

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

University of Huddersfield
Business School

September 2026

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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)

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

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 operational role in coordinating the School's Sharing Information on Progress (SIP) report, with support from the Acting Head of Department, Dr Kay Smith. The School's ongoing commitment to PRME was reaffirmed by Dean Professor Alistair Sambell in 2024 and, since September 2025, has been led and further endorsed by Dean Professor Jingjing Xu, under whose leadership the School's PRME efforts continue to be coordinated by Dr Wu. 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

2025 Statistics	Number
Graduates	1059
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.

Letter of Commitment



10th September 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that Huddersfield Business School, University of Huddersfield reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share.

In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Yours sincerely

Prof. Jingjing Xu, PhD, FRIN, FHEA, MNI
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Vice-Chancellor and Chief Executive: Professor Bob Cryan CBE DL

CMgr CCMi FReNg

An exempt charity



Definition of Purpose

For HBS, 'purpose' means using responsible management education, research and engagement to foster inclusive prosperity within our region and beyond. It reflects our commitment to creating positive societal impact by connecting students, businesses, communities and partners, while addressing interconnected social, environmental and economic challenges through responsible and sustainable practice.

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.

Continue telling your story

Business School of the Year

Granter: Times Higher Education

Grantee: Huddersfield Business School

Award Description:

Widely referred to as the "Oscars of higher education," the Times Higher Education (THE) Awards celebrate exceptional achievement, innovation, and leadership across UK and Irish universities. Within the program, the Business School of the Year award specifically honors an institution that demonstrates overall excellence beyond standard coursework, evaluating candidates on innovative teaching, research influence, meaningful business and community partnerships, and demonstrable societal impact in areas like sustainability and social mobility.

Huddersfield Business School has a strong place-based identity, with a longstanding commitment to using responsible management education, research and knowledge exchange to contribute to the prosperity and resilience of the communities and organisations within our region and beyond. We see inclusive prosperity not simply in terms of economic growth, but in terms of creating opportunities for students, businesses, communities and wider society to thrive together.

This commitment was externally recognised when Huddersfield Business School was named Business School of the Year at the Times Higher Education Awards 2023. The award recognised the School's strong embedding within its local region and its emphasis on supporting communities,

businesses and the local economy. The judges particularly commended the School for its “very clear purpose and identity” and for aligning its programmes of work with “the distinctiveness of the region”. They highlighted evidence of impact including job creation, business support and high levels of engagement benefiting students, employers, local communities and the wider economy.

This recognition reflected a range of activities through which the School had sought to translate responsible management education into tangible local benefit. For example, more than 60 SMEs had benefited from the School’s Help to Grow programme, while major European Structural and Investment Fund programmes provided strategic support to more than 200 local manufacturing companies. The School also connected students directly with organisations and communities through consultancy-based learning: in 2021–22, 170 Master’s students provided consultancy services to 33 clients, with one project supporting Spectrum People, a charity working with vulnerable adults and young people in Wakefield, engaging 781 people and contributing to the creation of 82 jobs.

While these activities and the 2023 award represent an important point in the School’s journey, the underlying purpose remains relevant to HBS’s current direction. Under the leadership of Dean Professor Jingjing Xu, the School continues to strengthen authentic and employability-oriented education, engagement with industry and external partners, research and innovation, and its contribution to local and wider communities. The School’s priorities around UNSDG relevance, EDI, student experience, research impact and meaningful external engagement provide further opportunities to connect responsible management education with inclusive prosperity.

For HBS, therefore, responsible management education is fundamentally connected to place: understanding the needs and opportunities of our communities, working with partners to address real-world challenges, and enabling students and organisations to contribute to prosperity in ways that are socially inclusive and environmentally responsible.



Values

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



How We Define Values

For HBS, values mean placing responsibility and accountability to society and the planet at the core of our education, research, partnerships and wider institutional activities. Building on our mission and SDG-aligned initiatives, we seek to embed these commitments more consistently across our decision-making, governance, incentives and partnerships, ensuring that responsible management remains integral to how we operate, engage and create value for society and the planet.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how University of Huddersfield Business School has influenced students' academic journey and personal growth.

Sustainability and responsibility learning through Global Business and Human Rights module

I have certainly learned more about sustainability and responsibility during my time at Huddersfield, particularly through my Global Business and Human Rights module, which explored responsible business practices, human rights and ethical considerations in global business operations. My consultancy project also conveyed the importance of handling client information responsibly, maintaining confidentiality and considering the interests of both a client and other stakeholders during business dealings and client management.

-Faith Tumba (MSc Business Intelligence & Analytics programme)

Student Awareness

76% - 100% 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.

Celebrating Values

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

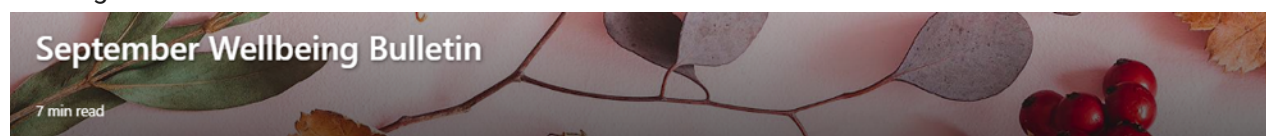
Celebrating Our Values through Word on the Street and Staff Wellbeing Bulletin

At Huddersfield Business School, our monthly *Word on the Street* staff newsletter and *Staff Wellbeing Bulletin* provide important platforms for celebrating our responsible management values in practice. Alongside sharing School news, achievements and opportunities, these regular communications recognise the contributions of colleagues, students and partners, promote wellbeing and inclusion, and highlight how our community contributes to responsible education, professional practice and wider society.

Wellbeing, Inclusion and Belonging

Our *Staff Wellbeing Bulletin* continues to highlight initiatives, resources and activities that support the wellbeing of colleagues and encourage us to look after ourselves and each other. Recent communications have raised awareness of mental health and supportive conversations, alongside health and wellbeing campaigns and opportunities for staff to engage with relevant support and

resources. These activities reflect our commitment to creating an inclusive, supportive and caring working environment.



This month, we're sharing a range of resources, campaigns, and events designed to raise awareness, encourage conversation, and help us look after ourselves and each other as we move into autumn. We're marking **World Suicide Prevention Day**, sharing information and details of training to help staff feel more confident having supportive conversations and recognising when someone may be struggling.

September also brings **Migraine Awareness Week**, **World Pharmacists Day**, and details of our **free staff flu vaccination programme**. We're also celebrating being shortlisted for two **Yorkshire Excellence in HR Awards**.

Read on to find out what's happening this month and how you can get involved.



