

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

University of Huddersfield
Business School

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

Mission

Our mission is to undertake responsible teaching, research and enterprise that enable students to fulfil their academic, professional, and personal potential, and that enrich the communities and organisations with which we interact.

Vision

Building on our strong heritage and regional links, our vision is to be internationally renowned for responsible management education, a high quality learning environment, meaningful engagement with communities and organisations, and impactful research.

Strategy

HBS-Strategic-Plan-2019---2025--2- (1)

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Institutional History

Institutional history for RME

Huddersfield Business School (HBS) has a long-standing tradition in ethics, responsibility, and sustainability, which laid the foundation for its adoption of Responsible Management Education (RME). Early initiatives included the establishment of centres dedicated to environmental management and business ethics from the mid-1990s, and the launch of the Financial Ethics and Governance Research Group (FEGReG) in 2007 by Professor Christopher J. Cowton. In 2011, HBS became an advanced signatory of the UN Principles for Responsible Management Education (PRME), submitting its first report under Professor Cowton's leadership. This commitment was expressed through four key goals: embedding responsibility into the curriculum, undertaking Ethics, Responsibility and Sustainability audits, developing FEGReG's profile, and integrating sustainability research under Professor Adrian Wood.

Between 2013 and 2017, HBS consolidated its RME focus through the creation of the Centre for Sustainable and Resilient Communities (CSRC), introduction of core modules in business responsibility and corporate governance, and the establishment of the Ethics Committee. A comprehensive curriculum review on Ethics, Responsibility, Resilience, and Sustainability (ERRS), supported by staff workshops and student surveys, was conducted by CSRC, further embedding responsible management into teaching and learning. During this period, Dr. Eshani Beddewela supported PRME reporting, coordinating the School's Sharing Information on Progress (SIP) reports.

Dean Professor Jill Johnes reaffirmed the School's PRME commitment between 2017-2023, with student engagement initiatives, community-based projects, and impactful international research strengthening HBS's position as a leader in responsible management education.



In 2021, the School launched the Responsibility Hub, establishing a formal governance structure to advance RME across teaching and learning, research and innovation, knowledge exchange (RIKE), and public engagement. Chaired by Professor Liz Towns-Andrews, the Hub functions as a committee reporting to the School Leadership Team and Dean, supported by a steering group comprising School Directors, Research Centre Directors, professional services staff, and advisory board input. Since 2024, Dr. Jialin (Snow) Wu, Reader in Sustainable and Digital Marketing and Director of the SURGE Research Centre, has supported Professor Towns-Andrews in advancing the PRME agenda and, from 2025, has taken a leading role in coordinating the School's Sharing Information on Progress (SIP) report, with support from Head of Department- Dr Kay Smith. The School's ongoing commitment to PRME was reaffirmed by Dean Professor Alistair Sambell in 2024 and has been further endorsed by Professor Jingjing Xu since September 2025. Meeting three times per term, the Hub dedicates each session to one of its core areas, teaching and learning, RIKE, or public engagement, and appoints departmental champions to embed RME practices across the School. This structured and inclusive framework enables HBS to drive cultural change, amplify the student voice, and strengthen external engagement, reinforcing its vision of becoming internationally recognised for responsible management education.

Graduates & Enrollment




2024 Statistics	Number
Graduates	1145
Faculty & Staff at the Institution	58

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.)



Purpose

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

Definition of Purpose

For HBS 'purpose' reflects our commitment towards sustaining a responsible, ethical, and sustainable ethos embedded across all our activities, including the curriculum, our research, and our strategic partnerships and engagements with our key stakeholders. Thus, 'purpose' for us, as reflected in our strategy, is about creating sustainable societal impact.

Institutional Engagement

76% - 100% of faculty at University of Huddersfield 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

Values—responsibility and accountability to society and the planet—guide HBS’s choices in curricula, research, partnerships, and reporting. Building on our mission and SDG-aligned initiatives, the next step is embedding these commitments into governance, incentives, and co-created partnerships, ensuring they remain integral to our institutional life.

