

Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

Futures

journal homepage: www.elsevier.com/locate/futures

Towards purposeful business schools: Deepening and broadening external engagement

Martin Kitchener^{a,*}, Tom Levitt^b, Lisa Thomas^c

^a Cardiff Business School, Cardiff University, Aberconway Building, Colum Drive, Cardiff CF10 3EU, UK

^b Claude Littner Business School, University of West London

^c Department of Strategy, Sustainable Development and Entrepreneurship, Kedge Business School, Marseille Campus Domaine de Luminy, Rue Antoine Bourdelle, 13009 Marseille, France

ARTICLE INFO

Keywords:

Business schools
Futures
Purpose
Foresight exercise
External engagement

ABSTRACT

Building on recent suggestions that business schools' instrumental (outcomes-focussed) strategies should be replaced by the pursuit of their purpose to enhance the public good, this paper answers the special edition's call to consider business school futures by presenting a foresight exercise that first conceives, and then illustrates, ways that purpose-driven business schools can extend (deepen and broaden) their external engagement activity. From our review of previous research, we present a new typology of business school engagement approaches that has two dimensions: (a) strategic focus (instrumental-purposeful), and (b) engagement management (organic-co-ordinated). From our scan of the business school environment in the United Kingdom (UK) and France, we illustrate, with empirical examples, the two purposeful engagement approaches in our typology (organic and co-ordinated). These findings indicate a variety of ways that business schools of the future can better enhance the public good through extended engagement.

“The normative public value of social science is that it nurtures a moral sentiment in which we produce and reproduce the social nature of society, enabling us to recognise each other as social beings with a shared responsibility for the future of humankind through understanding, explaining, analysing and ameliorating the fundamental social problems stored up for us. Social science thus becomes a public good for its own sake for cultivating this moral sentiment and sympathetic imagination through its subject matter, teaching, research and civic engagements” (Brewer, 2013: 151, emphasis added).

1. Introduction

When assessed against certain outcome measures, business schools, defined as educational institutions that specialise in teaching and research related to business and/or management, can be seen as the major success story of twentieth-century higher education (Thomas, 2017). 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 % of all students in higher education (Parker, 2018). While some participants celebrate these outcomes, others caution that they have been achieved at the expense of business schools' pursuit of their purpose to enhance the public good (Khurana, 2007).

* Corresponding author.

E-mail addresses: kitchenermj@cardiff.ac.uk (M. Kitchener), tom.levitt@icloud.com (T. Levitt), lisa.thomas@kedgbs.com (L. Thomas).

<https://doi.org/10.1016/j.futures.2022.103042>

Received 27 July 2021; Received in revised form 17 August 2022; Accepted 27 September 2022

Available online 6 October 2022

0016-3287/© 2022 Cardiff University. Published by Elsevier Ltd. This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

Answering this special edition's call to consider futures for business schools (Randerson, 2020), this paper presents a foresight exercise (Bussey, 2014) that first conceives, and then illustrates, ways that purpose-driven business schools can better contribute to society by extending (broadening and deepening) their external engagement activity. Here, we use external engagement as an umbrella term to incorporate activities that promote interdisciplinarity in generating and applying knowledge that helps solve real-world problems whilst making academic contributions (Thomas & Ambrosini, 2021). Our conceptual contribution builds on the recent suggestion that business schools' instrumental strategies should be replaced by the pursuit of their purpose to enhance the public good (Kitchener, 2019; Kitchener & Delbridge, 2020). Concentrating on the 'greenfield' area of external engagement (Király & Géring, 2019), we elaborate that line of scholarship in two ways. First, from our review of previous research, we establish a typology of business school engagement approaches that has two dimensions: (a) strategic focus (instrumental-purposeful), and (b) engagement management (organic-co-ordinated). We characterise the traditional nature of business school engagement as instrumental in focus (concentrating on a narrow set of elite partners including large corporations and government agencies), with some variety in approaches to engagement management. Second, after describing our research methods, from our scan of the business school environment in the United Kingdom (UK) and France, we illustrate, with empirical examples, the two purposeful engagement approaches in our typology (organic and co-ordinated). These findings indicate a variety of ways that business schools of the future can better enhance the public good through extended engagement.

2. The external engagement of business schools

2.1. The need for different business school engagement futures

Historically, there has been a wide variety of business school. In the UK alone, this heterogeneity has included: the Workers' School, conceived as an engine of social mobility; the Civic School designed to deliver local forms of public good, and Management Movement schools established as centres for the interdisciplinary understanding of grand challenges (Spicer et al., 2021). Currently, there remains significant variation among the worlds' 13,000 business schools and especially between: (a) the majority that is university-based, and the minority of 'independents', and (b) a United States model, and a European variant that is more pluralistic and interdisciplinary (Kaplan, 2018). In addition to historical and regional variations between business schools, there has been a wide range of proposed alternative business school models including: humanistic (Amman et al., 2011), agora (Starkey & Tiratsoo, 2007) and public interest (Ferlie et al., 2010).

Despite this historical, contemporary, and proposed heterogeneity among business schools, there has been a global convergence around an instrumental model in which a focus on outputs is reinforced through management hierarchy and 'careerist' faculty (Fleming, 2019). This increasingly standard form of operation has attracted criticism for the conduct of each of business schools' four main activities: teaching, research, internal operations, and external engagement (Kitchener & Delbridge, 2020). Teaching tends to be single disciplinary-based (e.g., economics or marketing) and focussed on the creation of (narrower) shareholder value over (broader) stakeholder value (Fotaki & Prasad, 2015; Pötschulat et al., 2020). With the propagation of neoliberal ideology justified in instrumental terms (e.g., preparing students to operate in profit-led entities), many alternative perspectives and organisational domains remain under-played (Aavik, 2019).

Under the instrumental business school model, research is criticised for being market-driven and, like teaching, often conducted within a single discipline (Bennis & O'Toole, 2005; Ghoshal, 2005). It has also been argued that much business school research is written to further academic careers rather than to advance knowledge or enhance the public good (Tourish, 2020). In terms of the operation of instrumental business schools, few attempts have been made to develop the progressive management approaches that some schools teach e.g., collaborative leadership (Harley, 2019; Kitchener, 2019; Parker, 2018).

While less attention has been given to business schools' approaches to external engagement, a common approach seeks to enhance certain outcomes (e.g., graduate salary premia, publications, and research income) through collaborations with a narrow set of elite partners such as large corporations (Khurana, 2007; Kitchener & Delbridge, 2020; Lybeck, 2019; Pettigrew & Starkey, 2016). This is displayed through common practices such as large firms' sponsorship of applied projects (Bozeman & Corley, 2004), executives sitting on business schools' advisory boards, and functional student internships and company-based projects (Aguinis et al., 2019). This restricted pattern of external engagement persists despite mounting calls for business schools to advance the public good by working with a wider variety of external partners including *community stakeholders* such as regulators, trade unions, co-operatives, purpose-led organisations, and social enterprises (Király & Géring, 2019; Thomas & Ambrosini, 2021).

These calls have been amplified through The UN Principles for Responsible Management Education (PRME) which encourage more applied research that helps organisations (not just businesses) be more effective and sustainable, as well as stimulating student commitment to responsible management through the development of new curriculum content and learning methods. Such engagement efforts would shift the focus in business schools from merely learning to learning sustainably, emphasising lifelong learning that will continue after the degree is granted (Fissi et al., 2021). However, beyond programmatic calls for broader and deeper external engagement within initiatives such as PRME (Huntley Henderson et al., 2019), it is unclear in which direction "lost schools" (Bennis & O'Toole, 2005: 83) might "head" in the future (Alajoutsijarvi et al., 2018: 219). The next section scans the research horizon (Bussey, 2014) to introduce recent proposals for an alternative, purposeful, future for business school engagement.

