PRME

an initiative of the
United Nations Global Compact

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

Birmingham Business School

October 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

“
The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).
”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose
We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

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

Teach
We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

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

Partner
We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice
We adopt responsible and accountable management principles in our own governance and operations.

Share
We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Getting Started

This section provides foundational information about Birmingham Business School, including key details and basic institutional data.

Mission

Our mission is to deliver:

• A distinctive student experience where students engage with industry professionals and world-leading researchers to feel part of a global learning community.

• Internationally recognised research focusing upon and providing responses to key responsible challenges that face our economies and societies, regionally and globally.

• An inclusive environment where both staff and students are able to thrive and achieve their best work.

Vision

Our vision is to promote curiosity and thought leadership for responsible business. Across education and research, we are embedding a culture of responsible business and inclusive values, becoming a key contributor to the global responsible business agenda.

Strategy

BBS_Strategy_2023-2026   View document 🔗   Download document ⬇

Strategy Alignment

For a Responsible Future

Birmingham Business School's 2023-2026 strategic framework puts responsible business at its core. Guided by the UN Sustainable Development Goals, the School is committed to sustainable development, the common good, and high-quality education.

Its research tackles major economic and environmental challenges, aiming for real-world impact. Key priorities include building resilience in organisations and society and developing ethical leaders equipped to navigate complex global issues.

The School lives its values through action. It holds an Athena Swan Bronze Charter, was the first UK business school to sign the Menopause Pledge, and follows the Good Work Charter. Each of these reinforces fairer workplaces and contributes to broader societal progress.

Curriculum development reflects a responsible ethos, with decolonisation efforts and industry-informed content designed to shape responsible global leaders. The Responsible Business Pledge further strengthens this commitment, promising to "create spaces for new ideas, especially those that increase the resilience of organisations, society, and the environment."

The five strategic objectives of *Research, Education, Global Engagement, Impact, and People Development* ensure responsible business principles are embedded across all activities. This integrated approach positions the School to lead on sustainability, deliver ethical business education, and drive positive change in communities worldwide.

Institutional History

Birmingham Business School: Past and Present

The University of Birmingham was founded in 1900 as the UK's first civic university. It was created by local citizens to serve the needs of the community. From the beginning, it led the way as the first UK university with a bespoke campus, a women's hall of residence, and a purpose-built students' union.

Business education has been a part of Birmingham's story from the start. In 1902, the University established the Department of Commerce, the first in the UK. Along with the department of Accounting and Finance, this would become the foundation for Birmingham Business School, built on a commitment to practical, community-focused learning. The Department of Economics joined Birmingham Business School in 2008. Through its long history, it has played a key role in shaping research and teaching in technical and applied economics, contributing to decades of theoretical and practical innovation. Birmingham Business School is today part of the College of Social Sciences, strengthening connections to fields like international development, political science, and social policy.

In 2017, the School joined PRME, committing to embed responsible management into teaching and operations. The Centre for Responsible Business opened the following year and has since become central to research, education, and partnerships with practitioners. The University-wide adoption of the UN Global Compact in 2021 has further deepened its commitment to sustainability and global impact. This was reflected in the 2030 Strategic Framework, with sustainability one of six core pillars.

In 2023, Birmingham Business School launched the Responsible Business Pledge. This reaffirmed its commitment to responsible management education and its role in shaping a better future.

Graduates & Enrollment

2024 Statistics	Number
Graduates	2160
Faculty & Staff at the University	9079
Faculty & Staff at the Institution	515
Student Enrollment at the University	40124
Student Enrollment at the Institution	6464
Undergraduate Attendance	4076
Masters-Level Postgraduate Attendance	2257
Doctoral Student Attendance	131
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered

Bachelor Programs

Bachelor of Science (B.Sc. or B.S.)

Masters Programs

Master of Science (M.Sc. or M.S.)   Master of Business Administration (M.B.A.)

Doctoral Programs

Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

🖹 Business Management (Suite)   🖹 Economics (Suite)   🖹 Accounting and Finance (Suite)

Masters Degree Programmes

🖹 Economics   🖹 International Business   🖹 Marketing   🖹 Strategic Marketing and Consulting

🖹 Accounting and Finance   🖹 Financial Management   🖹 Investments   🖹 Money, Banking and Finance

🖹 Economics   🖹 Financial Economics   🖹 Sustainable Innovation and Entrepreneurship

🖹 Human Resource Management   🖹 Management   🖹 Supply Chain Management   🖹 MBA (Suite)

🖹 Business Analytics   🖹 Financial Technology

Postgraduate Degree Programmes

🎓 Marketing   🎓 Finance   🎓 Strategy and International Business   🎓 Management   🎓 Economics

🎓 Accounting

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

UNIVERSITY OF BIRMINGHAM

University of Birmingham
Edgbaston, Birmingham,
B15 2TT, United
Kingdom

University of Birmingham Dubai
Dubai International Academic
City
P.O. Box 341799, Dubai

16/07/2025

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that Birmingham Business School reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

These values directly contribute and inform our Business School's Strategy focusing on Responsible Business across all of its activities.

With all best wishes,

Prof Edgar Meyer
Dean
Birmingham Business School

We advance
We activate

birmingham.ac.uk

🖉 Definition of Purpose

We define purpose as the pursuit of curiosity and thought leadership for responsible business, as delivered through transformative education and world-leading research. We embody an inclusive global community where students, industry professionals, and researchers collaborate to address society's challenges and support economic success that benefits people, communities, and the planet.

Institutional Engagement

76% - 100% of faculty at Birmingham Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Values

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

🖊 How We Define Values

For BBS, values signify embedding organisational responsibility and accountability to society and the planet throughout our institution. This commitment ensures that inclusive excellence, environmental stewardship, and ethical decision-making guide how we advance responsible management education, fostering transformative environments where gender equity, decolonisation efforts, and sustainability initiatives drive meaningful societal impact.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Centralized sustainability office

Student Voices

The following narratives demonstrate how Birmingham Business School has influenced students' academic journey and personal growth.

From Feminist Theory to Business Practice Through Responsible Management Education

As a student at the University of Birmingham Business School, the Responsible Business module has allowed me to draw on my personal passion alongside academic learning by offering an inspiring lens that seamlessly intertwines my passion for sociology with the world of business. I've been deeply interested in feminism since my A-level Sociology classes, where I first encountered the tools to unpack systems of inequality. This gave me the language to describe things I had felt for a long time, and a desire to challenge the status quo.

But it wasn't until I took the Responsible Business module that I saw how those ideas could apply to the world of business. That realisation inspired me to write a piece about International Women's Day—a movement I've always cared about—and how it's at risk of being watered down by consumerism and corporate "pinkwashing." Writing it was a personal and emotional process. It pushed me to explore the tension between activism and marketing and to imagine more authentic, sustainable ways to celebrate women.

Winning third prize in the PRME Writing Competition's Alternative Media category was an incredible honour. But more than that, it reminded me that responsible business isn't just something you study— it's a mindset. And it's one I carry with me now, not just in my academic work, but in the kind of impact I hope to make long after university.

Alexandra Mernagh, *BSc Business Management*

Finding Relevance and Direction Through Responsible Management Education

I really enjoyed writing the blog for the student writing competition. It actually started as a university assignment, so I had no idea it would be recognised at a national level! I am so grateful to have been encouraged to enter my work and consequently be commended for my efforts around a topic I feel so passionately for. The blog was such a refreshing change from traditional academic essays.
I really appreciated how the University of Birmingham Business School integrated responsible business as a module, LI Responsible Business, within my degree, touching on issues of the environment from a business perspective. This made the learning feel more relevant and meaningful, especially in today's climate. Being able to explore a real-world issue that I'm deeply interested in not only made the assignment enjoyable, but also increased my knowledge of the topic, enhancing my experience as a student. Following my learning of this module and writing of the blog, I feel encouraged to continue exploring environmental issues from this perspective and take this into my future career regarding how sustainability can be embedded into real business strategies. I am proud to be part of a business school that takes responsible business seriously and gives students the chance to engage creatively with these important issues.

Imogen Kendall, *BSc Business Management*

Developing Critical Business Thinking Through Responsible Management Education

As a student at the University of Birmingham's Business School, I have explored the concept of responsible business through several modules. However, the Responsible Business module in my second year was by far the most impactful, giving me a much deeper understanding of how sustainable practices can be integrated into real-world business strategies. The combination of interactive lectures, seminars, and discussions around both responsible and irresponsible business practices challenged me to think critically about what it really means to be a responsible business. It also encouraged me to reflect on how I can apply these ideas moving forward in my career and even made me reconsider my own choices as a consumer by improving my understanding of practices such as greenwashing and its influence on consumer perceptions.

For this module, I completed a blog post assignment titled: Unwrapping the Christmas Consumption Crisis, which looked at the drivers behind unsustainable consumption and the psychological factors that shape problematic consumer behaviour and subsequent business processes. Through my research, I discovered that businesses often respond directly to consumer demands, prioritising profit over sustainability, suggesting that consumers may be at the centre of the issue. Exploring the environmental impact of traditional festive practices around Christmas led me to develop well-informed recommendations on how we can balance long-standing traditions with more sustainable choices. I found that shifting the nature of consumer demand could be a key factor in improving the sustainability of business processes. This assignment required me to apply theories such as Social Practice Theory, enhancing my critical thinking skills and improving my ability to communicate complex ideas in an engaging and visually appealing way.

One of the highlights of this module was submitting my blog to the PRME student writing competition and being selected as a finalist. I was really proud to see my work recognised on a national level, and it reinforced the value of presenting responsible business concepts in a clear and accessible way.

Overall, studying responsible business has equipped me with the skills necessary to critically evaluate business practices and identify areas for improvement, an increasingly important topic in today's business world.

Amelia Newman, *BSc Business Management*

Student Awareness

76% - 100% of students at Birmingham Business School are aware that we are a PRME Signatory Member.

Student Engagement

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

Values Voices

Our Commitment to Decolonising Business Education

At Birmingham Business School, we are committed to embedding decolonisation across our teaching, research, operations, and culture. As part of our mission to promote responsible business and inclusive values, we recognise the enduring legacies of colonialism within higher education and are working to dismantle these structures to create a more equitable, just, and inclusive School.

This commitment builds on our Diversity, Inclusion, and Equality pledge and responds to a growing recognition within business education of the need to challenge dominant perspectives and broaden the scope of knowledge and experience represented in our work.

In our teaching, we have begun to:
- Diversify reading lists to include authors of varied backgrounds, regions, and perspectives;
- Use global case studies and non-Western sources;
- Challenge language that reinforces colonial narratives;
- Apply critical and empowering pedagogical approaches;
- Integrate discussions of colonialism and neocolonialism in business practices;
- Encourage reflection on both student and staff positionality;
- Challenge established theories and frameworks with alternative perspectives.

Student participation with decolonisation

Within Birmingham Business School, we have not just focused decolonisation work on the curriculum but have looked for ways to embed it across all aspects of the School. Some of these processes have been student-led also, and many have been student-informed. Some examples of these are:
- **Bottom-up approach:** Ensuring that students' voices were included within any changes we make in decolonising Birmingham Business School through engaging with students in a series of workshops to gather their views and feedback ahead of any implementation.
- **Research opportunities:** Offering student research internships to co-create research projects that benefits both the student's university experience as they can impact and change an aspect of the School through the project, while gaining work experience.
- **Understanding how the physical space of the School impacts experience:** A student-led project understanding how we can increase the sense of belonging within the physical space of the school, and therefore ensure that all students from all backgrounds feel welcomed.

Dr Caroline Chapain, Dr Emma Surman, Dr Rweyemamu Alphonce Ndibalema, and Ms Anita Lateano

Celebrating Values

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

Our Commitment to Ethics, Responsibility, and Inclusivity

Birmingham Business School has established itself as a global leader in responsible management education through systematic integration of ethics, responsibility, and inclusion across all institutional activities. The School's commitment to these principles has been formally recognized through triple-crown accreditation from AACSB, AMBA, and EQUIS, positioning the institution within the top one percent of business schools internationally. The EQUIS panel specifically commended the School's commitment to ethics, responsibility and sustainability, recognizing Responsible Business as the cornerstone of the School's strategy, vision and mission. This accreditation portfolio represents more than individual achievements; it demonstrates consistent institutional dedication to responsible business practices that has been acknowledged by international review panels for embedding ethics and sustainability as foundational elements of strategic direction, research output, and pedagogical approach.

