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FOREWORD BY PAUL POLMAN
Chair, Said Business School, University of Oxford and former CEO, Unilever

So what can business schools do to deliver public good?

First, they can broaden the scope of course curricula to look beyond the immediate subject – accounting, finance, economics, marketing – to consider how each field of expertise can have a positive long-term impact on our biggest social and environmental challenges. A case in point is accountability. By moving to more open and transparent reporting and the building in of externalities – so-called ‘measure what you treasure’ you can, for example, accelerate the system-level changes needed to shift to a low carbon economy. Expanding reporting from only financial capital to also include social and environmental capital will allow investors to better calculate the risks and opportunities of climate change and makes it easier to support sustainable businesses. A win-win that is good for the economy and good for the environment.

Second, they can instil in students the critical importance of long-term multi-stakeholder business models that put purpose at their core. Supported by key values such as integrity, lawfulness and good governance, they are integral to business success. And they can show – through practical examples – how world-beating companies enhance their performance by taking responsibility for their entire societal impact, embracing diversity and inclusion and using ESG (environmental, social, and corporate governance) metrics to strengthen their business models and strategies.

And third – and perhaps most important of all – they can help every student to find their own purpose and passions. That’s how to unlock real energy and commitment in young people. And if that can be channelled toward supporting the 2030 development agenda – in this crucial ‘decade of action’ – then there’s no limit to what they can achieve. Fortunately, many are already agitating and mobilising for positive change, as we’ve seen with the youth climate movement and initiatives like One Young World, Enactus, Net Impact, Nexus and others. But also with the massive explosion in the number of social enterprises and the B-Corp movement.

Business schools have always had the responsibility of preparing tomorrow’s leaders. But today this is perhaps a greater responsibility than at any time in history, given the herculean efforts needed to avert an apocalyptic future that nature never intended, and humankind never anticipated.

There’s reason to be hopeful for an alternative outcome – one where a circular or regenerative economy facilitates sustainable living; and our human and natural capital are equally valued – but it’s far from guaranteed. Business schools are uniquely placed to help us build back better, and a good start would be to put public good at the heart of student learning and development.
EXECUTIVE SUMMARY

The work of this Taskforce has revealed a perception amongst UK business schools that delivering public good is rising up their strategic agenda. In terms of putting this strategic intent into practice, we identify two main groups of business schools.

The first is comprised of schools that have clearly articulated a conception of their public good, and then demonstrated its application through innovations across all of their four main areas of activity: teaching, research, internal operations, and external engagement. We term these ‘Purpose-led Schools’. We term the second group ‘Emergent’ to reflect its wide range of approaches to delivering public good through which developments in one or more, but not all, of a school’s activity areas are driven by enthusiastic individuals. We term these individuals ‘public good entrepreneurs’.

From across the Purpose-led and Emergent groups, this report illustrates 20 examples of promising practices relating to the delivery of public good through each of business schools’ four activity areas. In terms of the often-neglected area of business school operations (how they manage themselves), we note the emergence of a leadership approach based on inculcating in colleagues a higher, clearer sense of their contribution to what the school does, and why and how they do it; in other words, by giving them a sense of purpose. We term this a purposeful approach to business school leadership. It stands in stark contrast to an existing approach that prioritises the achievement of outcomes such as revenue, publications and rankings, which has been increasingly criticised.

Drawing an important lesson from the way that ideas from business schools once prompted corporations, followed by business schools themselves, to focus on outcomes rather than their purpose, we recognise that the re-purposing of business schools around public good will require a co-ordinated effort amongst a diverse network of stakeholders. We believe that the Chartered ABS is well positioned to convene that effort working with partners from industry, the media, and bodies such as the British Academy which plays a leading role in the purposeful corporation movement. Such collaborations are required to create a mutually supportive environment in which business schools better prepare purposeful graduates, and in which corporations are more receptive to both their creativity and commitment to enhancing the public good.

As we emerge from the coronavirus pandemic, we hope that this report might provide some inspiration to those who wish to build back better business schools - as purposeful academic entities that enhance public good through their work, influencing the organisations of today and the leaders of tomorrow.
THE TASKFORCE

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CHAPTER 1

1a. Introduction

Business schools, defined as educational institutions that specialise in teaching and research related to business and/or management, have been hailed as a major success story of higher education.¹ By 2017, the global field of business schools had swelled to nearly 13,000 in number, generating £400 billion in annual teaching revenues and educating close to 20 percent of all students in higher education.² In the UK, business schools employ 17,600 academic staff and teach 412,800 students. The majority of UK business schools -121 – are members of the Chartered ABS. During the 2019/20 academic year, 159,200 business and management students were foreign nationals – accounting for 39% of total business and management students and 28% of the UK’s total international student population.³ Eighty-four percent of first-degree business school graduates secure full-time employment after graduating, the highest employment rate among the social sciences.⁴ Taking into account the many and diverse contributions of UK business schools, the public good of all bodies, including universities, is being increasingly scrutinised. There is a growing need for us to be clearer about what aspects of the public good business schools deliver, what more could and should be done, and how this can be supported by stakeholders.⁵ Before addressing these themes through our fieldwork, we reviewed the literatures on business schools and public management for insights into two questions:

- What is public good in the context of business schools?
- Why does the public good of business schools matter?

³ Staff data from HESA Staff data ‘What areas do they work in?’ https://www.hesa.ac.uk/data-and-analysis/staff/areas
What is Public Good in the Context of Business Schools?

It would be easy to answer this as a tautology: public good is what is good for the public - but that is not good enough. In fact, we deliberately did not define 'public good' in our research or analysis, rather we were keen to learn what business and management schools understood by the phrase and then how (and how much) it influences their work. One of the reasons why we chose not to define public good in this context was because we appreciated the diversity of UK business schools. Although most of them are based in universities, some are termed business schools while others are called schools of management. They also vary considerably in terms of: focus (e.g. the balance between teaching and research), number of academic staff (which ranges between 5 and 400), number of students (ranges between 5 and 7,000), and annual revenue (from £1.6M to £81M). Because we anticipated that this variety would spawn multiple conceptions of public good, we did not impose one on this study. Instead, we sought to map the alternative conceptions suggested and identify the ways they are pursued. We did, however, enter the field informed by an appreciation of multiple literatures concerning public good and related themes. That understanding is summarised below.

Public good is certainly related to 'public benefit', which is what charities are legally bound to deliver, and universities are charities, albeit with the legal status of exempt charities (i.e. not regulated by the Charity Commission). So too will it reflect 'public value', the inseparable blend of social and economic outcomes. It also concerns 'social value' which is variously embodied in law as a desirable if general outcome of public sector procurement. Social value is defined in government as 'enriched lives and social justice' but is interpreted widely, not least through the activity of social enterprise. Indeed, the two Taskforce co-chairs have history on this issue. Tom Levitt has recently been a leading member of a British Standards Institute committee creating BS8950, on ‘Understanding and Enhancing Social Value’. As Dean of Cardiff Business School (2012-18) Martin Kitchener drew on Brewer’s manifesto for a new public social science to re-orient the School towards the delivery of public value.

Cardiff Business School applied Brewer’s ideas, for the first time, within a business school strategy that focusses on delivering public good through each of a business school’s four main activities: teaching, research, operations (e.g. procurement and human resource management), and external engagement. Under this approach, teaching aims to promote moral sentiments in students, thus helping to realise a body of citizens appreciative of the distant and marginalised other, better enabling them to contribute to economic and social improvements. Research activity concentrates on promoting economic and social improvement by conducting multi-disciplinary research aimed at addressing grand challenges.

Whilst recognising the need to demonstrate the use and price values of academic work (e.g. financial contribution to parent universities, and to the wider economy), Brewer emphasises its normative public good which arises from three features:

1. the distinctive value of its scholarship;
2. the potential of the multi-disciplinary production of knowledge for use in addressing society’s grand challenges, such as innovation and sustainability; and
3. wide engagement with civic society.

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“Research becomes participative, in which research questions are not defined solely as the preserve of the professionals; it is a form of co-produced knowledge.”

While under the traditional approach to business school governance, a combination of strong financial and academic performance and compliance with legal requirements constitutes satisfactory outcomes, surprisingly little attention has been given to the ways in which business schools may organise themselves to deliver beyond narrow academic missions. Under the public value strategy at Cardiff, the School’s operations are based on commitments towards progressive governance, sustainability, and equality and diversity. Crucial to all of this are policies affecting faculty and staff and, specifically, the capacity to embed public good within processes such as hiring, appraisal, mentoring and promotion.

The final, but equally important, activity through which business schools can promote public good is through their external engagement. In addition to the more traditional links with elite bodies such as corporations, government and professional bodies, a business school committed to delivering public good develops a broader set of relationships across the public, private and third sectors including charities, social enterprises, and community groups. In contrast to narrower conceptions of impact (e.g. those involved with REF, the UK Research Excellence Framework), the humanitarian impact of the business school’s public good will be achieved through local, national and global engagements in order to create, persuade and prompt civic action by organisations of all kinds. A similar conception of the public good of business schools was recently offered by Robert MacIntosh, Chair of the Chartered ABS:

“In educating our students in making better decisions about the resources they use and the equality of the opportunities they create, our business schools shape the world in which we will live in the future. The world faces big challenges on climate and social inclusion, the answers to which don’t just lie in technological innovation. Scientific breakthroughs are important but not enough on their own – they need an interface with business research to ensure their transition to viable products and services for the benefit of society.”

Some might argue that by delivering education alone, business schools are creating public good by default - as education is itself an established public benefit in charity law. However, that would have made a very short research project. Business and management schools prepare the next generation of leaders of organisations to manage people, finances and resources effectively and that is also undoubtedly a public good.

But we want to go further and explore ways that business schools are realising their potential to enhance a more general public good, not just through teaching but also through their research, operations and engagement.

Recent history has shown us that what goes on inside the management of organisations should not be separated from what happens in the community and society generally - whether that be the creation of jobs and financial security, providing the tax revenue to pay for public services or the practicalities of producing basic personal protective equipment. This idea alone demands that the time is ripe for searching questions to be asked of business schools.

All organisations have values, overt or hidden, which either guide their work or are generated as a by-product. Values can be positive (it is difficult to think of a positive value not associated with public good) but, like impacts, values can also be neutral or even negative, working against the wider ‘good’ of the public. It could be argued that it would be irresponsible for business schools to release future cohorts of managers into a world threatened by climate change without their students gaining at least some awareness of how organisations and their supply chains both contribute to global warming and can help resolve it. So, if any business school Dean answered our question by arguing that ‘delivering education’ encapsulated the sole public good associated with their school they might have got a ‘pass’ - they have shown that they have thought about the question - but not with honours. We were looking for more.

What we do know is that the broad subject of ‘public good’ is found much more in the conversations of business schools today than it used to be. That alone is sufficient to make us reasonably expect that ideas of public good were both present and developing in, and hopefully driving, the organisations that inform and prepare our future leaders of businesses and other organisations. To be more specific about our question, it should be understood to include: ‘what role do business schools have in identifying and anticipating the social and environmental challenges confronting organisations in the future?’

Our unapologetic stance is that the responsible way for business schools to go is for the sector to recognise that education, society, the environment, and organisations of all kinds, including businesses, are inextricably linked; and to support companies and others in progressing debate about responsibility and sustainability in practice.

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Why Does the Public Good of Business Schools Matter?

A number of developments in recent years give context to our Taskforce discussion of business schools and the public good.

At the level of global sustainability, our ever more connected world has enabled a young woman, Greta Thunberg, to lead a global debate not about climate change but about survival. Today, almost half of business investment globally is sensitive to the need to limit climate change - a massive increase compared to just five years ago. This draws into focus the fact that the production of greenhouse gases is an externality which business has not previously been required to price into its bottom line. That has changed - as the strategic decisions of first Shell and more recently BP, to reduce their reliance on oil, demonstrate.

Within many advanced capitalist economies, more and more businesses are committing to Ellen Macarthur’s circular economy, with zero waste, not because it’s a nice thing to do - but because we face a crisis of natural resources. Kate Raworth’s ‘doughnut economy’ talks of respecting the balance between what mankind needs and what the planet can afford to give: business organisations are a bridge between the two. They need the skills and insight to manage that balance and more: is employees waving paintbrushes or collection tins the best way to express the ‘R’ of CSR? Or is it better demonstrated by building longer term cross sector partnerships, increasing skills and capacity in pursuit of a common mission, with improved employee engagement as a bonus outcome?

This is at the heart of the United Nations’ 17 Sustainable Development Goals (SDGs). They were written with the engagement of businesses and markets in mind - Unilever’s then CEO Paul Polman, now Board Chair at Said Business School and the person who wrote the foreword to this report, was one of the authors. In a recent analysis of over 1,100 corporate reports, PwC found that 72 percent of companies mentioned the SDGs in their reporting, but only 25 percent referenced them in their actual business strategy (2019).

However, only one in 7 claimed to be committed to achieving specific SDG targets, so there are clearly some whose commitment runs little deeper than ticking the right boxes. But that is changing. The number of ‘responsible businesses’ is growing rapidly and growing fastest in advanced western economies such as our own. This progress is encouraged by frameworks such as the Global Reporting Index and the UN Global Compact.

Today there is a greater scrutiny of business ethics than in the past and evidence to show that poor ethical behaviour, ‘bad’ business practice, exposed perhaps through social media, is tolerated less than ever before. This applies just as much to cheating on vehicle emissions measures as to aggressive tax avoidance. The irony is, as London Business School has shown, that businesses which are responsible and sustainable are, over the long term, more profitable than those that focus only on short term returns - or cheat, especially when the cheat gets found out!

In the context of higher education, the need to demonstrate public good was emphasised by Dame Minoche Shafik, Director of the London School of Economics and Political Science (LSE), who argued that because universities too often ‘neglect to emphasise the public goods that we produce’, they appear part of a ‘distant and malevolent elite’.

In a similar vein, Sir Anton Muscatelli, as chair of the Russell Group, argued that UK universities must ‘speak up’ to provide evidence of their impact on the economy and their social impact at the individual level as ‘engines of social mobility’, and at aggregate levels as ‘generators of social cohesion’.

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16 https://www.ellenmacarthurfoundation.org/circular-economy/what-is-the-circular-economy
18 https://www.thebritishacademy.ac.uk/programmes/future-of-the-corporation
19 https://sdgs.un.org/goals
21 https://www.london.edu/think/how-great-companies-deliver-both-purpose-and-profit
To this end, we have seen the idea of the civic university develop, a movement that says ‘we in universities don’t live in isolated towers, either of the ivory or dreaming varieties’. A recent progress report suggests that, on the plus side, many universities are able to articulate activities that have an impact (presumably a positive one) on their local communities, and that 58 percent of survey respondents reported being ‘proud’ of their local universities (28 percent were ‘not proud’). The most common activities reported involved widening participation, impactful local research, and public engagement. Of concern, however, the report also highlighted that relatively few universities had a truly strategic approach rooted in analysis of the needs of the population and emerging trends in the area. Moreover, 35 percent of survey respondents were ‘unable to name a single thing’ that their local university had done to engage in the local community. More encouragingly, it has been reported that universities have turned the disruption of COVID-19 into opportunities to help companies and communities both survive and raise their game, to ‘build back better’. Both universities and organisations more broadly have demonstrated prompt and effective responses to these rapidly changing stimuli, with public good in mind. The growing significance of public good to universities is further evidenced by Times Higher Education’s societal ranking.

The Millennial generation is currently moving through our universities. As they do so, business ethics has become the fifth most popular subject among business master’s degree students. There is evidence that today’s job-seeking undergraduates want to associate themselves with employers that are forces for good, with quality careers and roles that they can discharge with pride. A proportion of business school graduates have always chosen the career route of the entrepreneur but today increasing numbers are doing so through the medium of social enterprise, purpose-led companies whose priority is public good. What more can we do to empower these future entrepreneurs as well as we could?

Finally, despite their many achievements, business schools have been criticised for sacrificing their pursuit of ‘higher goals’ to achieve outcomes such as student fee income, graduate salary premiums, accreditations, and rankings. One strain of this instrumental (means-end) logic – including the Friedman doctrine that profit is the primary concern of corporations – was promulgated at a small group of North American business schools from the 1970s (e.g. Rochester and Chicago) and then marketed effectively to corporations through a powerful social network involving business school deans, economists, conservative foundations, and financial institutions. Not only did this instrumental logic cause corporations to pursue outcomes rather than their purpose, similar thinking was then adopted in many business schools. This saw them prioritise outcomes such as rankings and graduate salary premia over the founding aims of schools, including Harvard and Wharton, which set out to contribute to the public good by nurturing a purposeful management cadre. It is, perhaps, ironic that one of the most impactful lines of business school scholarship caused the fields of corporations and business schools to place outcomes over purpose for nearly forty years.