2.2. Purposeful business school futures

It has recently been suggested that business schools' instrumental strategies should be replaced by the pursuit of their purpose to

advance the common good (Kitchener, 2019; Kitchener & Delbridge, 2020). This reform manifesto has clear linkages with some historical business school models (Spicer et al., 2021), earlier proposals for business school reform (Amann et al., 2011), and more general calls for universities to develop their third missions and community engagement. As such, the roots of the purposeful business school idea can be traced to broader proposals for ‘public sociology’ (Burawoy, 2005), ‘engaged scholarship’ (Van de Ven, 2007), the ‘Civic University’ (University Partnerships Programme, 2018), and the ‘new power university’ (Grant, 2020). It also resonates with suggestions for knowledge exchange between business schools and communities through ‘co-inquiry’ (Boyer, 1990), and the more radical call to arms for business school scholars to engage in forms of ‘intellectual activism’ (Contu, 2020).

More distinctively, and in a reversal of the typical direction of flow of ideas from business schools to industry, calls for the development of purpose-driven business schools are informed by recent shifts in corporate governance away from the achievement of outcomes such as profit, towards strategies based on the pursuit of their purpose to profitably solve the problems of people and planet (Bartlett & Ghoshal, 1993; British Academy BA, 2019; Mayer, 2018; Rey et al., 2019). A leading recent example has seen 14 large corporations including Capita, Unilever and Price Waterhouse Coopers (PWC) sign-up to the ‘Purposeful Company’ initiative which acknowledges that having a purpose beyond a profit motive “brings strategic clarity, operational discipline around what’s material to stakeholders and more meaningful work for employees” (Inman, 2021:1).

With most of the theoretical and empirical developments of purposeful organisations occurring in corporate contexts (Hollensbe et al., 2014; Quinn & Thakor, 2018; White et al., 2017), three recent studies have considered the possibility of purpose-driven business schools. Each broadly shares our view of business schools as: (a) organisations whose purpose is to enhance the public good through their teaching, research, internal operations, and external engagement (Kitchener & Delbridge, 2020), and (b) institutional actors with some capacity to craft their futures, rather than (just) passive victims of dominant neo-liberal ideology and structures (Aavik, 2019). The first provides an analysis of the way that a ‘public value’ strategy was introduced at Cardiff Business School in the UK (Kitchener & Delbridge, 2020). This was inspired by thinking from outside the business field; namely, Brewer (2013) sociological manifesto for a new public science which, as noted in the quote at the start of this paper, prescribes extended engagement activity across wide range of external organisations.

Second, a recent Chartered Association of Business Schools Taskforce identified two approaches that some UK business schools have adopted to become more purpose-driven (Chartered ABS, 2021). A ‘Co-ordinated’ approach rests on a clear conception of purpose that is used as the basis for orchestrating aligned innovations across business schools’ four main areas of activity. In contrast, an ‘Organic’ approach reflects a range of ways of pursuing purpose through which developments in one or more, but not all, of a school’s activity areas are driven by enthusiastic individuals or groups, termed ‘public good entrepreneurs’.

Third, Thomas and Ambrosini (2021) note that business schools’ traditional approach to engagement has typically rested on the considerations of trade-offs, in which value is defined primarily in terms of outcomes such as research income and student recruitment. They advocate an alternative perspective that questions the idea of/need for trade-offs, and instead promotes collaborative and dynamic approaches through which alternative forms of value are ‘co-created’. From this perspective, business schools should facilitate ‘resource integration’ by bringing together stakeholders that have complementary resources. For instance, they might bring together purpose-driven small business owners who have invented new products, with business school students who can develop a marketing campaign. They might encourage a simultaneous exchange of equivalent resources in a timely manner in which both parties mutually benefit (van Marrewijk & Dressing, 2019). The objective is to strive for impact which is stakeholder-dependent and multidimensional.

The descriptions of purposeful engagement in business schools in the three studies outlined above represents a shift in thinking about value and requires schools to move away from their instrumental focus. For business schools and their stakeholders, the goal of purposeful engagement would be to collaboratively tackle real-world problems in commercial, civic, and policy spheres.

While Thomas and Ambrosini (2021) report that there are “some stories” of such approaches emerging in business schools, “most of them are individually driven, often at the expense of academics’ career, rather than systemic”. They suggest that two changes are required. First, business school leaders must change their outcome-oriented strategic focus, concede that the business school is not the sole provider of value, and develop networks of collaborating stakeholders engaged in a process of mutual benefit. Second, aligned changes are needed in the institutional structure of business schools to reduce reliance of outcomes measures in government-led assessments and accreditations, and the use of journal rankings guides.

Combining insights from the analyses outlined above, we developed a typology of business school engagement approaches using two comparative dimensions: (a) strategic focus (instrumental-purposeful), and (b) engagement management (organic-co-ordinated). From the research considered above, we characterise the traditional focus of business school engagement as largely instrumental (concentrating on maximising outcomes from a narrow set of elite partners) with some variety in the approaches to management ranging from organic to co-ordinated. In addition to synthesising earlier perspectives on business school engagement approaches, our typology contributes to the study of futures by offering a framework for analysing the emergence of new purpose-driven engagement patterns in business schools. In looking forward, we note the potential for business schools to develop purposeful external engagement through organic and more coordinated approaches. The next section outlines our research methods for scanning the horizon to identify early examples of those approaches.

3. Research methods

As with many foresight exercises of this type, the research conducted for this paper was generated from an environmental scanning exercise undertaken to gather information to help identify new *conceptual* and *empirical* approaches (Bussey, 2014). The conceptual scanning activity comprised our review of the research literature on business schools, and it prompted our development of the typology of business school engagement approaches that is presented in Fig. 1. Our scanning then shifted to a search for empirical examples of

the organic and co-ordinated approaches to purposeful engagement in our typology. We began with the Chartered Association of Business Schools’ (Chartered ABS) Taskforce on Business Schools and the Public Good which presented 20 purpose-driven innovations in UK business schools’ teaching, research, operations, and engagement (Chartered ABS, 2021). Of the Taskforce’s seven examples of purposeful engagement, we used our typology to classify each as having emerged organically, rather than co-ordinated by the business school. These examples of purposeful, non-coordinated, engagement are summarised in Table 1, and elaborated in the following section.

To provide illustrations of purposeful business school engagement activity that is emerging from more co-ordinated approaches we conducted additional interviews, during the spring of 2021, in those schools that the Taskforce identified as having adopted school-level purposeful strategies. The additional interviews were required because the nature of external engagement at the purpose-led schools was not explored in detail during the Taskforce study. One of those schools was unable to participate in this analysis but we included another case based on information obtained during the Taskforce work.

After presenting early drafts of (separate) papers for this special edition at the online paper development workshop (23–24 March, 2021), the first and third authors identified the potential for the latter to contribute a French case of purposeful engagement to this paper. Whilst not planned as such, participation at the workshop became part of the environmental scanning for this project to help identify new empirical approaches (Bussey, 2014). Having drafted reports on each of the new (UK and French) cases, interviewees were asked to check them for accuracy and to update if necessary. The illustrations of co-ordinated purpose-led external engagement that we developed are summarised in Table 2 and explored further in the next section.

