

**PRiME**

an initiative of the  
United Nations Global Compact

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

Newcastle university business  
school

September 2025

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

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### **Purpose**

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



### **Values**

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



### **Teach**

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



### **Research**

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



### **Partner**

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



### **Practice**

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



### **Share**

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

## The Sustainable Development Goals (SDGs)

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





# Getting Started

This section provides foundational information about Newcastle university business school, including key details and basic institutional data.

## Mission

Our mission is advancing knowledge, sharing insights, and transforming policy and practice for the benefit of all.

## Vision

Our vision is to be a community creating a better, more responsible, inclusive, and just future for all.

Our community is:

- staff
- students
- the wider University
- alumni
- academic partners
- businesses and organisations we work with
- communities we serve

Through drawing on our region's transformation from its industrial origins to a revitalised and vibrant commercial, educational and creative hub, we venture to transform and revitalise ourselves and our community.

## Strategy

NUBS Strategy Outline

[View document](#)  [Download document](#) 

NUBS Strategy Strands

[View document](#)  [Download document](#) 

## Strategy Alignment

### Strategic Alignment

At Newcastle University Business School (NUBS), our institutional strategy is explicitly aligned with advancing ethics, responsibility, and sustainability in higher education and with contributing to the UN Sustainable Development Goals (SDGs). This alignment is embedded in our **Strategy 2028: Building Bridges**, which positions ERS as one of seven strategic strands and as a defining feature of the “NUBS Way.”

Our vision—a *community creating a better, more responsible, inclusive, and just future for all*—translates into concrete action across governance, curriculum, research, partnerships, and operations. The creation of the Associate Dean ERS role, the establishment of a cross-School ERS Committee, and the integration of ERS into all key School activities demonstrate our systematic approach to embedding responsible management education.

Each of our strategic pillars—Education, Research and Scholarship, Engagement and Place, Global Ambition, Colleagues, and Infrastructure—contains measurable ERS objectives that map directly onto the UN SDGs, particularly SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals).

Examples of alignment include:

- Introduction of a graduate competency in Sustainability and Ethics across all programmes
- Launch of a new MSc in Sustainability Management with international relevance
- Embedding of SDGs into Assurance of Learning (AoL) and curriculum development processes
- Development of challenge-led research in areas such as climate resilience and responsible business models
- The NUBS Sustainability Forum and SERS Network, engaging students, alumni, and international partners in applied sustainability projects
- A new Charity of the Year initiative enhancing staff and student volunteering and community impact

Faculty and staff are supported to integrate ERS into teaching, research, and engagement through the ERS Group and School-wide activities coordinated by the ERS Committee. Accreditation processes (AMBA, AACSB, EQUIS) now explicitly include ERS exemplars, ensuring that quality assurance and continuous improvement reinforce our sustainability objectives.

This alignment ensures that every major decision—from programme design to research priorities and partnership development—is guided by our ethical commitment to intergenerational justice, social inclusion, and the well-being of people and planet. It positions Newcastle University Business School as both a centre of academic excellence and a living model of how higher education can drive sustainable transformation, in line with our University's motto: *From Newcastle. For the world.*





## Graduates & Enrollment




2024 Statistics	Number
Graduates	857
Faculty & Staff at the University	4323
Faculty & Staff at the Institution	260
Student Enrollment at the University	27571
Student Enrollment at the Institution	3697
Undergraduate Attendance	2731
Masters-Level Postgraduate Attendance	833
Doctoral Student Attendance	133
Certificate, Professional Development, or Continuing Education Attendance	0

## Degrees Offered


### Bachelor Programs

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










### Masters Programs

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

### Doctoral Programs

-  Doctor of Philosophy (Ph.D.)





## Undergraduate Degree Programmes

-  BSc Honours Accounting and Finance
-  BSc Honours Finance
-  BSc Honours Economics
-  BSc Honours Economics and Business Management
-  BSc Honours Economics and Finance
-  BA Honours Business Management
-  BSc Honours International Business Management
-  BSc Honours Marketing
-  BSc Honours Marketing and Management

## Masters Degree Programmes

-  MSc Accounting, Finance and Financial Analysis
-  MSc Accounting, Finance and Strategic Investment
-  MSc Banking and Finance
-  MSc Finance
-  MSc Financial Analytics and Risk Management
-  MSc Business Analytics
-  MSc Digital Business
-  MSc Electronic Commerce
-  MSc Behavioural and Experimental Economics
-  MSc Economics
-  MSc Economics and Data Science
-  MSc Economics and Finance
-  MSc Entrepreneurship and Innovation Management
-  MSc Human Resource Management
-  MSc International Business
-  MSc Management
-  MSc International Business (Sustainability)
-  MSc Sustainability Management
-  MSc Digital Marketing
-  MSc International Marketing
-  MSc Operations, Logistics and Supply Chain Management
-  MSc Project Management
-  MSc Strategic Leadership

## Postgraduate Degree Programmes

-  Accounting and Finance PhD
-  Business and Management PhD
-  Economics PhD
-  Marketing PhD



# Purpose

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

## Letter of Commitment

Message from the Dean of Newcastle University Business School (NUBS)

After over 15 years of PRME membership and a decade of contribution to our regional Chapter, PRME UK & Ireland, I am delighted to re-affirm our School's commitment to Responsible Management Education and all of its Principles. We welcome the guidance received from UN PRME Global over the years, and especially during the recent transition to SIP 2.0.

Our School has celebrated its achievements as Advanced Signatory of UN PRME by taking our commitment to a new level and including a substantive Ethics, Responsibility and Sustainability (ERS) component in its vision, mission, core values and overall strategic objectives. In September 2023 we launched our new School-wide Strategy 2028, Building Bridges, of which the ERS Strategy is an integral part. Since then, this strategy has been making a significant contribution to the distinctiveness of our School, to what we here fondly refer to as "NUBS' way".

Our Associate Dean ERS has been working hard, together with all other Associate Deans and School Leads, to embed ERS in all our key areas of activity: Education, Research and Scholarship, Engagement and Place, Global Ambition, Colleagues, and Infrastructure. The Principles of Responsible Management Education have been an essential guide in this process. We now also have an ERS Committee with representative members from each area, which oversees the implementation of the ERS Strategy and makes regular recommendations to the School Executive Board, on policies of central importance to the School's development.

Amongst the main recent achievements, I am pleased to highlight the introduction of a new graduate competency in Sustainability and Ethics for all our programmes, the launch of a new Master Programme in Sustainability Management (offering a highly innovative value proposition in the UK and internationally), opening our annual extra-curricular Sustainability Forum programme to all of our students, and strengthening new and existing partnerships in research, curriculum development and student engagement via our Systemic Ethics, Responsibility and Sustainability (SERS) Network.

We are continuing to contribute to our University's efforts in sustainability, social justice and responsible citizenship, as we live by its inspiring motto, "From Newcastle. For the world." We are continuing to engage with a wide range of internal and external stakeholders to create positive impact in our communities, to improve the sustainability of our own operations and practices, to lead by example and to inspire future generations of leaders in generating the social transformations needed to create a better world. And we are doing so by continuing to embed the Sustainable Development Goals and the principles of the UN Global Compact in our challenge-led research and our student-centred teaching. I am confident that our Strategy will succeed.

## Definition of Purpose

At Newcastle University Business School, Purpose means creating a community that advances knowledge and practice for a more responsible, inclusive, and just future. It is about educating and empowering students, colleagues, and partners to embed ethics, responsibility and sustainability in business and society. Guided by our regional roots and global outlook, we foster research, teaching, and engagement that address the UN Sustainable Development Goals and contribute to inclusive prosperity and thriving ecosystems “From Newcastle. For the world.”

## Institutional Engagement

**26% - 50%** of faculty at Newcastle university 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 Newcastle University Business School, Values means placing ethics, responsibility and sustainability (ERS) at the core of the School's identity and practice. Guided by our Strategy 2028: Building Bridges, we are committed to creating a community that works for a responsible, inclusive, and just future. Our values shape how we educate, research, and engage with partners, ensuring accountability to society and the planet and aligning our work with the UN Sustainable Development Goals.

## Who Champions Responsible Management Education at Our Institution

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

## Student Voices

The following narratives demonstrate how Newcastle university business school has influenced students' academic journey and personal growth.

