fellow beings, the dwellers on land and in water. About 700 species, including the endangered ones, have been a victim to plastics.

Most times, we take in this monstrous information, feel accountable and even try to make a change by abstaining from plastic, but at the end of the day, I'm saying this from personal experience, we end up thinking that, "It's not a big deal, it's just one plastic bottle." Well, what if I put it this way, what if I say, every time you purchase a bottle, every time you dispose of the bottle, you choose to harm. Your actions have and will be having reverberations in our lands and oceans. My poster intends to voice out, that with every plastic bottle we throw, we pose a threat to aquatic and terrestrial animals that we share the ground we walk on and the seas we swim in.

Here's my how:

In my poster, I overlaid an image of a deer in the woods with a layer of plastic. The plastic texture represents plastic bottles being disposed of or crushed and the image in the background shows that the aftermath of getting rid of a plastic bottle doesn't stop with the plastic bottle but its impact will travel to the depths of our forests. Through the poster, I have tried to communicate that we need to stop looking at these bottles as just a plastic bottle, or just 'one' plastic bottle because many ones make a lot.

Here's our what:

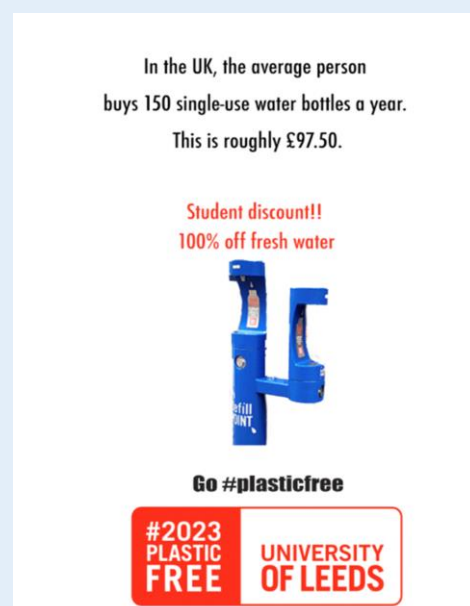
- ✓ Locate the closest water fountain on campus.
- ✓ Refill your bottles.
- ✓ Don't let our lands and oceans get filled with plastic.
- ✓ I will carry my water bottle with me to campus and will use the water fountains for a refill.

Here you go, I just took my pledge'

The two runner-ups were...

A team effort with Emma O'Donnell, Agata Parylak, Sara Foloqi, Mehak Joshi, Jezabel Sardaby, Perla Cuellar for the simplicity of their BYOB poster.

Hephzibah Ayuba's simple concept of 100% free water - perfect as a student-led campaign.



Commendations were due to the following:

Megan Menech 'Turn the Tide':



Nan Shen 'Marine life':



Ryan Turner 'Guy Fawkes':



Despite lockdown, students could immerse themselves fully in the brief and it is clear that their sustainability awareness has increased. In terms of curriculum, it was relatively easy to run a sustainability focused seminar once the brief was established and the various partners were on board.

Follow-up activities entailed spreading the #2023PlasticFree message more widely by displaying a selection of posters on campus after lockdown.

The advertising seminar activity will now be an annual event to showcase the level of creativity that students have in bringing about change so for this, I have much to thank my students for!

Other posters by Joanna Keetley, Zhama Jumbo, Anna Lilley and Yang Wen:



Opportunities to Learn Across the University

The University of Leeds is a large research-intensive University with Schools and Faculties across the range of academic disciplines. This breadth of expertise offers the opportunity for Business School students to gain broader knowledge in technical, engineering, social science and arts subjects that enable them to address social and environmental challenges.

Box 4: Critical Perspective on Enterprise and Entrepreneurship

The Management Division's Critical Perspective in Enterprise and Entrepreneurship module, led by Dr Jane Khayesi, is a final year undergraduate module. It is a discovery module that brings together students from all-over the university specialising in various areas such as biology, social policy, theatre and performance, biological sciences, management, international business, music, environment, criminal justice & criminology, and law. The module explores cutting edge topics and practices in the field of Enterprise and Entrepreneurship. Learning and teaching is mainly through interactive weekly workshops where students critically discuss various enterprise and entrepreneurship practices, and their application to current global issues.

In 2020/21, students were required to prepare and present posters analysing causes and impacts of critical global challenges. Working in groups, students prepared posters focusing on various global problems such as malnutrition, biodiversity loss, poverty, climate change, lack of renewable energy, gender inequality, air pollution, drug trafficking, diseases, and food insecurity. Students then presented their posters to the class including a few invited guests. This assignment illustrated the extent of global challenges in various countries and their relationship to various sustainable development goals aimed at resolving these problems. It further demonstrated complexities involved in trying to deal with critical global challenges.