4. Developing purposeful business school engagement

In this section we present illustrations of the ways that business schools are beginning to expand and deepen their external engagement activity through the two purposeful approaches conceived in our typology (Fig. 1). We begin by illustrating five organic approaches to purposeful engagement that have emerged from the work of purpose-driven engagement entrepreneurs in business schools. We then give seven illustrations of the development of purposeful engagement activity in business schools that are trying to co-ordinate the development of broader and deeper engagement as part of a wider strategic effort. We then offer a synthesis of the main lessons learned following these illustrations.

4.1. Organic approaches to broadening and deepening business school engagement

The Brighton Business School Legal Clinic was established by a purpose-driven engagement entrepreneur, Brontie Ansell. Through organic growth, it now brings together academics, professionals, alumni, and future law practitioners to provide advice and legal support for members of the public unable to benefit from it in other ways, often because the cost of access to the law is prohibitive. This is a community asset which replaces a key service which is no longer as readily available to the public as it once was. It also acts as an effective teaching resource; half of the 68 volunteers staffing the unit in 2020–21 utilised their engagement as part of their degree assessment. Additionally, participation and commitment are encouraged from postgraduate students, alumni, and other undergraduates whose contribution is not being assessed directly but who would find the professional experience valuable.

Beyond the positive impacts on the Clinic’s participants from the School and community, the initiative can also be seen to have influenced the School as, at the time of our investigation, it was in the process of changing its name to the Brighton School of Business & Law to indicate a clarifying and broadening of purpose.

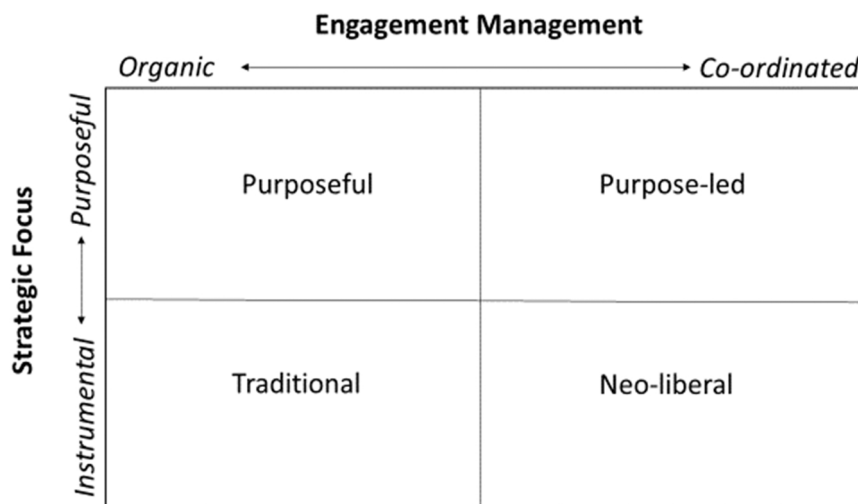


Fig. 1. Typology of business school engagement approaches.

Table 1
Organic approaches to purposeful engagement.

School	Engagement Activity	Engagement Entrepreneur, link for further information
Brighton Business School	Pro-bono Legal Clinic	https://www.lawworks.org.uk/legal-advice/individuals/brighton-legal-clinic Bronte Ansell, Lecturer
Huddersfield Business School	Coffee Marketing Co-operative	https://www.hud.ac.uk/news/2020/july/preserving-ethiopia-coffee-and-forests/ Adrian Wood, Professor
Lincoln International Business School	Inclusive Boston	Liz Price, Senior Research Fellow https://staff.lincoln.ac.uk/e6240324-8cb8-45b3-85ed-e79876e41b9d
University of Liverpool Management School	The Social Economy	https://lcsr.socialeconomy.wordpress.com Alan Southern, Senior Lecturer
Newcastle Business School, Northumbria University	Business Clinic	https://www.northumbria.ac.uk/business-services/engage-with-us/talent-and-insight/the-business-clinic/ Nigel Coates, Director of the Business Clinic

Northumbria Business School's Business Clinic developed organically from an initiative by its Director, Nigel Coates. Its clients, largely small and medium sized businesses, include organisations from many sectors of the economy at various stages of development, from start-ups to well established institutions. The initiative has provided over £ 2 M-worth of free consultancy in the local area, the equivalent, on average, of 8 weeks of consultancy to each client. The clinic is a focal point of the education of many of the students who deliver its services; MBA students can earn a third of their total marks in this way. Academic staff provide light touch guidance to student teams to ensure the quality of advice provided. Although the clinic was the initiative of a 'public good entrepreneur', it has now been adopted as a flagship policy of its host school which is one of the UK's six PRME 'champions'.

That Huddersfield Business School is involved less today in the coffee growing highland communities of rural Ethiopia than it has been for much of the past 20 years is a measure of its success. From a standing start its research has helped to develop economic and social infrastructure to sustain communities which have diversified from coffee growing into fruit and spices across half a million hectares. Measurable increases in social inclusion, species diversity and economic viability have been delivered consistently across the region. In addition, the School's students have benefited from impactful research projects both in Ethiopia and in other developing countries. From its origins as a form of 'intellectual activism' (Contu, 2020), the project has grown organically to adopt a co-creative approach that has enabled both sustainable practices in human communities and sustainability within natural biomes.

Another community initiative, albeit on a much shorter time scale, is found at Lincoln International Business School where they carried out an assessment of how the inclusion of migrant workers into a local community (Boston, UK) could be improved. Different ways of addressing issues and even perceived threats within the community, based on cultural differences, were analysed, implemented in measurable ways, and successfully integrated with existing community building efforts. As with the other examples cited here, the Boston experience can be seen as harnessing elements of intellectual activism - placing the power of ideas into the service of social justice - informed by reliable, local evidence and implemented through existing (small 'p') political channels.

In Liverpool, the diverse economy of social and community enterprises is larger than in most cities. In deprived communities in particular, the capacity of the social economy to both create purposeful employment and deliver vital services in testing economic times has been enhanced with the help of Liverpool Management School (LMS). In lifting the social economy from a 'nice to have' item to the status of key influencer in regional economic planning the sector's political influence has been significantly enhanced. The potential for such influence was always there but the opportunities, skills, and strategies for delivering it were not - or were so diversified and randomly distributed that they were unable to coalesce naturally to create mutual benefit effectively. Through the intervention of a small team of purpose-driven engagement entrepreneurs at LMS led by Alan Southern, complementary stakeholder resources have been brought together and harnessed for their common good, thus co-creating alternative forms of value (Thomas & Ambrosini, 2021). This work has also allowed the development of a rich source of teaching and research opportunities allowing Liverpool's social economy to become a key focus of the School's curriculum.

4.2. Co-ordinated approaches to broadening and deepening business school engagement

4.2.1. Alliance Manchester Business School, University of Manchester

From 2011, Manchester was the first UK university to place social responsibility (SR) as a core strategic goal with five priorities including 'engaging our communities'. At Manchester's Alliance Business School (AMBS), implementation of the University's SR commitment is led by a School Director for SR (Professor Hongwei He). Hongwei chairs the School's SR Committee which includes Associate Heads of Social Responsibility from our four Divisions, a professional services SR lead, and leaders from functional departments.

Over the past three years, with a ring-fenced budget to support strategy development, the School's SR Committee has co-ordinated activity among a growing number of external engagement initiatives that are aligned with the School's strategy (AMBS, 2021). Some of these activities have a long history, including the Vital Topics public lecture series that brings original thinking to audiences from the Manchester city-region and beyond. Since it first launched in 1972, the series has attracted a rollcall of business leaders, politicians, diplomats, and policy advisors. Since 2014, Prometheus has offered a no-charge executive-level learning and development conference that brings together a diverse mix of leaders from UK third sector organisations who want to make a difference. This annual event has developed with world-leading experts from AMBS alongside well-respected business and mission-driven practitioners to equip

Table 2
Co-ordinated approaches to purposeful engagement.

