PRME Sharing Information on Progress 2019

The Chartered Association of Business Schools is the voice of the UK’s business and management education sector, supporting our members to maintain world-class standards in teaching and research. We help shape policy and create opportunities through dialogue with business and government.

Our members consist of 121 business schools and higher education providers, as well as affiliate stakeholders, corporate members and international partners. The UK’s business and management education sector students go on to lead global businesses and its entrepreneurs contribute to our dynamic economy. Research by the sector has an impact across society and helps to turn our capacity for invention into viable businesses.

We work with our members in the following ways:

Professional development
We support the development of staff across many roles in business schools. Our professional development programmes, conferences and events help develop strategy, skills and knowledge for Deans, Directors of Research, Directors of Learning & Teaching, Directors of Executive Education, Heads of Professional Services, and staff responsible for international strategy, communications and administration.

Build networks
We act as a hub for sharing new ideas and developing best practice. Our work enables members to build and maintain valuable networks within the business school community through which individuals are able to identify common challenges, find support and benchmark progress.

Lobby and influence
We represent UK business schools to business and government, engaging them on the benefits the sector has for the economy and society, and seeking to influence them on the issues that may affect business schools’ ability to deliver high value and impact for students, businesses and wider communities.

Six Principles for Responsible Management Education

Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

AND

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
As a central hub for bringing together business schools around the UK, discussions and debates on the learning needs of future students continue to take place on a regular basis. Inevitably and increasingly these include consideration of sustainability, responsible global leadership, and ethical behaviour in business. Two of our committees, our International and Diversity Committees, cover a global agenda and focus on our commitment to diversity, supporting social justice, responsible management and successful business.

We have re-introduced our International Deans’ Programme which exposes business school deans to the practices and problems faced by their counterparts around the world, exemplifying the global outlooks that must be adopted. The development programme we run for new and aspiring deans, the Deans’ and Directors’ Development Programme, includes a session on managing people, diversity and change, to reinforce to leaders at an early stage the necessity of embedding diversity into their institutions. Our other development programmes, for Leaders in Learning and Teaching and Directors of Research, centre on prospective leaders in business schools and typically cover a dedicated session on contemporary issues.

The Chartered ABS has continued to lobby on UK policies on immigration and international students, including their impact on inclusiveness. We publicised our written evidence to the All-Party Parliamentary Group’s inquiry on a sustainable future for international students in the UK. Our submission highlights the positive impact international students have on the learning environment and how their experiences bring to life concepts, such as international trade. The case studies in our response highlight the benefits international students bring in enhancing cultural awareness and helping develop enduring networks that transcend national borders.

Inclusiveness through broadening access to business school education and to employment opportunities within business schools has also continued to be a key theme for our activities. This has included campaigning for greater opportunities for degree apprenticeships. We provide a range of website resources and have held several workshops to help business schools increase the opportunities they can offer to a more diverse group of students through degree apprenticeships.

Our focus on equality, diversity and inclusivity has increased since our last submission, as we have developed diversity principles which we are embedding in our organisation and all activity, and promulgate to our members. We are also developing a mentoring scheme to offer support to individuals, particularly those from underrepresented groups, in their career development.

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

In association with UK partners, the British Academy of Management and the Higher Education Academy, the Chartered ABS produces and promotes an ethics guide. The guide is aimed at all members of the business school community and provides advice and guidance about the ethical questions and matters to be considered in a whole range of learning, teaching, research and

The Chartered ABS has created and continues to promote the Small Business Charter, a scheme that recognises best practice in business schools throughout the United Kingdom working to support and grow sustainable small businesses. The 34 business schools which hold the charter exemplify good practice and have formed a network to provide insights and share experiences with each other. In developing the SBC website, we have given SBC schools the opportunity to showcase their achievements. One example is from Portsmouth which is leading on an EU funded research project on climate resistant urban nexus choices, where research partners include six universities, seven city councils, and five industry partners. The project is working with Urban Living Labs in six cities around the world, looking at how the links between food, water and energy can be exploited to make urban environments more sustainable and resilient in the face of climate change. A second example shows students from Lancaster travelling to Singapore to take part in a global sustainability debate, which is further illustrated by blogs on the different factors by the participating students.