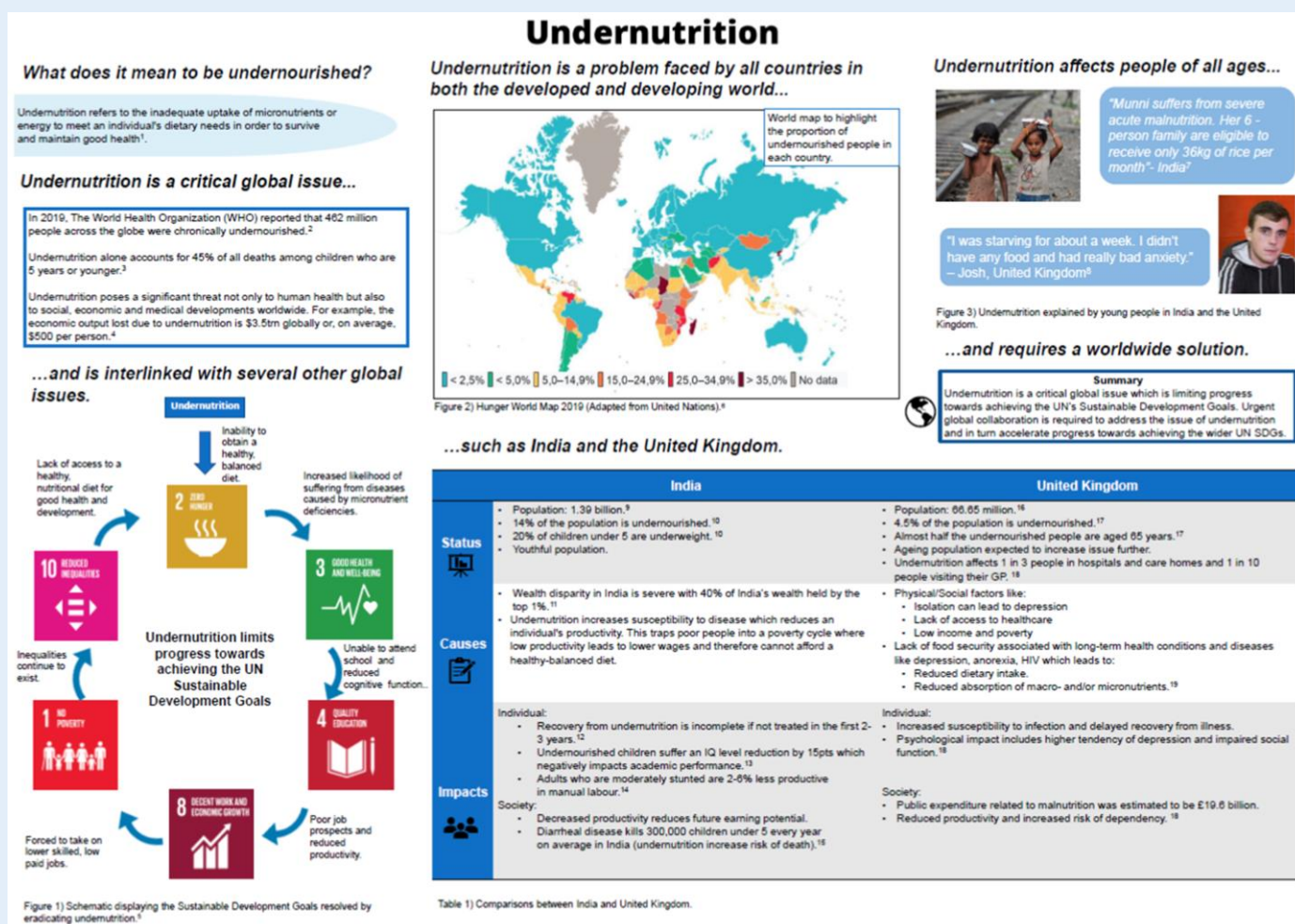


Figure 8: "Undernutrition" module assignment

In a follow up assignment, students were required to prepare an essay analysing entrepreneurial solutions to the critical global challenges they had earlier presented on their posters. Through this module, students have been able to learn that there are multiple solutions to critical global challenges. Despite the existence of various solutions and efforts, entrepreneurship is best suited to provide sustainable solutions to these problems.

Collaboration

The Business School has been working with colleagues in other Faculties to develop collaborative programmes and increase interaction between Business School students and those from partner Schools. For example, MSc Sustainability and Business is led by the School of Earth and Environment (SEE) and includes Business School modules alongside specialist sustainability, development and environmental modules from SEE. The programme reflects the strengths of SEE regarding sustainability and environmental science, with Business School expertise in social enterprise, entrepreneurship and change management, to equip students to address the social and environmental challenges facing modern businesses. Building upon a similar partnership model, the new MSc Ecological Economics launched in 2018, led again by the School of Earth and Environment. The programme includes a number of Business School economics modules to extend the students' economics understanding and discourse. MSc Environmental Water Consultancy, led by the School of Geography, reflects the successful MSc Sustainability and Business and also blends Business School modules alongside core geography knowledge and skills content.

As mentioned previously the Business School has a longstanding partnership with the *Inter-Disciplinary Ethics Applied Centre, a Centre for Excellence in Teaching and Learning at the University of Leeds*. The centre provides specialist inputs to our modules, drawing on IDEA's experts from philosophical or ethical backgrounds.

IDEA aims to help students, professionals and employees to identify, analyse and respond to the ethical issues they encounter in their disciplines and their working lives. IDEA's teaching in the Business School involves drawing on the experience of the people and organisations they have worked with, using case studies to bring out issues that students recognise and can engage with. IDEA have worked in partnership with the Institute and Faculty of Actuaries (IFoA), the Chartered Institute of Bankers, the Intellectual Property Regulation Board (IPReg) and Institution for Engineering and Technology to develop and deliver professional ethics CPD. Their professional and consulting experience concerning professional conduct, ethics and CSR is a real asset to our promotion of responsible management.

Research Ethics

Within the Business School we have been strengthening the teaching of research ethics and ethical conduct relating to dissertations. All Business School students have the opportunity to undertake a dissertation or project, and this is an opportunity to both hone their research skills, but also to understand the implications of research on participants and to consider how their findings may be used by others. Well-known examples from psychology, sociology and management research are used to illustrate the potential for harm from poorly designed research. These discussions also illustrate the

Open source

We have also enhanced the ethical approval processes and materials to support students with their dissertations.

We discussed in our previous SIP that students on our programmes are now required to undertake a research dissertation or project. This reflects our ethos as a research-intensive institution and complements our research-led teaching. This change has enabled students to pursue a range of interests related to ethics, responsibility, or sustainability in greater depth, contributing to business or the local community if industry hosted. Encouragingly, students across the breadth of our business disciplines have chosen to undertake such research.



The Business School encourages students to consider how their research and consultancy-related projects could benefit the local community or provide social value. This aim is explicit in the Research

Methods and Enterprise Project module (led by Dr Stephen King), a compulsory module on our MSc Enterprise programme. This successful module has now been running for a number of years and promotes the development of students' research and consultancy skills. As part of small multi-cultural teams, students choose an enterprise based 7-week project. Clients usually include local businesses and social enterprises and projects centre on a real challenge currently faced by the organisations. The consultancy groups are supported by the Centre for Entrepreneurship and Enterprise Studies (CEES) and work to apply their research skills and subject knowledge to the project challenge, producing practical recommendations and a consultancy project report. Student recommendations are often adopted by clients and have helped a number to grow their business.