School	Strategy/Purpose	Engagement Activity	Co-ordinating Approach and link for further information
Alliance Manchester Business School	Social Responsibility	<p>*Prometheus Mission-led Development Conference</p> <p>*Partnership with TaxAid https://www.alliancembs.manchester.ac.uk/news/alliance-manchester-business-school-to-partner-with-student-run-north-west-tax-clinic/</p> <p>*Women in business support including Northern Power Women, Women's International Network (WIN), and AMBS' Women Leading in Business Network.</p> <p>*Vital Topics Public Lecture Series</p>	Social Responsibility Strategy and Committee Hongwei He hongwei.he@manchester.ac.uk
Birmingham Business School	Responsible Management	<p>*Annual Responsible Business Academic Symposium -https://www.birmingham.ac.uk/schools/business/events/2021/responsible-business-symposium.aspx</p> <p>*Lloyds Banking Group Centre for Responsible Business https://www.download.bham.ac.uk/socsci/report/IntelligenceForResponsibleBusiness.html</p> <p>*Exhibition on responsible business in the CBI London headquarters (events series was also planned but cancelled due to Covid) https://www.birmingham.ac.uk/schools/business/responsible-future/exhibition/index.aspx</p>	Responsible Business Strategy & Committee Emily Muscat E.Muscat@bham.ac.uk
Cardiff Business School	Public Value	<p>*New Partnerships</p> <p>i. Llamau llamau.org.uk</p> <p>ii. 50-50 by 2020 (5050by2020.org.uk),</p> <p>iii. Business in the Community www.bitc.org.uk</p> <p>iv. Office of the Future Generations (Wales) Commissioner (MoU)</p> <p>v. Centre for Partnering (www.centreforpartnering.org) (MoU)</p> <p>vi. Enactus enactus.org</p> <p>vii. UNPRME unprme.org</p> <p>*Public Value Entrepreneurs https://www.cardiff.ac.uk/business-school/people/entrepreneurs-in-residence.</p> <p>*Public value fellowships & engagement project funding https://www.cardiff.ac.uk/business-school/about-us/public-value/public-value-fellows.</p>	Public Value Strategy and Shadow Management Board Rachel Ashworth AshworthRA@Cardiff.ac.uk
Glasgow School for Business and Society	Common Good	<p>*Yunus Centre projects including the Scottish Men's Shed Association https://www.gcu.ac.uk/yunuscentre/research/communitycitizenshipandparticipation/sustainablesheds/ArchiveCenter</p> <p>https://www.gcu.ac.uk/yunuscentre/research/socialeconomy/socialenterprise/collection/</p> <p>Commonhealth Programme: https://www.gcu.ac.uk/yunuscentre/research/socialeconomy/commonhealth/</p> <p>*Moffat Centre for Travel and Tourism https://moffatcentre.com/</p> <p>Partnership with Grameen Foundation https://grameenfoundation.org</p> <p>*Erase the Grey Campaign on gender-based violence https://www.gcu.ac.uk/theuniversity/commongood/erasethegrey/</p> <p>*Scottish Poverty, Information and Research Unit (SPIRU) https://www.gcu.ac.uk/gsbs/research/spiru/</p> <p>*WISE Centre for Economic Justice https://www.gcu.ac.uk/wise/</p>	Common Good Strategy John Lennon https://www.gcu.ac.uk/gsbs/ Cam Donaldson cam.donaldson@gcu.ac.uk
School of Business and Management, Queen Mary University of London	Social Justice	<p>Chartered Manager Degree Apprenticeship in Social Change https://www.thirdsector.co.uk/third-sector-podcast-10-qualifications/communications/article/1663114</p> <p>Student-led Social Venture Fund https://www.qmul.ac.uk/busman/entrepreneurship-hub/qm-social-venture-fund/</p> <p>Outreach to East London Schools</p> <p>School advisory board mentoring network</p>	Social Justice Strategy Mike Noon m.a.noon@qmul.ac.uk
Audencia Business School, Nantes, France	A better business school for the world	<p>*ECOS 2025 Strategy. https://about.audencia.com/en/who-we-are/strategic-plan-2021-2025-ecos-2025/</p> <p>*Gaïa: The school of ecological and social transition.</p> <p>* Token for Good- (T4G).</p>	ECOS Strategy Christophe Germain, Dean cgermain@audencia.com

participants to take on diverse business issues, helping them achieve a successful and sustainable growth of their organisation.

More recently, AMBS has partnered with national tax charity, TaxAid, to provide local residents on low incomes with tax assistance and support, as part of the first student-run clinic of its kind in the UK. The School also leads several initiatives to support women in business including: sponsorship of Northern Power Women, a project to showcase role models and best practice for organisations; a

strategic partnership with Women's International Network (WIN), promoting professional women's events and leadership journeys; and a Women Leading in Business Network which runs an inspirational speaker series.

4.2.2. Birmingham Business School, University of Birmingham

Since 2017, Birmingham Business School has articulated its purpose through its responsible business (RB) strategy (Birmingham Business School, 2019). During an interview in 2021, Dean Catherine Cassell explained that while this conception of purpose was developed from, and reflects, the historic character of the School, she is very aware of the risks of not enacting it in practice. To mitigate these risks, RB strategy development has a dedicated academic leadership position on the senior management team, a dedicated professional services project management, and a coordinating body, the Responsible Business Committee (RBC), which is chaired by the Director of Responsible Business and External Engagement. 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, including engagement. Additionally, the School's Corporate Development lead has a wide remit to engage with the full range of organisational forms. He applies this to identify external speakers, for classes and staff seminars, who can talk to issues aligned with the School's RB strategy from a variety of perspectives.

Whilst stressing that these structural arrangements for "aligning" the School's strategy with colleagues' external engagement activity are as "directive" as she will go, Dean Cassell stresses the importance of "hiring to culture". She explained that this means that in addition to academic excellence, the School's academic recruitment places considerable emphasis on identifying individuals whose work has been, and is planned to be, engaged. After hiring, all academic and professional services staff are then encouraged, both formally (e.g., through annual appraisal) more informally (e.g., through internal communications), to deliver the School's strategy in engagement activities such as presentations/workshops at local school assemblies, and community organisations.

As summarised in Table 2, Birmingham's combination of purposeful strategy and aligned structural and processual arrangements has supported the development of a broad range of external engagement including the Lloyds Banking Group Centre for Responsible Business, and the Exhibition on responsible business in the CBI London headquarters. This co-ordinated approach to promoting RB through a business school's strategy and operation is receiving increasing recognition and support in academic and business communities. This was evidenced during its third annual Responsible Business Conference that included contributions from leading advocates for purposeful organisation such as Paul Polman, the Ex-CEO of Unilever.

4.2.3. Cardiff Business School, Cardiff University

As noted earlier, since 2016, Cardiff Business School (CARBS) has operated a public value strategy based on a clear statement of 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." (Kitchener, 2021).

The strategy establishes directions of purposeful travel for each of the School's four main areas of activity including external engagement. For engagement, the objective is to maintain conventional elite engagements (including hosting the Institute of Directors in Wales), while increasingly developing partnerships with the diverse band of 'fellow travellers' summarised in Table 2. Some of these are local in nature including the School's partnerships with Llamau, a Welsh homeless charity; *50-50 by 2020*, a campaign to encourage organisations to increase women's representation in decision-making positions to 50 per cent; and Business in the Community, a charity that enables businesses to work together to tackle key social issues.

