

PRiME

an initiative of the
United Nations Global Compact



University
of Exeter
Business
School

2025 Sharing Information on Progress (SIP) Report

University of Exeter Business
School

September 2025

Table of Contents

| | |
|--------------------------|----|
| 1. About PRME | 3 |
| 2. About SDGs | 5 |
| 3. Getting Started | 6 |
| 4. Purpose | 11 |
| 5. Values | 15 |
| 6. Teach | 18 |
| 7. Research | 31 |
| 8. