

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

Bayes Business School

December 2025

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## About the Principles for Responsible Management Education (PRME)

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

## Principles of PRME



### Purpose

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



### Values

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



### Teach

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



### Research

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



### Partner

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



### Practice

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



### Share

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

## The Sustainable Development Goals (SDGs)

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

## SUSTAINABLE DEVELOPMENT GOALS





# Getting Started

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

## Mission

This is why we nurture a diverse community of people who bring varying perspectives. It is why we champion those who are willing to learn from others but also have the courage and independence to do things differently.

It is why we encourage innovative teaching that is rooted in the best theory and practice, and challenges not just what we think, but how we think.

And it is why we undertake ground-breaking research at the edge of practice.

*Always curious. Always bold. Always learning.*

## Vision

To be a leading global Business School that builds and sustains communities of inquisitive practitioners who positively impact business and the professions, and ultimately, benefit society and the environment.

## Strategy

### **Bayes Business School Strategy**

Bayes is a leading global business school deeply connected with the City of London. We develop inquisitive professionals and leaders who change business for the better. We do this through our cutting-edge programme portfolio that combines of academic rigour with a strong practice-focus, world leading research at the edge of practice, external engagement activities which build a thriving community, and professional services which offer strong support for our activities.

Our strategy is built on five enduring factors: our connection with the City of London, the focus this brings in our education and research on practice, our global community, our collaborative approach, and our ability to create adaptable and inquisitive professionals.

Our strategy focuses on four areas: education, faculty, external engagement and professional services. Our education aims to build successful and rewarding careers for our student body and create effective, innovative and responsible leaders for the global business world. Our educational programmes must also reflect frontier knowledge created by our world-class faculty and practical insight coming from our neighbours in the City of London and in Tech City. Our research aims to develop knowledge at the frontier of practice. Our engagement work aims to augmenting the required links with the City of London and its core industries, as well as at national and international levels and creating an open and outward facing community. Finally, our professional services work alongside

faculty to deliver an excellent student experience and high-quality faculty support, with school leadership striving to ensure that those in professional service roles have a supportive and motivating working environment.

## Strategy Alignment

### Bayes Business School link between strategy and societal issues

School strategy and positive societal impact

Bayes Business School strives to maintain its position as a global leader in the sector and acts to fulfil its commitments to responsible management education and engagement with practice. These objectives are achieved through:

- Developing and disseminating impactful research in corporate social responsibility, sustainable supply chains, environmental and ESG performance, healthcare services, etc.;
- Teaching and developing programs that embed principles of responsible management education and social purpose in the curriculum;
- Partnerships with industry, government and non-profit organizations;
- Acting on the commitment to change more than a name that has driven initiatives to address underrepresentation in higher education and foster social mobility.

The School's research feeds into the ongoing review of our curriculum and different projects with social impact, including: decarbonizing the maritime sector, the business ethics of algorithmic decision-making processes, and an exploration of the equitability of digital supply chain solutions. Various partnerships (e.g. MSCI Sustainability Institute, PRI, the Bank of England, KPMG, the UK Department for Transport, the UK Department for Education, and Centrica Energy) have enabled the development of research on environmental and social goals, and projects that ultimately benefit our society. The School has also secured funding for research in CSR and sustainable operations, with faculty members and PhD researchers receiving awards (e.g. The Journal of Management's Scholarly Impact Award). In addition, through ETHOS, its Centre for Responsible Enterprise, the works of emerging and established CSR scholars are disseminated to students, alumni and the wider community. Moreover, the Centre for Charity Effectiveness has been working for over 20 years in supporting the UK's voluntary sector. Addressing big societal problems require interdisciplinary research, in this vein the School's latest research centre will be tackling the challenges of generative AI.

The School has conducted an extensive audit of curriculum content in relation to PRME and SDG goals. A survey of module leaders has provided insights into 272 modules. Focus groups with student representatives and course directors assessed their experiences and ways that may improve our offering and function in a more sustainable way. We found that 25% of our modules engaged with people and social, 11% with environment and planet, and 22% with responsibility business strategy and practice. The highest engagement was with EDI focused issues. Following this audit, we are in the process of identifying a set of specific actions which will help to more systematically embed issues of ESG throughout our curriculum.

In order to produce a new generation of highly skilled, responsible professionals, Bayes needs to lead by example and thus the School aims to embed EDI in all its activities.

