UNIVERSITY OF GREENWICH

2025 Sharing Information on Progress (SIP) Report

University of Greenwich Business School

September 2025

Table of Contents

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 University of Greenwich Business School, including key details and basic institutional data.

Mission

Greenwich Business School is committed to delivering transformative education without boundaries, empowering students and staff to achieve their ambitions because of, rather than despite, their backgrounds. We strive to be a leading modern business school that makes a positive difference through responsible management education, cutting-edge research, and meaningful partnerships. Our mission is to provide inclusive, collaborative, and impactful business education that prepares ethical leaders for a sustainable future, while contributing to the UN Sustainable Development Goals through our research, teaching, and community engagement. We are dedicated to integrating the principles of responsible management education throughout all our programs, research activities, and partnerships, ensuring that sustainability and ethical business practices are at the heart of everything we do.

Vision

To be recognized as a premier destination for responsible management education that bridges academic excellence with real-world impact, fostering a diverse community of learners and researchers who drive positive change in business and society.

Strategy

Strategy Narrative

Our strategic priorities are focused on transformational shifts in our work across Learning and Teaching, Research, and Knowledge Exchange. We will focus on four cross-cutting priorities: Student Success, Inclusivity and Culture, Impactful Research and Knowledge Exchange, and Connected and Sustainable Campuses.

These priorities come with a commitment to invest in our students, staff, physical infrastructure and technology as key enablers to deliver against the goals that we set for ourselves over the next few years. They will be underpinned by a strongfinancial foundation and a sustainablefuture that will help us to navigate challenges as they emerge.

| Sustainability Strategic Action Plan | View document ↗ Download document ⤓ |

| This is Our Time strategy | View document ↗ Download document ⤓ |

Strategy Alignment

Strategy Alignment

As part of our Student Success Sub-Strategy, our goal is ensure that all our programmes equip students with the skills to critically engage with real-world challenges and develop the ability to tackle these challenges collaboratively. Ultimately, our students must become impactful, ethical agents of change. The Sustainable Development Unit supports the delivery of our Sustainability Strategic Action Plan. It facilitates our university community to integrate sustainable thinking and practice into their actions at Greenwich. This includes providing guidance to enable staff and students to deliver sustainability impact on and off campus, from recycling in halls to integrating sustainability into our research. The unit works collaboratively with all stakeholders, creating opportunities and delivering on our action plan and wider corporate strategies.

Institutional History

Institutional History

The University of Greenwich has long championed progressive education and social responsibility. Our journey toward Responsible Management Education (RME) began organically through dedicated faculty and administrators who recognized business education's critical role in addressing societal challenges. This vision aligned naturally with our institutional commitment to sustainability, social justice, and ethical leadership development.

Early university-level initiatives focused on integrating sustainability principles across curricula, fostering community partnerships, and encouraging research addressing real-world challenges. Faculty and departmental leaders pioneered innovative teaching methods emphasizing critical thinking about business' societal role, establishing the foundation for comprehensive responsible management education.

The University of Greenwich first achieved PRME communicating signatory status in 2016, marking our formal entry into the global PRME community. This milestone represented institutional recognition of our commitment to responsible management education and structured integration of PRME principles across business programs.

During this initial period, we demonstrated commitment through sustainability and ethics module integration, community engagement projects, responsible business practice research collaborations, and student leadership development programs emphasizing social responsibility.

Despite initial progress, the university faced challenges leading to the loss of PRME communicating status. This difficult period provided valuable opportunities for institutional reflection and learning. We maintained our commitment to RME principles through continued curriculum development, ongoing responsible business research, sustained community partnerships, and student social responsibility engagement.

The revival of our PRME status in 2024 marked a significant turning point. This renaissance was achieved through exceptional leadership from Dr. Grace O' Rourke and Dr. Emilio Costales, whose vision and dedication proved instrumental in reinvigorating our PRME commitment. Under their guidance, we successfully submitted our 2024 SIP report, restoring communicating signatory status and demonstrating renewed commitment to all seven PRME principles: Purpose, Values, Teach, Research, Partner, Practice and Share.

Recognizing the importance of embedding PRME principles university-wide, we established the [PRME Hub](#) in 2024. This innovative structure represents comprehensive, institutional approach to responsible management education, moving beyond individual initiatives to systematic integration. The PRME Hub brings together multiple stakeholders across all university faculties, ensuring cross-disciplinary collaboration, stakeholder engagement, strategic coordination, knowledge sharing, and systematic impact measurement. This framework enhances our mission to develop responsible leaders capable of addressing complex global challenges.

Through the PRME Hub and renewed PRME commitment, we reinforce our mission to develop responsible leaders emphasizing ethical decision-making, sustainability awareness, global perspective, community engagement, and innovation for social good.