### **Victoria Robinson - MSc Sustainability Management**

Responsible Management Education at Newcastle University Business School has been central to my academic journey and personal development. Coming from a background in teaching, I was looking for a programme that would not only build my technical expertise in sustainability but also give me the frameworks and confidence to apply this knowledge in practice. The course provided exactly that.

Through modules in sustainable finance, supply chains, venture creation, and marketing ethics, I was exposed to a multidisciplinary view of sustainability, which helped me connect academic theory with real-world business challenges. Live projects with the National Innovation Centre for Ageing and Thoughtworks pushed me to adapt quickly, collaborate across disciplines, and develop innovative solutions with real stakeholders. Leading a sustainable venture project and pitching to investors developed my confidence in strategy, communication, and leadership.

Most significantly, my consultancy-style thesis on Scope 3 emissions reduction and governance at Kyndryl allowed me to bring together all these experiences into a single piece of applied research. This work not only shaped my academic growth but also directly supported my career transition into

employment with Kyndryl. Responsible Management Education gave me the opportunity to move from market research to market impact, embedding values of responsibility, collaboration, and innovation into both my academic work and my professional identity.

The programme has well and truly supported me in making the move from education into sustainability consultancy and data science, equipping me with the skills and mindset to deliver meaningful impact in my career.

### **Josh Hands - Student at MSc Sustainability Management**

Coming back to university over ten years after graduating was a bit daunting, but the focus on Responsible Management Education made it a really supportive place to grow. I was able to rebuild my confidence, pick up new skills, and gradually find myself flourishing. The highlight for me was my capstone project, which I'm incredibly proud of – it pushed me into areas I never thought I'd be interested in, and showed me I was capable of more than I expected. The whole experience has changed how I see my future and what kind of impact I want to make.

### **Alexander Fox BA Business and Management**

As a recent graduate of the BA Business Management at Newcastle, responsible management has profoundly shaped both my academic journey and personal growth. Through the Management Research Briefing for Sustainable Organisational Futures (BUS3009), I engaged deeply with the UN SDGs, aligning global challenges with my personal experiences from an academic lens. This process has sharpened my ability to critically evaluate and deepened my understanding of how responsible management can shape organisations and society in a meaningful way. Additionally, the Responsible Management Practitioner (BUS3079) module was particularly transformative, empowering me to reflect on my university experience and explore challenges through both reflectivity and reflexivity. These modules helped me grow as a practitioner to value personal growth, integrity and sustainability. I am confident these responsible management principles will continue to shape my professional journey, guiding how I approach decision-making, continuous learning, ethical leadership, and inclusivity.

### **Henrique Santana MSc Management**

The Principles of Responsible Management Education Report has been a cornerstone of my academic development and the elaboration of my Consulting Report, particularly due to its commitment to sustainability principles. Throughout the module, I was consistently encouraged to reflect on the social and environmental impact of my recommendations, which led me to cultivate a more ethical and systemic perspective on organizational practices.



This approach also taught me the importance of defining the scope of studies and projects to ensure practical relevance and feasibility. By focusing on topics that resonate with real-world market and societal challenges, I was able to develop applicable and sustainable solutions, enhancing my ability to generate positive impact through responsible management.

Finally, the emphasis on continuous review of textual and argumentative quality significantly contributed to my personal and academic growth. I refined my written communication, making it clearer and more objective. This journey not only strengthened my technical competence but also reinforced my commitment to conscious and transformative leadership.

## **Toni Wong MSc Sustainability Management**

During my Master's in Sustainability Management at Newcastle University, Responsible Management Education has profoundly shaped my perspective on business and its role in sustainability. The curriculum interweaves systems thinking, environmental resilience, and social justice, equipping me to evaluate complex challenges where economic, societal, and ecological dimensions intersect.

Assignments and projects strengthened my ability to balance diverse stakeholder needs in complex contexts. Through modules such as '*Role of Business in Society*' and '*The Moral Limits of the Market: Theory and Public Policy*', I learned to critically assess sustainability trade-offs and integrate ethics into decision-making by considering equality, power dynamics, and long-term impacts. I also had the opportunity to apply this knowledge in practice by simulating a sustainable start-up in module '*Sustainable Venture Creation*'. Collaborating with peers from diverse backgrounds showed me how inclusive leadership can drive responsible outcomes. My dissertation consulting project further connected theory to practice, reinforcing the importance of prioritising long-term value over short-term gains. Collectively, these experiences helped me develop a mindset attentive not only to outcomes but also to the underlying ethics of decisions.

Looking ahead, I am committed to embedding ethical and sustainable practices into my career and contributing to organisations that balance business success with societal and environmental responsibility. This programme has prepared me to act as a responsible leader, shaping organisations that create positive impact for people and the planet.

## **Student Awareness**

**26% - 50%** of students at Newcastle university business school are aware that we are a PRME Signatory Member.

## Student Engagement

**26% - 50%** of students at Newcastle university business school actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Values Voices

### **Sara Zaeemdar - PGR Convener of the Leadership Workd and Organisation Department**

At NUBS, we have conducted several creative and experimental interventions to enhance the doctoral students' research culture and to further integrate them with the School's academic research community. These interventions comprised theatre-based training aimed at creating collective, inclusive, and creative spaces that allowed doctoral students to explore their academic identity as individuals and as members of a global community of researchers. Theatrical training has been shown to lead to alternative ways of approaching and solving problems, a sense of increased self-efficacy, and collective empowerment. Our theatre-based workshops adopted a community-based approach and delivered doctoral training conducive to collective sensemaking, reflection and problem-solving. These interventions led to an enhanced sense of connection, self-reflection and shared learning, an increased sense of belonging and empathy, as well as the creation of research and scholarly communities beyond the boundaries of the Business School and the University.

### **Tracy Scurry - Subject Head Leadership Work and Organisation Department**

Within the Leadership, Work and Organisation subject group at Newcastle University Business School, we embed Principle 2 (Values) by placing organisational responsibility and accountability to society and the planet at the core of our teaching, learning, and assessment practices. Our programmes and modules consistently foreground the ethical and sustainability challenges organisations face and equip students with the knowledge, skills, and values to address these responsibly. For example, BUS2040 HRM and the Future of Work engages students with the social, ethical and environmental dimensions of employment practices and workforce development and BUS3079 The Responsible Management Practitioner highlights the dynamic interplay between individual, team and organisational values and behaviours within the broader organisational and societal context.

In addition to being embedded in the compulsory curriculum, the elective offer, such as BUS2038 Introduction to Sustainability, BUS3006 Managing Diversity, BUS3017 CSR and Ethics and BUS3009 Management Research Briefing for Sustainable Organisational Futures, encourage students to engage with issues of equity, inclusion, and the societal consequences of technological and economic

change. We embed these values through diverse pedagogical approaches and assessment strategies often require student to reflect on the wider social and environmental implications of organisational decisions. In doing so we are preparing our graduates to understand the complexities of responsible management practice, who are able to translate this into practice and balance organisational objectives with their accountability to society and the planet.

## Victoria Pagan - Deputy Subject Head Leadership Work and Organisation and former EDI Director

*In 2021, members of the School Executive Board of Newcastle University Business School demonstrated their commitment to and value of ethical and inclusive leadership through the creation of a dedicated senior management role, Director of Equality, Diversity and Inclusion (EDI). The roleholder worked with academic and professional services staff to actively implement policy and practice in relation to inclusive recruitment, career development opportunities, promotion, and everyday lived experiences towards a culture of belonging and psychological safety. A particular success has been the work of Co-Directors of Scholarship, a role created following a pilot driven by the Director of EDI to improve the visibility and value of work being done by numerous colleagues throughout the School. Students were also actively involved with direct EDI initiatives including the development of a prayer space and activities to celebrate a more diverse range of religious festivals including Diwali and Eid. Unfortunately, the post has been vacant during 24-25 but there is a renewed commitment to the work, with new Co-Directors taking up the role from September 2025 for the next three academic years. This compliments renewal at the most senior level with a new roleholder taking up the Associate Dean of Ethics, Responsibility and Sustainability with an inclusive approach to the development of this work through a School-wide consultation. It remains a challenge to embed ethical and inclusive practice, particularly in a socio-political environment that stirs hate over inclusion, but there is dedicated time for action located with leaders in School. They role model transparent decision making, accountability, and behaviours in line with moral principles with a view to signalling these as standards to all. Through our devolved Subject Group academic line management structure, integrity and fairness is disseminated throughout the School, for example, through a transparent workload allocation model that is consultative with colleagues and takes account of individual goals aligned with School strategic priorities.*

## Celebrating Values

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

Charity of the Year

View document  Download document 

## Sustainability Challenge

Each year, during induction week, Newcastle University Business School welcomes new students with the **Sustainability Challenge** – an interactive programme designed to immerse them in the urgent issues of ethics, responsibility and sustainability from the very beginning of their studies.