Bulletin Contents

[Coming up in September...](#)

[World Suicide Prevention Day](#)

[World Pharmacists Day](#)

[Free Flu Voucher Scheme](#)

[Migraine Awareness Week](#)

[Looking ahead to October...](#)

[Working Parents Webinar: How to Connect with your Teenager](#)



Responsible and Authentic Education

Word on the Street regularly celebrates opportunities that enable students to apply their learning to real-world challenges and develop their professional identities through meaningful engagement with external organisations. The Group Consultancy Project is a strong example, having supported more than 500 students and collaborated with over 115 organisations since its launch. These experiences connect learning with practice while developing students' confidence, employability skills and understanding of responsible professional practice.

Community Engagement and Societal Contribution

Our newsletters also celebrate activities that connect the School with local and regional communities. Initiatives such as Help to Grow, Knowledge Transfer Partnerships and other business engagement activities support organisations and regional economic development, while the Legal Advice Clinic provides valuable services to the community alongside real-world learning opportunities for students. These activities demonstrate how responsible management education can create value for students, organisations and wider society.

Celebrating Diversity and Collective Achievement

Word on the Street also provides a space to recognise collective achievements across the School and celebrate the contributions of colleagues, students and partners. Recent recognition, including the School's shortlisting for Business School of the Year and Postgraduate Employability categories, provides an opportunity to celebrate the collective contribution to educational quality, employability and regional impact.

Sharing and Sustaining Our Values

Together, *Word on the Street* and the *Staff Wellbeing Bulletin* help make our values visible across the School community. We encourage colleagues and students to share examples of how responsible management values are expressed through teaching, research, professional practice and community engagement. By recognising and sharing these practices, we aim to strengthen a culture in which responsibility, inclusion, wellbeing and positive societal contribution are integral to who we are and how we work.

Staff Newsletter

Word On The Street

June 2026

Welcome to the June edition of your staff newsletter.

With the academic year drawing to a close, it's been a busy and rewarding few months across the School. This edition is an opportunity to reflect on the events and achievements that have taken place. We hope you enjoy reading and take a moment to celebrate all we have accomplished together.

Best Wishes,
School of Business, Education and Law

Group Consultancy Project Launch

The Postgraduate Group Consultancy Project launched on 28 April, with a fun and engaging day hosted by Hayley German and Kay Best. Students took part in a range of activities designed to prepare them for their client projects, including team-building exercises, exploring assessment requirements, and receiving their project briefs.

It was a fantastic start to their summer projects and within just a few hours, teams came together, built strong connections, and brought great energy to the room, setting a positive tone for the projects ahead.

We're looking forward to see how each project progresses as teams get stuck in over the coming months!

Educate North Awards

Last month, Hayley German and Jingjing Xu attended the Educate North Awards at Old Trafford Cricket Ground in Manchester, where Huddersfield Business School was proudly shortlisted for *Business School of the Year*.

Our submission highlighted the breadth and impact of our work, including the Group Consultancy Project (GCP), partnerships with the Businesses, Knowledge Transfer Partnerships (KTPs), and initiatives such as Help to Grow and the WYCA Skills Bootcamp. It also showcased our commitment to leadership development, community engagement, and supporting regional businesses.

Continue telling your story

Bud in Hud: Supporting Wellbeing, Community and Responsible Student Experience

At the heart of our activities lies a strong commitment to organisational responsibility and accountability to society and the planet. Our *Bud in Hud* student experience hub embodies these values by supporting wellbeing, community and personal development through a programme of monthly events, trips and activities planned for students by placement students within the Stakeholder Engagement Team. Importantly, these activities also create opportunities for staff and students to participate and celebrate these values together, strengthening a shared sense of community across the School.

The programme provides inclusive opportunities to connect with others, try new experiences and engage beyond the classroom. Wellbeing-focused activities, such as guided walks to Greenhead Park, bring staff and students together to step away from their everyday routines, enjoy the natural environment and connect with one another. Similarly, social and cultural activities, including the bowling trip to The Light and the coastal trip to Scarborough, provide opportunities for students and staff to build relationships, experience local and regional places, and create shared memories beyond the classroom.

Responsibility and sustainability are also reflected in the way the student experience connects personal wellbeing with the wider environment and community. Activities have highlighted opportunities such as allotment sites, tree planting, canal clean-ups and active commuting, while initiatives promoted through Active Hud encourage healthy and active lifestyles. Through participating alongside students, staff are not only supporting these activities but also helping to model and celebrate responsible, inclusive and sustainable practices within the School community.

Bud in Hud therefore provides a practical expression of our values in everyday School life. By bringing staff and students together through regular opportunities for wellbeing, connection, exploration and personal development, the programme helps ensure that responsible and sustainable values are not only taught but experienced and celebrated collectively. In this way, *Bud in Hud* contributes to a more inclusive, connected and supportive School community.



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 across our curriculum, pedagogy and wider learning environment. We integrate the UN Sustainable Development Goals (SDGs) and contemporary societal, environmental and organisational challenges across diverse programmes, enabling students to critically engage with responsible leadership, ethical decision-making and sustainable business practice. Through a combination of academic learning, experiential and practice-based education, industry engagement and professional mentoring, we connect responsible management concepts with real-world contexts and encourage students to reflect on the wider environmental and societal consequences of business decisions.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Performance-based teaching fellowships
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards

Teaching Voices

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

Responsible Education

As part of our commitment to responsible management education, the School of Business, Education and Law has launched a new Module Sponsorship Programme that connects students with organisations across a wide range of sectors. Through these partnerships, students engage with contemporary business and societal challenges, including sustainability, ethics, accountability, and responsible leadership.

Each sponsor contributes to the curriculum through guest speaker sessions, micro-internship opportunities, and the co-creation of authentic assessments alongside academic staff. This approach strengthens the relevance and authenticity of the student learning experience while providing valuable insight into the real-world challenges faced by organisations. The initiative supports the development

of students' critical thinking, problem-solving, and employability skills by exposing them to diverse organisational perspectives and practices. It also enables academic teams to maintain a strong understanding of evolving industry priorities and societal expectations.

This programme builds on our long-established commitment to responsible management education, reflected in modules addressing corporate social responsibility, business ethics, sustainability, and governance. More recently, as part of a wider portfolio review, we have been working to embed the United Nations Sustainable Development Goals (SDGs) across all modules in a more explicit and action-oriented way, ensuring that sustainability and social responsibility are integrated throughout the curriculum rather than confined to specialist areas of study.

Barriers to Innovative Curriculum

In 2025, 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 2025, University of Huddersfield Business School identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ Administrative hurdles

Continue telling your story

Connecting Responsible Management Education with Real-World Practice

Huddersfield Business School continues to transform students' learning experiences by connecting responsible management concepts with authentic organisational contexts, practitioner expertise and opportunities for reflection. Our approach recognises that responsible management education extends beyond the classroom: students need opportunities to engage with real organisations, practitioners and contemporary business challenges, and to reflect critically on the implications of management decisions for wider society and the environment.