Fuelled by these concerns, some eminent management scholars have warned that business schools have lost their way and face a crisis of trust. Despite both the critiques of business schools, and some recent prescriptions for the transformation of their operations, there are few reports of much change. For those business school leaders who realise that their schools are ‘lost’, it is unclear in which direction they might head.

There is progress. Of the world’s 13,000 business schools, a growing number have stated a commitment to approaching their teaching and research through a public good lens, as embodied by the UN’s Principles of Responsible Management Education (PRME), which are ‘purpose, values, method, research, partnership, and dialogue’. 88 British institutions are recognised by PRME including most members of the Chartered ABS. Six of PRME’s 37 ‘global champions’ are here in the UK.
It is PRME’s conviction that:

“…higher education institutions integrating universal values into curriculum and research can contribute to a more sustainable and inclusive global economy, and help build more prosperous societies.”33

In a separate development initiated by 24 leading business school scholars, including Peter McKiernan, a member of this Taskforce, the Community for Responsible Research in Business and Management promotes responsible science (that is, socially engaged and not necessarily value-free) that produces useful and credible knowledge to address problems of importance to business and society.34

It is proposed that progress towards this goal requires that business school leaders develop a vision to encourage faculties to work on research that would make a positive difference in practice and society, and instigate changes to traditional working arrangements to ensure supportive organisational strategies, PhD programmes, human resource policies and evaluation criteria.

So, the public good of business schools matters because there is a wider societal debate about public good, and all institutions are being expected to specify theirs to confirm their licence to operate. It is clear that, all other things being equal, business in the 21st century is on a journey and will look very different to that which prevailed in the 20th. The real question is: are business schools on that journey as the train’s drivers, buffers, passengers, or spotters?

33 https://www.unprme.org/about
34 https://www.rrbm.network
1b. OBJECTIVES AND METHODOLOGY OF THE TASKFORCE

Every three years or so, the Chartered Association of Business Schools (Chartered ABS) establishes a Taskforce, composed of senior academics and knowledgeable stakeholders, to analyse how business schools are addressing the grand challenges of our time. To date these have addressed promoting innovation and growth\(^{35}\) and enhancing local economies.\(^{36}\) Since 2019, this Taskforce has been considering how business schools understand and deliver ‘public good’. More specifically, we have sought to address the following four objectives:

- **To map approaches to public good in UK business schools.**
- **To identify promising practices and approaches.**
- **To suggest ways, and partners, to support the spread of promising practices.**
- **To enrich and expand the public narrative on the purpose of business schools.**

The Taskforce sat from summer 2019 until spring 2021. Our schedule was, inevitably, disrupted and delayed by the coronavirus pandemic and specifically its impact on universities. COVID-19 has caused us all to become even more aware of how society and communities work but also, with empty skies and quieter roads, of how we interact with our environment. That awareness applies just as much to the corporate world, with which business schools interact, as to others.

As this is the first study of public good in the context of UK business schools, in order to answer our four Taskforce questions, we consulted three sources of information: a literature review, a survey, and a deeper exploration of promising practices through fieldwork comprising interviews and documentary analysis.

**Literature Review:** Our review of the academic literature on business schools surfaced the themes outlined in the previous section. Our review of the grey literature\(^{37}\) found that while it has been reported that some international business schools are focusing their mission statements on various conceptions of public good\(^{38}\) little is known about any ‘real’ changes to structures, actions and behaviours. From an initial review of UK evidence two reports were identified: First, within Clear Admit’s (2019) review of ‘the best business schools for social impact’, the only UK entrant was Said Business School at the University of Oxford.\(^{39}\) In focussing on activity at its Skoll Centre for Social Entrepreneurship, attention was given to global competitions centred around societal and environmental change, and specialised fields labs that allow students hands-on experience in social entrepreneurship. Beyond the Skoll Centre, it was also reported that Said MBA students can take part in social impact projects such as developing a business plan for a new venture providing a practical approach to addressing a live social issue. Second, following Cardiff Business School’s 2016 launch of its public value strategy, reports have been produced of its conceptual underpinnings in John Brewer’s manifesto for the normative public value of social science\(^{40}\) and its practical elaboration in a business school context.\(^{41}\)

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\(^{35}\) Thorpe, R., and Rawlinson, R. 2013. The Role of UK Business Schools in Driving Innovation and Growth in the Domestic Economy. London: ABS.


\(^{37}\) The term ‘grey literature’ refers here to information produced on all levels of government, academia, business and industry in electronic and print formats not controlled by commercial publishing i.e. where publishing is not the primary activity of the producing body.


\(^{39}\) https://www.clearadmit.com/mba-rankings/social-impact


In addition to these early considerations of public good and business schools, we identified three further sources of relevant information. First, we reviewed all of the current PRME SIP (Sharing Information on Progress) reports for UK business schools, which signatories have to lodge every two years to demonstrate their ongoing commitment to PRME principles. Second, we were granted access to global data on business schools’ approaches to responsibility from the Financial Times (for which we are very grateful). Third, we examined Chartered ABS’ own past surveys and communications, including their 2019 members’ survey which invited schools to offer cases of public good provision.

After reviewing the academic and grey literatures concerning business schools, we chose to direct our attention to ways that they deliver public good through their four main functions, or areas of activity; teaching, research, operational or internal activity (the way they manage their own resources), and the ways in which they engage with the outside world.

**Survey:** In our survey, commencing in spring 2020 but extended due to COVID-19, all Deans of Chartered ABS member schools (121) were asked to respond to around 30 questions designed to establish their School’s understanding of public good, where it stood in their priorities, and how it was delivered in each functional area. We then combined our 34 survey responses (28 percent response) with information gained from our literature review to identify a ‘long-list’ of 163 promising practices (Appendix 2). Through discussion among the research team, from the long-list we selected several examples of these for each functional area to be investigated further through fieldwork (Appendix 3).

**Fieldwork:** To learn more about each of our selected promising practices, interviews were conducted with knowledgeable participants and relevant documents were collected and analysed. After drafting reports on each one interviewees were asked to check them for accuracy and to update if necessary. The team planned to carry out the interviews in the spring of 2020 but because of the way the pandemic disrupted university life they were delayed until the autumn.

We do not claim that the promising practices we present here are necessarily, uniquely, or objectively the very best to be found; the exclusion of an excellent example does not mean that it has been dismissed. Rather, we wanted our choices to reflect a balance of institutional types (e.g. teaching and research focused), a variety of initiatives (by function), geographical spread (all four home nations are represented), and also to acknowledge the international dimension. This approach enables us to reflect the breadth and variety of good practice across the sector.

The responses we obtained to our survey, our interpretation of them, and our recommendations make up the rest of this report.
 CHAPTER 2
The View from Business Schools

Given the early stage of knowledge development about business schools and the public good, the main aim of our survey of UK Deans was to establish a foundation for our work by asking a series of fundamental questions. First, given the plurality of conceptions of public good discussed earlier in this report, Deans were asked what public good meant to their school. We then asked them to assess the strategic importance of delivering their view of public good in their school. Third, recognising the potential for variations to develop between espoused and enacted strategy, we asked the Deans to give concrete examples of the ways that their schools deliver (their view of public value) through the four main activities of a business school: teaching, research, engagement and operations. Finally, we asked Deans to explain how they assessed or evaluated their school’s attempts to deliver public good. A summary of our survey findings is presented below.

What Does Public Good Mean to Business School Deans?

As anticipated at the outset of our work, our survey captured a diverse set of conceptions about what public good means to the Deans of UK business schools. Indeed, no two Deans framed their response in the same way. More surprisingly though, we could identify no pattern of responses in terms of the key structural differences between schools, such as their focus, size, revenue, and geographic location. Therefore, we portray the variety of responses below in a word cloud in which the size of the word represents the frequency of its appearance among Deans’ responses.

48 Survey instrument presented in Appendix 1
49 Or, the difference between what Deans say/hope for, and what actually happens in their schools
The single most common response involved some variation on a theme, typically rather vaguely stated, of transforming lives/opportunities through business education. In second place, five schools based their responses on ideas of delivering public good though attempts to enhance the productivity of business through skills development, and/or drive local/national economic development/regeneration. The responses of three schools linked themes of economic growth and the civic university.

Given the academic nature of the business schools surveyed, it is surprising that very few responses were either anchored in scholarly work or drew on formally stated conceptions of public good. In one exception, Calhoun’s (2006) critical analysis of the public good of universities was referenced within a stated commitment to advancing social mobility.\(^{50}\)

In contrast to reports of corporations’ increasing use of purpose statements to explain and guide their contributions to society,\(^{51}\) only a few schools reported having a purpose statement and only a few more were able to offer an articulation of their purpose. Of those schools claiming to have a purpose statement outlining their intended contribution to public good, most schools submitted statements of values or mission, e.g.: “To be a business school with a social conscience”. From the purpose statements submitted, we identified the following that we felt articulated a clear sense of public good:

- “…to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education.” School of Business and Management, Queen Mary, University of London

- “…to promote economic and social improvement through interdisciplinary scholarship that addresses the grand challenges of our time, while operating a strong and progressive approach to our own governance”, Cardiff Business School.

- “Fashion can change lives. Through teaching, specialist research, and collaborative work, we empower our students to think differently, using fashion to examine the past, build a sustainable future, and improve the way we live,” London College of Fashion.

- “We will develop the capability 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,” Queen’s Belfast.

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Note: Analysis and figure produced by Professor Peter Morgan, Cardiff Business School.

50 Calhoun C. 2006. ‘The University and the Public Good’. Thesis Eleven 84/1: 7-43
51 [https://www.thebritishacademy.ac.uk/programmes/future-of-the-corporation](https://www.thebritishacademy.ac.uk/programmes/future-of-the-corporation)
Is Public Good a Strategic Priority for Business Schools?

As shown in Figure 2, our survey found that three years ago, only two in five business school Deans rated public good a ‘high’ strategic priority. None rated it to be their primary concern and one in 9 believed that public good was not an issue for them. Today, two in three business school Deans rate public good a high priority, one in seven rate it to be their primary concern, and only one feels that public good is of no concern to them.\(^5\)

![Figure 2: Public Good as a Strategic Priority for Business Schools](image)

Whilst it is very encouraging that the survey reveals the importance of public good to be rising amongst business school Deans, many were unable to respond to our survey.

\(^5\) The data refer to Q6 in our survey.
How do Business Schools Deliver Public Good?

The main body of our survey asked Deans to report the most effective ways that their schools deliver public good through their four main activities: teaching, research, engagement and operations.

**Teaching:** As shown in Figure 3, 60 percent of our survey respondents feel that public good is now of considerable importance to their School's teaching, some four times the proportion that rated its importance 'considerable' three years ago when the consensus was 'moderately'.

The single most reported approach to delivering public good through business school teaching is using modules that map outcomes against UN Sustainable Development Goals (SDGs). This approach may be so prevalent, in part, because it is a requirement of PRME signatories. While 80 percent of respondents reported that their school has conducted a curriculum review to ensure that SDGs, or other indicators of public good, are embedded, very few details were provided. In some schools it appears that approaches rest on the provision of compulsory SDG or Corporate Social Responsibility (CSR) modules. In an alternative approach, two schools reported alignment of their curriculum with the, now abandoned, UK industrial strategy (as well as SDGs).

**Research:** As shown in Figure 4, 60 percent of our survey respondents feel that public good is now of considerable importance to their School's research, double the proportion that rated its importance 'considerable' three years ago when the consensus was 'moderately'.
In our survey, by far the most commonly reported approach to delivering public good through research is by establishing multidisciplinary research institutes, centres, and programmes that seek to address grand challenges or wicked problems such as innovation, climate change, and diversity. These often involve collaborations with partners inside and outside the host university and some have attracted external sponsorship. While some business schools have initiated these developments, it is more common for them to have been instigated by the host university.

While the reported development of multidisciplinary research centres was an anticipated response, it was more surprising that the second most frequently reported means of delivering public value through research rested on subjecting proposals to ethical approval processes. With little detail given, it might be that these bureaucratic measures are seen as an important way of screening out forms of research that act against the public good, such as those involving funding from certain industry bodies.

Whether adopting the interdisciplinary centres/institutes approach or not, 85 percent of respondents reported that their school now ‘encourages’ research that addresses grand challenge themes such as those prioritised by SDGs, PRME or the Community for Responsible Research in Business and Management. In one of the most ambitious statements of research intent, The Fashion Business School seeks to ‘influence the future of the fashion and lifestyle sector through its research outputs’.

Operations: As shown in Figure 5, over 50 percent of our survey respondents feel that public good is now of considerable importance to their School’s operations, three times the proportion that rated its importance ‘considerable’ three years ago when the consensus was ‘moderately’.

Figure 4: To What Extent Does Your Business School Deliver Public Good Through Research?

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The concept map in Figure 6 presents our attempt to categorise the many examples that we were given by survey respondents of the ways that business schools deliver public good through their operations. It is grouped into those which focus on students, businesses, and staff plus the community and environment. Clearly there are overlaps between the delivery of public good through a school’s operations and research, teaching and engagement activities, especially where a whole school has a strong common ethos. However, it is also the case that some traditionally non-core activities, like the development of a staff volunteering programme, are clearly engagement activities but they stem from an operational decision to express the School ethos in a certain way.

![Figure 5: How Much Public Good Does Your Business School Deliver Through Their Operations?](image-url)
Figure 6: Concept Map: In What Ways Does Your Business School Deliver Public Good Through Operations?

Business School Operations

STUDENTS
- Widening participation from non-traditional backgrounds
- School transition
- Equality
- Diversity
- Inclusion
- Work-based learning
- Leadership skills
- Entrepreneurism
- Employability
- Consultancy

STAFF
- Happy and healthy staff
- Career progression
- Flexibility
- Security
- Volunteering
- Civic University Programme
- Support in public office

BUSINESS
- Ethical supply chain and procurement
- Responsible business advocacy
- Partnerships with business
- Economic development
- Social Enterprise
- Community sector capacity
- Environmental Sustainability
- LEP

COMMUNITY & ENVIRONMENT
- Partnerships with public bodies
- Work in developing countries
- Climate change / carbon footprint
- Waste reduction / disposal, biodiversity
- Green procurement
**Engagement:** The fourth aspect of business school activity that we looked at was engagement. This is the outward-facing element of a school’s work, the way they serve, partner or influence the community and/or the economy either locally or in a specific place elsewhere. Whilst research and teaching may play a part in that relationship (and vice versa, the engagement may contribute to the School’s research and teaching agenda), a primary outcome is a better functioning community or economy.

As shown in Figure 7, the consideration of public good in the process of engagement is given significantly higher priority today than it was just three years earlier, with more than half of business schools reporting that public good in engagement practices was of considerable importance today whereas its influence in the bulk of business schools was only moderate or slight three years earlier.

In our survey, the most commonly reported ways that business schools deliver public value through their external engagement activity were fairly standard. These included student projects/internships in SMEs and social purpose organisations, co-ordinating business networks and activities with an emphasis on underserved populations (e.g. women and ethnic minorities), public lectures, student volunteering, and various supports for local SMEs. Some innovative engagement approaches reported include: partnerships with other education providers and Local Enterprise Partnerships (LEPs in England), running pro bono law and business clinics, and enterprise support training targeted at deprived communities locally and internationally.

A small minority of schools reported dedicating resources for the co-ordination and support of delivering public good through engagement in the ways outlined above. The dedicated resources include introducing an obligatory in staff contracts to engage externally and establishing a senior academic school lead for engagement (e.g. Associate Dean).

**Open Questions.** We concluded each section of our survey by giving respondents the opportunity to provide their own illustrations of public good delivery. There are aspects of public good which we note did not arise in significant numbers in the answers submitted to any of these ‘open questions’; such as responsible supply chains and diversity/inclusion. Supply chains are operational matters and in local government purchasing from responsible sources is well established as a means of delivering social value (public good). Supply chains need to meet Modern Slavery Act criteria, they contribute to the purchaser’s carbon footprint, and so on. It may be that some business schools do not feel as though they are in charge of supply chain decisions, that they are decided at University level, but nowhere was ‘supply chains’ highlighted as a curriculum issue. Perhaps diversity and inclusion - encouraging students from non-traditional backgrounds, or ensuring that the staffing profile does not fall into the ‘male, pale and stale’ trap - is already regarded as too ‘normal’ to mention? Nevertheless, perhaps a business school committed to public good across its range of activities should be fully aware of both issues (as some demonstrated later, in our case study work).
Evaluating the Public Good of Business Schools

Of the schools responding to our survey, 63 percent reported that their delivery of public good was evaluated in some way. Of the 12 examples that were supplied, reports to professional bodies and associations was by far the most common, with PRME (8) and Chartered ABS’ Small Business Charter (2) the most frequently reported. Seven schools reported using internal Key Performance Indicators (KPIs) to evaluate their delivery of public good, whilst Cardiff Business School produced its first annual public value report in 2018.54

Summary

Our survey findings indicate that the Deans of UK Business Schools who responded to our survey report that public good is rising up their strategic agenda, although there is little agreement on what public good is, how it can be delivered, and how it can be evaluated. To some extent, this variation is to be expected amongst such a diverse group of organisations. However, it also hampers both accountability and the opportunity for sharing learning. To help address the second issue, this Taskforce set out to identify promising practices in each of the four main areas of business school activity: teaching, research, engagement, and operations. Our findings are reported in the next section.

