PRME
an initiative of the
United Nations Global Compact

Sharing Information on Progress 2026

Birmingham Business School

September 2026

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About Birmingham Business School



At Birmingham Business School, we deliver world-class research and teaching that provides the insight, ambition and skills to shape sustainable business strategies. We are consistently found in global ranking tables and are proud to hold **triple-crown accreditation** from leading bodies AMBA, EQUIS and AACSB.

Our mission is to deliver:

- A distinctive student experience where students have the opportunity to engage with industry professionals and world-leading researchers, and feel part of an international learning community.
- Internationally recognised research focusing upon and providing responses to the key challenges around responsible business that face our economy and our society regionally and globally.
- An environment where both staff and students are able to thrive and achieve their best work.

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 purpose: Setting new global standards in responsible business – one future leader at a time.

Birmingham Business School's heritage as part of one of the first civic universities remains as significant today as it was in 1902. Our purpose extends beyond engagement with the world - we actively and collaboratively shape and support society's leaders, locally and globally. As a truly global institution, we operate across campuses in the UK, Dubai, and Singapore, complemented by digital learning that spans continents. Our community includes more than 60,000 alumni, a student body of over 7,700 representing 159 student nationals, nearly 200 postgraduate researchers, and a diverse team of 400+ staff from 50 countries. Our focus is clear: enabling every member of our community to realise their full potential. In an era defined by disruption, inequity, and unpredictability, Birmingham Business School stands as a trusted source of knowledge, thought leadership, and expertise. We are recognised as a catalyst for positive change, accelerating progress toward a more responsible future.

Through our global reach and research excellence, we contribute meaningfully to thriving societies, partnering with private, public, and third-sector organisations. Our impactful research informs policy at regional, national, and international levels and influences industry to embrace responsible practices. We remain committed to equipping our students with the skills and insight to navigate global volatility, today and in the future.

Vision

Our vision is to be the preferred business school for those who act in the knowledge that socially responsible decisions are the foundation of a sustainable future.

Our vision allows us to convene all those that want to learn, share, and create knowledge and practices around responsible business. The vision will see us brokering meaningful relationships among our stakeholders and communities and fostering a culture of shared, deliberative, and ethical leadership for a more equitable and sustainable future.

Strategy

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Strategy Alignment

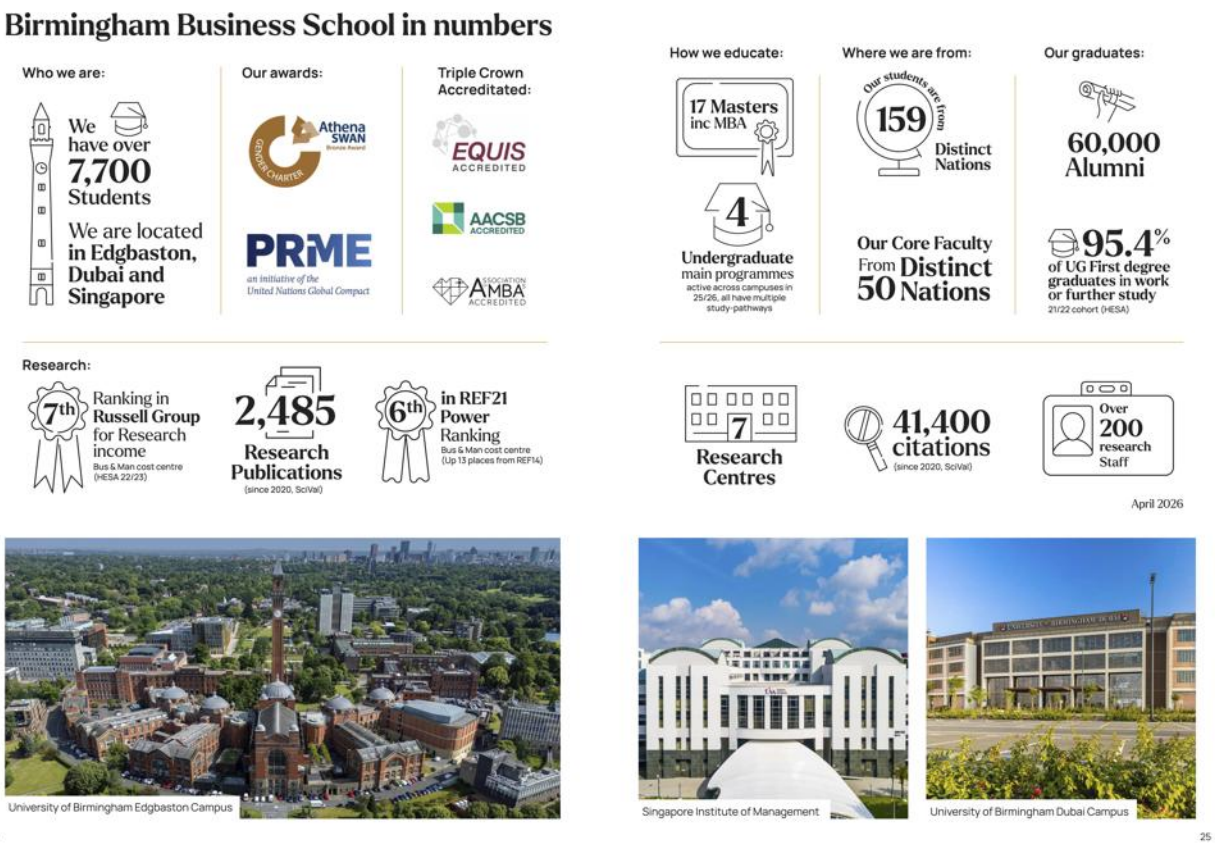
Strategy 2025-2030: Enabling change for a responsible future

Birmingham Business School's strategy for 2025–2030 ("Enabling change for a responsible future") places sustainable development and the common good at the centre of its four strategic priorities:

- **Take responsibility** for shaping complexity into opportunity
- **Tell it how it is** through transparency, accountability, and critical friendship.
- **Always strive for better** through continuous innovation and commitment to excellence
- **Rise to the challenge** through measurable progress on environmental, social, and economic issues

The School's vision commits it to being the preferred choice for those who recognise that socially responsible decisions underpin a sustainable future, a commitment that runs through each priority area. To this end, the 2025-30 strategy commits to a continued emphasis on Birmingham Business School's position as a trusted source of knowledge and thought leadership. In particular, responsible business, sustainability, AI, and inclusive leadership, continue to sit as cross-cutting strengths that span its academic departments and speak directly to responsible management education.

Birmingham Business School also continues to build on its established strengths in areas such as accounting for sustainability and climate, environmental economics, and sustainable supply chains. In ensuring the value of its internationally excellent research extends well beyond academic output, the School seeks to continue growing interdisciplinary collaboration with academic and industry partners and inform policy at regional, national, and international levels.



Educational quality, particularly in relation to responsible business, is also a core strategic priority for School. An overall portfolio emphasis on critical thinking and responsible practice can be seen along side a continued drive for programmes co-created with industry and employability embedded throughout the curriculum. There is also attention to widening participation, improving outcomes for students from under-represented groups and ensuring teaching keeps pace with challenges such as the ethical use of generative AI.

In addition to its place with the global community, the strategy of the School frames civic responsibility as something built through long-term partnerships with alumni, industry, policymakers, and local communities. Finally, priorities around people and culture pursue excellence in internal responsibility and practice, embedding equity, diversity and belonging, staff wellbeing and transparent governance into how the School operates day to day.

Taken together, the strategy positions the School's prioritisation of responsible business as a strategic and motivational focus applied consistently across research, teaching, partnerships, and institutional practice.

Institutional History

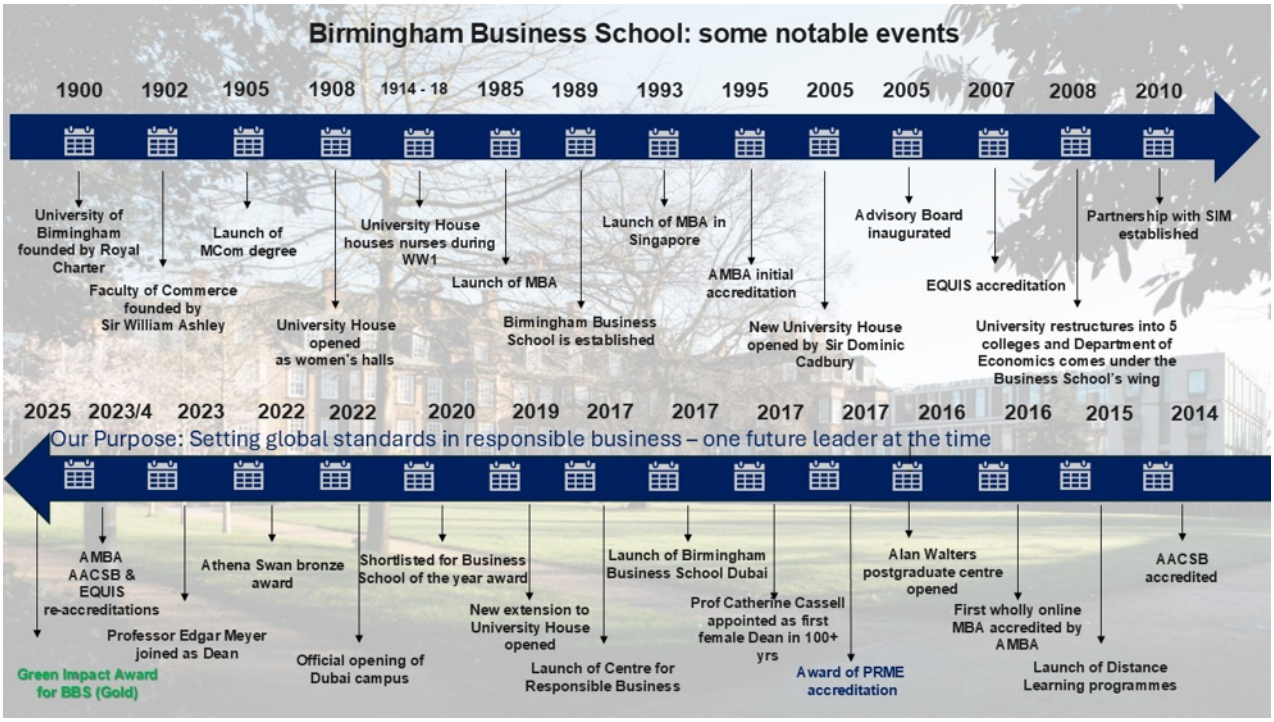
Birmingham Business School: Past and Present



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. Birmingham Business School launched the Responsible Business Pledge in 2023, reaffirming its commitment to responsible management education and its role in shaping a better future. In 2025, the Business School introduced its new five-year strategy, which maintains at its heart the institution's commitment to responsible business research, education, and practice.

BBS Past and Present: The Timeline



Graduates & Enrollment

2025 Statistics	Number
Graduates	3553
Faculty & Staff at the University	9038
Faculty & Staff at the Institution	439
Student Enrollment at the University	43025
Student Enrollment at the Institution	7558
Undergraduate Attendance	4469
Masters-Level Postgraduate Attendance	2959
Doctoral Student Attendance	130

2025 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	57

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

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

Masters Degree Programmes

- Management
- Supply Chain Management
- MBA (Suite)
- Business Analytics
- Financial Technology
- International Business
- Marketing
- Accounting and Finance
- Strategic Marketing and Consulting
- Accounting and Finance
- Financial Management
- Investments
- Money, Banking and Finance
- Economics
- Financial Economics
- Sustainable Innovation and Entrepreneurship
- Human Resource Management

Postgraduate Degree Programmes

- Management (PhD)
- Economics (PhD)
- Accounting (PhD)
- Marketing (PhD)
- Finance (PhD)
- Strategy and International Business (PhD)

Certificates, Professional Development, or Associate Programmes

- Birmingham Business School Future Leaders Certificate



Purpose

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

Letter of Commitment

UNIVERSITY OF BIRMINGHAM | Birmingham Business School

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

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

30 September 2026

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.

Sincerely yours,

Prof Edgar Meyer
Dean
Birmingham Business School



Professor 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, with a particular emphasis on responsible business. This is 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.

Continue telling your story

Responsible business Manifesto



What is responsible business?

We understand responsible business as a field of research where organisations exist within complex, inter-related natural, social and economic systems. There can be no single definition of responsibility for organisations to follow, but it extends to the sustainability and equity of the systems upon which humanity depends.

As such, we understand responsible businesses to be purposeful, engaged, accountable agents, and the field of responsible business to recognise the situated, collective and relational nature of business. The field is dynamic and evolving with regard to our understanding of each of these dimensions.

Centre for Responsible Business - University of Birmingham



Responsible Business Manifesto

While responsible business research and practice continue to evolve, we have distilled a set of core principles into this 15-point manifesto. Together, they provide a framework for responsible business thinking and help challenge the damaging myths that can lock organisations into unsustainable practices.

1. Make profits in pursuit of purpose rather than maximising profits

Profits aren't inherently irresponsible, but maximising them without considering its broader environmental and societal effects inevitably will be. That's because such an approach prioritises financial gain over all the other social values and sustainability concerns of your business.

2. Choose whether to grow or not and minimise any damage from expansion

A business doesn't have to grow to be successful. But if you choose to, do so responsibly by making sure your growth is balanced with the needs of society and nature.

3. Balance the interests of all stakeholders and ecosystems, not just of the owners

Responsible businesses engage with their employees, customers, suppliers, communities and wider society to understand and accommodate their needs and concerns as part of their purpose, too.

4. Use performance metrics that accurately measure impact and align with the Sustainable Development Goals (SDGs)
Only by using such metrics will a business actually improve its sustainability, as well as be more likely to avoid any undesirable or unintended consequences of its activities.

5. Be fully transparent by using open-access reporting based on the SDGs
Open-platform reporting, like G17Eco, is an excellent way to make a business accountable to all its stakeholders and ensure sustainability standards are genuine and comparable.

6. Use technology to help avoid triggering unforeseen tipping points in our ecosystems
Responsible businesses need to follow science and make use of the latest monitoring and modelling technology in order to manage the radical uncertainty of environmental risks.

7. Respect planetary boundaries and seek collaborative, circular solutions
Rather than a 'make-take-waste' approach, responsible businesses should try to eliminate waste and pollution by reusing and recycling as much as possible, working in cross-sector partnerships with others to 'close the loop' on the life-cycle of their products.

8. Work collectively to build society and nature's resilience and avoid systemic risks
Because sustainability is a holistic issue, responsible businesses need to do all they can to build up the resilience of the social and ecological systems that support them, from simply paying their fair share of local taxes to working with NGOs to protect global biodiversity.

9. Understand the systemic nature of any problem to find its most effective solution
Business leaders who take a systemic approach, looking at the impacts of their business on wider society and the environment, are better able to anticipate, innovate and collaborate on issues of sustainability and know where to intervene and create positive, transformative change most effectively.

10. Give your consumers clear and trusted information to enable responsible choices
Working with third-party certification schemes and using clear, traffic light-style labelling for social and environmental impacts will help consumers make more sustainable choices.

11. Value the trust and support of the people you depend upon
Trust is essential for delivering any programme of sustainability that must involve working with a range of internal and external stakeholders. So make trust a strategic priority with measurable KPIs on all critical relationships, and don't wait for new policy or laws to raise your standards.

12. Use your privilege to enhance society and nature

Responsible businesses embrace their role as citizens, using their platform and influence to support sustainable production and consumption, supporting suppliers with strong sustainability standards, and contributing to social justice and the welfare and infrastructure of society.

13. Minimise harm and don't reward or incentivise irresponsible behaviour
Responsible businesses measure and attempt to minimise any harm they cause. They recognise their staff's values and that motivating them through purpose, rather than just profits, is more likely to encourage the kind of collaborative and innovative work that the complex problems of sustainability require.

14. Create an inclusive culture that respects the dignity of staff and stakeholders
Businesses with diverse workforces and employee representation in managerial decisions are shown to have increased productivity and resilience, making them more sustainable and appealing to staff and consumers alike.

15. Prioritise the sustainability of the planet over your business
Ultimately, the future of all human activity and our very existence is dependent on a healthy, life-sustaining Earth.

Centre for Responsible Business Report July 2025 - June 2026

The activities of the Centre for Responsible Business (CRB) align with the strategic aims of the University (Sustainability Pillar) and are a core part of the Birmingham Business School Strategy. Since last year, CRB has continued to engage with its Associates closely, having grown to 94 Associates from across every Department of the School. We continue to engage new school colleagues through a survey consultation to understand their research expertise, interests and how they can contribute to the centre, and have also presented the CRB at this year's PhD induction event to invite our new doctoral students to join us.

We have given continuity to our three-year plan, in line with the school's vision for responsible business and how this sits within the school's strategy and ambitions. As part of this plan, we have implemented a new governance structure for responsible business (RB) within the school and the Centre. Specifically, a Deputy Dean (Prof Paul Lewis) now chairs the Responsible Business Oversight Group, with the CRB Director (Prof Caroline Moraes) as a member of the committee alongside representatives from the Responsible Business Group, PRME and the School RB Education Lead.

Additionally, we have refreshed the co-directorship structure of the Centre and implemented the new Strategic Research Areas (SRAs), each of which now led by an appointed SRA Lead who drives internal CRB Associate engagement within their respective areas. Examples of recent activities led by SRA Leads include research workshops and panels, specialist methodology lectures, grant writing training, co-creation of a special issue for a leading journal (which was paused due to unforeseen circumstances), development of an annotated bibliography, innovative pedagogic research workshops, to name a few. The CRB Director and SRALs meet regularly as a team to knowledge-exchange, plan and implement centre-related activities and manage the centre's budget (see full list of activities and outputs in the appendix). We have also reengaged with a member of the School's Advisory Board (i.e., Alix Partners) to discuss centre activities and plans.

Furthermore, we have organised a series of events including a book launch for CRB colleagues (i.e., International Business as Responsible Business: Theory and Practice, University of Bristol Press, authors John Bryson, Jennifer Johns, Laura Salciuviene and James Blackmore-Wright), and a sandpit with the Birmingham Plastics Network. We also contributed a panel to the UK Society for Co-Operative Studies 57th Annual Conference, an 'engaged research' event. We have recently launched a CRB seed funding call for Centre Associates and are in the process of organising a panel on 'Applying for interdisciplinary grants' to help colleagues (particularly ECRs) develop their thinking about grant applications and ability to work in interdisciplinary teams. As planned, we are also currently organising a grant writing training programme for CRB Associates, which will start in September 2026.

CRB remains represented across various internal research events and is well connected to university networks and institutes (including BPN, BISCA, Centre-UB, CHASM, The Food Network), which has led to several opportunities for joint grant applications within interdisciplinary teams (see funding applications currently under review in the appendix). CRB Associates currently collaborate with colleagues from across the university, including colleagues in Applied Health Sciences, Chemical Engineering, GEES, History and Cultures, International Development, Linguistics and Communication, Social Policy, among others.

With regards to wider engagement within CoSS, UoB and externally, in the past year, we led and organised the School's first coordinated set of activities for the University's Green Week (with the assistance of several CRB and BBS RBG colleagues) focusing on the themes of *Textiles, People and Planet* and *Connecting with Nature*. We continue to support the voluntary Responsible Business Group (whose membership has grown considerably in the past year) and their new School-level operational initiatives, as well as the Green Impact Team and Award submission of the School, which is led by our PS colleagues. This year we won Gold and are currently working towards our next school submission. We influence at College level in our capacity as School Sustainability Leads (Moraes and Contrasti) and sit at the CoSS Sustainability Committee. We continue to be an exceptionally active School within

CoSS in sustainability terms and contribute to their plans and events. A recent example includes a case study contribution to CoSS' sustainable and inclusive research practices (SIRP) project, which addresses the Clean Cooling project (Lewis).

In addition, we have been able to develop our CRB website further for the purposes of external communication of research. The website now includes an events page and a section titled 'Our Stories', where we disseminate research and business and policy impact through press releases and blog posts. We continue to engage with Business in the Community (BiTC), who are currently developing opportunities for CRB Associates to present research to their business members. We have also co-sponsored a fundraising event (with BERI) for Miss Macarron, a social enterprise with whom we have collaborated in the past, which has created opportunities for branded communications about the centre. Indeed, CRB has been represented at a range of business engagement activities and external events in the past year. Examples include representation at the BiTC's Responsible Business APPG event at the Houses of Parliament in London, BiTC's Annual Conference in London, the Sustain Unconference 2025 in Birmingham, a public communication of research event organised in connection with ESRC Centre-UB, a BERI and DARO event on Business & Research Partnerships for a Sustainable Future, the first UoB partnership meeting with Birmingham Royal Ballet, and a recent Russell Group Dean's Meeting at The Exchange.

Report prepared by:
Caroline Moraes, Adam Nix, Nick Rowbottom, Ceren Ozgen, Caroline Chapain and CRB Associates, 30th June 2026.



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 an embedded sense of organisational responsibility and accountability to society and the planet. This drives a continued commitment to inclusive excellence in responsible business research and teaching. Through our values, we pursue meaningful societal impact on themes like gender equity, decolonisation, and sustainability.

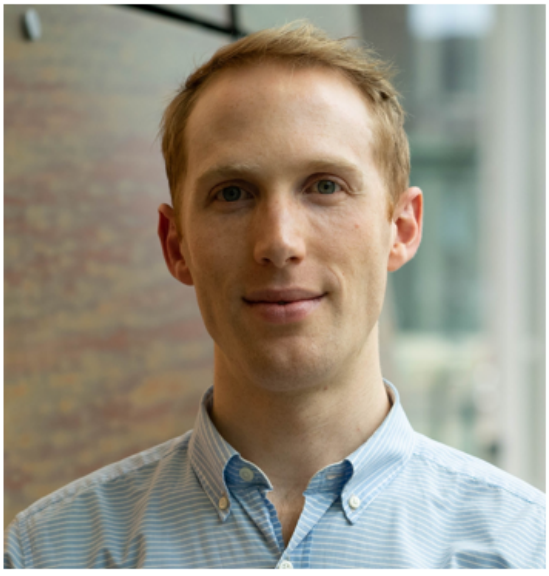
Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Andrew Maile, PhD Student, Edgbaston Campus



As a PhD student at BBS I have been supported in numerous ways to develop my knowledge and understanding of the pressing issues concerning responsible management and global sustainability. With the support of the BBS PRME team, I have been offered support to attend the Annual PRME conference and doctoral colloquium—most recently hosted at the University of Bath, and prior to that

at Queens University Belfast and Exeter University. In this process I have been able to disseminate my research more widely, become part of a supportive network of ECR's, and learn from experts in this field from across the UK and Ireland. Through the BBS PRME team I have also been able to join in a lively reading group about sustainable business, which has been of immense value to my ongoing research beyond the PhD. Other opportunities include being able to incorporate my research into teaching on the MSc. module, Professional Integrity and Reflexive Practice (PIRP), and presenting to my peers at the annual BBS PhD conference. This support combined has had a profound impact on my PhD journey and thesis, and has guided much of the thinking included in articles—both published and forthcoming—that stem from my research on the application of virtue ethics (vis-à-vis epistemic virtues primarily) for the resolution of complex problems across the social professions (e.g., "Tech Ethics, Organizational Values, and Ethical Work: Insights from a Qualitative Study of Five UK-Based Digital Technology Businesses" published in Journal of Business Ethics; Maile et al., 2025).

Beyond the Numbers: What Do We Choose to Count? – Yin Qing Tan, BSc Accounting and Finance, Singapore Campus



Numbers have a way of looking definitive. But perhaps the more important question is not whether they are right, but whether they are enough.

Before studying at Birmingham Business School, I largely associated sustainability with environmental responsibility. In Year 2, Environmental Accounting first challenged this view by showing me that costs do not disappear simply because conventional measures fail to capture them. I began to see that what businesses choose to measure can shape what they choose to value.

Yet this left an incomplete assumption: that the problem lay mainly outside the numbers. Financial Statement Analysis taught me to look behind them. Reported performance could be shaped by leverage, accounting choices and short-term decisions; understanding value therefore required questioning not only what was missing, but what created what I could see.