In September 2024, students from across all NUBS subject groups took part in the Challenge. Guided by a team of roaming facilitators, students worked in small groups to address one of the most pressing questions of our time: *how can global business contribute to reducing global warming to less than 2°C by the end of the century?*

To prepare, students were invited to watch introductory videos featuring Sir David Attenborough on *How to Save Our Planet* and Professor Jeffrey Sachs on *The Goal of Less Than 2°C*. During the sessions, they explored the science of the Anthropocene and the **planetary boundaries framework**, and used the **EN-ROADS climate simulator** to test policy, technology, and behavioural interventions that could drive systemic change. Working collaboratively, each group identified the three most effective actions to tackle climate change, weighing trade-offs in feasibility, co-benefits, and unintended consequences.

The Challenge culminated in presentations where students shared their simulated solutions and reflected on the role of global corporations in steering the economy toward sustainable pathways. Discussions drew explicit links to the **UN Sustainable Development Goals (SDGs)**, prompting critical reflections on ethics, equality, social justice, and the responsibilities of future leaders.

The atmosphere was vibrant and inspiring, as snapshots captured students debating, experimenting, and co-creating solutions with energy and curiosity. Many highlighted how the experience made sustainability challenges feel real and actionable.

The Sustainability Challenge embodies the School's values: creating a community committed to building a responsible and just future, empowering students as change agents, and embedding the PRME Principles into the core of our educational experience. It sets the tone for their studies and underlines our commitment to nurturing graduates who understand the complexity of global challenges and the responsibility of business to contribute to solutions.



## Sustainability Solutions Panels

At Newcastle University Business School, the **Sustainability Solutions** panel series connects academic experts with business practitioners to debate some of the most pressing issues in sustainability. The aim is to create a vibrant dialogue between theory and practice, offering students, staff, and external partners the opportunity to engage critically with real-world challenges.

In recent years, the series has explored topics such as **ethical and responsible consumption in the 21st century, corporate action for sustainability, transitioning to sustainable energy, and the role of consumers in fast fashion.**

In autumn 2024, we hosted a panel on **Sustainable Banking and Investing**, examining how the financial sector can contribute to environmental and social sustainability. The panel featured **Ortega Pittman** (Sustainable Markets Initiative), **Scott Wilson-Laing** (Northumberland Community Bank), **Dr Alper Kara** (Brunel University London), and **Dr Iftekhar Ahmed** (Newcastle University Business School), and was chaired by Professor **Cristina Neesham**, former Associate Dean for Ethics, Responsibility and Sustainability.

The discussion highlighted how banking and investment decisions shape progress towards the UN Sustainable Development Goals, while also revealing tensions between short-term market pressures and long-term sustainability commitments. By bridging insights from academia and industry, the Sustainability Solutions series enriches the School's teaching, research, and engagement with the broader community.

## Sustainability Sprints Podcasts

In 2024, Newcastle University Business School launched the **Sustainability Sprints** podcast in partnership with *Netpositive Futures*. The series bridges the classroom and the world of work, offering students accessible conversations on how sustainability is embedded in practice across sectors and careers.

Hosted by experts with more than fifty years of combined experience in sustainability research and strategy, each episode features leaders who are actively driving change in their organisations.

For example, in one episode **Katherine Rolfe**, Head of Sustainability at Wickes, shared insights from her 25-year career in environmental management, including her role in delivering Wickes' *Built to Last* strategy. She reflected on the importance of translating sustainability into the language of business, the difference between "Sustainability with a Big S" and "sustainability with a little s," and the need for professionals to find a supportive network that sustains their motivation.

These conversations provide students with practical tips, critical reflections, and inspiration to accelerate their own sustainability journey. Designed for all programmes and career pathways, *Sustainability Sprints* exemplifies NUBS' commitment to preparing responsible leaders who understand complex global challenges and have the confidence to act on them.

To listen to all podcast episodes <https://podcasts.apple.com/gb/podcast/sustainability-sprints/id1747867671>

## SERS MBA Case Competition

### SERS MBA Global Case Competition

The SERS MBA Global Case Competition is an annual initiative of the Systemic Ethics, Responsibility and Sustainability (SERS) Network. Business case competitions challenge students to collaborate in international teams to analyse a real-world problem, develop innovative and feasible solutions, and present their recommendations to a judging panel. Each team is supported by an academic mentor who helps them stay focused and critically engaged throughout the process.

This academic year, 36 MBA students from six institutions took part, working in cross-institutional teams. The 2024/25 case, provided by Siemens Energy and Siemens Gamesa, centred on the theme "*Recycling the Renewables*." Students were asked to explore responsible pathways for dealing with an ageing fleet of wind turbines – including issues of recycling, reuse, repurposing, and decommissioning.

The competition not only strengthened international collaboration but also encouraged students to apply ethics, responsibility, and sustainability principles to a pressing global energy challenge.

## AIB-UNCTAD Global Poster Competition

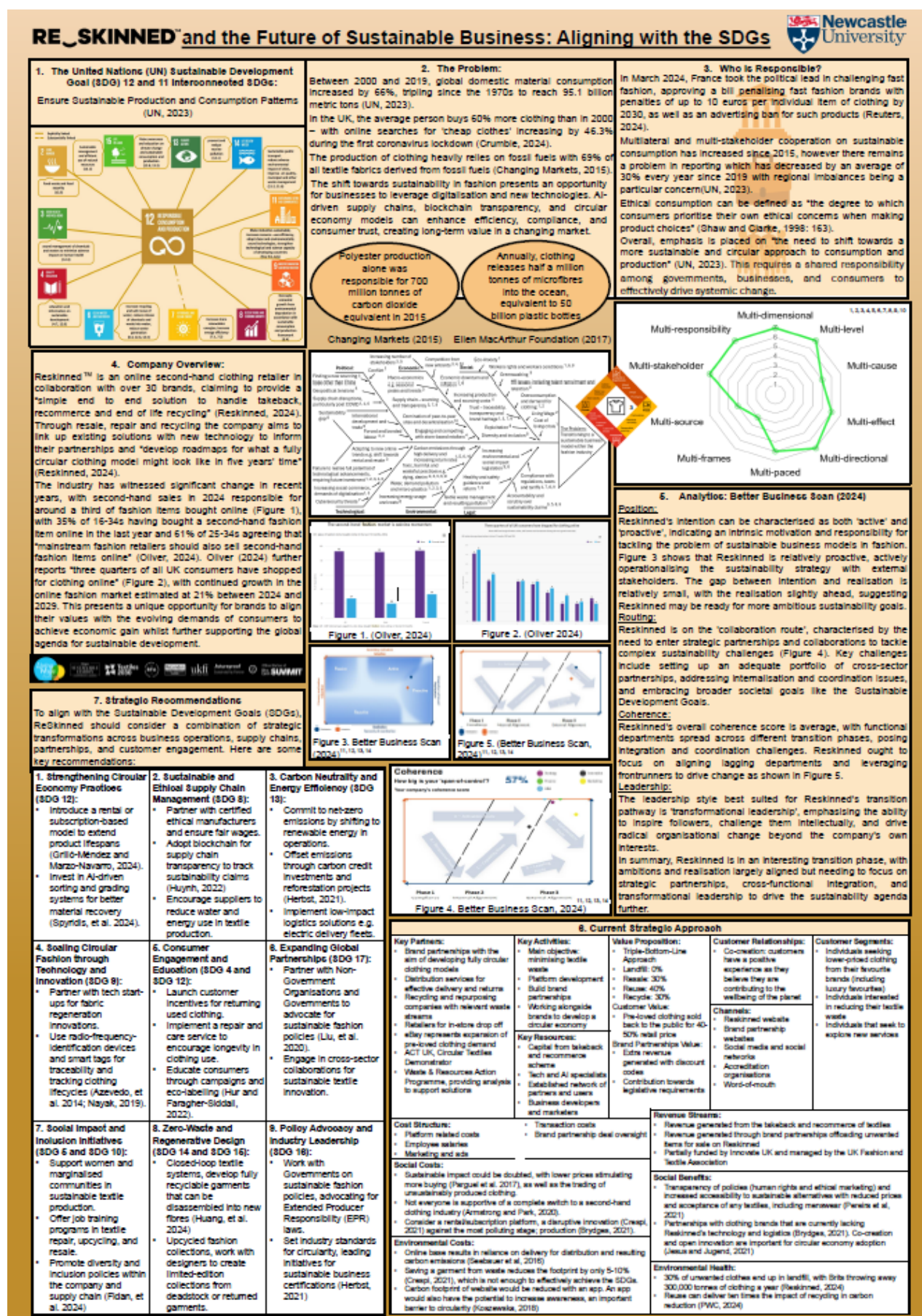
In the 2024/25 academic year, students from our MSc Sustainability Management and MSc Management programmes actively participated in the **Sustainable International Business Poster Competition**, organised by the Academy of International Business UK & Ireland Chapter (AIB-UKI) in collaboration with the United Nations Conference on Trade and Development (UNCTAD). Newcastle University Business School was also proud to serve as one of the official sponsors of the 2025 competition.