CHAPTER 3
Promising Practices

3a. TEACHING

During our study of the ways that business schools deliver public good through their teaching it was reported that applications for online MBA courses globally have risen by no less than 43.5 percent since the start of the pandemic - and by 11 percent for courses taught in the traditional face to face manner, too. At the same time, businesses are reported to be developing a more positive approach to sustainability and responsibility. This is clearly good news for business schools but it makes it ever more important that courses are appropriate for the next generation of students, modern business - and the wider world. Writing in the Harvard Business Review, Moldoveanu and Naryandas have reached the same conclusion:

“Chief learning officers (CLOs) find that traditional programs no longer adequately prepare executives for the challenges they face today and those they will face tomorrow. Companies are seeking the communicative, interpretive, affective, and perceptual skills needed to lead coherent, proactive collaboration. But most executive education programs—designed as extensions of or substitutes for MBA programs—focus on discipline-based skill sets, such as strategy development and financial analysis, and seriously underplay important relational, communication, and affective skills”.

As illustrated in the previous section, business school Deans feel that public good is increasingly important in their school’s teaching activities. While 60 percent of respondents feel that public good is now of considerable importance to their School’s teaching, only 45 percent felt it was that important three years ago.

Against this backdrop, of rising demand for business school education and a growing focus on the delivery of public good, this section reports on the innovative ways that four business schools have sought to enhance the public good through their teaching.

55 https://www.ft.com/content/90db4b7-4b3b-4d63-9a16-47636b3f3eb9
Teaching Case 1: Coventry Business School – Ethics, Responsibility and Sustainability Outcomes

At Coventry Business School, over 7,000 students hail from over 100 countries and a wide range of opportunities exist for seeing the world at first hand, across almost 30 undergraduate courses. This international element, a key resource for both learning and recruitment, includes field work and volunteering opportunities across the globe. Coventry’s modern global conferencing facilities have come of age during the recent pandemic and COILs (Collaborative Online International Learning projects), delivered alongside a variety of partners in many countries, have come into their own.

As well as postgraduate and undergraduate learning the department offers a wide range of apprenticeships covering accountancy, HR, project management and many other aspects of modern business life.

Throughout all of the School’s output runs a strong theme, labelled ERS: Ethics, Responsibility and Sustainability. Nowhere is this better illustrated than by the work of the Centre for Financial and Corporate Integrity and the Centre for Business in Society. Whilst both are essentially research institutions - the latter boasting 30 specialist researchers and 80 PhD students, plus staff - they both feed into the broader modular teaching curriculum, with many staff discharging both research and teaching responsibilities within their roles. All courses promote the positive values of ERS backed up by real world examples within a framework of the UN Sustainable Development Goals.

As a well-connected university internationally, Coventry can claim to provide many students with the background they need to fight corruption. For many international students this will be a matter of crucial importance in their home countries, where the issue may be acute - and where some will be aiming to build careers in international business.

Kai Peters is the University’s Pro-Vice Chancellor of Business and Law:

“Our aim is to create better futures. We know that education is the best, the only, way to help happy people to live happy lives and that means picking up on areas that governments have ignored when it comes to education”.

Kai Peters, Pro-Vice Chancellor of Business and Law

Many cases in the Coventry curriculum are sourced from the local environment, not least from communities with which students from non-traditional backgrounds will identify, thereby reinforcing the relevance of what they are being taught. These might include immigrants’ entrepreneurial initiatives, micro businesses, ethnic food shops: social and economic aspects of ‘public good’ clearly merging together in common cause. Such blending, Kai Peters believes, increases student awareness of public good: evidence for this can be seen in the increasing numbers of graduates who go on from Coventry to careers in the social purpose sector.

The traditional approach of producing graduates who possess the technical abilities to survive in business has matured, to include the acquisition of the experience and values needed to thrive.

A recent collaboration with Coventry Blades ice hockey team even saw members of the team recruited as students to the School.

Contact for further information: Professor Kai Peters, Pro-Vice Chancellor, Business and Law, Coventry University.

https://www.coventry.ac.uk/the-university/about-coventry-university/governance/vice-chancellors-office/kai-peters

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58 https://www.coventry.ac.uk/study-at-coventry
59 Interview, 19/10/2020
Teaching Case 2: Edinburgh Business School, Heriot-Watt University – Online Distance Learning for an International Audience

Edinburgh Business School (EBS), at Heriot-Watt University, has prioritised the delivery of public good through flexible and accessible education for many years. Within its postgraduate teaching, it has been offering education online and distance learning since as far back as 1989. Recently they have invested heavily to put them at the forefront of educational practice and technology. Such investment is vital if the School is to achieve its mission of delivering public good through online education worldwide, says Dr Craig Robinson, Director of Digital Education and Associate Professor of Strategy. Online working not only increases global reach but it allows students to achieve their potential irrespective of their location, prior education or financial status, given the right support.

That such a model of postgraduate education suits working professionals is beyond doubt: no fewer than 97 percent of EBS’ 12,000 students are working, many of them full time, whilst they study. Two thirds are pursuing MBA, MSc or related courses.

Craig Robinson says that allowing students to work at a place, time and pace of their choosing is a fundamental principle as far as the School is concerned:

“It allows many more students to access EBS programmes than otherwise, meaning that the School [maximises its] positive and significant impact on business and society worldwide.”

The accessibility of EBS’ programmes is further enhanced in several ways:

- Significant fee discounts and scholarships are available for students from certain disadvantaged locations, and a pay per module option is available.
- Modules are taught asynchronously which allows students to work at their own pace.
- Assessment is conducted through examinations taken in students’ own homes within a 24-hour window (the MBA, for example, requires seven core modules to be passed, each by one three-hour exam, plus two electives, over 200 hours of study in total).
- In addition to the normal availability of academic staff there is a dedicated online student support team.
- Graduates have access to ongoing support through active networks of peers and international alumni.
- Courses are open to all suitable students, whatever their backgrounds or prior academic qualifications.

The entire shift towards a student-focused education has been achieved without any loss of academic rigour and with excellent employment and career prospects.

Although Edinburgh is clearly the ‘home turf’ the course is also available at the university’s campuses in Dubai and Malaysia as well as through accredited partners (colleges, public sector bodies and private training institutions) elsewhere. This allows more students globally to benefit from an element of face-to-face teaching and also introduces more localised examples and context.

Other disciplines within Heriot-Watt University are looking at EBS’ online and international approach with a view to emulating it.

Contact for further information:
Dr Craig Robinson, Director of Digital Education, Heriot-Watt University, c.v.robinson@hw.ac.uk

60 https://ebs.online.hw.ac.uk
61 Interview 18/11/2020
Teaching Case 3: Leeds Business School, Leeds Beckett University – Embedding Responsibility into the Curriculum

George Lodorfos, Dean of Leeds Business School (LBS) at Leeds Beckett University, reports that his School enhances public good by embedding responsibility within its teaching and operations.

“Despite major changes in the HE environment, increasing competitive pressure and internal organisational changes, LBS remains committed to resisting simplistic or narrow views of responsibility. We are developing governance and teaching which enable students to handle plural responsibility.”

We understand ‘plural responsibility’ to include a broad spectrum of issues under the headings of ESG: voluntary obligations in respect of environmental, social and governance agendas.

Amongst UK business schools there have traditionally been two main approaches to ‘responsibility’ in the curriculum: either a bespoke system of modules or a more integrated approach which embeds the concept throughout teaching and learning. LBS has used the principles of the Sustainable Development Goals as its basis for curriculum design. Initially only MBA students and final year undergraduates included responsibility or ethical themes in their studies, but these aspects of business life have now been cascaded down into all teaching. At the higher levels, 6 and above, the focus is now on the practical application of the Goals, outside the boundaries of the School and into industry and society.

Embedding of responsibility teaching throughout the curriculum at LBS has been achieved by the School taking an holistic and balanced approach to the content and delivery of most modules, including those on management, leadership and strategy. Attention is also focused on embedding the values, virtues and capabilities required to make, communicate and implement good judgement in these respects. This approach is already included in more than 130 courses at LBS covering the entire curriculum and most of the SDGs.

In 2019, LBS carried out an audit of sustainability content: of its modules, its nature and the causes associated with its delivery. The School’s established immersive learning suite, HYDRA, was initially focused on crisis management but is now applied across the curriculum in order to generate new ways of enhancing public good through the embedding of the teaching of responsibility across the curriculum.

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George Lodorfos, g.lodorfos@leedsbeckett.ac.uk, Dean of Leeds Business School. https://www.leedsbeckett.ac.uk/staff/professor-george-lodorfos
Teaching Case 4: Queen Mary School of Business and Management, University of London – Degree Apprenticeship in Social Justice

“Are you interested in changing the world for the better?”

With these words Queen Mary University of London (QMUL) introduces its degree apprenticeship in social justice, a four year part time course called ‘Business Management (Social Change)’ aimed at those seeking a career in the social or purpose-driven sector. With its demanding entry requirements and rigorous academic and professional standards it nevertheless supports QMUL’s core values of inclusivity, sustainability and good governance. Patrick McGurk, Deputy Director of Education in the School of Business and Management (SBM), says of the course, which was introduced in 2019:

“We thought it was a good strategic fit, of practical value, but also a good way of supporting and promoting our not-for-profit partners in the communities of East London.”

QMUL SBM has long adopted a critical perspective towards social sciences but this engagement, working with purpose-driven bodies focused on social justice in real life situations, has enabled them to engage in social management for change at a level beyond research and academia. Through this degree apprenticeship SBM has applied its core competencies of critical management education to vocational programmes. The for-purpose sector locally is largely white-run in East London with minority communities under-represented in its management. This course provides an opportunity to address this imbalance.

It involves two days per week study and three ‘on the job’. A member of staff oversees employer engagement and the general administration of the programme, visiting each student four times a year. There are six employer board events where employers discuss issues of common concern with the cohort of students. A series of leadership seminars brings outside speakers in to expand student horizons even further.

The apprenticeship programme has enabled the School to put its ideological commitments into practice: a belief that business can be a force for good, that there is a business case for tackling both social justice and the climate emergency through good governance and appropriate goals. The course itself has generated effective case studies both for its own use and for use in teaching elsewhere in the School.

The apprenticeship course, whilst still hosting its first tranche of students, has already impacted upon the department’s ways of working. It involves external partners in the assessment process, unexpectedly raising questions on modes of assessment on other courses; what can they learn from this? It has inspired a change whereby a quarter of the undergraduate curriculum is now focused on social change and business outcomes are no longer evaluated solely on economic consequences. It has increased the School’s number and variety of partners in the locality and created an active dialogue on social justice involving the local community. It has also attracted national coverage and brought SBM, and QMUL more generally, wide recognition for their work on social justice.

Evaluation of the student experience to date, along with the benefits of engaging with external partners with fresh perspectives, have been positive. The course is thought likely to generate high levels of employment amongst its graduates.

Contact for further information: Patrick McGurk, p.mcquirk@qmul.ac.uk, Deputy Director of Education, QMUL. https://www.qmul.ac.uk/busman/staff/academic/profiles/patrick-mcquirk.html
Conclusion to Teaching Cases

With rising demand for business school education and mounting expectations that it should deliver public good, this section illustrated innovative ways that four UK business schools have sought to enhance the public good through their teaching.

Although evolving corporate behaviour may lead to changes in their expectations of what business schools teach, this was not reported to us as the most important driver of change in the content of teaching in UK business schools. More potent, it seems, are the demands of the millennial generation of students (and their successors), whose approach to careers and business generally is driven more by values and less by monetary remuneration than perhaps was that of their forebears. Against these indications of the changing context by monetary remuneration than perhaps was that of their forebears. Against these indications of the changing context of business school teaching, our case studies surfaced four positive developments from amongst the schools we studied:

- a growing UK presence in the international market for business education
- a rising profile for issues of responsibility and sustainability in the curriculum
- a more inclusive approach to recruitment and
d- a greater emphasis on and variety of ‘real life’ experiential learning.

The international market for business school education remains both highly competitive and highly lucrative for some providers. We found little concern about market saturation among our study participants. Instead, many more talked of demand continuing to rise, not least from ‘emerging’ economies where the need for debate and action around ‘public good’ is no less pressing than in the UK. Our cases illustrate curricula designed to make best use of local diversity and value it as a resource.

Traditionally, there have been three main approaches to inducting or increasing the public good content (sustainability, responsibility or ESG) of the business school curriculum: creating specific modules of a compulsory or voluntary nature, covering key elements; taking an holistic, curriculum-wide, approach; or the laissez faire approach of allowing the curriculum to evolve according to the interests of key staff. We found evidence of all three in British business schools although good, PRME-focused, practice would favour the holistic approach. Several schools had either conducted a sustainability audit of their teaching or were planning to do so because of a perceived need to become more engaged with that agenda. The ‘specialised module’ approach appears to be an interim stage between ‘laissez faire’ and the ‘holistic’ view.

On inclusion, we found that some schools have developed flexible approaches to the charging of fees when trying to attract applications from students with non-traditional backgrounds, utilising fee reductions, scholarships or pay-as-you-go models. The adoption of asynchronous teaching, enabling students to learn at their own pace, as their personal circumstances allow, appears to be gaining ground. There is both a reduced emphasis on teaching the classical business model of maximising shareholder value and a greater one on issues such as leadership. This is partly, we believe, a response to the growing demand for business skills from sources other than mainstream business, not least the purpose-led field of social enterprise, as well as professional charity employees and future leaders of the public and social sectors.

The innovative approaches to course design and curricula that were identified are complemented by the broadening in scope of ‘real life’ situations used to support teaching: apprenticeships, attachments, and meaningful work experience. Examples can be found from foreign countries, start-ups, social purpose organisations and the public sector.

Only about one in eight Schools reported that there were ‘no barriers’ to delivering public good through their teaching activity, with the rest identifying the perennial impediments to progress - lack of time, lack of finance, ‘staff resource’ and ‘not a priority’ - in roughly similar and overlapping proportions. As our cases demonstrate, some schools have clearly not found those barriers to be insurmountable and have found that once the mindset of sustainable and responsible practice was established the question became one of ‘how we think’ and not ‘how much time we spend thinking’.

Our questioning did not distinguish between undergraduate, postgraduate and MBA activity; it was up to respondents to distinguish between these elements if they so chose. However, we do note that unlike many other academic disciplines, Schools of Business and Management have relationships not just with the business and organisational leaders of the distant future (undergraduates and postgraduates) but with the leaders of today and tomorrow, through their MBA programmes and other outreach activities. This means that disciplines learned in business schools today can be put into practice in the near future, which allows - potentially - business schools to make more of a short-term impact in enhancing public good than they could if they focused on the younger cohorts of students alone. The issue of climate change is just one example where societal changes, in the direction of public good, require shorter term action and cannot wait for another generation before they are addressed.
3b. RESEARCH

The delivery of public good through research was the second aspect of business school activity that was explored in detail. As reported in the previous section, our survey suggests that business school Deans feel that public good is increasingly important in their school’s research activities. Just under half of respondents felt that three years ago, their School delivered public good through their research activities ‘moderately’. Today, three in five believe that their school delivers public good ‘considerably’ through their research.

As noted in the introduction to this report, there have been mounting calls for purposive business school research and a number of initiatives have developed to support it.

Under Brewer’s manifesto for a new public social science, public good is enhanced through multi-disciplinary research aimed at addressing grand challenges, such as innovation and sustainability. Under this model, and broadly in line with the approach promoted by the Community for Responsible Research in Business and Management, research is increasingly participative with knowledge co-produced. Against the backdrop of rising expectations that business school research enhances the public good by being multi-disciplinary, challenge-led and co-produced, this section presents a series of four emergent promising practices.
Research Case 1: Aston Business School, Aston University – Non-Governmental Organisation Applied Management Research and Teaching Unit

Aston Business School (ABS) has five recognised research centres but outside those fields no fewer than 25 different areas of research expertise have coalesced around groups of interested academics. One of these is the NGO Unit or, to give it its full name, The Non-Governmental Organisation Applied Management Research and Teaching Unit. The term NGO is commonly applied to purpose-led bodies, charities and foundations, operating in an international development sphere although Aston interprets the acronym more broadly. There is no doubt that in many societies NGOs are valuable partners in creating community cohesion, stability and achievement of the UN Sustainable Development Goals.