This commitment to inclusivity and equality has been further substantiated through institutional recognition, including the University of Birmingham's Race Equality Charter Bronze award and Athena Swan Bronze award. The School has received international recognition for innovative approaches to gender equality implementation, particularly through the development of workload distribution methodologies that incorporate gender equity considerations. Additionally, a collaborative ten-point Inclusivity Pledge establishes specific commitments for both faculty and students toward practical implementation of equity and respect principles. Birmingham Business School also houses the Work Inclusivity Research Centre, which focuses on diversity and inclusivity within organizations, employment relations, trust and workplace dialogue, and work well-being. Additionally, the School launched a three-year Decolonisation Project to identify how colonialism exists in academic structures and dismantle it for a more inclusive, just, and equal institution.

Birmingham Business School's approach to responsible business education is characterized by comprehensive integration rather than supplementary programming. Responsible business principles function as the institutional identity rather than as additional components to existing frameworks, ensuring that ethical considerations and sustainability principles inform all aspects of the School's academic and operational activities.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

✎ How We Define Teach

For BBS, Teach represents transforming management education through innovative, industry-informed curricula grounded in real-world challenges. We integrate citizenship, expertise, and ethical influence throughout learning environments, equipping students with essential competencies to address societal challenges, drive positive organisational change, and advance sustainable business practices that benefit communities and ecosystems.

Courses that support RME

Birmingham Business School reports 17 courses in 2024 that support responsible management education and sustainable development goals.

Widening Accounting Horizons B
| 08 3397

Module Specification: This is a 10 credit module that will focus on introducing subjects linked to accounting. Business knowledge will be introduced that will enable students to transfer to the business management programme if desired at the end of year one. Students with English as a first language will complete this module and students with English as a second language will be expected to complete Business Communications. This module will to provide a broad overview of organisational behaviour. The topic will be examined through a look at key concepts, their applications and limitations. Personal skills such as becoming a responsible individual within an organisation, looking at resilience, diversity and volunteering will be included and will be taught in collaboration with the team from Responsible Business.

Light reference to SDGs

Social and Environmental Accounting
| 07 34271

Module Specification: The purpose of this module is to provide a framework within which students are able to place their accounting studies into a sustainable development context, namely: Understand the history of sustainable development initiatives and the relevance of the sustainable development goals. Explain the relevance of sustainable development for organisations and accountants. Understand the sources of responsibility and what kinds of accountability demands emerge from the sustainable development agenda. Understand and interact with the particular problem sets that emerge at the intersection of sustainable development, organisations and accounting. Develop an in-depth and nuanced understanding of issues of responsibility and accountability alongside the role of accounting practices in navigating these relationships. Develop an in-depth understanding of the issues at stake

in a sub-set of the following topics areas (the mix of topics will vary each year): Water, Climate change, Biodiversity, Forced labour/working conditions, Supply chains and SDGs, Materials flows. Evaluate the use of accounting control mechanisms and processes for discharging accountability, drawing on a sub-set of the following accounting techniques (the mix of techniques will vary each year): Supply chain survey, co-ordination, Risk evaluation and mitigation, Project appraisal, Lifecycle analysis & externalities accounting, Certification, audit and assurance, Reporting, Taxation, Markets and their effects. Identify issues with the nature of societal responses to sustainable development issues; the limits of individual organizational responsiveness to sustainable development demands and the implications of these limits for accounting. Each year 3 topics will be selected to develop in depth understanding of accounting.

All SDGs included

Professional Integrity and the Reflective practitioner | 0736351

Module Specification: Finance and accountancy practitioners are expected to act with integrity and within strict ethical codes and are regularly confronted with ethical and moral dilemmas. The consequences of unethical, illegal or immoral accountancy and finance practices can be substantial, in some cases leading to the collapse of major corporations, financial markets, national economies and the global economic system. It is almost impossible to stress how important the role of sound, professional judgement by finance and accountancy practitioners in avoiding these catastrophes and in assuring the smooth and responsible functioning of key institutions. However the importance of profession integrity and ethical reasoning can get overlooked in the technical complexity of contemporary financial modelling, decision making, valuation processes and costing systems. Contemporary finance and accountancy practitioners need to develop an awareness of the consequences of their actions and advice and to integrate this awareness into their professional life. This module is designed to develop students' abilities to evaluate different aspects of finance and accountancy practices from an ethical and moral perspective and learn what it takes to be a reflective practitioner who can operate professionally and with integrity in today's dynamic economic and social world.

Light reference to SDGs

Sustainability Accounting and Accountability | 07 40745

Module Specification: This module examines issues that emerge from accounting's (in practice and conceptual) engagement with sustainable development. Sustainable development thinking requires accounting to expand its focus beyond financial concerns to include social and environmental aspects. This module provides a conceptual introduction to how and why accounting might do this as well as a practical introduction to some of the tools and techniques of social and environmental accounting.

All SDGs included

Data Management Strategies and Technology | 07 38158

Module Specification: The module introduces students to data management systems, focusing on both providing a critical overview of how the different parts of the system work together to form the basic framework to allow for good business analytics, and the practical applications of databases with an emphasis on relational databases. In particular, it focuses on identifying the fundamentals, evolution and structures of information systems, how data is integrated in these systems and way they both support organisational decision making. Also, as big data becomes more and more prevalent in the business context, we will engage with more ethical aspects and its implications on both the firm and the society in general. The module with integrate core lectures and workshops with guest lectures and case studies to situate the issues in a realistic context. In this module software tools appropriate for the subject matter being taught will be used to demonstrate the practical implementation of the techniques learnt. The specific tools will be reviewed regularly to ensure we are utilising the most current and industry relevant ones.

Light reference to SDGs

Professional and Academic Skills Development for Economists B | 08 33971

Module Specification: In conjunction with Professional and Academic Skills Development for Economists A, this module aims to support first year students' personal, professional and academic development. The modules are run in conjunction with the personal tutorial system and activities. As such, throughout Professional and Academic Skills Development for Economists A &B, some dedicated peer-learning sets will be run with personal tutors. The module delivery includes a mix of learning activities within which students will be interacting with their peers, their personal tutors, other academic staff, PhD students, the Careers Network and the Academic Skills Centre. Professional and

Academic Skills Development for Economists B focuses on academic skills such as critical thinking, academic writing, working with numerical data, referencing, reflectivity, exam revision, etc. It will also focus on personal and professional skills such as career development, developing IT skills and CV writing.

Light reference to SDGs

Development Economics

| 08 29168

Module Specification: This module provides an in-depth treatment of contemporary issues in development economics. It is concerned with general theoretical and empirical themes and their policy implications for developing countries. Topics cover classical and modern theories of economic growth and development, as well as issues related to rural-urban migration, rural development, governance and institutional economics, human capital (health and education) and microfinance, as well as macroeconomic issues such as foreign aid and foreign finance.

Light reference to SDGs

Environmental Economics

| 08 29179

Module Specification: This module analyses the interactions between the economy and the environment with the main focus on the economic causes and effects of environmental degradation. The module provides an advanced analysis of environmental economics. In the first part, particular attention is paid to the inefficiency associated with environmental externalities and the various policies to deal with them. In the second part, the focus is on the various methods for valuing environmental assets together with an examination of the linkages between trade and the environment and environmental regulations and competitiveness. The modules covers various topics, such as fishery and forestry economics, waste management, road pricing, the economics of climate change.

Light reference to SDGs

Sustainable and Responsible Business Practices

0738013

Module Specification: The cumulative detrimental impact of irresponsible business on our planet and our societies make it clear that business-as-usual is no longer an option. There is growing recognition that integrating sustainability and responsibility into the core business and organisation strategy is vital for long term success. This module will enable students to gain a conceptual knowledge of what responsible and sustainable management means in theory, assess their own values and position as responsible managers with regards to sustainable and responsible management principles and develop their competences with regards to their practice in various business contexts. The module will focus on several societal and environmental issues related to sustainable and responsible management. The module will also focus on the promotion of equality, diversity and inclusion within organisations. As such, part of the module will give students the knowledge and skills to analyse and critically evaluate the business, legal and moral case for managing diversity at the workplace and promote inclusivity within organisations. The module will involve opportunities for both individual and group/team-work, and enable students to develop their reflective and reflexive skills as future managers.

All SDGs included

Sustainability and Responsible Business

38202

Module Specification: As the first step in students' entrepreneurial journey, this module will enable students to gain a critical knowledge of the evolution of the sustainable and responsible management discourses (such as the drive towards net zero, carbon negativity, equality, diversity and inclusion) and principles in various socio-economic, cultural contexts nationally and globally. This module helps students assess their own values and position with regards to that discourse in the context of their entrepreneurial ethos and aspirations and develop their competences with regards to their practice in various organisational contexts. In doing so, the module will focus on key opportunities and challenges associated with sustainability and responsible business across the social, environmental, and economic spheres and will give students the knowledge, skills and innovative tools to analyse and critically evaluate the business, regulatory requirements and moral case for managing sustainably and responsibly and how this applies to the various functions of organisations. Finally, it will critically explore the potential impact of entrepreneurs and intrapreneurs as catalysts for change in delivering sustainable products and services and in making significant social and environmental contributions within organisations and more widely to society. The module will involve opportunities for both individual and group/teamwork and enable students to develop their reflective and reflexive skills as future entrepreneurs/intrapreneurs

All SDGs included

Building Sustainable Ethical and Resilient Supply Chains | 07 37984

Module Specification: This module outlines the major sustainability trends, supply chain risk and challenges, and unforeseen supply chain issues and explores the means and opportunities to respond positively to them. This module consists of two main parts: sustainability on the one hand and resilience and risk management on the other. First, it equips students with an understanding of the major theoretical treatments of sustainability as it applies to business and the recent debates within the topic. It also enhances students' understanding of industrial sustainability in different empirical contexts, such as renewable energy, electric vehicles, smart energy grids, biofuels, bioplastics, recycling and remanufacturing. It further provides students with a critical awareness of the methodologies used to determine sustainability performance. Second, it enables students to recognise potential risks of experiencing a supply chain disruption and prepare for, react to, and recover from the unforeseen supply chain issues through developing resilience capabilities. The module also explores the dimensions, approaches, decision-making and causalities of resilience. Where appropriate, guest speakers and practical exercises will be included in seminar activities to support the development of practical skills relevant to employability.

Light reference to SDGs

Governance and Global Responsibility | 07 37996

Module Specification: This module outlines the major sustainability trends, supply chain risk and challenges, and unforeseen supply chain issues and explores the means and opportunities to respond positively to them. This module consists of two main parts: sustainability on the one hand and resilience and risk management on the other. First, it equips students with an understanding of the major theoretical treatments of sustainability as it applies to business and the recent debates within the topic. It also enhances students' understanding of industrial sustainability in different empirical contexts, such as renewable energy, electric vehicles, smart energy grids, biofuels, bioplastics, recycling and remanufacturing. It further provides students with a critical awareness of the methodologies used to determine sustainability performance. Second, it enables students to recognise potential risks of experiencing a supply chain disruption and prepare for, react to, and recover from the unforeseen supply chain issues through developing resilience capabilities. The

module also explores the dimensions, approaches, decision-making and causalities of resilience. Where appropriate, guest speakers and practical exercises will be included in seminar activities to support the development of practical skills relevant to employability.

Responsible Marketing and Consumption

07 32056

Module Specification: Marketing is sometimes seen as antithetic to positive societal and sustainable goals, but applying its principles can also serve to effectively promote societal outcomes. Concepts such as responsible, social and sustainability marketing are at the forefront of current marketing thinking and practice, and the current module aims to expose the marketing practitioners of tomorrow to a range of responsible marketing practices. In doing this, the module aims to encourage students to develop their own, well-informed understanding of, and position on, being and becoming a responsible marketer and consumer. More specifically, the module will examine societal and environmental problems marketers currently face by addressing the interrelationship between marketing, public policy, and social and environmental values. These concepts are broadly underpinned by the idea that companies and consumers must behave ethically and sustainably in their attempts to address the social and environmental issues currently threatening the future wellbeing of societies and environmental systems across the globe (Belz and Peattie, 2012). Topics include responsible marketing, social marketing and public policy, sustainability marketing, as well as ethical philosophy and frameworks that facilitate the analysis of responsibility issues in marketing and consumption. Learning and teaching within this module will be fostered through a combination of lectures, case studies, quizzes, videos, research-led group discussions, and blogs. It is expected that students actively contribute to, and participate in, classroom and online debates; the aim is to foster a collaborative, non-judgemental and inclusive learning environment.