Under a Memorandum of Understanding (MOU) signed in 2019, CARBS and the Centre for Partnering agreed to enlarge and broaden existing cooperation as well as to establish new collaborations to explore the value of social and economic benefits of effective partnerships. Under a second MoU in 2020, CARBS led the establishment of a cooperative framework between its University, and the Welsh Government's Office of the Future Generations Commissioner for Wales. This agreement established principles for the development of a collaborative relationship focussed on improving the health, wealth, and well-being of the people of Wales. The Office was identified as external partner that could provide policy expertise and connections which has the potential for academic activity to have greater impact and enhanced opportunities to inform public debate. In 2018, the School also established a diverse group of five (now eight) public value entrepreneurs that helps develop links between researchers, students, and small businesses, many of which are purpose-driven.

Other purpose-led partnerships are international in scope such as Enactus, a global community of student, academic, and business leaders "committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world", and UNPRME where signatories adopt six principles of responsible management education developed under the coordination of the UN Global Compact and leading academic institutions.

In 2017, to further encourage broader and deeper external relations, the School established a competitive public value fellowships and engagement project funding streams open to all researchers. The first round funded projects on the employment of disabled people, forced labour, and entrepreneurial opportunities for disadvantaged populations respectively. While any of these projects would have been possible under the School's previous approach (and indeed some of the work represents a continuation of activity), taken together they represent a strong indication of the nature and breadth of the purpose-driven engagement activity that the School promotes.

When asked to explain how the School had developed such a range of purpose-driven external engagement activity, Dean Rachel Ashworth explained that it had been enabled by a combination of purpose-driven leadership, and the School's recognition of public

value engagement work within academic hiring and promotion processes. She added that it was also helped by the fact that the School houses a diverse faculty group that includes a strong group of social scientists whose research work has long involved social improvement and deep engagement such as collaboration with the Living Wage Campaign.

4.2.4. *Glasgow School for Business and Society, Glasgow Caledonian University*

Glasgow School for Business and Society (GSfBS) has developed its parent University's 'Common Good' strategy to make a positive difference to its communities through broad and deep engagement ([Glasgow Caledonian University, 2021](#)). In an interview in 2021, John Lennon, the Dean of GSfBS, explained that the University's strategic concern for engaged activity draws on its founding concerns for broadening access, and the 'Common Weal' which is incorporated in its Coat of Arms. John credits the translation of that original view of purpose into the School's current activity to two senior purpose entrepreneurs 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, Yunus Chair and inaugural Director of the Yunus Centre for Social Business and Health.

The Yunus Centre has developed many purpose-driven engagement projects including: (a) the Scottish Men's Shed Association, (b) the Archive Centre including work with the social enterprise sector (especially Magic Torch Comics) to portray the long heritage of this sector in Scotland, and (c) a large programme called Commonhealth which involves working with 34 social enterprises across Scotland.

Sharing a similarly broad engagement remit as the Yunus Centre, GSfBS' Moffat Centre for Travel and Tourism was established in 1999 to conduct commercial projects in travel and tourism for private, public and third sector organisations. All financial surplus is used to pay staff and fund scholarships for students whose economic situation would negate higher education. To date, scholarships worth £ 1.1 million have been awarded and the Center has conducted more than 700 projects with more than 1000 organisations including the provision of data for Scottish Government and national agencies on building a more sustainable tourism future for Scotland.

When asked to explain how the School had developed such a range of purpose-driven external engagement activity, Professor Donaldson suggested that it had been enabled by a combination of purpose-driven leadership and the recognition of engagement work within academic hiring and promotion processes. Dean John Lennon agreed and added that it was also enabled by the fact that the School houses a diverse faculty group that includes a strong group of social scientists whose research work has long aimed at social improvement and involved deep engagement including the Scottish Poverty Information and Research Unit (SPIRU), and the WISE Centre for Economic Justice.

4.2.5. *Queen's Management School, Queen's University Belfast*

A comprehensive programme of engagement with the community is a distinctive feature of Queen's University, Belfast, Management School (QMS). The School's activities play an important role in many aspects of Northern Ireland's life as an isolated, relatively small (1.8 M population), post conflict community. Applicants for all academic positions at QMS are assessed not only for their approach to teaching and/or research but also to 'community'. It is recognised that staff will express their commitments with different intensities and in different ways at different stages of their lives, careers, and tenures, but the general direction is beyond doubt. In one example, several of the School's departments work together to deliver Queen's Pathways programme, which works with school students from deprived backgrounds over several years. In pre-COVID times, the process included a residential session in year 13 and it is designed to encourage pupils to consider University entrance. Pathways has been successful in increasing levels of student self-confidence and consequent applications and admissions from this demographic. Broader still, QMS staff hope to work with colleagues at the University of Ulster, Northern Ireland's only other university, on the human rights agenda in business which has been a beacon in their engagement programme to date. Co-operation is also evident in the Northern Ireland Business Challenge for Schools.

4.2.6. *School of Business and Management, Queen Mary University of London*

In pursuit of the School of Business and Management's (SBM) long-standing commitment to broadening access and social justice, it has worked hard to engage with aligned purpose-driven bodies in its deprived local communities of East London ([QMUL, 2021](#)). In an interview in June 2021, Dean Mike Noon stated the School's purpose to be:

"To promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education".

In one example of the way this view of purpose is translated into engagement activity, the School operates the first Chartered Manager Degree Apprenticeship in Social Change, which is delivered in partnership with the mission-driven sector ([Third Sector, 2019](#)). It involves two days per week study and three 'on the job' at a purpose-driven organisation. 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 course has already impacted upon the School's ways of working. It involves external partners in the assessment process, unexpectedly raising questions on modes of assessment on other courses. 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 the School wide recognition for its work on social justice.

In addition to the degree apprenticeship, the School's student-led Social Venture Fund provides venture capital fund for start-ups with social impact: "Start-ups for Good". Twice a year, mission-driven entrepreneurs from outside the university pitch to a student team who decide on the investment provided by the School. Through the School's Advisory Board, an online mentoring student network has also been developed, open to all students but particularly aimed at supporting those with less social capital.

When asked to explain how SBM had developed such a range of purpose-driven external engagement activity, Dean Noon suggested that it had been enabled by the School's approach to "mainstreaming purpose" that includes: inclusion within staff selection processes at the interview stage, starting all internal and external events with the statement of purpose, clearly locating responsibility for purpose among the senior management team, and having it form part of the annual professorial appraisal process that he conducts. Crucially, he noted, this agenda sits well with a faculty that includes a wide range of social scientists that was attracted to work at the School by its social justice purpose.

4.2.7. Audencia Business School, Nantes, France

In 2004, Audencia Business School was the first higher education institution in France to sign the UN Global Compact. The societal and environmental commitment of the School acts as a lever for innovation and extended engagement. The School's ECOS 2025 strategy launched in January 2020, represents the result of a collective planning approach where students, graduates, faculty, collaborators, and partners, with the support of the *Chambre de Commerce et Industrie*, (CCI) Nantes, contributed collectively. In all, the strategy represents the mobilisation of 200 people from the Audencia community through various workshops, intrapreneurial projects and an idea box, in a process that is set to continue as part of the culture of the School.

As part of the new strategy, Gaïa has been launched as Audencia's school of ecological and social transition. It is "the first school launched by a business school entirely dedicated to training in strategies and managerial practice for a positive impact, in line with the Sustainable Development Goals," says Christophe Germain, Dean of Audencia Business School. Professional projects, entrepreneurial initiatives and research are to be built around ecological and social transition. All students following courses in initial or continuing education go through programmes of study incorporating courses offered by Gaïa. Disciplines include energy sciences, biology, urban planning, or sociology for example. With its own governance structure, Gaïa will rely on a network of external partners sharing Audencia's objectives, including companies, purpose-driven organisations, public actors as well as other academic institutions.