In line with the principles of PRME Aston sees its role as a partner to NGOs in helping to develop their governance, accountability and regulation. Specific examples cover individual and team leadership, strategy development, project or stakeholder management, fundraising and collaboration. The latter is of particular importance as NGOs frequently partner with foreign governments and increasingly with corporates in delivering public good, often in testing circumstances, and such relationships often require the injection of guidance and expertise. These fields have been the basis of doctoral and other research projects within the School.

Since 2016 in Somalia, Dr Bahar Ali Kazmi has been leading a team of academic and practitioner researchers to examine prevailing conflict and peace narratives, and the social and political role played by companies and business leaders. In partnership with the international NGOs (Creative Alternative Now, the Rift Valley Institute, and the United Nations Assistance Mission in Somalia (UNSOM), he has formulated the key concepts – laid out in policy papers, reports, peer-reviewed articles and book chapters – and collaboratively raised in excess of US$100,000. The project is developing a conceptual and practical approach to organising a “legitimate political space” that can enable Somali companies to play a constructive role in building peace and achieving UN SDG 16. This has been informed by research into responsible business practices, the participation of businesses in peace building, humanitarian assistance and development, and the dominant conflict and peace narratives.

Closer to home, Dr Uwe Napiersky and Dr Emma Folmer have received funding from the European Regional Development Bank to assist Small and Medium Sized Enterprises in the Greater Birmingham and Solihull Local Enterprise Partnership to reduce their carbon footprints by a total of 385 tonnes. This is a particular challenge for high energy users in manufacturing, foundries, press works, baking, surface treatment, and others.

The NGO Unit measures its success in the traditional manners of the amount of funding generated and degree of academic recognition achieved. It is considering the perennial problem, no doubt heightened by the pandemic, of the best way to ensure long term funding viability for the services which NGOs provide for their communities.

Contact for further information: Dr. Bahar Kazmi, b.kazmi@aston.ac.uk, Lecturer, Work & Organisational Psychology. https://research.aston.ac.uk/en/persons/bahar-ali-kazmi
Research Case 2: Bath School of Management, University of Bath – Research4Good

Building on a series of projects that investigated how research at Bath School of Management can be translated into public good, the School now focuses on sustainability through its Research4Good initiative. As Steve Brammer, Dean of the School of Management, explains:

“Research4Good is our attempt to speak more directly and confidently about how the research conducted at our school impacts positively on people’s lives, on our communities, on the economy, and on the world beyond our borders. We have come to realise that society increasingly expects us to contribute to the social good through our research, as well it should. We have also realised that we don’t always recognise and communicate very effectively about the positive good our research is making to those we should be talking to – whether that is our students, our co-workers, our local community, or our external audiences further afield.”

Practical applications of this research approach have included tackling challenges around individual wellbeing, health, exploitation and discrimination through management research. A key theme has seen several projects focusing on helping protect people from being victims of modern slavery by helping companies and the government understand the links between modern slavery and supply chains, where forced or trafficked workers may be recruited, transported, and supplied to business by third party agents.

An application of the Research4Good approach in healthcare resulted in innovations which changed the NHS’s procurement policy, saving £500m on goods and services. The research team recognized how to leverage network resources effectively in highly complex public sector systems. Long term, the research is also helping to shape the Department of Health’s own commercial practices, encouraging a more strategic use of network resources for the benefit of patients and taxpayers.

The impact of Research4Good is measured through what Professor Andrew Crane, Director of the Centre for Business, Organisations and Society (CBOS), terms ‘the multiplier effect’ where research is carried out more frequently with a focus on delivering social good in ever wider contexts. As Andrew explains:

“Impact is not just diffused but also long-stretching as time goes by. Role models are important when goals are set in deciding what is achievable and what can be translated to the wider society. We have seen an increased understanding and involvement of the academics within the School in terms of the reach and impact of their research on communities across the world.”

Furthermore, Research4Good has provided a valuable articulation of the School’s role in business and society that emphasises the strategic aim of the business school to deliver public good. Dean, Steve Brammer, describes how the school’s public value focus has been enhanced as a result of Research4Good:

“For us, Research4Good is a really important element of how we seek to have our work recognised internally and externally… I think it has had a genuinely important effect on our culture as a school.”

Contact for further information: Professor Steve Brammer, Dean of the School of Management, University of Bath. https://researchportal.bath.ac.uk/en/persons/steve-brammer
Research Case 3: Lancaster University Management School – The Work Foundation

Prior to forming part of Lancaster University Management School (LUMS), the Work Foundation had sought to improve working conditions for people across the country since 1918. Since 2015, LUMS strategy has been to contribute to inform and improve policy and practice. The focus has always been on changing and helping form practices with a clear focus on improving working lives. Not only has this meant improving working conditions but also to improve organisational performance. To do this, the Work Foundation engages directly with policy makers, and managers to produce rigorous applied research that allows them to develop practical solutions and policy recommendations to tackle the challenges facing the world of work. Though situated in London, the Work Foundation works closely with a range of academics across a number of research programs in LUMS. This has enabled the Work Foundation to harness the research produced within the School and provide new and impactful insights for practitioners and policymakers.

Lancaster sees the public good role of business schools as being to enhance the life chances of individuals and improve the performance of businesses and the strength of communities. The Work Foundation has been anchored in such a notion of public good since its foundation, with LUMS subscribing to the ideas underpinning responsible research and innovation as well as being a signatory to the United Nations PRME principles. Social purpose lies at the core of LUMS ethos with the integration of the Work Foundation into the School reflecting such purpose. Some exemplary socially impactful work within LUMS has been around health and wellbeing within the NHS against the backdrop of the Covid pandemic and supporting the development of Growth Hubs as key vehicles for economic and business support across England.

In terms of the Work Foundation specifically, as is aptly put by Ben Harrison, Director of Work Foundation:

“The Work Foundation has furthered Lancaster’s objective to improve policy, and the focus is not just on being a “think tank” but also being a “do tank.”

In summary, the Work Foundation focuses on what aspects of LUMS research is most engaging and most relevant to policy makers and in doing so brings a range of external partners and organisations into closer connection with the Management School and enables LUMS to influence policy at a national level. The significance of a think tank for a business school lies in its catalytic ability, as Angus Laing, Dean of Lancaster University Management School, puts it:

“The Work Foundation can play an important role in convening groups of interesting and important actors externally who may readily engage with a London-based think tank much more than they would with a Management School.”

The success of the Work Foundation has meant generating new revenue streams for LUMS in the form of significant research sponsors with which the Foundation has engaged. This success has been, in part, underpinned by the Management School providing resources to facilitate effective engagement with media outlets and access to the wide range of partnerships LUMS has developed with businesses, particularly SMEs. This affords the Work Foundation access that few other think tanks can match. Arguably the key role of the Work Foundation has been to act as an effective broker between research and action aimed at shaping a range of major policy issues around the future of work.

Contact for further information: Professor Angus Laing, Dean of Lancaster Management School. https://www.lancaster.ac.uk/lums/people/angus-laing.
Research Case 4: Stirling Management School, University of Stirling – Festival of Research

Historically, Stirling Management School (SMS) has been research-intensive and highly ranked in terms of impact. As Associate Dean Kevin Grant explains, the School has a precise view of its public good:

“There is a degree of interconnectivity between the research and teaching at the School where a conscious effort is made to balance both these functional areas. The management school conceives public good as demystifying and enabling access both ways - from experts to laymen and vice versa.”


This approach to public good feeds through to the School’s teaching activity, where considerable attention is given to developing life skills and entrepreneurial mindsets through applied consultancy projects that address real-world problems in the public, private or social enterprise sectors.

Once a year, Stirling’s approaches to enhancing public good through research are celebrated at a Festival of Research. Currently being coordinated by Professor Iain Doherty, the Festival showcases the work of young academics and Ph.D. students nearing the end of their degrees. Despite its title, the Festival also includes teaching innovations, and it is open to anyone in the region rather than being focused simply on the research community. It is designed with a focus on communication not just to an academic audience but also to a broad range of non-academic interests.

Community-based entrepreneurial efforts feature highly at the Festival of Research. They present a great illustration of the application of SMS’s research for the public good. For example, faculty members from the School give presentations on their current research areas at the Festival. In 2020 these included projects on Ageing and Dementia, Contextual Learning, Extremes in Science and Society, Global Food Security, Health and Behaviour, Homes, Housing and Community, Conflict and Cooperation, and Environmental Change and the Triple Helix. Community members are invited to suggest business development ideas, which the School then ‘acid tests’.

For those selected for development, faculty members from the School act as a critical friend and the community entrepreneur takes up the role of entrepreneur in residence. This approach reduces the need to find external shareholders and generates increased entrepreneurial and SME activity within the region.

This year, the Stirling Festival of Research, which was held virtually due to COVID-19, hosted an inaugural Research Culture Awards ceremony, designed to celebrate those people and groups who contribute most towards establishing a positive research environment. This, together with a culture of innovation within the Festival, has been developed to create a ‘use-inspired’ view of research which forms the basis of Stirling’s distinctive approach to delivering public good.

Contact for further information: Professor Kevin Grant, Kevin.grant@stir.ac.uk, Dean of Stirling Management School.
https://www.stir.ac.uk/about/our-people/senior-officers/faculties/professor-kevin-grant

73 Interview 6/10/2020
74 https://www.stir.ac.uk/about/faculties/stirling-management-school/about-us/vision-mission-and-values
Conclusion to Research Cases

In a context of rising expectations that business school research enhances the public good by being multi-disciplinary, challenge-led and co-produced, we have presented four examples of promising practices. The Bath School of Management case is unique in our set because it reports a strategic, school-wide, approach to encouraging purposeful research. At Bath, there is a clear desire to enhance the public good by stimulating debate on how social innovations can be supported in public and business spheres through directed research. In practical terms this approach is illustrated by a stream of research aimed at eradicating the challenge of modern slavery. In common with many other schools, Bath is also promoting its Research4Good research agenda through support for multi-disciplinary research units that align with its challenge-led priorities.

The other three promising research practices that we identified arise from discrete activities that do not appear to form part of the type of strategic approach to research re-alignment adopted at Bath. Aston Business School’s NGO Research Unit provides a good example of this more ‘organic’ approach to purposeful research development. Focussing on supporting the purpose-driven sector internationally and domestically, the Unit clearly adopts a challenge-led and co-productive approach to research. Many of its projects also extend beyond the boundaries of standard business school research to include the provision of master classes and development activity. Covering these features of research often provide the Unit with very clear enhancements to public good, such as the reduced carbon emissions from industrial SMEs in Birmingham.

Our case study of purposeful research at Lancaster Management School considers its strategic decision to house the Work Foundation. This arrangement has clearly delivered benefits for both parties. For the Foundation, it adds significant convening power from an academic base that is aligned with its purpose of enhancing public good by improving employment. For the business school, it brings in-house the expertise and experience of a leading think tank. This has opened up new funding revenue streams and provided faculty with additional opportunities to engage in multi-disciplinary, co-produced, and challenge-led research projects.

Our case study of Stirling Management School’s Festival of Research presents an approach to addressing the mounting expectations that academic research enhances the public good by being co-produced, and then made accessible to the public. This, together with a culture of community innovation within the Festival, has been developed to create a ‘use-inspired’ view of research that reflects Stirling’s distinctive approach to delivering public good.
3c. OPERATIONS

As illustrated in the discussion of our survey results in the previous section, business school Deans feel that delivering public good is increasingly important in their school’s internal operational activity. Under the traditional approach to business school governance, a combination of strong financial and academic performance and compliance with legal requirements would constitute satisfactory outcomes. For business schools interested in enhancing the public good, however, it does not end there. Rather, it involves other commitments towards, for example, sustainability, and equality and diversity. Crucial to all of this are policies affecting faculty and staff and specifically, the capacity to embed public good within processes such as hiring, appraisal, mentoring and promotion.

Because little attention has been given to the ways in which UK business schools organise themselves to deliver public good, this section presents a series of emergent promising practices.
Operations Case 1: Birmingham Business School, University of Birmingham – Responsible Business Committee

Birmingham Business School is one of the two UK business Schools that we identified as having developed a school-level vision of public good. Since 2017, Birmingham has articulated its view of public good through its responsible business (RB) strategy. Dean Catherine Cassell explains that this conception of public good was developed from, and reflects, the historic character and activity of the School:

“Responsible business reflected a lot of activity in the School, but it wasn’t coordinated, we needed something to get us together. So, we developed a school strategy and deployed resources, especially around internal organisation…it means we are trying to work towards a responsible future.”

As a management scholar, Catherine is very aware of the risk that such ‘espoused’ strategies are not always ‘enacted’ in organisational practice. A key feature of her change management approach has seen the establishment of a responsible business committee (RBC) to co-ordinate changes towards the School’s logic model and aspirations that are outlined in Figure 8.

Birmingham’s RBC is driven by the Deputy Dean (Isabelle Szmigin) and a dedicated Executive Project Manager (Emily Muscat), and it reports directly to the School’s senior management team. Rather than concentrate on activity in any one area of the School such as research, the RBC is tasked to inspire and co-ordinate responsible business activity across the School’s operations, education, and research.

Figure 8: Birmingham Business School Logic Map and Aspirations

Note: RB: responsible business, UG: undergraduate, PGT: Postgraduate

77 Interview 5/11/2020
The RBC has made significant progress in embedding the principles of RB in the School’s operations. Early outcomes have included: the collaborative development and launch of a dignity at work statement, a new section of the School’s website on RB featuring a video on the values of the School, the 2018 introduction of a paperless programme policy (to reduce printing), and the development of a ‘Responsible Business Forum’ for staff to raise and discuss topics relating to RB with the aim “to make improvements in our workplace.”

To date, three forums have focussed on volunteering, a carbon neutral business school, and inclusivity. The events included a panel discussion involving sector experts and experienced professionals and researchers, giving a real-life perspective on the issues. Another RB development is that Birmingham Business School was one of 64 forerunner organisations that made a submission in the 2018 pilot cycle of Business in the Community’s Responsible Business Tracker®. The Tracker is a tool designed to measure an organisation’s responsible business performance according to the United Nations’ Sustainable Development Goals. The entry was commended for work around diversity and inclusion, and for the use of SDGs to inform the School’s research and business initiatives.

In terms of education, the School’s main objective is to develop a curriculum informed by RB throughout all programmes. One of the most exciting developments sees the Lloyds Banking Group Centre for Responsible Business building on existing teaching initiatives with the intention of becoming recognised as a leading provider of responsible business education across the world. The aim is to develop RB professionals through educational practices that are capable of helping to transform the organisations of the future and deliver positive outcomes. Additionally in 2019, 16 faculty appointments with current research in RB were made (including six professors), a core “RB Theory and Practice” (or equivalent) was introduced in all undergraduate programmes, a new RB MBA module has been approved as compulsory, and all postgraduate courses will have RB teaching embedded in the curriculum. Additionally, two RB workshops were delivered in 2019 titled: “Engaging International Students in Our Teaching” and “Cultural Awareness in Learning and Teaching.” The workshops sought to expose staff to culturally inclusive approaches to engaging students with learning content, creating debate and discussions around existing and potential teaching practices across the curricula. Outside of the curriculum, the School has also appointed RB Student Ambassadors, and has recently launched an RB Student Challenge.

In terms of research, the School is focussing on developing areas of existing RB research strength. Initial successes include the mapping of RB research outputs against SDGs as a baseline, £33,000 dedicated seed-corn funding for RB projects with a view to growing this figure to £50,000 in 2020, two new RB doctoral scholarships to bolster the existing 24 doctoral students studying RB themes, and a strong series of RB research events and blogs. In addition, the School has also recently launched its Work Inclusivity Research Centre and the Sustainable Finance Innovation Centre.

Birmingham Business School’s conception and delivery of public good through its responsible business strategy is receiving increasing recognition and support in academic and business communities. This was evidenced recently during its third annual Responsible Business Conference that included contributions from leading advocates for change such as Paul Polman.

Contact for further information: Professor Catherine Cassell, c.m.cassell@bham.ac.uk Dean of Birmingham Business School. https://www.birmingham.ac.uk/staff/profiles/business/cassell-catherine.aspx
Operations Case 2: Cardiff Business School, Cardiff University – Shadow Management Board

Cardiff Business School is another that we identified as having developed a clear, school-level vision of public good. Since 2016, Cardiff has articulated that view of public good through its distinctive public value strategy. Following a development that is more advanced in corporations than business schools, Cardiff’s public value strategy is based on a clear statement of organisational purpose:

“To promote economic and social improvement through interdisciplinary scholarship that addresses the grand challenges of our time, while operating a strong and progressive approach to our own governance.”