Ethics of Markets and Marketing Ethics

0737290

Module Specification: Ethics of Markets and Marketing Ethics is a specialist module for students opting to undertake the Responsible Marketing Stream of the MSc Marketing programme. The module explores the complex relationship between ethics, markets and the activities of marketing practitioners developing an understanding of marketers' responsibilities and examining the ways in

which decisions taken by public policy makers, corporations, and non-profit marketers can influence contemporary society. Students will be introduced to ethical theories and concepts with emphasis placed on understanding the different perspectives brought to bear by each approach. The module will then move on to explore the ethical dilemmas and criticisms faced by organisations and consumers in contemporary society. This will enable students to understand the wider social, cultural, and political context of marketing activities.

Light reference to SDGs

Ethics, Governance and Regulation in Treasury | 0736330

Module Specification: This module investigates the role of Treasury policy, procedures and performance measures in treasury management. It also explores treasury reporting and operations for a variety of organisations, as well as analyses the framework and content of treasury policy documents. The purpose and principles of reporting measures, both internal and external, are demonstrated and the key accounting regulations which impact on treasury operations are considered. Further, the key drivers of the legislation and regulation of corporate governance and treasury operations, and the wider organisation, are discussed. Operational risk and control, as well as ethics and codes of practice from professional bodies, such as the ACT, are also considered. Finally, the module establishes the IT system requirements needed to maximise the value added by treasury. It also analyses a range of IT solutions for treasury management, including security and controls, and how effective project management can successfully integrate IT systems into the treasury function.

Light reference to SDGs

Human Resource Management and Ethics at Work | 0737326

Module Specification: This core module provides students with an introductory critical perspective on Human Resource Management. It critically examines and connects academic literature/concepts and real world HR practice. In so doing, it analyses people management and the employment relationship in a wider regulatory, social and political economy context. It emphasises that different stakeholders (employers and workers/unions, the state) may have conflicting concerns, as well as mutual interests, about work and employment. There is a strong emphasis on the ethics of HRM, responsible HR practice/the 'good employer', fairness and equality for employees at work. The broad topic areas usually covered include the origins and meanings of Human Resource Management (HRM), debates

about HRM strategy and managing performance, ethical aspects of HRM, and the four main functional areas of HRM (resourcing organisations, Human Resource Development, reward, employee relations/ voice/democracy at work). The module also examines various contemporary issues affecting people management, which may change from year to year; such as working time flexibility, and new technology and the future of work.

Light reference to SDGs

Responsible Business: Theory and Practice
| 0732264

Module Specification: Irresponsible businesses exploit marginalised communities, damage our ecosystems, unfairly distributing benefits, costs, risks and harm. However, not all businesses are inherently bad and or intentionally irresponsible. There are many examples where responsible businesses have made positive contributions and a growing recognition that responsible business is associated with business excellence. Feasible alternatives to business irresponsibility exist and are successful in different contexts. Pragmatic responsible business solutions are available that would allow businesses to transcend the limitations imposed by the hidden logic of business irresponsibility. There is a growing movement for change, driven by the growing visibility of the cumulative impact of the consequences of irresponsible actions and the benefits accruing from responsible businesses. This module will allow students to understand the challenges associated with responsible business transformation and to develop a conceptual and pragmatic set of responsible business competences to assist in this transformation.

All SDGs included

Educator Recognition

At Birmingham Business School, we recognize educators for quality of teaching in the following ways:

❖ Annual teaching excellence awards
❖ Course evaluation scores
❖ Faculty promotion and tenure consideration
❖ Pedagogical innovation grants
❖ Institutional recognition events

Teaching Voices

The following statements demonstrate ways in which educators at Birmingham Business School support sustainability and responsible management in their classrooms.

Teaching Voices: Dr. Salma Ashour

I am an early career academic. As I navigate this constantly evolving higher education field, I keep on reflecting on what being a 'good' academic means to me. Heading into academia straight out of my PhD, I lost my sense of self; amid working on my research, teaching and understanding the institutional expectations and polices. One thing that stood out for me though, is that I want to be 'good' via being my 'authentic' self. This reflected on how I want to be my own unique self, while still ensuring I leave a positive impact on my students.

This 'authenticity' lens shaped up how I approached my teaching, particularly around using innovative teaching pedagogies and acknowledging students as partners in their learning process. I developed an extracurricular activity as part of 'UoB Xtra' summer programme around 'Playful learning in Sustainability Education Using LEGO Serious Play (LSP)'

With immense calls for sustainability and the emergence and use of various terms (e.g., social responsibility, sustainable fashion, circular economy, climate change, climate anxiety, etc.), educating students to become responsible leaders, is challenging.

During this 2-hour interactive workshop, students from different disciplines used LEGO bricks to co-create and construct their own understandings of sustainability and to reflect on how their views on sustainability speak to the UN Sustainable Development Goals (SDGs), including reflecting on how they can take ownership and contribute towards a sustainable future via taking small steps (e.g., recycling, buying-second hand, monitoring their carbon footprint, etc.).

The workshop allowed for interdisciplinarity and for an inclusive teaching environment though using a playful learning approach.

Dr. Salma Ashour, *Department of Accounting*

Teaching Voices: Dr. Roshan Boojihawon

When I teach Governance & Global Responsibility, I want students to see business not just as a driver of profit, but as a global actor accountable to people, planet, and purpose. The central question we explore together is: How can corporate governance evolve to meet the urgent challenges of climate change, inequality, and the UN Sustainable Development Goals?

From the very first week, students are exposed to the real tensions between growth and responsibility. We discuss how boards of directors weigh Net Zero targets against shareholder returns, how AI and digitisation reshape accountability, and how supply chains reveal both risks and opportunities for sustainable dependencies and impact. These are not abstract debates; they are live dilemmas that today's leaders must navigate.

The SDGs serve as a guiding framework, not a checklist. Students engage with issues like resource scarcity, resource dependencies, climate action, and responsible consumption by critically analysing cases, debating policy priorities, and role-playing as corporate decision-makers. I design activities to inspire, understand, debate, and sometimes provoke, encouraging students to explore both convergent and divergent theories surrounding governance and responsibility.

Assessment in this module is as much about skill as it is about knowledge. Through workshops and formative activities, students practise critical thinking, teamwork, negotiation, role-playing and even vlogging to communicate responsible business ideas to wider audiences. Summative group and individual projects push them further, requiring them to design governance solutions that are not only strategic but sustainable.

Ultimately, my goal is that students leave this module with a deeper understanding, not just a conceptual one. I want them to feel equipped and motivated to become future leaders who can reconcile complexity, act with accountability, and define resilient, responsible governance solutions for a sustainable global economy.

Dr. Roshan Boojihawon, *Department of Management*

Teaching Voices: Dr. Inci Toral

Embedding Responsibility into Marketing Education

In my teaching of marketing courses, such as Retailing and Contemporary Issues in Marketing, I am committed to connecting education as a powerful catalyst for cultivating responsible leaders. Many students initially perceive marketing and responsibility as conflicting concepts, but I view this as an opportunity to revolutionise their understanding. Through stimulating discussions and real-world examples, I challenge students to rigorously consider the ethical and environmental ramifications of marketing decisions. For instance, we delve into the dual nature of AI, which, while praised for its efficiency, also poses significant concerns regarding unemployment, data privacy, and the environmental toll of vast data centres. Similarly, we critically assess the sustainability of storing billions of user-generated images in the cloud, despite their role in driving engagement for brands and even sustainability issues. We also tackle global inequalities by decolonising marketing and analysing

how consumption patterns in developed nations drive production and pollution in developing countries. These discussions are not mere abstractions; they are integral to assessments where students must apply responsible marketing principles to devise practical solutions. To facilitate this, I co-developed the ELAAD framework (Montano & Toral, 2024), an experiential learning model that ensures ethical considerations are seamlessly woven into students' final outputs.

My ultimate ambition is to inspire students to envision themselves as future leaders capable of effecting meaningful change. Responsible marketing is not a mere add-on; it is the cornerstone of sustainable business and societal well-being. By nurturing critical thinking, empathy, and accountability, I am determined to empower graduates to champion collective, immediate action for a fairer, more sustainable world.

Dr. Inci Toral, *Department of Marketing*

Reference: Montano, S., & Manson, I. T. (2024). Responsible marketing and consumption start with changing mindsets: How educators can embed responsible marketing and consumption into curricula. In Responsible Marketing for Well-being and Society (pp. 84-100). Routledge.

Teaching Voices: Dr. Ann-Christine Frandsen

It is now the 8th year we have *Improvised* Role Play as part of our MSc professional ethics module (Professional Integrity and the Reflective Practitioner). The Role Play engages ca 120 students, and we have engaged the students in an ethical decision-making journey where the reputations of responsible professionals are at stake, along with threats to the environment and human lives. We use a real life event (the BP Deepwater Horizon oil spill) and have turned it into an improvised role play situation where students are situated in complex decision making scenarios where they have to play all of three different roles assigned, and therefore are stepping into three sets of "someone else's shoes". The scenarios are settings where it is safe for the students to experiment playing each of the assigned roles but improvising in how they play a role *without scripts*. So the outcomes of each role play are never given, and the students have the opportunity to learn how to confront ambiguities and uncertainties, but without then being subject to teaching team evaluations of failure or success. In this way we have created a powerful way to potentially make an impact on students' reflections on who they want to become as a professional and the value of self-reflection on what is required in becoming ethical.

The Role Play is carefully planned by professional actors but also placed in the module strategically at a point where students have had preparatory role-play experience so have a good preliminary sense of what can be expected of them. This includes engaging in confronting a range of ethical and sustainable topics in group-based workshops, and also having guest lectures from speakers with long-term senior management experience or senior roles in professional accountancy bodies such as the

ACCA, the largest professional accountancy body in the world. Thus, the students also receive the benefit of the insights of experienced experts concerning what professional ethical standards mean in practice and how such standards also apply to sustainability issues.

This year we also added a slightly different angle on the importance of ethical principles to business practice, as we invited the General Manager for Assurance and Certification a guest speaker from the *Responsible Jewellery Council* which is based in the Birmingham jewellery quarter. She talked about the importance of their Voluntary Sustainability Schemes, and how leading jewellery firms join in order to participate in the Council's set of assurance and certification processes that stretch across the Jewellery supply chain. In this way potential and actual customers are assured that any and all purchases have been produced following sustainability principles across the whole supply process: from the mines to the refining of metals and stones, to the manufacture of each jewellery piece and finally to the retail outlets. In this way our guest speaker took the students into a business sector that most of them were unfamiliar with, but where the students' knowledge and expertise was as applicable as it was in accountancy and finance. Hence this was not only a sustainability learning session, but also a possible business sector where they as future professionals could make a successful career.

Dr. Ann-Christine Frandsen, *Department of Accounting*

Teaching Voices: Dr. Caroline Chapain

Embedding Sustainability and UN SDGs in Business Education

A range of SDGs are embedded in our teaching and education given the focus that Birmingham Business School has in promoting responsible business in terms of research and education. Research in the School is multidisciplinary and approaches responsible business in an holistic manner exploring business practices as well as their societal and planetary impacts and the governance and policy arrangements associated with it. As such, across our various programmes, our curriculum touch upon all the SDGs. Nevertheless, given the research strengths and interests in the school, some will be more present than others.