Since 2022, the following areas of action have been prioritised:

1 Access and participation of underrepresented groups

2 Inclusive environment and an educational vision that integrates EDI Initiatives are led by a dedicated Associate Dean, who is supported by an EDI Committee composed of staff, students, and union representatives, an external EDI Advisory Council, and two directors who lead initiatives on gender and race equity. City St George's, University of London, has a dedicated Office for Institutional Equity and Inclusion and an EDI Board, who are responsible for the University's Equality, Diversity and Inclusion strategy. Bayes is committed to meeting University targets and delivering the University's Athena Swan and Race Equality Charter action plans.

Given the low participation of female workforce in particular sectors and at higher levels in organizations, the Global Women Leadership Programme seeks to inspire, equip and connect women, especially those who aim to become leaders with women that are leaders in their fields. The School provides financial support to 3-4 MBA students conveying 50% of their tuition through the course of their degree to broaden access to postgraduate education. It runs a series of events that target a broad audience of students, alumni, faculty, and the wider community. In the last 3 years, it has provided postgraduate female students the opportunity of joining a peer-mentoring programme, which supports networking and employability skills. The School also promotes events that link women in the City of London with its female student body, such as Women in Data Science, Women in Shipping, and Women in Insurance. This year, a scholarship for Women in Shipping has been launched with the support of an external partner that covers the full fees for a female student in the MSc Shipping Trade and Finance. Similar scholarships are envisaged in areas where females are underrepresented.

With its scholarship programme for Black British Undergraduate students from low income households, which will run over 10 years and costs approximately £5 million, the School repurposes the gift received from the Portal Trust (formerly the Sir John Cass Foundation) in 2002. Up to 10

scholarships are offered on a yearly basis that cover the full fees, an stipend of £6,000, plus tailored mentoring and support to ensure that the students make the best of the scholarship. Currently, there are 12 undergraduate students participating in this programme.

Given the cost of postgraduate studies in London, several scholarships are offered to MSc Students, of which most cover a proportion of the fees, and rarely attract students from low income households. The Boyle-Rodney scholarships were therefore created to enable students from low income households to gain access to MSc at Bayes. These scholarships are awarded on grounds of merit and financial need and cover the full MSc fees and a £10,000 stipend. Since 2022, five scholars have graduated, and two students are currently enrolled. Given that there were over 100 applications each year, the School is working toward new partnerships to support similar scholarships.

Since 2021, EDI Inclusive Teamworking Inductions are offered to all MSc and Undergraduate students are facilitated by Bayes academic and professional staff who attend a tailored training. At Undergraduate level these add to induction activities in the BSc Business and Management that address UN SDGs. This year there were 38 sessions and over 1000 students participated. EDI is also embedded in our teaching, and our survey of module leaders highlighted that 214/272 modules addressed EDI or considered aspects of EDI in its design and delivery.

From October 2022, a Partnership with the Brilliant Club giving more than 500 pupils from low income households per year the opportunity to experience life at a London university. The programme is also recruiting, training, and placing three researchers to deliver the Scholars Programme to 36 pupils each academic year. Recruited researchers may also deliver Brilliant Tutoring Programme placements: these sessions offer tutoring in core curriculum subjects. This partnership adds to our Schools mentoring programme, where through an elective module, our Undergraduate students apply the mentoring skills that they learn to support year-12 pupils from partnering schools. The programme therefore increases our students' awareness of the challenges of inclusion and boosts school-pupils' aspirations towards education.

City St George's offers an extensive programme of Training for EDI for all staff. Student ambassadors are also trained on EDI. Training is also accessible online, and at School, training is facilitated through different means. For example, bitesize sessions on Neurodiversity, Accessibility and other EDI issues are being delivered in staff meetings.

A yearly calendar of events celebrates diversity (e.g. Pride, Black Future months) and foster discussions on EDI-related subjects (e.g. Menopause Café), flagship lectures (e.g. Craft Lecture Series) and historical walks are also available to staff and students, which aims at further engagement with EDI. A monthly update with training, events and other activities is circulated via e-mail to all staff, including visiting lecturers. Events dedicated to students are organised with respective course directors and offices.

## Graduates & Enrollment

2024 Statistics	Number
Graduates	2086
Faculty & Staff at the University	3518
Faculty & Staff at the Institution	362
Student Enrollment at the University	35014
Student Enrollment at the Institution	4552
Undergraduate Attendance	3396
Masters-Level Postgraduate Attendance	1029
Doctoral Student Attendance	88
Certificate, Professional Development, or Continuing Education Attendance	0

## Degrees Offered

### Bachelor Programs

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

### Masters Programs

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

### Doctoral Programs

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



# Purpose

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

## Letter of Commitment



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### Letter of Commitment from the Executive Dean, Professor André Spicer

I am pleased to reaffirm Bayes Business School's commitment to the United Nations Principles for Responsible Management Education (PRME) and to present our 2025 Sharing Information on Progress Report. This annual report provides an opportunity to reflect on our strategy and mission, to review the progress, activities, and challenges of the past year, and to consider how we can further align our work with emerging PRME initiatives.