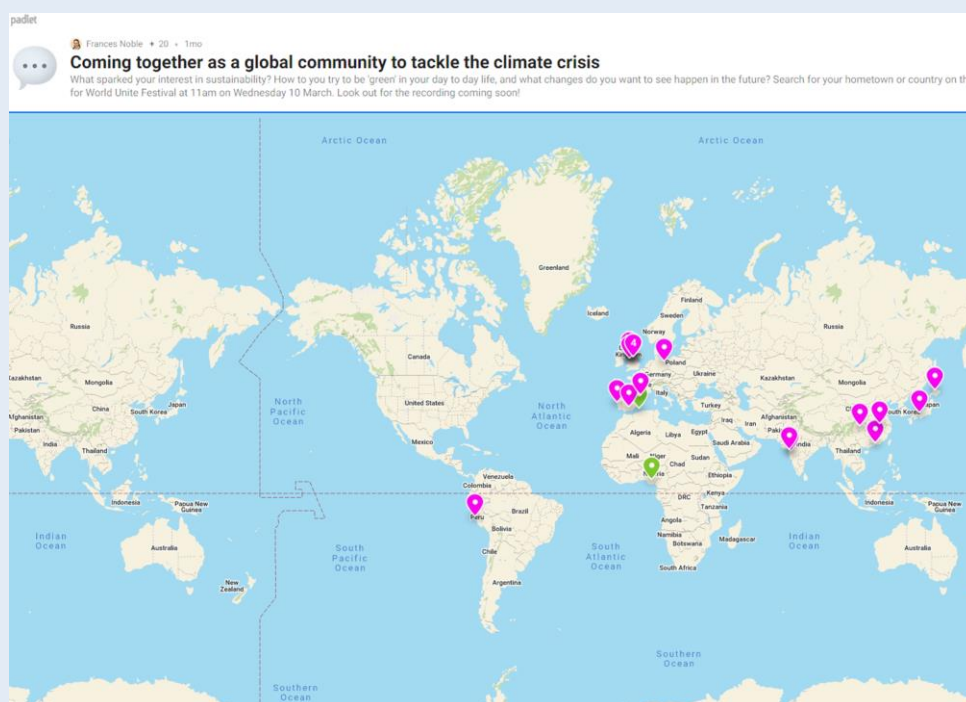
Extra-curricular activities to increase awareness

Frances Noble who works at the Business Confucius Institute (BCI) at the University of Leeds is a Staff Sustainability Architect and organised two panel events in March 2021 to explore views on sustainability around the world; one with a global focus and one specifically about China. This allowed her to apply knowledge of events and engagement to promote intercultural understanding around sustainability.

In order to contribute to and benefit from existing initiatives at the University and Leeds University Union, the events were organised to coincide with World Unite Festival and Climate Week.

Box 5: Global Attitudes to Sustainability

This hour-long event featured UG and PG panellists sharing their first-hand knowledge about: Germany, the UK and the Philippines, Peru, China India, Algeria and Nigeria. Prior to the session participants were invited to introduce themselves on a world map Padlet and say something about their interest in sustainability. This generated engagement before the event and reinforced the global theme.



1. Screenshot showing contributions to the world map Padlet that was shared before the event

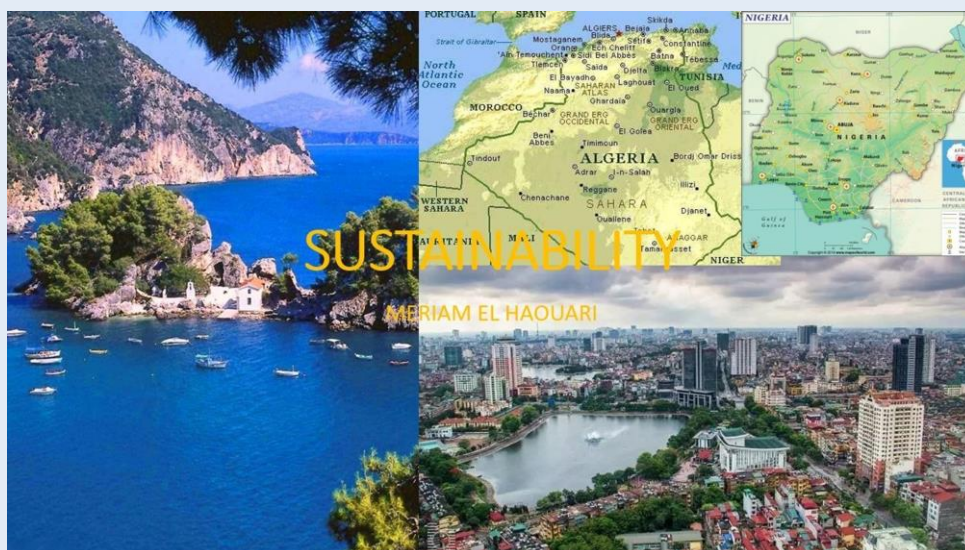
After each panellist had given a short pre-prepared presentation about their personal interest in sustainability and the situation in their country, we moved on to discuss the broad topics included in the ranking question.

While it was ambitious to fit all of this into one hour, the short session included many great points and succeeded in creating a sense of enthusiasm and shared interest in sustainability across our global community. It also allowed our students to take centre stage to educate others about their country, encouraging sustainable habits through honest discussion of their own stories and cultural barriers they face.



2. Attendees responded to the question 'What does 'sustainability' mean to you' via Mentimeter at the start of the session

LUBS Faculty International Tutor Maria Hussain was in attendance to comment on the ideas shared by student panellists and reinforce the cross-cultural lessons from the session. Reflecting on the event, she said: "It's more important than ever to consider the intercultural complexities of our ever-connected world in working towards a more sustainable future for all. The facilitation of intercultural dialogue around 'sustainability' is vital to bring about the change that humanity needs in order to address this grand challenge."




3. Panelists were asked to create engaging slides with lots of pictures.

Box 6: Attitudes to Sustainability in China and the UK







Dr Roger Tyers from the University of Nottingham was invited to talk about his paper 'Back to China': a study of Chinese students' experience in the UK, and its impact on their pro-environmental attitudes and behaviours after return.






This was followed by discussion with the panel of students, staff and alumni.


UNIVERSITY OF LEEDS

Meet our panel

| | | | |
|---|--|--|---|
|  | Ellen Wang LUBS International Manager |  | Olivia Fan Current LUBS student |
|  | Sally Chan LUBS Lecturer (Advertising, Marketing) |  | Andy Kemp Chinese and Politics graduate |
| | |  | Xinran Wang MSc Sustainability and Business graduate |
| | |  | Dong (Keeno) Han MA Social Science graduate |

Leeds University Business School

Roger's research set the foundation for interesting discussions about government action and individual responsibility, with panellists offering contributions from various perspectives.

The event generated valuable discussion and demonstrated the existing enthusiasm for sustainability among our global community.

Reflection on 2018 Objective

Enable and encourage students to reflect upon and articulate their learning and development on the themes of responsibility, sustainability, and ethics.

The ethical reasoning thread that runs through our programmes has helped to make the themes of responsibility, sustainability, and ethics more visible to colleagues across the Business School. We have embedded teaching on ethics now in all Divisions and at all levels. The compulsory modules, discovery themes and optional specialist modules, all help to emphasise the importance of responsible management to students.