Graduates & Enrollment

2024 Statistics	Number
Graduates	2,691
Faculty & Staff at the University	3,624
Faculty & Staff at the Institution	519
Student Enrollment at the University	29,617
Student Enrollment at the Institution	7,957

2024 Statistics	Number
Undergraduate Attendance	4,917
Masters-Level Postgraduate Attendance	2,969
Doctoral Student Attendance	75
Certificate, Professional Development, or Continuing Education Attendance	15

Degrees Offered

Bachelor Programs

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

Masters Programs

Master of Arts (M.A.) Master of Business Administration (M.B.A.)

Master of Science (M.Sc. or M.S.) Master of Education (M.Ed.)

Doctoral Programs

Doctor of Philosophy (Ph.D.) Doctor of Business Administration (D.B.A.)

Doctor of Education (Ed.D.)

Purpose

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

✎ Definition of Purpose

We define purpose as the transformation of the business school from a traditional education institution into a catalyst for positive change through the embedding of responsibility and sustainability to support our local and global community, and develop future leaders who can address global challenges while fostering prosperity and inclusion.

Institutional Engagement

0% - 25% of faculty at University of Greenwich Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Values

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

🖉 How We Define Values

We define values as the ethical foundation guiding our praxis to transform lives through education, research, and enterprise—enabling our community to respond to today's grand challenges with integrity and accountability, and ensuring our actions support a just, inclusive, and sustainable society and planet.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Senior leadership office

Student Awareness

0% - 25% of students at University of Greenwich Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at University of Greenwich Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Teach

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

✏️ How We Define Teach

We endeavour to equip students with the knowledge, skills, and values needed to lead ethically and sustainably. Our learning environments foster critical thinking, inclusivity, and real-world engagement to prepare graduates who can address complex global challenges with confidence and integrity.

Courses that support RME

University of Greenwich Business School reports 2 courses in 2024 that support responsible management education and sustainable development goals.

Sustainable Finance and Investment | FINA1184

Sustianable Finance and Investment is a level 7 module within the Account and Finance MsC programme, aimed at developing students' comprehension of the significant and evolving roles of finance in combating climate change, addressing environmental challenges, and improving sustainability. Students explore a range of sustainable finance products across equity, fixed income, and alternative markets such as real estate. In addition, students are introduced to green portfolio management techniques and acknowledge challenges in sustainable investment, including Greenwashing. Practical sessions will further enhance their ability to select sustainable assets using various tools, such as ESG ratings, and to construct ESG-optimised funds.

SDG Action Lab | BUSI1863

The SDG Action Lab is a level 5 module and part of the Entrepreneurship and Innovation Honours Bachelors programme, aimed at empowering students to contribute actively towards SDGs by applying interdisciplinary knowledge and collaborative skills. This module seeks to immerse students in real-world challenges, fostering critical thinking, problem-solving, and innovative approaches to sustainability. Through hands-on projects, collaborations with both internal and external partners, and engagement with complex global issues, students will develop practical skills and a deep understanding of the dynamics shaping sustainable business transformations.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Student-nominated teaching awards

Teaching Voices

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

Principles of Finance

Creator: Dr Lianfeng Quan

The growing urgency of global sustainability challenges demands a transformative approach to finance education. Recognizing this imperative, Dr lianfeng Quan has pioneered the integration of sustainability into the core Principles of Finance (PoF) module, a shared course across seven MSc programmes in Greenwich Business School. This innovative redesign ensures that sustainability is not treated as an optional topic but as a fundamental pillar of financial education. By embedding key concepts such as ESG investing, climate risk, and the Sustainable Development Goals (SDGs), the module equips students with the knowledge and ethical mindset needed to drive responsible financial decision-making in their future careers.

The module's strength lies in its interdisciplinary approach, bringing together students from diverse academic backgrounds to explore sustainability through the lens of finance. Rather than isolating sustainability as a niche subject, the curriculum weaves it into core financial principles, reinforcing its relevance across industries. A key innovation is the use of research-driven case studies, where students analyze real-world sustainability challenges informed by cutting-edge academic work in sustainable finance. These cases examine topics ranging from ESG compliance in banking to climate risk management in investment portfolios, all grounded in the latest empirical research.

Assessments are strategically designed to cultivate ethical decision-making, requiring students to evaluate financial models through frameworks such as Corporate Social Responsibility (CSR) and the SDGs. This ensures that graduates not only possess technical financial skills but also understand their broader societal responsibilities. The module's academic rigor and research relevance have been recognized through the Sustainability and Climate Risk (SCR) accreditation by the Global Association of Risk Professionals (GARP), a testament to its alignment with global best practices in sustainable finance.

The module actively incorporates findings from contemporary sustainability research to ensure students engage with the most current thinking in the field. Students examine working papers and published studies on green bonds, impact investing metrics, and circular economy financing models, giving them direct exposure to the evolving evidence base in sustainable finance. This research-led approach has proven particularly impactful, with many students reporting that it has reshaped their academic and career trajectories. Several have gone on to pursue dissertations on ESG topics.