Who Champions Responsible Management Education at Our Institution

- ❖ Responsibility Hub
- ❖ Research or issue group, society, or club leading sustainability efforts

Student Awareness

51% - 75% of students at University of Huddersfield Business School are aware that we are a PRME Signatory Member.

Student Engagement

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

Values Voices

Meaningful engagement with communities and organisations

From HBS Stakeholder Engagement team lead:

Our role is to build meaningful, responsible, and mutually beneficial connections between local and regional businesses and our students. We do this by facilitating guest lectures, live projects, field trips, mentoring, curriculum co-creation, placements, internships, and graduate opportunities. We actively engage in networking events to broaden and diversify our business partnerships, always with a focus on inclusive growth and shared value.

Through these collaborations, businesses contribute real-world insights, projects, and authentic interactions that enrich the student learning experience. In turn, our students bring fresh perspectives, creativity, and responsible management values to the organisations they work with. Together, we co-create learning opportunities that not only prepare students for their future careers but also support organisations in addressing contemporary challenges with integrity and innovation.

Highlights of our recent engagement with communities and organisations:

- 42 mentors confirmed for the 2025–2026 academic year, committed to supporting the next generation of responsible leaders.
- Launching the *Partners in Business* and *Partners in Accounting* schemes, with 11 businesses already signed up to collaborate on sustainable and ethical business practice.
- Over 20 law firms engaged through the *Legal Advice Clinic* and *Partners in Law Scheme*, providing accessible legal support to communities while developing students' professional responsibility.
- 16 organisations engaged in 19 live business projects as part of the Group Consultancy Module, tackling real-world issues with responsible and innovative solutions.
- 7 projects confirmed for the pilot of our *Business Clinic* in January 2026, designed to foster collaboration between students and businesses in addressing current societal and organisational challenges.
- More than 12 guest speakers from our network have contributed to curriculum delivery, sharing diverse perspectives and embedding responsible management insights across all business courses.

Celebrating Values

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

Word on the Street - May Edition

View document  Download document 



Teach

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



How We Define Teach

At Huddersfield Business School, Teach means embedding sustainability, ethics, and responsibility into our curriculum and pedagogy. By integrating SDGs and contemporary challenges across diverse programmes, we empower students to critically engage with responsible leadership, sustainability, and ethical decision-making, preparing them to create meaningful impact in business and society.

Teaching Awards

In 2024, 1 award was given to faculty and educators at University of Huddersfield Business School.

Teaching Award – THE Impact Rankings 2024

Granter: Times Higher Education

Grantee: University of Huddersfield

Award Description:

The University of Huddersfield's (parent university for Huddersfield Business School) commitment to responsible education and sustainable development has been internationally recognised in the Times Higher Education (THE) Impact Rankings 2024. The University achieved an outstanding No. 2 global ranking (out of more than 1,100 institutions) in Sustainable Development Goal 10 – Reduced Inequalities, placing it as the highest-ranked UK institution in this category. This recognition reflects Huddersfield's achievements in widening participation, advancing inclusive teaching, and engaging with global communities. The assessment considered areas such as research on reducing inequalities, welcoming international students from developing countries, accessibility for students and staff with disabilities, and measures against discrimination. Within the University, the Huddersfield Business School (HBS) has made a particularly significant contribution to this success. HBS embeds responsible management and sustainability principles across its teaching and curriculum design, ensuring that students are equipped to become socially responsible leaders. Our school has also engaged proactively with external communities, collaborating on projects that support sustainable development both locally and internationally. This recognition in the THE Impact Rankings underscores the University's and HBS's shared commitment to reducing inequalities, fostering responsible education, and contributing to the UN Sustainable Development Goals through teaching, research, and community engagement.

Educator Recognition

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

- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Professional development opportunities

Teaching Voices

The following statement demonstrates ways in which educators at University of Huddersfield Business School support sustainability and responsible management in their classrooms.