Extending teaching on responsible management beyond ethics including various aspects of sustainability and more directly addressing all SDGs has seen a lot of enthusiasm from colleagues and is now in the phase of institutional roll-out.

Current objectives

Implement sustainability, in particular environmental sustainability, more widely into teaching at all levels of study.



Principle 4: Research



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

As a research-intensive university and a member of the elite Russell Group, the production of research is central to our mission. The creation of new knowledge and the debate of existing ideas provides a means to address the social, environmental and economic challenges facing society. We have a large faculty with diverse backgrounds and interests, this helps to stimulate research ideas and cross-disciplinary approaches to ethical, CSR and sustainability issues. We also engage with colleagues from outside the Business School, in both academia, business, policy and public arenas, to co-create, conduct and generate impact from our research. In the last 2 years, we have attempted to make our research more visible. We established some new groups and structures to foster visibility, collaboration and impact.

Research on CSR, sustainability and the environment include the following topics:

- Green behaviours – including: risk and climate communications; food choices; consumer perceptions; organisation and employee behaviours; health and well-being
- Green supply chains – including: logistics, procurement and manufacturing; fashion; the circular economy
- Corporate Social Responsibility (CSR) – including: eco-innovations; institutional systems; governance; marketing strategies; business ethics
- Work and labour – including: just transition; reducing working hours; work and climate change.

We have created a new entry on our [Business School's website](#) with all research carried out at LUBS that deals with climate change and the environment showcasing the broad portfolio of research that contributes to developing a better understanding of the barriers for businesses and individuals to adopt practices that are environmentally friendly, sustainable and carbon neutral.

Research Network on Work, Labour and Climate Change

We have created a new [Research Network on Work, Labour and Climate Change](#), to gather expertise, stimulate debate and deliver ideas for society, labour and businesses on how to produce and live in a zero-carbon environment and a more ecological sustainable way more generally. The network is ambitious in striving to mitigate climate change.

LESS: Leeds University Business School System-level Sustainability (LESS) research group

Within the Business School, we acknowledge the urgency of the climate crisis and have established the Leeds University Business School System-level Sustainability (LESS) research group whose mission is to advance interdisciplinary efforts to develop system-level research that addresses the environmental emergency, thereby contributing to:

- (1) achieving the Sustainable Development Goals,
- (2) the transition to a sustainable and just society
- (3) reimagining the role of business schools in the time of environmental crisis.

We have run a number of webinars with increasing interest from other Faculties and Universities.

Lunch bag seminar series

We have created a new Lunch bag seminar series where colleagues present, over lunchtime, research that contributes to greening the economy. During lockdown, the lunch bag series not only gave an insight into colleagues' research but it was also a good opportunity to have some social time while working from home.

We covered the following topics:

1. "The history of environmentalism and the business school student - from Mesopotamia to the SDGs" (Apr, 2021)
(Professor Diane Holt, Chair in Entrepreneurship at Leeds University Business School)
2. "The climate crisis: public perceptions and reasoning" (Mar, 2021)
(Sarah Irwin, Professor of Sociology at the University of Leeds and Director of the Centre for Research on Families, the Life Course and Generations (FLaG))
3. "Food waste behaviour before and after the Covid-19 lockdown: Implications for Courtauld Commitment 2025" (Feb 2021)
(Dr Gulbanu Kaptan, Associate Professor in Behavioural Decision Making)
4. "Stakeholder expectations of green management: a cross-national institutional approach" (Jan 2021)
(Presentation by Dr Ziko Konwar)



5. "Employee CSR Engagement: The Paradoxes of Embedding & Meaning-Making" and "A system-level perspective on the environmental crisis—what can we learn from Schumpeter and Polanyi?" (Aug 2020)
(Presentations from Professor Kerrie Unsworth and Dr Zlatko Bodrožić)
6. "Aligning Humanitarian Operations with Sustainable Development Goals: A Practical Approach towards "Leaving no one Behind" and "Using a Foreign Language Helps Attenuate Barriers to Sustainable Consumption" (Sep 2020)
(Presentations from Dr Jyoti Mishra and Dr Constantinos Hadjichristidis)
7. "Performance Chasms in International Sustainability Standards: When Improved Sustainability Performance Doesn't Pay" (Nov 2020)
(Presentation from Dr Effie Kesidou)
8. "What will happen to sustainability in supply chains – Post-Covid-19?" (Dec 2020)
(Presentation by Gary Graham)

Research projects

We have been successful in getting funding for a huge number of projects. Business School academics undertake research on CSR, ethics and sustainability in a wide range of areas, often in collaboration with colleagues either within the University or internationally. In the last 2 years we have won several significant grants related to understanding the consequences of COVID19.

Capitalising on COVID-19 as a Trigger for Positive Change in Food Waste Behaviour, ESRC Funded, led by Dr Gulbanu Kaptan

The COVID-19 lockdown has been a big contextual change in people's daily lives. However, it has resulted in positive changes in food waste-related behaviours as indicated in the reports of the Waste & Resources Action Programme (WRAP) and UK media (WRAP, 2020; Guardian, 2020). For example, UK consumers reported an increased awareness and willingness to minimise household food waste leading to a 34% reduction in food waste across four key products (bread, milk, potatoes, and chicken) compared to the average across 2018-2019.



While the changes seen during the COVID-19 lockdown are promising, behaviour change resulting from temporary contextual changes may not last long (Fuji et al., 2001).

Therefore, we aim to harness the positive changes in food waste behaviour and investigate opportunities to sustain this change over the long term. We need to understand the causal factors underpinning the positive change (which cannot be deduced from previous research) and trial

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interventions to capitalise on them. Our partnerships with WRAP and Zero Waste Scotland ensure that the project will be based on both cutting-edge academic expertise, and practical relevance and feasibility knowledge.

Impact of Covid-19 on management to eradicate modern slavery from global supply chains: A case study of Indian fashion supply chains. Funded by AHRC, led by Dr Mark Summers, with Dr Matthew Davis as Co-I.

The Walk Free Foundation estimated in 2018 that more than 25 million people are working under modern slavery-like conditions. The Covid-19 pandemic is likely to increase this number as globally-sourcing businesses have cancelled or postponed orders from overseas suppliers. This has in particular, hit hard those economies that are dependent on export of labour intensive goods. In this research project we investigate the impact that COVID-19, the actions of international fashion brands and wider market changes have had on fashion supply chains. The project will explore the extent to which the lessons learned about the Indian fashion and textile sector are relevant to other sectors and industries through a multi-industry roundtable.