Business Analytics pushed this further. FSA had taught me to question how performance was produced; analysing Human Development Index data made me question how "performance" or "progress" is defined at all. When income was considered alongside education, life expectancy and inequality, GDP had not become irrelevant; it had simply stopped being sufficient.

My Research Project added another boundary: recognising the limitations of numbers does not mean replacing evidence with intuition. Numbers have boundaries, but so does judgement.

Together, these experiences transformed sustainability for me from an environmental concern into a broader question of responsibility and value. A cost does not cease to exist because it falls outside a spreadsheet; someone — employees, investors, society or the future — may still carry it.

As I move towards finance and asset management, I do not see this understanding as complete. I want to keep questioning not only "What is this worth?", but "What have we counted, what have we left out, and who ultimately carries the difference?"

What Sustainability Means to Me – Livinia Lie, BSc Accounting and Finance, Singapore Campus



Studying at the University of Birmingham has changed the way I think about sustainability and responsible business. Before starting my degree, I mainly thought of sustainability as protecting the environment and achieving green targets. Through my studies, I began to understand that sustainability is also about people, business decisions, and the choices organisations make.
This became especially clear during my final research project, where I examined SMRT's electric bus reporting and its connection to Singapore's Green Plan 2030. At first, I thought my research would be as simple as showing how electric buses could support Singapore's environmental goals and how one of its electric bus providers could align with them. However, as I explored the topic, I realised that sustainability is not always straightforward. There can be difficult trade-offs among environmental goals, financial considerations, operational needs, and social needs. I also learned that the way organisations report their progress can shape how we understand their sustainability efforts.
This project taught me to look beyond the surface and think more critically about the information I encounter. It also helped me become more confident in researching, analysing information, and looking at issues from different perspectives.
As I move into my career in Accounting and Finance, I hope to carry this mindset with me. I want to look beyond numbers and consider the wider impact of business decisions. For me, responsible business means making decisions that are not only financially sound, but also transparent, sustainable, and considerate of people.

How BBS Shaped My Thinking, Xiangxin Kong (Lexie), BSc Accounting and Finance, Singapore Campus

Studying at Birmingham Business School (BBS) transformed my perspective on accounting from simple financial measurement to an essential driver of transparent corporate governance and sustainable practice.

Influential Project & Academic Support

My understanding was deeply shaped by my undergraduate dissertation on sustainability assurance in green bond markets. By critically evaluating how independent assurance specialists and traditional auditing firms verify climate-related disclosures, I realized that "auditability" is not a fixed property, but an active construction shaped by different professional logics and verification standards. The theoretical concepts covered across my modules provided a solid foundation, but taking a deep dive into green bond assurance allowed me to connect academic theory directly to real-world corporate governance challenges.
Beyond the academic coursework, the personalized support from BBS faculty was pivotal. My supervisor, Raeni, guided me to actively explore foundational literature and held brainstorming sessions with me. This mentorship sparked my interest in green finance assurance and helped me explore how different practitioners construct their audit processes and build market trust.

Knowledge, Skills, and Values Developed

Through this research, I learned that sustainability assurance is not a one-size-fits-all practice. Analyzing how accounting firms focus on management systems while technical experts evaluate physical assets gave me deep insights into the auditability of climate commitments. This experience developed my critical skills in evaluating ESG reporting quality and spotting risks like greenwashing. More importantly, BBS fostered my commitment to ethical financial practice, highlighting the accounting profession's vital role in upholding transparency and market accountability.

Future Studies and Career Application

Looking ahead to my postgraduate studies and future career in financial practice, I intend to apply these insights directly to ESG assurance and sustainable finance. As global capital markets pivot toward sustainability, the knowledge and values I obtained at BBS will guide my practice in advocating transparent financial systems and advancing responsible business standards.

Yangyi Wang, BSc Accounting and Finance, Singapore Campus

My studies during Year 2 have made the idea of responsible business feel much more real to me. One experience that stayed with me was a group assignment in my Audit course, where we designed a mock court to discuss whether external auditors could fully rely on a company’s systems and accounting staff.

At first, it seemed reasonable to trust a well-designed system and experienced accounting staff. But as we prepared for the debate, I began to realise that reliability is more complicated than that. A system can only process the information it receives, while the people using it may make mistakes, even manipulate information or override controls. This made me understand why auditors cannot rely entirely on either the system or the people behind it, and why independent verification is still necessary.

This was one of the moments when professional scepticism became more than just a term from a textbook. I began to understand why auditors need to keep asking questions, even when an explanation sounds reasonable. Sometimes being responsible means recognising that there is not enough evidence yet, rather than trying to reach a conclusion too quickly.

What I learned from this assignment also changed the way I think about business decisions more generally. Information from different systems and departments may not always be complete, so I have learned to pay closer attention to where it comes from, what assumptions are being made and whether a conclusion is supported. I also began to see why this matters, because someone else may make an important decision based on that conclusion. For me, responsible business means taking care with these everyday judgements, and this is something I want to carry beyond the classroom.

Danielle, BSc Economics, Dubai Campus

Studying at UoB Dubai allows me the benefits of attending a leading institution, alongside living in an exciting city like Dubai.

As an economics major, there are several ways the economy of the UAE- and specifically Dubai- is an interesting one. I can therefore put the theoretical knowledge I gain in lectures into a new and exciting form by looking at the economy of Dubai.

The staff and student leaders organise a variety of activities, from cultural events to mini pizza parties! On One World day, the student leaders organised an event that allowed students from various countries showcase their cultures with international dishes, activities and music to the entire Academic City community. I was able to be a part of this event by representing Nigeria; this opportunity to portray my country as well as learn about others' goes to show how much UoB Dubai cares about each student's individual identities and combining these to create a strong global community.

Maida, BSc Business Management, Dubai Campus

My favourite aspect of UoB Dubai is how the classes are conducted is very unique; in the very first term we had an extensive project on the UN Sustainable Development Goals combined with external visits which gave us a deeper understanding of our subject areas. Beyond the classroom the student body is very diverse and you get to meet people from around the globe; it's a great way to socialise while studying.

Melika Modarres Vahid, PhD student in Management, Edgbaston Campus

As a PhD student in Management, my research focuses on sustainability in the fashion industry, particularly the behaviours and underlying mechanisms that shape sustainable and unsustainable outcomes. My work mainly sits within operations management, but it is also interdisciplinary, and I use multiple methods to understand the topic from different angles and build a holistic picture of my research problem.

Over the past year, I have been involved with the Centre for Responsible Business at Birmingham Business School. One of the most useful parts of this involvement has been taking part in the group's reading sessions. Because the responsible business literature is so broad, the reading group gave me a good opportunity to engage with some of the key debates and important works in the field. It also helped me think more clearly about where my own research sits within wider conversations on sustainability and responsible business practice.

Recently, I attended the PRME UK and Ireland Chapter conference in Bath, with support from the Business School. This was a valuable experience for me, especially at this stage of my PhD. I had the chance to present my research to people working on related topics and receive constructive feedback. It also broadened my perspective on the practical and managerial implications of my research.

Overall, taking part in the PRME conference helped me build confidence in presenting my work and made me feel more connected to a wider research community. It has been a useful part of my academic journey and has encouraged me to keep developing research that speaks not only to academic debates, but also to real-world sustainability challenges.

Stan Safe, MSc Sustainable Entrepreneurship and Innovation, Edgbaston Campus

Within my Master's in Sustainable Innovation and Entrepreneurship (SIE), I have been subject to a variety of different theories, practices, and philosophies. Some resonated deeply with the values I held, whilst others induced moments of deep contestation and reflection: demanding an interrogation of who I thought I was with what I actually did. Before embarking on the postgraduate degree, I believed I held values consistent with ecological and societal principles (I joined the Master's because I wanted to spend the time I have within my life supporting and giving value to society in meaningful ways), yet upon exposure to a range of different theories, conversations, and perspectives I was met with some very powerful reflections and emotions in relation to some of the assumptions I held, particularly my relationship with nature. Here, I began to see much of my thought processes as situated around and within humanistic values which, unintentionally, marginalised and limited my ability to take a more holistic consideration of my everyday routines, behaviours and goals – put simply, my relationship with the planet was something I had taken less time to consider and reflect on. So, although I had always considered myself to care about the environment, engagement with ideas around reciprocal relationships with nature, responsible management, and experiences such as spending intentional time within the University's Winterbourne Garden inculcated an internal wrestle between who I thought I was versus what I actually did. As such, it was through these reflections, these small moments of realisation, in and outside of class, that both my environmentally benevolent position and the assumptions I held regarding the purpose of business were spotlighted, forcing me outside the comfort of simple advocacy for equitable and sustainable practices and forcing an interrogation of my own perceptions, interactions and engagements with the world.

Harriet Duncombe, BSc International Business with Languages, Edgbaston Campus

Studying responsible business as a module (within my International Business course at the Birmingham Business School) gave me a deeper understanding of why businesses need to become more responsible and the implications of irresponsible practices. As part of this module, I had to create a blog post which added a practical element to my learning, helping me to realise how business

irresponsibility appears in everyday life. I was able to apply detailed concepts that I had learnt throughout the module, such as Social Practice Theory, to my personal interest of athletics. This made the assignment much more meaningful to me and helped me understand that a more sustainable future requires responsible decisions from both consumers and businesses.

The assignment also allowed me to realise the extent to which business decisions can influence activities that do not seem directly related to business, such as the production and marketing of sportswear and the impact these have on consumption habits. I now recognise how much everyday behaviour is shaped by business decisions and their influence on consumers.
Being chosen as a finalist in a national competition made me realise that this is a topic that is, and should be, more widely spoken about; I never expected a university assignment to be appreciated by a wider audience. As more students like myself become more aware of these issues, I hope discussions around sustainability become increasingly integrated into everyday decision making, not only within businesses but also within people's hobbies and interests.

My success in the student writing competition reinforced the importance of sustainability, particularly responsible business practices. I will now think differently from my perspective as a consumer, and strive to ensure I am making responsible consumption decisions. Whilst also, as a future business professional, I want to work with businesses that also understand the importance of sustainability and prioritise it as a core value.

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

PRME Values in Action: Wellbeing at Birmingham Business School



Wellbeing is a core component of Birmingham Business School's commitment to creating an inclusive, supportive and responsible working environment for both academic and professional services colleagues. As a member of Professional Services and a Mental Health First Aider within the School, I see wellbeing not simply as a set of services but as an ongoing commitment to ensuring colleagues feel heard, valued and connected. This reflects PRME values and staff voice, creating opportunities for individuals to contribute, access support and participate in a thriving community.

The University of Birmingham provides a broad range of wellbeing resources including the Employee Assistance Programme, occupational health services, Health Assured wellbeing resources, workplace adjustment support, staff networks and dedicated wellbeing information portals. Within the College of Social Sciences, colleagues can access the Workplace Wellbeing Hub and a peer network of Mental Health First Aiders, providing both formal and informal routes to support. Birmingham Business School further complements these resources through its wellbeing intranet pages and local wellbeing initiatives.

Alongside signposting colleagues to available services, I support staff in my role as a Mental Health First Aider. This involves listening without judgement, helping colleagues identify appropriate support pathways and encouraging open conversations around wellbeing. While Mental Health First Aiders are not counsellors or therapists, they can provide an important first point of contact and help colleagues access specialist support when needed.

A practical example of wellbeing in action is the School's dedicated wellbeing channel on Microsoft Teams, which I coordinate and maintain. The channel provides a visible and accessible space where colleagues can find information on wellbeing services, awareness campaigns, University events and training opportunities. It is also used to promote regular social and creative activities that encourage connection across the School. Examples include informal coffee gatherings, wellbeing activities, creative initiatives and community events that allow colleagues to engage with one another beyond their day-to-day roles. Over the last year members of the School have accessed the College Wellbeing Fund through a grants application process to host events such as Sip and Paint and mosaic making. These activities help strengthen a sense of belonging and foster a supportive culture across both academic and professional services teams.



Staff wellbeing is also supported through awareness of the University's student wellbeing infrastructure. Designated Wellbeing Officers provide practical and emotional support to students experiencing personal difficulties and help them access specialist services. For staff, understanding these referral pathways helps ensure students receive appropriate support while reducing the pressure on individual colleagues to address complex wellbeing concerns independently.
The University also invests in leadership development through training programmes such as Leading and Supporting Wellbeing in your Team, Mental Health Awareness, Coaching Skills for Managers and Building an Inclusive Team Culture. These opportunities equip managers and leaders with the skills required to develop psychologically safe, inclusive and supportive workplaces.

The central staff survey, which comes out every six months, provides a formal mechanism for staff feedback on wellbeing issues. Results are shared with school leadership and communicated at events such as the All-Staff Assembly, PS Staff Forum and departmental meetings. Priority actions are taken forward and addressed within the School and College planning and reporting structure.
Looking ahead, Birmingham Business School continues to explore opportunities for peer-support initiatives and facilitated wellbeing groups that provide safe spaces for colleagues to share experiences, discuss challenges and build stronger connections. Together, these activities demonstrate how wellbeing at Birmingham Business School extends beyond responding to difficulties and instead focuses on enabling colleagues to flourish. Through services, community-building activities and everyday acts of support, wellbeing provides a tangible example of the PRME value of Voice in action, ensuring colleagues have opportunities to be heard, supported and empowered within the School community.

Annette French
Accreditations and Rankings Manager
Birmingham Business School,
University of Birmingham
School Wellbeing Representative
(Professional Services), College of Social Sciences



Celebrating Values

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

Celebrating Values: Gender Equality and Athena Swan Accreditation Update



Since achieving its Athena Swan Bronze award, Birmingham Business School has moved into a new phase of work: building the evidence base for a Silver application. The School's Self-Assessment Team (SAT) has been restructured this year around five themes, each with a dedicated sub-committee lead, working alongside the Athena Swan Lead and Co-lead.

The objective behind this restructure is to simplify what is a complex process and add transparency, so that BBS can keep growing and achieving in this remit. This structure has enabled a review of every formal and informal committee across BBS, mapping where women have a voice and where representation needs strengthening — and building in student voice through SAT representation, so that both staff and student experiences shape the evidence base.

This year's work has produced a refined staff survey (53 questions, 8 sections), a gap analysis against the Silver framework, and tracking tools that keep the evidence base accountable, in close collaboration with Research Strategy and Governance and HR colleagues.

This work has also extended beyond BBS: The Director of the Work Inclusivity Research Centre (WIRC) based in BBS has co-led the University of Birmingham's Silver Athena Swan accreditation award application throughout 2026. Meanwhile, in July 2026 the University's first cross-school Athena Swan Leads network was convened, bringing together Athena Swan leads from across the University — with a growing emphasis on intersectionality across the network's shared toolkit.
Looking ahead, priorities are to complete the Silver evidence base, build the cross-school network into a shared resource hub, and establish an external "critical friend" forum.

Continue telling your story

Future 17SDG, Elizabeth McGivern, Governance and Management Information Officer



Birmingham Business School's commitment to responsible business sits at the heart of its strategy and therefore all it does: its research, impact, and of course its education. Future17 offers a powerful platform to translate this commitment into action, connecting our students with global partners, universities, and organizations to develop practical solutions to real-world sustainability challenges. This consortium supports us in equipping the next generation with the skills, mindset, and global perspective needed to lead business transformation aligned with the UN Sustainable Development Goals.

Birmingham Business School's first cohort of students participated in the Future17 SDG Challenge in January 2026, with a second cohort beginning the programme in September 2026. Through our involvement, we have developed strong relationships with colleagues at QS and the University of Exeter, enhancing our contribution to this global initiative.
Each participating institution provides academic mentors who support international student teams, offering guidance, facilitating collaboration, and helping students develop practical solutions to real-world challenges. This partnership benefits both students and companies, providing organisations with innovative ideas and fresh perspectives while giving students valuable experience of addressing global sustainability issues in a professional context.

Link to QS Future17 page: https://www.qs.com/solutions/future17







Teach

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

How We Define Teach

Teach represents transformative management education, delivered through innovative, industry-informed curricula grounded in real-world challenges. We integrate citizenship, expertise, and ethical influence throughout learning environments, and seek to equip 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 2025 that support responsible management education and sustainable development goals.

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.



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.



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.



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.



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.



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.



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.



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.



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



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.



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.



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.



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.



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.



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.



Teaching Awards

In 2025, 3 awards were given to faculty and educators at Birmingham Business School.

Excellence in the category of Responsible Business

Granter: Birmingham Business School

Grantee: Fatos Ozkan

Award Description:

Award in recognition of excellence in relation to responsible business teaching and learning in the Business School.

Award Accounting Education 2026

Granter: BRITISH ACCOUNTING AND FINANCE ASSOCIATION: Accounting Education Special Interest Group

Grantee: Anupam Mehta

Award Description:

“When Numbers Tell a Story: Transforming Accounting Education through the 4C Cartoon Case Pedagogy”, Runner Up Distinctive Approaches to Teaching and Assessment (DATA)

Sustainable Education

Granter: University of Birmingham

Grantee: Dr Caroline Chaplin

Award Description:

Awarded as part of the University of Birmingham's Education Excellence Awards.

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
- Institutional recognition events
- Pedagogical innovation grants

Teaching Voices

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

Responsibility as a Mindset, Not a Module, Dr Fiona Oster, Programme Director MSc Sustainable Innovation & Entrepreneurship Academic Lead Entrepreneurship Associate Professor in Entrepreneurship and Innovation Management, Dubai Campus

Birmingham Business School Staff Spotlight

We are thrilled to shine the spotlight on Fiona Oster, MBS BBS(Hons) SFHEA, who has been honoured with prestigious Business School teaching award, which showcases her exceptional support and dedication to teaching excellence.

Read more about Fiona's background and her passion for University of Birmingham Dubai ⬇️

Join us in congratulating Fiona for her well-deserved recognition!



Fiona Oster: Birmingham Business School Staff Spotlight

When I inherited the Responsible Business module, I asked myself a question I now pose to my students: is this genuinely relevant to the world they will lead in? Reviewing the content, I had concerns that the themes, while sound in principle, did not fully reflect the realities and sensitivities of the context in which our students live and work. So I reworked the module from the ground up, not simply to meet the learning objectives, but to ensure the themes were appropriate, meaningful, and grounded in our region. The result was a noticeable strengthening of students' awareness and understanding of the key issues in responsible management.

For me, responsibility cannot be taught from a lecture theatre alone. To consolidate their learning, I took students to the Sustainability Pavilion at Expo 2020, where global sustainability challenges become tangible and immersive. Guest speakers then deepened this engagement, presenting on issues connected to SDG 12, Responsible Consumption and Production, bringing professional practice directly into the classroom. The most transformative experience, however, has been our visit to Tadweer, a local recycling facility, where students witness waste management first-hand. Standing amid the reality of what our consumption produces changes how students think in a way no case study can. They then channel this experience into developing their own solutions, which they present at our Responsible Business Pop-up Day, an example of authentic assessment where students defend real ideas to a real audience, rather than writing for a marker alone. My aim is simple: that students leave the module not just knowing what responsible business means, but having seen it, questioned it, and practised it. When learning moves from the page to the pavilion, the facility floor, and the pop-up stand, responsibility stops being a topic and becomes a mindset.

Teaching Voices: Dr Salma Ashour, Assistant Professor in Accounting

Last year 2025, I did share a 'teaching voices' piece where I reflected on how being an early career academic, navigating the constantly evolving higher education field, I strive to be my 'authentic' self. This 'authenticity' lens, in turn, shaped how I approach my teaching, where I want to be an academic that is uniquely my own, while leaving a positive impact on my students. Such 'authenticity' lens also guided how I adapted a playful learning approach to sustainability education through using LEGO Serious Play (LSP) and through acknowledging students as partners in their learning process. This year 2026, I still come back to this 'authenticity' stance, yet guided by a human-centred pedagogical approach grounded in emphasising the role of students, as humans, in constructing their own understanding and narrative on sustainability, yet while being sympathetic to other's needs and respecting the diversity of others. It is this idea of 'the other' that stands out for me. As students learn to become responsible future leaders; envisioning what a just, ethical and sustainable world would mean to them (i.e. their own narratives on sustainability), they need to be considerate of one another. As noted by Nussbaum (1997), quoted in Starkey and Tempest (2009, p.579), "[…] it would be catastrophic to become a nation of technically competent people who have lost their ability to think critically, to examine themselves, and to respect the humanity and diversity of others". To avoid such 'catastrophe', which we are already envisioning now, it is our role as educators to ground students into considering others' needs as they become responsible global citizens. Such 'human-centred' stance is what I will be carrying with me, as I continue to navigate what being an 'authentic' academic means to me.

Reference: Starkey, K. and Tempest, S. (2009), "The winter of our discontent: The design challenge for business schools", *Academy of Management Learning & Education*, Vol. 8 No. 4, pp.576-586.

Combining Research with Teaching, Professor David Maddison, Department of Economics



My *Land Economics* paper examining the disamenity impact of solar farms on nearby property prices provides an important case study within the Economics Dissertation module in Dubai. I use the paper to demonstrate how students can move from a broad area of interest, such as renewable energy, to a focused, empirically testable research question.

Maddison, D., Ogier, R. and Beltrán, A. (2023) 'The disamenity impact of solar farms: a hedonic analysis', *Land Economics*, 99(1), pp. 1–16.

The paper is particularly useful when teaching research design and causal inference. Students can see how property transaction data can be combined with spatial information on solar farms to investigate whether proximity affects house prices, and how econometric methods can be used to distinguish these effects from other determinants of property values. It also provides practical illustrations of treatment and control groups, spatial treatment definitions, fixed effects, difference-in-differences, and robustness testing.

More generally, I use the paper to demonstrate the complete research process that students are expected to undertake in their own dissertations: identifying a question motivated by the literature; obtaining and cleaning appropriate data; choosing and justifying an econometric methodology; presenting results clearly; undertaking robustness checks; and interpreting findings cautiously.

It therefore provides students with a concrete example of how a dissertation-style empirical project develops into publishable economic research.

Role Play, Values, International Women's Day in Teaching, Heather Jeffrey (Marketing in Dubai)



At the University of Birmingham Dubai, I assess my students by asking them to make a play. Working in groups, they build a piece of forum theatre around a service encounter, drawing on Boal and Freire, and then perform it for the class. The audience can stop the scene at any point, take the place of a character and try the encounter differently.

The assignment asks them to unpick the power relations inside that encounter. Who is permitted to complain, and who is not. Whose accent or dress changes the quality of service they receive. What a worker on an insecure contract can afford to say to a customer. Students choose the situations themselves, and they tend to choose ones they have lived through, on either side of the counter. Because the scene is replayed instead of simply analysed, the values in it become arguable.

The method matters because of who is in the room. A few years ago, during a discussion of International Women's Day, a second-year student told me she did not read white feminists because they did not help her go home to her Indian mum and dad. That taught me more than most of what I was reading on decolonising the curriculum at the time. She was not rejecting the ideas. She was telling me that a framework delivered as settled truth leaves her nowhere to stand.

Forum theatre gives students that place to stand. The learning outcomes hold, and the encounters students stage come from the region they know. This speaks to SDG 5 and SDG 10, and to the i5 emphasis on teaching that is participatory and socially interactive. I want students leaving with the confidence that their own context is a legitimate place to think from.

Responsible Education in Teaching: The Issue of Corruptions, Sami Bensassi, Professor of Development Economics and Impact Lead, with Dr Christian Darko

When students first encounter the word "corruption" in my classes, they usually arrive with a single story already in their heads: a bribe, an envelope, a scandal on the news. Part of my job — together with my colleague Dr Christian Darko, with whom I have developed much of this material — is to take that single story apart and show them that corruption and influence are not one phenomenon but many, shaped by history, institutions, and power in very different ways depending on where you look. Moreover, corruption belongs to a system — one often intentionally built by the people who hold power within it.