Teaching Voice

In **BAX0016 Strategy and Innovation**, students are immersed in a dynamic learning environment that equips them to address sustainability challenges while driving organisational success. The module integrates innovative approaches such as horizon scanning, scenario planning, and critical reflection, enabling students to conceptualise strategies that align growth with sustainable outcomes. Through case-based learning and simulation exercises, they engage with corporate leadership structures, analysing the markets organisations operate in, the roles and responsibilities of leaders, and the requirements of diverse stakeholders in relation to the sustainability agenda. Students also learn how to set strategic direction and lead change, creating environments that foster creativity and innovation. The course places strong emphasis on responsible communication and the power of storytelling to articulate vision and translate it into operational strategies. Students explore how communications strategies link to leadership responsibilities and practice shaping narratives that embed sustainability into strategic thinking. Collaborative projects, role-play activities, and stakeholder engagement tasks allow them to build confidence in managing diverse relationships while working collaboratively with peers. By embedding sustainability at the heart of strategic and leadership practice, this module demonstrates how Huddersfield Business School prepares future leaders to meet global challenges with responsibility, resilience, and innovation.

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

Learning Mindset



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, University of Huddersfield Business School identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Administrative resistance

Barriers to Innovative Pedagogy

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

- ❖ Administrative hurdles



Research

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

How We Define Research

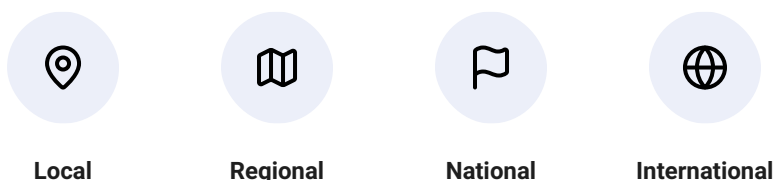
At HBS, Research means studying people, organisations, and societal systems to advance responsible management knowledge and practice. Through interdisciplinary initiatives, including a designated sustainability research centre- SURGE's work on sustainability, governance, and the SDGs, our research tackles global challenges, fosters societal and environmental impact, and equips students and communities to contribute to a fairer, sustainable world.

Research vs Research for RME/Sustainable Development



Research Funding

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



Socializing Research

In 2024, University of Huddersfield Business School contributed research findings to:

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

Research Projects

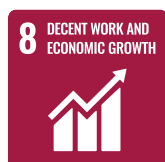
In 2024, University of Huddersfield Business School reported 2 research projects that implemented responsible or sustainable activities.

Building resilience among ethnic minority women entrepreneurs: A case from Sri Lanka

Period Covering: September, 2024 - November, 2025

Department: Management

Despite their contribution to the economy and society, they often face some intrinsic challenges; lack of access to finance, information, training, credit, and networks, sociocultural restrictions, lack of family support, discrimination and so on. The situation for women entrepreneurs is more difficult when they represent ethnic minorities. The COVID-19 pandemic hit harder for these entrepreneurs across the world. Sri Lanka stands well within this study since it is a developing country with a multi-ethnic society. Apart from the pandemic Sri Lanka has been hit harder by the present economic crisis. Hence, the study will be conducted qualitatively to propose strategies in reducing the impact of twin disasters among ethnic minority women entrepreneurs in Sri Lanka. Hence, this study will address one of the disadvantaged groups in the community and for the long-term economic benefits to the country.



Determinants of Digital Entrepreneurial Success: A Study of Live Streaming Entrepreneurship

Period Covering: June, 2023 - June, 2026

Department: Entrepreneurship | Management

Since live streaming sales tend to bring together entertainment and shopping, should live streamer entrepreneurs have skills on both sales and entertainment? Clearly, many important and interesting questions remain unanswered. Key questions include, e.g., 1) who are more likely to become live streaming entrepreneurs or influencers on live streaming platforms (Zhou et al., 2022), and why? 2) What skill sets can enhance an entrepreneurial streamer or influencer's success, which may be different for traditional businesses (Financial Times, 10 August 2022)? and 3) what are the key stakeholders of digital entrepreneurship ecosystems and how can they interact and encourage digital innovation and entrepreneurial success (Bai et al., 2021; Elia et al., 2022). A digital entrepreneurship

ecosystem is a system in which digital ventures (live streamers) interact with and operate including stakeholders and the environment (Sussan and Acs, 2017) – the answers to these questions are particularly important to the region, e.g., West Yorkshire Local Digital Skills Partnership to support skills development and economic development