Adapting offices for the future of work. Funded by UKRI, led by Dr Matt Davis. With Dr Helen Hughes, Dr Emma Gritt, Professor Chiahuei Wu (Leeds University Business School) as Co-Is.



COVID-19 changed where we work. In 2019, 5% of the UK workforce worked mainly from home. This reached 44% in May 2020 and remained at 27% in July 2020 when lockdown restrictions eased (Office for National Statistics, 2020).

Homeworking offers flexibility and work-life balance, but most products and services result from collaboration and

discussion - work completion and performance are inherently social processes. Organizations must design offices, technologies and working practices that facilitate this social fabric. Businesses are planning for a return to the office and are adapting office space and work practices to retain benefits of remote working and support hybrid working.

One-size office design will not fit all and we cannot assume what solutions “will work”. Businesses are questioning how best to return to the office, how much space and what type of space to retain. This multidisciplinary project supports economic recovery via identifying effective office design and adaptation of work practices to maximise gains and minimise downsides from remote and hybrid working.

Designing human resource management practices to improve the wellbeing of healthcare workers from BAME backgrounds in the context of COVID-19. Funded by UKRI, led by Prof Lynda Song, with Dr Ahmed Mostafa, Dr Aleksandra Irnazarow, Professor Andy Charlwood as Co-Is.

The role of the Black, Asian, and minority and ethnic (BAME) workforce is critical to the NHS both in the front line and in the community. Around 1/5th of NHS staff are from minority ethnic backgrounds and this group of staff tends to be overrepresented in frontline roles. The health and social care staff of minority ethnic backgrounds have been hit particularly hard by COVID-19, highlighting existing inequalities in working conditions. A number of recent reports and studies have highlighted the increased level of anxiety among minority ethnic health workers. Concerns have been raised that the BAME talent pipeline, already limited due to existing racial inequalities, could be further impacted by COVID-19 with a negative long-term effect on workforce diversity and service delivery.

Although there has been substantial attention from the UK Government to help NHS organisations deal with the pandemic and its aftermath, the mental and physical wellbeing of BAME staff requires special attention. The uptake of support strategies deployed by the NHS to date, such as health risk assessment tools, can be hampered by issues of low trust that affect ethnic minorities in healthcare contexts. The health and social care sector needs evidence on how to design culturally appropriate human resource management (HRM) practices to improve the work environment for minority ethnic staff. To provide such evidence, this project will work with three NHS organisations to co-produce HRM practices to target the wellbeing and occupational outcomes of minority ethnic employees, mitigate the pandemic-related impact and embed their welfare into the forefront of the NHS workforce agenda.

Sustainable and productive?! Helping manufacturing SMEs to manage multiple goals. Funded by ESRC, led by Professor Kerrie Unsworth, with Dr Rebecca Pieniazek, Dr Matthew Davis, Professor Lynda Song as CO-Is.

There is a consensus that companies need to adopt a low-carbon economy. Manufacturing Small to Medium Enterprises (SMEs) are pulled by pressure for productivity growth whilst also being high carbon emitters. We recognise that productivity and environmental sustainability are interdependent and as such we show how multiple goals frameworks can be used to understand and improve organisational decision-making processes. Our innovative research is based on how organisations manage multiple goals rather than viewing (for instance), productivity and sustainability separately.



UK research centre to accelerate the 'greening' of the global financial system



Professor Iain Clacher is Co-Investigator of this new Research Centre for Greening Finance and Investment, funded by the National Environment Research Council (NERC) and Innovate UK, both part of UK Research and Innovation (UKRI). The new UK Centre for Greening Finance & Investment (CGFI) will be led by Dr Ben Caldecott, the founder of Oxford's Sustainable Finance Programme and will advise lenders, investors and insurers, enabling them to make better decisions to support a greener global economy.

It will help financial institutions shift money away from risky activities that harm the

environment, such as coal-fired power and deforestation towards activities that are less harmful, such as renewable power and sustainable agriculture.

New physical hubs in Leeds and London will support companies and start-ups to commercialise products that can green global finance, including tools that measure storm and flood risk facing properties or the pollution created by companies and the liabilities that result. The Centre will work with finance professions, such as the Chartered Bankers Institute and Chartered Financial Analysts UK, to ensure that every professional financial decision takes climate change into account.

Work will begin in April, ahead of this year's COP26 UN climate summit in Glasgow. The CGFI will deliver on commitments made in the UK Government's 2019 Green Finance Strategy, and the announcement signals the UK's commitment to using its global finance sector to support the transition to a net zero carbon and nature positive future.

Marie Curie Research Fellow on Circular Economy

Dr Jacqueline Rutkowski was a Marie Curie Research Fellow in the Business School, working with Professor Gary Dymki. Her research is on the Green and Circular economies, focusing on the sustainability of social and solidarity economy enterprises and on sustainable waste management and recycling.



Research on climate change

At Leeds we are fortunate to have one of the largest and most influential groups of climate change researchers in the UK. The Priestly International Centre for Climate has been established by the University of Leeds to provide a platform for new interdisciplinary research to “better link our physical, technological, economic and social understanding of climate change with strategies for mitigation and adaptation”. The new Centre is an exciting development and provides Business School staff and research students a new way to connect with, and contribute to, world leading climate change science. We are fortunate to have Prof. Vera Trappmann represent the Business School as one of the Priestly Centre’s members of the Executive Board.

Business School colleagues also collaborate directly with groups in the Sustainability Research Institute, Faculty of Engineering, School of Geography and others to jointly supervise PhD students, undertake primary research and engagement activities on sustainability, energy and CSR.



Figure 10: Priestly International Centre for Climate
(Source: <http://climate.leeds.ac.uk/about/>)

Student Led Research

The University of Leeds is a research intensive university and this research culture extends to our student programmes. We encourage students to both engage in our own research, but also to undertake their own as part of their degrees. We have supported many dissertation projects by undergraduates, postgraduates and Executive MBAs that have explored CSR and sustainability.