The SDGs that receive particular emphasis in our curriculum include:
- Zero hunger
- Good health and well-being
- Quality education
- Gender equality
- Decent work and economic growth
- Industry, innovation and infrastructure
- Reduced inequalities

- Sustainable cities and economies
- Responsible consumption and production
- Climate action
- Peace, justice and strong institutions
- Partnership for the goals

Additional Coverage:

- No poverty
- Clean water and sanitation
- Affordable and clean energy
- Life below water
- Life on land

The Birmingham Business School has worked towards embedding sustainability related learning outcomes across our entire portfolio of programmes in terms both of knowledge and skill development. In addition, students have the opportunity to engage in extra-curriculum activities that focus on addressing sustainability challenges in practice. More specifically, sustainability has been embedded in three ways.

1. **Content Integration:** Sustainability-related content is woven throughout both core and optional modules across each program, ensuring consistent exposure to these critical concepts.
2. **Dedicated Pathways:** We include core modules and specialized pathways that specifically address responsible business and sustainability issues, approaching these topics in an integrative manner that draws from multiple disciplinary perspectives.
3. **Applied Learning:** Students engage with the intersection of theory and practice through diverse pedagogical approaches, including teaching-based research projects, real-world case studies, interactive simulations, role-playing exercises, art and nature-based learning experiences, industry collaboration projects, and direct engagement with industry partners among others.

This variety of teaching methods ensures that our programs align with and reflect the sustainability goals of industry across diverse contexts. Additionally, we actively encourage students to bring their own professional experiences into the classroom, creating rich discussions around real-life sustainability challenges they encounter in their careers.

Dr. Caroline Chapain, *Responsible Business Convenor*

💡 Fostering Innovation

A lot
Our institution supports innovation significantly through teaching and learning.

💡 Experiential Learning

A lot
Our institution supports experiential learning significantly through teaching and learning.

💡 Learning Mindset

A lot
Our institution supports a lifelong learning mindset significantly through teaching and learning.

💡 Method of Teaching and Learning

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

Barriers to Innovative Curriculum

In 2024, Birmingham Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Measurement and benchmarking issues
- ❖ Scalability issues
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2024, Birmingham Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Budget constraints
- ❖ Classroom infrastructure limitations
- ❖ Digital divide
- ❖ Measurement difficulties
- ❖ Resource constraints
- ❖ Scalability issues
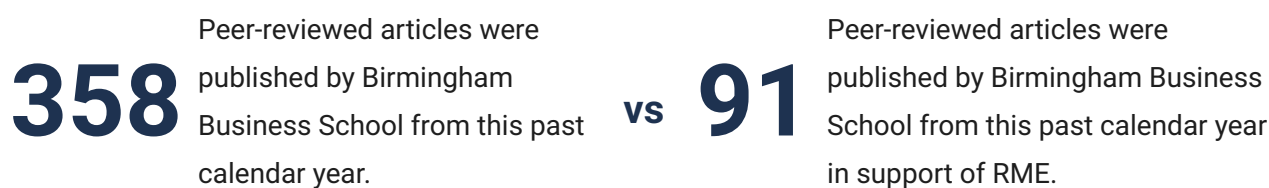
❖ Student engagement concerns

❖ Time constraints

Research

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

✎ How We Define Research

For BBS, research is the pursuit of internationally recognised scholarship and knowledge exchange that addresses key responsible business challenges regionally and globally. This is achieved with the support of an inclusive interdisciplinary research culture and institutional commitment to inspire curiosity and drive transformative change in responsible business practice.

Research vs Research for RME/Sustainable Development

358 Peer-reviewed articles were published by Birmingham Business School from this past calendar year.

vs

91 Peer-reviewed articles were published by Birmingham Business School from this past calendar year in support of RME.

Research Funding

In 2024, Birmingham Business School was awarded funding for research that is:

National   **Regional**   **International**   **Institution Specific**   **Local**
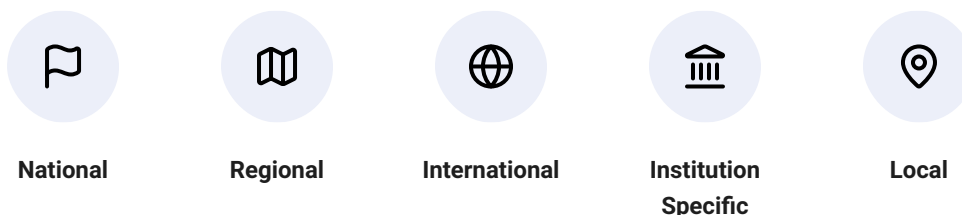
Socializing Research

In 2024, Birmingham Business School contributed research findings to:

❖ Open-access platforms
❖ National media
❖ Local media
❖ International media
❖ Industry and business networks
❖ Government and policy makers
❖ Community organizations

Research Projects

In 2024, Birmingham Business School reported 4 research projects that implemented responsible or sustainable activities.

Africa Centre of Excellence for Sustainable Cooling and Cold-chain (ACES) Phase 4

Period Covering: July, 2023 - June, 2026

Department: Management

Sub-Saharan Africa experiences up to 50% post-harvest food loss, leading to significant nutritional and economic challenges. The Africa Centre of Excellence for Sustainable Cooling and Cold-chain (ACES), based at the University of Rwanda's Rubirizi Campus, addresses this issue by serving as a central hub for research, training, policy support, and technology development focused on sustainable cooling and cold-chain solutions.

ACES is a pioneering initiative developed through a partnership between the Governments of Rwanda and the UK, the United Nations Environment Programme, and a consortium of leading UK universities, including the University of Birmingham. With over $20 million in seed investment, ACES aims to deliver scalable, fit-for-market solutions that enhance food quality and safety from farm to fork, while also supporting vaccine cold-chains and broader climate and development goals.

Using a hub-and-spoke model, ACES connects its Kigali campus with Specialised Outreach and Knowledge Establishments (SPOKEs) across Africa, starting with Kenya. These SPOKEs demonstrate solutions, provide technical assistance, and cascade knowledge to local markets. Additionally, Community Cooling Hubs (CCHs) - energy-efficient, climate-friendly pack-houses - are being deployed near farms to support rural communities and reduce food loss.

ACES contributes directly to global and national objectives, including the UN SDGs, the Paris Climate Agreement, the Kigali Amendment, and Africa's Agenda 2063.

Project Team
Leyla Sayin – Co-Investigator
Toby Peters – Principal Investigator
Christopher Green – Co-Investigator
Paul Lewis – Co-Investigator
Liza Jabbour – Co-Investigator

Defining and Mapping Responsible Business Research

Period Covering: August, 2023 - September, 2025

Department: Management | Marketing | Accounting | Finance | Economics | Strategy and International Business

As a key part of the Birmingham Business School's commitment to responsible and sustainable business practices, the Centre for Responsible Business aims to work internally and externally to promote PRME-related research and engagement. In 2024, the Centre's newly appointed directors, Paul Lewis and Caroline Moraes, began a project to define and map responsible business. In doing so, they aimed to develop a version of responsible business that was highly inclusive of business colleagues' diverse research interests and expertise.

The project involved an initial survey of all staff and a departmental "roadshow." This was followed by a period of internal consultation with school colleagues, with more than 70 academics from across every department of the School expressing an interest in becoming new Associates of the Centre. By doing so, they confirmed their willingness to be part of how the Centre develops, how they can contribute to the life of the Centre, and how they would like the Centre to support their work. The process also included an initial workshop to establish the academic foundations for the centre in a collaborative manner (3rd July 2024).

Through consultation with these Associates, the Centre has begun to develop a new but ever-evolving narrative. This included a comprehensive mapping of responsible business research across the school and a formal responsible business definition. Together, these documents reflect a collective, pluralist perspective on responsible business, addressing the School's need for a responsible business definition in line with the requirements of accreditation bodies, partner institutions, the University and the School's own values and mission. This foundational work has enabled the Centre to establish what responsible business means for the school and develop a new layout and content for the Centre's website.

Building on this, the Centre hosted a second workshop with its Associates (6th November 2024) to develop its five strategic research areas: *Defining the academic foundations of responsible business, Examining and measuring responsible business, Imagining possible production and consumption futures for responsible business, Shaping responsible and sustainable innovations and technologies, and Engaging through the responsible business education lab. These* are very much a result of the collaborative work encouraged by this project.

Project Leads:
Professor Paul Lewis
Professor Caroline Moraes

Decolonising the Business School

Period Covering: August, 2021 - September, 2025

Department: Cross-departmental

In 2021, Birmingham Business School (BBS) launched a three-year project to decolonise its operations, aiming to embed responsible business practices and inclusive values across teaching, research, and daily activities. This project responds to the growing recognition of colonial legacies within Western academic structures, particularly in Business Schools, and seeks to dismantle Eurocentric and hegemonic systems of thought.

The project adopts an action research approach grounded in context, collaboration, inclusivity, and continuous reflection in order to promote a safe space for dialogue and co-creation. It involves critically examining curricula, teaching methods, research agendas, partnerships, and institutional practices to uncover and challenge colonial influences in the particular context of BBS. The School is committed to fostering lifelong learning and reflexivity among staff and students, developing new decolonised practices, and conducting research to evaluate the impact of these changes. Ultimately, the project aims to reimagine the Business School as a more equitable, just, and inclusive environment.

Fostering decolonial perspectives and practices in the Business School

Understanding decolonial perspectives across disciplines, academic careers and the wider research culture

As part of the project, the BBS decolonisation project team undertook QR funded research with 45 academics at BBS to understand their perspectives about decolonisation across disciplines and career pathways and the wider research culture. This uncovers a set of positions from support to ambivalence and opposition that could be explained by intersecting elements of personal and professional identities, some of them linked to colonial legacies. These findings have generated unique insights for decolonisation research and practice that have fed into the project and were presented at international conferences such as the European Group for Organisation Studies and the British Academy of Management in 2024.

Using creative methodologies as a way to create decolonial dialogue

One key element of the BBS decolonisation project has been to adopt a co-creative and collaborative approach with students and academic and professional services colleagues within the School through the use of creative methodologies. Some of this work has been done in partnership with external organisations. For example, in 2024, the team worked with a Theatre group, New Vic Borderlines to use cultural animation to generate conversations and concrete actions around the creation of inclusive communities within professional services. The decolonisation team led by Anita Lateano also worked with a BBS colleague, Fatos Ozkan Erciyas, an external practitioner, Clarice Mentzger, a postgraduate student, Fariha Uddin, and two undergraduate students, BSc Economics graduates Eva Doherty and Eesha Khurram, who participated in the BBS Student Research Internships, to explore how students at BBS experienced spaces within the School. Poetry workshops were run to complement a student survey in order to more fully capture the students' experiences. Using such creative approaches created different types of dialogues, more decolonial in nature, that fostered a greater sense of community and willingness to take action amongst colleagues and students. Insights from this work have been presented at national and international conferences such as the 2024 UCL Conference on Reimagining Higher Education Journeys of Decolonising and the 2024 MacroMarketing Conference.

Decolonisation Across Universities: Strategies, Challenges and Outcomes

In March 2024, Dr Sharin McDowall-Emefiele from the Department of Economics organised an interdisciplinary seminar sponsored by the decolonisation team to discuss diverse strategies, challenges, and outcomes associated with the ongoing efforts to decolonize the higher education curriculum in the UK. This seminar gave an opportunity to learn from and share with other disciplines with speakers from the biomedical sciences (Dr Alice Ronson and Dr Bronwen Burton, University of Bristol) and Law (Dr Joycelin Eze-Okubuiro, University of Leicester.

Decolonising Assessments in Teaching: Rethinking How We Evaluate

In May 2024, BBS also hosted *Decolonising Assessments in Teaching: A Collaborative Exploration*, a workshop designed to rethink how we assess learning in ways that reflect broader, more inclusive understandings of intelligence and achievement.

The session opened with a critical look at how colonial legacies continue to shape academic assessment from organiser Dr Kelly Rogers from the Department of Management. External speakers Dr Sara Gracey and Dr Steve Grice enriched the discussion with examples from engineering education, including projects that integrate indigenous knowledge and challenge traditional notions of academic rigour.

Participants explored practical alternatives to conventional assessment methods, such as reflective journals, community-based projects, and cross-cultural case studies, across disciplines like leadership, HRM, and global management. These examples highlighted how assessments can better reflect diverse student experiences and learning styles.

The workshop emphasised the importance of inclusive content, culturally relevant evaluation, and continuous feedback. It offered a space for experimentation and dialogue, supporting the School's commitment to building more equitable and responsive teaching practices.