Research Awards

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

WAIB best paper award at AIB

Granter: Academy of International Business

Grantee: Academy of International Business

Award Description:

The paper 'Inclusion for Growth: The Impacts of Entrepreneurial Ecosystems on the Quantity and Quality of Women's Entrepreneurship' presented at the Academy of International Business was awarded 'WAIB best paper award at AIB 2024'. Below are comments from the review panel Why we love this paper: This paper is interesting and innovative, with clever measures, and an impressively international dataset across 47 countries. 1.The fuzzy-set QCA analysis provides strong and clear rationales for cut-off points, together with substantial robustness and calibration checks. 2.We can't wait to see this piece published as the next great development of gender-based research in IB. Its gendered institutional perspective is ♥️🤖? Research question: What configurations of entrepreneurial ecosystems increase either female entrepreneurs' early-stage ACTIVITY OR scaling up GROWTH of their ventures? Findings snapshot: Two different entrepreneurial ecosystem configurations promote women's early-stage entrepreneurial <ACTIVITY>, while four configurations promote venture >GROWTH>. Networks increase women's entrepreneurial<ACTIVITY>, while Favorable government regulations are indispensable for fostering their >GROWTH>. Surprisingly, 💰 financial resources in most cases played a small or no role in influencing women's either activity OR growth!

Research Presentations Related to RME and/or Sustainability

In 2024, University of Huddersfield Business School gave 1 research presentation related to RME and/or sustainability.

How Do We Influence People's Sustainable Behaviour? Insights from SDGs

| [DOI](#)

Authors: Dr. Jialin (Snow) Wu, Reader, Huddersfield Business School, University of Huddersfield

Date of publication: September, 2025

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

Department: Business Administration | Management | Marketing

We study the formation of pro-environmental behaviors (PEBs) by integrating both the promoting (moral obligation) and inhibiting (moral disengagement) PEB mechanisms. Results of a sample of 285 tourists at a National Nature Reserve in China affirm that moral obligation positively affects PEB intention, while moral disengagement has significant negative impact. There is little difference in the relative importance of moral obligation and moral disengagement in affecting PEB intention. Social influence plays an important role in regulating the impacts of moral variables on PEB intentions. This study also broadens knowledge of the structure of PEB, by unveiling low-effort PEB intention as a precursor to high-effort PEB intention, and a mediator between moral obligation / moral disengagement and high-effort PEB intention. This study provides insights and implications for tourism practitioners and policy makers, and opens up future research exploration of the paradox of the promoting and inhibiting PEB mechanisms.



Publications Related to RME and/or Sustainability

Symbiotic Rationality and the Sustainable Development of SMEs

| [DOI](#)

Authors: Dr. Jialin (Snow) Wu, Reader, Huddersfield Business School, University of Huddersfield

Date of publication: December, 2024

Department: Business Administration | Management | Entrepreneurship

There is a high degree of interdependence between tourism small- and medium-sized enterprises (SMEs) and natural resources and between tourism SMEs themselves, necessitating a symbiotic rationality to guide them toward more sustainable practices. Current rational perspectives—instrumental rationality and value rationality—due to their inherently conflicting nature, are inadequate to fundamentally address these inherent symbiotic relationships. This study thus proposes a holistic

rationality—termed symbiotic rationality—that integrates both instrumental and value rationality to guide sustainable practices, with the aim of conceptualizing this new rational perspective and developing a validated scale for measuring it. Using a four-stage study with a mixed-methods design, this study's findings point to a four-dimensional scale consisting of *systematic thinking, long-term orientation, reconciliation, and sustainability*. This study also finds that symbiotic rationality has a significant positive impact on SMEs' ecological innovation tendency. By addressing the limitations of singular rational perspectives, this research contributes to the theoretical foundation and practical application of symbiotic rationality. It has the potential to advance future research in rationality and the sustainable development of SMEs while also providing a valuable tool for guiding tourism SMEs in implementing sustainable practices.