The module's sustainability focus directly contributes to multiple SDGs, reinforcing its role in shaping responsible finance professionals. SDG 4 (Quality Education) is advanced by equipping students with research-grounded sustainability literacy. SDG 9 (Industry, Innovation, and Infrastructure) is addressed through research-based discussions on financing green technologies. SDG 12 (Responsible Consumption and Production) is integrated via studies of corporate sustainability frameworks, while SDG 13 (Climate Action) is embedded through climate risk research and low-carbon transition strategies.

This innovative approach to finance education exemplifies the PRME principles by grounding sustainability in academic research while maintaining strong practical relevance. By equipping future finance professionals with both research literacy and a sustainability mindset, the module ensures they are prepared to address complex challenges with evidence-based solutions.

Dr Quan's integration of sustainability into the core Principles of Finance (PoF) module has profoundly impacted MSc students across seven programmes in the School of Accounting, Finance, and Economics within Greenwich Business School. By embedding critical sustainability concepts, including ESG factors, climate risk, SDGs, and sustainable finance frameworks, the module has transformed how students understand the role of finance in addressing global challenges.

Students consistently report that this sustainability focus has reshaped their academic and professional perspectives. One student emphasized: "The content covered has not only enriched my understanding of sustainability but has also provided valuable insights into its significance for both personal and professional development." Another noted how the practical applications changed their view of business: "The lecture has broadened my horizons on how sustainable practices are becoming important in business operations. Additionally, the applications discussed in the lectures, such as ESG rating and models have inspired me to think about writing my dissertation related to ESG in the banking sectors."

The real-world relevance of the sustainability content particularly resonates with students. As one participant shared: "The provided examples were helpful as it shows the importance of implementing those concepts in real-world scenarios and made the lecture more engaging." Another student highlighted the career value: "This lecture is a good step about our future careers as it informs us about the importance of the environment and what we should do to keep a healthy company."

The module's impact extends beyond the classroom, fostering professional growth and ethical awareness. One student's feedback captures this transformation: "I would like to express my gratitude for the thoughtfully crafted sustainability lectures. The knowledge gained has not only enriched my academic experience but has also equipped me with a practical and forward-thinking mindset that I believe will be invaluable in my future career endeavors."

These student experiences, combined with our programme's Sustainability and Climate Risk (SCR) accreditation from Global Association of Risk Professionals (GARP), demonstrate how sustainability education prepares students to become responsible leaders. The module not only develops technical skills but instills what one student described as "a practical and forward-thinking mindset" - exactly the combination needed to address tomorrow's sustainability challenges in finance and business.

EthixCube

The EthixCube: A Game-Based Approach to Inclusive Ethics Education

Creator: Dr. Lucien von Schomberg

This game addresses the challenge of making ethics education more inclusive, engaging, and relevant in a complex global context. Traditional ethics education often relies heavily on abstract theories and case studies that may not resonate with students from diverse backgrounds. This approach can make ethical concepts seem disconnected from students' lived experiences, leading to reduced engagement and understanding. Freire (1970) critiques this "banking model" of education, where knowledge is deposited into passive learners, advocating instead for a dialogical approach that encourages critical thinking and relevance to real-life situations.

To address these limitations, game-based learning has emerged as an effective pedagogical tool in ethics education. By simulating real-world scenarios, games can foster moral sensitivity and ethical decision-making skills. For instance, Krause et al. (2020) found that role-playing games in ethics courses enhanced student engagement and empathy. A systematic review by Zvereva et al. (2023) also highlights how gamification improves motivation and the ability to navigate complex ethical dilemmas.

Building on this research, the EthixCube introduces an interactive, student-centred approach to ethics education. It is a card-based game that presents players with ethical dilemmas drawn from various global and sectoral contexts—ranging from workplace discrimination to misinformation on social media. Each scenario is mapped to different theories of ethical reasoning, including deontology, virtue ethics, and utilitarianism. Designed for use before formal instruction, the game promotes discussion, curiosity, and deep learning.

The EthixCube reimagines ethics education to prepare students for real-world complexities with empathy, critical thinking, and cultural awareness.

Ethics of Business and Innovation (BUSI1756)

Creator: Dr Thomas Ferretti

Ethics of Business and Innovation is a level 7 module designed for the MBA at the Executive Business Center. The module introduces the ethical challenges arising when local and global businesses must balance economic growth and long-term sustainability. We introduce theories of business ethics and sustainability and apply them to real-world business challenges. Following our university's principle of research-based teaching, the module integrates my own research in business ethics and AI ethics. I've included five topics on the impact of artificial intelligence (AI) on various Sustainable Development Goals (SDGs), including on the impact of workplace analytics and surveillance tools on meaningful work. Each week discusses a practical example to articulate theory and practice, e.g.Volkswagen's CO_2 emissions scandal, Amazon's gender-biased AI recruitment tool, or the Financial Times' "Uber Game" on gig economy platforms. Since this module is delivered to Executive MBA learners with significant work experience, work-based assessments allow them to be evaluated on how they apply

what they learn in their day-to-day practice, with fascinating results. It is the first of its kind at the University of Greenwich Business School to be built from the ground-up with the SDGs and principles of PRME embedded at each stage of development, regularly drawing on student feedback and insight to ensure student satisfaction and a conducive environment for learning. Dr Ferretti designed this module to include complex topics in ethics, fairness, and sustainability. He has drawn on the principles of universal design to enhance the virtual learning environment, communication channels, and means for providing formative feedback on assessment drafts to improve student success and inclusion. The innovative teaching methods adopted in this module include the use of YouTube Lectures (currently totalling 6000+ views), games, podcasts with industry actors, case-studies, and quizzes to consolidate learning and support diverse learning styles. He has further diversified the reading list by including authors from diverse backgrounds. The module is regularly updated to incorporate student feedback, and Dr Ferreti continues to explore ways to engage students in knowledge valorisation and knowledge exchange through the integration of his ongoing research.