Selected topics of student dissertations

- The Influence of CSR Implementation towards Consumer Behaviour in the Cosmetic Industry: Evidence from The Body Shop consumers in Indonesia
- CSR in a developing country context: A study of large Indian enterprises and the impact of national needs
- Sustainability-focused Value Orientation as A Mediator of the Relationship Between CSR Strategy and Consumer CSR Participation Intention
- Motivation of Chinese Customers to Participate in Gamified CSR Projects and its Impact on Brand Attitude
- The Impact of CSR Behaviours on Consumer Brand Evaluation
- Impacts of CSR on financial performance
- The Study of the Relationship between CSR and Turnover Intention: Mediating Role of Organisational Identification and Moderating Role of Prosocial Motivation
- The Moderating Effects of Consumer Awareness in CSR Communication Strategy and CSR Brand Loyalty.
- Is this green? Skeptical consumers and their purchase intentions for green products.
- Barriers to the implementation of Green Supply Chain Management in the Chinese Home Appliance Industry. The Research Based on the Chinese Home Appliance Industry.
- Consumer perceptions on online retailers that adopt green reverse logistics as part of a sustainable marketing strategy.
- Analysis of the development of green finance services in commercial banks of China – a case of Agricultural Bank of China
- The Influence of Environmental Claim Type on the Effectiveness of Green Advertising: The Moderating Effect of Scepticism towards Environmental Claims and Green Involvement
- The influence of responsibility traits and green identity on advertising sustainable food products in the UK.
- A Study of Factor Influencing Millennials' Purchase Intention toward Green Products: Applying Extended Theory Of Planned Behaviour
- Identifying factors that promote pro-environmental behaviours in the Japfa Comfeed Vietnam workplace. a quantitative exploration

Working with business

This year we piloted a number of dissertation projects where students deliver consultancy around sustainability to external clients. On the MSc Management Consulting programme, the dissertation module offers students two routes: a traditional dissertation or a consulting project, whereby the dissertation can be framed as a short piece of consultancy for an external organisation. Our project partners include a wide range of organisations: across the public sector; 3rd sector organisations; local start-ups being supported by the University through NEXUS a special Business Engagement Hub for the University of Leeds and SPAK; SMEs and large national and global organisations. The range of consulting projects is equally diverse – ranging from business development and market expansion, strategic management and organisational change to measurement and evaluation projects.

The consultancy project route is very popular with Management Consulting students and each year, the Professional Development Tutor works with external partners to offer a large number of LUBS sourced consultancy projects. She also supports students with external engagement when developing their own consulting projects. The projects give students the opportunity to contextualise their academic learning and to develop and apply their consultancy skills on a real life business project. The projects give clients access to our talented student resource, fresh insights and recommendations which are informed by current academic literature and best practice.

This year has seen a significant rise in projects related to sustainability – both from companies that provide sustainability services and organisations interested in becoming more sustainable in their business operations. We also have some projects supporting the Business School and University's sustainability objectives. The consulting projects also provide wider opportunities to connect organisations to colleagues and our wider sustainability networks – e.g. to explore opportunities for organisational carbon literacy training.

Research Support

The production of high quality, relevant and reliable research requires well-trained, resourced and valued researchers. We have continued to work hard to create an environment that values high quality research and supports the people who undertake such work. One way that this is delivered is through the Business School's mentorship scheme. This scheme ensures that relevant mentors are identified for all participating staff, this provides practical support and advice regarding publication strategies, funding applications, career pathways and networking.



The Business School continues to support the Northern Advanced Research Training Initiative (NARTI) and the White Rose Social Science Doctoral Training Centre, to provide access to advanced training opportunities for staff and PhD students, stimulating academic skills development and sharing of expertise.

In the last 3 years, some Divisions have created a Post-Doc scheme that allows junior academics to build a publication record after finishing their PhDs and developing an independent postdoctoral research agenda.

Reflection on 2018 Objectives

Capture existing research activity relating to ethics, responsibility and sustainability and record and publicise these in an ongoing manner.

As illustrated above we have created a robust infrastructure and initiatives to help with this objective.

Current objective

Consolidate our efforts and make research more easily accessible to the public.

Principle 5: Partnerships



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

We view partnerships with the local community, businesses, social enterprises and charities as key to developing insights necessary to meet society's social and environmental challenges. We develop partnerships both to aid our research, as well as to provide opportunities to create impact and give something back to the community.

Collaborative Research

Collaboration with business or stakeholder groups underpins many applied research projects conducted within the Business School. These collaborations can provide opportunities to gather data in real world settings, to gain feedback on ideas or findings, or they may spark a new project idea or provide funding. For example, Dr Jo Cutter and Prof Vera Trappmann are working with the Yorkshire and Humber Climate Commission to produce evidence that can underpin the Commission's work regarding skills and training of workers affected by a transition to net zero economy in the region.

Business Education

We offer an MBA programme and a range of other Executive Education offerings. These courses and activities provide an opportunity for staff within the Business School to develop direct relationships with business people, helping to keep academics engaged with the practical problems and issues businesses face day-to-day.

We continue to support the national Goldman Sachs 10,000 Small Businesses Programme, the programme is run in partnership with Goldman Sachs, the Goldman Sachs Foundation and a number of leading UK universities. This programme delivers value for participating businesses in a number of ways. It provides skills and knowledge for businesses looking to grow, establishes a supportive peer network, provides mentoring from our Business School colleagues and opens up opportunities for research. Colleagues from Executive Education and the Centre for Enterprise and Entrepreneurship Studies gain exposure to the challenges faced by small businesses as they grow – these may range from traditional management and finance issues to broader social and environmental ones.

Public Events

One way to help develop new partnerships is to establish ongoing interaction and engagement with external stakeholders, sharing knowledge and exchanging ideas. We undertake a number of public events to help support such interactions. The Business School's Corporate Wisdom event series continues to deliver public lectures, inviting key business leaders into the Business School to speak on

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contemporary business issues and to generate discussion with staff, students and outside professionals. We also embrace digital and social media to publicise our research, offer commentary on topical issues and spark debate. The [Business School's Research and Innovation blog](#) has a growing readership and is attracting an increasing number of contributions from academics from across the Business School. The blog has carried videos and written posts on a number of social, environmental and ethical issues.

Collaboration to Develop Students' Practical Knowledge and Experience

The Business School promotes and supports a number of schemes that connect students with local businesses and third sector organisations. ENACTUS Leeds (an international organisation that connects students and businesses around sustainability) is often popular with Business School students, challenging them to work practically with local businesses or social enterprises. Students also organise events to support local causes and organisations, often involving interaction with external stakeholders. Our Research Methods and Enterprise module also requires students to apply their research and consultancy skills to address an enterprise based challenge in the local community. All of these activities help to further the development of external partnerships and the opportunity for mutual learning to take place.

Social Mobility

In September 2019, Leeds University Business School recruited a Faculty Director of Taught Student Social Mobility, to provide academic and strategic oversight of provision for under-represented students, demonstrating our commitment to improving access and student success throughout all stages of the student journey.