Final Year Airbus Industry Visit

Final-year Business students had the opportunity to visit Airbus's Broughton site, one of the UK's major aerospace manufacturing facilities. During the visit, students gained first-hand insight into how Airbus manufactures and assembles wings for commercial aircraft and how specialist transport operations move these components across Europe for final aircraft assembly.

The visit was facilitated by Airbus staff, including two of the School's Logistics and Supply Chain alumni, who shared their professional knowledge and experience of advanced manufacturing, precision engineering and complex international supply chains. Students were encouraged to consider the sustainability and environmental implications of international manufacturing, logistics and supply-chain operations, enabling them to connect theoretical learning with the wider consequences of organisational decision-making. This experiential learning activity provided students with a deeper understanding of the complexity and interdependence of contemporary supply chains while encouraging them to consider how business decisions can create both economic value and wider environmental and societal impacts.

Business School Mentoring Scheme

In November, the Business School relaunched its Mentoring Scheme with a *Meet the Mentors* networking event, giving final-year undergraduate Business students the opportunity to engage directly with experienced industry professionals from a diverse range of sectors.

Following the event, each student was paired with a mentor and began an ongoing mentoring journey. Through regular engagement with experienced practitioners, students are supported in developing confidence, gaining real-world perspectives and exploring their future career aspirations. The scheme creates an important bridge between academic learning and professional practice, enabling students to engage with different approaches to leadership, professional responsibility and decision-making. Together, these initiatives illustrate the School's commitment to practice-based and experiential responsible management education. By combining academic learning with industry engagement, reflection and professional dialogue, students are encouraged to develop not only the knowledge and skills required for employment, but also the broader awareness needed to navigate complex organisational, environmental and societal challenges responsibly.



Research

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

How We Define Research

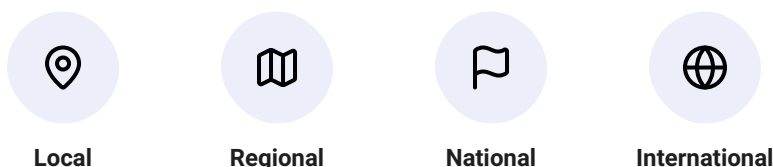
Research at HBS is driven by a commitment to exploring how people, organisations, and societal systems can champion responsible management. Spearheaded by the interdisciplinary work of our dedicated SURGE Research Centre, our research directly addresses the SDGs and complex global challenges. By translating academic insight into tangible societal and environmental impact, we equip our students, industry and communities to actively contribute to a fairer, more sustainable world.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, University of Huddersfield Business School was awarded funding for research that is:



Socializing Research

In 2025, University of Huddersfield 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

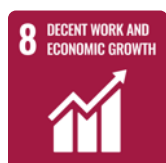
In 2025, University of Huddersfield Business School reported 6 research projects that implemented responsible or sustainable activities.

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

Period Covering: July, 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



Impact of twin disasters (pandemic and economic) on ethnic minority women entrepreneurs in Sri Lanka

Period Covering: October, 2024 - July, 2026

Department: Management

This study was funded by the 2024 British Academy/Leverhulme Small Research Grants Scheme. The project aimed to explore the challenges faced by ethnic minority women entrepreneurs in Sri Lanka in the aftermath of consecutive crises, namely the COVID-19 pandemic and the economic crisis. It sought to examine how these overlapping disasters affected their entrepreneurial activities, livelihoods, and well-being, while also identifying the resilience capacities and adaptive strategies they employed to sustain and rebuild their businesses and communities.

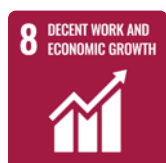


Pathway to Enhance the Socio-Economic and Environmental Benefits of SMEs Using Biomimicry Practices

Period Covering: December, 2025 - May, 2027

Department: Management

This project investigates the potential of applying **biomimicry principles** to enhance the socio-economic and environmental performance of small and medium-sized enterprises (SMEs) in Sri Lanka. Biomimicry, which draws inspiration from nature's efficient, adaptive, and regenerative systems, is increasingly recognized as an innovative approach for addressing sustainability, resource efficiency, and climate-related challenges. While successful biomimetic innovations have demonstrated benefits in areas such as energy efficiency, materials development, and circular manufacturing, their integration into business operations remains largely unexplored, particularly within the Sri Lankan SME sector. The study addresses this gap by evaluating the feasibility of adopting biomimicry in SMEs and identifying how nature-inspired solutions can support sustainable business growth, competitiveness, and environmental stewardship. It also examines barriers such as limited absorptive capacity, weak knowledge transfer between research institutions and businesses, and the underutilization of local biodiversity and indigenous knowledge. Ultimately, the research aims to provide insights and practical guidance for leveraging biomimicry as a pathway to innovation, sustainability, and resilience within Sri Lanka's SME sector.



Mapping the Intersection of Climate, Gender, and Migration: A Study of Drought-Affected Districts in Sri Lanka

Period Covering: July, 2026 - June, 2027

Department: Management

Climate-induced disruptions like drought can destabilize household and community livelihoods, particularly in low- and middle-income countries. There is significant interest in determining the role of climate-induced shocks as a prominent driver on migration decisions of diverse groups of communities in South Asia. This study explores the impact of severe and prolonged droughts on climate induced migration patterns including gendered livelihood transitions, women's social and

financial wellbeing, and outcomes in two Sri Lankan districts (Kurunegala and Anuradhapura). A detailed literature review on current policies and programmes on climate induced migration, In-depth interviews and focus group discussions with selected adult women in the study area, as well as key informant interviews with civic leaders and healthcare providers, will be conducted. A team-based thematic analysis approach, guided by the Framework Method, will be used to code transcript text segments, facilitating identification and interpretation of salient thematic patterns. Flow maps and heat maps will be incorporated to visualise the spatial dimension of the migration decisions in the region. Based on the findings of the study, a gendered policy framework will be developed and validated using the Delphi technique. In accordance with the current trends in climate induced migration in global south and the intersection of climate-induced migration and gender highlights the urgent need for a nuanced approach to climate policy and migration management. By addressing the specific challenges faced by women and leveraging their roles in communities, it is essential to develop more effective and equitable strategies for managing climate-induced migration.