This year's teaching highlights include the launch of the MSc in Sustainable Management and Finance, a collaborative programme developed across the management and finance faculties; the continuation and enhancement of curriculum review activity across the School; and the introduction of the University-wide "Sustainability and Climate Change" module. Alongside these developments, we continue to support and strengthen PRME-related modules such as *Creativity, Innovation and Design for a Sustainable World* (Dr Yusuf Oc) and *Sustainability in Digital Supply Chains* (Professor Mohan Sodhi), while encouraging broader engagement with the United Nations Sustainable Development Goals across our portfolio.

Our research achievements have also been significant. Professor Bobby Banerjee and Professor Diane-Laure Arjaliès were awarded first prize at the Forum pour l'Investissement Responsable Finance and Sustainable Development Awards for their paper, "*Let's Go to the Land Instead: Indigenous Perspectives on Biodiversity and the Possibilities of Regenerative Capital*." During the past year, we also secured research funding for PRME related projects addressing healthcare, the protection of rural England, the decarbonisation of shipping, and pesticide use in Vietnam.

ETHOS, our Centre for Responsible Enterprise, has continued to host a series of monthly hybrid seminars focused on responsible management and sustainability. These seminars bring together emerging and established scholars, foster thematic debate, and provide developmental feedback to support publication in leading journals. We were particularly pleased to see ETHOS Professors Mohan Sodhi, Hugh Willmott, André Spicer, and Bobby Banerjee recognised in Stanford University's World's Top 2% Scientists list. This year, ETHOS further expanded its activities through a two-day mentoring workshop for early-career researchers, delivered in partnership with the Society for the Advancement of Management Studies (SAMS), the International Critical Management Studies (ICMS) network, and colleagues from other UK universities. Seventeen participants engaged in sessions covering topics such as rainforest preservation, indigenous communities, minority academic communities in the UK, philanthropy in Brazilian environmental politics, and the decolonisation of supply chain networks. Each participant was matched with an academic mentor, including colleagues from Bayes and partner institutions in the UK and Ireland.

Alongside ETHOS, the Centre for Charity Effectiveness continues to deliver a distinctive blend of multidisciplinary and cross-sector expertise, supporting non-profit leaders and organisations to maximise their societal impact. Through education programmes and impact-focused events, the Centre strengthens leadership, governance, and organisational sustainability across the non-profit sector, with particular emphasis on organisations serving some of the most excluded groups in society.

The School has substantially expanded its network of industry partners and strengthened collaboration with existing partners and honorary visiting fellows. These partnerships span education, research, and engagement, supporting student employability, alumni relationships,

scholarships and sponsorships, and applied research. For example, collaborations with the MSCI Sustainability Institute and the Principles for Responsible Investment (PRI) continue to generate research on environmental and social goals. We are also working with organisations including the Bank of England, KPMG, the UK Department for Transport, the Department for Energy Security and Net Zero, and Centrica on applied research aligned with the PRME agenda.

Our engagement with the local community, particularly schools, continues to grow. In summer 2025, we partnered with Sage Publishing and Central Foundation Boys' School to deliver a four-day programme for Year 12 Business Studies students, offering insight into higher education and careers in the business professions. The Business Education in the Community programme aimed to raise aspirations among young people in Islington and surrounding areas through exposure to university and professional environments. The programme combined seminars delivered by Bayes faculty with practical exercises led by professionals from Sage, focusing on areas such as marketing, human resource management, and operations management.

We have also sustained our partnership with The Brilliant Club to support social mobility and inclusion. Through the Scholars Programme, our PhD students and faculty share their expertise with young people from less advantaged backgrounds, introducing them to higher education at a formative stage. In addition, our Schools Engagement Programme—partially funded by the Portal Trust—enables third-year undergraduate students to develop coaching and communication skills while acting as near-peer mentors to local school pupils and first-year students from under-represented backgrounds. Since 2015, six inner-London schools and more than 1,300 mentors and mentees have participated, generating positive outcomes for aspirations, employability, and wellbeing.

We continue to broaden access and participation at Bayes through targeted scholarships, including awards for Black students from low-income households at undergraduate and PhD levels, Boyle-Rodney scholarships for MSc students from developing and emerging economies and conflict-affected regions, and our Global Women Leadership Programme, which supports the development of female talent across sectors. We are also pleased to report continued higher-than-average female participation in our MBA programme.