Business History through the Looking Glass of [De]colonisation

Spring 2024 saw the launch of the *Business History through the Looking Glass of [De]colonisation* seminar mini-series. Led by Dr Ann-Christine Frandsen and a team of colleagues in Accounting and Strategy and International Business and in association with the wider decolonisation project, this series aimed to deepen awareness of the historical foundations of business knowledge and their ongoing influence. Through presentations by business, management, and financial historians from within and beyond BBS, the series explored how historical perspectives can illuminate both colonising and decolonising processes: past, present, and future.

The seminars showcase diverse, transdisciplinary research and offer "histories of the present" that challenge conventional narratives. Speakers included Professor Stephen Cummings on the topic of indigenous management knowledge, Dr Alexandre Faria on decolonizing-recolonizing experience from Latin Americas, and Dr Chandana Alawattage on How Colonial History Continues. The series was rounded off with a "medley" session with multiple short but informative presentations on the various ways historical research can contribute to the decolonization agenda.

Together, these events provided valuable insights into how historical thinking can be integrated into teaching and curriculum development, supporting the School's broader goal of reimagining business education through a decolonial lens. This mini-series has proven to be a vital space for reflection, dialogue, and innovation, reinforcing the School's commitment to creating a more equitable, just, and inclusive academic environment.

Decolonial Dialogues podcast mini-series

Launched in collaboration with BBS Economics graduate Susan Njuguna, Birmingham Business School's new podcast series directed by Anita Lateano explores decolonisation through a range of voices and experiences. From students and educators to researchers and business leaders, each episode offers a unique perspective on what decolonising means in practice and why it matters.

The series opens with a foundational discussion on the aims of the School's three-year decolonisation project, followed by themed episodes featuring contributors such as Professors Bobby Banerjee and Donna Ladkin, Dujon Smith from Accenture, and members of the BBS Decolonisation Project team. Topics range from curriculum reform and inclusive research to leadership and lived student experiences. Designed to spark reflection and dialogue, the podcast invites listeners to consider their own role in shaping a more equitable education and business environment. Available now on SoundCloud, it's an accessible entry point into the wider decolonisation journey underway at BBS.

The BAM Guide to Decolonising the Business School Curriculum

Through the leadership of Professor Stephanie Decker, Birmingham Business School's decolonisation project has directly informed the development of the *British Academy of Management Guide to Decolonising the Business School Curriculum*. Launched at BAM's Annual Conference in September 2024, the guide draws on several outputs from the BBS initiative, referencing them as practical resources for educators and institutions seeking to embed decolonial principles into their teaching. This contribution reflects the School's growing influence in shaping national conversations around inclusive and responsible business education.
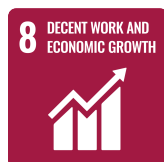
Project Team:
Dr Caroline Chapain
Dr Emma Surman
Dr Rweyemamu Alphonce Ndibalema
Ms Anita Lateano

| 4 QUALITY EDUCATION | 5 GENDER EQUALITY | 8 DECENT WORK AND ECONOMIC GROWTH | 10 REDUCED INEQUALITIES |

Smuggling along the new silk road: The role of Global Trade Hubs (GTH)

Period Covering: September, 2024 - September, 2026

Department: Management | Accounting

The new maritime Silk Road, part of the Belt and Road Initiative (BRI) launched by the current Chinese president 10 years ago, has been an essential tool of soft power for China and has contributed to the growth of established trade hubs and the development of new ones. We define Global Trade Hubs (GTH) along the maritime silk road as states for which trade represents an economic activity that, in terms of value, is superior to the Gross Domestic Product of the country and/or countries where new port infrastructure able to welcome large-size containership have recently been developed. These countries/cities are essential platforms to facilitate international trade between Europe and Asia. They have constructed a combination of physical assets (ports, airports, roads and/or rail connections), legal frameworks, dedicated services and institutions strongly supporting their roles in moving goods.

The project evaluates the role of Global Trade Hubs (GTH) along the maritime Silk Road in facilitating illicit activities, particularly smuggling, leveraging proven methods based on mirror trade statistics. By comparing these findings with existing assessments of illicit activities and flows, the project aims to provide insights into the potential risks associated with GTH involvement in illicit financial flows (IFFs). Additionally, the study explores the concept of stigma attached to certain trade hubs, such as the Seychelles, analysing its emergence and persistence.

The outcomes of this research carry significant implications for national and international policymaking regarding the risk assessment and categorisation of GTHs in relation to potential exposure to IFFs, and offers insights to guide future policy decisions.

This project is funded by the UK's Foreign, Commonwealth & Development Office (FCDO) under the Serious Organised Crime and Anti-Corruption Evidence (SOC ACE) research programme.

Project Team:
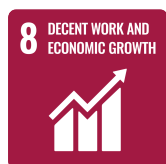Professor Sami Bensassi (PI)
Dr Arisyi Fariza Raz
Dr Adam Nix
Dr Maya Konovalova
Dr Adam Blanden

Dr Yangjun Han

Research Awards

In 2024, Birmingham Business School was awarded 3 research awards for responsibility- and/or sustainability-related research.

🏆

Mid-career Output Award: Service supply chain resilience: a social-ecological perspective on last-mile delivery operations

Granter: Birmingham Business School

Grantee: Yong Lin

Award Description:

Manuscript title: Service supply chain resilience: a social-ecological perspective on last-mile delivery operations

🏆

Best Paper Award: Reconfiguring accounting for climate change: Tracing outcomes and government budgeting

Granter: International Congress on Social and Environmental Accounting Research

Grantee: Raeni Raeni, Ian Thomson, and Ann-Christine Frandsen

Award Description:

Manuscript title: Reconfiguring accounting for climate change: Tracing outcomes and government budgeting

🏆 Charles R. Goeldner Article of Excellence Award

Granter: Journal of Travel Research

Grantee: Raphaël Akamavi, Fahad Ibrahim, and Raymond Swaray

Award Description:

Manuscript title: Tourism and Troubles: Effects of Security Threats on the Global Travel and Tourism Industry Performance (https://doi.org/10.1177/00472875221138792)

Research Presentations Related to RME and/or Sustainability

In 2024, Birmingham Business School gave 7 research presentations related to RME and/or sustainability.

## Responsibilization and the Management of EDI-Related Misconduct | [DOI](#)

Authors: Olivia Tomlinson | Adam Nix | Jennifer TyreeHageman

Date of publication: August, 2025

Presented at: National or international academy of management

Department: Management

This paper argues that by placing too much responsibility for interpersonal misconduct on individual actors, organizations fail to address their EDI performance fully. Specifically, while progress has been made on positive EDI issues like workplace diversity, the management of EDI-related misconduct is often transferred to individuals. We use qualitative responses from a large national survey of UK workers to explore how employees experience responsibilization and perceive organizational responses and expectations around EDI-related misconduct. Our findings suggest that, in many organizations, individuals (employees, managers, customers) are placed in a position of responsibility for interpersonal relationships. We connect this to the notion of responsibilization, which sees institutional actors place autonomy and agency for moral issues on individual actors. Our findings contribute by conceptualizing EDI-related misconduct as a failure of responsibilization, whereby routinized inaction and symptom-solving contribute to unsatisfactory outcomes for targets and witnesses.
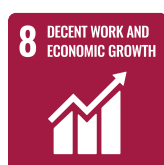
The Pervasive Instability of Online Sustainable Shopping

Authors: Fiona Spotswood | Caroline Moraes | Tim Kindberg | Chris Priest

Date of publication: September, 2025

Presented at: 12th EIASM Interpretive Consumer Research Workshop

Department: Marketing

This research advances a theorisation of the practice transformation processes that sustainably-oriented fashion consumers enact when attempting to shop sustainably online. The environmental and social costs of the fashion industry are widely acknowledged to include significant ecological and human suffering (Pal and Gander, 2018; Olson, 2022). However, limited broadscale cultural support exists for sustainable alternatives to buying new and cheap fashion products (Mukendi et al., 2020). Sustainable marketing is failing to address 'throwaway' consumer culture (Gupta and Gentry, 2018) and our "see-now-buy-now society" (Mukendi and Henninger, 2020, p.457). Fostering consumption change towards better sustainability is deeply challenging, despite the growth of consumer concern about climate change (Mukendi et al., 2020; Mukendi and Henninger, 2020).

Sustainably-oriented consumers' pro-environmental behaviours are context-specific and can be contradictory (Spaargaren, 2013; Carrington et al., 2014). Accordingly, recent research suggests that sustainability is not part of fashion consumption, even for consumers with positive 'eco-attitudes' (Magnuson et al., 2017; Olson, 2022). Sustainability is perceived to conflict with the wide choice, low price and fast cycles that consumers expect from fashion retailers (Perry and Chung, 2016; Rausch and Kopplin, 2021) and the hedonic values it fosters.

Existing research illuminates how sustainably-oriented fashion consumers are increasingly boycotting fast fashion and forming prosumer communities (Alhashem et al., 2020; Cervellon and Wernerfelt, 2012; Shen et al., 2014). However, scant research exists on the experiences of sustainably-oriented fashion consumers who continue to navigate the challenges of fashion shopping online (Connell, 2019). Indeed, increasing numbers of people buy fashion online (Guillen-Royo, 2019) and there is growing infusion of marketing and retail with social media, which presents increasing opportunities for consumers to engage passively with fashion marketing and shopping (Nash, 2019). Further research is needed to examine what changes are required to online shopping practices in order to foster more sustainable consumption and marketing. Therefore, in this work we address the following research question: how do sustainably-oriented consumers enact online shopping practices, and how are their attempts at sustainable shopping enabled or constrained?

We address our research question using a practice theories lens (Warde, 2005), understanding online fashion shopping as a practice performed through the integration of fashion competences, the digital-material arrangements of online platforms and the shared cultural understandings about what it means to 'do' online fashion shopping. We focus on the way online fashion shopping is configured to understand how sustainability is locked out of this practice. Through five phases of interpretive qualitative research including 58 participants, our findings show that sustainably-oriented fashion

consumers accrue a habituated 'reflexive commitment to sustainability', a type of critical-reactive reflexivity that builds on Thompson et al.'s (2018) reflexivity types. This reflexive commitment destabilises routinised online fashion practices, which can no longer be enjoyed as pleasurable, exciting and impulsive. Adaptation is attempted in various ways, guided by new 'rules' including a shift from scrolling to searching, and constricted brand constellations. Yet, sustainable online fashion shopping fails to gain traction and remains unsettled and unsatisfactory, in part due to the continuous accrual of knowledge and scepticism that fuels enhanced reflexive commitment to sustainability, and in part due to the difficulties consumers face when trying to integrate alternative sustainable goals with available online shopping practice elements.

This work contributes an original understanding of the challenges that sustainably-oriented fashion consumers face as they attempt to shop online in more sustainable ways. This contribution is significant, as it can help devise interventions and policies to support the demand for sustainable fashion and enable the fashion industry to "change its unsustainable nature" (McNeill and Moore, 2015, p.212).

A simulation approach to investigating disruption events in a food supply chain

Authors: Andrew Greasley | Daniel Chicksand

Date of publication: September, 2025

Presented at: 13th International Conference on Simulation and Modelling in the Food and Bio-Industry

Department: Management

This article covers the use of discrete-event simulation to investigate disruption events in a supply chain that delivers fresh milk as a raw material to a confectionery manufacturer. A supply chain disruption framework is presented that identifies the elements required to meet the challenge of using discrete event simulation in this role. The framework is then deployed to show the application of discrete event simulation in a food supply chain context. The article indicates challenges of using discrete-event simulation in this way, including the representation of rare disruption events and a time-based interpretation of supply chain resilience.

Researching Wrongdoing and Irresponsibility Using Historical and Retrospective Approaches

| [DOI](#)

Authors: Adam Nix | Nicholous Deal | Andrew Smith | Emily Buchnea | Ian Jones | Hamid Foroughi | Rajiv Maher | Ellen Shaffner

Date of publication: August, 2024

Presented at: National or international academy of management

Department: Management

This presenter symposium provides a space for scholars from different areas of the Academy to come together to explore the potential gaps, linkages, and overlaps that exist at the intersection of research on organizational wrongdoing and irresponsibility and a methodological or conceptual engagement with the past. Specifically, we draw on a range of divisional experiences and approaches to explore (i) how organizations account for and manage their problematic past and (ii) the role memories and memory work play in historical and ongoing cases of wrongdoing. In doing so, the symposium will highlight the particular affordances and challenges that the past represents for understanding and tackling wrongdoing and irresponsibility. Three presentations will demonstrate specific historical and retrospective approaches, showing their potential value to organizational wrongdoing and irresponsibility research. Finally, we provide a space for dialogue on future directions and opportunities that stem from the intersection of these themes.