It is Tough to Detach from Gossip: The Impact of Perceived Negative Workplace Gossip on Life Satisfaction. *Journal of Business and Psychology*

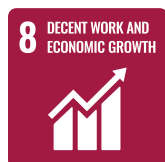
| [DOI](#)

Authors: Professor Qihai Huang, University of Huddersfield

Date of publication: June, 2024

Department: Management | Human Resource Management

Gossip is ubiquitous in organizations and human life. Previous research has examined the detrimental effects of negative workplace gossip on employees' work-related outcomes. However, less attention has been devoted to how and when perceived negative workplace gossip affects the general well-being of targeted employees. Drawing on the social-evaluative threat literature and the stressor-detachment model, this study examines the effect of perceived negative workplace gossip on life satisfaction by investigating the mediating role of psychological detachment and the moderating role of family-supportive supervisor behaviors (FSSB). The results, based on a three-wave cross-lagged panel design survey, indicate that perceived negative workplace gossip is negatively related to psychological detachment, and perceived negative workplace gossip has an indirect effect on target employees' life satisfaction through psychological detachment. Furthermore, FSSB negatively moderates the relationship between perceived negative workplace gossip and psychological detachment and the indirect effect of perceived negative workplace gossip on life satisfaction through psychological detachment. Understanding the implications of perceived negative workplace gossip and its underlying mechanisms can help organizations and employees effectively cope with this social-evaluative stressor.



Mobility-as-a-Service and unsustainable travel behaviour: Exploring the car ownership and public transport trip replacement side-effects of the MaaS paradigm.

| [DOI](#)

Authors: Alexandros Nikitas, Professor, Huddersfield Business School

Date of publication: March, 2024

Department: Management

Car-centred development adds significantly to the climate change threat our planet faces. Mobility-as-a-Service (MaaS) is a concept looking to generate modal shift via the digital and physical integration of alternative ondemand transport services. Recent research raises concerns, however, that contrary to the hype, MaaS may result in unsustainable travel behaviour. On the one hand, future MaaS users that are now primarily drivers may not be ready to shift away from their cars, while, on the other hand, people regularly using public transport may substitute some of these journeys with MaaS-enabled car-sharing, ride-sharing and ride-hailing services. Herein, we study the effects of MaaS on intentions to own a car and to substitute public transport trips with car-centric services, via a UK-based quantitative survey. We use Principal Component Analysis and Ordinal Regression Modelling to see how MaaS-related perceptions referring to Added Value, Car Use Convenience and Enjoyment, Human Element Externalities, Trust in Functionality, Cost Incentives, Car Use Morality, Trust in Enabling Technology and Car Ownership Necessity affect usage intentions. Our results highlight some, typically less discussed, grey areas of MaaS and inform the design of policies, including car service disincentivisation, responsible user benefits, MaaS rebranding and public transport investment prioritisation.



Understanding the determinants of bike-sharing demand in the context of a medium-sized car-oriented city: The case study of Milton Keynes, UK.

| [DOI](#)

Authors: Prof. Alexandros Nikitas, Professor of Sustainable Transport Futures

Date of publication: August, 2024

Department: Business Analytics | Management

Emerging modes of shared mobility like bike-sharing may significantly contribute to increasing the share of sustainable travel in medium- and small-sized cities. However, research exploring the bike-sharing usage determinants specifically for them has been severely underrepresented in the literature. To address this gap, we conducted an analysis of bike-sharing rentals for over a one-year period in Milton Keynes, a medium-sized city of 288,000 residents. Being the largest of the planned settlements built under the UK government “New Towns” programme, Milton Keynes despite having the infrastructure to offer opportunities for modal shift has been repeatedly characterised as a car-centric city. The paper examines temporal variation by comparing the average number of bike rentals in different seasons and months. Analysis of peak rentals and travel directions suggests that throughout the year bikes are mainly used to travel to work. By contrast, recreational travel appears to happen mostly during the summer months. Regression analysis shows that the number of public transport stops, offices and schools are associated with a higher number of bike rentals, supporting the view that utilitarian travel is the main usage pattern. Our research also highlights the bike-sharing's potential to be adopted as a first/last-mile option that will complement and support public transit.