The competition challenges students worldwide to design research-driven posters that propose transformation strategies for international business organisations to advance the UN Sustainable Development Goals (SDGs) and generate net positive value for society. Submissions must integrate problem framing, sustainability analytics, evidence, and persuasive visualisation, while also exploring strategy, partnerships, governance, technology, or business model innovation.

Through this initiative, our students translated theory into practice, developed actionable proposals addressing complex sustainability challenges, and contributed to a global community of scholars, educators, and practitioners committed to sustainable international business. More information on the competition is available at: <https://www.aib-uki.org/poster-competition.html>

Poster by Victoria Robinson









## EVALUATION OF CARBON POLICIES TOWARDS CARBON NEUTRALITY IN HONG KONG: A COMPARATIVE STUDY OF HONG KONG, SINGAPORE AND JAPAN

### INTRODUCTION

Climate change affects all regions around the world. Human activities contribute to the increase of carbon dioxide concentration, resulting in a rise in global temperature. Global warming has brought about more extreme weather events and caused crisis over the world. Hong Kong as one of the contributor of climate change, has been pledged to achieve carbon neutrality by 2050. Since the carbon policy is critical to help Hong Kong transit to carbon neutral, it is important to review whether the strategies adopted are comparable to similar economies in the globe, and what could Hong Kong learn from the experiences of other countries.

### RESEARCH OBJECTIVES

This research aim to analyse the carbon strategies in Hong Kong based on a comparative study of the carbon policies in Hong Kong, Singapore and Japan, as well as identifying its policy gap among the similar economies. The result may be instructive to policymakers in Hong Kong for drawing up further decarbonize strategies based on the suggested framework.

### DIVERSE APPROACHES TO ACHIEVING CARBON NEUTRALITY IN THREE ECONOMIES

#### Policy Mechanisms

According to Liu, Dong and Pang (2025), the main policy frameworks to achieve carbon neutrality are to increase the use of high emission technologies (i.e. fossil-based/energy intensive technologies), and decrease the use of low carbon and renewable technologies. To better compare the policies, a taxonomy hierarchy is used to divide the policies in six major categories. They are (1) regulatory reform, (2) market-based mechanisms, (3) commercialization mechanisms, (4) financial/fiscal mechanisms, (5) governance mechanisms and (6) direct investment. The hierarchy level differ in terms of the scope, specificity and function, the top level defines the strategic approach and the bottom comprises of specific instruments that execute those strategies.

From the result of the study, there are a total of 255 policies (75 of Singapore, 76 of Hong Kong and 106 of Japan) that the goals are set under the two major frameworks, and the breakdown of different approaches are shown in the Figure 1. The policies under the six major categories could be further cluster and matched with in the summary table according to their nature.



Figure 1. Policy distribution in each economy (Liu, Dong and Pang, 2025)

#### Data at-a-glance:

In both Hong Kong and Japan, fiscal/financial mechanisms is the main supportive mechanism for attaining the goal of carbon neutrality, while for Singapore, the main mechanism is commercialization mechanisms.

#### Summary of Policies

<b>HONG KONG</b>	<ul style="list-style-type: none"> <li>1. Feed-in Tariff</li> <li>2. Renewable Energy Certificates</li> <li>3. Green Finance Initiatives</li> <li>4. Carbon Neutrality Commitment</li> <li>5. Waste-to-energy Projects</li> <li>6. Pollution Control Measures</li> <li>7. R&amp;D and Direct Investment</li> </ul>
<b>SINGAPORE</b>	<ul style="list-style-type: none"> <li>1. Carbon Tax</li> <li>2. Renewable Energy Certificates</li> <li>3. Green Finance Investment</li> <li>4. Energy Efficiency Regulations</li> <li>5. Commercialization and Technology Transfer</li> <li>6. Governance and Green Taxonomy</li> <li>7. R&amp;D and Infrastructure Investment</li> </ul>
<b>JAPAN</b>	<ul style="list-style-type: none"> <li>1. Feed-in Tariff</li> <li>2. Carbon Tax</li> <li>3. Renewable Energy Certificates</li> <li>4. Green Finance Action Plan</li> <li>5. Emissions Trading Scheme</li> <li>6. R&amp;D Funding</li> <li>7. Pollution Control and Energy Efficiency Standards</li> </ul>

(Liu, Dong and Pang, 2025)

### ANALYSIS AND RECOMMENDATIONS - ADDRESSING THE POLICY GAPS IN HONG KONG

#### Case of Hong Kong

##### Fiscal/Financial Mechanisms (34%):

- Within this category, subsidies, grants, and tax incentives are heavily used to support renewable energy infrastructure and development, especially for small-scale projects like residential solar installations. Tax incentives, such as tax deductions for renewable energy investments, encourage private sector participation in sustainable energy.

##### Direct Investment (26%):

- The mechanism focuses on promoting research and development for renewable energy technology and purchasing services related to it. For instance, the government invests in green public transportation and provides financial support for setting up electric vehicle charging infrastructure.

##### Regulatory Reform (24%):

- This mechanism includes pollution control measures and emissions standards. Hong Kong has released several "Clean Air Plans" targeting emissions across sectors like transportation and non-road machinery.

##### POLICY MECHANISMS DISTRIBUTION IN HONG KONG (%)



Figure 2. Policy mechanism distribution in Hong Kong

#### Implications

##### Limited Market-based Mechanisms:

- Hong Kong lacks certain high-impact market-based policies found in Japan and Singapore, such as a carbon tax or comprehensive emissions trading schemes. Instead, its market-based mechanisms are limited to renewable energy certificates implemented in 2019 to encourage investment in green energy by creating a tradable asset tied to renewable generation.

##### Dependency on Pollution Control:

- Pollution limitation and recycling policies are prominent in Hong Kong's strategy, with a focus on reducing industrial and urban emissions through regulatory controls and incentives for pollution recycling (e.g., waste-to-energy projects). However, this focus may be insufficient to meet aggressive carbon neutrality targets without complementary market-based mechanisms that effectively price carbon.

##### Governance and Green Finance:

- Hong Kong aspires to become a hub for green finance, particularly as a gateway for green investment between China and global markets. Despite efforts in this area, it currently trails Singapore, which has made greater strides in green finance by establishing a well-defined taxonomy for sustainable investments and stronger governance standards. Hong Kong's lack of a detailed green taxonomy and limited data availability on environmental, social, and governance (ESG) metrics hinder its potential in green finance.

(Liu, Dong and Pang, 2025)

#### Recommendations

##### 1. Energy Mix Shift

- While Hong Kong has significantly reduced its reliance on coal, transitioning toward natural gas and nuclear imports, the investment on renewable energy projects is still lagging behind the globe.

##### Recommendation

- Investing in offshore wind farms to increase renewable capacity and encourage installation of solar panels on rooftops of residential and commercial buildings.
- Implement more waste-to-energy projects to generate energy from municipal waste.

##### 2. Transportation Electrification

- Efforts to promote electric vehicles have seen some success, but public transport electrification is still slow, and there is no aggressive timeline for banning fossil fuel vehicles.

##### Recommendation

- Mandate the phase-out of internal combustion engine vehicle and public transport electrification.
- Develop comprehensive charging network in public and private spaces.

##### 3. Carbon Pricing

- None effort in incentivizing large scale carbon reduction in industry and transport since no carbon tax or cap-and-trade system has been implemented.