At Cardiff, the public value strategy has encouraged aligned innovations in teaching, research, engagement, and operations. Since 2015, a shadow management board (SMB) has been a key feature of Cardiff’s progressive approach to its own operations. The ‘shadows’ are a blend of junior and senior faculty members and professional services staff from across the School. As a Board, their main tasks are to develop strategy, scrutinise the senior management team, facilitate more diverse participation in the School’s decision-making processes, and create innovative ways of embedding the delivery of public value across the School’s activities.

The Chair of the Shadow Board meets regularly with the Dean in a spirit of constructive challenge. As it sees confidential papers discretion and trust are essential; the Shadow Board itself operates under the ‘Chatham House’ rule. Less formally, it acts as an early warning system, an ideas space, a whistle-blower, and a tool to improve risk management. The Shadow Board was involved in the development of the School’s public value strategy, it scrutinises the School’s longer term strategic direction as well as reviewing the ‘real’ board’s fortnightly agenda. They’re free to establish their own project work too, having recently reviewed the School’s portfolio of postgraduate offerings. Such reviews have examined the sustainability of the School’s activities in light of its public commitment to PRME, gender balance and broader inclusivity issues.

Far from being just a talking shop, the work of the SMB has resulted in the School making significant strides towards its aspiration of delivering public value across its portfolio of activities. In terms of education, the Shadow Board’s review of postgraduate provision led to a reformulation of the School’s MBA programme to align it with the School’s Public Value strategy. In terms of internal operations, the Shadow Board oversaw the development of a set of values that reflect public value and which is now included in the person specification of job advertisements. It also helped to establish a ‘circular economy’ refurbishment programme. The two key features are sourcing materials from a local supplier of remanufactured, refurbished, reclaimed and redistributed products, and having furniture assembled by a local social enterprise that provides employment for people with disabilities. Beyond the public value of supporting sustainable, local social enterprise partners, it was estimated the Project was 21 percent cheaper than traditional university procurement approaches.

In 2017, the initial shadow board chair became the first board member to join the School’s Senior Management Team, and she was then subsequently appointed Dean in 2018; the School’s first female head. This was a particularly significant outcome given the School’s historically poor record of diversity at senior levels. Dean Rachel Ashworth describes that experience as invaluable, a deep insight into how the School engages with people on so many fronts. She observes that every colleague who passes through the Shadow Board benefits from the experience and its work influences her decisions as Dean in a positive way.

When the University’s Vice-Chancellor recently visited the School, he met the Shadow Board and reported subsequently that the well-informed, enthusiastic, and constructively-critical encounter was refreshing. The work of the Shadow Board was also acclaimed as Business in the Community recognised Cardiff BS for its broad commitment to ‘good business’, with a ‘Responsible Business Champion Cymru 2020’ award. Perhaps other business schools might follow the shadow example as a way of delivering public good through a strong and progressive approach to their own governance?

Contact for further information: Professor Calvin Jones, Deputy Dean for Public Value and External Relations.
https://www.cardiff.ac.uk/people/view/609409-jones-calvin  

83 Interview 13/11/2020
Operations Case 3: Alliance Manchester Business School, University of Manchester – Social Responsibility Committee

Alliance Manchester Business School (AMBS) is one of the UK business schools that we identified as having applied at the School level, its University’s vision of public good. At the University of Manchester, public good is conceived as social responsibility (SR) and it is the first UK university to make SR a core strategic goal:

“We ask not only what the University is good at, but what it is good for.”

To help address this question, the University has developed a new five-year plan that focuses on social inclusion, better health, cultural engagement, environmental sustainability, and sustainable development goals. To co-ordinate progress towards these SR priorities, the University of Manchester established dedicated co-ordinating roles at every level of its hierarchy: a Vice-President (Professor Nalin Thakkar), three Faculty Vice Deans, School Directors, divisional/department leads, and the counterpart professional support leads at each level.

At Manchester’s Alliance Business School, implementation of the University’s SR commitment is led by a dedicated School Director for SR (Professor Hongwei He). Hongwei chairs the School’s SR Committee and is supported by a professional service manager, four academic associate heads from each academic division, executive education representatives; and a marketing professional. Over the past three years, with a ring-fenced budget to support strategy development, the work of Alliance’s SR committee has enabled the School to report activity towards each of the 17 SDGs from across its teaching, research and engagement activity.

In an exciting development, an Ethical Grand Challenges programme enables undergraduate students to address some of the most profound ethical challenges of the 21st century. During their first year, students participate in a sustainability challenge, during their second year in a social justice challenge, and during their third year in a workplace ethics challenge. Students that participate in all three challenges, complete two recognised leadership activities, and complete 40 hours of verified community volunteering are offered a Stellify award (see Figure 9). This programme and award make a substantial contribution to delivering on the School’s priority of educating socially responsible graduates.

Another example of Alliance MBS’s dedication to developing future responsible managers involves its social responsibility scholarships, which are awarded to students who have shown a previous and continuing contribution to community-based projects, volunteering opportunities and/or fundraising activities. These scholarships are worth £2,000 per year across three years of study.

In addition to the SR committee driving changes across the educational mission of the School, it has devised and adopted a distinctive combination of four approaches to delivering public good through aspects of internal operation. First, the School takes a net-positive approach to procurement, maximising the positive social, environmental and economic impacts gained through purchasing and minimising those that are negative. This strategy involves a commitment to the Fairtrade and Workers Rights Consortium which protects the conditions of food and garment workers through the School’s supply chain.

Figure 9

![Stellify](image-url)
Second, Alliance MBS has targeted its discretionary research budget and external funds to support work at research institutes and centres aligned with SR concerns such as the Sustainable Consumption Institute, The Productivity Institute, Work and Equalities Institute, the Institute for Health, Policy and Organisation (IHPO), the Manchester Institute of Innovation Research (MIoIR), Decision and Cognitive Science Research Centre (DCSRC), and The Centre for the Analysis of Investment Risk (CAIR). Much of the research of these institutes contributes clearly and directly towards SDGs. In a further demonstration of its commitment to delivering public good through research, in 2019, Alliance MBS became an advanced signatory of the Principles of Responsible Management Education (PRME).89

Third, the School’s human resource policies ensure staff can commit to public service by serving, for example, as a school governor, justice of the peace, local authority councillor or on a health authority. Professional staff are also encouraged to support local community activities and volunteer as part of their team development one day a year. Fourth, as part of Alliance MBS’s concerted attempts to improve the voice and conditions of under-served and minority colleagues, the School established an Equality, Diversity and Inclusion (ED&I) committee. This collaboration between academics and professional services colleagues leads developments in this important area of public good.

In recognition of these SR developments in the School and University, the societal impact of the institution has been ranked first in the world by Times Higher Education.90 The latest FT Global MBA ranking ranked AMBS 1st in the UK and 5th in the world for corporate social responsibility.

Contact for further information: Professor Hongwei He, Director of Social Responsibility, Alliance Manchester Business School. https://www.research.manchester.ac.uk/portal/hongwei.he.html
Operations Case 4: Glasgow School for Business and Society, Glasgow Caledonian University – Common Good Strategy

Glasgow School for Business and Society (GSfBS) has successfully applied its parent University’s vision of public good. As stated in the University’s 2030 strategy, “Glasgow Caledonian is the University for the Common Good” with a clear mission to make a positive difference to its communities through five streams of activity: (1) Transforming lives through education, (2) Enriching cities and communities through research, (3) Innovating for social and economic impact, (4) Engaging globally, and (5) Aligning for the common good.

According to John Lennon, the Dean of GSfBS, the University’s strategic concern for public good draws on its rich history and founding purpose ‘For the Common Weal’ which is incorporated in its Coat of Arms.

John credits the translation of that original statement of purpose into the current focus on common good to two senior leaders in the University: its former Chancellor Professor Muhammad Yunus, who is a Nobel Peace Prize winner and one of the world’s most influential social entrepreneurs and humanitarians, and Professor Cam Donaldson, the Pro Vice Chancellor for Research and Head of the Yunus Centre for Social Business and Health.

At Glasgow Caledonian, the research strategy seeks to enhance common good by addressing UN Sustainable Development Goals (SDGs) through three societal challenges: Inclusive Societies, Healthy Lives, and Sustainable Environments. To address these challenges, the University has established a set of multi-disciplinary research centres including three that are co-ordinated through the Business School: the Yunus Centre for Social Business and Health, the Scottish Poverty and Inequality Research Unit (SPIRU), and the Wise Centre for Economic Justice.

The work of Professor John McKendrick and colleagues at SPIRU provides an excellent example of how challenge-led, interdisciplinary research can be co-produced with a wide range of external partners (including policy makers, campaign groups and community stakeholders) to develop effective responses to social challenge in Scotland and beyond. SPIRU’s success in enhancing public good through research was reflected in an impact case study that was rated world class (4*) in the 2014 Research Excellence Framework.

In terms of teaching for common good at GSfBS, all new courses are designed to match the SDGs, and to follow four ‘Common Good Attributes’ that equip students to make a positive difference to their communities: active and global citizenship, confidence, entrepreneurial mind-set, and responsible leadership. Following this approach, the School’s fashion curriculum now concentrates on sustainability and its annual student fashion show emphasises reuse, re-design, and recycling. In one outcome, an ex-student produced alternative university corporate gifts including using a baggage label made from re-used indigenous Harris tweed (see Photo 5).

91 https://www.gcu.ac.uk/theuniversity/strategy
92 Interview 08/10/2020
93 https://www.gcu.ac.uk/yunuscentre
94 https://www.gcu.ac.uk/gsbs/research/spiru
95 https://www.gcu.ac.uk/wise
GCU’s four ‘Common Good Attributes’ also form the basis of the Common Good Award - a skills and personal development scheme which encourages, supports and rewards students who engage in extra-curricular activity aligned to the Common Good strategy.96

The desire to enhance the public good also directs much of the external engagement activity at the School. In one innovative project designed to reduce inequalities and promote justice, the School works with the Grameen Foundation97 to help local people to establish businesses and create jobs. In the first year of the project, more than 100 loans were issued to aspiring entrepreneurs many of whom established social businesses. To enhance public good internationally, the School works in partnership with the South African Institution of Railway Operators and the University of Johannesburg to offer the world’s first formal qualification in railway operations management to Transnet Freight Rail employees.

GCU is part of the United Nations Global Compact; the largest voluntary corporate responsibility initiative in the world.98 It brings together like-minded organisations to ensure that business, as a primary driver of globalisation, can help guide markets, commerce, technology and finance to advance in ways that work for the overall benefit of economies and societies. GCU’s Common Good strategy has been acknowledged through designation as Scotland’s first Changemaker Campus by Ashoka U. This reflects Glasgow Caledonian’s growing global reputation in promoting public good and social innovation through teaching, research and community engagement.99

Contact for further information: Professor John Lennon, Dean, Glasgow School for Business and Society. https://www.gcu.ac.uk/gsbs/staff/professorjohnlennon

At Glasgow Caledonian University an ex-student produced alternative university corporate gifts including using a baggage label made from re-used indigenous Harris Tweed

96 https://spark.adobe.com/page/EhrGZ5hUXl.3J8
97 https://grameenfoundation.org
98 https://www.unglobalcompact.org
99 https://ashokau.org/changemakercampus

Fashion Business School, London College of Fashion (LCF) has applied at the School level, a vision of public good that was established at the college-level\(^{100}\) of its parent University of the Arts London.

As a result of strategic development work conducted at its parent College, Fashion Business School articulates its view of public good through a strategy titled Education for Sustainability Transformation (EST). At LCF, this conception of an organisational strategy for delivering public good was developed in 2018 by Professor Dilys Williams and Nina Stevenson from their earlier work on an innovative and sustainable approach to fashion education.\(^{101}\) Nina has outlined the specific form of public good that the strategy was designed to deliver:

> “Education is the leverage point for change in societies, cultures and economies – and radical individual and systemic change is needed now more than ever. As world-leading fashion educators it is our responsibility to design learning experiences that challenge the damaging and outdated practices we see around us, and cultivate the critical skills, knowledge and mindsets of sustainability in LCF’s fashion designers, communicators and strategists.”\(^{102}\)

The development and implementation of the EST strategy at Fashion Business School is characterised by a distinctive set of three features. First, as illustrated in Figure 10, EST was designed from the outset to align directly with two UN SDGs (#4 Quality Education and #12 Responsible Consumption and Production) and each of the 6 UN Principles for Responsible Management Education (PRME). An unusual feature of this strategy is its explicit recognition of an obligation on the School to deliver public good through its internal operations. In doing so, it clearly addresses the statement that is often regarded as Principle 7; “we understand that our own organisational practices should serve as examples of the values and attitudes we convey to our students.”

Given the limited reference that is made to PRME principles within most UK business schools’ strategies, their prominent role at Fashion Business School is especially interesting given its specialist focus, and its location somewhat outside the ‘mainstream’ of business school activity.

A second unusual feature of the EST strategy has been the way that it has been developed through a series of structural innovations. It was initially developed in a collaborative manner through an EST Strategy Group that comprised a broad range of senior managers from the School, the College, and University. Since then, the ongoing implementation of strategic efforts are co-ordinated by a dedicated Education for Sustainability Team based at the Centre for Sustainable Fashion, London College of Fashion. This body provides inspiration for aligned strategic development across the University, acts as a knowledge broker by sharing experiences, and it supports the collection and reporting of progress towards strategic goals. Fashion Business School now has a Senior Lecturer in a Sustainability Lead role to connect research in the Centre for Sustainable Fashion with teaching and learning in their specialist areas.

Early successes of the EST strategy at college level include switching to 100 percent renewable electricity, cutting carbon emissions by 43 percent by 2020, and introducing an annual ‘Green Week’ of campus activities.

Thirdly, under the EST Strategy, students and graduates are encouraged to pioneer new sustainability roles in a range of fashion brands and set up new fashion initiatives that challenge the dominant fashion business model. In one example, students have been supported in their applications for more than 100,000 euros in Kering Awards for innovations in Sustainable Fashion.

Contact for further information: Professor Liz Gee, Interim Dean, Fashion Business School. [https://www.arts.ac.uk/colleges/london-college-of-fashion/about-lcf/fashion-business-school](https://www.arts.ac.uk/colleges/london-college-of-fashion/about-lcf/fashion-business-school)

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100 Many universities operate an administrative level between schools and the senior university management. These bureaucratic strata have a variety of terms including colleges, faculties and divisions.
Principle 1: Purpose
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.

Priority 1
We will promote teaching excellence through a systemic approach to recruitment, reward and recognition.
1.1 LCF to work within academic frameworks to embed sustainability monitoring and tracking making activities and achievements more visible. Schools to identify and document sustainability across formal and informal curriculum. Annual reporting to ADQA / CSE.
1.2 Learning & Teaching Coordinators to have sustainability responsibilities within their roles.

Principle 2: Value
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.

Priority 2
We will develop and offer creative, curious, critical curricula.
2.1 LCF will develop a range of staff development resources to support the knowledge and understanding of sustainability in fashion education.
2.2 Sustainability will become a mark of distinction across LCF’s new academic ventures and existing courses.

Principle 3: Method
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Priority 3
We will embed the digital within all aspects of teaching and learning to prepare students for digital futures.
3.1 Digital resources empower student learning in sustainability.

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.

Priority 4
We will deliver inclusive teaching and learning.
4.1 LCF to engage with partners from different disciplines, territories and sectors with interests in sustainability.

Principle 5: Partnership
We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Priority 5
We will enhance students’ employability.
5.1 LCF Careers to ensure that students have an understanding of the role of sustainability in employability; and for employers to have an understanding of the opportunities this presents.

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.

Priority 6
We will deliver teaching and learning that can contribute to transforming the higher education experience through nature based and human centered design.
6.1 Develop research and practice in education sustainability.

Principle 7: Organisational Practices
We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

Priority 7
We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.

Conclusion to Operations Cases

The cases presented in this section illustrate how UK business schools are delivering public good through their internal operations. In requesting examples of better practices in business school operations through our survey, we anticipated that schools would identify discrete policies and initiatives in areas such as procurement, human resources, and finances. From among the responses received, the five schools highlighted here were chosen for closer examination because they displayed more co-ordinated attempts to deliver public good through their operations. As we explored these approaches in more detail through interviews at each school, it emerged that each of these schools’ attempts to deliver public good through operations were part of broader strategic commitments to delivering public good. Indeed, among all the schools considered in this study, these five schools display some of the most strategic and most co-ordinated attempts to deliver public good across their teaching, research, operations, and engagement that we saw. In recognition of this, we refer to these schools as Purpose-led.