A worldwide review of formal national street classification plans enhanced via an analytical hierarchy process: Street classification as a tool for more sustainable cities

| [DOI](#)

Authors: Prof. Alexandros Nikitas, Professor of Sustainable Transport Futures

Date of publication: August, 2024

Department: Business Analytics | Management

For cities to utilise their maximum liveability potential, their transport infrastructure and overall service provision need to function seamlessly. To this end, urban street eco-systems should be characterised, organised and utilised effectively. But is this happening on a mass scale across the globe? Are our urban street classification schemes forward-thinking and ready to respond to the emerging sustainability and resilience challenges cities face nowadays? This paper aims to answer these questions by examining and decoding the prevailing “formal street classification scheme model” through conducting a detailed worldwide review of formal national street classification plans. Out of 196 countries investigated, 128 official street classification plans were identified, analysed and evaluated. We also used an Analytical Hierarchy Process (AHP) with 20 experts coming from different fields (i.e., academics, policymakers, practitioners) to enhance our results and contribute to

developing an index evaluating urban street classification under the prism of sustainability. The outcomes of our work signify that conventional pro-automobile approaches still prevail, thus shaping car-centric conditions, which undermine the role of sustainable modes and reduce the ability of cities to innovate and succeed. It is demonstrated that the road to achieve sustainability and completeness in urban transport systems, considering these car-led plans, is still uphill. Based on that, multi-dimensional classification systems prioritising public and active transport, while appreciating street's urban aspect should be promoted in the future.



Mobility-as-a-Service and unsustainable travel behaviour: Exploring the car ownership and public transport trip replacement side-effects of the MaaS paradigm

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Research Voices

The following statement demonstrates a way in which researchers at University of Huddersfield Business School bring sustainability and responsible management into their research.

Showcasing Impact: How HBS Research Shapes Responsible Organisations

Helen Curtis, who is the Chair of Coterie Marketing and CEO at Coterie Community, she provided the following comment to how Dr. Jialin (Snow) Wu's research has impacted her company:

As part of our ongoing B Corp accreditation at Coterie, we have drawn on HBS research to guide and embed sustainable practices into daily working life. The impact workshops based on Dr Wu's research on nudging sustainability helped us focus on achievable, behavioural changes that collectively make a difference. For example, we have reduced reliance on single-use plastics by switching to reusable bottles, and encouraged sustainable travel choices such as walking or taking the tube rather than taxis. At home, the team has also shifted towards more sustainable products. These small but consistent changes reflect how research has directly inspired responsible management and practical climate-resilient behaviours in our organisation.

Research Barriers

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

- ❖ Collaboration challenges
- ❖ Methodological limitations
- ❖ Data access and management



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' for HBS can be defined as a salient stakeholder, who engages with us to co-create sustainable societal impact, in alignment with our vision and mission. HBS has partnered with the NHS, WYCB, BITC, Businesses and civil society organisations, to co-create sustainable change from a policy and practice perspective.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Kirklees Climate Commission

Partnerships

The following provides more details on 1 key partnership at University of Huddersfield Business School.

Kirklees Climate Commission

Huddersfield Business School (HBS) has developed a strong and growing partnership with the **Kirklees Climate Commission (KCC)**, reflecting our shared commitment to addressing the urgent challenges of climate change while advancing Responsible Management Education (RME). Our collaboration began through joint research and student consultancy projects that provided practical solutions for local organisations, enabling students to engage directly with sustainability challenges in the community and apply their learning in real-world contexts. These activities not only supported KCC in strengthening its evidence base and promoting best practice but also enhanced our students' awareness and capabilities as future leaders of responsible and sustainable business.