The Business School has been busy with outreach activities over the last 12 months, with many existing activities switching to online delivery. In summer of 2020 we delivered sessions as part of the Faculty of Social Sciences summer school and the summer version of the Reach for Excellence (RfE) programme, before repeating provision for RfE over Easter 2021. We had hoped to pilot the Business Challenge in February, a project working with four local partnership schools and colleges to support the AS Level curriculum. Unfortunately, due to the pressures on schools to move to remote learning from the start of January, this was cancelled for this year. However, we have been able to offer remote provision on commercial awareness to Y12s from the schools and colleges, with live online sessions being delivered by our Education Outreach Fellows.

We have also been hard at work supporting the institutional contextual admissions programme, Access to Leeds (A2L). This year we have seen a surge in applications for courses in LUBS, with 314 students currently eligible for the A2L programme, double the 2019-20 figure. This is testament to the work completed by colleagues in Admissions and Educational Engagement, as well as to our revised offer strategy which acknowledges that under-represented students are more likely to be under-predicted at A level or equivalent.

As part of our drive to ensure success for all students, we have also been working closely with Educational Engagement to create and develop an action plan for closing the awarding gaps in the faculty, through actions such as decolonising the curriculum and enhancing sense of belonging.

We are also undertaking an internally funded research project using the award-winning innovative Listening Rooms methodology, exploring under-represented student perceptions of barriers to success, including access, continuation, attainment and graduate outcomes. This is a cross-faculty project with the Faculty of Arts, Humanities and Cultures and early findings are expected to be ready later this year.

In addition to our student-facing activities, we also run a Social Mobility Forum and Social Mobility Reading Group for staff on alternate months. These sessions are designed to raise awareness of the challenges faced by under-represented students, and have covered topics such as contextual admissions, closing the awarding gaps and providing support for under-represented students to access extra-curricular opportunities. We have also coordinated and delivered training for Academic Personal Tutors on supporting students from under-represented and disadvantaged backgrounds.

We are currently in the process of coordinating an event for recent graduates (>5 years), as research suggests that whilst under-represented graduates do secure graduate roles, they do not earn as much or as quickly as their more advantaged peers. As such, our 'Sustaining Success' event is designed with under-represented graduates in mind and will focus on connecting more senior graduates with our recent graduates, supporting them to take the next step in their career journey beyond the initial graduate role.

We also utilise our alumni for a number of key initiatives, including as mentors on our Nurturing Talent Mentor Scheme and as 'Leaders in Residence', supporting our current students through mentoring, case studies and opportunities, whilst also exposing them to the realities of the contemporary business environment.

2018 Objectives

Promote and support the Positive Impact Partners programme amongst staff and students.

We have continued our efforts for offer students chances to work for and with businesses. The internship and dissertations in our Management and Consulting programme are a great opportunity for collaboration.

Current Objective

Increase opportunities for dissertations with business on SDGs.

Principle 6: Dialogue



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

Dialogue and collaboration are intertwined and many of our activities to build collaboration overlap or complement with those that focus on dialogue with stakeholders. We view dialogue as an essential part of our role as educators and researchers, to build impact from our research and to help students to better understand the world to which they will be contributing. Dialogue will support staff in developing impactful research opportunities, students in gaining real-world experience and great student education experiences), and our external business community in helping to build organisational resilience and support responsible, sustainable growth.



Contribution to the PRME Community

We have been signatories to PRME for eleven years and are committed to the development of the PRME community. In 2020, we have been participating in the PRME run Carbon Literacy Training offered by Professor Petra Molthan-Hill which reflected our own organisational goals to teach and become net zero. Since then, we have developed a plan to increase carbon-literacy of all our staff and student body.

Widening Participation and Interaction with Schools

The Business School supports school engagement, to encourage students to consider higher education, business subjects or to develop skills. We participate in a range of outreach activities, both independently and in coordination with the University's central Educational Engagement team. A key aim is to enable wider participation of students from different backgrounds by raising their aspirations, positively contributing to diversity at the University of Leeds and across the HE sector.

We believe that educational outreach activities can support community engagement and dialogue, particularly with groups that may traditionally be harder for universities to reach. Our activities take place both on and off campus, to broaden participation. To support such activities, the Business School employs a team of undergraduate interns to travel to schools and deliver sessions on business topics, as well as presentations on what it is like to study business at university. Activities have included taster days, campus tours, parent information days, admissions talks, speakers at schools and a Summer School scheme. We look to support competitions and events that can help to bring schools and pupils onto campus. Discussions are ongoing and ideas regarding collaborative student projects and follow-up events are being developed.

World Ranked – Triple Accredited – Award Winning

Student Volunteering and Community Activity

We encourage our students to consider how they can make a positive contribution both in their careers, but also during their time in Leeds. To support this approach, we have vigorously promoted the University of Leeds' volunteering offer. This includes the Volunteering Hub which enables students to search a database of hundreds of quality assured volunteering opportunities in the third sector across Leeds, and student volunteering week.

The Business School provides funding for three internships each year to raise awareness of sustainability and CSR amongst the student body and undertake specific sustainability orientated activities. Previous interns have organised student facing events around sustainability and helped map students' expectations regarding teaching responsible business. In future years, the interns will continue to provide additional support towards the organisation of extracurricular events and the development of new pedagogical teaching approaches helping to implement sustainability into teaching.

Food waste webinar for students

As McCowan (2020), underlined, academic institutions are one of the key players in the fight against climate change. Indeed, they possess research capabilities, are able to adapt their risk assessment models rapidly and last, but not least, are in direct communication with the leaders and citizens of tomorrow. Therefore, it is crucial to spread impactful messages, as well as educate the student body in order to inspire them to make a change in their personal life and future career.



There exists a plethora of causes to choose from, however one of the two Business School Student Architects selected one which could easily strike a chord: food waste. Indeed, reducing this issue could amount to £5.25 saved per week for students (McCowan, 2020).

With this idea in mind, LUBS Student Sustainability Architect Ariane Far, planned the University's participation in the #FoodWasteActionWeek in collaboration with WRAP, a circularity-focused not-for-profit company.



As a result, a series of awareness copies were drafted and later published on the University of Leeds Sustainability Instagram, Leeds University Business School twitter, the University's food twitters, Leeds People and Planet Facebook group and Zero waste Leeds social media. This enabled us to both reach and inspire students and Leeds inhabitants students and Leeds inhabitants.

On the UK-wide #FoodWasteActionWeek, the university's festivities were opened with a webinar on the topic and closed with an idea competition.