The impact of engagement projects and initiatives will be evaluated using new performance measurement approaches devised by the School's accounting research centre. These approaches allow the School to consider and emphasise not only any economic impact but also the social and environmental impact of activities undertaken with stakeholders. For example, *TokenforGood* (T4G)- is a non-monetary, non-profit token which can be exchanged for, diplomas, certifications, training hours, services, and mentoring. Using blockchain technology, Audencia's goal is that when an alumnus, student, employee, or company participates in and contributes to any of the contemporary challenges endorsed by the School, their contributions can be validated. The T4G token traces, certifies and values links within the Schools' community; it does not evaluate the performance of each actor but measures the impacts of the interactions, from each actor's production, input on and consumption of projects. As such, it represents an innovative, coordinated structural mechanism which transparently enhances the Schools' diversified and purpose-driven engagement activities.

5. Lessons learned

A purposeful organisation is one that implements a progressive and authentic leadership style that aligns people's strengths to the delivery of a compelling future (Wilson, 2015). According to Wilson (2015), this requires a framework that helps leaders manage elements which are essential for high performance. These include purpose, vision, engagement, structure, character, results, success and talent. Our illustrations of engagement efforts within business schools suggest that these elements are equally important for the purposeful business school and its development from an organic to a more co-ordinated approach. At the same time, purposeful development can pose challenges for schools.

From the five organic approaches to purposeful engagement illustrated above, each is driven by an enthusiastic public engagement entrepreneur and has developed new teaching and assessment resources both nationally and internationally as well as opportunities for research. Often researchers are keen to make a difference with their research and need to work in partnership with others to explore how this can happen. A key purpose for engagement is to seek to create and apply knowledge together and respond to societal needs. This allows also for wider participation in engagement through providing the opportunity for engaging with firms from a variety of sectors of the economy from diverse industry sectors and with organisations at different stages of growth.

Organic approaches to engagement can be aimed at fostering greater inclusion, for example, supporting social inclusion as well as initiatives which focus on rural communities to foster economic viability of selected firms. We also note how organic approaches develop through a co-production and/or a co-creation approach to engagement whereby schools may act as stakeholder resource facilitator. Additionally, these approaches offer insight into the potential for schools to scale up their activity for wider and deeper engagement.

Our illustrations of co-ordinated purposeful engagement activity in business schools underscore the importance of engagement being core to the schools' strategy with dedicated leadership and support. Dedicating roles with the responsibility for engagement at different hierarchical levels is beneficial for embedding a culture of engagement as too is the devotion of resources to engagement activity. Resources may include having budgets for engagement and administrative support for project management. Engagement should be clearly aligned structurally such that engagement features as part of the schools' recruitment and promotions policies, with incentives for participation. For example, Birmingham Business School's academic recruitment places considerable emphasis on identifying individuals whose work has been, and is planned to be, impactful and engaged. Further, dedicated certified programmes

might be offered which embed engagement activities. Purposeful engagement activity might also be supported via more formalised partnerships, as in the example of the establishment of MOUs at Cardiff Business School. Additionally, coordinated purposeful engagement should embrace the opportunity to scale up engagement initiatives and become core to the school's strategic intent. Thus, developing a new knowledge partnerships framework for supporting community and research partners, including those new to co-production are therefore, important for progressing engagement activity in a more coordinated manner as too is continued emphasis on how public engagement is fundamental to the schools' efforts in addressing global societal issues through cross-disciplinary research.

However, despite considerable progress towards creating the purposeful business school, there are several challenges to consider. While the current paper forwards a typology of engagement for the business school, arguably this needs to be embedded within a broader engagement context such as for example, industry, policy, and/or knowledge exchange. Encouraging increased engagement is also a challenge which might be further explored by looking at the potential benefits that participation and accreditation may bring to researchers, departments, faculties, and institutions (Research Councils UK (RCUK) and Wellcome, 2016). However, accreditation will require the development of a framework for enablers and administrators supporting public engagement including the provision of leadership courses. For both stimulating an organic approach or consolidating a more co-ordinated approach, training in public engagement is important for embedding a positive culture of engagement with research at universities. However, a potential barrier to engagement is a perceived lack of availability or relevance of the training on offer (Duncan et al., 2018). Additionally, there are calls for a greater focus on evaluation of engagement initiatives both at business school level and within broader society. Duncan et al. (2018) underscore that this is necessary since evaluation findings are rarely shared or lead to demonstrable improvements in engagement practice. They suggest a common 'evaluation standard' to provide tools and guidance for evaluating public engagement and driving good practice. This will require training and guidance for peer reviewers in assessing the quality of public engagement. Further challenges to moving from an organic to a more coordinated approach to engagement within business schools clearly point to the need for continued support via investment in funding the necessary culture change within institutions. This is important at the business school level and within a broader societal institutional level. Initiatives such as the NCCPE¹ 'Engage Watermark' points to positive support in this respect for the future.

6. Conclusions

In response to this special edition's call, the foresight exercise reported in this paper identified new conceptual and empirical approaches to external engagement (Bussey, 2014). From a theoretical perspective, in common with shifts in corporate governance (BA, 2019) and Brewer (2013) new public social science, this paper is not arguing that business schools should change purely to appease critics, nor to appeal to paymasters among students, universities, research councils, and governments. Rather, as indicated in the quote at the beginning of this paper, the primary impetus for purposeful change is for business schools to operate in ways that better complement their essential worth and advance their purpose of making positive contributions to society. Further, given the mounting social and environmental challenges, and changes to stakeholders' expectations, the overall implication for business schools is that they should not simply be about maintaining the status quo, but rather transforming into a new state to sustain value creation.

Our study builds on research in the domain which calls for greater attention to future value creation (Laasch et al., 2022; Thomas & Ambrosini, 2021). Specifically, we extended conceptual scholarship on purpose-driven business schools by developing a typology of business school engagement approaches with two dimensions: (a) strategic focus (instrumental-purposeful), and (b) engagement management (organic-co-ordinated). We used this to characterise the traditional nature of business school engagement as instrumental in focus (concentrating on a narrow set of elite partners including large corporations and government agencies), with some variety in approaches to engagement management. In addition to synthesising earlier perspectives on business school engagement approaches, our typology contributes to the study of futures by offering a framework for analysing the emergence of purpose-driven engagement patterns in business schools.

In terms of empirical contribution, this paper presented illustrations of purposeful engagement that are emerging from organic and co-ordinated approaches in the UK and France. While each of the five organic approaches to purposeful engagement have grown from the work of purpose-driven engagement entrepreneurs, the seven illustrations of co-ordinated purposeful engagement activity have been developed in business schools that are trying to co-ordinate the development of broader and deeper engagement as part of a wider strategic effort. Schools that noisily, and repeatedly, promote their isolated cases of purposeful engagement during accreditation and rankings processes clearly risk accusations of 'purpose-washing', or de-coupling strategy from practice. Those schools that can demonstrate a stronger linkage between their purpose-driven strategy and the co-ordinated practice of extended engagement are likely to present more compelling cases of commitment, to internal and external stakeholders.

The foresight exercise reported in this paper revealed some interesting illustrations of emergent approaches in the UK and France. However, as is common within this form of exploratory work (Bussey, 2014), it was not possible to conduct a wider set of more comprehensive case studies that engaged with a full range of stakeholders. These limitations of our study may usefully be addressed in subsequent empirical work that should be conducted in a variety of national contexts.