From 2023, this partnership was further formalised through a Memorandum of Understanding (MoU) that relocated the Commission to HBS. The co-location has unlocked new opportunities for joint funding applications, closer collaboration with Kirklees Council, and cross-sector engagement with public, private, and voluntary organisations across the district. Together, we are working to identify challenges, test innovative approaches, and support Kirklees in its transition towards net zero carbon emissions and greater climate resilience. This partnership not only enriches our research and teaching but also directly supports HBS's mission to deliver internationally recognised responsible management education. By embedding climate action into our curriculum, research, and external

engagement, and by offering consultancy opportunities for students, we ensure that our graduates are equipped with the knowledge, skills, and values needed to contribute meaningfully to sustainability agendas locally and globally.



Practice

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

How We Define Practice

At HBS 'practice' is associated with 'good' governance. In this regard, we ensure that our strategy is supported by institutional policies which align with our responsible, ethical, and sustainable ethos, and the impact of these policies are evaluated and reported periodically through designated committees and boards linked to 'good' governance.

Institutional Policies and Practices

- ❖ Greenhouse gas emissions
- ❖ Water
- ❖ Buildings/real estate
- ❖ Local staff/student/faculty transportation
- ❖ Travel guides
- ❖ Employee equity, diversity, inclusion
- ❖ Student equity, diversity, inclusion
- ❖ Public Media

Policy Documents Related to RME and/or Sustainability

Carbon-Neutral-Strategy

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Corporate-Social-Responsibility-Policy

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EDIFramework2020-25UniversityofHuddersfield

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Environmental-and-Sustainability-Policy

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Equality-Diversity-and-Inclusivity-Policy

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Net-Zero-Carbon-Emissions-Plan

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Travel-Plan-Policy

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Travel-Policy

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WasteManagementPlan

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Practice Awards

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

WELL Platinum recognition for Jo Cox More in Common Centre

Granter: the International WELL Building Institute (IWBI)

Grantee: The Jo Cox More in Common Centre at the University of Huddersfield

Award Description:

The Jo Cox More in Common Centre at the University of Huddersfield has been awarded with Platinum WELL certification for the emphasis placed on health on wellbeing in the design and operation of the building. The Centre became only the third Platinum WELL certified campus building in the world, and the first in the UK in recognition of the design and operational strategies focussed on the health and wellbeing of everyone who visits and uses the building. The Platinum certification was awarded by the International WELL Building Institute (IWBI), the global authority for transforming health and well-being through buildings, organizations and communities.



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 HBS, Share means openly exchanging successes, challenges, and insights across our community to foster collective learning and strengthen responsible management practices. Through forums such as our SDG-focused annual conference, newsletters, student initiatives, and departmental and school-wide meetings, we reflect on experience, celebrate progress, and embed our shared values into teaching, research, and engagement.

Engagement Opportunities

University of Huddersfield 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
- ❖ Community events and consultation forums
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Student and staff volunteer programs

Communication Audiences

University of Huddersfield Business School communicates its policies and progress on sustainable development and responsibility with:

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

Sharing Voices

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

Share Voice

At Huddersfield Business School, we see every initiative as an opportunity to learn together and strengthen our community. Our Student Consultancy Projects are a good example: students work directly with local organisations, applying their knowledge to real-world challenges while also navigating the complexities of collaboration, deadlines, and stakeholder expectations. Some projects succeed in delivering innovative solutions, while others reveal the hurdles of aligning academic theory with business practice. Rather than shying away from these challenges, we create space for students, staff, and partner organisations to reflect collectively. Sharing both achievements and setbacks openly helps everyone refine their approaches and deepens the sense of shared purpose between the School and the wider community.

The same spirit underpins our *Bud in Hud* Student Experience programme. Through social, wellbeing, and skills-based activities, we aim to build community and embed responsibility into everyday student life. From *Pets as Therapy* sessions that support local charities, to wellbeing walks that connect sustainability with local culture, to skills workshops delivered with the resources already available on campus, we celebrate the successes of initiatives that bring people together. At the same time, we also reflect on areas to improve, such as making events more inclusive for international students or sourcing more activities from the third sector, so that each year the programme grows stronger. By sharing our successes and lessons learned, we model the importance of resilience, responsibility, and collaboration as we prepare our students to live out our common purpose in a rapidly changing world.

Communication Barriers

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



**Engagement
gaps**



**Feedback
loops**

SIGNATORY

University of Huddersfield Business School



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