Her Land, Her Voice: Co-Creating Inclusive Climate Policies and Capacity Pathways with Indigenous Women in East Sumba, Indonesia

Period Covering: September, 2025 - N/A

Department: Business Administration | Management | Marketing

In the place of East Sumba, Indonesia, Indigenous women face climate risks, gender inequality, and limited access to renewable energy and waste services. Despite their key roles in managing land, water, and food, they are often excluded from decision-making. This project empowers them as climate leaders, promoting fair energy access and sustainable waste solutions. Through workshops and policy dialogues, it redesigns the “Women Champions” programme to elevate women’s leadership and embed simple “green nudges” for sustainable behaviour. In partnership with local government, Indonesian universities, NGOs, and UK collaborators including the University of Huddersfield (UoH) and Kirklees Climate Commission, the project blends Indigenous knowledge with expert input to co-create practical policy solutions. Led by Dr Jialin (Snow) Wu and Prof. Anne Gregory, it advances gender equality, renewable energy, and climate action in line with global goals. By centring women’s voices, it delivers inclusive, community-driven strategies to tackle environmental and social challenges in one of the world’s most vulnerable regions.



Energy Neighbour-improving communities' energy confidence and sustainability knowledge

Period Covering: September, 2025 - January, 2028

Department: Management | Marketing | Economics | Finance

The **Energy Neighbours** project is a major community-led decarbonisation initiative backed by a significant **National Lottery Climate Impact Fund**. It is designed to equip vulnerable households and community buildings across Kirklees with the confidence and capabilities to manage rising energy costs, improve indoor comfort, and reduce carbon emissions without sacrificing health or well-being. The project's research consultancy is led by **Principal Investigator Dr. Jialin (Snow) Wu (Director for SURGE research centre)**, alongside a Co-Investigator team from the SURGE Research Centre Steering Group comprising **Dr. Rukaiyat Yusuf, Dr. Daberechi Ekwueme, Dr. Frances-Louise McGregor, and Dr. Sam Hazra**. Together, this interdisciplinary team designs robust measurement frameworks and develops evidence-based social marketing narratives that support sustainable behaviour change and the local low-carbon transition.

Acting as a bridge between academic research and real-world application, the SURGE team collaborates closely with the Kirklees Climate Commission, Third Sector leaders, and local community representatives. Over the past 12 months, the researchers have engaged in two HIG forums and over five targeted stakeholder meetings, providing primary and secondary data analysis to co-create inclusive energy strategies for both residents and SMEs. By translating place-based research into practical, capacity-building solutions, the initiative directly advances UN SDGs 11 (Sustainable Cities and Communities), 12 (Responsible Consumption and Production), and 13 (Climate Action), ensuring that regional energy interventions are equitable, measurable, and shared widely across climate networks.



Research Awards

In 2025, University of Huddersfield Business School was awarded 2 research awards for responsibility- and/or sustainability-related research.

Best Interdisciplinary Award

Granter: University of Huddersfield

Grantee: Matthew Snell and Byongjun (Phil) Hwang

Award Description:

University-wide Award in recognition of pioneering project that empowers rural African communities to build climate resilience. The Award recognises that the research project integrates remote sensing, citizen science and policy influence - creating innovative solutions to address critical challenges such as forest conservation, biodiversity protection and wetland degradation.

Award for sustainable transport research and impact

Granter: CYCLOPS – Drama, Greece

Grantee: Professor Alexandros Nikitas

Award Description:

Professor Alexandros Nikitas received the CYCLOPS Award for the Distinguished Scientist of Drama 2026 in recognition of his contribution to sustainable transport research and its translation into real-world community impact. The award was presented in his hometown of Drama, Greece, at a ceremony celebrating science, culture, innovation and public life, attended by the President of the Hellenic Republic.

Professor Nikitas' work focuses on sustainable transport futures, smart mobility and active travel, with a strong emphasis on translating research into practical interventions that support more sustainable and people-centred communities. His work has contributed to Drama serving as a testbed for active travel innovation, including support for the city's electric bike-sharing scheme and the development of Walking School Buses in Kalampaki, encouraging children to travel to school actively, safely and sustainably.

As part of the award ceremony, Professor Nikitas delivered a TEDx-styled presentation on the future of transport and the concept of smart cities, presenting a vision for Drama in 2046. The presentation considered emerging mobility solutions, including autonomous and connected vehicles, multimodal mobility hubs and Mobility-as-a-Service, while emphasising the importance of keeping people and communities at the centre of sustainable urban mobility.

The award therefore provides evidence of the societal and community impact of sustainability-focused research, demonstrating how academic expertise can inform practical transport innovation, active travel and more sustainable urban futures.

Research Presentations Related to RME and/or Sustainability

In 2025, University of Huddersfield Business School gave 4 research presentations related to RME and/or sustainability.

Co-Creating Inclusive Climate Policies and Capacity Pathways with Indigenous Women

Authors: Anne Gregory (University of Huddersfield, UK) | Dominggus E. Li (The Institute of Resource Governance and Social Change, Indonesia) | Gregoria A. Yudarwati (corresponding author, Universitas Atma Jaya Yogyakarta, Indonesia) | Jialin (Snow) Wu (University of Huddersfield, UK) | Pupung Arifin (Universitas Atma Jaya Yogyakarta, Indonesia)

Date of publication: July, 2026

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

Department: Human Resource Management | Business Administration | sociology

East Sumba, Indonesia, faces interconnected challenges of climate change, water scarcity, unsustainable agriculture, limited infrastructure and restricted economic opportunities. These challenges are compounded by caste-based and male-dominated social structures that exclude rural women from decision-making, despite their central roles in managing land, water, livestock and agriculture and their developing knowledge of environmental change.

This paper examines a three-stage participatory research project involving women from four rural villages. Stage one used ethnographic research and appreciative inquiry to identify women's priorities, aspirations and potential pathways towards greater participation. Stage two supported ten women to prepare for and participate in a policy dialogue with senior government officials, local representatives and an NGO. Stage three involved the policy forum, where women directly presented their experiences, priorities and proposed solutions to policymakers.

The engagement enabled women to articulate their knowledge and aspirations with confidence and challenged established patterns of exclusion. Government officials subsequently invited the women to participate in the Regional Development Planning Forum, creating a direct route into local policy processes. The paper theorises how participatory approaches can empower marginalised communities to develop voice, influence policy and contribute to more inclusive environmental governance. It proposes a model of the power shift generated through participatory engagement.