As this report focuses on progress, it is also important to identify areas for improvement over the next five years. Currently, approximately 15 per cent of journal articles published at Bayes relate to PRME topics; our aim is to increase this to 20 per cent and to improve the mechanisms for capturing PRME-related outputs. While the new reporting format encourages reflection among professional services staff, engagement in this area has been challenging, and we will develop new approaches to involve colleagues more effectively. Similarly, we aim to improve how we capture and incorporate student perspectives on PRME-related content.

Finally, we have recently completed a comprehensive review of curriculum content across the Business School to assess alignment with PRME and the Sustainable Development Goals. Interim findings indicate positive progress in areas such as diversity, equity and inclusion, environmental performance, governance, and practice-based learning. This work is now being complemented by algorithmic data-collection methods to support more robust annual monitoring. We look forward to sharing further insights with the PRME community in the coming year, alongside a continued focus on areas requiring further development.

At Bayes Business School, we are proud of the contribution our research, partnerships, and education make in advancing the goals of PRME. We look forward to deepening our engagement with the PRME community in the years ahead.

**Professor André Spicer**  
Executive Dean  
Bayes Business School

A handwritten signature in black ink, appearing to read "John Doe".

## **Definition of Purpose**

Creating purpose is the best way to combine a variety of research agendas and goals into a coherent mass. Bayes academics find purpose and also take care to make this research purposeful to wider audiences and stakeholders.

## **Institutional Engagement**

**0% - 25%**

of faculty at Bayes 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

At Bayes we live our values through our research, our teaching and our service to each other. Our unique culture is shaped by three "Bayes principles": We CARE. We care for each other and for the world around us. We are inclusive, collegial, and value diversity. We LEARN. We (re)think. We are curious, rational thinkers who make decisions based on the best available information. We are open-minded and inquisitive. That means that we are never too wedded to our assumptions. If we uncover new insights indicating that we should change our mind, we do. We ACT. We shape the world through our actions. We always act with integrity. When we can change something for the better, offer help, or make a difference, we choose to do so. Change is possible if we have the courage to make it happen.

## Who Champions Responsible Management Education at Our Institution

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

## Student Awareness

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

## Student Engagement

**0% - 25%** of students at Bayes 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

In line with our Bayes Principles, we focus on teaching our students how to think, not what to think. We challenge our community to be persistently curious, ask important questions, and be responsive to new information and adapt their thinking accordingly. We prepare our students to become highly skilled and versatile professionals capable of excelling in uncertain environments. The Bayes approach balances theory and practice. Students apply what they learn to real-life business challenges to see the impact learning has. Our world-leading faculty works closely with industry leaders so we can equip students with the insights, skills and confidence they need to thrive in the dynamic business world. We personalise students' career support to their individual ambitions, offering assistance as needed. Through our pedagogic approach we prepare our students to address the grand challenges facing society and the planet.

## Educator Recognition

At Bayes 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
- ❖ Student-nominated teaching awards

## Fostering Innovation



### To a great extent

Teaching and learning at our institution strongly foster innovation.

## Experiential Learning



### A lot

Our institution supports experiential learning significantly through teaching and learning.

## Learning Mindset

**A lot**

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

## Method of Teaching and Learning

**In person**

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

## Barriers to Innovative Curriculum

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

- ❖ Administrative resistance
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Curriculum inertia
- ❖ Faculty resistance
- ❖ Overloaded faculty

## Barriers to Innovative Pedagogy

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

- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Faculty resistance
- ❖ Overloaded faculty
- ❖ Scalability issues
- ❖ Student engagement concerns



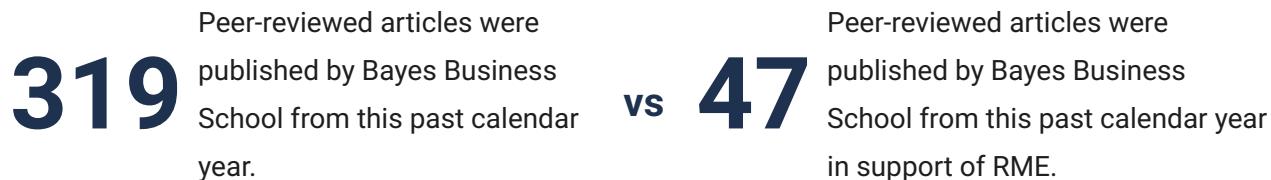
# Research

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

## How We Define Research

Research is the foundation of all we do at Bayes Business School. It informs how and what we teach, who we engage with externally and is a fundamental aspect of who we are and how we act.