##### Recommendation

- Implement carbon tax and create emission trading system for energy, construction and manufacturing sectors.
- Relevant carbon tax revenues in green projects.

##### 4. Energy Efficiency and Smart City Initiatives

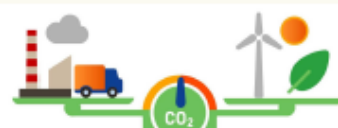
- While there is a focus on increasing building energy efficiency, Hong Kong's smart city initiatives remain limited in scope.

##### Recommendation

- Set stricter standards for new buildings and require retrofitting old buildings to meet green building certifications.
- Invest in smart grid technologies and encourage real-time energy monitoring to optimize energy and reduce emissions.

### CONCLUSION

Hong Kong's carbon neutrality policies are heavily weighted toward fiscal incentives, direct government investment, and pollution control measures. While these policies support environmental improvement and renewable adoption, the lack of market-based tools like carbon taxes or a fully developed green finance taxonomy suggests that Hong Kong's approach may need to evolve to meet long-term carbon neutrality goals effectively. By implementing the targeted recommendations, Hong Kong can close its policy gaps and create a clear path toward achieving carbon neutrality by 2050. A stronger focus on renewables, electrification, carbon pricing, and energy efficiency will accelerate decarbonization while maintaining economic growth and public engagement.



Submit to one of the two cycles by  
**11 March 2025**  
**7 July 2025**

# Sustainable International Business

## Global Poster Competition 2025

[www.aib-uki.org/poster-competition.html](http://www.aib-uki.org/poster-competition.html)

**Global 'Decade of Action' Sustainable Development Award**

- Best Sustainable Strategy Award
- Best Sustainable Business Model Award
- Best Sustainability Analytics Award
- Best Sustainability Partnership Award
- Best Visualisation for Sustainability Award
- Best Sustainable Technology Award
- Best Sustainability Research Award

**Judges** 

- Experts from UN Trade & Development
- Scholars from Academy of International Business
- Sustainability Education Pioneers
- Industry Executives

**Prizes** 

- Medals and certificates
- Material rewards
- Membership to a global SIBP community
- Invitation to exclusive SDGs events

**Premium Resources** 

- For educators
- For independent learners
- For sustainability leaders
- For policymakers

**Rules**  
**Submission link**  
**Resources**



Access from China

Organised by  **UN trade & development**

Endorsed by  **PRME** Principles for Responsible Management Education  
an initiative of the United Nations Global Compact







# Teach

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



## How We Define Teach

At Newcastle University Business School, Teach means embedding ethics, responsibility and sustainability (ERS) throughout our programmes and pedagogical practices. We aim to equip students with the knowledge, skills, and values to navigate complex global challenges and to act as responsible leaders. We aim to transform our learning environments to foster critical reflection, innovation, and impact for society and the planet.

## Courses that support RME

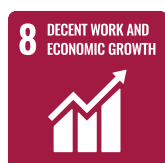
Newcastle university business school reports 4 courses in 2024 that support responsible management education and sustainable development goals.

### The Responsible Management Practitioner

| BUS3079

Faculty: Dr Angela Mazzetti The module is a compulsory module delivered to approx. 250 students each year as part of the BA (Hons) Business Management programme. The aim of this module is to facilitate students' personal development as a lifelong learner and responsible management practitioner. The module introduces students to: (1) how their attitudes to learning informs their values and behaviours; (2) how their values and behaviours might impact others; and (3) the dynamic interplay between individual, team and organisational values and behaviours. The module is delivered over a 10-week semester and comprises lectures which provide the underpinning knowledge for the module and workshops which provide students the opportunity to develop their reflective practice and action planning skills. Additionally, the lectures and workshops are complemented by online learning materials accessible via the module's virtual learning platform.

The module has been designed to support students in becoming reflective and responsible agents in an increasingly complex and challenging world. The lecture sessions provide students with the requisite underpinning knowledge to make sense of these global challenges whilst the workshops provide the opportunity for students to reflect on their attitudes and behaviours (both short and longer term) towards sustainability. Through the active learning approach adopted in this module, students have been able to engage with analytical and reflective tools to situate themselves meaningfully within the broader movement toward sustainable development. Regardless of whether the students wish to pursue careers in business, public service, or civil society, students emerge from this module with a clearer understanding of their potential to contribute to positive, systemic change—and with a practical roadmap for doing so.



## Tackling Social Issues via Social Ventures

| BUS3080

Faculty: Dr Wee Chan Au This module aims to provide students with the opportunity - 1. to develop knowledge and understanding of the role of social venture in the modern business context 2. to understand strategic and operational practice of social venture in addressing various social issues 3. to be adaptable, curious and independent thinkers, in responding to the social issues in your community Students taking this module will be introduced to the management challenges and business models of social venture, in relation to conventional modes of practice. Other topics covered include challenges and drivers of social venture; processes and business models concerning social venture. By the end of the course, students taking this module will propose a social venture initiative to address an identified social issue.

The urge to apply sustainable business practices to drive social change and combat social issues is rising. It is essential: - To increase students' awareness of the presence and relevance of various social issues, as well as their potential role in making a change - To introduce the idea of social venture, in addition to commercial businesses, government, and charity/non-profit organisations, in combating social issues.



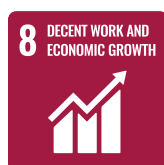
## HR to Improve Working Lives

| BUS2035

Faculty: Dr Nosheen Khan This module explores how Human Resource (HR) professionals influence the operationalisation of ethical and legal people practices to enhance the quality of working life. It focuses on key areas, including decent work, fairness, inclusion, employee engagement, and the effective use of HR data. Through engagement with CIPD standards and real-world assessment tasks, students develop both critical knowledge and professional skills to champion ethical, sustainable people practices in organisations.

BUS2035 equips students with the tools to become ethically aware and professionally competent people practitioners. It enhances their ability to make evidence-based decisions that balance organisational performance with employee well-being. The module embeds the UN SDGs, particularly decent work and gender equality, and promotes reflexive engagement with legal and moral frameworks. Upon successful completion, students are eligible to become Associate Members of the CIPD—strengthening their credentials as ethical leaders of the future.





## Digital Transformation for Social Good

| NBS8628

Faculty: Dr Rebecca Casey This postgraduate module equips students with the knowledge and skills to harness digital transformation for social good. Moving beyond commercial applications of technology, it asks students to design digital solutions that create value for communities and address societal challenges. Students engage with frameworks of design thinking, service design, and responsible innovation, before applying them in a live consultancy-style project with external partners. Through an intensive “Digital Service Jam” and an immersive technology masterclass, students experiment with rapid prototyping, user-centred design, and emerging technologies. The assessment, comprising a group consultancy report and client presentation, mirrors professional practice. By combining theory with hands-on experience, the module develops students’ strategic, ethical, and collaborative capacities to lead digital initiatives that balance innovation with responsibility.

Students gain confidence in bridging theory and practice, learning how to apply digital transformation concepts in real organisational contexts. The module develops critical consultancy skills - problem scoping, stakeholder engagement, prototyping, and strategic recommendation - while foregrounding social value and ethical responsibility. By working with external partners, students experience first-hand the complexities of aligning digital innovation with societal needs, preparing them for careers in consultancy, social enterprise, and responsible innovation. The group-based, practice-oriented format enhances their collaboration and leadership skills, while reflection and peer assessment ensure accountability and self-awareness. Students leave the module with both tangible outputs (such as digital prototypes and business cases) and an embedded understanding that digital innovation can - and should - contribute to inclusive, sustainable futures. <https://www.youtube.com/watch?v=PF94C-nu0zM>



## Educator Recognition

At Newcastle university business school, we recognize educators for quality of teaching in the following ways:

- ❖ Faculty promotion and tenure consideration

❖ Professional development opportunities

## Teaching Voices

The following statements demonstrate ways in which educators at Newcastle university business school support sustainability and responsible management in their classrooms.

### **BUS3080 Social Ventures**

I encourage all students who intend to make any positive change to any social issue(s) that they care about to join the module. In this module, you have the opportunity to explore social issues that are most relevant to you at a personal level. Throughout the module, we will support you in exploring further the use of social ventures as an active tool to address the root cause of the identified social issue.