Reimagining Victims' Reparations: Building a Global Network for Grassroots Justice

Authors: Sandra Ríos Oyola | Matt Snell | Camilo Tamayo Gómez

Date of publication: October, 2025

Department: Business Administration | Management

The article introduces the Reimagining Victims' Reparations Global Network (RVRGN), an interdisciplinary initiative challenging traditional, state-centric models of transitional justice. While official reparations often function as bureaucratic legal fictions that treat victims as passive recipients of compensation, the RVRGN advocates for reparations from below. This approach is grounded in three core principles: dignification, emancipatory participation, and transformative repair. By drawing on global grassroots examples—from women's peace routes in Colombia to survivor advocacy in Iraq—the authors illustrate how communities use art, memory activism, and digital archives to reclaim agency and redefine justice. The network emphasizes intersectionality, recognizing that race, gender, and class shape both harm and access to justice, arguing that true repair must address underlying structural inequalities rather than merely offering financial payouts. Ultimately, the RVRGN seeks to shift the paradigm of reparations from symbolic, top-down administrative endpoints to continuous, imaginative processes of social repair and world-making. By bridging academic research with grassroots activism, the network aims to influence global policy, ensuring that reparative justice fosters genuine solidarity, mutual recognition, and the creation of new, equitable forms of coexistence after systemic violence and armed conflict globally.



Examining the dual role of authoritarian leadership in new hires' safety situation awareness and behavior during and after safety training: a mixed-methods study

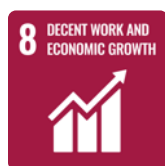
| [DOI](#)

Authors: Zhichao Qian | Zhuang Ma* | Shelley Harrington | Xiaoyi Wen | Jun Liu

Date of publication: August, 2026

Department: Human Resource Management | Business Administration | Management

This study investigates the dynamic relationships among safety training, safety situation awareness (SSA), safety behavior, and authoritarian leadership (AL) in new hires through a mixed-methods approach (a time-lagged field survey, a scenario-based experiment, and a multi-wave replication). To resolve theoretical conflation in the safety literature, we decouple social learning theory (SLT) and social exchange theory. Identifying SSA as the primary cognitive mechanism, we demonstrate that training functions purely as an SLT-driven catalyst to build cognitive capacity. Furthermore, we demonstrate how AL shapes the enactment of SSA by influencing trust and reciprocity norms under social exchange mechanisms. We reveal its differential moderating role: while AL may generate a baseline of externally enforced compliance, it weakens the autonomous enactment of compliance driven by SSA, and simultaneously inhibits voluntary and proactive safety participation. Our findings resolve the AL paradox by conceptualizing its phase-dependent effectiveness as a theoretically grounded interpretation supported by the observed moderation pattern, where the driver of safety behavior shifts from functional cognitive learning during initial socialization to dysfunctional social exchange during active duty.



Nudging generosity: Examining teasing messaging on influencing altruistic consumer behaviour in conservation donation campaigns

Authors: Jialin (Snow) Wu, Huddersfield Business School, University of Huddersfield | Yucheng Li, Department of Marketing, College of Business, City University of Hong Kong

Date of publication: June, 2026

Presented at: National or international discipline-specific conference

Department: Management | Marketing

Organisations like the National Trust and wildlife parks often prompt online ticket purchasers to “add a small donation,” yet conversion rates for these digital add-on requests remain strikingly low. To address this, we investigate whether *teasing messaging*, a playful provocative form of humour, can enhance conservation-related altruistic behaviour. Across two online experiments and a field study, we demonstrate that teasing (vs. non-teasing) appeals significantly increase donation likelihood (Study 1). Study 2 confirms that this effect is mediated by reduced *perceived social distance*, indicating that teasing fosters psychological closeness to the cause. While Study 3 (ongoing) tests the moderating

role of donation-related gains, preliminary insights suggest tangible rewards may further strengthen this pathway via mental accounting. Theoretically, our work extends teasing research into prosocial domains and integrates construal-level and mental accounting theories. Practically, it offers low-cost, scalable strategies for conservation organisations to boost micro-donations through psychologically informed message design.



Publications Related to RME and/or Sustainability

Examining the dual role of authoritarian leadership in new hires' safety situation awareness and behavior during and after safety training: a mixed-methods study

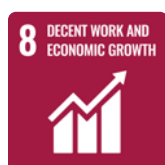
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Authors: Zhichao Qian | Zhuang Ma* | Shelley Harrington | Xiaoyi Wen | Jun Liu

Date of publication: August, 2026

Department: Human Resource Management | Business Administration | Management

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Coupling Responsible Innovation and Sustainable Business Model Innovation to Address Grand Challenges

| [DOI](#)

Authors: Matthew Snell | Omar Al-Tabbaa | Morven McEachern

Date of publication: July, 2026

Department: Entrepreneurship

Academic Abstract

Innovations designed to address grand challenges within the social innovation sector can have unintended consequences, particularly where organizations pursue triple-bottom-line objectives under resource constraints. Yet research on coupling responsible innovation (RI) and sustainable business model innovation (SBMI) largely frames this as aspirational rather than theoretical, leaving it conceptually underdeveloped and empirically underexplored. Accordingly, this study asks: How can organizations operating within institutionally weak environments embed RI to make their SBMI processes more responsible? Utilizing a 10-year longitudinal study of a social enterprise delivering off-grid solar in Africa, we identify three SBMI cycles and develop a process framework for RI-SBMI coupling. We outline four RI-shaped organizational capacities that support business model evolution as a dynamic, principle-driven process in which RI functions as a sensitizing framework rather than a fixed ethical template. We further demonstrate that paradox management, through the mechanisms of experimentation, relinquishing control, and value prioritization, is central to responsible SBMI. We also show that RI principles are not applied equally; instead, their importance changes depending on organizational capacity and the part of the business model. Finally, by grounding these dynamics in an institutionally weak context, the study advances theory on responsible business model evolution.

Practitioner Abstract

Low-income households in resource-constrained settings characterized by rural poverty, limited infrastructure, and constrained market access are some of the most vulnerable to the impacts of grand challenges. Therefore, to avoid unintentional reinforcement of structural inequalities, it is essential to conduct regular, inclusive consultation with stakeholders. Ideally, this is undertaken during SBM development but can and should be applied to existing SBMs. Within institutionally weak contexts, systematically identifying and assessing opportunities, both internal and external to the organization, and innovating to accommodate them can improve geographic reach and market competitiveness. When working with environmentally friendly technologies and practices, a critical, reflexive review should be continuously undertaken, ideally incorporating in-house expertise and neutral, external input (e.g., from research organizations). The creation of greater social and environmental values will require a willingness to sacrifice some economic value capture. Therefore, coupling the principles between RI and SBMI can help achieve this while maintaining economic viability. For profit-making companies, inclusive stakeholder engagement may enhance organizational

legitimacy and build a low-income customer base, while systematic identification of opportunities supports competitiveness and innovation. Coupling RI and SBMI helps balance social, environmental, and economic objectives, potentially improving credibility.