My research sits at the intersection of development economics and illicit trade — informal cross-border trade, bribe payments, trade-based money laundering, the hidden material relations between developed and developing economies. Because so much of this work is built on original data, often in places where the "official" numbers simply do not capture what is happening on the ground, I bring a simple demand into the classroom: don't accept the headline explanation, go and look at the evidence.

In my Business Strategies in Developing and Emerging Economies module, and in the broader work Christian and I have built together, we deliberately move across cases that look nothing alike on the surface. We look at the United Arab Emirates, where influence often runs through proximity to state-linked capital, sovereign wealth, and a small set of politically connected actors, and where the boundary between public authority and private business can be difficult for outsiders to see at all. We look at China, where personal networks and reciprocal obligation — *guanxi* — remain a pervasive determinant of economic relations across investments large and small, not just in a handful of headline projects, giving the relationship between the party-state, provincial officials, and enterprise its own distinct architecture of influence: who benefits, and who decides, is answered through relationships as much as through rules. And we look at Nigeria, where corruption is often a survival strategy embedded in the daily transactions of ordinary traders as much as it is a story about elites.

I insist that students hold these three cases side by side, rather than collapsing them into a single narrative of "corrupt developing countries." That is the pedagogical point as much as the substantive one. If a student leaves my class believing that corruption looks the same everywhere, I have failed. If they leave understanding that it takes different institutional forms — clientelist, state-capitalist, informal-survivalist — and that each form calls for a different kind of policy response, I have done my job.

We teach this almost entirely through discussion rather than lecture. Christian and I set up sessions where students are asked to defend a position they may not personally hold — for instance, arguing why a foreign investor might rationally tolerate a certain level of informal payment in one market but

not another — and then to argue the opposite case. These are uncomfortable conversations by design. Students studying international business are often being trained, implicitly, to treat these environments as operating conditions to be managed rather than political economies to be understood. I want them to sit with the discomfort of that tension rather than resolve it too quickly.

This teaching connects directly to the decolonisation work Christian and I have carried into our curriculum more broadly. Talking honestly about corruption and influence in North Africa, West Africa, the Gulf, and East Asia requires resisting a Western-centric frame that treats these regions as deviations from a European or American "norm" of clean governance. On the contrary, we insist throughout that corrupted economic relations require two willing parties — the story is never only about African or Gulf elites, it is equally about the foreign firms, banks, and governments who choose to work with them. We try to bring in the perspectives of scholars and practitioners from within these regions — including drawing on my own fieldwork and networks in North and West Africa — so that students are learning from the region, not simply about it.

My hope is that students leave these sessions as more careful thinkers about developing economies generally: less quick to reach for a single explanation, more willing to ask what institutional structure is actually producing the behaviour they are observing, and more alert to the fact that "informal" or "hidden" does not mean irrational or exceptional — it is often simply how a great deal of economic life in the world actually works.

Dr Adam Nix, Associate Professor of Responsible Buiness



As an Associate Professor of Responsible Business, my teaching sits exclusively within the scope of RME. I deliver teaching across both undergraduate and postgraduate contexts, and in both settings I present responsible business as a combination of multiple theories and practical considerations rather than as a single discrete concept. My own approach to teaching RME is to teach across three core thematic areas: sustainability, ethics, and (corporate) responsibility. Through these themes, learners are introduced to issues connected to governance, stakeholder management, environmental dependencies and impacts, and fairness and justice. These ideas also connect to the UN SDGs, which represent the key practice-based framework through which I organise much of my curriculum and the interconnected nature of responsible business.

Central to my teaching of responsible business is also the idea that learners are active participants within economic and organisational system. In particular, I believe it is important not only to help students become better managers, but also more knowledgeable and empowered consumers and stakeholders. One way this is achieved in my undergraduate module is through a reflective assessment on individual consumption practices, which considers how the way we consume is shaped not only by individual choice but also by broader cultural, historical, and practical factors. Here,

businesses and governments can also play a part in supporting better consumption, by designing products that work with existing practices while move away from the unsustainable materials, behaviours, or beliefs that surround them.

Teaching responsible business as a core module, where RME is the central focus, provides a valuable opportunity for in-depth and explicit attention. It is equally important, though, to support the integration of RME into the broader curriculum, so that it does not sit as a standalone or siloed aspect of Business School teaching. While I am one of several staff who teach exclusively on responsible business modules, I feel privileged to be part of an institution where all modules, whether labelled "responsible business" or otherwise, consider the managerial and business responsibilities specifically relevant to that module. My teaching therefore often focuses on exposing learners to a range of underlying conceptual and practice-based principles, through which they can more critically engage with issues of responsibility across their broader learning.

Public Information Films on Contemporary Marketing and Communications Ethical Issues, Professor Nicki Newman



In my first year Introduction to Marketing and Communications module I start to encourage the students to think about how the school's philosophy of responsible business relates to current practice and ethical issues in the marketing and communications industries. Each year I provide five ethical issues (see below for typical issues) for the students to choose from. In groups of 6-8, the students have to research their chosen issue. This includes understanding the different stakeholders

and their responsibilities, the stakeholder may include, but are not limited to, consumers, brands, governments, trade associations, general public, media outlets. Students are then required to create a short, 5-7 minutes, public information film for a young adult audience. The film must be both informative but also engaging to keep the audience's attention. The students must not take a side on the issue but present their findings from a neutral stance and allow the viewer to come to their own conclusion about the issue.

The assessment uses Mohamed and Lebar's (2017) definition of authentic assessment, it is realistic (reflects industry practice in creating digital artefacts), it is complex in cognitive aspects (requires problem solving, collaboration and higher order thinking skills) and is performance based (the assessment has meaning beyond the classroom). It also brings together marketing and communications theory and practice in way that supports the students to start to develop a range of skills that will prepare them for their future careers (Montano et al., 2023). These skills include group working, negotiation, communication, time management, creativity and critical thinking. Students are encouraged to use a range of digital software packages such as Canva. They are also allowed to use GAI to create images, graphics, animations and infographics as long as these are appropriately acknowledged and have been checked and approved by the student themselves.

Typical topics include:

- The use of AI generated influencer on social media. These AI influencers are portrayed as 'real people' with actual lives using sponsored products and having opinions about those products. Is this responsible marketing?
- With increasing obesity, especially childhood obesity, will the recent changes by the UK Government to regulations on the promotion of unhealthy food (e.g. 9pm watershed ban on TV advertising) make an impact and who should take responsibility for this issue?
- With an increasing number of teenagers and young adults becoming addicted to gambling, should gambling companies be allowed to sponsor sporting teams or events?
- Shein has, over the past two years, received large (in the millions of Euros) fines in both Italy and France for greenwashing their environmental claims. Given the low price of fast fashion, can it ever be environmentally sustainable?
- According to the World Economic Forum (2024) women's facial moisturiser is over 30% more expensive than men's. Is this unfair pink tax or good segmentation pricing?

References:

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Embedding PRME Principles through Authentic Case-Based Learning, Dr Anupam Metha



A key challenge in responsible management education is moving sustainability beyond concepts and helping students understand what it means when making real business decisions. My approach is to bring these decisions and their tensions directly into the classroom.

I develop cases around real companies and the learning needs of my students, drawing on principles of authentic learning. My cases cover different dimensions of responsible business, including sustainable food through Beyond Meat, ethical production through Ahimsa Silk, and sustainable fashion. Students step into the shoes of the protagonist and work through real dilemmas where environmental and social responsibilities need to be considered alongside profitability, growth, resource constraints and stakeholder expectations.

Students decide what they would do, consider who is affected and justify their choices from different perspectives. This connects directly with PRME by developing students' understanding of sustainable development, stakeholder responsibility and responsible decision-making, while preparing them for the complexity of decisions they may face as future managers.
Beyond my classroom, I extend this work through my External Case Network, bringing together colleagues from different institutions to share and develop case-based approaches to sustainability and responsible management education.

Barriers to Innovative Curriculum

In 2025, 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 2025, 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

Continue telling your story

QS Future17 the Sustainable Development Goals Challenge Programme



Transformative sustainability education

As part of the School's strategic focus on responsible business, we are engaging with the QS Future17 to support sustainability education beyond the classroom and beyond borders with a purpose of developing leadership, knowledge and skills needed to shape a fairer and more sustainable future for business, society and the environment. The Business School has continuously forged partnerships to deliver immersive and real-world learning as part of our commitment to equip students with the skills and insight to navigate global volatility. We promote global engagement while offering our students the opportunity to actively and collaboratively shape and support society's leaders. Future17 is a global education programme in partnership with the QS and Exeter, that bridges higher education and the real world. It is multi-institutional and multidisciplinary, bringing students, academic mentors and business partners together to work on challenges related to the 17 United Nations Sustainable Development Goals (SDGs). This programme offers experiential learning as students build on and apply their knowledge to real environmental and social challenges posed by global companies, international organisations, start-ups and NGOs.

One future leader at a time

Future17 aims to help students develop highly relevant skills by working on real-world business challenges related to sustainability as part of international, multidisciplinary, and multicultural teams. Future17 brings students together from different cultural backgrounds and educational settings to collaborate on a challenge set by a SDG Challenge Partner, who they will work with to understand the

problem, diagnose the issues, examine potential approaches through evidence-based study as well as propose & justify pathways for developing solutions. Future17 fosters cultural competence, digital skills, collaborative working behaviours and critical problem-solving skills while enabling students to make real impact on sustainability challenges. Future17 has partnered with leading global organisations including EY, Capgemini, World Wildlife Fund, Oxfam, and many innovative start-ups and NGOs. Past projects have ranged from climate change adaptation strategies to recycling tea waste into sustainable fabric dyes. Nearly 20% of Future17 alumni have secured internships and full-time positions with programme partners.

Collaborating as a community

This programme is also a great opportunity for academics to participate as mentors, sharing their expertise in guiding and encouraging students. Through this initiative, we are developing a community that is constantly exploring the social and environmental challenges affecting global organisations so that we remain connected to the real world. The experience promotes understanding of/passion for the SDGs and allows our academics to explore the key challenges and potential solutions alongside other academics/students from around the world. This offers a global network for enabling conversations/knowledge exchange and research potential. Consequently, building our capabilities in generating knowledge to broaden our reach for meaningful impact and instilling the skills that drive positive change.

Dinisa Kandasamy
BBS QS Future17 Lead

Student Voices QS Future17SDG Programme



Participating in Future17 was one of the most rewarding experiences of my MSc Financial Management programme. The project provided a unique opportunity to collaborate with a diverse team of students from different academic disciplines and cultural backgrounds, allowing us to tackle a real-world sustainability challenge aligned with the UN Sustainable Development Goals. Working alongside individuals with different perspectives broadened my understanding of complex global issues and demonstrated the value of interdisciplinary thinking in developing impactful solutions. The experience strengthened my teamwork, communication and problem-solving skills, while also improving my ability to manage projects in a collaborative and professional environment. Beyond the practical skills gained, Future17 encouraged me to think more critically about sustainability and the role that future business leaders can play in creating positive social and environmental change. It was an inspiring and enriching experience that I would highly recommend to any student looking to develop their employability skills while contributing to meaningful global challenges.

Terence Arokiyaraj – MSc Financial Management

Future17 goes far beyond academic coursework. It is an opportunity to build real-world skills in systems thinking, negotiation, teamwork, and leadership by tackling actual SDG problems with a global team. It's a unique space to network with international students, mentors, and partner company representatives. If you would like to challenge yourself and expand your horizons, I highly encourage joining the next cohort!"

Elene Karenashvili – MSc Economics

Taking part in the QS Future17 SDG Challenge was one of the standout experiences of my postgraduate year. As Team Leader for Team 15, I collaborated with students from universities worldwide - including the University of Exeter, the UNEC, KFUPM - in partnership with Oxfam Mexico, evaluating community-centric financial frameworks across five countries. Coordinating a truly international team across diverse time zones taught me more about real-world leadership than any classroom module could - from building consensus on tricky scoping decisions to maintaining momentum without relying on real-time meetings. Our final case study on sustainable tourism financing was well-received by both Oxfam Mexico and the Future17 programme team, and the experience directly shaped how I approach combining financial expertise with genuine social impact. I would strongly encourage any student considering this programme to go for it. It is demanding, but it pushes you to grow in ways that pay off well beyond the challenge itself.

Ranjana Krishnagiri Kodandaraman – MSc Financial Technology

The Future Leaders Certificate (FLC), Tom Ellis, Careers Adviser Birmingham Business School



The Future Leaders Certificate (FLC) is an award-winning extracurricular programme for full-time MSc students at Birmingham Business School, designed to develop purposeful leaders equipped for an increasingly complex and changing world of work. Building on its original focus on digital leadership, adaptability, creativity, collaboration and responsible business, the programme now places particular emphasis on developing leadership capabilities that contribute to a sustainable and responsible future.

Since its pilot in 2018–19, the FLC has developed a growing community of future leaders. By 2025–26, the programme reported a network of more than 450 FLC alumni, with 57 students completing the 2025–26 cohort. The programme remains highly selective, with the 2025–26 cohort drawn from the top 3% of Birmingham Business School's MSc students.
Participants engage in self-reflection, guest talks and workshops, individual and group challenges, networking, and intensive employer-led projects addressing real organisational issues. Since its launch, the programme has worked with organisations including the BBC, Beiersdorf, Britvic, Lloyds Banking Group, The Department for Education and Siemens, providing opportunities for students to apply their learning while developing leadership, collaboration and professional skills."
Student quote:



The Birmingham Project: Responsible Management in Practice



The Birmingham Project is a University-wide initiative that brings together first-year students from different disciplines to address live organisational challenges. Birmingham Business School academics contribute as Academic Challenge Leads, working alongside organisational representatives to help students apply academic knowledge to contemporary business, environmental and societal issues.

Responsible business has been part of The Birmingham Project for several years. In 2018, a dedicated responsible business theme introduced challenges around carbon footprints, food waste and unsustainable business practices. More recent iterations show sustainability and responsible management extending across a wider range of organisational challenges.

Selected Challenges with BBS Academic Leads

Partner	Challenge question	Academic Lead(s)
Volkswagen Group UK	*How can Volkswagen Group UK use their brands' websites to educate prospective customers on electric vehicle adoption and making sustainable choices?*	Raeni; Tong Yin

BBC Studios Drama Productions	*How can BBC Studios Drama Productions embed sustainability and environmental responsibility as a core value throughout the commissioning process for new productions?*	Helen Brain; Anupam Mehta
Transport for West Midlands	*How can Transport for West Midlands use climate adaptation technologies or practices to support future transport projects in the West Midlands?*	Vasco Alves
Siemens	*How can the University of Birmingham use Siemens immersive VR technologies to support sustainable education and enhance learning engagement across disciplines?*	Ahmad Bhatti
HSBC	*How can HSBC support SMEs in adopting AI solutions to improve productivity, competitiveness and responsible innovation?*	Anandadeep Mandal
Birmingham City FC	*How can Birmingham City FC design a zero-waste matchday experience that enhances fan engagement while reducing environmental impact?*	Trevor de Middelaer

Through these live challenges, students explore how responsible management operates in practice. They work across disciplinary boundaries, engage directly with organisational partners and refine their proposals in response to feedback. The challenges demonstrate the breadth of sustainability and responsibility in organisational decision-making, encompassing electric mobility, climate adaptation, production, waste, digital technologies and support for SMEs. The Birmingham Project brings the PRME Teach and Partner Principles together by connecting interdisciplinary learning with organisations working through contemporary sustainability and responsible management challenges.

The value of this approach is reflected in the experiences of academic leads and participating students.

Helen Brain

Programme Director, BSc Accounting and Finance, and Academic Challenge Lead

"A significant benefit of The Birmingham Project is the engagement our students have with industry partners. Students gain valuable insight into the realities of developing sustainable business practices, recognising that these issues are often complex and without a single 'right' answer. The iterative process of refining their ideas in response to industry feedback encourages students to think critically about their assumptions and develop practical, responsible solutions. At the same time, they strengthen the communication, teamwork and critical-thinking skills that will support them throughout their programme and in their future careers."

Dr Raeni

Academic Challenge Lead

"What impressed me most was how much the students achieved in such a short period. With guidance from the academic leads and organisational partner, they moved from exploring an unfamiliar challenge to testing their ideas, responding to feedback and developing practical, sustainability-focused proposals. Seeing their confidence, creativity and thinking grow as we supported them through this process showed me the real value of experiential learning."

Kenzie Hill

Year 2, BSc Accounting and Finance

"While winning the challenge was an amazing achievement, the real highlights were the friendships, collaborations, skills and insights gained along the way. These are what made The Birmingham Project such a unique and empowering experience that I will always recommend to future students."



Research

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

How We Define Research

Research for BBS 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

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

vs

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

Research Funding

In 2025, Birmingham Business School was awarded funding for research that is:



Institution Specific | **Local** | **Regional** | **National** | **International**

Socializing Research

In 2025, Birmingham Business School contributed research findings to:

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Social media and digital outreach
- Research collaborations
- Public events and lectures

Research Projects

In 2025, Birmingham Business School reported 7 research projects that implemented responsible or sustainable activities.

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

Period Covering: September, 2024 - September, 2026

Department: Management | Accounting

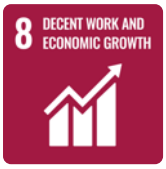
The new maritime Silk Road, part of the Belt and Road Initiative (BRI) launched by the current Chinese president 10 years ago, has been an essential tool of soft power for China and has contributed to the growth of established trade hubs and the development of new ones. We define Global Trade Hubs (GTH) 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







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

Period Covering: August, 2023 - July, 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: September, 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: September, 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



Sustaining food, environment, and people in Ras Al Khaimah (sustainable-RAK): Industry 4.0-enabled zero-food waste strategy

Period Covering: October, 2025 - September, 2026

Department: Management | Cross-disciplinary

This research project addresses the growing challenge of food waste in Ras Al Khaimah, United Arab Emirates, by moving beyond awareness campaigns toward a data-driven, system-wide approach to waste prevention. While food waste is often viewed as a behavioural issue, the project demonstrates that it is also a supply chain and decision-making challenge that requires better measurement, coordination, and forecasting across the food system.

Led by Dr Ahmed Al-Hamadani (Principal Investigator), the project investigates how food waste occurs throughout the food supply chain, from production and logistics to retail and consumption, and identifies the key factors driving waste generation. Particular attention is given to demand forecasting, overstocking, cold-chain performance, and coordination among supply chain partners.

The research proposes an Industry 4.0-enabled framework that uses digital technologies, including data-sharing platforms, temperature monitoring systems, and demand-planning tools, to improve visibility and decision-making across the supply chain. By focusing on evidence-based interventions, the project aims to shift food waste management from reactive disposal and redistribution practices to proactive prevention.

A central outcome of the project is the development of a pilot model for Ras Al Khaimah, bringing together retailers, suppliers, logistics providers, and other stakeholders to test a structured food waste reduction strategy. The pilot will establish a standardised measurement framework, identify critical waste hotspots, improve coordination across supply chain actors, and evaluate practical solutions that can be scaled across the emirate.

The project contributes directly to the UAE's sustainability agenda, supporting UN Sustainable Development Goal 12 (Responsible Consumption and Production) and aligning with the Ras Al Khaimah Energy Efficiency and Renewable Energy Strategy 2040. Through collaborative research and stakeholder engagement, the project seeks to generate practical recommendations that enhance food security, reduce environmental impacts, and support a more sustainable and resilient food system in Ras Al Khaimah.



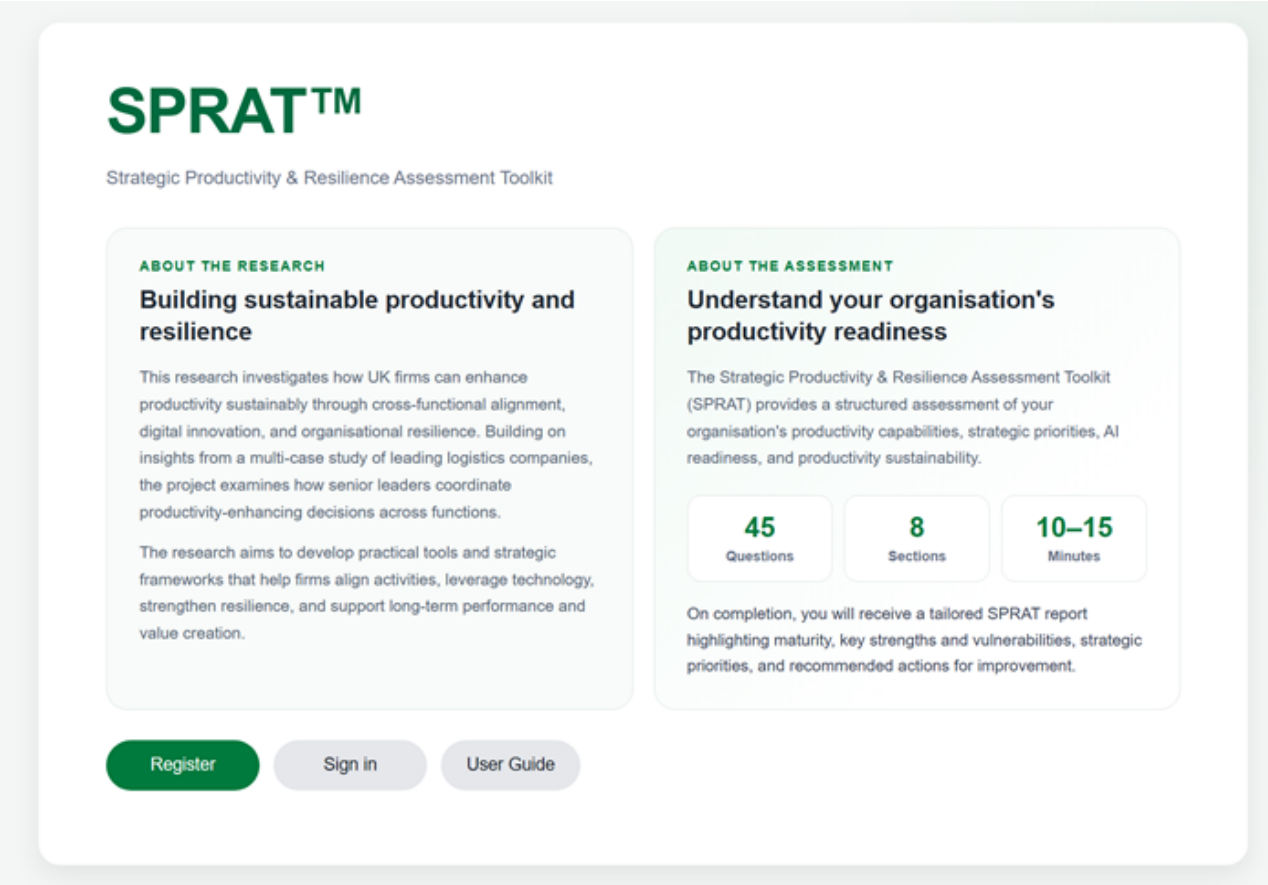
Strategic Pathways to Sustainability-Focused Productivity: Strengthening UK Firms through Cross-Functional Resilience and Digital Innovation

Period Covering: September, 2025 - September, 2026

Department: Cross-disciplinary

This project investigates how UK organisations can improve productivity while advancing sustainability through digital innovation, cross-functional collaboration, and organisational resilience. The project, led by Professor Yong Lin, identifies strategic pathways for enhancing productivity while addressing environmental and societal challenges. Rather than viewing productivity solely as operational efficiency, the research examines how firms can build resilient capabilities that enable sustainable performance in increasingly uncertain environments shaped by technological change, supply chain disruption, labour shortages, and net-zero ambitions.
The project is being undertaken in close collaboration with industry partners, with qualitative research involving organisations across the UK, including the logistics and delivery sector. Emerging findings show that productivity improvements are achieved not through technology adoption alone, but by developing digital resilience—the organisational capability to stabilise operations, adapt resources, and renew ecosystem relationships under conditions of uncertainty.

A key outcome of the project is the development of the Strategic Productivity & Resilience Assessment Toolkit (SPRAT), an evidence-based maturity assessment framework that enables organisations to evaluate their productivity and resilience capabilities and identify practical pathways for improvement. Both the Excel-based toolkit and the online SPRAT platform have now been completed, and pilot testing with UK businesses has commenced to gather industry feedback and support further refinement.