In recent months we have introduced a new initiative, the Certified Management and Business Educator (CMBE), a recognised professional designation for business and management educators and a framework for continuous professional development. This voluntary scheme supports educators to further develop their teaching practice, through their proven commitment to CPD, personal development and professionalism, to encourage the highest standards of learning and teaching. All those awarded the CMBE are expected to follow a code of conduct, which states, ‘Subscribers must consider how their selection of CPD activities supports the highest levels of professional ethics, equality, diversity, and sustainability.’

Highlighting our members’ achievements in relation to the PRME principles has been an important focus. We have thus showcased on our website a large number of impact case studies demonstrating how, through their research, business schools are helping to drive economic growth and achieve social change. One example is work by the University of Liverpool Management School on delivering value through collaborative working in social housing. Another example is addressing organisational challenges to improve malaria health care in southern Africa, conducted by Bristol Business School. Other stories about our members’ work promoted on our website and newsletter include a piece on a climate emergency by the University of Bristol’s new School of Management, and an article by a senior lecturer at the University of Bedfordshire on ‘greening’ accounting and finance curricula, looking at the interaction between accounting practices and 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.*

We are in the process of setting up our third Chartered ABS taskforce which will look at the subject of business schools and the public good, exploring the current picture and making recommendations for the future. In addition to investigating what business schools deliver for the public good, the taskforce will examine what more could and should be done, and how this needs to be supported by
the many stakeholders. This project is planned to take a year and will help shape the themes for much of our other work.

In 2018 we began an initiative with the British Academy of Management to highlight the added value of business and management research, drawing attention to the wide portfolio of business school research studies that focus on social impact, responsible business, ethics, workplace wellbeing, and non-profit and public sector organisations. The research impact case studies (referred to above) have helped illustrate what this has meant in practice.

Widening participation has been one of the key themes in much of our own research. Our 2018 annual membership survey asked respondents to rank the challenge of improving widening participation. Similarly the research we have undertaken on strategic groups of business schools specifically looked at the strategic groups of schools providing apprenticeships at each of the different levels, including degree apprenticeships. Our annual membership surveys have also gathered information about the impact of Brexit on business schools, including on the recruitment and retention of international staff and students.

**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.

The Chartered ABS has close working relationships with and is a member of: the Chartered Management Institute; the Federation of Small Businesses; and the Confederation of British Industry. We have a strong relationship and meet regularly with the Department for Business, Energy and Industrial Strategy, and also with the Department for International Trade, the China Britain Business Council, UK India Business Council and the UK Council for International Student Affairs. The purpose is to understand the needs of business and to open dialogue with our members.

**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.

The Chartered ABS continues to hold several conferences annually: our Annual Members Conference, Research Conference, Learning, Teaching and Student Experience Conference, and the Professional Managers Annual Conference (PMAC). The aim of these is to share best practice, discuss common concerns and to engage with government, business representatives and other stakeholders. Recent speakers have included senior figures from government and the opposition, business leaders and prominent people in higher education.

The theme of our Annual Conference this coming November will explore how business schools are contributing to the public good, with key topics including: ensuring research has a positive societal impact; how business and management education is contributing to social mobility and widening participation; and how the principles of equality, diversity and inclusion are being embedded in the
teaching, research and management of business school faculty. Last year’s Annual Conference included a lively session on the future of business education and preparing students for the changing world of work, with particular reference to the place of ethics in management education.

For our next PMAC in early 2020, among the topics on which submissions are being sought is on enabling an institution to be successful, impactful and sustainable in new and innovative ways.

Beyond the opportunities offered by events referred to elsewhere, since our last submission we have organised three country specific workshops – on India, Vietnam and China - designed to help senior business school staff understand transnational education in the three countries concerned and to help business schools diversify their international footprint. We have also continued to hold annual diversity workshops (on Athena SWAN in 2018 and in 2019 on reducing inequality for BAME staff and students); these workshops have helped in sharing best practice and providing business schools with strategies to tackle diversity issues in their own institutions.

Conclusion

The Chartered ABS maintains its commitment to the six PRME principles and encourages and promotes them amongst our members. In the management of our own organisation we continually look to improve on our commitment to sustainability. We have reduced our use of plastic, operate strategies to minimise waste, and have a high level of recycling.

We continue to support the Principles of Responsible Management Education.

Anne Kiem
Chief Executive
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