## Research vs Research for RME/Sustainable Development



## Research Funding

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



International



National



Regional



Local

## Socializing Research

In 2024, Bayes 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

## Research Awards

In 2024, Bayes Business School was awarded 1 research award for responsibility- and/or sustainability-related research.



## Forum pour l'Investissement Responsable Finance and Sustainable Development Awards

**Grantor:** Forum pour l'Investissement Responsable Finance and Sustainable Development Awards

**Grantee:** Professor Bobby Banerjee and Professor Diane-Laure Arjaliès

## Publications Related to RME and/or Sustainability

### Contesting social responsibilities of business: Centring context, experience, and relationality

| [DOI](#)

**Authors:** Premilla D'Cruz | Nolywé Delannon | Arno Kourula | Lauren McCarthy | Jeremy Moon | Laura J Spence

**Date of publication:** April, 2024

**Department:** International Business

This introduction, and the special issue on 'Contesting social responsibilities of business: Experiences in context' it frames, addresses the neglected question of the experience of contestation in the terrain of the social responsibilities of business. It re-conceptualises the social responsibilities of business by advancing research grounded in a relational perspective, exploring and highlighting different forms of contestation of these social responsibilities, and centring the role of context by focusing especially on contestation in overlooked geographical settings and sites of marginalisation. Contextualising contestation in this way centres silenced and/or ignored voices, generates meaningful theory, and offers an innovative critical lens on business–society relations.



### That's Not Fair! Navigating the Duality of Fairness in Insurance | [DOI](#)

**Authors:** Konstantinos Chalkias | Paula Jarzabkowski | Mustafa Kavas | Elisabeth Krull

**Date of publication:** March, 2025

**Department:** Insurance

Insurance serves as a social good, providing financial protection against disasters whilst operating within a profit-driven market. This dual role highlights the complex intersection of social and commercial interests, raising a fairness puzzle often portrayed as a trade-off between solidarity and

actuarial fairness. Insurance organisations adhere to actuarial fairness by setting insurance premiums proportional to each individual's risk. As extreme weather drives greater losses in high-risk areas, actuarial fairness often results in unaffordable premiums for many. To address this, societies may adopt principles of solidarity fairness to subsidise their premiums. However, this approach threats diminishing personal responsibility to contain risk, as individuals may rely on subsidised protection rather than taking proactive measures. This study draws on a longitudinal qualitative study of a government-legislated insurance organisation to develop a process framework that reconceptualises fairness in insurance as a duality of solidarity and actuarial fairness. It offers insights into designing insurance systems that are socially equitable and financially sustainable.



## Seeking and Exploiting Synergies Among the UN Sustainability Development Goals: Research Opportunities for Operations Management | [DOI](#)

**Authors:** ManMohan S Sodhi | Christopher S Tang

**Date of publication:** February, 2024

**Department:** Supply Chain Management

In 2015, the United Nations (UN) countries signed up to achieve 17 sustainable development goals (SDGs) for people, planet, prosperity, peace, and partnership by 2030. However, the trend of progress toward achieving these goals indicates that none of the 17 goals may be achieved by 2030 globally. We first provide a foundation for operations management (OM) researchers to help shape the interventions for countries and companies to help achieve the SDGs by (1) identifying the *synergies* among the SDGs so that interventions can impact multiple SDGs positively and (2) *linking* some of the extant OM research with the synergies among the various SDGs. This way, researchers can understand the complexity of the challenges ahead and build on the OM literature to influence the interventions of governments and organizations to maximize the attainment of the SDGs. We also list some research opportunities to help OM researchers develop research agendas.



## Research Barriers

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

- ❖ Funding challenges
- ❖ Publishing barriers



# Partner

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

## How We Define Partner

A partner is anyone external to the business school who engages with us in a meaningful way either through research, teaching, impact or outreach work.

## Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Times Higher Education (THE)
- ❖ Financial Times
- ❖ Local institutions and associations

## Student Organization Partnerships

- ❖ Enactus



# Practice

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

## How We Define Practice

When reflecting on the Practice Principle it reminds us that PRME is not just about teaching, research and impact but the business school and the university as a whole. Engaging all members of the school is important.

## Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Employee equity, diversity, inclusion
- ❖ Faculty hiring, tenure, and promotion guidelines



# 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

Sharing our successes, failures and our progress is very important to us and we commend PRME for encouraging us to share what we have done well, less well and hold us to account on the promises we make for the future.

## Engagement Opportunities

Bayes 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
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Sustainability-focused research and collaboration Opportunities

## Communication Audiences

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

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

## Communication Barriers

Bayes Business School faces the following barriers in transparent communications:



Audience  
reach



Bureaucratic  
delays

SIGNATORY

# Bayes Business School

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## Website

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