(https://spratoolkit.web.app/)



(An example report after the SPRATassessment)

The project aims to provide practical guidance for businesses and policymakers seeking to enhance productivity, strengthen organisational resilience, accelerate responsible digital transformation, and support sustainable economic growth. By translating academic research into accessible diagnostic tools and actionable recommendations, the project contributes directly to the UN PRME agenda by promoting responsible management, innovation, and long-term organisational sustainability.



Understanding pro-environmental decision making: an agent-based modelling approach

Period Covering: September, 2025 - September, 2029

Department: Marketing | Cross-disciplinary



Many people express strong motivation to act in environmentally sustainable ways yet often fail to do so in everyday choices. My PhD project investigates when and why this gap between motivation and action occurs by combining research on attention, learning, and agent-based modelling (ABM). How do attention and motivation shape pro-environmental decision-making at the individual level, and how do such micro-level processes scale up to collective behavioural patterns?

People frequently attend to pro-environmental information (such as sustainability labels or long-term benefits) but still choose less sustainable options. This gap can reflect many factors, including uncertainty, cognitive load, delayed gratification, and socio-economic constraints that shape how feasible sustainable action is in the first place. Even when people are motivated, they may lack the resources, time, or information needed to accurately anticipate environmental consequences.

ABMs can be used to test which of these drivers best explains behaviour in context. Further, we aim to test learning theories alongside measures of attention to identify which learning strategies, such as learning from direct experience or through social influence, are most likely to produce sustained pro-environmental behaviour. We will investigate these mechanisms using online studies, as well as laboratory experiments that combine joint eye-tracking with EEG.

The project begins with a systematic review of how ABMs are used in psychology, marketing, and the wider social sciences, with the goal of identifying dominant approaches and methodological gaps. Building on Thoma et al. (2025), I will apply a bibliometric framework that combines computational semantics, large language models (LLMs), and clustering to map the ABM literature at scale. A central focus is the limited use of multimodal methods and the lack of empirical validation of ABM assumptions.

PhD Student: Veronika Wendler; Partner: The James Hutton Institute; Supervisors: Dr. Lei Zhang and Prof. Caroline Moraes; School of Psychology



Research Awards

In 2025, Birmingham Business School was awarded 11 research awards for responsibility- and/or sustainability-related research.

BBS Early Career Award

Granter: Birmingham Business School

Grantee: Eric Melander

Award Description:

Awarded for the publication: Melander, E., and Miotto, M. (2023). Welfare cuts and crime: Evidence from the New Poor Law. The Economic Journal, 133(651), 1248-1264.

BBS Early Career Award

Granter: Birmingham Business School

Grantee: Nur Gündoğdu

Award Description:

Awarded for the publication: Erbil, C., Özbilgin, M. F., and Gündoğdu, N. (2025). Neuronormativity as ignorant design in human resource management: The case of an unsupportive national context. Human Resource Management Journal, 35(2), 454-475.

BBS Early Career Award

Granter: Birmingham Business School

Grantee: David Qingjie Du

Award Description:

Awarded for the publication: Du, Q., Hasan, I., Wang, Y., and Wei, K. J. (2025). Political corruption, Dodd–Frank whistleblowing, and debt financing. Journal of Corporate Finance, 91, 102745.

BBS Early Career Award

Granter: Birmingham Business School

Grantee: Jennifer TyreeHageman

Award Description:

Awarded for the publication: Jennifer TyreeHageman for Tomlinson, O., Nix, A., and TyreeHageman, J. (2025). EDI Failure: Experiences of Racialized Interpersonal Misconduct and the Delegation of Moral Responsibility. Journal of Business Ethics, 1-23.

BBS Early Career Award

Granter: Birmingham Business School

Grantee: Grigorios Lamprinakos

Award Description:

Awarded for the publication: Lamprinakos, G., Santos, D., Stavraki, M., Brinol, P., Magrizos, S., and Petty, R. E. (2024). Power can increase but also decrease cheating depending on what thoughts are validated. Journal of Experimental Social Psychology, 111, 104578.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Adam Nix

Award Description:

Award relates to the publication: Tomlinson, O., Nix, A., and TyreeHageman, J. (2025). EDI Failure: Experiences of Racialized Interpersonal Misconduct and the Delegation of Moral Responsibility. Journal of Business Ethics, 1-23.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Ceren Ozgen

Award Description:

Award relates to the publication: Daron Acemoglu, Hans R. A. Koster and Ceren Ozgen, (2015) Robots and Workers: Evidence from the Netherlands, accepted in Journal of Labor Economics.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Yuanzhu Zhan

Award Description:

Award relates to the publication: Zhan, Y., Yeung, A. C., Tan, K. H., Xiong, Y., Xing, X., and Ye, F. (2025). Success and Failure of Blockchain Technology Providers: Founders' Power, Beyond-Blockchain Exploration and Centralized Decision-Making. Journal of Operations Management.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Elisavet Mantzari

Award Description:

Award relates to the publication: Mantzari, E., Smyth, S., and Lanka, S. (2025). Classical Marxist accounting research: A literature review and directions for future research. Critical Perspectives on Accounting, 101, 102789.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Samuel Adomako

Award Description:

Award relates to the publication: Adomako, S., Zhu, F., Hsu, D. K., Istipliler, B., and Wiklund, J. (2025). Navigating environmental threats to new ventures: A regulatory fit approach to bricolage. Journal of Management Studies, 62(4), 1524-1568.

BBS Mid-Career Award

Granter: Birmingham Business School

Grantee: Louise Hassan

Award Description:

Award relates to the publication: Hassan, L. M., McGowan, M., and Shiu, E. (2025). They're not my people: When inclusive marketing backfires. Journal of the Academy of Marketing Science, 1-25.

Research Presentations Related to RME and/or Sustainability

In 2025, Birmingham Business School gave 2 research presentations related to RME and/or sustainability.

Informing Environmental Taxation in the GCC: Evidence from Literature, Policy Review, and International Benchmarking

Authors: Muhammad Khawar

Date of publication: September, 2025

Presented at: 34th Annual Tax Research Network Conference (TRN 25), University of Nottingham, United Kingdom

Department: Accounting

This research examines the role of environmental taxation in supporting sustainability goals across the Gulf Cooperation Council (GCC) region. Drawing on institutional theory, legitimacy theory, and policy transfer theory, the study combines a thematic literature review, regulatory landscape analysis, and international benchmarking to identify opportunities for fiscal policy reform.
The findings reveal that while GCC countries have established ambitious environmental strategies, the use of fiscal instruments remains uneven and fragmented. Carbon pricing mechanisms receive increasing attention, while policy tools addressing waste management, plastic pollution, and landfill practices remain underdeveloped. Through benchmarking against leading Environmental Performance Index countries, including Estonia, the study identifies examples of coordinated legislation and fiscal innovation that could inform GCC policy development.
The research proposes six interconnected policy priorities, including carbon reform, plastic reduction, advanced waste management, institutional coordination, and international collaboration. It also introduces the concept of a Gulf Environmental Taxation Research Network (GETRN) to promote regional knowledge exchange and evidence-based policymaking. The study contributes to ongoing discussions on how environmental taxation can support climate action and sustainable development across the GCC region.



Mapping Absence and Voice: Co-Designing with Marginalised Communities

Authors: Raeni Raeni | Steve Cinderby

Date of publication: April, 2026

Presented at: Method/ology Development Workshop: "There is nothing to study! Absences, lacks, the invisible, silence and mystery in Organization Studies" at Copenhagen Business School

Department: Accounting | Cross-disciplinary

What happens when an experience is positioned at the centre of a participatory activity but remains at the margins of planning? This paper examines how co-designed activities shape what can be expressed, represented and acted upon in inclusive urban mobility planning. It draws on participatory mapping and photovoice with marginalised communities in Greater Medan, Indonesia, undertaken as part of the Indonesia–UK Partnering to Accelerate Climate Transitions (UK PACT) programme.

The paper traces how different dimensions of absence take shape across these activities. A missing or inaccessible piece of transport infrastructure may be readily marked on a map, while the waiting, uncertainty and dependence associated with using it may emerge through photographs or discussion. As participants' accounts are selected and represented, some dimensions become central while others recede. Centre and margin are therefore positions that can shift during participation.

Empirically, the paper examines how spatial, sensory and temporal absences emerge through different participatory methods. Theoretically, it reveals how activities designed to centre marginalised voices also shape which aspects of their experience can be presented as planning problems. A voice may be heard in a participatory activity while the absence it reveals remains marginal to planning.

Keywords: Absence; voice; participatory methods; marginalisation; inclusive urban mobility; photovoice; participatory mapping



Publications Related to RME and/or Sustainability

Speaking Across Silences: Academic Freedom, Care, and Responsibility

Authors: Fida Afiouni | Martijn Boersma | Charlotte M. Karam | Christof Miska | Masoud Shadnam | Scott Taylor | Suzanne van Gils

Date of publication: April, 2026

Department: Cross-disciplinary

This curated essay collection reflects on the ethical responsibilities of scholars and institutions amid rising violence, crises, and (geo)political tensions. Bringing together diverse voices from the editorial community of the Journal of Business Ethics, the essays collated here explore how academic freedom, care, dissent, and responsibility are negotiated within increasingly politicised and marketized university environments. The contributions address the lived experience of moral injury and vulnerability in proximity to war, the suppression of dissent in corporatized universities, the fragility of academic freedom under political pressure, and the ethical obligations of business ethics scholars confronting structural violence. This essay collection challenges the idea of institutional neutrality and calls for renewed attention to and engagement with care, courage, and collective responsibility in defending academic freedom and sustaining ethical scholarship in increasingly turbulent times.



Beyond Tokenism: Feminist Institutional Analysis of Declining Executive Power Amid Rising Female Representation in Chinese Listed Companies

Authors: Daping Liang | Hengyi Shen | Mengyi Xu

Date of publication: March, 2026

Department: Cross-disciplinary

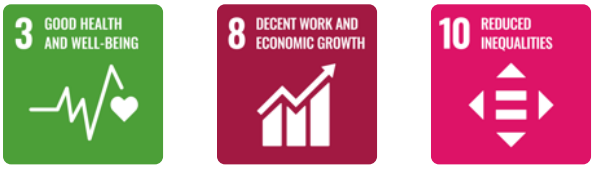
This study aims to systematically examine whether the increasing representation of female executives in Chinese listed companies translates into enhanced organizational influence, by analyzing their comprehensive power through a multidimensional framework rooted in feminist institutional theory.

Leveraging feminist institutional theory, we conduct a longitudinal analysis of power dynamics among female executives in Chinese listed companies from 2012 to 2021. The study employs a multidimensional analysis of power origins to evaluate the structural and substantive aspects of executive authority.

Our analysis reveals that while the proportion of female executives has steadily increased during this period, the gender power gap has concurrently widened. This disparity is particularly pronounced in inland China, and within the core executive group (excluding independent directors and supervisors), where the power gap significantly exceeds that observed in the broader executive population. This pattern reflects a fundamental conflict between formal and informal institutions, wherein firms engage in symbolic compliance: while formally adhering to gender diversity policies, they systematically

relegate women to peripheral roles with high visibility but limited substantive authority through informal patriarchal norms. This institutional conflict leads informal forces to neutralize the intended effects of formal equality measures.

This study provides a novel feminist institutional analysis that identifies and theorizes symbolic compliance as a core organizational mechanism in China's corporate governance environment. It moves beyond describing the tension between formal equity policies and informal biases, to reveal how this tension is actively managed by firms through strategic personnel arrangements that perpetuate tokenistic marginalization. The introduction of a multidimensional, quantifiable framework to measure executive power further advances methodological capabilities beyond simplistic numeric representation studies.



Building a local currency: Elaborating, maintaining and redirecting values through tensions

Authors: Mickael Peiro | Jeremy Aroles | Edward Granter

Date of publication: December, 2025

Department: Management

By documenting the lifecycle of a French local currency project, we explore the elaboration, maintenance, and rearrangement of values and the role played by tensions in such a process. We draw from a rich, 18-month ethnographic investigation that involved over 400 h of direct participant observation, conducting 23 formal interviews, attending dozens of meetings and events, and collecting emails and online exchanges on the server of the project. Through temporal bracketing, we identified three temporal phases in the development of the local currency: (i) Articulating and sketching out a value-driven organization (May 2013–November 2015); (ii) Framing values through tensions: Two visions at play (December 2015–May 2016); and (iii) Balancing out means and ends: Putting values to the test (June 2016–September 2018). We characterize three forms of values work – *Positioning*, *Convincing*, and *Rearranging* – associated with each of these phases. By examininng how each of this call upon various resources and techniques and are performed by various actors, we show how tensions act as catalysts for values work.



Historical Perspectives on Deglobalization's Drivers, Outcomes, and Managerial Responses

Authors: Andrew Smith | Heidi Tworek | Marcelo Bucheli | Johann Fortwengel

Date of publication: May, 2026

Department: Management

The deglobalization process experienced in the early 2020s is not without precedent. This Special Issue leverages business history as a lens to generate new insights and to uncover previously hidden complexities and nuances. Studying previous periods of deglobalization and their varying drivers, outcomes, and responses, the papers in this Special Issue show how firms and individuals are more active in shaping deglobalization processes than commonly assumed, and that deglobalization is a periodical and uneven phenomenon. The Special Issue also points to exciting avenues for future research, not least to more fully understand the antecedents of deglobalization, and under what conditions possible drivers of deglobalization indeed translate into state action causing deglobalization.



Reimagining the American Dream of Aging: Filmic Portrayals and Implications for Transformative Advertising Research

Authors: Katherine Sredl | Julie Whiteman | Finola Kerrigan | Cagri Yalkin

Date of publication: March, 2026

Department: Cross-disciplinary

Transformative advertising research uses institutional theory to position advertising as a site for transformative well-being, highlighting the role of ideology in shaping industry practice and output. Our study into discourses of successful aging in three films addressing the lives of older women demonstrates how film uses cinematography, dialogue, and mise-en-scène to discursively create film templates of successful aging. Templates provide cultural ideological frameworks for film audiences in their materialized representations of subject positions, thereby creating consent for the conditions and consumption that symbolize those positions. Although film can offer advertising and its audiences potentially transformative ideological templates of aging and gender, our findings reveal that templates rest on existing power hierarchies, limiting their potential use as a tool for transformative well-being in industry that could contribute to individual and societal well-being.







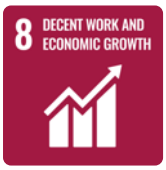
How disruptive is financial technology?

Authors: Douglas Cumming | Hisham Farag | Santosh Koirala | Danny McGowan

Date of publication: January, 2026

Department: Finance

We study whether Financial Technology (Fintech) disrupts the banking sector by intensifying competition for scarce deposits funds and raising deposit rates. Using difference-in-difference estimation around the exogenous removal of marketplace platform investing restrictions by US states, we show the cost of deposits increase by approximately 5.9% within small financial institutions. However, these price changes are effective in preventing a drain of liquidity. Size and geographical diversification through branch networks can mitigate the effects of Fintech competition by sourcing deposits from less competitive markets. The findings highlight the unintended consequences of the growing Fintech sector on banks and offer policy insights for regulators and managers into the ongoing development and impact of technology on the banking sector.





Keystone accountabilities for nature recovery: constructing people-nature relations in the environmental sustainability strategies of Olympic sports | DOI

Authors: Thomas Cuckston

Date of publication: June, 2026

Department: Accounting | Cross-disciplinary

Critical accounting scholarship has long exposed the limitations of functional approaches to environmental accountability, yet questions remain as to how alternative forms of accountability might be conceptualised to impel organisational responses to nature loss. This paper advances critical perspectives on environmental accountability by bringing ecological theory into dialogue with social theory. Drawing on the ecological idea of keystone actors, it develops the concept of *keystone accountability*, formed as an organisation explains its agency to shape social-ecological systems. The paper mobilises this concept in an analysis of the environmental sustainability strategies of the

International Federations governing Olympic sports – organisations that occupy keystone positions through dominance of global sporting events, authority over rules and technical standards, and coordination of transnational sporting communities. The analysis reveals marked variation in how these organisations recognise, articulate, or indeed neglect their responsibilities for constructing people-nature relations that advance nature recovery. Keystone accountability reframes responsibilities for nature recovery by foregrounding the diversity and complexity of people-nature relations constructed across organisational life. Critical accounting scholarship can thus become a force for advancing nature recovery by exploring and intervening in how people and organisations account for – and in so doing construct – their relations with, their connections to, nature.

Keywords: Accountability; Nature; Social-Ecological Systems; Sport



Management Control for Nature: Beyond Net-Zero and Nature-Positive | DOI

Authors: Elena Giovannoni | Christian Huber

Date of publication: August, 2025

Department: Accounting | Cross-disciplinary

'Net-Zero' and 'Nature-Positive' are two compelling global goals for Nature. But what is the nature of Nature, and what should a Management Control system for Nature look like? We discuss these questions by commenting on the extant accounting literature on global goals for Nature and accounting's contribution to achieving them. We start with a reflection on the idea of 'Zero' both as a number and an abstraction offering infinite possible combinations in a simultaneously negative and positive world, and we comment on the role of accounting numbers and calculations in relation to Nature – not only as an ecosystem of interconnected elements, ultimately leading to Net-Zero or Nature-Positive outcomes, but also in its more mysterious and enchanting traits, as part of a 'more than human' world. We outline four possible areas of enquiry for Management Control scholars, looking into the tensions between measurement precision and intervention; micro and macro objects or spaces of intervention; positive and negative interventions ultimately leading to Net-Zero and Nature-Positive; rigorously estimated projections and imaginative Management Control. We call for accounting scholars to start new enquiries into these areas, moving beyond a concern about *how to* calculate, and instead shifting the focus towards embracing a more Nature-based, future-oriented, maybe even imaginative and 'more than human', approach to Management Control for Nature.

Keywords

Management control; Nature; Carbon accounting; Biodiversity; Intervention; Precision; Negativity; Positivity; Zero; Micro-perspectives; Future; Imagination



Reinterpreting the local: discovering hidden stories through walking

Authors: Caroline Chapain | Marcia Dunkley | Ann-Christine Frandsen | Anita Lateano | Rweyemamu Ndibalema | Emma Surman

Date of publication: April, 2026

Department: Indigenous management knowledges | Cross-disciplinary



Walking as a Method to Create Counternarratives to the Ghosts of the Past The statue of the Golden Boys: Boulton, Watt, and Murdoch discussing plans for the steam engine.

Caroline Chapain, Marcia Dunkley, Ann-Christine Frandsen, Anita Lateano, Rweyemamu Ndibalema, and Emma Surman (2026), Chapter 31, "Reinterpreting the Local: Discovering Hidden Stories Through Walking". This chapter is one of 75 chapters in *Indigenous Management*, authored by 120 Indigenous and non-Indigenous contributors from around the world. The editors of the book are Jesse Pirini, Stephen Cummings, and Ana Maria Peredo (Eds.). The full title of the book is *Indigenous Management Knowledges & Frameworks*, SAGE Publications.
For further information, watch the accompanying YouTube video: Walking as a Method to Create Counternarratives to the Ghosts of the Past .



Indigenous Cultural Appropriation: The Case of Shipibo-Konibo Craftswomen's Art in the Peruvian Fashion Industry

Authors: Belinda Zakrzewska

Date of publication: April, 2026

Department: Marketing

Belinda Zakrzewska (2026), Chapter 43, explores how the traditional artistic practices of the Shipibo-Konibo people of Peru have been incorporated into the fashion industry, raising important questions about cultural appropriation, intellectual property, and Indigenous rights. The chapter highlights how the distinctive Kené designs created by Shipibo-Konibo craftswomen represent cultural identity, ancestral knowledge, and spiritual traditions rather than merely decorative patterns.

Through this case study, the chapter advocates for more ethical and responsible engagement with Indigenous cultural heritage, emphasising the importance of recognition, consent, and fair benefit-sharing when Indigenous knowledge informs commercial products. Published as Chapter 43 in *Indigenous Management: Knowledges and Frameworks*, edited by Jesse Pirini, Stephen Cummings, and Ana Maria Peredo (SAGE Publications), the work contributes to wider discussions on responsible management, social justice, and the protection of Indigenous knowledge systems



Minding the Gaps: Triangulation Strategies for Colonial and Postcolonial Archives

Authors: Stephanie Decker | Adam Nix | Guting Shen

Date of publication: December, 2025

Department: International Business | Cross-disciplinary

Business historians researching postcolonial contexts contend with archival biases and gaps, even more so than those in general archival research, due to the impact of imperial power dynamics on document creation, collection, and retention. These archival silences hinder the development of nuanced and inclusive historical accounts, frustrating historical understanding of diverse pasts. This article argues that triangulation – a methodological strategy of cross-validation using multiple inputs – offers a solution to these challenges. Through the case of department stores in Republican China, we explore three particular strategies: triangulating scattered institutional perspectives, triangulating with reflective ego-documents, and triangulating distinctive perspectives through diverse sources. By establishing the dual need for empirical and critical triangulation, we demonstrate how this approach navigates fragmented narratives, interrogates biases in archival creation, and reveals the socio-political dynamics embedded in historical records. Ultimately, we argue that triangulation not only enriches department store historiography but also offers a robust and explicit basis for addressing archival challenges in postcolonial research contexts and beyond.



Tides of Tension: Exploring the Blue Economy Through Stakeholder Narrations

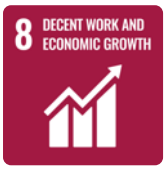
Authors: Carolin Decker-Lange | Katharina Bothe | Paul Caussat | Knut Stefan Garrit Lange

Date of publication: April, 2026

Department: International Business | Cross-disciplinary

The Blue Economy concept combines the views of oceans and seas as areas of economic growth, industrialization, and development, on the one hand, and as vulnerable marine ecosystems that need to be protected, on the other hand. Drawing on a concept driven by managerial practice in ocean-related industries, national and transnational institutions, and policymakers, this study applies abductive reasoning to explore the tension between these priorities and contribute to a holistic understanding of the Blue Economy. First, we establish the Blue Economy as a transitory research context in studies across multiple disciplines. Second, we describe it using three lenses from interdisciplinary literature: place, development, and sustainability. Third, we ground the Blue Economy in reality, using narrations around these lenses that we extract from data collected during four online

workshops with diverse stakeholders. The narrations show how stakeholders deal with the conundrum arising from issues around ownership and control (place), the economic needs of countries and communities (development), and the quest for resilient ecosystems (sustainability). Finally, applying grid-group analysis to evaluate the narrations lays bare stakeholders' antagonistic perspectives. We discuss techno-solutionism, localism, and transnationalism as at least temporarily acceptable responses to competing priorities that embrace the interplay between place, development, and sustainability and may inspire recommendations for policymakers.





Mergers and Acquisitions as Navigators of Climate Policy Shocks: Evidence from the NOx Budget Trading Program

Authors: Malika Hamadi | Samer Adra | Yang Gao | Jiayi Yuan

Date of publication: October, 2025

Department: Finance

We examine how mergers and acquisitions (M&As) enable firms to adapt to climate policy shocks. Exploiting the adoption of the Nitrogen Oxides (NOx) Budget Trading Program (NBP) across U.S. states as an exogenous shock, we find that firms with NOx-emitting plants subject to the NBP are more likely to engage in M&As, particularly through vertical integration. The effect is stronger among firms facing larger compliance cost increases, supporting the view that heightened regulatory burdens drive post-NBP acquisitions. Consistent with the cost-saving role of vertical integration, we show that NBP-induced vertical deals reduce production and distribution costs. Overall, our findings provide evidence that M&As serve as a rational response to climate regulation, revisiting the neoclassical view of acquisition motives in the context of environmental policy.