Sustainable Business and Risk Management (EMBA)

Creator: Dr Yuliya Darmenova

Sustainable Business and Risk Management is a level 7 module in the Executive MBA programme that supports SDG 12 (Responsible Consumption and Production) through topics such as circular economy, waste-to-wealth models, sustainable supply chains, ESG risk, and resource optimisation. Students explore how businesses can embed sustainability into core decision-making, manage ESG risks, innovate through resource efficiency, and design for long-term resilience. The course encourages learners to critically assess consumption and production systems and to develop strategies that align business performance with environmental and social sustainability goals. Through the Student as Peers (SaP) approach, Dr Darmenova is creating a more inclusive and engaging learning environment where students actively shape their education. This has led to higher motivation, stronger participation, and a greater sense of ownership over their learning. Students feel empowered, which builds their confidence and critical thinking skills. By focusing on ethical leadership, sustainability, and responsible management, Dr Darmenova helps learners develop the mindset and tools needed to face real-world business challenges. The impact extends beyond the classroom - students are becoming more socially aware, reflective, and prepared to lead with purpose in their future careers.

💡 Fostering Innovation

To a great extent
Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning

To a great extent
Teaching and learning at our institution strongly encourage experiential learning.

💡 Learning Mindset

To a great extent
Teaching and learning at our institution strongly promote a lifelong learning mindset.

💡 Method of Teaching and Learning

Hybrid
Combination of in-person and virtual learning methods.

Barriers to Innovative Curriculum

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

- ❖ Accreditation constraints
- ❖ Administrative resistance
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ Curriculum inertia
- ❖ Faculty expertise gaps
- ❖ History and institutional tradition
- ❖ Institutional culture
- ❖ Learning curve for faculty

❖ Limited interdisciplinary collaboration

❖ Measurement and benchmarking issues

❖ Outdated infrastructure

❖ Overloaded faculty

❖ Resource allocation challenges

❖ Risk aversion

❖ Time constraints

❖ Uncertain return on investment

Barriers to Innovative Pedagogy

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

❖ Administrative hurdles

❖ Assessment rigor concerns

❖ Budget constraints

❖ Change resistance

❖ Classroom infrastructure limitations

❖ Compliance concerns

❖ Digital divide

❖ Faculty confidence gaps

❖ History and institutional tradition

❖ Institutional culture

❖ Learning curve for faculty

❖ Limited faculty development opportunities

❖ Resource constraints

❖ Overloaded faculty

❖ Risk aversion

❖ Technology gaps

❖ Time constraints

Research

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

✎ How We Define Research

We define research as a multi-methodical creative endeavour that exercise that generates impactful knowledge that challenges assumptions, informs policy and teaching, and promotes ethical, inclusive, and sustainable practices - contributing to positive change locally and globally.

Research vs Research for RME/Sustainable Development

53 Peer-reviewed articles were published by University of Greenwich Business School from this past calendar year.

vs

14 Peer-reviewed articles were published by University of Greenwich Business School from this past calendar year in support of RME.

Research Funding

In 2024, University of Greenwich Business School was awarded funding for research that is:

🏛️ **Institution Specific**   📍 **Local**   🗺️ **Regional**   🚩 **National**   🌐 **International**
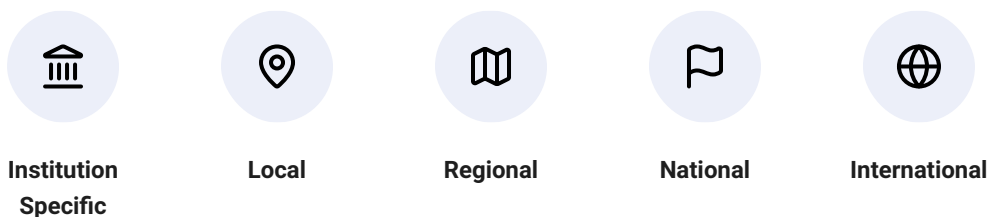
Socializing Research

In 2024, University of Greenwich 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
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, University of Greenwich Business School reported 2 research projects that implemented responsible or sustainable activities.

Empowering Women on Their Menopause Journey: The Role of Telehealth Services in Overcoming Psychological Reactance

Period Covering: June, 2024 - June, 2026

Department: Business, Operations & Strategy

Menopause is a natural stage of life, yet many women still find it surrounded by silence, stigma, and mixed messages. For some, it can be a confusing and even isolating experience, where trusted information feels hard to find and support doesn't always meet their needs.