Organiser: Adam Nix – Birmingham Business School, U. of Birmingham, UK
Discussant: Nicholous Mark Deal – Mount Saint Vincent U.
Presenter: Andrew D A Smith – Birmingham Business School, U. of Birmingham, UK
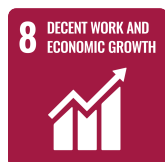Participant: Emily Buchnea – Newcastle Business School, Northumbria U.
Participant: Nicholas Wong – Newcastle Business School, Northumbria U.
Participant: Ian Jones – U. of York, UK
Presenter: Hamid Foroughi – Warwick Business School
Participant: Rajiv Maher – EGADE Business School, Tecnologico de Monterrey
Presenter: Ellen Shaffner – Mount Saint Vincent U.

AI, the Firm and the Circular Economy: Towards a Maturity Model

Authors: Donghao Huang | Yuanzhu Zhan | Christopher Lonsdale

Date of publication: August, 2024

Presented at: National or international academy of management

Department: Management

Despite the climate imperative of a transition to a circular economy, current literature finds that companies globally are being slow to engage with such a transition. In this context, our paper that conducts a thematic review explores how artificial intelligence (AI) might accelerate companies' circular economy transition. In a departure from the dominant approach within the literature that adopts the product life cycle as its unit of analysis, the authors frame the potential of AI here in terms of how it might accelerate companies' journeys toward greater CE maturity. A maturity model is advanced, identifying four stages of company CE maturity, and then different AI techniques are applied to each of the stages, providing for managers and executives a guide to adopting the correct AI technique for the maturity stage they are at. As well as contributing to the literature by interpreting the potential use of AI in the CE context in this manner, the paper also makes a contribution via a novel method of undertaking a literature review. In the paper, the authors themselves utilise AI, via a machine learning algorithm that optimises manual classification outcomes. This method provides greater objectivity to a review based upon 601 papers and its use here points towards its future research potential.

A transparency-based project management framework for achieving environmental goals in green projects

Authors: Ambi Ambituuni | Hannan Amoozad Mahdiraji

Date of publication: September, 2024

Presented at: National or international academy of management

Department: Management

Green projects prioritise environmental sustainability, conservation, and responsible resource management. However, even green projects with the strongest environmental intentions can give rise to certain environmental harms. Environmental harms are not unique to green projects, but the fact that green projects produce green harms presents a specific challenge for project management practice. In this developmental paper, we argue for the need to emphasise transparency in green projects using agile project management (APM) to build trust, align project visions with stakeholder expectations, and safeguard against greenwashing. We present the outcome of a systematic literature review of 63 articles achieved through a Large Language Model integrated via LangChain code written in Python. We identify APM transparency drivers, namely, open communication, stakeholder involvement, accountability, monitoring, coordinating, and traceability. Theoretically, we argue that these drivers potentially position APM methodologies as suitable for enhancing transparency of environmental goals in the delivery of green projects.

Sustainable Development and Transition in Business Support: A Case Study of the UK Catapult Network

Authors: Juliane Schwarz

Date of publication: August, 2024

Presented at: National or international issue or theme-specific conference

Department: Economic Development

The objective of this study is to look at sustainable development within business support and how the transition to a low-carbon future is directly and indirectly addressed in incubation, acceleration and financial start-up provisions. The research questions are:

• How are sustainable development and transition embedded in business support interventions (both methodically and unintentionally)?
• How can this be further enhanced?
• How many of these are sector-specific?
• How can it be applied to other sectors?

These questions are addressed in a case study of the UK Catapult Network, a network of publicly funded technology and innovation centres aiming at strengthening the UK's capability for innovation in various sectors. Data consists of policy and strategy documents review, interviews with stakeholders within individual Catapults and businesses supported.

Initial findings suggest that business support interventions in the Catapults are expectedly 'traditional' aiming at helping new ventures to start up, scale up and succeed in acquiring funding. In addition, some observable practices can be classified as innovations in support of Net Zero transition. From spill-over effects associated with mutual interest and knowledge sharing of founders and owners interested in sustainable products or services to sharing good practices in acquisition and supply chain management. Whereas some of these are sector-specific, for example, wind turbine elements manufacturing or the maintenance of energy networks. However, some could be easily transferred to other sectors or catapults and would greatly benefit from further knowledge sharing within the whole Catapult Network.

Publications Related to RME and/or Sustainability

Researching poverty and austerity: Theoretical approaches, methodologies and policy applications

| DOI

Authors: Caroline Moraes | Morven G. McEachern | Deirdre O'Loughlin

Date of publication: August, 2025

Department: Marketing

Poverty is a complex global challenge rooted in intertwined social, economic and political factors, which excludes people from participating fully in normalised social and market-based activities. The COVID-19 pandemic has exacerbated poverty-related issues such as food insecurity, and growing numbers of people are having to rely on welfare assistance. This pandemic, coupled with austerity measures implemented across many European countries over the past years, has impacted negatively on towns, cities, regions and countries, leaving places and communities depleted. This edited volume curates a collection of relevant research addressing the challenges of poverty and the political-economic measures that perpetuate it. It adopts a cross-disciplinary approach to covering relevant theories, methodologies and policy-oriented research, highlighting the interlinkages between poverty and austerity that have resulted since the 2008 financial crisis. In particular, the book focuses on food

insecurity as one of the most extreme manifestations of poverty but also addresses interconnected issues such as unemployment, homelessness and poor health. The contributors primarily utilise diverse qualitative methods that give voice to lived experiences of poverty while also considering quantitative approaches that are essential for measuring food insecurity and modelling the impacts of austerity. The book will be of significant interest to anyone researching poverty and austerity with an interest in social policy, human and cultural geography, marketing and consumer culture, economic policy, public health and sustainability.

Sustainable and responsible operations management

| [DOI](#)

Authors: Nana O Bonsu | Adam Nix | Jennifer TyreeHageman

Date of publication: September, 2025

Department: Management

We show how teaching operations management through a responsible business lens can help shape sustainable and resilient futures. While researchers and practitioners have long recognised operations management's positive and negative impacts, teaching within this field remains primarily focused on its economic implications. We offer a framework for introducing students to operations management in a way that interprets sustainability and responsible business as vital components. We elaborate on several themes, including sustainable innovation and value creation mechanisms, global supply chain challenges, and the integration of the UN SDGs. We will also present responsible business learning processes and practical methods for building accountable and resilient operations management systems. Through an approach that combines diverse perspectives and experiences, we will explore the role of managers as agents of responsible processes, products, and services embedded in practical purpose-led corporate sustainability, integrated management systems and resource efficiency.

Part of the Edward Elgar *Handbook on Teaching and Learning in Operations Management,* edited by Yufeng Zhang.

Catalysing environmental action: a governance framework for enhancing individual participation in sub-Saharan Africa's plastic circular economy

Authors: Ambisisi Ambituuni | Olubunmi Ajala | Patrick Schroeder | Muyiwa Oyinlola

Date of publication: September, 2025

Department: Management

Plastic waste poses a significant challenge to achieving sustainable production and consumption of resources, particularly in sub-Saharan Africa where effective governance and waste management systems are lacking. In this paper, we develop an empirical understanding of the influence of public governance system on promoting circular economy (CE) for plastic actions among individuals. Through a survey of 1475 participants across five sub-Saharan African countries, we tested five hypotheses drawing on New Governance Theory and CE Action Recipe to explore the relationship between governance and individual's actions supporting CE for plastic. We found that a governance system that supports CE practices and exhibits governance efficiency is positively associated with individuals' actions supporting CE for plastic. The awareness of government policies, laws and regulations, institutions, processes, and programmes have a significant impact on individuals' engagement in plastic circularity practices. The paper's theoretical and governance implications highlight the relevance of public governance in shaping action towards a CE for plastic at the individual level.
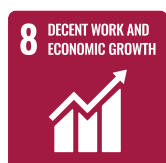
# Eco-innovation and (green) employment: A task-based approach to measuring the composition of work in firms

Authors: Robert J.R. Elliott | Wenjing Kuai | David Maddison | Ceren Ozgen

Date of publication: September, 2025

Department: Economics

This paper examines how different types of eco-innovation activities affect firms' employment patterns. Using a linked employer–employee administrative dataset for the Netherlands we take an individual level task-based approach to differentiate between green and non-green jobs within firms. Our results show that while eco-innovation does not impact overall employment, eco-product innovation does lead to a 19.72% increase in green jobs. The growth in green jobs mainly comes from a compositional shift towards a small yet significant increase in green workers and reduction in non-

green workers. Further analysis suggests that firms that voluntarily undertake eco-innovation create more green jobs but also that it is subsidy-driven policies rather than stricter regulations that drives the increase in green employment.
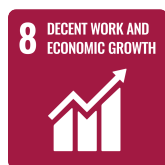
Feminist Corporate Social Responsibility: Reframing CSR as a Critical Force for Good

Authors: Laura J. Spence | Scott Taylor

Date of publication: September, 2025

Department: Management

While corporate social responsibility (CSR) research is now impressively broad, we identify fresh opportunities at the intersection of feminist and critical analysis to reframe this field as a force for good. We focus on the epistemological grounding of CSR in its potential to understand and change how managerial activity is interpreted and influenced for progressive ends. We approach this through a reading of the debate on CSR's limited practical use, to imagine a better methodological and purposeful future for CSR. This involves a different, feminist, political and ethical stance for researchers in relation to CSR as an object, to bring CSR theory and practice into alignment in order to revive its sense of purpose as a driving organizational force for good. Our change-orientated approach is based on a reading of Judith Butler's notion of critique as praxis of values; it is politically aware, reflexive, and focused on the goal of good organization to address grand, often existential, challenges. We conclude by showing how this approach to CSR brings a more transparent way of analysing practice, requiring reflexive action on the part of those working with CSR initiatives both as practitioners and as researchers to co-produce better futures.
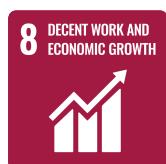
Climate Finance Spillovers and Entrepreneurship in Developing Countries

Authors: Preeya Mohan | Diego Morris

Date of publication: September, 2025

Department: Management

We conduct a multicountry analysis and show that there is a strong and significant positive relationship between climate finance and entrepreneurship, even after controlling for conventional macroeconomic and institutional factors commonly reported in the literature. Specifically, a 10% increase in climate finance is linked with a 2% increase in entrepreneurial activity across most countries. There are important heterogeneities in this nexus as it relates to fossil fuel exporting countries—the main "losers" from a global move away from fossil fuels. We find that although fossil fuel exporting countries exhibit notably faster rates of entrepreneurship growth, the interaction with climate finance in these countries is negatively related to entrepreneurial activity. This finding holds across different types of climate finance—adaptation and mitigation—highlighting its robustness.

Corporate sustainability reporting and information infrastructure

| [DOI](#)

Authors: Indrit Troshani | Nick Rowbottom

Date of publication: September, 2025

Department: Accounting

Purpose
Information infrastructures can enable or constrain how companies pursue their visions of sustainability reporting and help address the urgent need to understand how corporate activity affects sustainability outcomes and how socio-ecological challenges affect corporate activity. The paper examines the relationship between sustainability reporting information infrastructures and sustainability reporting practice.

Design/methodology/approach
The paper mobilises a socio-technical perspective and the conception of infrastructure, the socio-technical arrangement of technical artifacts and social routines, to engage with a qualitative dataset comprised of interview and documentary evidence on the development and construction of sustainability reporting information.

Findings

The results detail how sustainability reporting information infrastructures are used by companies and depict the difficulties faced in generating reliable sustainability data. The findings illustrate the challenges and measures undertaken by entities to embed automation and integration, and to enhance sustainability data quality. The findings provide insight into how infrastructures constrain and support sustainability reporting practices.