Integrated reporting as organisational practice: a case study from Japan

Authors: Ataur Belal | Yiting Weng | Katsuhiko Kokubu | Alex Wright

Date of publication: March, 2026

Department: Accounting

Purpose

This study examines how integrated reporting is enacted as an organisational practice. Moving beyond outcome-oriented evaluations, it investigates how unfolds in everyday work and how its situated enactment enables, constrains or reshapes possibilities for change.

Design/methodology/approach

We leverage Schatzki's (2002) theory of social practices to analyse how activities are organised by rules, practical understandings, general understandings and teleoaffective structures. An in-depth case study of a Japan-based company was undertaken, involving participant observation, semi-structured interviews, informal conversations and archival data. Data were collected through longitudinal fieldwork from 2019 to 2022.

Findings

enactment is not a straightforward process of implementing prescribed practices or outcome delivery, but an unfolding negotiation shaped by embedded organisational arrangements. What gets taken up – or set aside – depends less on formal design or normative expectations than on what is considered meaningful or actionable in the context of ongoing routines. These enactments are often routinised within existing organisational arrangement, limiting the scope for strategic debate and substantive change.

Practical implications

The findings highlight that the integration of sustainability into organisational practices depends not only on formal mandates or tools but on how reporting is negotiated and sustained in everyday work. Recognising this can help policymakers and standard setters design disclosure frameworks that better align regulatory ambitions with organisational realities and help organisations use reporting as a space for reflection rather than mere compliance.

Originality/value

Combining ethnographic approaches with a practice-theoretical perspective, this study contributes to practice-based accounting research by shifting attention from change outcomes to the situated enactment of reporting practices. It offers a processual understanding of how tensions between sustainability aspirations and organisational arrangements are negotiated in practice.



Making Sense of Researching Crises: Reflections on Work in Gaza

Authors: Sara Hassan | Lucy Natarajan

Date of publication: March, 2026

Department: Cross-disciplinary

A research perspective on crises, based on experience of community researcher training and a trauma recovery project in Gaza where qualitative methods are put to use by mental health professionals. Inspired by these agents of change in the built environment and literature on disaster research, the authors off er reflections on the impacts and challenges involved. The paper ends with a call for a new understanding of 'crisis research', as a mode of inquiry grounded in shared humanity, relational ethics, and community-based sense-making in recovery from disasters.



Promoting the Use of Recycled Plastics: A Taxing Issue

Authors: Hisham Farag | Andrew Dove | Robert Lee | Robyn Macpherson | Stefan Krause | Fern Elsdon-Baker | Aleksandra Cavoski

Date of publication: September, 2026

Department: Cross-disciplinary

Plastics have become an indispensable part of our daily lives. From food packaging to advanced medical applications, life in the 21st century would not be the same without them. The exponential increase in the production and use of plastics does, however, have significant negative environmental impacts that range from emissions and other pollution associated with the production of plastic, through to the impacts of improper disposal and direct leakage on the environment. The plastic packaging tax (PPT) was introduced in the UK in 2022, with the aim of providing a clear incentive for businesses to enhance a circular plastics economy by using recycled materials in production processes, as well as to motivate businesses to consider climate impact at every stage of the product lifecycle. This paper exposes some of challenges associated with the application of the PPT while proposing several policy options as to how to best address these challenges.



We, herself, and I: Using pronoun-poetry in qualitative research to generate original consumer insights

DOI

Authors: Caroline Moraes | Jane Brown | Jillian Dawes Farquhar

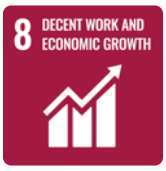
Date of publication: June, 2026

Department: Marketing | Cross-disciplinary

This work develops a vision for purposively using pronoun-poetry in qualitative consumer research. While debates regarding knowledge hierarchies continue, poetic inquiry remains un derexplored as a means to advance theorisation in this area. Drawing upon our own research experiences, we discuss how these methods can stimulate new ways of thinking, feeling, analysing, and amplifying consumer voices. We contribute to these conversations by developing pronoun- poetry practice, building on Voice-Centred Relational Method (VCRM) derived I-poems and unpacking a few of the many ways that different pronouns can be combined with other concepts (e.g., emotions) to create new pronoun-emotion variants. We also reinvigorate VCRM through what we term Voice-Centred Relational Poetry, a vision for using pronoun-poetry across all VCRM reading stages. These contributions significantly progress alternative methods through creative experimentation and originality, counterbalancing knowledge hierarchies and generating novel, co- created insights, and modes of representation about consumers' socio-affective experiences and power struggles in the marketplace.

Keywords: alternative methods, consumer voice, creative methods, financial exclusion, I-poem, poetic inquiry, poetic methods, pronoun-poetry, qualitative methods





Research Voices

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

Research Voice: Professor Nick Rowbottom, Shaping the UK's Sustainability Reporting Framework

Professor Nick Rowbottom has advised on the development of the new Sustainability Reporting Standards, published by the Department of Business and Trade.

The UK Government has issued new guidance for companies and investors to help them report more clearly and accurately on sustainability risks and opportunities linked to their business operations.

The UK Sustainability Reporting Standards (SRS) were published by the Department of Business and Trade on Wednesday, 25 February. The guidelines were shaped by work from the UK Sustainability Disclosure Technical Advisory Committee (TAC), which included **Nick Rowbottom**, Professor of Accounting and Corporate Reporting, at the University of Birmingham.

Professor Rowbottom's research focuses on how extensions and innovations in the corporate reporting model are shaped, constructed and delivered. Through collaborations with regulators and firms, his research addresses sustainability reporting.

The new SRS framework aims to make sustainability reporting clearer, more comparable, and more trustworthy. The guidance has been split into two parts:

- UK SRS S1 focuses on general sustainability information. It covers how companies report on governance, strategy, sustainability-related risks and opportunities, metrics and targets.
- UK SRS S2 focuses on climate issues, such as climate-related physical and transition risks.

The new Standards will mean that investors can make better decisions, companies report information more consistently, and capital markets allocate funding to more sustainable economic activity that can thrive in the future.

Nick Rowbottom, Professor of Accounting and Corporate Reporting at the University of Birmingham, said: "The UK Sustainability Reporting Standards will be imperative to ensuring that UK businesses have a strong understanding of what they need to do when it comes to sustainability reporting. The new Standards will mean that investors can make better decisions, companies report information more consistently, and capital markets allocate funding to more sustainable economic activity that can thrive in the future.

"It is heartening to see our work in the UK Sustainability Disclosure Technical Advisory Committee come to fruition. I'm looking forward to seeing how businesses take this forward, and the impact the standards will have."

Professor Rowbottom's work falls within the **Centre for Responsible Business**, where he is an Associate. Based at Birmingham Business School, the Centre carries out ground-breaking, interdisciplinary research and education. Its work covers a broad range of topics, from carbon accounting and reporting to responsible marketing and consumption. The Centre engages with partners to identify and overcome barriers that stop businesses from creating positive change for all.

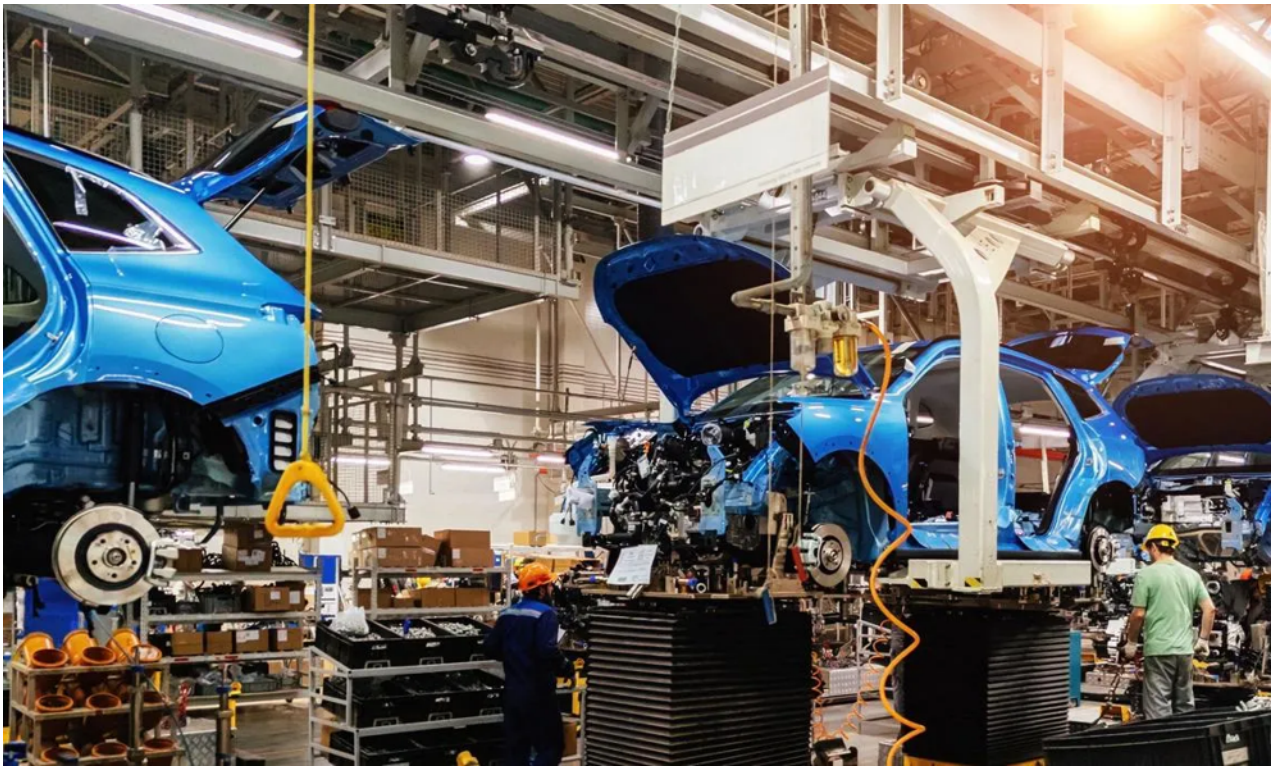
The University of Birmingham addresses urgent sustainability and climate challenges - leading a wide range of interdisciplinary research which includes collaboration across academia, industry, government, and local and global communities. The University is also a signatory to the **Concordat for**

the Environmental Sustainability of Research and Innovation Practice, produced by the Wellcome Trust in collaboration with representatives across the research and innovation sector (including universities, research Institutes, catapults and funding organisations).

Read the full UK Sustainability Reporting Standards on the Government's website.

Source: Academic shapes new UK Sustainability Reporting Standards - University of Birmingham

Research Voice: Professor Robert Elliott, Transitioning to a Greener Labour Market – Who Benefits and Who Gets Left Behind?



Based on an article by Adam Green, freelance journalist, published by the University of Birmingham on 3 June 2026.

The green transition is underway within firms as tasks become greener, but access to these opportunities remains uneven. Researchers at the University of Birmingham have developed a measure of job 'greenness' and are exploring how to make the transition economically and socially equitable.

In recent years, corporations have reduced their use of climate-related aspirations in a phenomenon now referred to as “green-hushing.” Yet recent geopolitical shocks and fuel-price volatility are reinforcing the urgency and complexity of the green transition. This has contributed to rising energy insecurity, prompting increased investment in renewable energy supply chains, including solar panels, wind turbines, and batteries, while higher fuel prices have pushed electric car sales to record heights. Green innovation remains a key driver for businesses, and employment linked to environmental sustainability is growing faster than overall job creation across Europe. Estimates from the World Economic Forum show that the green transition will impact 14.4 million jobs globally by 2030, with a net gain of 9.6 million new roles despite 2.4 million being phased out. Employers are quietly preparing for this greener future by investing in talent and capabilities. In other words, firms are not disengaging from climate issues, they are simply talking about them less. This shift in communication has made the rise of green jobs harder to track.

Professor Robert Elliott, an economist at the University of Birmingham, studies the intersection of environmental change and labour markets. Using an interdisciplinary approach and high-quality survey data from countries such as the Netherlands and Japan, his work offers a more precise way to measure green jobs amid the green-hushing phenomenon. “In the case of Japan, we have an original data set because we were able to include our own green job questions in the survey, which allowed us to answer questions we couldn’t before,” Professor Elliott explains. This has enabled new insights into who can access these roles, how they are distributed across demographics, and their overall quality. Professor Elliott uses tasks to measure how “green” jobs are and to track who benefits from the transition in real terms.

What are green jobs?

The International Labour Organization defines green jobs as decent jobs that contribute to preserving or restoring the environment, whether in traditional sectors such as manufacturing and construction, or in emerging green sectors such as renewable energy and energy efficiency. Policymakers have focused on innovation as a way of creating green jobs, but there is little research into the dynamics of the relationship between eco-innovation (the development and adoption of green technologies) and green employment. Professor Elliott’s work fills this gap in the literature. He found that companies that start using green products increase the share of green jobs by 19.7%, even when overall employment levels remain unchanged. Rather than creating or eliminating roles, firms are redesigning tasks to make them greener, embedding green work in existing sectors as they adopt green technologies – for instance, as the automotive sector moves to produce more electric vehicles.

It’s not just a dichotomy of green vs not green – we’ve developed a measure of greenness.
Robert Elliott, Professor of Economics at the University of Birmingham

In this context, Professor Elliott and colleagues developed an index that can determine how green jobs are. "It's not just a dichotomy of green vs not green – we've developed a measure of greenness," he explains. Instead of green roles, the focus is on green tasks, a crucial shift in our conception of the evolving green economy. The job title may have stayed the same, but the work has become greener.

Green jobs are better, but for who?

Wage

Overall, employees benefit from transitioning to green work. "The jobs are better. They are higher paid, more skilled, less routine, and cleaner," Professor Elliott says. Previous research had found that green workers earn more than non-green workers, and Professor Elliott's team wanted to know just how big that gap was. "In a rolling survey of 10,000 workers in Japan, we measured green jobs in terms of certain tasks – for example, pollution reduction, resource conservation, energy efficiency, and renewable energy – which allowed us to assess the wage premium," he says.

The study found a clear and consistent green wage premium. On average, workers in green jobs earn 7.3% more than their non-green counterparts, a premium that increases as the level of green intensity (a measure based on time spent on green activities) within a role rises. A 10% increase in green intensity increases hourly wages by 0.8%.

Business size

Employer-level trends further illustrate how green employment is distributed across the economy. Larger firms tend to employ more green workers, although the proportion of green jobs relative to total employment is often lower than in smaller firms. There is also a strong link between green jobs and higher-paying firms, suggesting that the transition to a greener economy is closely associated with productivity, investment, and higher-value economic activity.

Age

Yet Professor Elliott's research in Japan uncovered how not everyone benefits equally from green jobs. They are disproportionately held by older workers overall; however, roles with the highest levels of green intensity tend to be occupied by younger workers on average. This suggests that while experienced workers are well represented in the green economy, younger cohorts are increasingly moving into the most environmentally-focused roles.

Education

Education and skill level also play a significant role. Workers in green jobs are more likely to hold university degrees alongside professional qualifications, and are more commonly employed in high-skilled occupations. The green transition remains closely tied to demand for advanced skills and specialised knowledge. In Europe, skills supply is not yet meeting demand; from 2023 to 2024, green talent supply increased by only 5.6%, compared to an 11.6% increase in demand.

The UK is already facing an emerging green energy skills gap of approximately 200,000 workers. Understanding the relationship between education and green skills is the first step towards addressing this gap.

At the same time, the shift towards greener jobs raises concerns about widening inequality. These roles are typically higher skilled and more likely to require advanced education. Addressing this challenge will require a broader approach to skills development. “We need to think carefully about how to train the next generation for eco-innovation and green compliance,” says Professor Elliott. Ensuring that reskilling pathways are accessible and inclusive will be key to delivering a transition that is economically and socially equitable.

Gender

Employers should also consider the report’s insight into gender differences. While green jobs as a whole remain male-dominated, with men almost four times more likely to be employed in green jobs, higher-paying green roles, such as environmental officer positions within large corporations, are more likely to be held by women. These roles, however, are relatively scarce and do little to offset broader disparities.

Much of the gap reflects occupational sorting: men and women tend to enter different types of green work. This matters for reskilling efforts. “Someone who builds diesel cars can use the same skills to get work building electric vehicles,” says Professor Elliott. “However, these types of blue-collar jobs are also male-oriented.” Retraining and reskilling in any transition must avoid entrenching gender inequalities in the most accessible, but already male-oriented, roles.

Making green jobs good for business

Professor Elliott’s research in the Netherlands provided detailed evidence on how environmental policy reshapes labour markets. As environmental taxes increase, firms face higher costs for pollution-intensive inputs, prompting them to reorganise production. The findings highlight that in non-industrial sectors, a 10% rise in environmental taxes is associated with a 1.27% reduction in total employment, but a 6.5% increase in green employment.

Policymakers can adopt either a “carrot” approach, through subsidies, or a “stick” approach via regulation, but effectiveness depends on context. “Governments support green innovation, firms respond by investing, and in turn hire green workers, who are better paid and more skilled,” Professor Elliott says. More specifically, firms that voluntarily undertake eco-innovation create more green jobs, but subsidy-driven policies over stricter regulations tend to drive this increase in green employment.

Translation across markets

Similar strategies could be applied in the UK, particularly in sectors where the country already has a competitive foothold. The automotive industry, anchored by firms such as Jaguar Land Rover and Nissan, represents a key opportunity to scale up electric vehicles and create green roles for existing workers. Measures like subsidies for battery recycling or targeted tax incentives will be crucial if the UK aims to remain competitive in green technologies.

The transition also presents an opportunity to address regional inequalities. Renewable energy infrastructure, including wind farms, is more likely to be located in Scotland and the north of England; strategic subsidisation of industry in these areas could contribute to levelling up economies in these regions and helping locals transition to green work.

“You can invest heavily in retraining and reskilling displaced workers, or you can leave adjustment more to market forces...Each approach involves trade-offs.”
Robert Elliott, Professor of Economics at the University of Birmingham

More broadly, the research speaks to a longstanding debate in economics about the appropriate level of state intervention. “China’s interventionist approach has successfully fostered a globally competitive electric vehicle industry through sustained investment in skills and innovation,” Professor Elliott observes. “Western economies have relied more on market forces, and risk falling behind in certain key green technologies.”

Different policy models also shape how labour market transitions unfold. Nordic countries, for example, prioritise worker protection and retraining, smoothing adjustment but potentially slowing the pace of structural change. “You can invest heavily in retraining and reskilling displaced workers, or you can leave adjustment more to market forces,” Professor Elliott explains. “Each approach involves trade-offs."

The future of green work
Crucially, green jobs will not be confined to a distinct “green sector.” Professor Elliott’s work has mapped how the transition is already happening within firms, as tasks and processes, but not necessarily job titles, become greener. In many cases, it is current workers who are carrying out greener tasks. Transforming an economy from carbon-intensive to sustainable systems takes time, investment, and policy support, but the change looks increasingly certain to happen. “We want to get across the idea that the green transition is happening,” says Professor Elliott. “Green jobs are increasing, and they’re better jobs.” By identifying how green tasks are distributed across jobs and workers, this research gives employers and policymakers a clearer basis for designing targeted training, education, and industrial strategies.

“We want to get across the idea that the green transition is happening...Green jobs are increasing, and they’re better jobs.”

Robert Elliott, Professor of Economics at the University of Birmingham

Taken together, the evidence shows that green jobs are growing, often pay better, and are increasingly emerging through changing tasks within existing roles—but access to these opportunities remains uneven, and policy design plays a critical role in shaping who benefits.

A measure of job greenness
Learn more about Professor Elliott's green index, which marks a crucial shift in how we understand the evolving green economy.
Read paper

For further information, watch the accompanying video: Tackling the future for a greener labour market | University of Birmingham

Research Voice: Professor Karen Elliott, Why attitudes beat demographics when it comes to who invests



By Professor Karen Elliott , Chair and Professor of Practice in Finance and Fintech.

What predicts whether someone invests? For a long time, the industry's answer has been demographics: age, income, gender, and education. A new report suggests that answer is wrong, or at least incomplete.

Designing Targeted Support for Attitudes to Investing (Gathergood, Quispe-Torreblanca and Stewart, 2026) was published this month by TISA and prepared at the University of Nottingham. Professor **John Gathergood** presented it at a conference in London on 15 April and at a launch in the Churchill Room at the Palace of Westminster. The work connects to the **INFINITY project** (Inclusive Financial

Technology Hub), funded by **Research England** to help academics take their research into industry, where Professor Gathergood and I collaborate. My own research sits where financial inclusion, trustworthy AI and responsible financial services meet, so this report lands squarely in my patch.

Here's what the study did. Nearly 5,000 UK adults took part in a pre-registered randomised controlled trial. Some received investment recommendations calibrated to their attitudes: how much risk they would tolerate, what returns they expected, and whether they preferred to invest in the UK. Others received recommendations based on demographic data alone.

The attitude-based recommendations cohort won! And by some margin, increasing investment allocations by up to 30%. One result the authors call the “UK Preference Effect” stands out: participants with a home bias, who received a recommendation aligned to that preference, invested 47% more than comparable participants in the control group. In behavioural economics, effects of that size are rare.

The finding I keep returning to concerns the gender gap in investing. Once you account for attitudes, gender and education stop predicting investment behaviour at all. Simply put, women invest less than men not because they're women, but because of measurable differences in attitudes, and attitudes can be developed.

The finding I keep returning to concerns the gender gap in investing. Once you account for attitudes, gender and education stop predicting investment behaviour at all. Simply put, women invest less than men not because they're women, but because of measurable differences in attitudes, and attitudes can be developed. That matters for anyone designing services meant to widen participation.

As a champion of financial inclusion/exclusion, this barrier isn't a simple function of income or category; it is more complex, investing lives in the beliefs and dispositions that shape how people relate to financial products. That's exactly the sort of tangled question the UKFin+ and INFINITY communities were set up to work on, and the report's finding that attitude-based support helps women, lower-income consumers and first-time investors most, is the part that matters for inclusion.

The timing is no accident. The FCA's new Targeted Support framework came into effect on 6 April 2026 under its Advice Guidance Boundary Review, which means firms can now proactively offer consumers calibrated recommendations. What they couldn't do, until this report, was point to experimental evidence about which forms of targeting changes behaviour. The authors are upfront that their experiment was hypothetical, with no real money at stake, and they call for trials on live investment platforms. UKFin+ and INFINITY are well placed to address and tackle such wicked problems.

Two questions stay with me. First, the report hints that combining attitude-based support with better risk messaging could outperform either method when introduced on its own, but nobody has tested the two approaches together in a single experiment.

Second, governance - if firms start collecting attitudinal data at scale to personalise recommendations, who watches how that data is gathered and used? Participants in this study reported high comfort, above 7 on a 10-point scale on average, but feeling comfortable in a survey and trusting a firm with your data in a live commercial relationship are different things. That gap deserves attention from researchers, the FCA and the industry alike, and it's where my own work on Corporate Digital Responsibility resides.

Reference

Gathergood, J., Quispe-Torreblanca, E. and Stewart, N. (2026) *Designing Targeted Support for Attitudes to Investing*. Report commissioned by TISA. Nottingham: University of Nottingham.

Karen Elliott is a Professor of FinTech and Director of the UKFin+ Network at the University of Birmingham Business School.

Research Voice: Professor Hisham Farag, Mobilising finance for climate action



Based on the University of Birmingham's Driving climate finance feature and COP30 conversation with Professor Hisham Farag.

How can the money available for climate action reach the places that need it most? This question is particularly urgent for developing countries and for adaptation projects, where perceived risks and uncertain financial returns can deter private investment.

Ahead of COP30, Professor Hisham Farag discussed with Izzi Davies-Friend how policy frameworks could unlock green investment and help institutions fund sustainable solutions. University of Birmingham research involving Professor Farag examines what motivates institutional investors globally to invest in green financial instruments. It also explores whether responsible investors can strengthen firms' environmental, social and governance performance.

The research speaks to a central challenge for climate finance: how to direct investment towards mitigation and adaptation in ways that support more equitable and resilient outcomes. The COP30 video offers an accessible way to share that discussion with audiences beyond academia.