The project **Empowering Women on Their Menopause Journey**—*an Early Career Research pilot study*— was created to better understand these challenges and explore how telehealth might offer new ways of supporting women's well-being. Led in collaboration with Dr. Ratnesvary Alahakone (MGM) and Dr. Helen Bruce (Lancaster University), the study set out to listen to women directly.

Over the course of **four focus groups** and **13 interviews**, 40 women aged 35 and above across the UK shared their stories: what they knew about menopause, where they turned for advice, and how they felt about using different sources of support, including online healthcare.

What emerged was a clear theme—**how information is communicated matters as much as the information itself.**Many women described feeling resistant when health messages seemed to assume their age, came across as patronizing, or carried bias. Instead of encouraging them to seek specialist care, these interactions often pushed women away, leading them to look for answers in online communities or non-medical sources. Reluctance to pay for specialist telehealth was also common, shaped by expectations of free NHS care.

These stories point to an important lesson: empowering communication is key. When health advice is respectful, inclusive, and supportive, women are far more likely to engage. For providers such as the NHS, combining positive messaging—for example, campaigns that celebrate women's health—with accessible digital tools could help bridge gaps in care and ensure women get the support they need.

Emancipatory Education Without Boundaries in the Age of Neoliberalism, Artificial Intelligence and Digital Learning Platforms

Period Covering: March, 2024 - November, 2025

Department: Greenwich Business School

Emancipatory Education Without Boundaries in the Age of Neoliberalism, Artificial Intelligence and Digital Learning Platforms is a collaborative book, stewarded by Dr Michael Day, featuring 36 contributors across the University of Greenwich community, locally and globally. Contributors include: Dylan Scott Low, Dr Gary Brown, Dr Victoria McCall, Dr Guido Conaldi, Dr Jingyan Ai, Dr Beth Cross, Dr Carole Bignell, Dr Gerhard Kristandl, Dr Yujuan Leo, Dr Russell Fuller, Dr Na Li, Dr Suping Liu, Dr Chris Brighton, Dr Emilio Costales, Dr Yuliya Darmenova, Dr Angeliki Voskou, Dr Emma Kennedy, Dr Suzan Koseoglu, Dr Eve Raply, Dr Rachel George, Dr Jimmy Lo, Dr Amin Dehghan, Dr Shu-Hsiang Chen, Dr Fawad Ahmed, Dr Tong He, Dr Ying Tuan Lo, Dr Yi Ke, Dr Chaojie Ma, Dr Deborah Kramlich, Dr Caroline Beatriz Rodrigues de Souza, Dr Ting Zhang, Dr Silvia Colaiacomo, Dr Stuart Sims, Dr Ting Zhang, Dr Isaac Mcneill, and Dr Heemi Mcneill.

This collaborative effort and forthcoming publication reflects our communities shared commitment to innovation, inclusion, and excellence in education—values at the heart of our **2030 Strategy**. It is a testament to what we can achieve together as a community. This edited book explores how university educators are leading pro-human change in global higher education in a rapidly evolving digital era. The book highlights the transformative power of collaboration, impactful educational development, and inclusive communities within academic settings, demonstrating how education without boundaries can catalyse social, political, and human rights advocacy. Through insightful ethnographic accounts and expert perspectives, chapters examine the challenges and opportunities of artificial intelligence, neoliberal university expansion, and digital learning environments. This collection offers practical strategies and critical reflections for fostering student success, advancing teaching and learning, and shaping curriculums suited to the post-digital future of higher education. The book is a powerful tool for academics and students exploring higher education, digital education, educational technology, artificial intelligence, pedagogy, and human rights.

Publications Related to RME and/or Sustainability

From social interaction to societal discourse: An ordonomic analysis of the smart city

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Authors: Dr. Emilio Costales, University of Greenwich, Executive Business Centre | Dr Anica Zeyen, Royal Holloway University of London

Date of publication: March, 2025

Department: Urban Development

The Smart City concept purports to address and reconcile the social, economic, and environmental challenges of the urban environment for the benefit of residents' quality of life. However, practical implementations have been jaded, with disproportionate emphasis on the economic aspects of the urban milieu. This disproportionate emphasis is what we explore in this article. There is an overemphasis on a dichotomous techno-centric vs. human-centric interpretation of the smart city and the 'appropriate' means of achieving it. We posit that the current misalignment between the smart city concept and practice is due to incongruence between different levels of conceptualization. To mend this, we induce the theory driven framework of ordonomics to take a conceptual step back and reconceptualize the smart city at its core. Ordonomics is a lesser-known approach to economic and business ethics, heretofore unused in the smart city discourse. This conceptual paper reconsiders the smart city concept and practice through a multi-tiered ethical lens, wherein the normativity of the smart city concept sits at a higher-level of abstraction with significant cascading implications for practice. We develop a conceptual ordonomic framework of the smart city, which reconceptualizes the techno vs. human-centric dichotomy as a dualistic phenomenon of the Smart city. In so doing, we demonstrate how rising to a higher level of abstraction enables identification of common objectives within the urban development discourse, movement away from a dualistic mentality, realignment of the smart city concept and practice, and enable effective policy implementation.