While the Purpose-led schools share the characteristic of displaying a strategic commitment to delivering public good, they vary in two main respects. First, the local conception of public good, and its titling, is different in each school. Second, while the source of that local concept of public good was established by two business schools, in the other three cases it was established at a higher level of university organisation (either the corporate university level, or the faculty/college level). Over time, it will be interesting to monitor whether the source of the public value conception has implications for its sustainability and impact within schools.

At Birmingham Business School the local conception of public good is ‘Responsible Management’ and it sits at the heart of school strategy. In an attempt to ensure that the ‘espoused’ strategy is ‘enacted’ across the School’s activities, a Responsible Business Committee (RBC) co-ordinates developments that are guided by a logic model and stated aspirations for teaching, research, engagement, and operations. Lloyds Bank’s sponsorship of the School’s Centre for Responsible Business provides both external legitimacy and resource support for Birmingham’s approach to delivering public good.

At Cardiff Business School, the local conception of public good is ‘Public Value’ and it underpins the School’s strategy. While the launch of the public value strategy in 2016 set the general direction of travel for the School, a conscious decision was made to encourage academic and professional services colleagues to develop aligned innovations in teaching, research, operations and engagement. As explained in our case, Cardiff’s Shadow Management Board has proved to be a very inclusive and productive vehicle for generating and implementing a wide range of innovations that deliver public value through the School.

Since 2011, at the University of Manchester, public good has been conceived as social responsibility (SR). It is the first UK university to make SR a core strategic goal and has introduced a hierarchy of roles throughout its structure to encourage and co-ordinate aligned activity. At the University’s Alliance Manchester Business School, the Director of SR chairs the influential SR committee that has introduced initiatives in teaching, research, teaching and operations.

Glasgow School for Business and Society at Glasgow Caledonian University draws on its founding purpose of operating for the ‘Common Weal’, Glasgow Caledonian conceives of public good as ‘the Common Good’ and is dedicated to its enhancement. As our case shows, the School is rebuilding its teaching around four common good values, its research is targeted towards achieving practical improvements in key areas such as poverty, and its engagement activity is similarly targeted to enhancing public good.

Fashion Business School at the University of the Arts London articulates its view of public good as ‘Education for Sustainability Transformation’ (EST), an approach which was developed elsewhere in the University. Our study of the implementation of the EST strategy at Fashion Business School highlights two organisational features. First, UN SDGs and the desire to address them through the school’s operations plays an unusually prominent role in the School’s strategy. Second, the ongoing implementation of strategic efforts are co-ordinated by a dedicated EST team that provides inspiration for aligned strategic development across the University, acts as a knowledge broker sharing experiences, and it supports the collection and reporting of progress towards strategic goals.
3d. ENGAGEMENT

The fourth aspect of business and management school activity that we looked at was engagement. This is the outward-facing element of a School’s work, the way it serves or influences the community and/or the economy either locally or in a specific place elsewhere. Whilst research and teaching may play a part in that relationship (and vice versa, the engagement may contribute to the School’s research and teaching agenda), a primary outcome is a better functioning community or economy.

As reported in the previous section, our survey suggests that business school Deans feel that public good is increasingly important in their school’s internal operational activity.103 Four out of five respondents felt that public good featured either ‘moderately’ or ‘considerably’ in their engagement activity. Only one in 8, however, believed that engagement delivered public good ‘considerably’ three years ago. Today, half believe that their engagement delivers public good ‘considerably’ and the proportion that only considered engagement delivered public good ‘slightly’ has fallen from 36 percent to 3 percent.

In addition to business schools’ more traditional links with bodies such as corporations, government and professional bodies, we were interested to see how schools are enhancing public good by developing broader sets of relationships across the public, private and third sectors including charities, social enterprises, and local community groups. With little known about how this is being organised and delivered within UK Business schools, the following promising practices provide some excellent examples.

103 These data refer to Q26 in our survey.
Engagement Case 1: Brighton Business School – Law Clinic

Ten years ago more than three quarters of the UK population was entitled to legal aid, should they require it; today that figure is under a quarter. This is the background against which Brighton Business School, soon to be renamed Brighton School of Business & Law, established a legal advice clinic in 2019.

The clinic, ten years in conception, is both a public service in a diverse community and an integral part of third year law students' curriculum. Half of the 68 current regular volunteers are formally assessed for degree purposes. Others include postgraduates and undergraduates whose course does not require assessment but who nevertheless welcome the opportunity for 'hands on' practice. A few volunteers are alumni with law degrees, who may or may not be practicing lawyers.

All of the undergraduates involved have two months to specifically prepare for the clinic and are expected to take on a minimum of two cases per semester, though most do more than this. The quality of advice given is important not just for students' academic progress but because the good reputation of both the school and university depend on it. For this reason volunteers are closely overseen and mentored both by staff and supportive solicitors and barristers, operating on a pro bono basis. It's been estimated that each case undertaken would have cost the client between £5,000 and £7,000 in regular lawyers' fees. In the pilot period 56 cases were dealt with, 36 resolved with a positive outcome and half a dozen were carried forward. The rest were either not appropriate to take on or, inevitably in a few cases, failed to reach a successful outcome.

The success of the clinic is not assessed simply on how many cases are won: the best quality work may relate to the hardest to win cases. In terms of customer satisfaction, however, the venture is an unqualified success so far.

It had initially been intended for the clinic to operate at least in part as a 'drop-in', but coronavirus restrictions have made the first year difficult. Most clients are now interviewed by telephone or video link, for those with the technology. Outside term time only a skeleton service is provided. Most of the clinic's clients are unfamiliar with the law and are suffering some disadvantage, perhaps poverty, homelessness or communication issues. Many lack the confidence, knowledge or resources to deal with legal matters. A typical client might face eviction or be living in an unacceptably damp rented home. A few need help in setting up a business with a social purpose and others seek advice on the planning system: how can they best object to a proposal to fell their favourite tree?

Issues like this have led staff and students, even in its relatively short existence to date, to want to make the clinic a centre of excellence on environmental law. As well as fighting cases they have produced guides to help clients navigate the planning system and briefings to assist protesters make their voices heard effectively, within the law.

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Engagement Case 2: Edinburgh Napier University – Wester Hailes

Since 2019, Scottish law has encouraged local people to draw up their own ‘place plan’ to influence the nature of their services, economy and communities. Some communities approach this opportunity with more capacity to engage than others whilst those in most need of a strategic review are often those least equipped to maximise the benefit of the process. One such is Wester Hailes, a deprived area to the south west of Edinburgh, where Edinburgh Napier University is engaged with community stakeholders in facilitating the pre-planning process. Within the university all six schools play their part but the lead role falls to the Business School.

The aim is to create a cadre of community-based researchers with lived experience of the locality, capable of contributing to and influencing the planning process. The Wester Hailes community itself comprises seven separate localities, the ‘Seven Kingdoms’, each of around 200 homes with its own hyperlocal identity. The estate is around 60 years old and has long been involved in university research.

Although this pilot Place Planning project benefitted from the presence of the Scottish government’s Chief Architect in its launch, in February 2020, coronavirus severely disrupted its early progress. Face to face discussions and activities were cancelled whilst partners at the university and in the community urgently reconsidered priorities. The six-month undertaking was granted a further twelve-month extension by its funders, UK Research and Innovation, a government agency.

There is little significant history of working with ‘business for good’ in Wester Hailes, where few white-collar workers dwell and there exists significant scepticism of the motives behind ‘traditional’ corporate social responsibility (CSR) initiatives. Edinburgh’s standing as a successful finance centre, barely three miles away, has generated little positive impact on local people. However, one avenue the business school is exploring is the prospect of promoting entrepreneurial innovation in the local economy. Networks for entrepreneurs, especially for women, exist in the area and hopefully they will become involved in the project. The local support mechanism for SMEs and start-ups reports a significant increase in enquiries which could lead to new employment opportunities for Wester Hailes.

Food poverty is a significant issue in this community and numerous charities exist to address it. There is an opportunity here for researchers backed by the business school to explore social enterprise business models to put the alleviation of food poverty onto a sustainable financial footing. Besides food there will be scope for the business school to utilise its other areas of expertise as this community discovers its potential: not least law, tourism and communications.

As with many deprived areas, other ‘place making’ projects already exist in Wester Hailes. The Business School seeks not to replace these but to collaborate with them, build on them, create capacity for the community’s own local research. In this way not only will the community’s ability to align their aspirations with available resources both now and in the future be enhanced but opportunities for long term, enterprise-led change can be created.

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Public consultation at Wester Hailes © Ollie Benton

106 Interview, 7/10/2020
Engagement Case 3: Huddersfield Business School – Coffee Marketing Co-operative

Huddersfield Business School’s (HBS) vision includes a commitment to ‘enriching lives, enhancing organisations, engaging communities’. That vision is evident in the highlands of south west Ethiopia.

For almost twenty years Professor Adrian Wood has led action research which both preserves and maintains vulnerable tropical rainforest whilst supporting sustainable businesses, so generating income for local people to enjoy an improved quality of life. The University helped create an Ethiopian civil society organisation 20 years ago, Ethio-Wetlands and Natural Resources Association (EWNRA), to help communities better manage their resources. At that time there was little control over deforestation and communities’ rights in the traditional forests were unclear. In partnership with EWNRA, Huddersfield BS has introduced community forest management, empowering the villagers to protect and improve the forest and develop sustainable forest-based enterprises. This approach has enabled the creation of other projects as the organisation has grown from 2 employees in 2000 to 180 today, its turnover from zero to $3m each year. It now protects 450,000 hectares of high forest.

Driving better forest management is a network of community-led cooperative ventures focused on coffee and honey. Within the forests Arabica coffee is planted to supplement arable farming and bees are kept in traditional ways in the forest and in modern hives around the villages. By default, the products are organic, and the bees are busy. Community Forest Management is enthusiastically supported by both local people and the Ethiopian government - the country has lost three quarters of its forest in recent decades but has said ‘no more!’.

A Huddersfield Business School/EWNRA joint project works with partners to help the cooperatives create and implement their business plans. Through these links training helps local people harvest forest products sustainably, process them and choose commercial partners for transport and marketing. Another responsibility overseen by project staff is organic certification whilst community patrols protect the forests against unscrupulous rogue farmers and illegal clearance.

Today honey and beeswax from the southwest forests can command premium prices and are found in no fewer than 240 Body Shop products on Britain’s High Streets - and elsewhere. Coffee provides most of the income in some areas, but its prices can fluctuate dramatically. To address this, alternative income is generated in areas where coffee does not grow. Communities are supported to diversify into harvesting spices, such as cardamon, and making ‘forest fruit’ jams and lotions. The local people reap and share the rewards. All of this requires wholesale acquisition of new skills amongst the 700+ co-operative members and their wider communities.

Women make up a fifth of the membership of the co-ops, each of which is obliged to have at least one female board member. Twelve micro-enterprises run alongside the co-operatives, predominately run by women.

The University has improved livelihoods for thousands of Ethiopians over many years and countless biodiverse species benefit from sustainable forest management. Protecting this important carbon sink helps us all. Within the Business School the Ethiopian Forest project, and sister projects elsewhere in Africa, have provided many opportunities for Masters and Doctorate research.

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Engagement Case 4: Lincoln International Business School – Inclusive Boston

Boston, Lincolnshire, long a centre for migrant agricultural labour, has experienced Britain’s highest rate of incoming migration over recent years. A perception that such levels generate excessive pressures on health, school and housing services, and increased anti-social behaviour, contributed to the town producing Britain’s highest level of pro-Brexit voters.

To address a growing sense of community division, Boston Borough Council and its partners applied for government funding. In November 2017 they were awarded £1.4m to deliver the ‘Inclusive Boston’ programme to mitigate the impact of migration and build community capacity.

Lincoln International Business School (LIBS) is inspired and motivated by its commitment to PRME, so opportunities to work for the public good within a business context are seized when they arise. The business school worked with community groups and government agencies to evaluate ‘Inclusive Boston’ over two years. They set out to find ‘what works’ and identify bottlenecks and problems through interviews, events and consultations.

They established that communication was key to integration, from opportunities to learn English to raising awareness of local employment rights and laws. Anti-social behaviour in the town centre was dramatically reduced after the Council employed a Polish-speaking enforcement officer. Citizens Advice was funded to recruit bilingual Polish-speaking advisors. The evaluation highlighted the need for improved funding for statutory services, such as housing enforcement to address the problem of ‘rogue landlords’ who discriminate unfairly against migrants.

Community events worked best when focused on natural areas of common interest between residents and the Eastern Europeans, such as church attendance and Christmas celebrations. It identified and recruited local volunteers who would support the project in different ways, overcoming the challenge that volunteering is not as developed in Eastern European cultures as in UK.

The evaluation culminated in a ‘Learning and Sharing Event’ in May 2019. This brought together academics, policymakers and residents from both migrant and established communities to discuss the project’s achievements and lessons for community integration. Consultant Agnieszka Rydzik connected the project to researchers and policymakers responding to similar challenges elsewhere in Europe, through a Regional Studies Association network. The evaluation culminated in a ‘Learning and Sharing Event’ in May 2019. This brought together academics, policymakers and residents from both migrant and established communities to discuss the project’s achievements and lessons for community integration. This work supports SDGs 10 (Reduced Inequality) and 11 (Sustainable Cities and Communities).

Alongside Inclusive Boston ‘Boston More in Common’ was formed by a local businessman, inspired by a radio programme which brought Boston’s ‘Leave’ voters and Lambeth’s ‘Remain’ voters together in a civilised debate. The name reflects the legacy of Jo Cox, the MP murdered for her inclusive beliefs in 2016. This initiative confirmed that children can generate opportunities to promote integration and reduce suspicion. Many of the youngest migrants - whose families hail from Poland, Latvia, Lithuania and, more recently, Bulgaria and Romania - have little or no memory of anywhere but Boston as ‘home’.

Lincoln Business School has ‘International’ in its title and that outward-facing ethos is evident. The University is proudly a ‘civic university’, and others of its Schools share LIBS’ inclusive and proactive approach to communities. Established strategically on a brownfield site in the city in 1994, Lincoln is a relatively new university, committed to supporting its local community in solving pressing challenges.

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Engagement Case 5: University of Liverpool Management School – The Social Economy

Liverpool is a pioneer of the 'social economy', the purpose-led element of business which prioritises delivering social value and 'impact' above the single-minded maximisation of profit. The social economy includes community businesses, co-operatives, credit unions, charities and community interest companies as well as 'purpose-led' for-profit companies. One definition of 'market failure' is when the public sector can't deliver everything that deprived communities need and the conventional private sector doesn't create sufficient good jobs to keep poverty at bay. In such cases the world of social enterprise can sometimes 'pick up the pieces'. Liverpool City Region has many such communities and is home to a growing sector of 2,000 social economy organisations, employing 45,000 people.

In 2017 Liverpool Management School co-sponsored a survey into the nature and capacity of the city's social economy and its barriers to growth. Principal findings included lack of investment and little awareness of its potential amongst the 'powers that be'. Alan Southern, who leads on the issue within the school, wanted to address these brakes on progress.

Backed by the Management School and the Heseltine Institute, Alan set up a Social Economy Panel where practitioners and academics created a pro-social public policy environment. They set out to influence the local economy's anchor institutions: the Local Enterprise Partnership, councils, the City Region authority and the Metro Mayor. Their goals were to:

- **Appoint a social economy champion.**
- **Improve access to and availability of funds for social investment.**
- **Make existing public spending more 'pro-social' (adopt a social value approach).**
- **Promote and market the social economy better.**

Using argument and evidence all of these goals were achieved, including in 2019 the establishment of Kindred, a £6m social investment fund. This came on stream in time to help social enterprises respond nimbly to the COVID-19 pandemic.

The work has informed the content of academic courses in LMS, too. Alongside his outreach work Alan teaches three modules, two undergraduate options and part of the School's MBA. 40 undergraduates undertake the module on sustainable enterprise and entrepreneurship which explores different business ownership models, including the broad spectrum of social enterprise and Employee Share Ownership Plans, using contemporary illustrations. In a third-year module 50 students work with a dozen social enterprises to understand the challenges facing these organisations and help them develop an applied response. Within the MBA students create social enterprise business models, drawing upon first-hand experiences to guide them.

Alan hopes the day will come when the values and practices of the social economy pervade the traditional business curriculum. By then accountancy, finance and mainstream strategy will promote longer term holistic, outcome-driven thinking in business more widely. Liverpool Management School is committed to work with 'students, business and society in learning to make a difference', and upholds the United Nations Principles of Responsible Management and, through them, the UN’s Sustainable Development Goals.

As business globally continues to discover new and broader definitions of purpose and mission perhaps that day is not too far away.