Research Barriers

In 2025, Birmingham Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

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

Continue telling your story

Moving forward



Professor William Green, Director of Research and Knowledge Exchange, Birmingham Business School

Our 2030 school strategy reemphasises our continued commitment to responsible business and sustainability as central research tenets, to generate knowledge that drives positive change in organisations, society and the environment. Through these values, evidenced by our internationally recognised research, interdisciplinary collaboration, and research engagement and impact with partners from business, government, civil society, we lead responsible management practice and the UN PRME agenda. Internal research mechanisms and our seven research centres continue to reinforce and signal a responsible research culture and in evaluation consider the contributions that colleagues make to this agenda and the UN PRME principles. This includes our research awards, internal research seed funding, study leave applications, staff appointments, and seminar programmes. With more than 200 research-active colleagues, the body of work that we produce in this area is significant and among the largest within research-intensive Russel Group business schools. This responsible research agenda will feature centrally in our submission to national research evaluation exercises (REF2029) and future accrediting body submissions. We are proud of our practice in responsible research and will continue to align and disseminate our work aligned to the UN PRME's seven principles.

Sustainable Finance, Artificial Intelligence, and the Future of ESG



Birmingham Business School will bring together academics, policymakers, practitioners, early career researchers and PhD students at the Sustainable Financial Innovation Centre's annual conference, *Sustainable Finance, Artificial Intelligence, and the Future of ESG*, on 30 October 2026. The conference will examine how advances in AI, climate-related risks, regulatory expectations and debates about ESG are changing how capital is allocated, risk is assessed and sustainability is considered in financial decisions.

Through theoretical, empirical, methodological and policy-oriented research, participants will explore how AI is transforming sustainable investment, whether machine learning can improve the credibility and transparency of ESG metrics, and how ESG may evolve under greater scrutiny from investors and policymakers. The conference's developmental format includes feedback from senior academics and subject experts for selected papers before they are presented, supporting researchers to refine their work and exchange ideas across disciplines.



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 our efforts to cultivate supportive and collaborative relationships that span business, government, civil society, and academia. We seek partnerships that 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
- Quacquarelli Symonds (QS)
- Times Higher Education (THE)
- EQUIS (European Quality Improvement System)
- United Nations Global Compact non-business signatory
- Ministries of Education, Higher Education, or similar national bodies
- University Councils

Student Organization Partnerships

- Enactus
- PRME Students
- Muslim Student Association

Partnerships

The following provides more details on 8 key partnerships at Birmingham Business School.

Strategic Partnership with Deloitte in Developing Future Leaders

Birmingham Business School maintains a strategic partnership with Deloitte through the award-winning Deloitte Consultancy Challenge, an immersive experiential learning initiative delivered as part of the Birmingham MBA. The partnership enables students to work directly with Deloitte professionals on complex business challenges relating to ESG, strategy, acquisitions, and international growth, while receiving industry-led coaching and feedback. The collaboration strengthens employability, develops consulting and leadership skills, and connects academic learning with real-world business practice.

West Midlands Combined Authority (WMCA)

Birmingham Business School collaborates with the West Midlands Combined Authority (WMCA) on research and knowledge-exchange initiatives that support evidence-based policymaking to address regional inequalities and improve health, social, and economic outcomes. This partnership has developed frameworks and analytical tools to examine the relationship between health and economic growth, informing regional growth strategies and identifying interventions to reduce spatial inequalities across local communities. The collaboration has subsequently expanded to include local authorities such as Sandwell and Dudley Councils, strengthening the impact of research on inclusive and sustainable regional development.

UK Department for Business and Trade (now DBIST)

Birmingham Business School contributes to the development of sustainability reporting standards through the work of Professor Nick Rowbottom, Professor of Accounting and Corporate Reporting. As a member of the UK Sustainability Disclosure Technical Advisory Committee (TAC), Professor Rowbottom worked with regulators, policymakers, and businesses to help shape the UK Sustainability Reporting Standards (SRS). His research on the standardisation and regulation of sustainability accounting informed the development of practical reporting requirements, supporting the introduction of UK SRS S1 (General Sustainability Disclosures) and UK SRS S2 (Climate-Related Disclosures). This collaboration demonstrates how Birmingham Business School's research expertise contributes directly to national policy development and advances corporate accountability and sustainability reporting practices across the UK.

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.

Enactus Birmingham

University of Birmingham branch of the wider Enactus Worldwide community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world.

Birmingham Botanical Garden

Birmingham Business School is affiliated with Birmingham Botanical Gardens through a University of Birmingham partnership that supports research, sustainability, biodiversity, wellbeing, and community engagement. The collaboration creates opportunities for knowledge exchange, environmental learning, and research into the social, economic, and ecological benefits of green spaces.

Global Strategic Partner Universities Network

Birmingham Business School maintains an extensive network of strategic international partnerships spanning Asia and Europe. Through undergraduate and postgraduate articulation agreements, dual-degree pathways, student mobility opportunities, and collaborative research initiatives, the School works with leading institutions in the United Arab Emirates, Singapore, China, India, South Korea, Malaysia, Vietnam, Indonesia, Taiwan, Thailand, France, and the Netherlands. These partnerships support global learning, research collaboration, intercultural exchange, and responsible management education across both the Edgbaston, Dubai and Singapore campuses, strengthening the School's contribution to sustainable and internationally connected higher education.

Partner Voices

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

Partnership between Birmingham Business School and Birmingham Botanical Garden to encourage businesses to reconnect with Nature



With a group of colleagues at Birmingham Business School, we have developed a partnership with Birmingham Botanical Garden (BBG) to support the reconnection of businesses with nature. This includes contributing to an event organised by BBG and Middlemarch on Tipping Point, Talking Points in February 2026 in addition to the development of a video competition challenge on how to make the invisible visible given by the CEO of BBG to the 46 students on the BBS MBA programme in Spring 2026 – see here post from Birmingham Botanical Garden: Reconnecting Business with Nature: A New Strategic Conversation Begins at BBG | Birmingham Botanical Gardens

As part of the competition, 8 teams of MBA students presented their 4min multimedia videos that they created as part of voluntary extra-curriculum activities to the CEO of BBG on 7th May 2026 with one the group being given an award. It has been really powerful to see how the students engaged with this activity and really think about their relationship with nature and what it meant for businesses. One of the student winning the challenge talked about her experience in a LinkedIn post: https://www.linkedin.com/posts/victoriasalisburyscott_mba-birmingham-uob-activity-7458194081907814400--DGR?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAHKmRMBaKrLz8H2ngzstGe1k-n9uM1gn0Y

Caroline Chapain, Emma Surman and Fatos Ozkan-Erciyas

Bringing supply chain ethics into the classroom, Alison Ward, CEO Cotton Connect



Students on the MSc module *Professional Integrity and the Reflective Practitioner* heard from Alison Ward, CEO of CottonConnect, about the challenges of making cotton supply chains more sustainable and fair.

Alison used the example of organic cotton to explore questions that are difficult to settle through a label alone. How can an organisation verify where cotton comes from and how it was produced? What evidence is needed to support claims about sustainability? And whose interests must be considered when assessing whether a supply chain is fair?

The session brought these questions into students' study of professional integrity. It invited them to consider how practitioners can examine sustainability claims, ask for credible evidence and reflect on the people affected by decisions across a supply chain.

Black Heritage Walks Network: Bringing untold histories to life. Connecting people, places and stories.



Established in 2018, Black Heritage Walks Network (BHWN) began by capturing and sharing the stories and lived experiences of the Windrush Generation in Handsworth, Birmingham. What started as a community-led initiative has grown into a dynamic heritage organisation delivering immersive guided tours, digital heritage initiatives and bespoke engagement programmes across Birmingham and beyond.

BHWN brings history to life by exploring the rich African, Caribbean, Asian and multicultural heritage that has shaped our communities. Through authentic storytelling, we uncover hidden histories, celebrate significant individuals, explore historic places and recognise the contributions of communities whose stories have too often been overlooked or absent from mainstream narratives.

Our work extends beyond traditional heritage tourism. We work with academic institutions, universities, corporate organisations, public services and the tourism industry, creating bespoke experiences that connect history with contemporary issues and professional practice.

We also deliver specialist educational experiences. For example, BHWN works with Birmingham Business School, supporting Master's students on the Accounting and Finance programme to explore professional ethics through historical and contemporary perspectives. By taking learning beyond the classroom and into the streets and communities where history happened, we create opportunities for participants to question, reflect and understand the wider social context of their studies.

Our approach is rooted in the belief that the classroom can also be an outdoor space.

As cultural institutions increasingly examine their collections, narratives and representations through a decolonial lens, BHWN contributes to this evolving conversation by challenging traditional interpretations of history and creating space for previously marginalised voices and perspectives.

We are more than a heritage tour organisation. Black Heritage Walks Network is a platform for cultural preservation, education, dialogue and community empowerment.

Our work is driven by a commitment to inclusivity, equity and social justice, ensuring that Black heritage and the histories of diverse communities are not simply remembered, but understood, experienced and recognised as an integral part of Britain's story.

Black history is British history.
Our stories are your stories.
Come and walk with us.
Dawn. Marcia, Garry.

C/o Soho House Museum
5 Soho Avenue
Birmingham
B18 5LB

https://www.blackheritagewalksnetwork.com/

Shaping UK Sustainability Reporting Standards through Research and Policy Engagement



Professor Nick Rowbottom, Professor of Accounting and Corporate Reporting at Birmingham Business School, has played a significant role in shaping the UK's emerging sustainability reporting landscape through his research and policy engagement.

In May 2024, Professor Rowbottom was appointed to the UK Sustainability Disclosure Technical Advisory Committee (TAC), an expert body established to advise the Secretary of State on the development of UK sustainability disclosure standards. Working alongside regulators, policymakers, investors, and industry representatives, he contributed academic expertise on sustainability accounting, corporate reporting, and standard-setting processes to support the creation of a robust and credible sustainability reporting framework.

The Committee's recommendations were presented to the Department for Business and Trade in December 2024 and informed the Government's consultation on the first two UK Sustainability Reporting Standards in 2025. Following the consultation process, Professor Rowbottom and fellow committee members were invited to provide further recommendations, helping to refine the standards before their publication in March 2026.

This work reflects the growing importance of rigorous sustainability disclosure in supporting responsible business practice. For many years, sustainability reporting was largely voluntary, making it difficult for investors, policymakers, and the public to compare organisational performance or

distinguish genuine progress from unsubstantiated claims. Consistent and transparent reporting standards create a common language for sustainability performance, helping organisations identify material environmental and social risks while improving accountability and decision-making.

Drawing on his research into sustainability accounting, regulation, and corporate reporting, Professor Rowbottom helped bridge academic insight and practical policymaking. His contributions supported the development of UK SRS S1 (General Sustainability Disclosures) and UK SRS S2 (Climate-Related Disclosures), strengthening the UK's approach to sustainability governance and helping align capital markets with long-term environmental and social objectives.

Beyond the development of the UK Sustainability Reporting Standards, the Technical Advisory Committee continues to advise the Government on emerging sustainability reporting issues, including responses to revisions of the Greenhouse Gas Protocol and developments in International Sustainability Standards Board (ISSB) standards. Through this engagement, Birmingham Business School research contributes directly to national policy discussions and the advancement of responsible management practices.

Read the full UK Sustainability Reporting Standards on the Government's website.

Partnering with The Girls' Network for Module Assessment, Dr Julie Whiteman



For my LI Marketing Communications module (Semester 2, 2024/25), I partnered with The Girls' Network (TGN) for the module assessment. TGN provided a real-world marketing problem, from which I developed the assessment remit, asking students to produce marketing communications content with a supporting rationale (groupwork) and a marketing communications plan (individual work).

TGN joined the students for an in-person session in week 2 to introduce the organisation, its aims and background, and answer questions. Once grading was complete, the top-scoring students from the individual and group assessments presented their work to TGN and received in-person feedback.

This supports SDG 5, Gender Equality.

QS Future17 Consortium

🌍 We're delighted to announce that **University of Birmingham** Business School has joined the Future17 Consortium. 🌱

Delivered in partnership by QS Quacquarelli Symonds and the **University of Exeter**, **Future17** is a pioneering global programme that connects students from 13 universities across 11 countries in six continents with real-world sustainability projects submitted by forward-thinking businesses, NGOs, and start-ups.

We're excited to connect students from the University of Birmingham Business School with those from **University of São Paulo**, **Luiss Guido Carli University**, **University of Auckland**, **UCL School of Management**, **Stellenbosch University**, **American University of Sharjah**, **Arizona State University**, **Azerbaijan State University of Economics • UNEC**, **Duke Kunshan University**, **Satbayev University** and **Tecnológico de Monterrey** to advance green and social strategies across the private and public sectors through experiential learning.

Source: Post | LinkedIn

Deloitte Consultancy Challenge: A 15-Year Partnership Transforming MBA Learning and Professional Practice



For over 15 years, Birmingham Business School and Deloitte have collaborated to deliver the Deloitte Consultancy Challenge, an immersive consultancy simulation that forms a distinctive element of the Birmingham MBA. Since its launch in 2011, the initiative has engaged more than 400 MBA participants, providing students with the opportunity to work directly with Deloitte consultants, senior managers, and partners on complex business scenarios that mirror real-world consultancy practice. Through an intensive week-long challenge, students tackle issues relating to business acquisitions, organisational transformation, ESG considerations, stakeholder management, and strategic growth. A unique feature of the programme is the live feedback process, where student interactions with clients are recorded and reviewed with Deloitte professionals, enabling participants to develop critical consulting, communication, and relationship-management skills in real time.

The longevity of the partnership reflects a shared commitment to bridging academic learning and professional practice. Student reflections consistently highlight the transformative nature of the experience, demonstrating increased confidence, stronger problem-solving capabilities, and a deeper understanding of the challenges faced by business leaders and consultants.



The collaboration has received international recognition through the AMBA Best Global Business School Partnership Award, acknowledging the innovative and sustained impact of the Deloitte Consultancy Challenge. As the partnership celebrated its 15th anniversary in 2026, it continued to demonstrate how meaningful engagement between business schools and industry partners can develop future leaders equipped to navigate complexity, uncertainty, and sustainability challenges in a rapidly changing world.

City REDI at 10: What a Decade of Place Based Research Means for the UK's Evidence System

Professor Anne Green writes about how research centre City-REDI shows how universities can influence the evolving infrastructure for evidence-based policy

The UK's research and innovation system is increasingly defined by the need for clearer regional intelligence, **stronger civic engagement** and more direct links between academic insight and policy action. One of the most developed examples of this agenda in practice is the **University of**

Birmingham's City-Region Economic Development Institute (City-REDI). Over the past decade, City-REDI has grown from a £4 million institutional investment into one of the UK's most active centres for place-based economic research, generating £18 million in external funding, producing more than 585 policy reports alongside academic journal articles, and informing regional and national decision-making on issues ranging from **industrial strategy** to the impact of the Covid-19 pandemic and the cost-of-living crisis. Its trajectory provides insight into how universities can influence the evolving infrastructure for evidence-based policy, and what the next decade of place-focused research may require from policymakers and funders.

Building a Regional Evidence Engine

City-REDI's model has been to combine academic research staff with technical capacity traditionally found in economic consultancies or government analytical units. The Institute's long-term partnerships with the West Midlands Combined Authority, local authorities, and business networks have allowed it to embed research activity directly into policymaking structures. Its ability to respond rapidly to shocks has become a signature feature: since the onset of the Covid-19 crisis City-REDI produced 122 **Regional Economic Monitors**, delivering near real-time labour market and business intelligence to regional leaders.

The Institute's expansion in 2019, through the establishment of the **West Midlands Regional Economic Development Institute** (WMREDI), strengthened this infrastructure further. WMREDI's formation, documented in the "WMREDI Story" report, set out a deliberate vision to build regional analytical capacity, engage a broader range of academic specialisms, broaden talent pipelines, and create a more systematic approach to evidence use in local and regional government. This included secondments into WMCA, economic intelligence units, government departments, and other public bodies. This is a model increasingly recognised as valuable for building policy capability in under-resourced regional institutions.

Shaping National Policy and the Research Landscape

Beyond regional partnerships, City-REDI has built a growing presence in national policy debates. Over the past decade, its researchers have contributed to **Treasury Green Book reforms**, informed All-Party Parliamentary Group evidence sessions, and provided written and oral evidence to parliamentary inquiries, including those related to innovation, regional productivity, workforce issues and economic resilience. The Institute has also collaborated with HM Treasury, the Department of Science Innovation and Technology (DSIT) and the Ministry of Housing Local Government and Housing (MHCLG) on major policy frameworks. It has led national networks such as the **Local Policy Innovation Partnerships (LPIPs) Strategic Co-ordination Hub**.

City-REDI functions as a hybrid: part academic research institute and part policy observatory. Its ability to link long-term thematic research, on governance, innovation ecosystems, labour market change, and place-based inequalities, with on-demand analytical support reflects a wider shift in the UK research system, with increasing recognition that place-sensitive evidence is not a “nice to have”, but a critical requirement for effective national policymaking.

Implications for the UK’s Place-Based Research Policy

City-REDI’s new strategy, *Shaping Regional Futures 2035*, outlines five themes that will dominate the next decade of place-based research, with a focus on Regional leadership and governance; Demography, future lives, work and skills; Innovation, technology and competitiveness; Place-based policies for inclusive economic development, wellbeing and resilience; and Infrastructure, connectivity, sustainability and net zero transitions. These themes align closely with current national priorities, including the UKRI Place strategy, DSIT’s focus on clusters and innovation diffusion, and ongoing debates about devolution and sub-national governance.

Three implications stand out for the wider research and policy ecosystem:

The demand for regional analytical capacity will intensify

Devolution deals, combined authorities, and new funding models will require more sophisticated economic analysis and evaluation. Institutes like City-REDI provide a template for how universities can fill this gap. They also expose a systemic challenge: the current evidence infrastructure is unevenly distributed, leaving many regions without comparable capabilities, and funding does not invest in long-term sustained partnership building with local partners.

Research funders will need to extend support for place-based and interdisciplinary work

City-REDI’s multi-method, interdisciplinary approach, combining economics, geography, public policy, data analytics, and qualitative research, reflects the complexity of real-world regional challenges. However, such work often falls between traditional research council funding streams. Long-term funding mechanisms in this infrastructure, including institutional support like that underpinning City-REDI, may be necessary if these models are to be sustainable.

Universities will increasingly be expected to act as civic intermediaries

City-REDI’s convening role, bringing together local authorities, national departments, businesses, community groups, and international partners, illustrates an emerging function for universities within regional governance ecosystems. This role goes beyond traditional engagement: it requires dedicated professional capacity, long-term partnership building, and translational expertise.

Innovation in Engagement and Impact

City-REDI's approach to impact has been unusually expansive. Alongside policy briefings and technical reports, the institute has incorporated creative methods such as the theatre production *All Our Money*, which translated research on local government finance into an accessible public performance. Its longstanding partnership with the Greater Birmingham Chambers of Commerce has produced the annual *Birmingham Economic Review*, which has become a key regional intelligence product. Such innovations highlight a wider trend within the research system and the shift from linear impact pathways to more iterative models of knowledge mobilisation, co-production, and public engagement.

The Next Decade: From Regional Research to Regional Futures
The Institute's roadmap to 2035 outlines ambitions to deepen international partnerships, enhance methodological innovation (especially in data science and AI-driven modelling), and lead national debates on regional leadership, governance, and the role of universities in economic development. Plans to expand collaboration with organisations such as the OECD and United

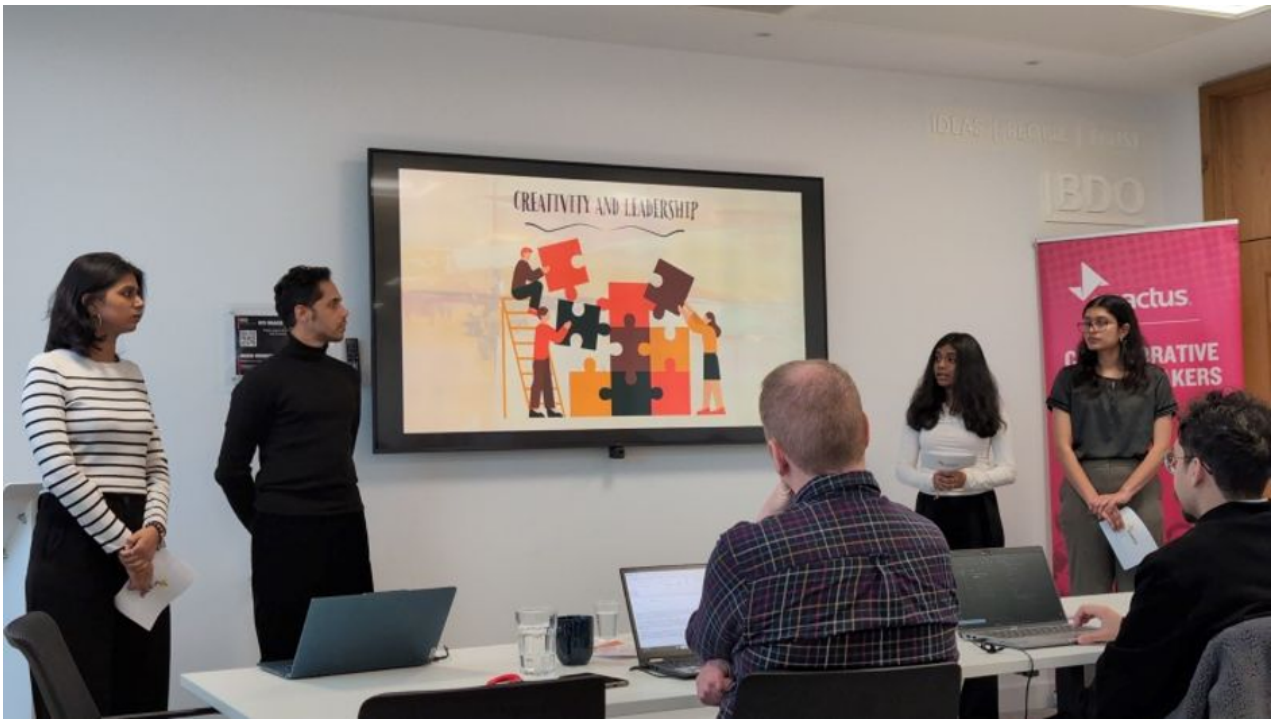
Nations reflect growing global interest in place-based policy.
But the sustainability of this model will depend on the wider policy environment. With higher education finances under strain and public sector budgets constrained, the question is whether government will continue to support the development of regional evidence institutions or whether this type of work will remain reliant on entrepreneurial university leadership.

Conclusion
City-REDI's first decade shows what can be achieved when a university invests deeply in place, commits to long-term regional partnerships, and builds the internal capability to operate at the boundary between research and policy. As debates about addressing regional inequalities, devolution and regional productivity continue, the Institute offers both a model and a challenge to the UK research system: if evidence-based regional policy is a national priority, then the infrastructure that supports it must be strengthened, scaled and sustained.

Source: City-REDI at 10: Place-based research and UK evidence - University of Birmingham

Continue telling your story

Enactus Birmingham team advances to the UK and Ireland Top 20 Finals



A dedicated team of students from **University of Birmingham**, lead by BA International Relations with Economics student **Rioana Mano Thankaraj**, has earned a place in the Top 20 Finals of the prestigious **Enactus UK & Ireland** World Cup Qualifier. This milestone represents a significant step in their journey on the Road to the Enactus World Cup 2026, which takes place in São Paulo, Brazil, later this year.

Their success reflects the real-world impact of their youth-led social enterprises and the practical leadership skills they have developed through the Enactus programme. For these students, Enactus provides a vital space for both personal and professional growth, allowing them to test their ideas and learn through experience. By reaching the Top 20, the team has shown a fantastic ability to turn ideas into action, and action into impact. They have mastered essential responsible leadership skills - creativity, communication, and collaboration – all while creating projects that create meaningful lasting impact in their local communities.