In terms of the practical implications of our study, given the heterogeneity among the world's 13,000 business schools, we recognise that the organic and co-ordinated approaches may be better suited to different types of schools, and that hybrid models are

¹ The Engage Watermark is an award granted by the National Co-ordinating Centre for Public Engagement (NCCPE) to higher education institutions to recognise their strategic support for public engagement and their commitment to improve the support offered

likely to emerge. Given the current predominance of instrumental engagement, it seems likely that short-term business school futures will see the growth of organic, engagement-entrepreneur driven approaches before any wider adoption of co-ordinated responses. As organic approaches develop, we might expect partners to commit to their work together as a group, based on shared visions and goals. This represents a form of mutual investment where each partner learns about the needs and contexts in which their fellow partners operate such that they eventually and intentionally craft these needs into the way they work together in an equitable manner in the future. From working interdependently, a norm of reciprocity and commitment is created not only within the partnership, but also towards investing in work beyond the partnership including improvement of community well-being. As such, we expect business school futures to increasingly reflect such purposeful engagement across wider arrays of activities. Some schools may then choose to co-ordinate that activity; something that would be supported by the adoption of purpose-driven, rather than instrumental strategy.

Among our purpose-driven schools that have adopted a co-ordinated approach, most display somewhat deeper and broader engagement activity than in the other schools studied. As our examples of co-ordinated approaches suggest, the illustrates that their strategies do not only represent or imagine (future) realities, but they also constitute them (Aavik, 2019). Purpose-driven ways of representing and understanding the role of business schools on the discursive level have led to the legitimation and pursuit of purposeful engagement. This illustrates that purpose-driven strategic plans can set purposeful engagement as a core value of academic activity in a way that encourages pursuit by increasing numbers of academic colleagues.

The co-ordinated approach would also seem to align more closely with Thomas and Ambrosini (2021) call for business school deans to deepen and broaden engagement activity by changing their outcome-oriented strategic focus, conceding that the business school is not the sole provider of value, and helping to develop networks of collaborating stakeholders engaged in a process of mutual benefit. Indeed, our examples of co-ordinated approaches clearly emphasise how engagement can be embedded within school strategy.

Whilst we fully appreciate the limited strategic agency of business schools' deans, we provide illustrations of purpose-driven engagement approaches that are developing in the UK and France. This lends some support to the view of business school deans as institutional actors with some capacity to craft their futures, rather than (just) passive victims of dominant neo-liberal ideology and structures (Aavik, 2019). As our examples illustrate, Deans can help to stimulate purposeful engagement through structural and processual innovations such as hiring and promotion criteria, and their championing to dispel the remnants of the instrumental model where for example, scholars downplay their engaged roles because the more a scholar is engaged in the field the less academic their research outcomes are assumed to be (van Marrewijk & Dressing, 2019).

In contrast to the dominant instrumental model of business schools, and notions of the neo-liberal 'academic entrepreneur' (Király and Gering, 2019), the purposeful alternative presents a new vision of the academics as public good entrepreneurs who are collaborative and engaged with society beyond academia. Contrasting the purposeful business school model with the still pervasive, instrumental model reveals a valuable alternative that can, and does, offer sources of institutional innovation (Bridgman, 2019). As Laasch et al. (2022) suggest, history provides the opportunity to move from a reactive business model to more proactive innovation of business school business models. As such, we assert that the purposeful alternative model provides an opportunity to make business schools more relevant and important to the world.

Again, practical implications following from our study suggest some potential for individual senses of academic purpose being developed from organisational efforts. Similar notions of having a 'why' to guide efforts at work is reportedly making a return in some companies, where clarifying an organisational purpose is seen to help people find greater meaning in their work and improving their motivation, effectiveness, and capacity to lead (Rey et al., 2019: 89). For the business school faculty who we interviewed, this includes their engagement activities not being viewed primarily in terms of trade-offs, and not being oriented towards the immediate fulfilment of outcomes. In the cases reported here, participants reported opportunities to inject new life into the academic work of themselves and colleagues. From this, they get to see things from different perspectives, and they are 'equipped' with new competencies.

Additionally, engagement with industry partners serves to legitimise business education in the eyes of other stakeholders and thus acts as a type of external facilitator or legitimizer (Borglund et al., 2019). Indeed, building longer term, cross sector, and cross disciplinary partnerships in the pursuit of a common mission not only enhances the skills of collaborators, but can secure improved employee engagement. However, having the requisite resources to devote to wider stakeholder engagement is crucial. Business schools need to dedicate resources for the co-ordination and support of delivering public good through engagement. As our co-ordinated purposeful examples illustrate, such dedicated resources may include incentives within staff contracts to engage externally and the establishment of a senior academic school lead for engagement.

Recognising all the legitimate concerns about the strength of institutional inertia and the threat of 'purpose-washing', the findings from our foresight exercise into business school engagement gives some hope that the future can involve more purpose-driven business schools delivering enhanced public good through extended engagement.

Funding

This research is developed from work conducted by the first two authors for the Chartered Association of Business Schools (Chartered ABS, 2021). The views presented here are those of the authors and not the Chartered ABS. The additional fieldwork that we conducted for this paper did not receive any funding from funding bodies in the public, commercial, or not-for-profit sectors.

References

Aavik, K. (2019). Crafting neoliberal futures in the strategic plans of Estonian universities. *Futures*, *111*, 148–158.