Originality/value

The paper explains how infrastructures shape sustainability reporting practices, and how infrastructures are shaped by regulatory demands and costs. Companies have developed "uneven" infrastructures supporting legislative requirements, whilst infrastructures supporting non-legislative sustainability reporting remain underdeveloped. Consequently, infrastructures supporting specific legislation have developed along unitary pathways and are often poorly integrated with infrastructures supporting other sustainability reporting areas. Infrastructures developed around legislative requirements are not necessarily constrained by financial reporting norms and do not preclude specific sustainability reporting visions. On the contrary, due to regulation, infrastructure supporting disclosures that offer an "inside out" perspective on sustainability reporting is often comparatively well developed.

All SDGs included

Energy abundance, the geographical distribution of manufacturing, and international trade

Authors: Robert J. R. Elliott | Puyang Sun | Tong Zhu

Date of publication: June, 2024

Department: Economics

One of the main challenges of the current energy transition is how countries can deliver a low-carbon future while at the same time ensuring they can meet an ever growing demand for energy. This paper investigates how the spatial distribution of endowments of energy resources influences the location of firms and their subsequent exports. Employing a pseudo-endowment approach, we measure energy abundance using province-sector-year input data for Chinese provinces from 2006 to 2010. Our results suggest that energy abundance has a positive and significant impact on the location of industrial production, especially for energy intensive sectors. Nonetheless, the impact of energy abundance on trade flows is much smaller than on production shares, in terms of both the magnitude and significance. Further analysis explores how an uneven distribution of new coal mines, fuel prices, and

policy-driven shocks affect the location of production and trade. Our study contributes to understanding the economic consequences of the energy transition, particularly regarding the phase-out of traditional energy sources such as coal and its impact on firm location and trade flows.

Climate-related discussions on social media: critical lessons for policymakers

| [DOI]

Authors: Anandadeep Mandal | Akshay Kaushal | Animesh Acharjee

Date of publication: June, 2024

Department: Finance

Climate change is a complex global issue that requires widespread understanding, support and collaboration for effective solutions. This research delves into the crucial role of communication in tackling climate change and reaching net-zero goals. Leveraging advanced machine learning techniques, we focus on 10 core climate change topics derived from social media conversations over time. This analysis underscores the importance of a holistic and interconnected approach, involving a diverse array of policies at local, national and global levels to combat climate change effectively and attain net-zero objectives. We offer key policy suggestions that can significantly contribute to this vital cause.

Do Titans Deliver the ESG Promise? Societal Recognition and Responsible Corporate Decisions

| [DOI]

Authors: Hisham Farag | Santosh Koirala | Di Luo | Sandeep Roa

Date of publication: November, 2024

Department: Finance

Distinguished societal recognition can influence corporate decision-makers to act responsibly. We exploit this unique sociological attribute of UK firm board members and examine the impact of honorary titles on the firm's environmental, social and governance (ESG) performances. Using the

peerage and honorific titles of board members of public UK firms from 2002 to 2020, we demonstrate that firms wherein board members have a title of honour are associated with higher ESG performance. We also document a positive contagion effect of titleholders on other board members, which contributes to firms' ESG performance. Our findings align with theories of resource dependence, upper echelons and peer effects postulations and highlight the importance of societal recognition in shaping corporate decisions towards sustainability.

All SDGs included

Research Voices

The following statements demonstrate ways in which researchers at Birmingham Business School bring sustainability and responsible management into their research.

PhD Researcher

My PhD looks at how complex, 'wicked' problems faced by certain social professions can be resolved by leadership underpinned by epistemic virtues. Learning that BBS prioritises the PRME and encourages doctoral students to do the same in our research felt like a wonderful cohesion of interests and intentionality. Spurred on by this, and supported by the Business School, I attended the PRME UK&I doctoral colloquium and conference at Exeter University in 2024, presenting two papers to a wider audience. One of these considers the ethical role of the technology sector, identifying how organisational values can offer ethical guidance within a sector that lacks a rigorous moral framework. Thus, while the industry is often accused of 'ethics washing', causing substantial harm to numerous people, individual organisations appear able to influence the moral conduct of their employees through effectively enacting organisational values. Through PRME, I felt supported to submit my paper for publication, and it is currently undergoing second review. I have also developed my second paper—exploring the importance of intellectual humility in leadership—and will present it at a paper-development workshop in September, after which I intend to submit it for publication. I am grateful for the support received through BBS and their prioritisation of the PRME principle, which has afforded opportunities to present on my work and engage in invaluable discussions to develop my thinking, writing, and teaching in the area of responsible management.

Andrew Maile*, Post-graduate Research Student, Department of Management*

Director of Research and Knowledge Exchange

Responsible Business is the central tenet of Birmingham Business School's research strategy. Our responsible business identity is consistently reinforced and advocated in all external and internal research communications, for example, accreditation body applications, our national research evaluation exercise (REF2021 and the upcoming REF2029), evaluation of the research element of staff appointments, when prioritising applications for internal research seed funding, and internal research awards. This is something that we, as one of the largest and leading research intensive business schools and one of the most successful Russel Group business schools take very seriously. It is central to our seven research centres who all contribute to the UN PRME's seven principles. Given the size of our research faculty (over 200persons), our responsible business research underpins our role in demonstrating best practice, inclusive leadership, research based education and the civic role that we have in delivering inclusive prosperity.

Professor William Green, *Director for Research and Knowledge Exchange*

Research Barriers

In 2024, Birmingham Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges
- ❖ Publishing barriers
- ❖ Participant recruitment
- ❖ Time constraints
- ❖ Technology and resource access

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

✎ How We Define Partner

For BBS, partnership represents to cultivation of supportive and collaborative relationships that span business, government, civil society, and academia to enhance the impact of responsible business scholarship on society, economy, and industry, and provide opportunities to enhance responsible management education and practice.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Times Higher Education (THE)
- ❖ Quacquarelli Symonds (QS)
- ❖ United Nations Global Compact non-business signatory
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ PRME Global Students

Partnerships

The following provides more details on 2 key partnerships at Birmingham Business School.

Capgemini Community Challenge

The Capgemini Community Challenge represents a unique and impactful partnership between Capgemini and Birmingham Business School, offering undergraduate students an immersive consultancy experience that blends professional development with social impact. This initiative empowers students to deliver real-world solutions to third-sector organisations, fostering both business acumen and community engagement.

Hosted at Capgemini's state-of-the-art client-solutions facilities in Telford, the week-long Challenge enables students to work in teams to address tangible issues faced by charitable organisations. Whether developing marketing strategies, enhancing IT infrastructure, or tackling fundraising challenges, participants gain hands-on experience in consultancy while making a meaningful

difference to the organisations they support. Examples of some of the charities students have worked with include the Ironbridge Gorge Museum Trust, Age Concern, Air Ambulance, and Shropshire Wildlife Trust.

What makes this partnership distinctive from other forms of work experience is the fully immersive approach that blends real-world consultancy with social purpose. It places students in direct collaboration with charitable clients, supported by dedicated Capgemini mentors, to deliver actionable solutions in just one week. The Challenge also includes pre-event training, continuous feedback, and post-programme career support, creating a transformative experience that not only develops professional skills but also fosters long-term connections and community impact.

Capgemini's commitment to inclusion and responsible business practices is also reflected in its support for the Challenge. As a Disability Confident Employer and a member of the Valuable 500, Capgemini ensures that the Challenge is accessible and inclusive, championed by Corporate Vice President and UK COO Billie Major, who personally engages with students during the week.

The Challenge also aligns with Birmingham Business School's emphasis on employability and experiential learning. Students who participate are eligible to receive recognition through the Birmingham Award, and can use the experience to fulfil requirements for the Professional Development Module, further integrating the Challenge into their academic and career pathways.

Capgemini actively works with the University to keep in touch with all the students who come through on the challenge. This includes social events, assistance with professional development, and further placement opportunities at Capgemini. Many of the students go on to work at Capgemini each year, with the whole Challenge now coordinated by those who underwent it themselves, bringing everything full circle. Furthermore, the students and the charities often remain in touch leading to ongoing initiatives between them, whereby students have continued to support them with the rollout of their proposed solutions.

"The great joy of the Challenge for me is witnessing how committed the students become to their assigned charity client. They take their mission to heart and seek to achieve above and beyond for them."
Andrew Miles
Challenge Convener, and Head of Corporate Relations, Birmingham Business School

Student testimonials highlight the transformative nature of this partnership, with many citing increased confidence, improved client management skills, and strengthened professional networks. The Challenge not only enhances the student experience but also exemplifies how working with our partners drives social value and educational excellence.

By embedding consultancy, collaboration, and community impact into its framework, the Capgemini Community Challenge stands as a model for integrating real-world learning into higher education. It inspires future leaders to place social value at the heart of responsible management, while generating innovative solutions for charities and enhancing students' professional development. As one of Birmingham Business School's flagship partnerships, it reflects the vision of our Business School to "Promote Curiosity and Thought Leadership for Responsible Business."

Business in the Community

The partnership between Business in the Community (BITC) and Birmingham Business School exemplifies a dynamic and evolving collaboration dedicated to advancing responsible business practices and sustainability across the West Midlands and beyond. Rooted in shared values of equity, inclusion, and ethical leadership, this partnership bridges academia and industry to foster meaningful change.

A central part of this collaboration is the School's active membership of the BITC's West Midlands Regional Leadership Board, where academic leaders, such as Professor Paul Lewis, have played a decisive role in shaping regional priorities. Paul's contributions in 2024 helped define the 2025 vision, establish measurable outcomes, and ensure that initiatives aligned with both BITC's strategic objectives and the practical realities faced by member organisations.

The partnership also extends into educational and research domains. Birmingham academics, such as Professor Daniel Wheatly, have contributed to BITC's AI Lab Series, offering workshops and thought leadership that explore the ethical and responsible use of artificial intelligence in the workplace. These sessions not only upskill business leaders but also embed academic research into practical, responsible management applications. Additionally, Birmingham's previous involvement in BITC's Responsible Business Tracker and the Race at Work Charter has also continued to inform research within the School (see, for instance, Tomlinson et al., 2025), demonstrating the mutual benefits of this collaboration.

Further collaboration in 2024 includes the co-development of BITC's Inclusive Procurement Maturity Model (IPMM). This provides businesses with a structured approach to embedding diversity, fair access to opportunity, and inclusion into their supply chain. It also helps businesses benchmark their progress against industry best practices and promotes transparency and collaboration for responsible supply chains. Researchers from Birmingham played a key role in providing the evidence base from which the model is developed, including initial survey design and data analysis.

The Business School has also supported BITC events, hosting the organisation's Directorate Day at The Exchange in April 2024. BBS academics, including Professor Caroline Moraes and doctoral student Nick Bailey, shared research insights on topics such as the cost-of-living crisis and poverty,

issues related to youth employment and upskilling, gender inequalities in the workplace, as well as challenges related to sustainability transitions. This initiated further discussions exploring the co-creation of research projects, with BITC's AI Lab Series under consideration currently as part of a knowledge transfer partnership project.

Together, BITC and the University of Birmingham are setting a benchmark for how academic institutions and business networks can co-create solutions for a more inclusive, ethical, and sustainable future. The partnership not only demonstrates the aligned values both parties have in promoting responsible management but is also driving systemic change across sectors.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Birmingham Business School support sustainability and responsible management education.

Social Media Resilience

In a world shaped by algorithms, Social Media Resilience (SMR) believes every person deserves to be protected from digital harms and online influence, to thrive online and live on their own terms. We work with schools, teachers, parents, and organisations to turn complex knowledge about digital harms into practical skills and behaviours that create lasting change.

This is why our partnership with the students at Birmingham Business School has been such an exceptional experience. The students brought the academic rigour of their master's studies into our organisation, helping us translate academic insight into tangible strategy and action. Their projects combined deep domain knowledge with fresh perspectives, enabling us to strengthen our approach and think differently about the impact we are creating across industry sectors.

It has been a privilege to work with such motivated and thoughtful students, who embraced the challenge with confidence, applied lateral thinking in a complex and less-defined industry and delivered with independence. Their contributions have left a lasting impact on SMR, and we hope the experience proved equally valuable to their own learning journey. SMR is looking forward to it's ongoing partnership with The University of Birmingham Business school and its students for years to come.