Many students have asked, "I don't intend to be a social entrepreneur in the future, would this module still be relevant to me?". My answer is "Of course!" As long as you care and want to be an active global citizen in making change to any of the social or environmental issues, this module is for you. All of you are our future leaders. Even when you do not intend to initiate a social venture, you will be contributing as one of the key stakeholders in the social venture ecosystem. You could be a supplier, donor, employee, board member, partner, funder, customer, or sponsor in any of the social ventures one day. Hence, it is essential for us to develop your capacity now so that you fully understand and appreciate the role of social ventures as an alternative business model that addresses social/ecological challenges through market mechanisms.

Please be mindful that the harm to the beneficiaries if you quit halfway could be enormous and have long-term and negative implications for them seeking support from other social ventures and support organisations in the future. Hence, consider initiating a social venture when you have done all the necessary homework and are ready to shoulder all the challenges, especially when you are dealing with beneficiaries who are from a vulnerable background.

### **BUS2035 – HR to Improve Working Lives**

When I teach HR to Improve Working Lives, I am not just introducing students to policies, metrics, or employment laws—I am inviting them to critically examine the moral fabric of the workplace. BUS2035 is a call to see HR as a force for dignity, fairness, and wellbeing in organizations.

Too often, HR is viewed purely as a compliance function or administrative support. But I challenge my students to reframe the HR profession as a site of ethical leadership, systemic influence, and social responsibility. We do not just ask, what is HR? We ask, what can HR do to make people's lives better?

At the heart of this module is the idea that work should enhance, not diminish, the human experience. This aligns directly with the UN Sustainable Development Goals (SDGs)—especially SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). I use these goals not just as reference points, but as provocation: how might HR help us get there?

In practice, this means embedding PRME values into everything we do—from our reading materials to our assignments, our workshop design to our use of data. One of our cornerstone activities involves analysing survey data on employee engagement. Students explore what the data reveals—and what it does not. Students move beyond numbers to see the human stories behind them, to interrogate how responses are used (or misused) and discuss who benefits when wellbeing is or is not prioritised.

We also use global comparisons to unearth how cultural, legal, and socio-economic contexts shape HR practices. What does ‘good work’ look like in Denmark versus Nigeria? How might organisational values clash with local labour laws in transnational firms? These discussions push students to apply ethical reasoning across diverse real-world contexts.

The module emphasises self-development and professional ethics by aligning learning outcomes with the CIPD Profession Map. Students reflect on their own values, biases, and professional aspirations. Through assessment, they produce a 2,000-word business report that requires both data literacy and ethical insight. It’s not just about analysis—it’s about advocacy.

My teaching approach is dialogic and inclusive. I use blended learning to create space for reflection and collaboration, including Canvas discussions, online Q&A sessions, lab workshops that encourage peer feedback, and to familiarise students with the case for assessment. I also incorporate student voice throughout the semester, utilising informal check-ins, feedback loops, and co-created resources to ensure the module remains responsive and relevant.

The purpose of BUS2035 is to help students shift from passive consumers of HR knowledge to active designers of better work futures. Making them think and reflect on how HR function can be used as a tool for equity, sustainability, and transformation, not just efficiency. In many ways, BUS2035 prepares students to become professionals who can make workplaces fairer, safer, and more meaningful. Our students will be the professionals to make that happen.

## **NBS8628 Digital Transformation for Social Good**

When I designed Digital Transformation for Social Good, I wanted students to move beyond seeing technology as a purely commercial tool. Too often, discussions of digital innovation focus on efficiency, profit, or disruption, while overlooking the wider question: transformation for whom, and to what end? This module is my attempt to put those questions at the heart of postgraduate business education.

The learning journey is deliberately immersive and hands-on. Students are not only introduced to theories of design thinking, digital service design, and responsible innovation; they are asked to live them. The centrepiece is the Digital Service Jam, where students work intensively with local organisations to co-create digital solutions addressing pressing societal needs. This format mirrors a



real consultancy environment: students scope problems, conduct user research, create personas, map journeys, and rapidly prototype ideas. They then test, refine, and present their recommendations to external partners. For many, it is their first experience of designing with, rather than for, a community. Another highlight is the immersive technology masterclass at PROTO, where students explore how emerging tools - augmented reality, immersive media, AI-driven interfaces - can be mobilised for social good. Here, the challenge is not just technical creativity but ethical imagination: how do we ensure such tools reduce inequalities rather than reinforce them? What forms of value - social, cultural, environmental - should we prioritise when evaluating "innovation"? These are the kinds of questions I encourage students to carry forward.

Assessment in the module reflects professional practice. The group consultancy report and presentation simulate the deliverables expected in the workplace, but with an explicit emphasis on stakeholder inclusion, ethical reflection, and sustainable outcomes. Peer assessment further builds accountability, encouraging students to reflect not only on what they contributed but also on how they worked together.

What I find most rewarding is the transformation in students' outlook. Many begin the module with a relatively narrow conception of digital innovation. By the end, they see it as a profoundly human and ethical endeavour - one that requires empathy, creativity, and responsibility as much as technical skill. They leave with confidence in their ability to act as digital consultants who can balance the demands of business with the needs of society.

This module aligns closely with the UN Sustainable Development Goals, particularly around innovation, inequality, and sustainable communities. But beyond ticking boxes, it is about shaping mindsets, helping future leaders recognise that digital transformation is not neutral. It carries risks and responsibilities as well as opportunities. My role as an educator is to ensure students are equipped to make those choices with care, courage, and imagination.

## **Fostering Innovation**



### **A lot**

Our institution supports innovation significantly through teaching and learning.

## **Experiential Learning**



### **A lot**

Our institution supports experiential learning significantly through teaching and learning.

## Learning Mindset



### **A lot**

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

## Method of Teaching and Learning



### **In person**

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

## Barriers to Innovative Curriculum

In 2024, Newcastle university business school identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Change fatigue
- ❖ Budgetary limitations

## Barriers to Innovative Pedagogy

In 2024, Newcastle university business school identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Administrative hurdles
- ❖ Budget constraints



# Research

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

## How We Define Research

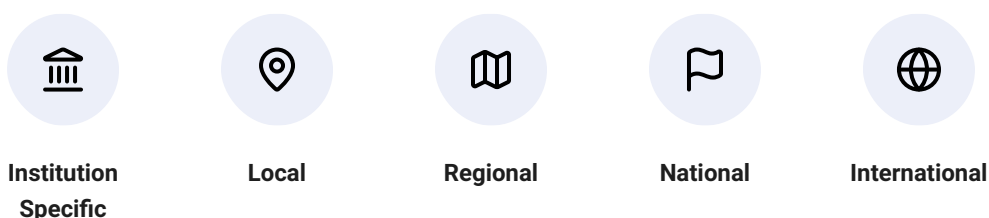
Research at NUBS is the rigorous and creative pursuit of knowledge that drives responsible management and supports transformative change in business and society. Rooted in our regional context yet globally connected, our research addresses pressing economic, social, and environmental challenges through interdisciplinary collaboration and critical inquiry. Guided by our Ethics, Responsibility and Sustainability (ERS) strategy and Building Bridges 2028, we aim to generate insights that inform policy, shape practice, and advance progress towards a more inclusive, just, and sustainable world.

## Research vs Research for RME/Sustainable Development



## Research Funding

In 2024, Newcastle university business school was awarded funding for research that is:



## Socializing Research

In 2024, Newcastle university 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, Newcastle university business school reported 1 research project that implemented responsible or sustainable activities.

### Developing Future-Focused Leaders: Embedding the SDGs into Management and Sustainability Education

**Period Covering:** August, 2024 -

**Department:** Leadership, Work, and Organisation

#### Faculty

Dr Jenny Davidson

Dr Angela Mazetti

Prof. Tracy Scurry

#### Research Overview

This project examines how Newcastle University Business School, working with consultancy NetPositive Futures, piloted and scaled an innovative Sustainable Development Goals (SDGs) Action Planning Tool. Moving beyond operational sustainability, the initiative embeds Education for Sustainable Development directly into teaching, learning, and assessment to bring about material change. First used in the Executive MBA, the tool is now integrated into undergraduate leadership and sustainability modules to foster critical reflection, action planning, and responsible leadership development.

#### Research Objectives

- Embed the SDGs meaningfully across business school curricula.
- Link sustainability education to measurable changes in student attitudes, behaviours, and career intentions.
- Provide a replicable model for tracking the material impact of education on the SDGs.