- Aguinis, H., Ramani, R. S., Alabuljader, N., Bailey, J., & Lee, J. (2019). A pluralist conceptualization of scholarly impact in management education: Students as stakeholders. *Academy of Management Learning & Education*, 18/1, 11–42.
- Alajoutsijarvi, K., Juusola, K., & Siltajou, M. (2018). Shaking the status quo: Business accreditation and positional competition. *Academy of Management Learning and Education*, 12/2, 203–225.
- (Alliance Manchester Business School) AMBS. (2021). *PRME Sharing Information Progress Report (SIP) report 2021*. Manchester: University of Manchester.
- Amman, W., Pirson, M., Dierksmeir, C., Von Kimakowitz, E., & Spitzec, H. (2011). *Business schools under fire: Humanistic management as the way forward*. Houndmills: Palgrave Macmillan.
- Bartlett, C. A., & Ghoshal, S. (1993). Beyond the M-form: Toward a managerial theory of the firm. *Strategic Management Journal*, 14/S2, 23–46.
- Bennis, W., & O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review*, 83, 96–103.
- Birmingham Business School. (2019). *Working for a responsible future* (p. 2). Birmingham: Birmingham Business School.
- Borglund, T., Prenkert, F., Frostenson, M., Helin, S., & Du Reitz, S. (2019). External facilitators as 'Legitimizers' in designing a master's program in sustainable business at a Swedish business school – A typology of industry collaborator roles in RME. *The International Journal of Management Education*, 17/3, Article 100315.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for Advancement of Teaching.
- Bozeman, B., & Corley, E. (2004). Scientists' collaboration strategies: Implications for scientific and technical human capital. *Research Policy*, 33/4, 599–616.
- Brewer, J. D. (2013). *The public value of the social sciences*. London: Bloomsbury.
- Bridgman, T. (2019). Reconstituting relevance exploring possibilities for management educators' critical engagement with the public. *Management Learning*, 38/4, 425–439.
- British Academy [BA]. (2019). *Principles for purposeful business: How to deliver the framework for the future of the corporation*. London: The British Academy.
- Burawoy, M. (2005). For public sociology. *American Sociological Review*, 70(1), 4–28.
- Bussey, M. (2014). Concepts and effects: ordering and practice in foresight. *Foresight*, 16(1), 1–16.
- (Chartered Association of Business Schools) Chartered ABS. (2021). *Business schools and the public good*. London: Chartered ABS (<https://charteredabs.org/wp-content/uploads/2021/06/Chartered-ABS-Business-Schools-and-the-Public-Good-Taskforce-Report.pdf>).
- Contu, A. (2020). Answering the crisis with intellectual activism: Making a difference as business schools' scholars. *Human Relations*, 73/5, 737–757.
- Duncan, S., Manners, P., Pound, D., Armitage, L., Frewer, L., Thorley, C., & Frost, B. (2018). A common standard for the evaluation of public engagement with research. *Research for All*, 2(1), 143–162.
- Ferlie, E., McGivern, G., & De Moraes, A. (2010). Developing a public interest school of management. *British Journal of Management*, 21, s60–s70.
- Fissi, S., Romolini, A., Gori, E., & Contrì, M. (2021). The path toward a sustainable green university: The case of the University of Florence. *Journal of Cleaner Production*, 279, Article 123655.
- Fleming, P. (2019). Dark academia: Despair in the neoliberal business school. *Journal of Management Studies*. <https://doi.org/10.1111/joms.12521>
- Fotaki, M., & Prasad, A. (2015). Questioning neoliberal capitalism and economic inequality in business schools. *Academy of Management Learning and Education*, 14/4, 556–575.
- Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management Learning and Education*, 4(1), 75–91.
- Glasgow Caledonian University. (2021). *Strategy 2030*. Retrieved from (<https://www.gcu.ac.uk/theuniversity/strategy/>). (Accessed 9 July 2021).
- Grant, J. (2020). *The New Power University*. Harlow: Pearson.
- Harley, B. (2019). Confronting the crisis of confidence in management studies: Why senior scholars need to stop setting a bad example. *Academy of Management Learning and Education*, 18/2, 286–297.
- Hollensbe, E., Wookey, C., Hickey, L., George, G., & Nichols, C. V. (2014). Organizations with purpose. *Academy of Management Journal*, 57/5, 1227–1234.
- Huntley Henderson, L., Wersun, A., Wilson, J., Yeung, S. M., & Zhang, K. (2019). Principles for responsible management education in 2068. *Futures*, 111, 81–89.
- Inman, P. (2021). 14 major UK employers join socially focused purposeful company scheme. *The Guardian*. Retrieved from (<https://www.theguardian.com/business/2021/may/10/14-major-uk-employers-join-socially-focused-purposeful-company-scheme>). (Accessed 12 May 2021).
- Kaplan, A. (2018). A school is a 'building that has four walls...with tomorrow inside': Toward the reinvention of the business school. *Business Horizons*, 61, 599–608.
- Khurana, R. (2007). *From higher aims to hired hands: The social transformation of american business schools and the unfulfilled promise of management as a profession*. Princeton, NJ: Princeton University Press.
- Király, G., & Géring, Z. (2019). Introduction to 'Futures of Higher Education' special issue. *Futures*, 111, 123–129.
- Kitchener, M. (2021). Leading with Purpose: Developing the First Business School for Public Good. In A Lindgreen, et al. (Eds.), *How to Lead Academic Departments Successfully* (pp. 52–67). Cheltenham: Edward Elgar.
- Kitchener, M. (2019). The public value of social science: From manifesto to organisational strategy. In A. Lindgreen, N. Koenig-Lewis, M. Kitchener, J. D. Brewer, M. H. Moore, & T. Meynhardt (Eds.), *Public value: Deepening, enriching, and broadening the theory and practice* (pp. 301–315). Abingdon: Routledge.
- Kitchener, M., & Delbridge, R. (2020). Lessons from creating a business school for public good: Obliquity, waysetting and wayfinding in substantively rational action. *Academy of Management Learning and Education*, 19(3), 307–322.
- Laasch, O., Ryazanova, O., & Wright, A. L. (2022). Lingering covid and looming grand crises: Envisioning business schools' business model transformations. *Academy of Management Learning & Education*, 21/1, 1–6.
- Lybeck, E. (2019). *Academics, professionals and publics: Reflections and thoughts for potential paths forward*. Retrieved from (<http://utotherescue.blogspot.com/2019/06/academics-professionals-and-publics.htm>). (Accessed 7 May 2021).
- van Marrewijk, A., & Dressing, N. (2019). Negotiating reciprocal relationships: Practices of engaged scholarship in project studies. *International Journal of Project Management*, 37/7, 884–895.
- Mayer, C. (2018). *Prosperity: Better business makes the greater good*. Oxford: Oxford University Press.
- Parker, M. (2018). *Shut down the business school: What's wrong with management education*. London: Pluto.
- Pettigrew, A., & Starkey, K. (2016). The legitimacy and impact of business schools – key issues and a research agenda. *Academy of Management Learning and Education*, 15/4, 649–664.
- Pötschulat, M., Moran, M., & Jones, P. (2020). The student experience and the remaking of contemporary studenthood: A critical intervention. *The Sociological Review*, 0038026120946677.
- QMUL. (2021). Retrieved from (<https://www.qmul.ac.uk/busman/>). (Accessed 9 July 2021).
- Quinn, R. E., & Thakor, A. V. (2018). Creating a purpose-driven organization. *Harvard Business Review*, 78–85.
- Randerson, K. (2020). *Call for papers: The futures of business schools: Identity, strategies, and imagined futures in a pandemic / post-pandemic world*. Retrieved from (<https://www.journals.evsiever.com/futures/call-for-papers/call-for-papers-the-futures-of-business-schools>). (Accessed 24 October 2021).
- Research Councils UK and the Wellcome Trust (2016). *The State of Play: Public Engagement with Research in UK Universities*, by Owen, D., Featherstone, H. & Leslie, K. Rey, C., Bastons, M., & Stock, P. (2019). *Purpose-driven organizations*. Open access. Palgrave Macmillan.
- Spicer, A., Jaser, Z., & Wiertz, C. (2021). The future of the business school: Finding hope in alternative pasts. *Academy of Management Learning & Education*, 20/3, 459–466.
- Starkey, K., & Tiratsoo, N. (2007). *The business school and the bottom line*. Cambridge: Cambridge University Press.
- Third Sector. (2019). *Third Sector Podcast 10: Qualifications*. (<https://www.thirdsector.co.uk/third-sector-podcast-10-qualifications/communications/article/1663114>). (Accessed 10 June 2021).
- Thomas, H. (2017). Rethinking and re-evaluating the purpose of the business school. In D. Bradshaw (Ed.), 8–9. *Rethinking business education: Fit for the future*. London: Chartered Association of Business Schools.
- Thomas, L., & Ambrosini, V. (2021). The future role of the business school: A value co-creation perspective. *Academy of Management Learning & Education*, 20/2, 249–269.
- Tourish, D. (2020). The triumph of nonsense in management studies. *Academy of Management Learning and Education*, 91/1, 99–109.

- (University Partnerships Programme) UPP. (2018). *Truly civic: Strengthening the connection between universities and their places*. London: UUP Foundation Commission (<http://www.unprme.org/index.php>).
- Van de Ven, A. H. (2007). *Engaged scholarship: A guide for organizational and social research*. Oxford: Oxford University Press.
- White, A., Yakis-Douglas, B., Helanummi-Cole, H., & Ventresca, M. (2017). Purpose-led organization: 'Saint Antony' reflects on the idea of organizational purpose, in principle and practice. *Journal of Management Inquiry*, 26/1, 101–107.
- Wilson, C. (2015). *Designing the purposeful organization: How to inspire business performance beyond boundaries* (1st. ed.). London UK: Kogan Page.