Rioana Mano Thankaraj, Enactus Birmingham Team Leader, reflects on the journey:

"Leading Enactus Birmingham over the past year and a half has been one of the most rewarding experiences of my university journey. Seeing our team grow from zero to over 40 members and reaching national recognition two years in a row shows what can happen when passionate students

come together to create innovative solutions for real community and environmental challenges. Moreover, gaining practical skills through real world projects has enabled me to share impactful experiences with employers!"

The **Enactus Birmingham** team is:
Team Leader: **Rioana Mano Thankaraj**
Project Lead: **Ishwari Mohod**
Marketing Head: **Sabaa H.**
Treasurer: **Sukman Shoker**
Project Lead: Pankaj Menon
Project Lead: Mallika Vellat

Source: Post | LinkedIn

Statement from the Corporate Relations Manager



As Corporate Relations Manager at Birmingham Business School, my role is to build and sustain relationships with businesses, public sector organisations, NGOs, charities, trade associations and international partners, ensuring that our research and education both inform and learn from responsible management practice. Through these partnerships, we create opportunities for knowledge exchange, collaborative learning and positive societal impact.

A key part of my role is identifying organisations whose values and ambitions align with the School's commitment to responsible business, inclusive leadership and sustainable economic development. Working closely with colleagues across academic, careers, alumni and research engagement teams, I facilitate partnerships that bring responsible management challenges directly into the student experience while also enabling organisations to benefit from our research expertise.

Over the past five years, Birmingham Business School has engaged more than 200 organisations in curriculum enhancement activities, ranging from multinational corporations and public bodies to charities and social enterprises. These collaborations have supported initiatives such as the Deloitte Responsible Business Challenge for undergraduates, the Capgemini Community Challenge, the Future Leaders Certificate, and immersive consultancy projects with organisations including Birmingham Royal Ballet, Siemens, Beiersdorf, Women's Aid and PepsiCo. Through these activities, students are exposed to real-world sustainability, ethics and inclusion challenges while organisations gain fresh insights informed by the latest academic thinking.

I also support the School's International Advisory Board, whose members provide strategic guidance and champion responsible business practices globally. By fostering long-term, mutually beneficial partnerships and encouraging dialogue between academia and practice, I help ensure that Birmingham Business School continues to share, develop and learn from responsible management practices that generate meaningful impact for businesses, communities and society.

Andrew Miles
Corporate Relations Manager
Birmingham Business School

Birmingham Botanical Garden

Birmingham Business School is affiliated with Birmingham Botanical Gardens through a University of Birmingham partnership that supports research, sustainability, biodiversity, wellbeing, and community engagement. The collaboration creates opportunities for knowledge exchange, environmental learning, and research into the social, economic, and ecological benefits of green spaces.



Practice

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

How We Define Practice

Practice embodies BBS's own responsible management through sustainable and responsible operations and inclusive governance structures. Commitments in this areas encompass carbon reduction strategies, ethical procurement processes, equitable workplace practices, and other areas that contribute to the institution's continuing improvement.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

responsible-investment-policy	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

biodiversity-plan-oct-24	View document	Download document
sustainable-procurement-policy-pdf	View document	Download document
uob-sustainability-fb-road-map-2023	View document	Download document
uob-sustainable-travel-action-plan	View document	Download document
carbon-management-plan-july-2025-pdf-3	View document	Download document
carbon-accounting-recalculation-policy	View document	Download document
the-principles-of-sustainability-education-2025	View document	Download document
university-of-birmingham-access-and-participation-plan-2025-26-to-2028-29	View document	Download document

Practice Awards

In 2025, Birmingham Business School received 3 awards for responsible and/or sustainable practices.

Green Impact Award (Gold)

Granter: Students Organising for Sustainability (SOS UK)

Grantee: Birmingham Business School

Award Description:

The Green Impact Awards is a UN-recognised programme led by the National Students Union, which helps organisations implement environmentally and socially sustainable practices in their operations. The School received a "Gold Award" in 2025-26.

Birmingham Business School Student Impact Awards 2026

Granter: Birmingham Business School, University of Birmingham

Grantee: Sardorbek Kodirov; Lalitha Pragnya Nagubandi; Emon Choudhury; Lina Suliman; Nandinee Chowdhury; Isabel Atugonza; Shaun Varraich; Yumna Saif; Jeffrey Dio

Award Description:

Each year, the BBS Student Impact Awards shine a light on something truly inspiring: our students and graduates are shaping the world many of us aspire to see.

Held at Edgbaston Park Hotel, the 2026 awards brought together staff, alumni, partners and supporters to celebrate those who embody the very best of Birmingham Business School. Their stories reflect courage, resilience, compassion and ambition, showing what responsible leadership looks like in action.

This year's winners have changed lives, strengthened communities and pushed boundaries in ways that deserve lasting recognition.

Article content
Placement/Intern Student of the Year – Sardorbek Kodirov. Through his work with the Youth Affairs Agency of Uzbekistan, Sardorbek supported young people facing unemployment by mentoring early-stage start-ups and helping founders prepare for funding. He placed a strong focus on empowering girls in rural areas through webinars, with several participants going on to secure investment. His work reflects a deep commitment to inclusive development.

Graduate of the Year – Lalitha Pragnya Nagubandi. Lalitha has dedicated the past year to uplifting others. She has mentored around 100 students, supported key education and career decisions, and helped over 600 learners access opportunities through her work as a T Level Ambassador and placement coordinator. Her efforts have turned uncertainty into confidence for many.

Postgraduate of the Year – Emon Choudhury. Balancing postgraduate study with a full-time consulting career, Emon has delivered impact on a global scale. His work with Blue Cabin strengthened fundraising and was showcased at the United Nations General Assembly. Through EJC Strategy, he supports small businesses and mentors students from lower socioeconomic backgrounds, grounding his leadership in lived experience.

Undergraduate of the Year – Lina Suliman. While navigating the impact of conflict in Sudan, Lina has built an extraordinary record of humanitarian work. At Save the Children International, she progressed from intern to consultant, leading a Gender Equality Audit across 15 field offices and contributing to major programmes. Her work reflects resilience, compassion and determination.

BBS Values Awards 2026

Innovation – Nandinee Chowdhury. Nandinee led the development of a blockchain and IoT-enabled traceability system for Bangladesh's food industry through her work with GAIN. Her innovation improves transparency and quality control, with potential to impact 36 million households.

Ambition – Isabel Atugonza. Isabel has inspired more than 3,000 young people through outreach and delivered a powerful speech at Girls in Aviation Day. Alongside expanding her pilot training, she achieved top academic results and secured a graduate role at PwC, demonstrating both drive and generosity.

Social Impact & Responsible Business – Shaun Varraich. Shaun's work combines compassion with action. At Sherwood Forest Camp, he supported children living in poverty, while his initiative EcoImpact Nexus links carbon reduction with youth employment, creating jobs through reforestation projects.

Collaboration – Yumna Saif. Yumna led the refresh of the Birmingham and Solihull ICS Green Plan, working with senior leaders across five NHS Trusts. She delivered a clear, accessible strategy in just three months, uniting stakeholders around shared sustainability goals.

Equality, Diversity & Inclusion – Jeffrey Dio. Jeffrey has transformed opportunities for young people in Northern Nigeria. He trained 15 youths in entrepreneurship, funded exam fees for 10 students, and provided mentorship and digital skills training, tackling inequality at its roots.

The BBS Student Impact Awards 2026 were more than a celebration; they were a reminder of what becomes possible when students lead with purpose, compassion and courage. Their achievements inspire us, their stories move us, and their impact will echo far beyond this moment.

Video: https://intranet.birmingham.ac.uk/student/careers/bbs-careers/student-impact-awards.aspx

The University of Birmingham Sustainability Education Award

Granter: University of Birmingham

Grantee: Dr Imen Tebourbi

Award Description:

This recognition reflects my commitment to embedding sustainability within education and supporting students to develop the knowledge, skills, and mindsets needed to address complex global challenges.

The award acknowledges efforts to integrate sustainability principles into teaching, learning, and engagement activities, fostering meaningful learning experiences that encourage responsible and innovative thinking. It also highlights the importance of collaboration with colleagues, students, and wider stakeholders in advancing sustainability education.

Practice Voices

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

The Responsible Business Group (RBG), Laura Contrasti

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

The Responsible Business Group (RBG) is a voluntary association of academic and professional services members of the School. The RBG is instrumental in aligning staff's day-to-day activities and school operations to the school's commitment to responsible management; it is a forum where responsible business ideas are shared, discussed and then developed into practical projects. The group meets monthly, usually online to cater for colleagues working remotely. During meetings, members share project ideas that they are passionate about. In the 2025-26 academic year, two calls for initiatives were also circulated to all staff in the school to give everyone the opportunity to propose a project. The RBG selects the initiatives that are most relevant to the school's social and environmental sustainability priorities and has a dedicated small budget for project proposers to carry out these ideas.
The following are examples of the projects the RBG sponsored last academic year. As part of the University-wide Green Week 2026, the RBG, in cooperation with the Centre for Responsible Business, led two strands of activities to engage colleagues and students: the first related to sustainable textiles consumption and the second to volunteering activities outdoors. As part of the first theme, we organised a series of events to showcase our sustainability research at the intersection of textiles, people and planet, as well as some practical activities to help us all take small steps towards sustainability. The events included workshops focusing on mending and upcycling textiles, a book club, a series of talks, a clothes swap shop and a clothes donation station. The activities promoted circular economy and helped participants reflect on how they can behave more sustainably when shopping or caring for garments.







The second area of activity around volunteering outdoors supported the use of the University's volunteering allowance for staff, as well as build on the School's engagement with nature-based education. The RBG created volunteering opportunities with two local groups in Edgbaston, the Friends of Cotteridge Park and Fruit & Nut Village, offering colleagues the chance to engage with gardening and conservation activities for the local community. In addition, as part of its ongoing rewilding project near the atrium of University House, the main building of BBS, the RBG ran an open wildflower planting session during Green Week to add to the area first planted in 2023.



Another project that we are particularly proud of is installing a much-needed litter bin with incorporated ashtray outside University House. The group worked with the University's Grounds and Gardens team to bring about this simple but effective way of tackling littering from butts and of keeping cigarette smoke further away from staff working in the proximity of the entrance. The project has also helped raise awareness of these issues with our student community, which contributes to the school's mission to shape responsible future business leaders.



Some members of the RBG were also part of the team which submitted evidence of sustainable practices to the Green Impact Awards 2026 on behalf of the School. 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. Following a Gold award received in the summer of 2025, the Birmingham Business School Green Impact team recently presented evidence of responsible business practices to this year's edition of the programme and is awaiting the outcome. Our submission captured the good practices already being implemented by the RBG and colleagues throughout the School. It also included new initiatives using the actions suggested in the Green Impact toolkit as a source of inspiration. Here are some examples of new initiatives: we added some sustainable travel guidance to our internal Events Framework for School staff organising events on site; we led four lunchtime nature walks to encourage colleagues to reconnect with nature; we promoted another clothes swap shop with colleagues from other parts of the University; we calculated the team's carbon footprint for commuting to work; and we piloted food waste caddies for our staff kitchens.



The ethos of the RBG and participating in Green Impact remains voluntary, organic and bottom-up, offering all staff a fora through which to advocate for sustainability and responsibility actions, and enabling the School to live its responsible business mission.

Responsible Management in School Operations



Responsible management education is reflected in how Birmingham Business School operates as well as what it teaches. The School's Professional Services team is launching a 12-point sustainability initiative to make environmental responsibility part of everyday practice. Starting next month, the team will introduce one new practice every thirty days. Each practice will continue alongside those already introduced, with the aim of establishing all twelve by the end of the year.

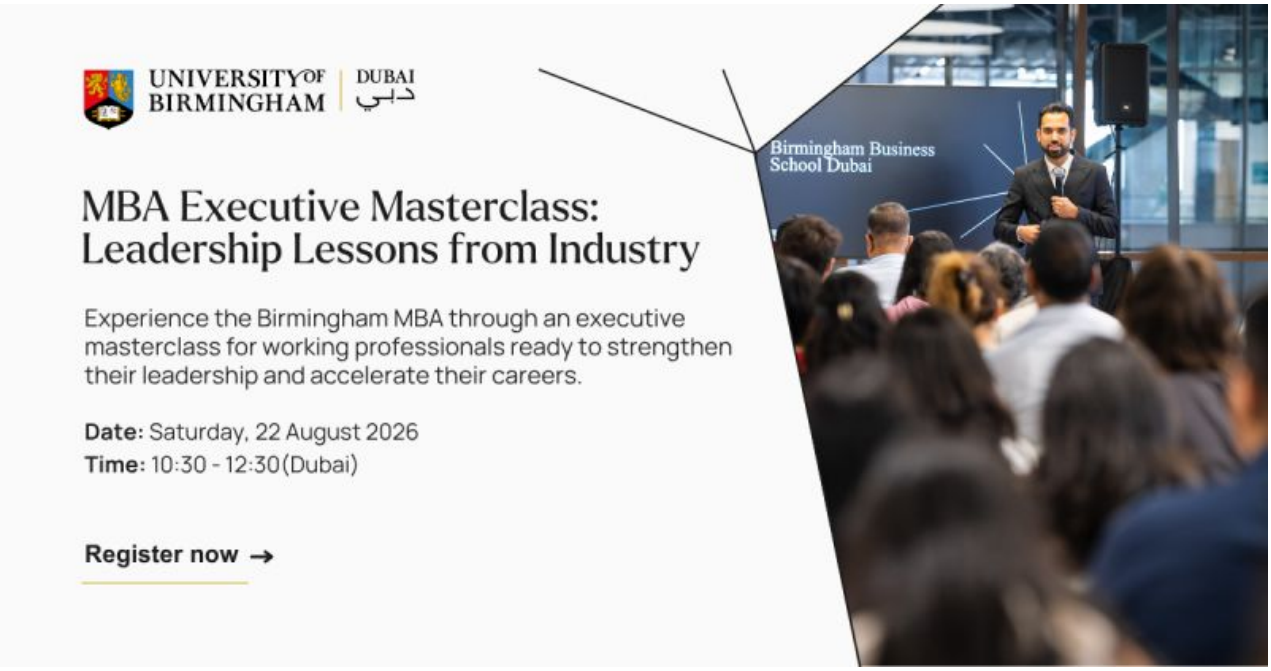


The first month focuses on reducing single-use waste. Paper cups will no longer be provided at catered functions, internal events or departmental meetings, and colleagues and guests will be encouraged to bring reusable cups or travel mugs. The team also aims for zero food waste at events through careful ordering and responsible consumption. Staff will receive updates and practical guidance on each monthly focus through Microsoft Teams. By building one habit at a time, the initiative aims to make these changes a lasting part of School operations.

Transparency and good governance are also part of responsible School operations. Staff are reminded to recognise and declare interests that could affect, or appear to affect, their University duties. The School reinforces the University's Conflict of Interest Policy by sharing the declaration process, guidance for line managers and routes for seeking advice. This helps colleagues address potential conflicts openly and make decisions with integrity.

Continue telling your story

Leadership Lessons in Action: Connecting Industry, Alumni, and Experiential Learning



At Birmingham Business School, responsible leadership is cultivated through meaningful engagement with industry, alumni, and real-world business challenges. Across the Birmingham MBA, learners are encouraged to develop their leadership capabilities by combining academic knowledge with practical experience, critical reflection, and collaborative problem-solving.

In August 2026, the University of Birmingham Dubai hosted an MBA Executive Masterclass that brought prospective and current learners into direct conversation with experienced business leaders and alumni. The session featured Dr Kenny Chong, People Director at CBRE MENA, who shared insights from his professional journey, reflecting on key leadership decisions, organisational challenges, and lessons learned throughout his career. The event also welcomed Utsav Sanghavi, a Birmingham MBA alumnus, who discussed how the MBA had influenced his approach to leadership, strengthened his decision-making capabilities, and supported his ongoing professional development.



The masterclass included an interactive MBA-style business case discussion led by Dr Jay Wasim, providing participants with a first-hand experience of the collaborative and practice-oriented learning environment that characterises the Birmingham MBA. By bringing industry leaders, alumni, academics, and learners into dialogue, the event demonstrated how leadership development is strengthened through the exchange of diverse experiences and perspectives.

This approach to learning extends into the MBA curriculum. In the Corporate Communication and Reputation Management module, students worked as consultancy teams to analyse a real-world OpenAI case study. Learners were challenged to apply communication and reputation management frameworks, develop strategic recommendations, and defend their analyses before communications professionals acting as board members.

The learning experience was enriched by the participation of practitioners from Cicero & Bernay, who provided feedback grounded in contemporary professional practice. Facilitated by Joanne Matthews, the session bridged theory and practice, enabling students to examine stakeholder relationships, organisational trust, crisis communication, and reputation management within an authentic business context.

Equally significant was the collaborative learning environment fostered throughout the exercise. Working in small teams, students challenged assumptions, exchanged ideas, and developed solutions collectively, reinforcing the importance of dialogue, teamwork, and reflective learning. Through these experiences, learners move beyond understanding management frameworks to developing the judgement and confidence required to navigate complex organisational challenges.
These examples demonstrate Birmingham Business School's commitment to responsible management education by connecting academic learning with professional practice, fostering engagement with industry leaders, and creating opportunities for students to apply their knowledge to real-world challenges. Through experiential and collaborative learning, students are encouraged to develop the skills, perspectives, and ethical awareness required of responsible leaders.

Source: Post | LinkedIn

Birmingham Institute for Sustainability and Climate Action (BISCA), Professor Liza Jabbour



Achieving the Sustainable Development Goals (SDGs) and addressing complex global challenges such as climate change requires a holistic and collaborative approach to research and impact. The Birmingham Institute for Sustainability and Climate Action (BISCA) brings together academics from across disciplines and works closely with a diverse range of external stakeholders, including local community groups, NGOs, industry partners, and national governments, to deliver cutting-edge research that drives positive change for both people and the planet. BISCA advances this vision through five interconnected themes: Adaptation and Resilience, Climate and Health, Sustainable Finance, AI for Sustainability and Mitigation, and Just Transitions.

Recognising the global nature of both the SDGs and climate challenges, BISCA is committed to advancing impactful climate research through equitable international partnerships. A central element of this ambition is supporting the development of the next generation of environmental research leaders in ways that reflect the diversity of lived experiences and local contexts.
One example is a BISCA initiative funded by the British Council and delivered in partnership with Tecnológico de Monterrey. Through the Researcher Challenge programme, early career researchers (ECRs) from the UK and Mexico were brought together to collaboratively develop research proposals focused on strengthening the role of Mexican women in climate mitigation and adaptation efforts.

One of the winning projects addressed ecological degradation in the Sierra de San Pedro Mártir National Park. The project sought to reimagine ecological restoration as a collaborative and culturally grounded process, recognising and integrating the leadership of women and young people as a vital

component of community resilience. Another project partnered with the Tlecualeras, a women-led Indigenous community, to empower local women to become climate leaders and educators, with a particular focus on the implementation and promotion of rainwater harvesting systems.

I was particularly inspired by the opportunity to support these talented ECRs and to witness first-hand their passion, creativity, and commitment to developing solutions that are firmly rooted in both social and climate justice.

Birmingham Business School Research Centres: Running with the Baton

Birmingham Business School's research centres and affiliated University of Birmingham institutes each carry the baton of responsible management through their distinctive areas of expertise. While addressing different societal challenges, they share a commitment to generating impactful research, informing policy, supporting communities, and advancing sustainable development. Reflecting Birmingham Business School's ambition to lead responsible business from the forefront, these centres challenge the norm, foster dialogue, advance progressive solutions, and contribute to inclusive and sustainable growth locally, nationally, and globally. The examples below illustrate how this commitment is translated into practice across our research ecosystem. As highlighted by Birmingham Business School, *"Our research community is committed to leading responsible business from the forefront. We challenge the norm, foster open and productive dialogue, advance progressive solutions, and promote inclusive and sustainable growth globally."* For a full overview of Birmingham Business School research centres, visit: Research in Birmingham Business School - University of Birmingham

Centre for Responsible Business



The Centre for Responsible Business advances research and engagement on responsible management, sustainability, ethics, accountability, and corporate responsibility. Through collaboration with businesses, policymakers, and communities, the Centre supports the transition towards more sustainable and responsible business practices. https://www.birmingham.ac.uk/research/centres-institutes/responsible-business

City-Region Economic Development Institute (City-REDI)



City-REDI is a leading policy-focused research institute dedicated to inclusive economic, social, and environmental development. Its research supports regional growth, labour markets, skills development, innovation, productivity, and sustainable communities, providing evidence to inform policymakers and practitioners at local, regional, and national levels. https://www.birmingham.ac.uk/research/centres-institutes/city-region-economic-development-institute

Centre on Household Assets and Savings Management (CHASM)



CHASM works towards creating a fairer and more financially inclusive society. Its research focuses on poverty, financial wellbeing, savings, debt, welfare reform, financial resilience, and economic inclusion, helping to shape policies that improve household financial security and reduce inequalities. https://www.birmingham.ac.uk/research/centres-institutes/household-assets-and-savings-management

Birmingham Leadership Institute



The Birmingham Leadership Institute addresses contemporary challenges that are often characterised by complexity, disruption, uncertainty, and conflict. By bringing together academics, practitioners, policymakers, and communities, the Institute develops leadership knowledge and capabilities that support positive change across organisations and society.
Birmingham Leadership Institute - University of Birmingham

Energy Demand Research Centre (EDRC)



The Energy Demand Research Centre generates interdisciplinary research on sustainable energy demand and the transition to low-carbon systems. Its work informs policy and practice by examining how households, organisations, and societies can reduce energy consumption while promoting environmental sustainability and social wellbeing.
Energy Demand Research Centre

Work Inclusivity Research Centre (WIRC)



The Work Inclusivity Research Centre advances the critical study of equality, diversity, and inclusion in work and employment, guided by principles of social justice. Bringing together researchers from a range of disciplines, WIRC works closely with organisations, policymakers, and community partners to develop evidence-based approaches that foster inclusive workplaces and reduce inequalities. Work Inclusivity Research Centre (WIRC) - University of Birmingham

Centre for Crime, Justice and Policing



The Centre for Crime, Justice and Policing conducts interdisciplinary research into crime, policing, justice systems, community safety, and social harm. Through collaboration with practitioners and policymakers, the Centre contributes evidence and insights that support fairer, safer, and more effective justice systems.
https://www.birmingham.ac.uk/research/centres-institutes/crime-justice-and-policing

Sustainable Financial Innovation Centre (SFIRC)



The Sustainable Financial Innovation Centre explores how financial innovation can support sustainable economic development, responsible investment, and long-term value creation. Through its research and engagement activities, the Centre contributes to the development of more resilient and sustainable financial systems.
Sustainable Financial Innovation Centre - University of Birmingham

Birmingham Business School, Extending the Baton

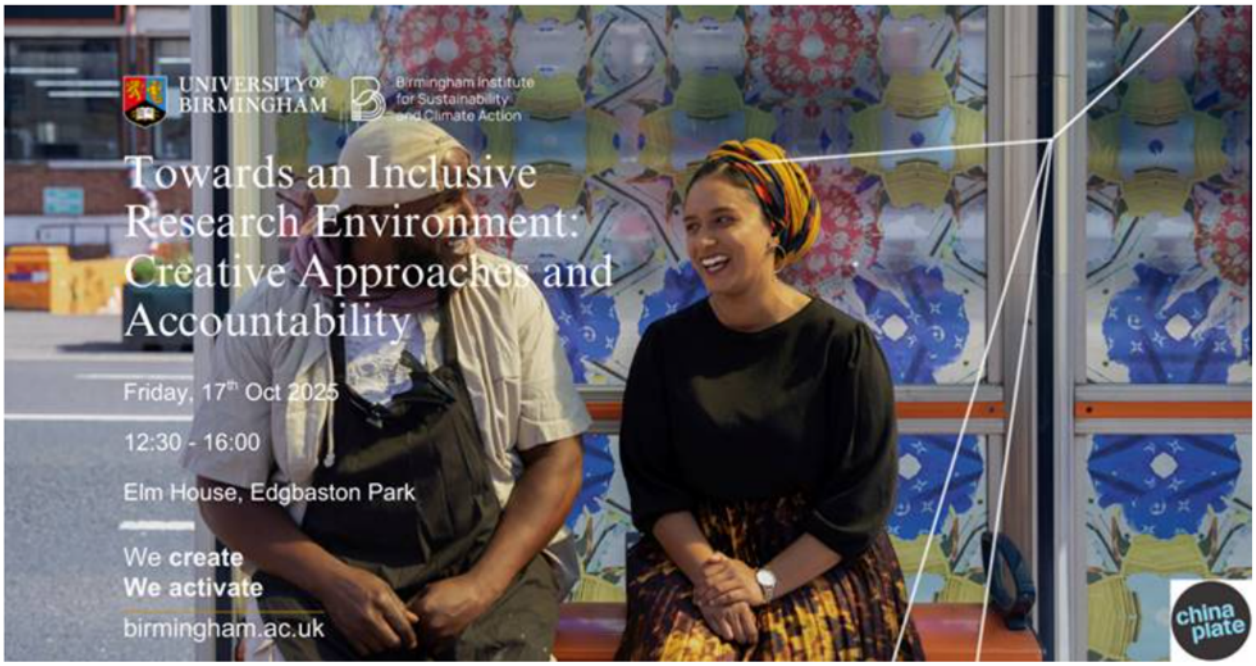


The baton of responsible management extends beyond Birmingham Business School's core research centres. Through engagement with interdisciplinary initiatives across the University of Birmingham, School colleagues contribute to addressing some of society's most pressing sustainability challenges. A notable example is the Birmingham Centre for Environmental and Energy Economics and Management (BCEEEM), which brings together expertise in environmental sustainability, energy systems, economics, and management to support research on sustainable transitions, environmental

stewardship, and evidence-based policymaking. BCEEEM further strengthens Birmingham Business School's contribution to advancing solutions for climate, energy, and sustainability challenges while promoting responsible decision-making and societal wellbeing.
[Birmingham Centre for Environmental and Energy Economics and Management (BCEEEM) - Birmingham Business School - University of Birmingham]

Collectively, these centres and research networks demonstrate how Birmingham Business School embeds responsible management principles across its research activities, translating academic insight into practical solutions that inform policy, shape practice, and contribute to a more sustainable, inclusive, and equitable future.