#### Methodology

The tool guides students through three stages of goal-setting across five SDG themes (People, Planet, Prosperity, Peace, Partnerships). Reflective assessments capture qualitative insights while the online platform records quantitative data on goals and completed actions. Following implementation across

all Executive Education Programmes since 2020 and HaSS Faculty Post Graduate Researcher modules and PGT MSc since 2023, in 2024 we piloted it's implementation in the N200 Undergraduate programme. We embedded it in the following modules:

- A compulsory Stage 3 Leadership and Management module (~250 students/year).
- An optional Stage 2 Sustainability module (~40 students/year).

### Expected Outcomes

The pilot generated a total of 347 action plans across 361 students, revealing strong commitments to reducing environmental impact, supporting climate action, and prioritising wellbeing. Students reported greater understanding of sustainability, clearer alignment of personal values with professional aspirations, and evidence they can share with future employers. Educators noted enhanced co-created learning and improved ability to measure education's real-world impact.

### Significance of the Study

This work demonstrates how business schools can move beyond SDG mapping in the curriculum towards demonstrating tangible, trackable outcomes and material impacts. By combining theory, reflection, and personal action planning, the SDG Action Planning Tool cultivates future-focused leaders equipped to drive sustainable change. The model offers a scalable template for other institutions seeking to meet Principles for Responsible Management Education (PRME) commitments and embed the SDGs across programmes along with a meaningful reporting tool for the sector.



## Research Awards

In 2024, Newcastle university business school was awarded 1 research award for responsibility- and/or sustainability-related research.

### AMA-EBSCO-RRBM Award for Responsible Research in Marketing

**Granter:** AMA-EBSCO-RRBM

**Grantee:** Josephine Go-Jefferies

#### Award Description:

2025 AMA-EBSCO-RRBM Award for Responsible Research in Marketing for your article, "Consumers on the Job: Contextualization Crafting in Expert Services."

## Research Presentations Related to RME and/or Sustainability

In 2024, Newcastle university business school gave 1 research presentation related to RME and/or sustainability.

### Negotiating the ethical terrain in global value chains on the road towards the SDGs

| [DOI](#)

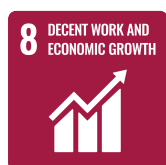
**Authors:** Noemi Sinkovics (Newcastle University Business School) | Samia Ferdous Hoque (Manchester Metropolitan University) | Rudolf R. Sinkovics (Durham University) | Denanjalee Gunaratne (LUT University)

**Date of publication:** September, 2025

**Presented at:** National or international academy of management | Academy of Management | Academy of International Business

**Department:** Business Administration | International Business | Management | Accounting

This paper employs a pattern matching approach to explore the tensions arising from differences in the ethical dispositions of multinational enterprise (MNE) buyers and their suppliers within the Bangladeshi apparel manufacturing sector. It examines how varying ethical principles shape the development, implementation, and outcomes of corporate social responsibility (CSR) and labor standards. Our analysis resulted in the identification of four scenarios: legitimacy with friction, mitigated forced alignment, collaborative enhancement, and principled resistance. However, the scenario, principled resistance, is purely conceptual, as none of our empirical cases aligned with this category. We extend work highlighting the importance of ethical foundations for strategic decision making. This study advances the understanding of global value chain governance, particularly regarding MNEs' contribution to the socially oriented Sustainable Development Goals. Our findings suggest that, out of the four scenarios, the combination of virtue ethics and consequentialist principles is most likely to facilitate a just transition to a more desirable state in contexts characterized by development challenges and institutional voids.



## Publications Related to RME and/or Sustainability

### Negotiating the ethical terrain in global value chains on the road towards the SDGs

| [DOI](#)

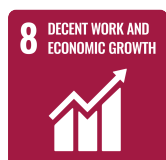
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## Beyond profit margins: Orchestrating social, economic, and environmental sustainability within the Norwegian Salmon Food Supply Chain | [DOI](#)

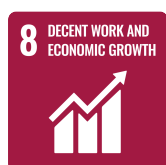
**Authors:** Arijit De (The University of Manchester) | Akhil Kalavagunta (Mitie Group PLC, UK) | Matthew Gorton (Newcastle University Business School) | Mohit Goswami (Indian Institute of Management Raipur)

**Date of publication:** September, 2025

**Department:** Supply Chain Management



Food Supply Chains (FSCs) have become increasingly complex with the average distance between producers and consumers rising considerably in the past two decades. Consequently, FSCs are a major source of [carbon emissions](#) and reducing transportation costs a major challenge for businesses. To address this, we present a mathematical model to promote the three core dimensions of [sustainability](#) (economic, environmental, and social), based on the Mixed-Integer Linear Programming (MILP) method. The model addresses the environmental dimension by intending to decrease the carbon emissions of different transport modes involved in the logistics network. Several supply chain network characteristics are incorporated and evaluated, with a consideration of social sustainability (job generation from operating various facilities). The mathematical model's robustness is demonstrated by testing and deploying it to a variety of problem instances. A real-life case study (Norwegian salmon supply chain) helps to comprehend the model's applicability. To understand the importance of optimizing food supply networks holistically, the paper investigates the impact of multiple supply chain permutations on total cost, demand fluctuations and carbon emissions. To address fluctuations in retail demand, we undertook sensitivity analysis for variations in demand, enabling the proposed model to revamp Norway's salmon supply chain network. Subsequently, the results are thoroughly examined to identify managerial implications.



## Market or Community? An institutional logics interpretation of how MNE subsidiaries respond to mandated social innovation in India

| [DOI](#)

**Authors:** Irene Chu (Newcastle University Business School) | Mayank Sewak (Newcastle University Business School) | Rohit Trivedi (Bradford University)

**Date of publication:** September, 2025

**Department:** Business Administration | International Business

Despite growing concern in the social innovation (SI) literature about the tackling of grand challenges, our understanding of the role of multinational enterprises (MNEs) remains in its infancy. This article examines foreign MNE subsidiaries' SI investments focusing on United Nations' Sustainable Development Goals (UNSDGs) in host countries. Using financial data from large, listed subsidiaries of foreign MNEs operating in India, along with hand-collected data from firms' disclosures of corporate social responsibility (CSR) activity for five years starting in 2015, we utilise the externalities framework propounded by Montiel et al. ([2021](#)). This neatly translates the 17 UNSDGS into actionable goals to examine the efforts of foreign MNE subsidiaries in increasing positive externalities as opposed to reducing negative externalities via SI-related investment in host countries. The study also evaluates the effects of the local embeddedness of the foreign MNE subsidiaries on SI investment. We find that

MNE subsidiaries tend to favour increasing positive externalities as compared to reducing negative externalities through their SI investments. Also, older subsidiaries tend to prioritize greater investments in SI projects related to reducing negative externalities and subsidiaries with higher MNE ownership tend to reduce investments in SI projects related to increasing positive externalities. We discuss possible interpretations of the exploratory results using the institutional logics perspective and conclude with implications for policy and future research.



## World-makers and social justice: Strategies of (in)action?

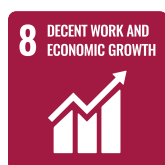
| [DOI](#)

**Authors:** Victoria Pagan (Newcastle University Business School) | Susan Kirk (Newcastle University Business School)

**Date of publication:** September, 2025

**Department:** Management

This article applies a Bourdieusian lens to a critical analysis of global power dynamics to argue that a field framework is useful for studying praxis and (in)action in complex and dynamic global spaces of decision-making. It is argued that individuals with global power can interact strategically to change their actions for improved social and economic justice, but it requires resisting dominant practices that may maintain existing inequalities. By exploring the interrelations between positions within the global spaces of the World Social Forum and the World Economic Forum, we offer an original contribution to the field of strategic change. We show how the actors in these global spaces have the potential to provoke greater social justice but also risk perpetuating a status quo that continues to favor the few over the many. Participants are world-makers who wield symbolic power and can create disruption in the “rules of the game,” but the strength of those who seek to defend the status quo can perpetuate inertia. The article offers a novel contribution to the research on global spaces and elite actors by critically analyzing accounts of strategic practices therein, thus offering a more nuanced understanding of world-making in action or inaction.