Towards a Constructive Ethics of Artificial Intelligence in the Age of Surveillance Capitalism

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Authors: Dr Lucien von Schomberg

Date of publication: September, 2025

Department: Innovation | Ethics

This chapter investigates the question: What constitutes a constructive ethics of Artificial Intelligence (AI) in the age of surveillance capitalism? The approach is twofold. First, it explores the rise of surveillance capitalism as a new economic order in the digital age. The discourse on AI ethics often focuses on constraints to mitigate risks, but this overlooks the mediation of our relationship with technology by surveillance capitalism, leading to societal regress. Instead, the chapter advocates for a shift towards a constructive ethics of AI that rethinks our relationship with technology to foster societal progress. Second, it adopts a political concept of responsible innovation, proposing that a constructive ethics of AI must consider the human-technology relationship from a political perspective. This entails that AI systems should promote plurality, empower citizens, and serve the public sphere. The chapter concludes with a critical perspective, questioning whether AI systems can simultaneously serve the public sphere and the public good, or if these objectives might sometimes conflict.

A tech-tonic shift: the complex dance of technology-enabled-learning and academic identity work in higher education

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Authors: Dave Alton, Cork University Business School | Kristina Auxtova, University of Edinburgh Business School | Grace O'Rourke, University of Greenwich Business School | Sean Tanner, Cork University Business School | Connor Drummond, Cork University Business School | James Duggan, Cork University Business School | Stefan Jooss, University of Queensland School of Business

Date of publication: September, 2025

Department: Responsible Management Education

The Covid-19 pandemic catalysed significant transformations in higher education, prominently manifesting through the accelerated adoption of Technology-Enabled Learning (TEL). This shift not only redefined pedagogical practices but also significantly impacted the teaching-orientated identity work of academics. This study explores the repercussions of TEL on academic identity within the post-pandemic educational landscape, moving beyond the confines of online learning to consider the broader technological influences on teaching and learning. The study commences with a review of the existing literature
on academic identity work, including an analysis of both the internal and external influences that shape this identity work. Through 20 interviews conducted with the faculty of higher education bodies, the study introduces a taxonomy of five overlapping academic identity archetypes; the entertainer, the hunter-gatherer, the gatekeeper, the humanist, and the technologist. These archetypes provide a

classification for understanding the complex, multifaceted nature of academic identities and their evolution in response to TEL. Within this classification, we also include the multitude of rituals and activities undertaken within each archetype as modes of identity work. As such, this study underscores the dynamic, fluid nature of instructor-orientated academic identity, recognising the challenges and opportunities posed by TEL. By fostering environments that acknowledge and leverage these diverse identities, academic institutions can enhance their faculty's capacity to innovate and excel in teaching in an increasingly digital world.

Assessing the impact of EU policies on recycling supply chain: a system dynamics perspective on advancing packaging recycling capacity

Authors: Tip Nguyen, Weston-Comstor | Truong Van Nguyen, Greenovation Solutions LTD | Li Zhou, University of Greenwich Business School | Quang Huy Duong, University of Greenwich Business School | Petros Ieromonachou, University of Greenwich Business School

Date of publication: September, 2025

Department: Management

Recycling stands as a crucial strategy in mitigating climate change and advancing towards carbon neutrality. Within the European Union (EU), the development of a resilient recycling supply chain is of paramount importance, particularly in response to global disruptions such as the widespread ban on solid waste imports by numerous countries like China, Malaysia, Thailand, and Vietnam. Such disruptions have exposed the vulnerabilities of EU member states, notably their overreliance on waste export and limited domestic recycling capacities. This study integrates primary data from diverse public sources into a system dynamics simulation model to assess the effectiveness of three policy types used to enhance EU domestic recycling capacities: Innovation-focused (IF), Subsidy-focused, and Market-based (MB) policies. Our findings show that IF policies exert the most considerable impact in the short term and continue to play a crucial role in the EU's recycling capacity expansion over the medium and long term. Conversely, MB policies are identified as most effective for immediate capacity enhancement in response to abrupt disruptions. Finally, the result suggests the optimal policy mix where 84% government resources should be allocated to IF policies and 16% to MB policies to ensure the EU achieves the deliberate balance between short-term market stabilisation and long-term transformation of its domestic recycling capacity for economic, environmental, and social sustainability. This research represents a pioneering effort in examining the efficacy of a diverse array of policy types within an optimised mix, thereby encompassing a broader range of policy considerations.