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Engagement Case 6: Newcastle Business School, Northumbria University – Business Clinic

400 institutions can testify that the Business Clinic, part of the University of Northumbria’s Newcastle Business School, provides a true service to the community. Over the last 7 years they have contacted the Clinic for consultancy services provided by teams of students as part of their business degree or MBA. The client list for pro bono consultancy is very varied: business clients (the majority) vary from start-up social enterprise to Proctor & Gamble, a major international corporate. Several emergency services have employed them, whilst an arts charity successfully sought a business model to allow them to provide services in deprived communities without charging users a fee.

The students are well prepared. They have a background in ‘public good’ from earlier compulsory modules on their course, such as business ethics and social entrepreneurism, and half of their six-month stint on the front line of business advice is spent preparing for action. Staff and senior students identify the nature of each challenge, aware that clients may not have accurately identified underlying problems in their initial proposition. The strengths of each team are assessed and clients allocated to teams, who work with them for as long as is necessary. The advisors meet weekly with the teams for updates.

The students themselves, together with their tutors, build the capacity of their team of 4 and decide how to deploy their resources. They have all opted for experience in the Clinic as an alternative to writing a dissertation, a motivating experience worth up to 40 credits towards a degree or 60 MBA credits (a third of the total), which is very significant. Although students produce a collective report on their case study for assessment personal contributions are evaluated too, by both staff and peers. 1,600 students have so far contributed to this work.

400 companies, 1,600 students, so many hours: these are measures of input. Outcomes - benefits accruing to clients from engagement with the students - are more difficult to assess, and some students will have moved on before the true impact of their work becomes evident. That’s not a problem for the Business School, which has invested significantly in city centre premises. It’s important for the organisation to know how the Clinic is perceived, what lasting changes happen and what value those changes add to client, economy and society. The consultancy service to date would have cost over £2.2m had companies purchased it commercially; every single client reports that the student input, equivalent to an average of 8 weeks paid consultancy, helps to inform their decision making.

The Business School at Northumbria is a PRME Champion, using the UN Sustainability Goals to guide both its community engagement activity and other aspects of its academic work.

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Engagement Case 7: Queen’s Management School, Belfast – An Holistic Approach

Imagine: a group of selected students, trained in the ethics of good business, knowledgeable about human rights and supply chains, sitting down to discuss such issues with local companies. Imagine the businesses listening, changing their behaviour accordingly, sharing their own experiences of human rights challenges, in a city still recovering from a divided and sectarian past.

You don’t have to imagine. This is the Human Rights Student Ambassador programme run by Queen’s Management School (QMS) in Belfast, in association with the Northern Ireland Human Rights Commission. The programme is open to any student at Queen’s University although its principal focus is those in their final year at QMS. Students apply and are selected on merit and aptitude for the Ambassador programme; a year-long series of events, some led by the students themselves, can earn them a ‘Degree Plus’ qualification.

Every student who passes through QMS will have a thorough grounding in Ethics, Responsibility and Sustainability (ERS) in a business context, whether studying accountancy, economics, finance or management, degree or MBA. Many will have the opportunity to work directly with SMEs in a consultancy framework.

QMS acts as a bridge between business and sixth form students, allowing them to apply their enthusiasm for ERS issues. The Schools Business Challenge involves over 60 students from 10 schools. It has been praised by its main sponsor, the Henderson retail group, for producing high quality insights and solutions, such as drawing up plans to reduce the use of plastic in retail, bringing real benefit to the company partners. Some of the students, energised by the programme, become motivated to study at QMS.

Engagement with the community takes many forms at QMS, with courses and student experiences encompassing charities and social enterprises as well as traditional businesses. The Northern Ireland Peace Index is being developed by the Leadership Institute at QMS to track the province’s path from its troubled past towards ever greater harmony and common purpose.

The School has recently been awarded an Athena Swan bronze award for the first time, recognising its commitment, in both principle and in practice, to gender equality throughout its activities. Queens’ departments now have 16 Athena Swan awards between them; management schools are traditionally male bastions so QMS’ accreditation is both a major achievement and an indicator of change.

It appears that everything QMS does is guided by its total commitment to the PRME programme and the associated Sustainable Development Goals, and Dr Laura Steele is charged with keeping it that way. Their 2019 SIP report for PRME won its global Excellence in First Time Reporting Award and it’s easy to see why: The comprehensive commitment to ethical, sustainable and responsible principles in all aspects of their work creates a sense of purpose which inspires staff and ensures the recruitment of sympathetic academics. Not only are students similarly motivated by practical association with so many ‘good causes’ but the ethos is spreading throughout the whole of the university.

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Conclusion to Engagement Cases

Seven cases have been featured here because ‘engagement’, the interface between business school and society on a day-to-day level, can take so many forms. We have seen that an engagement agenda, usually led by an iconic driver of change in a community or an economy, can enhance teaching, provide opportunities for research and contribute significantly to (or reflect) the delivery of other agendas such as that of a civic University. The way an organisation such as a business school engages with other actors in those spaces defines ‘who we are’ and influences public perception of the University as a whole.

In Brighton, we saw both students and alumni gaining essential professional experience and skills through the delivery of a service to the community that would otherwise not exist, and a monetary value of that service, a means of expressing its impact, has been calculated. At Northumbria we found a similar ethos and model but with a business focus and, again, a readily measurable impact. There is no doubt that the education of those involved in both is considerably enhanced by their hands-on participation, as is their sense of purpose. ‘Purpose’ is rapidly becoming accepted as a key driver of performance and engagement in business. In Edinburgh we saw Napier Business School tackle a short to medium term goal of helping a community influence its own future by contributing to a local development plan, placed in the context of a long term, broad relationship between University and the Wester Hailes community. Unlike the first two examples, the primary driver appears to be a sense of civic duty rather than the creation of a resource or focus for teaching or research, though opportunities for both may be generated. In a variation on this theme Huddersfield has worked with several African communities, not just the one featured here, with real, positive and tangible outcomes in economic, community and environmental sustainability. Although the feedback into creating research capacity has been relatively small, and that feeding directly into the School’s teaching perhaps minimal, today much of this relationship of over 20 years is conducted at arm’s length. That this local economy no longer requires the stabilising influence of the School to anything like its former extent is, in itself, a measure of success.

If the Huddersfield example is long term then by contrast Lincoln’s recent work in Boston has almost been one of crisis management, addressing long-established community tensions in a rural area with a high migrant population at a time of transition. Here, social research has led directly into a multifaceted action plan and its delivery alongside partners. Measures of integration, harmony and common purpose have demonstrated success. As an agent of the University, the Business School supports such work on principle.

The development of the social economy in Liverpool has raised the profile of social enterprise significantly, helping it develop a sustainable model for challenging times and turn threat into opportunity. The Management School has fostered business confidence in the sector and new partnerships, it has changed regional public policy around economic development and fed back into academia, with new ideas for the curriculum and opportunities for further research.

Queen’s University, Belfast, offered us the most comprehensive approach to engagement amongst those institutions that we studied. Given the history of the area there is no doubt that the University sees itself as having a duty to contribute pro-actively to the common interests of the wider community. That has expressed itself, in the Management School, as a broad, proactive expression of the PRME principles and UN Sustainable Development Goals. SDG 17 advocates that partnership is the best way to deliver the other 16 humanitarian and environmental goals, and in its integration with schools and companies Queen’s demonstrates that business does not have to choose between survival and prosperity on one hand and being a force for good on the other. It can, and should - and we need it to - do both.
4a. CONCLUSIONS

In considering the relationship between business schools and public good, this Taskforce was established to address the following four objectives: (1) to map approaches to public good in UK business schools; (2) to identify promising practices and approaches; (3) to suggest ways, and partners, to support the spread of promising practices; and (4) to enrich and expand the public narrative on the purpose of business schools. With the promising practices detailed in the previous chapter, this chapter addresses the other three objectives. We begin by presenting our approach to mapping approaches to public good in UK business schools. We then offer our recommendations that seek to enhance the public good that business schools deliver, and for the development of networks and initiatives to support those schools.
Mapping Approaches to Public Good in UK Business Schools

Given the early stage of knowledge about business schools and the public good, the main aim of the exploratory survey was to establish a foundation for our Taskforce work by asking how Deans conceive of the public good, how important it is to their school, and how their school is delivering it. Our survey analysis provided four main advances to the understanding of public good in UK business schools.

First, our survey found that most UK business school Deans feel that public good is both important to their schools, and that it is more important than it was three years ago.

Second, as anticipated, no two Deans frame their conception of public good in the same way. More surprisingly, we could identify no pattern of responses in terms of the key structural differences between schools such as focus, size, revenue, and geographic location. The single most commonly articulated view of the public good of business schools involved some variation on a theme, typically rather vaguely stated, of transforming lives/opportunities through education. Given the academic nature of the business schools surveyed, it is also surprising that very few responses were either anchored in scholarly work or drew on formally stated conceptions of public good.

Third, in contrast to reports of corporations’ increasing use of purpose statements to explain and guide their contributions to society, our survey revealed only three UK business schools that have a purpose statement that articulates a clear sense of public good: Cardiff Business School, the School of Business and Management at Queen Mary, University of London, and London Fashion Business School. With Birmingham’s purpose statement, identified during our study of their operational arrangements, and that of Queen’s Belfast, published in their 2019 PRME SIP report, we collected a total of five purpose statements. This suggests that, in contrast to the usual direction of learning, from business schools to corporations, business schools may benefit from investigating the use of purpose statements such as businesses increasingly use within their strategies to deliver public good: Purpose is, after all, the first of the six principles of PRME (the others being values, method, research, partnership and dialogue).

Fourth, and very encouragingly, all schools that participated in our survey were able to provide examples of ways that they deliver public good through one or more of their four main activity areas: teaching, research, operations, and engagement. Having established this foundation of understanding of business schools and the public good from our survey, we conducted case studies of a selection of 20 promising practices that schools had offered in their survey responses. In addition to the findings presented in the previous section, our analysis of the survey and case data combined suggested that some UK business schools stand out as having both: (a) articulated their clear view of their public good, and (b) used this to guide development across their four main areas of activity: teaching, research, operations, and engagement. We call these Purpose-led Schools.

As we have seen, we became aware of purpose statements from seven different schools through different aspects of our investigation. Each Purpose-led School is included because it both articulates a clear view of its public good and it uses this to guide development across their four main areas of activity. It is notable that the list has a strong similarity to the list of those exhibiting a strategic approach to delivering public good through their operations.

Beyond the two defining characteristics of Purpose-led Schools they vary in two main respects. First, the local conception of public good is different in each school. At Alliance Manchester it is ‘Social Responsibility’. At Birmingham it is ‘Responsible Management’. Cardiff calls it ‘Public Value’ and at Glasgow Caledonian it is ‘Common Good’. At London Fashion we found ‘Education for Sustainability Transformation’ (EST) whereas at Queen Mary it is ‘Social Justice’. At Queen’s Belfast it is ‘Ethics, Responsibility and Sustainability’. In each case, however, a clear commitment is made to enhancing public good from across the four main delivery areas of the School.

The second point of variation among some Purpose-led Schools is that while the local conception of public good was established by schools themselves (Birmingham, Cardiff, Queen’s Belfast, and Queen Mary), in other cases, the local version of public good was conceived or established at a higher level within the university organisation. At Glasgow Caledonian and Manchester, the ideas of ‘Common Good’ and ‘Social Responsibility’ were conceived by their parent Universities. At London Fashion, ‘EST’ was conceived at the Faculty/College level. It will be interesting to observe whether the source of the local version of public value has implications for staff buy-in, resource support, and sustainability.
Although we do not have sufficient evidence to make a bold conclusion on this issue, there appeared to be no relationship between our designation as a Purpose-led School and the host University having registered for ‘civic university’ status. Of the six UK schools identified by the UN as amongst the world’s 35 or so PRME Champions, two are amongst our Purpose-led Schools: Queen’s Belfast and Glasgow Caledonian. Meanwhile, one in three of our survey respondents is a Civic University, a roughly similar proportion to that of the country as a whole.

These cases of promising practices illustrate how UK business schools are delivering public value through one or more, but not all, of their four areas of activity. In the vast majority of these cases, it seems that these organic public good initiatives emanate from the work of enthusiastic individuals and groups. We call these folks ‘public good entrepreneurs’. They exhibit formal or informal leadership, pursuing a purposeful agenda that is frequently in addition to their formal job role. The challenge is to understand how business schools can nurture more public good entrepreneurs to progress innovations that augment strategic intent, to accelerate the transformation towards purposeful business schools.

In some schools, the work of public good entrepreneurs has spawned innovative activity in one activity area, sometimes in two or three. In some of these cases it was reported, sometimes anecdotally, that public good efforts did emanate from a university decision to become a Civic University whilst others reported that the parent university could create barriers to progress along these lines.

For example, we were told that whilst a business school taught and researched about the Living Wage (a level of pay above the legal minimum, calculated to meet the reasonable minimum cost of living for a typical household), its parent university’s employment policies prevented the school from implementing such a policy for its lowest paid employees.

We have developed two ways of visually representing our mapping of approaches to public good in UK business schools. The first, in Figure 11, builds on an idea of Dan LeClair, a Taskforce member. It presents three categories of approach to delivering public good among UK business schools. The base of the pyramid represents those schools where public good entrepreneurs, working individually or collectively, have produced innovations in one area of their School’s activity: teaching, research, engagement, or operations. There is little or no alignment of these activities with school strategy, and there is little attempt to extend their values to other areas of the school. Schools in this grouping are unlikely to have articulated their public good to co-ordinate purposeful activity.

The middle section of the pyramid represents those schools in which public good innovations occur in more than one activity area, but not in all four, and not with a clear link to a conception of public good and a defined strategy. The category at the apex of the triangle represents those that articulated a clear view of their public good which they use to guide development across all of their four main areas of activity.

Figure 11: Business School Public Good Triangle

![Figure 11: Business School Public Good Triangle](image)

Our second approach to visually mapping the same findings draws from an idea of another Taskforce member, Peter McKiernan (Figure 12). This typology contrasts business school approaches to public good using two comparative dimensions. Building on our survey question of this theme, the vertical dimension presents a continuum of strategic priority that a school affords to public good, ranging from lower to higher. The horizontal dimension represents the extent of purposeful activity evidenced by the school ranging from partial (one or more activity areas) to full (all four activity areas). Application of these comparative criteria to our study data revealed four approaches to public good in UK business schools. The traditional approach refers to schools in which public good is a low strategic priority and where more purposeful activity is restricted to discrete projects and initiatives driven by a few public good entrepreneurs. From our review of UNPRME SiP reports and other sources, we know that promising practices exists outside those examples and schools which our survey has identified.

The Emergent category refers to schools in which public good is still a low strategic priority but (and maybe despite this), public good entrepreneurs have nevertheless developed purposeful innovations across a number of activity areas. The Planned Development category refers to schools which report that public good is a high strategic priority, but which were unable to provide evidence of purposeful innovations across all functions. We might interpret this combination as a (possibly temporary) disconnect between espoused and enacted strategy: ‘work in progress,’ an acknowledgement that business school leaders’ application of their public good strategy is in its infancy or has not yet been widely adopted across the school’s operations.

As with the category at the apex of our triangle diagram, the Purpose-led group comprises the schools in our study that use their clearly articulated view of their public good to guide development across their four areas of activity: teaching, research, operations, and engagement.

Overall then, our study has produced an encouraging picture of public good development in UK business schools. In the vanguard, Purpose-led Schools have made public good a strategic priority, and can demonstrate aligned activity across their four activity areas. These developments indicate that, even within the increasingly managerial and marketised political economy of UK higher education, some business schools have the agency and capacity to better align their activities towards enhancing the public good. Each of our Purpose-led Schools are led by leadership teams that have recognised their agency (never unrestricted) and combined it with a strong will to change. Whilst these schools may provide a good source of inspiration to others, our study confirms they are not the only locations of innovative promising practices. Rather, this study has reported a selection of promising practices from a set of business and management schools that vary in terms of characteristics such as focus, size, and geographic location. We hope that this selection provides a basis for shared learning among a variety of schools and as an indicator of the increasing prevalence of this sort of activity.

It is also worth noting that the encouraging picture of public good development among UK business schools looks to place us ahead of the game, internationally. As we have seen, six (one in six) of PRME’s anointed ‘champions’ are in the UK.
4b. RECOMMENDATIONS: DEVELOPING PURPOSEFUL BUSINESS SCHOOLS AND SUPPORTING THEM

We began this report by offering three insights from our understanding of literatures relevant to this study. First, while business schools lay claim to being the most successful aspect of global higher education, they face considerable challenges. These include rising competition, COVID-19, and criticisms that they have lost their way from prioritising the achievement of outcomes (such as student fee income, graduate salary premiums, accreditations, and rankings), over the pursuit of public good.\footnote{118} Second, we noted that one of the most impactful lines of business school scholarship involves the Friedman doctrine.\footnote{119} Not only did this product of business schools licence corporations to prioritise the achievement of outcomes over the pursuit of purpose, but it also had a similar effect among business schools. This has resulted in many schools, including Harvard and Wharton, being accused of being distracted from their founding concern to contribute to the public good by nurturing a purposeful management cadre.\footnote{120} Third, the success of this transformation project was driven by a powerful network of aligned business school deans, academics, media outlets, foundations, and financial institutions.\footnote{121}

Some of the remedies to this situation can be gleaned from their causes, and action is required at two levels: at the level of the business school, and among wider networks of influence. Our recommendations are explained below.