Abi Edmunds, *Social Media Resilience*

Capgemini Community Challenge

We've collaborated with the University of Birmingham since 2012 to deliver the annual Community Challenge event. This initiative pairs 25 students from the university with local charities to understand their challenges and design solutions to help the charities overcome them.
This event benefits everyone who takes part – students gain real-world experience and develop new skills, charities get tangible deliverables and strategic support, and Capgemini gives back to the community by the support provided to the charities, as well as providing valuable work experience, career opportunities and mentorship to the leaders of tomorrow.

The 2024 event saw students make a real impact for 5 charities in the spheres of education, training, sport, and sustainable woodlands. The quality and range of deliverables produced in just one week were a true testament to their hard work. Students delivered and proposed solutions including fundraising proposals, social media strategies with ready-to-use content, market research analysis, marketing collateral, and website re-designs to improve accessibility. It was truly inspirational to see how fully the students immersed themselves in the experience and how much they delivered for the charities they worked with.

Since its inception, over 300 University of Birmingham students and over 50 charities have taken part in the Community Challenge.
Over 50 students have also gone on to secure internships, placements, or permanent roles with Capgemini.

Billie Major, *Capgemini UK Chief Operating Officer & Community Challenge Sponsor*

Business in the Community

Business in the Community is the UK's largest and oldest responsible business network. Our members span across all business sectors, and our network reaches across community organisations, local and national authority stakeholders and education providers. We convene businesses to share challenges and best practice to tackle the most pressing issues in our communities. We support businesses to strategically embed responsible business across all functions and be a force for good in society.

Our academic partners play a critical role in this, and since the University of Birmingham came into membership, they have supported us through the creation of the Responsible Business Tracker – a granular assessment of responsible business practice that provides valuable insight for members to understand how to improve their strategic approach to responsible business. In addition, Prof. Paul Lewis from the Centre for Responsible Business has provided outstanding guidance for our West Midlands Regional Leadership Board where senior business leaders work together to understand key regional issues, prioritise activity and evaluate collective impact.

Academics from the university have supported the development of our AI Lab Series, where we work with business to understand the implications of AI in business and we are working collaboratively to gather data around the implications of AI for disabilities. This data will be used to inform our guidance and training for members.

We recently launched our Inclusive Procurement Management Model (IPMM) and facilitated a national survey to better understand how businesses are considering diversity across supply chains. We received excellent support from Birmingham to shape the theme of the survey which was a resounding success – the IPMM was launched earlier this year, and will provide ongoing data on the development of inclusive supply chains across sectors. From providing academic experts at our events, exploring research opportunities, to connecting our business members to academic research – this partnership and support is an invaluable resource for BITC and builds an important bridge for members to connect with academic knowledge and incorporate that in business practice.

Laura-Mae Browne, *Relationship Manager - Midlands*

The Luna Society

The Lunar Society began over 30 years ago, inspired by the principle of debate and innovation for public benefit, based on the well-documented history and ethos of the original Lunar Men and the activities of their wider circle. The modern-day Lunar Society is a public education charity based in Birmingham, holding monthly meetings, an annual dinner, our keynote Sir Adrian Cadbury Governance Lecture and our Boulton & Watt Science Lecture with local, national, and international speakers. Our recent annual dinner was hosted at Edgbaston Priory Tennis Club with our speaker Sir Andy Street, talking under Chatham House Rules. Our University of Birmingham student Harvey attended the event, as our guest, as a thank you for his wonderful work in helping us develop strategies to connect with younger potential members, early career researchers, and early career professionals. Our membership is dynamic but of a certain vintage and we are looking to expand our membership to offer opportunities to the Lunar Society of the future.

The student this year, and those of previous years, have been a delight to collaborate with, bringing real insight, professionalism, and academic rigour to their work with us. Their support has helped us and our Executive Board of Trustees formulate new ideas and realistic plans.

As a freelance researcher, historian, curator, and former University Lecturer I am incredibly impressed with the University and the course itself. Thank you for your work in structuring the course curriculum in such a way and the evident fantastic work the academic team and support staff are doing.

Dr Joanne Horton, *Secretariat of the Lunar Society*

Practice

We adopt responsible and accountable management principles in our own governance and operations.

✏️ How We Define Practice

For BBS, Practice embodies responsible management through sustainable operations and inclusive governance structures that demonstrate institutional values in action. Our commitment encompasses carbon reduction strategies, ethical procurement processes, and equitable workplace practices—establishing environments where diversity thrives and sustainability principles consistently inform decision-making across all organizational levels.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Travel guides
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Ethical data sourcing guides
- ❖ Greenhouse gas emissions
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

responsible-investment-policy   View document ↗ Download document ⬇

staff-student-engagement-strategy-2022-23   View document ↗ Download document ⬇

university-of-birmingham-sustainability-policy-2023	View document ↗	Download document ⭳

staff-and-student-engagement-strategy-july-2025-word	View document ↗	Download document ⭳

00565-sustainability-report-2025-aw-full-spread	View document ↗	Download document ⭳

biodiversity-plan-oct-24	View document ↗	Download document ⭳

uob-sustainable-travel-action-plan-july-2023	View document ↗	Download document ⭳

sustainable-procurement-policy-pdf	View document ↗	Download document ⭳

uob-sustainability-fb-road-map-2023	View document ↗	Download document ⭳

carbon-management-plan-2024	View document ↗	Download document ⭳

Practice Awards

In 2024, Birmingham Business School received 1 award for responsible and/or sustainable practices.

🏆 Green Impact Awards 2024-2025

Granter: University of Birmingham in cooperation with SOS-UK

Grantee: Birmingham Business School

Award Description:

Green Impact is a UN-recognised sustainability accreditation programme designed to support environmentally and socially sustainable practice within organisations. It does this by offering employees a practical framework of achievable sustainability actions. Within a university context, staff and students form teams, complete actions from the online toolkit provided by Green Impact, and receive recognition based on the number and quality of actions completed. In the UK it is led by

Students Organising for Sustainability UK (SOS-UK), in partnership with the National Students Union (NUS). Green Impact is more than just a checklist; it is about building a culture of sustainability, empowering individuals and creating a greener, more resilient university community. The University of Birmingham has engaged with the Green Impact Awards for a number of years. In 2024, some members of BBS decided to join up and form a team, which comprised 10 active members, including academic staff, professional services staff and a doctoral candidate. We set out to launch some new initiatives using the actions suggested in the toolkit as a source of inspiration, while also capturing the good practices in sustainability and responsible business already being implemented in BBS, particularly by the Responsible Business Group. The new initiatives we carried out include: 'Planting for the Future', which saw the team distribute over 60 indoor plants, seeds packs as well as soil and small flower pots to staff and doctoral students, in order to promote greener workspaces; two lunchtime nature walks (a Campus Pollinator Mile and a tour of Winterbourne Gardens) to encourage colleagues to reconnect with nature; circulating a poster which highlights the benefits of unplugging electrical equipment; and individual actions such as team members subscribing to the 'Too Good To Go' app and the FairTrade Foundation newsletter. As a result of our efforts, we were awarded a Gold standard, the second-highest category in the Awards. The team are now looking forward to engaging with new members of the Business School and take on the 2025-26 Green Impact Awards toolkit to achieve Platinum standard and maximise impact.

Practice Voices

The following statement from stakeholders at Birmingham Business School demonstrates our commitment to sustainable and responsible practices.

Responsible Business Group

The Responsible Business Group (RBG) is a voluntary association of academic and professional services members of Birmingham Business School (BBS). The RBG develops and implements practical initiatives relating to Responsible Business, which aim to improve the operational activities of the school in social and environmental sustainability terms. It is a forum where responsible business ideas are shared, discussed and developed into practical projects. Beyond research and education, it is an additional vehicle for people in the school to come together and align their day-to-day activities with responsible business to foster a school culture that corresponds with BBS's mission.

The RBG is a space where initiatives can develop organically, engaging the diverse perspectives of a range of staff and harnessing their energy and passion towards Responsible Business. The group meets monthly, usually online, with at least one face-to-face meeting per annum. It is supported by a Professional Services member of staff, who acts as the secretary for the group. All members are

volunteers. Usually, the Centre for Responsible Business Directors chair RBG meetings, although chairing is also rotated among members of the group who also include BBS PRME leads and the Responsible Business Convenor.

The RBG has a budget provided by BBS to support relevant initiatives. To date, a number of initiatives relating to improving the natural environment inside and around BBS's building (University House) have been funded. One example is the greening of the atrium, with large plants being placed in the reception area of the building. The plants were purchased from a social enterprise offering opportunities – such as horticultural training and employment – to women prisoners reaching the end of their prison sentences. We have also put in place a voluntary rota for keeping the plants watered and clean. Other examples of relevant initiatives in this area include wildflower seeds being planted in the gardens around the building and working with a company which offers placements to people with disabilities to source and install wildlife habitats – i.e., a hedgehog house and bird nesting boxes – on the grounds of University House.

Furthermore, some initiatives have stimulated broader engagement with relevant areas of the university, including hospitality services and estates. For example, following a carbon literacy training organised with the support of the RBG, a food waste reduction project was implemented for reducing the food waste that school events generate. Also, the RBG has worked with a vegetarian community caterer which employs reusable containers and provides work opportunities to people facing social exclusion. In certain cases, researching and communicating responsible business practices to colleagues (such as spreading the word about our community caterer) has been an impactful outcome, as has influencing policy at university level. For example, the BBS food waste policy has been commended by, and served as a model for, other Schools in the College of Social Sciences.

In 2024, the work of the RBG was documented by Lizee Oliver, formerly a Professional Services colleague in BBS, and is a major reason why BBS received a Platinum-level Green Impact Award in that year.

In summary, the ethos of the RBG remains voluntary, organic and bottom-up, offering all staff a forum through which to advocate for sustainability and responsibility actions, enabling BBS to live its responsible business mission.

Laura Contrasti, Professor Caroline Moraes, Professor Paul Lewis, Dr. Caroline Chapain

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

✏️ How We Define Share

For BBS, Share constitutes advancing collective knowledge through transparent exchange and collaborative learning networks. We disseminate insights regarding our sustainability and inclusion journey—including challenges encountered and innovations developed—thereby facilitating institutional learning across sectors while building academic and professional communities committed to ethical business transformation and responsible management education.

Engagement Opportunities

Birmingham Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Public events and panel discussions

Communication Audiences

Birmingham Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students

❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at Birmingham Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Statement from the Reputation Projects Manager

As Reputation Project Manager at the Birmingham Business School, my role is to ensure that our sustainability and responsible business activities are not only celebrated internally but also clearly visible to external audiences. I work closely with the College Communications team to highlight stories on LinkedIn and, where relevant, pitch them to external media such as The Conversation.

A key part of this is having a clear communications strategy and actively seeking out strong examples of responsible business in action — from faculty research to student projects — so these stories can be showcased to the broadest possible audience.

For example, our LinkedIn post featuring Dr Mona Mustafa's presentations at Expo 2025 in Osaka achieved an engagement rate of 37.6% and a click-through rate of 32.3%, far exceeding sector benchmarks. This demonstrated how her research on workplace digitalisation and AI for wellbeing resonated with global audiences.

Similarly, our announcement of Professor Agnieszka Chidlow's appointment as Chair of the Responsible Research in Business and Management (RRBM) global network generated over 3,400 impressions, showcasing BBS's role in shaping responsible research worldwide.

We also celebrated the achievements of 52 Future Leaders Certificate students, whose consultancy projects with Siemens, Beiersdorf, and Stonegate garnered 6,476 impressions, 1,840 engagements, a 28.4% engagement rate, and 1,648 clicks — highlighting how students put responsible business into practice with industry partners.

By embedding sustainability into our editorial planning, I ensure it remains a consistent thread in our communications, showcasing how BBS drives meaningful impact for students, partners, and society."

Tanya-Louise Rose, *Reputations Projects Manager*
Birmingham Business School

Communication Barriers

Birmingham Business School faces the following barriers in transparent communications:

Audience reach	Accessibility issues	Bureaucratic delays

Birmingham Business School

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