Educating Responsible Business Leaders: Organizational Hypocrisy in British Universities' Commitment to Environmental Sustainability Education

| DOI

Authors: Barbara Czarnecka, London South Bank University | Katherine Baxter, Liverpool Hope University | Grace O'Rourke, University of Greenwich

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Department: Management | Education

This study examined the commitment of British universities to educating responsible business leaders capable of addressing grand challenges related to environmental sustainability. Specifically, it investigated the extent to which environmental sustainability topics are embedded in the course descriptions of business-related programs, and how these descriptions relate to universities' formal commitments to sustainability and selected organizational characteristics. This is the first study to provide a systematic analysis of 2,758 business-related courses offered by all British universities, thereby contributing comprehensive new insights to the ongoing debate on education for environmental sustainability. The analysis focused on evaluating both the frequency and depth of integration of environmental sustainability topics within course descriptions. Findings indicate that all universities—regardless of their formal sustainability commitments or organizational characteristics—offer a similar amount of sustainability-related course content. Notably, a university's formal commitment to sustainability at the organizational level does not correlate with a greater inclusion of environmental sustainability in course content. This suggests a degree of organizational hypocrisy in the delivery of environmental sustainability education within British universities.

A systematic review of research on just, equitable, responsible, and inclusive smart cities

| DOI

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Department: Management | Urban Development

Digital technologies and infrastructure are essential to the development of smart cities. Yet, vulnerable populations often lack equitable access to such resources. In this context, integrating justice into smart city development serves as a crucial foundation for developing just and equitable cities. To explore this issue, we examined 3067 articles and synthesized findings from 67 studies on justice in smart cities. Using deductive content analysis, we categorize justice issues into two distinct groups: types and dimensions. Among the various types of justice, infrastructural justice emerges as the most frequently discussed, appearing in 23 studies and highlighting significant disparities in access to basic urban infrastructure for marginalized communities. In terms of justice dimensions, procedural justice is the most prominent. Discussed in 27 studies, it emphasizes the importance of inclusive decision-making and the challenges posed by limited public awareness and tokenistic participation. The findings reveal that marginalized communities, particularly low-income groups, women, and individuals with disabilities, bear the brunt of exclusion, inequity, and marginalization in smart city developments. These communities are particularly vulnerable to gentrification, displacement, and reduced economic opportunities, further deepening existing inequalities. By positioning justice as a central element in smart city development, this study calls for a fundamental shift in the mindset of practitioners, advocating for policies and governance approaches that promote a just, equitable, responsible, and inclusive smart city ecosystem.

Electric Vehicle Battery Technologies and Capacity Prediction: A Comprehensive Literature Review of Trends and Influencing Factors

| DOI

Authors: Vo Tri Duc Sang | Quang Huy Duong, University of Greenwich | Li Zhou, University of Greenwich | Carlos F. A. Arranz, University of Greenwich

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Department: Management

Electric vehicle (EV) battery technology is at the forefront of the shift towards sustainable transportation. However, maximising the environmental and economic benefits of electric vehicles depends on advances in battery life cycle management. This comprehensive review analyses trends, techniques, and challenges across EV battery development, capacity prediction, and recycling, drawing on a dataset of over 22,000 articles from four major databases. Using Dynamic Topic Modelling (DTM), this study identifies key innovations and evolving research themes in battery-related technologies, capacity degradation factors, and recycling methods. The literature is structured into two primary themes: (1) "Electric Vehicle Battery Technologies, Development & Trends" and (2) "Capacity Prediction and Influencing Factors". DTM revealed pivotal findings: advancements in lithium-ion and solid-state batteries for higher energy density, improvements in recycling technologies to reduce environmental impact, and the efficacy of machine learning-based models for real-time capacity prediction. Gaps persist in scaling sustainable recycling methods, developing cost-effective manufacturing processes, and creating standards for life cycle impact assessment. Future directions emphasise multidisciplinary research on new battery chemistries, efficient end-of-life management, and policy frameworks that support circular economy practices. This review serves as a resource for stakeholders to address the critical technological and regulatory challenges that will shape the sustainable future of electric vehicles.

Research Voices

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

Creative-U

Creator: Chryssi Tzanetou

Creative-U is a pilot participatory action research project, with internal funding from Networks and Urban Systems research centre, to co-design a creative entrepreneurship course with young men and prison staff at HMP. This is a creative entrepreneurship course aimed at supporting their resettlement and community reintegration as returning citizens. The principal research questions were:
1.What creative entrepreneurship skills do young men want to develop and learn in their cells?
2. What can research learn from existing creative and entrepreneurial tools to inform the design of innovative teaching materials and methods that are tailored to learner needs and can encourage self-study and reflection inside confinement?

3.How can curriculum design foster an entrepreneurial mindset and opportunities in the prison context and overcome internal and external barriers, enabling inmate transition to becoming an entrepreneur?

4. How can the process be evaluated to share learning and replication with other prisons?

Beginning in March 2025, and over a period of 4 months, 4 co-design workshops were facilitated with 4 inmates, 1 prison staff, and 3 members of the Creative-U team, including Dr. John Tull, gathering insights about young men's aspirations and learning needs, as well as their preferred teaching styles, and approaches to turn their creative passion into an entrepreneurial venture. At the end of the creative learning process, young men had the opportunity to present their business ideas to 2 successful entrepreneurs as part of a Show and Tell event, and receive valuable feedback. In addition to the co-design element of the course, another unique feature of the project was hiring a Greenwich Business School graduate to participate as a peer facilitator, and research assistant. Our student acted as a credible messenger, and his role proved very successful in opening new pathways for engagement with the young men inside prison.