Developing Purposeful Business Schools to Enhance Public Good

Our literature review suggests that business schools can be powerful engines of social transformation, driving the establishment of outcome prioritisation over purpose across the organisational fields of corporations and business schools. This study has revealed some encouraging green shoots within UK business schools involving the development of coherent strategies which prioritise innovative and purposive activities. We have found that in some schools, especially the Purpose-led Schools, attempts to inculcate in colleagues a higher, clearer sense of their contribution to what the organisation does and why and how they do it is resulting in giving them a sense of purpose.

The emergence of this purposeful form of strategic leadership among UK business schools reflects a reported shift in corporate governance towards the pursuit of purpose and away from the achievement of outcomes such as profit maximisation or Total Shareholder Return. Proponents of the purposeful approach argue that as awareness of the damaging economic, social and environmental consequences of the profit maximising corporate entity has grown, it should return to its original purpose of solving the problems of people and planet profitably. Beyond these normative arguments there is an increasing body of evidence which demonstrates that ‘purpose companies’ deliver enhanced performance, including long term profit, through mechanisms such as: improved recruitment, retention and motivation of employees, less adversarial industrial relations, and greater resilience in the face of external shocks.

Some senior UK business school academics play a leading role in the corporate purpose reform movement, although progress could be faster in applying learning from that work to the field of business schools. We believe that an opportunity exists to enhance the flow of learning from business and into business schools. We have drawn from the corporate reform literature to identify three approaches that may be relevant for business schools looking to re-purpose themselves around the enhancement of public good.

1. State the business school’s purpose

For business schools to become committed to delivering public good, they (and their parent universities) should be clear about their raison d'être and articulate it within a stakeholder-inclusive ‘statement of purpose’ that defines the positive contribution to society they will make. This form of organisational statement of benefit for someone else can be distinguished clearly from statements of attributes such as: (a) vision, typically an expression of what a business school wishes to be like at some point in the future; (b) mission, describing the road to achieving the vision; and (c) values, describing a desired culture. Earlier management scholarship holds that statements of organisational purpose should be distinctive and be sufficiently compelling and inspiring to convince stakeholders that their interests are served, not least within the necessary trade-offs in which they have to make compromises and contributions towards the shared pursuit of public good. Our Taskforce has discovered that several UK business schools already have a purpose statement that articulates a clear sense of public good.


2. Co-ordinate Delivery of Purpose

Each business school should establish a purpose function to co-ordinate delivery of purpose across teaching, research, operations, and engagement. This function may take a variety of forms and may include roles such as Chief Purpose Officer and the nurturing of a cadre of public good entrepreneurs among academic and professional service colleagues. While one review of the purpose literature surfaced a strong emphasis on the senior leader as ‘purpose champion’, the contemporary business press reports that the emergence of a specialised Chief Purpose Officer (CPO) role has helped the development and leadership of purposeful organisations. Common activities among CPOs include efforts to inspire aligned innovation from colleagues, and to report aligned activity upwards internally, and to external audiences. Perhaps of more relevance to collegial business schools, studies of attempts to introduce values- or purpose-driven change in public service settings highlight the benefits of collaborative leadership approaches, and the need for repeated ‘hands-on’ interactions between multiple people performing the CPO function, and a wide variety of stakeholders. Some individual stakeholders may not (initially or ever) share a belief in the desirability, or efficacy, of purposeful or values-based change.

At most of our Purpose-led Schools, the Dean performs a CPO role, often in collaboration with a senior colleague and/ or committee or board charged with purposeful strategy development. Our operations cases illustrate how some schools are also developing collaborative approaches to performing the CPO role through innovative structures such as Birmingham’s Responsible Business Committee, Cardiff’s Shadow Management Board, and Manchester’s Social Responsibility Committee. At Queen’s Belfast there is a Champion for Ethics, Responsibility and Sustainability.

3. Report on Purpose

Every business school should develop approaches to report on purpose. These may include established methods (e.g. PRME curricular audits and SiP Reports) to help address the tendency for an implementation gap to emerge between espoused strategy (e.g. purpose statements) and enacted activity. Research has demonstrated the importance of the public reporting of purpose-related data and signing up to voluntary codes. Increasingly, businesses are integrating the Sustainable Development Goals into their reporting criteria, much in the way that Unilever and several more FTSE100 companies are doing. For business schools, actively embedding (SDG-compatible) PRME within all of their operations might present a useful starting point, especially as it includes a process of curriculum auditing.

The corporate reform movement also recommends that organisational performance should be measured as ‘progress towards purpose’. This involves extending beyond standard financial reporting approaches to include the production and usage of a broad range of capitals including human, intellectual, natural, social, material, and financial. Cardiff Business School’s annual public impact report is the first known attempt to measure and narrate a business school’s public good against indicators of economic impact, sustainability, and staff attitudes. Whilst demonstrating the School’s strong economic contribution and colleagues’ perception of progress towards purpose, the report also found that the largest contributor to the School’s carbon footprint is the travel of international students who are also, of course, its largest source of revenue. In this way this exercise surfaced a tension between the strategies of the School and her corporate parent; a tension that has yet to be resolved.

132 https://pure.qub.ac.uk/en/persons/laura-steele
Supporting Purposeful Business Schools to Enhance Public Good

An important lesson from the process by which business school scholarship led to corporations and business schools to replace the pursuit of purpose with the achievement of outcomes is the advocacy role played by a powerful network of aligned business school deans, academics, media outlets, foundations, and financial institutions. Re-purposing the UK field of business schools will likely require a similarly co-ordinated effort amongst a diverse set of stakeholders. We believe that the Chartered ABS is well positioned to co-ordinate that task and we suggest the following four approaches to supporting the spread of promising practices across schools, and for enriching the public narrative on the public good of business schools.

1. Showcase good practice
   Building on the work of this taskforce, the Chartered ABS could showcase the findings and promising practices through dedicated workshops, a new section on its website, and symposium at the next annual meeting. This could involve senior leaders from Purpose-led Schools, and the public good entrepreneurs who developed the promising practices.

2. Establish a Public Good Network
   Chartered ABS could establish a Public Good Network of interested individuals and organisations to promote the development of purposeful business schools and public good entrepreneurs within them, and to monitor public good developments within other sectors. Building on links with partners such as Business in the Community, this network would benefit from the involvement of purpose-led corporations that might create the potential for shared learning between them and aligned business schools locally, and nationally.\(^\text{136}\)

3. Report and celebrate progress
   Chartered ABS could develop an approach to reporting and celebrating the public good of UK business schools. That would provide a powerful signal of support for the movement away from instrumental (outcomes-based) rationality in business schools, towards purposeful (values-driven) activity in support of the public good. Noting that Times Higher Education (THE) now assess 450 universities from 76 countries according to their delivery of UN SDGs\(^\text{137}\), a similar approach could be developed for business schools. We would, however, avoid an approach that produces rankings and instead develop representations of patterns of public good delivery.

4. Foster collaboration
   Our fourth and final recommendation addresses the pressing need to align purposeful corporate governance in business schools, with support from Chartered ABS, and develop the capacity for learning between the fields of business schools and partners in other sectors.

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136 We are grateful to Taskforce member, Lisa McIlvenna, for this suggestion.
This latter might be pursued through a collaboration between the Chartered ABS and the British Academy which has sponsored the recent Future of the Corporation Initiative, led by Colin Mayer of Said Business School. That work suggests that corporations are not just ‘getting the message’ but acting on it too, in ways that might be instructive to business schools. Following work that began under Paul Polman, Said’s board chair who wrote our foreword, Unilever led the business world with its comprehensive ten-year environmental sustainability plan, its war on waterborne disease in developing countries and its symbolic abandoning of quarterly reporting in order to demonstrate the value of long-term thinking. The Company’s statement of purpose includes the words:

“...the highest standards of corporate behaviour towards everyone we work with, the communities we touch, and the environment on which we have an impact.”

This is a purpose and a mission which makes no mention of “maximising shareholder return” because today’s shareholders are, increasingly, rightly interested in matters other than (or, at least, in addition to) short term profit; and they respect the fact that other stakeholders have a right to representation and dignity too, all along the supply chain.

So, just as the last twenty years may have been characterised by (most) business schools teaching shareholder value to prepare graduates for careers in outcomes-based organisations, the next chapter needs to be characterised by business schools developing and coordinating a generation of public good entrepreneurs. This will require an approach to problem solving and risk management based on long-term thinking, people capable of driving the purpose of their start-ups and the organisations that employ them. To achieve this, business schools and corporations need to extend their understanding of each other so that, for example, business schools prepare purposeful graduates, and corporations present receptive contexts for their creativity and purposeful commitment.

While it could be argued that a powerful network of business school academics and their allies was instrumental in setting the outcome-oriented agenda that caused corporations and business schools to lose their way, Milton Friedman, a key protagonist, can inspire reform efforts through his observation that crises can produce real changes, and when they do, they tend to come from ideas that are lying around.

As we emerge from the coronavirus pandemic, we hope that this report might provide some inspiration to those who wish to build back better business schools - as purposeful academic entities that enhance public good through their work, influencing the organisations of today and the leaders of tomorrow.

138 https://www.unilever.co.uk/about/who-we-are/purpose-and-principles
APPENDIX 1: TASKFORCE SURVEY

Section A: Public Good, Business School Strategy and Operations

Questions 1 to 4 referred to the respondent’s personal details

5. What do you understand by the public good of business schools?

6. Please give an estimate of the strategic importance of delivering public good in your school at the present time and three years ago.

7. Does your school have a statement of purpose, in addition to any statement of values, mission, etc? If yes, please provide the statement of purpose.

8. Does your school evaluate and report its delivery of the public good? If yes, please describe your approach.

9. Please give an estimate of the extent to which your school delivers public good (as defined by your answer to Q5) through its operational arrangements (e.g. strategy, supply chain management, governance, and human resource management) at the present time and three years ago. (Please rate from 1 to 5, with 1 = Not at all and 5 = Completely).

10. Please detail the most effective way in which your school delivers public good through its operational arrangements.

11. What institutional arrangements/activities support this effort?

12. What are the main barriers to delivering the public good through your school’s operational arrangements?

13. Please outline any plans you have to extend your delivery of public good through your school’s operational arrangements.
Section B: Public Good: Business School Teaching and Learning

14. Please give an estimate of the extent to which your school delivers public good (as defined by your answer to Q5) through its teaching and learning activity at the present time and three years ago. (Please rate from 1 to 5, with 1 = Not at all and 5 = Completely).

15. Have you conducted a curriculum review to ensure that Sustainable Development Goals (SDGs), UNPRME or other indicators of public good are embedded throughout your teaching and learning activity? If yes, please describe the approach and the indicators of success.

16. Please detail the most effective way in which your school delivers public good through its teaching and learning activity.

17. What institutional arrangements/activities support this effort?

18. What are the main barriers to delivering public good through your school’s teaching and learning activity?

19. Please outline any plans you have to extend your delivery of public good through your teaching and learning activity.

Section C: Public Good: Business School Research

20. Please give an estimate of the extent to which your school delivers public good (as defined by your answer to Q5) through its research activity at the present time and three years ago. (Please rate from 1 to 5, with 1 = Not at all and 5 = Completely).

21. Does your school encourage research that addresses ‘grand challenge themes’ such as those prioritised by the SDGs, UNPRME, or the Community for Responsible Research in Business & Management? If yes, please explain your approach.

22. Please detail the most effective way in which your school delivers public good through its research activity.

23. What institutional arrangements/activities support this effort?

24. What are the main barriers to delivering public good through your school’s research activity?

25. Please outline any plans you have to extend your delivery of public good through your school’s research activity.

Section D: Public Good: Business Schools External Engagement Activity

26. Please give an estimate of the extent to which your school delivers public good (as defined by your answer to Q5) through its external engagement activity at the present time and three years ago. (Please rate from 1 to 5, with 1 = Not at all and 5 = Completely).

27. Does your school have a strategy for delivering public good through its external engagement activity? If yes, please describe your approach.

28. Please detail the most effective way in which your school delivers public good through its external engagement activity.

29. What institutional arrangements/activities support this effort?

30. What are the main barriers to delivering public good through your school’s external engagement activity?

31. Please outline any plans you have to extend your delivery of public good through your school’s external engagement activity.

32. Is there anything further you wish to tell us about public good in your school?

33. Would you be happy for us to contact you for further details on your answers to produce a case study for our report?
APPENDIX 2: LONG-LIST OF PROMISING PRACTICES, BY INFORMATION SOURCE

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Operations</th>
<th>Teaching</th>
<th>Research</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>UMPRME SiP Reports</td>
<td>29</td>
<td>17</td>
<td>10</td>
<td>35</td>
</tr>
<tr>
<td>79 UK schools, 71</td>
<td>cases</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>FT Responsible</td>
<td>9</td>
<td>14</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Business School,</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Best Practices</td>
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<tr>
<td>Survey 2019</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31 UK schools, 35</td>
<td>cases</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CABS TF Survey</td>
<td>10</td>
<td>20</td>
<td>13</td>
<td>32</td>
</tr>
<tr>
<td>2020</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34 schools, 57 cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total cases 163</td>
<td>48</td>
<td>51</td>
<td>32</td>
<td>70</td>
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</table>

Column totals do not add up to 163 as some cases occur in more than one column.
## APPENDIX 3: PROMISING PRACTICES, BY FUNCTION

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<tr>
<th>Case Number</th>
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<th>Title</th>
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</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
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<tr>
<td>1</td>
<td>Coventry Business School, Coventry University</td>
<td>ERS Outcomes</td>
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<tr>
<td>2</td>
<td>Edinburgh Business School, Heriot-Watt University</td>
<td>Online Teaching to International Students</td>
</tr>
<tr>
<td>3</td>
<td>Leeds Business School, Leeds Beckett University</td>
<td>Embedding Responsibility into the Curriculum</td>
</tr>
<tr>
<td>4</td>
<td>School of Business and Management, Queen Mary University of London</td>
<td>Degree Apprenticeship in Social Justice</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Aston Business School, Aston University</td>
<td>NGO for Applied Research</td>
</tr>
<tr>
<td>2</td>
<td>Bath School of Management, University of Bath</td>
<td>Research4Good</td>
</tr>
<tr>
<td>3</td>
<td>Lancaster University Management School, University of Lancaster</td>
<td>The Work Foundation</td>
</tr>
<tr>
<td>4</td>
<td>Stirling Management School, University of Stirling</td>
<td>Festival of Research</td>
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<tr>
<td><strong>Operations</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>Birmingham Business School, University of Birmingham</td>
<td>Responsible Business Committee</td>
</tr>
<tr>
<td>2</td>
<td>Cardiff Business School, Cardiff University</td>
<td>Shadow Management Board</td>
</tr>
<tr>
<td>3</td>
<td>Alliance Manchester Business School, University of Manchester</td>
<td>Social Responsibility Committee</td>
</tr>
<tr>
<td>4</td>
<td>Glasgow School for Business and Society, Glasgow Caledonian University</td>
<td>Common Good Strategy</td>
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<tr>
<td>5</td>
<td>Fashion Business School, London College of Fashion, University of the Arts London</td>
<td>Education for Sustainability Transformation</td>
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<tr>
<td><strong>Engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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<td>Law Clinic</td>
</tr>
<tr>
<td>2</td>
<td>Edinburgh Napier Business School, Edinburgh Napier University</td>
<td>Wester Hailes</td>
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<td>3</td>
<td>Huddersfield Business School, Huddersfield University</td>
<td>Coffee Marketing Co-operative</td>
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<tr>
<td>4</td>
<td>Lincoln International Business School, Lincoln University</td>
<td>Involve Boston</td>
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<tr>
<td>5</td>
<td>University of Liverpool Management School</td>
<td>The Social Economy</td>
</tr>
<tr>
<td>6</td>
<td>Newcastle Business School, Northumbria University</td>
<td>Business Clinic</td>
</tr>
<tr>
<td>7</td>
<td>Queen’s Management School, Queen’s University Belfast</td>
<td>The Holistic Approach</td>
</tr>
</tbody>
</table>

141 The cases are reported throughout this document by theme. No ranking is intended or implied.