At the end of this campaign, the project was extended for another two months, which allowed the architect to compare communication effectiveness, as well as extend on marketing and educational material for future years. Consequently, plans were drawn up for future cohort food waste management competitions. This would involve food quizzes and a green ideas pitching competition.

Indeed, it is hoped that the project will be further extended by a future Student Sustainability cohort entrant, in order to keep teaching students about responsible consumption. Additionally, post-COVID events will hopefully allow to provide more in-person engagement and campus-wide competitions.

My motivation was to help people become more aware of important issues going on in the world and how they can contribute to address the issues. Another motivation was to experience something new, as this was the first time I had ever been on a podcast. I've enjoyed learning the process of making an episode for a podcast and listening to the thoughts of my peers on interesting topics. The three words would be: fun, creative and informative. For the future series I'd love to see topics discussing rising global issues to increase awareness within the university and contribute to creating a more socially aware/responsible environment.

(Insights from a First Year Economics Student-podcaster on 'Sustainable Fashion')

Student-led podcasting to facilitate intercultural dialogue around SDG global literacy: The case of 'Cultural Insight Wednesdays' (CIW)



We have launched a really great initiative linking sustainability with internationalization. The Business School is home to over 5000 students from over 100 countries including 25% of undergraduates and 85% of postgraduates. However, diversification of the student population alone does not automatically create or facilitate diversity in student interaction.

Cultural Insight Wednesdays (CIW) is a student-led platform for both international students and home students that enables students from all backgrounds to share their cultural capital and lived experience(s) with fellow students on a range of topics such as 'Common misconceptions about China' and 'Political influence on the economy of Zimbabwe'. CIW has facilitated a real widening of perspectives and

a forum to challenge negative stereotypes and misconceptions through meaningful discussion. In this way students have been able to gain valuable cultural insights into a variety of cultures from fellow students and enhance their intercultural competence and globalized employability.

In the latest iteration of the project during the pandemic, a co-created podcasting series has attracted students from all levels of study on themes such as 'Blockchain adoption in a post Covid world,' 'Sustainable Fashion,' 'Transitioning to university during a pandemic,' and 'Attitudes towards Corporate Social Responsibility.' The podcasts have been listened to by over 450 students from over 15 countries in just 11 weeks.

Intercultural student-led podcasting provides a sustainable and scalable way of facilitating much-needed globalised conversation and ICC-informed SDG literacy in a post-covid world by foregrounding and harnessing the power of co-creation that speaks to those digital natives, Gen-Z. The project achieves this by mobilising 'voices' of an increasingly global student community through structured ICC dialogue, challenging the status quo, and seeking to broaden perspectives on understanding the world.

In this way, we can help the future leaders of tomorrow address the grand challenges facing humanity by sowing the seeds of globalised, connected ways of thinking beyond traditional disciplinary boundaries within the academy.

Sustainability and Alumnis

We understand the benefit of connecting with our alumni. We organised a LUBS Alumni “Walk the World”. Our Business School alumni have walked, run, hopped, skipped and jumped their way through onelast week in an attempt to be crowned champions in the inaugural LUBS global step challenge. Aside from getting active, the alumni were able to meet new people and share information and photos of their local areas.

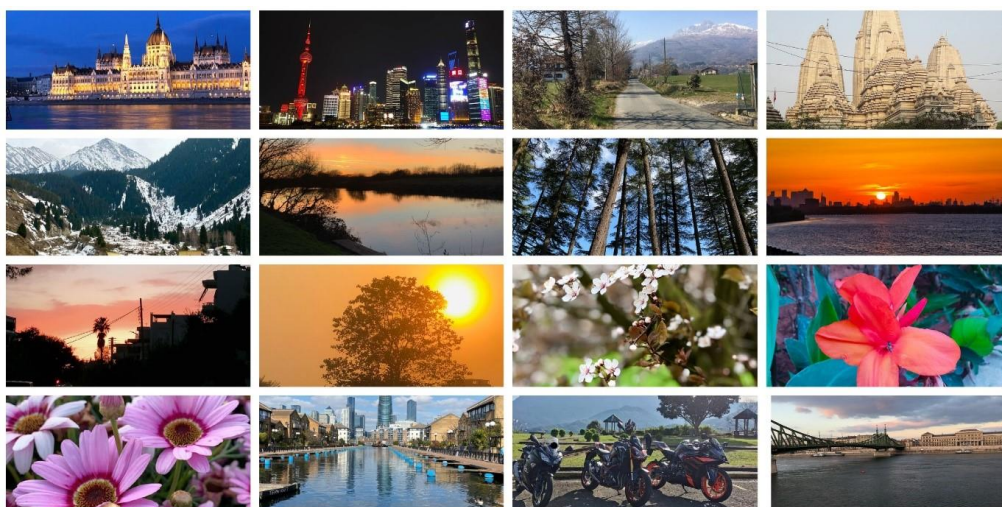
“It’s been a wonderful activity that’s brought us together once again”
Kimi Liu (MSc Management, 2015)

Organised in collaboration with the Get Out, Get Active team at the University of Leeds, the Business School alumni relations team set up the challenge to help encourage alumni of all abilities to celebrate their local areas, exchange ideas and get active and walk or run more during the challenge week, instead of automatically using motorised transport for short journeys.

“I signed up for the steps and now I have new friends”
Claire Minett (Management Studies, 2002)

With alumni from 18 different countries, including Kazakhstan, Malawi, Hungary, India and China taking part, it was truly a global step challenge. In total the participants managed to take 3,147,711 steps over the seven days – the equivalent of travelling from Leeds to Zurich, Switzerland. The alumni team are planning another challenge for the autumn, where they want to travel even further.

Congratulations to the winning team ‘Holy Fit’, with an incredible 561,479 steps. And further congratulations to alumni who won bonus steps for their photos. Photo bonus steps were given for categories: local plants, flowers or trees; sunrise/sunset; or of a local landmark or place of interest.



Reflection on 2018 Objectives

Broaden Net IMPACT to become a cross-faculty initiative, to provide a platform for students to engage with the local community and businesses, to discuss social, environmental and ethical issues.

The University's development of the Positive Impact Partners scheme, the continued success of our widening participation schemes and the volunteering activities of our students have all helped to deliver meaningful interaction and engagement with our local stakeholders. The student uptake on Net Impact was not huge so we ceased doing a chapter but we are actively seeking to strengthen the local network, to aid dialogue between educators.

Current objective

Improve our platform for students to engage with the local community and businesses, to discuss social, environmental and ethical issues. Increase opportunities for collaborations between students, academics and local community.