Analysing wetland enterprise in northern Malawi using a modified community capitals framework: the case of garlic farming

| [DOI](#)

Authors: Adrian Wood | Patrick Thawe | Matthew Snell

Date of publication: October, 2025

Department: Management | Entrepreneurship

Using a modified community capitals framework, this study explores 15 years of innovative garlic cultivation in seasonal wetlands in northern Malawi. This new enterprise has stimulated economic change for both male and female headed households through the growth of entrepreneurial, social and cultural capitals, especially in the marketing of their produce and the accumulation of capital for investment. However, the risks from dependence on a single crop and from damage to the natural capital directly and indirectly related to garlic farming pose threats to these communities' livelihoods. The study concludes that there is a clear need for enhanced legal capital in the form of a national wetland policy and for stronger political capital in the communities to obtain government technical advice for wetland farming. Building groups of community capitals around four practical foci: policy, enterprise, technical skills and institutions, is seen as necessary if communities are to ensure the contribution of wetland agriculture to poverty reduction and food security in Malawi and other African countries in the face of climate change. The study shows the value of the modified community capital framework and its ability to penetrate diverse rural situations.



A Comprehensive Framework for Empowering Women in Disaster Risk Governance in Sri Lanka

| [DOI](#)

Authors: Kinkini Hemachandra | Dilanthi Amaratunga | Richard Haigh

Date of publication: October, 2025

Department: Management

This study was conducted to develop a comprehensive framework for empowering women who work in disaster risk governance in Sri Lanka. Women's empowerment in disaster risk governance has been identified as a strategy to reduce women's vulnerability to disasters and strengthen the disaster risk governance system towards building a resilient society. The study was conducted within the Sri Lankan disaster preparedness system because of the high disaster profile and the lower level of women's empowerment in the decision-making system. A case study strategy was employed for data collection. Three highly disaster-prone districts were selected and we conducted 26 semistructured case study interviews. In addition, 14 expert interviews were conducted for better triangulating the results. Thematic analysis and cognitive mapping were adopted for data analysis and identifying strategies. Based on the study findings, a comprehensive framework was developed with four intervention mechanisms: individual, community, organizational, and legislative. Each group of interventions was divided into primary and secondary actions based on their priorities. The validated framework will guide policymakers and practitioners in supporting women's empowerment in governance with the ultimate objective of enhancing societal resilience.



Furlough and employee turnover: unveiling the hidden costs of relative deprivation and the moderating role of autonomy support

| [DOI](#)

Authors: Chen Zheng (Carnegie School of Sport, Leeds Beckett University, Leeds, United Kingdom) |
Jialin (Snow) Wu (Huddersfield Business School, University of Huddersfield, United Kingdom)
| Naipeng Bu (Business School, Shandong University, China)

Date of publication: October, 2025

Department: Human Resource Management | Business Administration | Management | International Business

The study develops and empirically tests a moderated mediation framework that studies the intricate relationships between furlough-induced financial and psychological costs, relative deprivation, job turnover intentions, and the moderating roles of self-efficacy and autonomy support. In particular, we combine Relative Deprivation Theory (RDT) and Conservation of Resources (COR) theory to elucidate why resource losses create subjective experiences of disadvantage through social and temporal comparisons, thus triggering turnover. The Basic Psychological Needs Theory (BPNT) is used to theorize the autonomy support as a moderator and understand how organizational practices meeting the autonomy need (i.e., offering choice, understanding, and acknowledgement) can shape the psychological process of deprivation to turnover. The findings validate substantial effects of furlough-induced costs on turnover, which are mediated by relative deprivation. To our surprise, autonomy support enhanced, rather than reduced, the detrimental effect of relative deprivation, indicating that

increased understanding and acknowledgment within organizations may lead to higher leaving intentions. This emphasizes the critical importance of managing employees' psychological experiences during furlough using cautious communication techniques.



Intentions, actions, and assumptions: a wake-up call for behavioural research in sustainable tourism

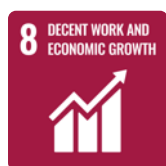
| [DOI](#)

Authors: Jialin (Snow) Wu, Huddersfield Business School, University of Huddersfield | Kyle Woosnam (Warnell School of Forestry and Natural Resources, University of Georgia, Athens, GA, USA)

Date of publication: December, 2025

Department: Business Analytics | Business Administration | Marketing

Behavioural research is foundational to sustainable tourism, yet persistent methodological shortcomings warrant critical reflection. This paper issues a wake-up call to the field, drawing attention to the enduring gap between behavioural intentions and actual behaviours, the overreliance on cross-sectional survey designs, and the conflation of self-reports with observed actions. We identify key methodological pitfalls in the study of behavioural intent and behaviour, including the dominance of designs that obscure causality, the widespread use of self-reported data prone to recall and social desirability biases, and structural challenges such as self-selection, self-representation, and self-deception. Further concerns include the uncritical adaptation of weak or context-inappropriate scales, limited methodological triangulation, and questionable research practices such as HARKing. Drawing on exemplar articles published in the Journal of Sustainable Tourism, we showcase best practices in capturing real-world behaviour through experimental and longitudinal approaches. We also outline the Journal's evolving expectations for submissions, introducing a tiered framework clarifying acceptable methodological standards. We call for robust theoretical innovation, thoughtful scale development, and empirically grounded designs that engage with the complexity of real behaviour—advancing behavioural research in sustainable tourism toward greater credibility, transparency, and impact.



Towards a theory of transitional bricolage | [DOI](#)

Authors: Dr Noor Muhammad | Professor John Nicholson | Professor Andrew Johnston

Date of publication: November, 2025

Department: Management

This article posits a theory of transitional bricolage using the marginalization of women entrepreneurs in home-based enterprises as an empirical platform. It offers a conceptualization of entrepreneurial transition as temporal flows of positional advancement (transitioning) to a transitioned post-bricolage state. Insight is offered into how women entrepreneurs transition from matters of survival to achieving greater sufficiency for their families through entrepreneurship. Moreover, it exposes how women entrepreneurs creatively learn to work around constraining factors in society relating to underpinning gender, cultural, and religious marginalization to achieve positional advancement. Findings provide support for bricolage as a mechanism to achieve economic advancement, even where social marginalization remains elusive.



Older people's perceptions of emerging transport technologies and intentions to use them: are mobility innovations like AVs and MaaS ageing-friendly?.