Fostering Inclusive Research Environments Through Creative Dialogue



Responsible management extends beyond the topics we research to the way research is conducted and the environments in which knowledge is created. Birmingham Business School colleagues actively engage with cross-University initiatives that strengthen inclusive, equitable, and socially responsible research cultures.

In October 2025, colleagues participated in *Towards an Inclusive Research Environment: Creative Approaches and Accountability*, a workshop organised by the Birmingham Institute for Sustainability and Climate Action (BISCA) as part of the ASPIRE project. Set against a backdrop of interconnected societal challenges, including inequality, social justice, racial injustice, and climate change, the initiative encouraged participants to reflect on how universities can create research environments that are both inclusive and accountable.

Bringing together academics, creative practitioners, artists, and community partners, the workshop explored how dialogue, creativity, and collaborative learning can foster more equitable approaches to research and knowledge exchange. Delivered in partnership with China Plate Theatre, alongside facilitators experienced in creative engagement and social inclusion, participants were encouraged to consider both individual and institutional responsibilities in shaping research cultures where diverse perspectives are valued and meaningful inclusion is embedded throughout the research process.
By engaging with BISCA-led activities, Birmingham Business School contributes to wider University efforts to embed sustainability, inclusion, and social responsibility within research practice. This engagement reflects the School's commitment to responsible management principles by promoting inclusive participation, encouraging critical reflection, and supporting research environments that enable diverse voices to contribute to addressing complex societal challenges. In doing so, the School continues to strengthen a research culture that values equity, collaboration, and positive societal impact.



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

Share constitutes a commitment to advancing collective knowledge through exchange and collaborative learning. By disseminating our sustainability and inclusion journey, including challenges encountered and innovations developed, we aim to facilitate institutional learning and build 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
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

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 statements from stakeholders at Birmingham Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

International Business as Responsible Business: Theory and Practice, Dr Laura Salciuviene



Laura Salciuviene, co-author of *International Business as Responsible Business: Theory and Practice*, shares her insights on responsible business, sustainability, and the circular economy in this video interview. She discusses her motivation for contributing to the book, how organisations of all sizes can embrace circular economy principles, and where responsibility lies for enforcing sustainability standards across global business practices.

About the book

Framed around responsibility, risk and sustainability, *International Business as Responsible Business: Theory and Practice* takes a practice-oriented approach to demonstrate how global businesses adapt to innovation and regulations while driving growth and competitiveness. Through case studies and supplementary teaching resources, it equips students to address contemporary international business challenges.

Watch the interview:

https://www.youtube.com/watch?v=MIfCNNRQVH8

Sharing Innovative Teaching Practices at TBS Education (Toulouse Business School): Dr Ann-Christine Frandsen and Professor Ian Thomson



Dr Ann-Christine Frandsen, Birmingham Business School, University of Birmingham, and Professor Ian Thomson, University of Dundee, contributed as workshop leaders at the Accounting Education Atelier, an Erasmus+ Blended Intensive Programme (BIP) hosted by TBS Education in Toulouse, France, from 22-26 June 2026.

The Accounting Education Atelier was a transformative, week-long programme designed to help educators rethink and innovate accounting education through creative, experiential, and student-centred learning approaches. Bringing together participants from across Europe, the Atelier provided a collaborative environment where educators could move beyond traditional teaching methods, experiment with new pedagogical practices, and co-create resources aimed at enhancing student engagement and learning outcomes.

Co-organised by TBS Education, University College Cork (UCC), and UCLouvain Saint-Louis Bruxelles, and supported through Erasmus+ KA131 staff mobility funding, the programme showcased a range of innovative educational approaches, including Ludopedagogy (game-based learning), Role Play and Drama, AI Simulations, Comics and Visual Storytelling, and Educational Podcasts. These sessions demonstrated how creativity, technology, and experiential learning can make complex accounting, sustainability, and business concepts more engaging, accessible, and impactful.



As leaders of the Role Play and Drama workshop, Dr Frandsen and Professor Thomson shared how immersive pedagogical methods can encourage students to challenge assumptions, explore different perspectives, and engage critically with complex accountability and sustainability issues. Through

hands-on activities and reflective discussions, participants experienced how role play can foster deeper learning, ethical awareness, and critical thinking while creating inclusive and transformative educational environments.

Dr Frandsen's expertise in accounting education and innovative pedagogies, combined with Professor Thomson's internationally recognised work on sustainability, accountability, and responsible business, provided participants with valuable insights into how responsible management education can be enriched through creative teaching practices.
Their contribution reflects Birmingham Business School's commitment to the PRME Share Principle by actively exchanging knowledge, disseminating innovative teaching practices, and engaging in international collaboration to advance responsible management education. Through participation in the Accounting Education Atelier, Birmingham Business School contributed to a growing international community of educators dedicated to reimagining accounting education and equipping future graduates with the skills, perspectives, and critical awareness needed to address contemporary sustainability and accountability challenges.

Sharing research and experience across the co-operative movement with Dr Elisavet Mantzari



Birmingham Business School hosted the 57th UK Society for Co-operative Studies Conference on May 8th-9th, 2026, bringing together researchers, practitioners and partner organisations from the UK and internationally. The programme explored co-operation, sustainability, participation and inclusive development through keynote sessions, research papers, panels and wider discussion.



Participating organisations included the UK Society for Co-operative Studies, Cooperatives Europe, Co-operatives UK, the Heart of England Co-operative Society, Revolver Co-operative, the Co-op Group and the Centre for Responsible Business. The event enabled academic research and practical experience to be shared across organisational boundaries and encouraged new conversations and future collaborations concerning the role of co-operation in addressing societal challenges.

The courtesy of [Conference 2026 - a wonderful 2 days | UK Society for Co-operative Studies]

Podcast Series on Sustainability and Education



Podcasts provide an accessible and engaging platform for sharing research, teaching innovation, and sustainability expertise with students, practitioners, academics, alumni, and the wider public. Through a series of podcast initiatives, colleagues from Birmingham Business School have contributed to important conversations on sustainability, responsible management education, and the role of higher education in preparing future leaders to address complex social and environmental challenges.

Navigating the SEA: Sustainability Education in Accounting

Building on Birmingham Business School's commitment to responsible management education, Dr Idlan Zakaria and Dr Bisola Joloko developed and co-hosted Navigating the SEA (Sustainability Education in Accounting), a six-episode podcast series highlighting the School's pioneering work in embedding sustainability throughout its accounting curriculum.
The series was designed to raise awareness of sustainability education in accounting, showcase the distinctive strengths of Birmingham Business School's Accounting and Finance programmes, and demonstrate how the Department of Accounting's research expertise informs innovative teaching and learning practices. Through conversations with academics, students, alumni, and external professionals, the podcast explores how sustainability accounting is being taught, why it has become increasingly important, and the impact this education has on learners and their future careers.

The series features contributions from leading researchers across Birmingham Business School, including Professor Nick Rowbottom, whose work informs sustainability disclosure standards and policy development; Dr Mayya Konovalova, who helped develop the Carbon Accounting Net Zero project; Professor Tom Cuckston and Dr Annika Beelitz, who discuss the integration of sustainability research into teaching; and Professor Jan Bebbington, a globally recognised scholar in sustainability accounting and Director of the Pentland Centre for Sustainability in Business.

The podcast also gives voice to students and alumni, providing perspectives on how sustainability education has shaped their understanding of accounting and influenced their professional development. Alumni contributor Tatenda Gandi, Sustainability Manager at Lloyds Banking Group at the time of recording, reflected on how her Accounting and Finance education at Birmingham helped prepare her for a career focused on sustainability leadership.

Across the six episodes, themes including sustainability accounting standards, carbon accounting, research-led teaching, student learning, employability, and professional practice are explored through an accessible and engaging format. By bringing together diverse stakeholders and perspectives, the series demonstrates how sustainability can be embedded throughout accounting education and how responsible management education can create meaningful impact beyond the classroom.
These podcast initiatives reflect Birmingham Business School's commitment to the PRME Share Principle by disseminating knowledge, promoting dialogue, and sharing innovative teaching and research practices with local, national, and international audiences. Through podcasting, Birmingham Business School continues to extend the reach of its sustainability expertise, foster collaboration across stakeholder groups, and contribute to wider conversations on responsible management education and sustainable development.

Transforming Tomorrow: Football and Sustainability

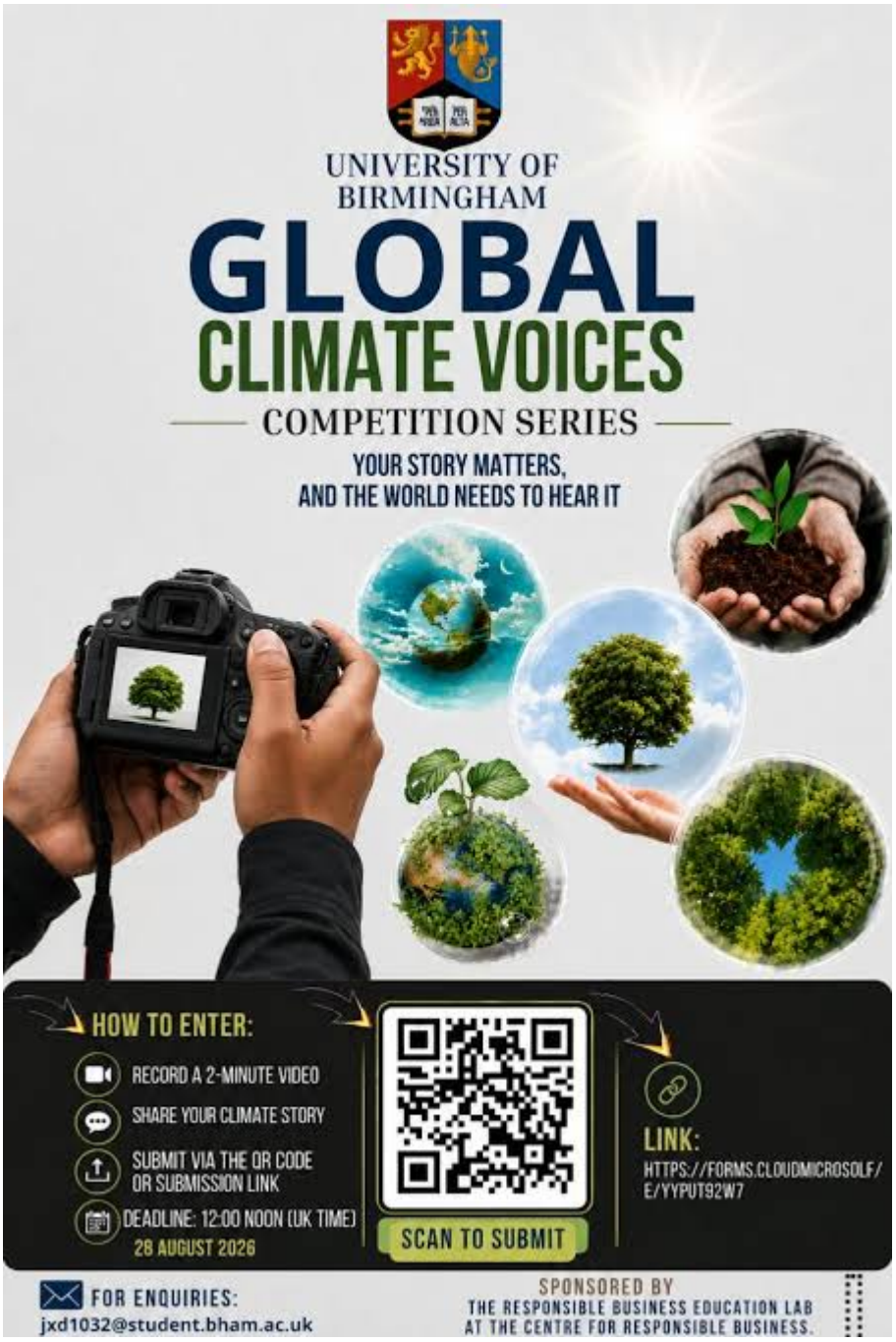
As part of the Transforming Tomorrow podcast series produced by the Pentland Centre for Sustainability in Business, Dr Idlan Zakaria, Associate Professor in Accounting at Birmingham Business School, joined Professor Jan Bebbington to explore the relationship between football and sustainability.

The discussion examined how sustainability challenges extend beyond traditional business settings into one of the world's most influential cultural and economic sectors. Topics included the environmental impact of global sporting tournaments, the carbon footprint associated with international travel and sporting events, and the sustainability implications of football merchandise production and consumption. The conversation also considered how clubs, governing bodies, and supporters can contribute to more sustainable practices within the sport.

By connecting sustainability concepts to a topic that resonates with global audiences, the podcast demonstrated how academic expertise can be used to broaden understanding of sustainability challenges and encourage wider public engagement with responsible business issues.

The Sustainable Game? - Transforming Tomorrow - Podcast.co

Creating a platform for diverse climate voices



The Global Climate Voices Competition created a platform through which participants could share how climate and environmental change had affected their lives and communities. Recognising that climate change comprises many distinct local experiences, the competition invited two-minute videos documenting environmental challenges, community resilience, innovation and local action. The competition was created by Jeffrey Dio, a student on the MSc Sustainable Innovation and Entrepreneurship programme, and sponsored by the Responsible Business Education Lab within the Centre for Responsible Business. Participants did not require professional recording equipment, helping to make the opportunity accessible to a broad range of contributors. The judging panel included three students and two academics, while selected videos were intended to be shared through

the Centre for Responsible Business website. The initiative demonstrates how the School supports students in creating opportunities for community knowledge and underrepresented climate experiences to enter wider conversations about sustainability.

Source: Birmingham Business School LinkedIn, Global Climate Voices Competition Series, August 2026.

Communication Barriers

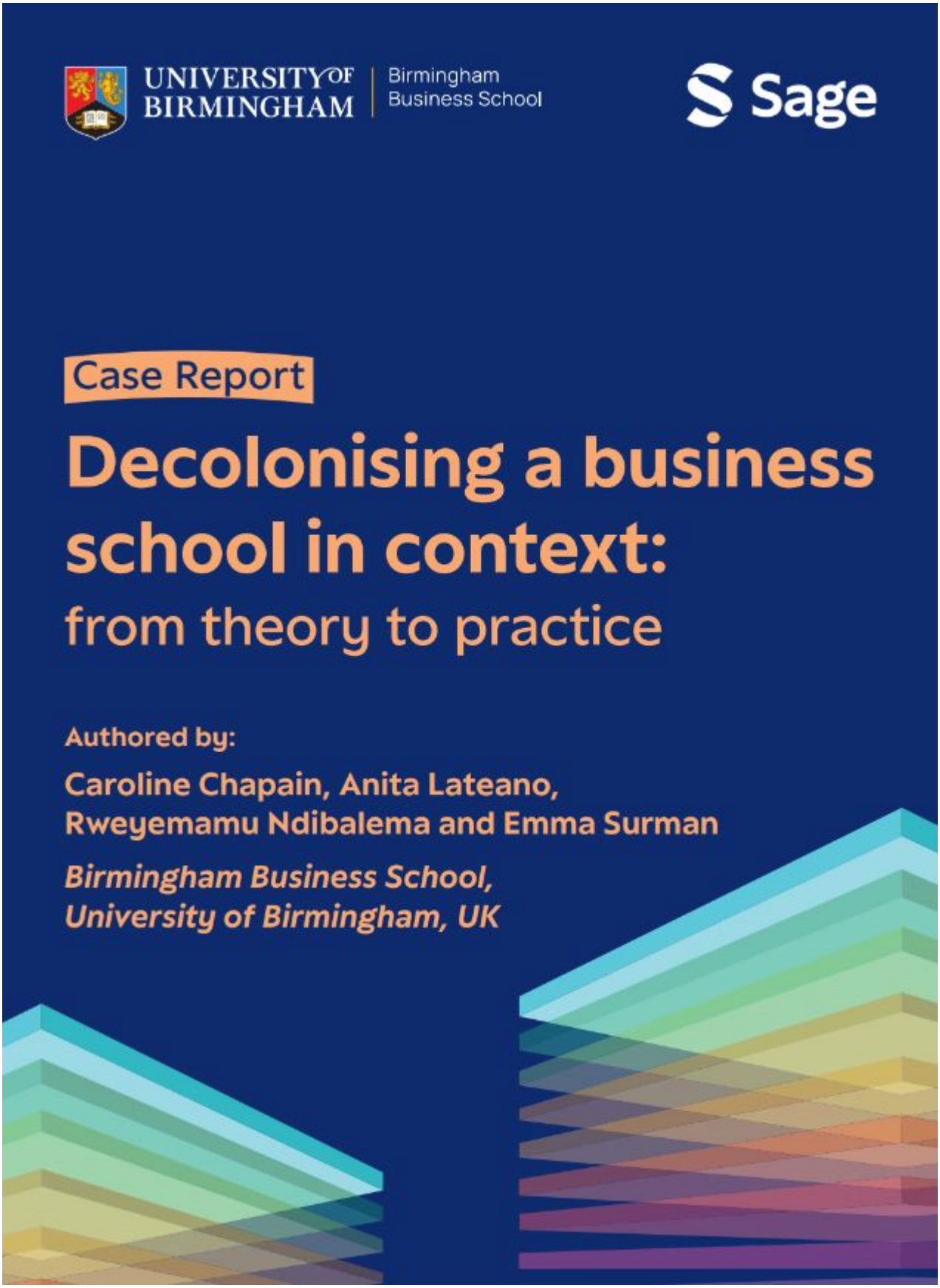
Birmingham Business School faces the following barriers in transparent communications:



Continue telling your story

Decolonising a business school in context: From theory to practice

We are delighted—and humbled—to launch this important report from **Birmingham Business School**, documenting a three-year (and ongoing) journey to meaningfully decolonise a UK business school.


UNIVERSITY OF BIRMINGHAM
Birmingham Business School
Sage
Case Report
Decolonising a business school in context:
from theory to practice
Authored by:
Caroline Chapain, Anita Lateano, Rweyemamu Ndibalema and Emma Surman
Birmingham Business School, University of Birmingham, UK

Led by a group of dedicated academics **Caroline Chapain** **Anita Lateano** **Dr. Rweyemamu (Ray) Ndibalema SFHEA** **Emma Surman** and enriched by the voices of students as well as partners **Donna Ladkin**, Bobby Banerjee, **Professor Sally Everett**, **Dujon C. Smith** this report offers reflections, lessons, and a set of adaptable principles to support others undertaking similar work in their own institutions.

“Decolonisation is a collective endeavour that needs to be anchored in context. By sharing how we have approached putting decolonisation into practice in our School, we hope to provide some practical and adaptable principles and insights that can help other business schools pursuing this work in their own contexts.”
— **Caroline Chapain**, co-author

“Decolonising a business school is not just about adding diverse perspectives but fundamentally rethinking and restructuring the way we research, teach, and work.”
— **Emma Surman**, co-author

“As an independent publisher, **Sage** is committed to publishing papers that address societal problems and drive social change. Decolonisation challenges colonial systems, structures and relationships and it has the potential to significantly change power dynamics. This report is a crucial step towards creating a more inclusive and equitable academic environment.”
— **Kiren Shoman**, executive vice president, editorial and global executive lead, DEI at Sage

Have a read of the report and explore other **Sage** books, journals and learning resources on decolonisation here: **https://lnkd.in/eBQJJzVS**



Source: Post | LinkedIn

Advancing battery recycling through interdisciplinary collaboration

Dr Gavin Harper (**Economics**) contributed to research on recycling lithium-ion batteries from electric vehicles through the Faraday Institution's ReLiB project. The research brought together academics from the Universities of Birmingham, Newcastle and Leicester and collaborators from Argonne National Laboratory in the United States. The work evaluated approaches to battery recycling and reuse and identified areas requiring further development. It has subsequently generated substantial academic, technological and policy influence, including citations in academic publications, policy documents and patent families. This provides evidence of how interdisciplinary and international partnerships can generate knowledge relevant to sustainable technology, industrial development and the circular economy.

Source: Birmingham Business School LinkedIn; Faraday Institution, "Flagship paper: Recycling lithium-ion batteries from electric vehicles", August 2026.

SUSTAIN 2026 The Midlands' Sustainability UnConference September 2026

SUSTAIN 2026 The Midlands' Sustainability UnConference https://lnkd.in/p/ePitv82h

Birmingham Business School and the Centre for Responsible Business hosted the SUSTAIN UnConference September 2026, bringing sustainability leaders together to consider how sustainability can work in practice. The participatory format placed discussion placed collaborative problem-solving at the centre of the event. Rather than relying only on conventional presentations, participants were encouraged to share organisational experience, identify common challenges and learn from perspectives across sectors. The event illustrates the School's role as a convenor through which academic and practitioner communities can exchange knowledge about sustainability implementation.



'The Midlands' Sustainability movement: where ideas turn into action. A unique, action-driven gathering where sustainability leaders, innovators, educators, local authorities and community changemakers come together to co-create practical responses to climate and sustainability challenges. 2026 will be our third year of the SUSTAIN UnConference in the Midlands — and the momentum keeps growing.

We're proud to announce University of Birmingham Centre for Responsible Business as a partner of the SUSTAIN Midlands UnConference 2026.
Since its launch in 2018, the Centre has been at the forefront of advancing responsible business through pioneering interdisciplinary research and meaningful collaboration. Its work spans areas including carbon accounting, responsible marketing, sustainable consumption, and business transformation, helping organisations turn research into real-world impact.
Together, we're creating a platform where ideas become action, meaningful conversations spark change, and collaboration shapes a more sustainable future. We're delighted to have the Centre for Responsible Business join us on this journey and look forward to what we'll achieve together.'

A list full of activities and engagement to be continued updated V2

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WELCOME! How Can I Help You?



A day at the Student Information Desk, Emily Pickering.

SIGNATORY

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