Prisons in the UK are running out of space, while less than one in five people are in employment after leaving prison (Prison Reform Trust, 2023). Research shows that entrepreneurship education can break the cycle of unemployment upon release and give agency to inmates to change their lives (Centre for Entrepreneurs, 2016). However, most entrepreneurship courses fail as they don't provide networks, infrastructure, and support upon release (IPAG Business School, 2021).

The ideal impact of the Creative-U research is to create a conducive environment for entrepreneurship education inside and out of prison to thrive through a multifaceted approach that: (i) cultivates a safe learning space for rapport and trust through creativity; (ii) co-designs with, and for young men in prison the key components of their learning journey; (iii) engages with University of Greenwich students as credible messengers to envision change and possibility; and (iv) sets the foundation for scaling through a unique, and strong multi partner, and multi sector consortia.

Imagine a future where Creative-U becomes a potential, safe, and brave learning space inside and outside the prison estate where young men begin to believe that change is possible, and that they can bring positive change into their lives, their families, and their communities. They learn how to pitch, plan, and persevere. They connect with mentors, build networks, and see real examples of success from people who come from similar cultural, and social backgrounds.

And what if, through this journey, they also discover a pathway to higher education? A bridge to the University of Greenwich, where they can pursue a course that aligns with their passion and ambition, should they wish to. Creative-U becomes more than a project. It becomes a movement. A community. A future where young men are empowered to rewrite their stories through the blending of creativity and entrepreneurship.

Aligning Principles through an Ordonomic Perspective: Students as Partners in the Landscape of Responsible Management Education

In an era where universities are increasingly called upon to address society's most pressing challenges - from climate change to social inequality - Dr Darmenova's research presents a transformative vision for business education. Her work reveals how adopting a Students-as-Partners (SaP) approach doesn't just enhance learning: it fundamentally reshapes how we prepare the next generation of responsible business leaders.

Traditional business education often treats students as passive recipients of knowledge, yet the complex challenges facing our world require leaders who can think critically, act responsibly, and drive sustainable change. Dr. Darmenova recognised this gap in her own teaching and posed a crucial question: What if we could harness students' lived experiences and perspectives to not only enhance their learning but also transform the very fabric of business education?

Working within the University of Greenwich's commitment to research-based education, Dr. Darmenova developed an innovative framework that positions students as genuine partners in shaping educational content and curriculum. Her research, grounded in the Principles for Responsible Management Education, demonstrates how restructuring classroom dynamics empowers students to become active agents of change rather than passive learners.
Through a compelling collective autoethnography - a methodology that captures multiple voices and experiences - her work with Dr Costales reveals how students bring invaluable insights that can guide the development of educational content truly suited to meet the grand challenges of our time.

Dr. Darmenova's research shows that when students become partners in their education, they develop the critical thinking skills, ethical frameworks, and leadership capabilities needed to support the United Nations Sustainable Development Goals. By drawing on their diverse backgrounds and experiences, students help create more relevant, impactful curricula that bridge the gap between academic theory and real-world application.

Her work demonstrates that this partnership approach creates a ripple effect: empowered students become catalysts for wider institutional change, ultimately positioning business schools as genuine drivers of responsible and sustainable social transformation. This research, exemplifying the University of Greenwich's dedication to research-based education, offers business schools worldwide a practical roadmap for transformation.

Research Barriers

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

- ❖ Administrative barriers
- ❖ Data access and management
- ❖ Ethical concerns
- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy
- ❖ Technology and resource access
- ❖ Time constraints

Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ CMI (Chartered Management Institute)

Student Organization Partnerships

- ❖ Enactus

Practice

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

✎ How We Define Practice

We define practice as the application of responsible management through collaboration with industry, community, and policymakers. We regularly seek to engage in real-world partnerships that embed sustainability, ethics, and inclusion - ensuring our work creates meaningful impact beyond the classroom and supports lasting change.

Institutional Policies and Practices

- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Employee equity, diversity, inclusion
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

| Sustainable Food Policy | View document ⬈   Download document ⬇ |

| Fairtrade Policy | View document ⬈   Download document ⬇ |

| Ecosystem Services Policy | View document ⬈   Download document ⬇ |

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

We define Share as a collaborative effort towards best practices that advance responsible management education and behaviour. Doing so fosters a culture of transparency and collaboration through open partnerships, events, and publications that promotes collective growth.

Engagement Opportunities

University of Greenwich 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:

- ❖ Annual reports
- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ 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

University of Greenwich 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
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

University of Greenwich Business School faces the following barriers in transparent communications:

Bureaucratic delays

Messaging clarity

Inconsistent updates

Media visibility

Transparency hesitation

Ownership issues

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