## Empowering Women to Lead Cybersecurity: The Effect of Female Executives on Disclosure Sentiment

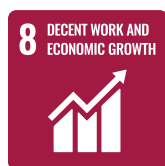
| [DOI](#)

**Authors:** Marwa Elnahass (Newcastle University Business School) | Yousry Ahmed (Newcastle University Business School) | Vu Quang Trinh (Newcastle University Business School)

**Date of publication:** September, 2025

**Department:** Finance

This study investigates the impact of gender diversity (i.e., the presence of female executives on corporate boards) on the sentiment of cybersecurity information disclosure, including its likelihood, magnitude, and tone. We develop a unique dataset providing an extensive view of the development and evolution of cybersecurity-related disclosure practices among prominent publicly traded US companies over a 19-year period (2002–2020). We find strong evidence that female executives are more likely to disclose, and they report significantly more cybersecurity-related information compared to their male counterparts. Additionally, female executives adopt a more conservative, uncertain, and litigious tone in their cybersecurity disclosures than male executives. The results also support the notion of a critical mass of female executives on the board and align with various theories, emphasising the importance of gender diversity in promoting high-quality cybersecurity disclosure practices within firms. Furthermore, we examine several channels contributing to the heterogeneity of cybersecurity disclosures between female and male executives, and consider the effects of the black swan events (i.e., the financial crisis and the COVID-19 pandemic).



## A dynamic framework to align company climate reporting and action with global climate targets

| [DOI](#)

**Authors:** Anna Christy (Newcastle University) | Marwa Elnahass (Newcastle University Business School) | Jaime Amezaga (Newcastle University) | Anthony Browne (Northumbria Water Limited) | Oliver Heidrich (Newcastle University)

**Date of publication:** September, 2025

**Department:** Accounting | Finance

There are global aspirations to reach net zero emissions, which triggered the development of standards, guidance and tools to measure and manage climate action across countries, sectors and companies. However, carbon accounting inaccuracies, ambiguous emissions disclosures and unambitious climate targets are hampering these aspirations. This paper reports on the disparity between high-level guidance and practical implementation of carbon accounting and reporting at company level. By conducting a systematic literature analysis and focussing on the English Water sector, we utilise case study data from Northumbrian Water Limited (NWL), to identify limitations in the current guidance and frameworks. The results indicate the necessity for enhanced alignment in high-level guidance, particularly regarding the Greenhouse Gas Protocol and the Science-Based Target Initiative. It is evident that clarity and consistency from high-level resources are essential for climate mitigation. This paper shows, depending on the sector and company types, that different benefits are gained from using the available resources. We propose a carbon measurement and management process for the English Water sector (and beyond) to reach net zero targets and make recommendations for decision makers. This helps to understand best practices of carbon accounting and reporting and to make effective investment decisions. Consequently, we advocate for policy interventions to improve the standardisation of carbon accounting models. Harmonising international regulatory frameworks and standards is needed, which will empower organisations to effectively assess, manage and reduce their carbon footprints.



## Revitalizing Sustainable Reshoring Brands: Understanding the Customer Perspective on the Roles of Motivation Attributions and the Institutionalization Process

| [DOI](#)

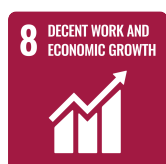
**Authors:** Ruizhi Yuan (University of Nottingham Ningbo China) | Jun Luo (University of Nottingham Ningbo China) | Martin J. Liu (University of Nottingham Ningbo China) | Uthayasankar Sivarajah (University of Bradford) | Natalia Yannopoulou (Newcastle University Business School)

**Date of publication:** September, 2025

**Department:** Marketing

Reshoring can be theorized as a brand-revitalizing process for fostering companies' ability to create value in the home country. The question of how to maintain sustainable reshoring implementation strategies by developing favourable brand responses is an important but underexplored field. Given

that reshoring brand meanings are socially constructed and causally inferenced by consumers, we advocate that a reshoring brand revitalization should begin by understanding what constitutes customers' attributions to reshoring motives. We identify values-driven, stakeholder-driven and strategic-driven attributions as determinants of the sense of the institutionalization process (brand authenticity, legitimacy and sustainability). These institutional logics comprise drivers that influence brand love and brand advocacy. We conduct an empirical study (n = 1043) in China. The findings indicate that institutionalized reshoring branding activity is significantly influenced by customers' attributions to underlying reshoring decisions. Reshoring brands that achieve institutional recognition are more likely to generate brand love and advocacy. In addition, our study provides empirical evidence that nostalgia (1) strengthens the influences of stakeholder-driven attributions on brand authenticity and sustainability, (2) inhibits the influence of values-driven attributions on brand authenticity and (3) inhibits the influence of strategic-driven attributions on brand authenticity, legitimacy and sustainability. Reshoring brand managers should consider these connections when designing their reshoring implementation strategies in the home country.



## Challenges of industrial wastewater treatment: utilizing Membrane bioreactors (MBRs) in conjunction with artificial intelligence (AI) technology

| [DOI](#)

**Authors:** Hung-Li Chang (National Taipei University of Technology) | Yu-Lun Liu (University of Kent) | Ching-Jui Keng (National Taipei University of Technology) | Han-Ling Jiang (National Taipei University of Technology) | Jiayao Hu (Newcastle University Business School)

**Date of publication:** September, 2025

**Department:** Information Systems and Operations

In the past, decisions on wastewater treatment methods have predominantly rested on expert opinions, utilizing the Delphi method. Yet, with an anticipated increase in diversification and customization, especially in the "small-batch and diverse" market over the next decade, addressing the formulation and execution of wastewater treatment for these non-traditional production processes will present substantial challenges. Relying solely on Delphi experts' decision-making within a short and time-constrained production planning window is expected to prove inadequate. Predominantly relies on the authors' over 15 years of industry experience in wastewater treatment, this perspective paper proposes an inventive solution that integrates Membrane Bioreactors (MBRs) with Artificial

Intelligence (AI) applications. This approach signifies a more advanced method for industrial wastewater treatment compared to conventional methods, with the intention of garnering increased interest for future research endeavors.



## Research Barriers

In 2024, Newcastle university business school identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges



# Partner

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

## How We Define Partner

At NUBS, 'Partner' refers to our collaborative relationships with business, government, civil society, and academia, locally and globally. Through these partnerships, we co-create knowledge, enhance responsible management education, and generate impact aligned with our ERS strategy and Building Bridges 2028 vision of a more inclusive, sustainable future.

## Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ MBA CEO Magazine Corporate Knights Better World MBA

## Student Organization Partnerships

- ❖ None





# Practice

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

## How We Define Practice

At NUBS, practice means applying responsible and accountable management principles in our own governance and operations. We model transparency, inclusivity, sustainability and accountability, ensuring our policies, culture and day-to-day practices reflect the values we teach, research and promote through our partnerships.

## Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

## Policy Documents Related to RME and/or Sustainability

Ncl Climate Action Plan

[View document](#)  [Download document](#) 

NU\_Sustainable\_Construction\_Spec\_v1 2020

[View document](#)  [Download document](#) 

01.03.2024 Newcastle University Travel and Expenses Policy

[View document](#)  [Download document](#) 

3.7 Access and Participation Plan 2021-22 - 2024-25

[View document](#)  [Download document](#) 


Biodiversity\_Policy

[View document](#)  [Download document](#) 

EDI Strategy

[View document](#)  [Download document](#) 

Environmental Sustainability Policy\_FINAL\_2021

[View document](#)  [Download document](#) 

Heating Cooling Policy v3 Nov18

[View document](#)  [Download document](#) 

## Practice Awards

In 2024, Newcastle university business school received 1 award for responsible and/or sustainable practices.

### **Athena Swan**

**Granter:** Athena Swan

**Grantee:** Newcastle University

#### **Award Description:**

From 2019 to 2025, Newcastle University held an Athena Swan Silver Award, recognising progress in advancing gender equality. In 2025, this was elevated to the prestigious Athena Swan Gold Award, placing us among only four UK universities to hold this distinction. The award reflects more than 15 years of sustained effort, with colleagues and students contributing to policy change, mentoring initiatives, improved representation of women in senior roles, and innovative practices such as the Returners Support Programme. Importantly, the Gold Award also acknowledges the ambition of our new 2025–2030 action plan, ensuring that equality, diversity and inclusion remain central to our culture and practice.



# 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

At NUBS, 'Share' means openly communicating our achievements and challenges across our community and with external partners. We celebrate successes, reflect on setbacks, and exchange lessons learned to strengthen collective learning, foster transparency, and live our values of ethics, responsibility, and sustainability in practice.

## Engagement Opportunities

Newcastle university 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
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

## Communication Audiences

Newcastle university 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
- ❖ Media and public relations channels
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

# Newcastle university business school

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## Address

Newcastle University Business School  
United Kingdom



## Website

<https://www.ncl.ac.uk/business/>