[DOI](#)

Authors: Alexandros Nikitas | Stefanos Tsigdinos | Christos Karolemeas | Alexandra-Elena Vitel | Corneliu Cotet | Kalliopi Michalakopoulou | Georgios Nikitas | Athanasios Angelis-Dimakis | Grigoris Antoniou | Efthimios Bakogiannis

Date of publication: July, 2026

Department: Transport and Logistics

This study explores how older people perceive emerging transport technologies, designed to reform the future of mobility. With older populations rising dramatically and being on the one hand the age group most vulnerable to social exclusion and on the other hand increasingly influential in societal structures, the transport sector is under pressure to adapt to their diverse and sometimes specialised mobility needs. In this context, the study explores older people's perceptions of Autonomous Vehicles (AVs), Mobility-as-a-Service (MaaS), assistive technologies, real-time information systems and travel apps, focusing on their potential to enhance autonomy, accessibility, and mobility. In particular, we study older people's self-reported intention to use them. Data were collected via a face-to-face quantitative survey targeting residents aged 60 and over living in North England; a rare and laborious data collection approach in a dynamic UK region, fit for people often underrepresented in digital mobility research. We used descriptive statistics, ANOVA tests and ordinal regression to study their technology adoption decision-making. Findings reveal mixed attitudes: while older people recognise the benefits of increased independence and tailored mobility, concerns about affordability, ease of

use, and digital literacy also emerge. ANOVA tests demonstrate that socio-economic characteristics like the educational background, driving license holding, internet usage and income are major factors underpinning older people's perceptions of emerging transport technologies. Moreover, the intention to use these initiatives is statistically associated with the importance a participant ascribed to their own transport accessibility, experience with technology, concerns of safety, cost savings, access to training and driving license holding. Our study ultimately voices the importance of inclusive design and policymaking to prevent the digital marginalisation of older people and calls for targeted older age-specific educational and awareness-raising initiatives to build trust and engagement with a future mobility paradigm that seems inevitable.



Research Barriers

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

- ❖ Time constraints
- ❖ Funding challenges

Continue telling your story







Partner

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

How We Define Partner

For HBS, a 'partner' is a stakeholder who actively collaborates with us to co-create responsible and sustainable value for students, organisations and society. Our partners include the NHS, WYCA, BITC, KCC, businesses and civil society organisations, with collaboration spanning education, research, knowledge exchange, policy and practice to generate meaningful societal impact.

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Chartered Management Institute (CMI)
- ❖ The Chartered Institute of Marketing (CIM)

Partnerships

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

Kirklees Climate Commission in partnership with University of Huddersfield and its experts

Huddersfield Business School has developed a meaningful and increasingly strategic partnership with the **Kirklees Climate Commission (KCC)**, strengthening the University's role as an active local collaborator in advancing climate action, community resilience and the transition to net zero across the region. In April 2023, the University publicly announced that it would "join forces" with KCC to co-develop initiatives enabling people and organisations across Kirklees to work towards net zero carbon emissions and greater resilience to climate change. The collaboration has since developed beyond a shared ambition, with the University contributing research expertise, knowledge, institutional capacity and community engagement to support practical, place-based climate action.

The partnership was further strengthened in May 2025 through the appointment of **Dr Jialin (Snow) Wu**, from Huddersfield Business School, as a Commissioner and sustainability expert within KCC. In this role, she contributes academic and practitioner expertise to the Commission's work, helping to connect research, evidence and strategic thinking with local climate priorities. This engagement

provides an important mechanism through which the Business School can contribute to the development of climate strategy while also bringing insights from local climate action back into research, teaching and knowledge exchange.

A significant new phase of this partnership began in **January 2026** through the **Energy Neighbours** project, funded by the **National Lottery Climate Action Fund**. The project brings together **Kirklees Climate Commission, Third Sector Leaders and the University of Huddersfield**, creating a strong cross-sector partnership between academia, civil society and local climate leadership. Through this collaboration, the University's **SURGE Research Centre** has become an important research and knowledge-exchange partner, working alongside community organisations and practitioners to support locally led approaches to energy transition and climate action.

Importantly, the partnership also provides a strong illustration of **SDG 17 – Partnerships for the Goals**, particularly through its emphasis on effective collaboration between public institutions, civil society organisations, community actors and academic partners. By bringing together complementary expertise, relationships and resources, the partnership builds on the strengths of each organisation while creating opportunities for shared learning and longer-term community benefit.

The development from the University's initial collaboration with KCC in 2023, through Dr Wu's role as a KCC Commissioner in 2025, to the National Lottery-funded Energy Neighbours project from January 2026 demonstrates a progressively deeper relationship between **Huddersfield Business School, SURGE and Kirklees Climate Commission**. It reflects a shift from institutional commitment to sustained, collaborative action in which research, community knowledge and local climate leadership are brought together to support tangible place-based impact across Kirklees.

Continue telling your story



Student Consultancy Projects: Applying Responsible Management in Practice

Our MSc Student Consultancy Projects provide a strong example of how responsible management education can be embedded through interdisciplinary, live projects that address authentic challenges faced by businesses and community organisations. Students work directly with external clients to investigate real organisational opportunities and problems, applying knowledge from across their programmes to develop evidence-based recommendations with practical value.

Responsible consultancy practice is embedded throughout the process. All students receive dedicated training through the 15-credit Consultancy Skills module, which prepares them to work ethically and professionally with external clients and stakeholders. Ethics, Responsibility and Sustainability are also explicitly incorporated into the project assessment criteria, ensuring that students are evaluated not only on the quality and feasibility of their recommendations, but also on their consideration of wider organisational and societal responsibilities.

The projects provide opportunities for students to engage with a diverse range of sustainability and responsible business challenges. In 2025/26, several client briefs focused explicitly on social value, environmental sustainability and responsible growth. For example, a not-for-profit business community organisation commissioned students to develop a metric for assessing the social and economic impact of its activities on both the organisation and its members. A member-led business

support organisation asked students to evaluate its operational sustainability, resource efficiency and energy use, benchmark its performance against comparable organisations, and develop recommendations for future practice.

These projects demonstrate how responsible management education can move beyond classroom discussion and enable students to apply responsible and sustainable management principles to real organisational decisions. At the same time, clients benefit from fresh perspectives, structured analysis and recommendations addressing challenges that matter to their organisations and communities.

The consultancy model therefore creates a two-way exchange of knowledge between the School and external organisations. Students develop practical, ethical and sustainability-oriented consultancy capabilities, while client organisations gain access to new ideas and evidence-based analysis. Through this approach, the MSc Consultancy Projects contribute simultaneously to student learning, employability, responsible business practice and positive impact beyond the University.





Practice

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

How We Define Practice

At HBS, 'practice' translates our responsible, ethical and sustainable values into education, governance, partnerships and societal engagement. Supported by institutional policies and good governance, we embed responsibility across our activities, evaluate impact through stakeholder feedback and evidence, and use learning to strengthen our practice and contribution to society.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

EDIFramework2020-25UniversityofHuddersfield

View document  Download document 

Environmental-and-Sustainability-Policy

View document  Download document 

Equality-Diversity-and-Inclusivity-Policy

View document  Download document 

Net-Zero-Carbon-Emissions-Plan

View document  Download document 

Travel-Plan-Policy

View document  Download document 

Travel-Policy

View document  Download document 

WasteManagementPlan

View document  Download document 

Carbon-Neutral-Strategy

View document  Download document 

Corporate-Social-Responsibility-Policy

View document  Download document 

Practice Awards

In 2025, University of Huddersfield Business School received 1 award for responsible and/or sustainable practices.



1st in the World for Reduced Inequalities – THE Sustainability Impact Ratings 2026

Granter: Times Higher Education (THE)

Grantee: University of Huddersfield

Award Description:

The University of Huddersfield was ranked 1st in the world out of 1,261 institutions for SDG 10 – Reduced Inequalities in the 2026 THE Sustainability Impact Ratings. The recognition reflects the University's institutional commitment to equal opportunity, inclusion and widening participation, including non-discriminatory admissions, recruitment of underrepresented groups, anti-discrimination measures, support for disadvantaged and disabled students and staff, and accessible facilities. Initiatives such as Headstart and wider EDI and student-support provision demonstrate the University's contribution to advancing SDG 10 through education, institutional practice and community impact.

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GREEN WEEK 2025 EVENTS LINEUP

Please note some events need to be booked in advance. Events are subject to change, see website for up to-date information. For accessibility info please see individual event listings or contact sustainability@hud.ac.uk

Please see QR code for more event information and bookings:






When / Where	Activity
17/11/25 9am-5pm Student Central, Floor 4	Revive Reuse: Will be on campus selling pre-loved items at affordable prices
18/11/25 10am-12:30pm University Square	Cycle Therapy: Learn to Cycle Join us for a cycle skills training session
18/11/25 12:30pm-4pm Off campus - Castle Hill	Tree Planting at Castle Hill Join us in the local community to restore land. Open to all students, staff and people with reduced mobility
19/11/25 7:30am-9:30am Jo Cox Community Hall	Bro's Breakfast: As part of International Men's Day, a relaxed breakfast drop-in designed for male colleagues to learn about men's mental health and wellbeing support
19/11/25 12pm-2pm Student Central, Floor 4	Mini Moss Terrariums Make your own mini moss terrariums, a tiny self-contained garden to keep on your desk or windowsill!
19/11/25 12pm-2:30pm Student Central, Floor 4	Cycle Therapy: Bike Maintenance Demo – The team will demonstrate how to look after your bike during this indoor session
20/11/25 11am-3pm Student Central, Floor 4	Thread Republic Haberdashery Stall Selling recycled fabrics and haberdashery materials, led by one of the University's costume students
20/11/25 12:15pm-1:15pm Daphne Steele	Guided Tour of the Daphne Steele Building Explore the Daphne Steele Building and learn more about the WELL Building Standard
20 & 21/11/25 12pm-2pm International Kitchen	Fairtrade Pudding Club: Hot pudding and custard, made with Fairtrade and Rainforest Alliance products.
21/11/25 11am-3pm Student Central, Floor 4	Yorkshire Wildlife Trust YWT are visiting to provide information on wildlife and run a wildflower seed ball making workshop
Throughout Nov During opening hours Library	Green Display Display of sustainability books and nature activities



Green Week: Participating in Sustainability

Green Week: Participating in Sustainability is the University of Huddersfield's annual celebration of sustainability, providing an opportunity for students, staff and the wider University community to engage with the Sustainable Development Goals and explore how sustainability can be integrated into everyday life, education, professional practice and community participation.

Delivered collaboratively by the University Sustainability Team and Huddersfield Students' Union, Green Week brings together activities, ideas and opportunities designed to make sustainability accessible and relevant to different members of the University community. Each year, the programme explores a particular theme and showcases initiatives already taking place across the University and Students' Union, while encouraging individuals to consider how they can contribute to sustainability through their own actions.

The initiative extends sustainability beyond the classroom by encouraging students and staff to consider how responsible choices can be made at home, through their studies, in their professional roles and within their local communities. It therefore provides an important informal learning space where sustainability is connected with everyday behaviour, responsible citizenship and the wider social and environmental responsibilities of individuals and organisations.

Green Week also provides a platform for sharing and celebrating existing sustainability activity across the University, helping to connect different initiatives and encourage wider participation. In this way, it contributes to a whole-institution approach to sustainability, complementing formal curriculum-based responsible management education with opportunities for experiential learning, engagement and community building.



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, we understand 'Share' as openly exchanging successes, challenges, experiences and insights across our community to support collective learning and strengthen responsible management practice. Through forums such as our SDG-focused annual conference, newsletters, student initiatives, and departmental and School-wide meetings, we create opportunities to learn from one another, celebrate progress, reflect on challenges and use shared learning to inform our 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
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

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

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

Communication Barriers

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



**Engagement
gaps**



**Feedback
loops**

Continue telling your story

SURGE Research Centre Panel Discussion: Bridging Community, Industry and Academic Needs for Sustainability

As part of the 2026 Huddersfield Business School Conference, the SURGE Research Centre hosted a panel discussion designed to create a direct dialogue between academic researchers and external stakeholders working on sustainability and climate action. The session was deliberately structured around the principle of sharing knowledge, experience and challenges across institutional boundaries, recognising that meaningful sustainability impact requires learning from both academic evidence and frontline practice.

The session began with a 20-minute “Lightning Panel”, bringing together sustainability scholars with external practitioners, including stakeholders from the Kirklees Climate Commission and organisations working directly on energy, carbon and community sustainability. Panellists shared their experiences of addressing real-world challenges, including barriers to decarbonisation, energy and fuel poverty, inclusive policymaking, energy efficiency and the practical implementation of sustainability strategies. Contributors such as Richard Clifton, an independent carbon verifier with extensive experience across energy-intensive industries, and Gideon Richards, a Kirklees-based sustainability and renewable energy consultant, brought perspectives grounded in industry, community and professional practice.

The format enabled external stakeholders to share what they are experiencing, what has worked in practice, and where significant barriers remain, while academics were able to contribute research perspectives and identify where existing knowledge could better support practice. Rather than positioning academic research as a one-way source of expertise, the session recognised external stakeholders as important knowledge holders whose experiences can help shape more relevant and impactful research.

The panel was followed by an interactive roundtable discussion on interdisciplinary research collaboration and future funding opportunities. Participants explored shared research interests, identified potential research questions arising from real-world sustainability challenges, and considered opportunities to develop collaborative funding bids. This created a pathway from sharing experiences and challenges to co-creating research priorities and future action.

The session therefore exemplifies the HBS approach to the PRME Share Principle: creating opportunities to share successes, challenges and practical knowledge, listen to different perspectives, and use collective learning to strengthen future practice. It also demonstrates how SURGE research centre provides a platform through which academic, industry, policy and community voices can come together to develop research that is more responsive to societal needs and better positioned to generate meaningful environmental and social impact.



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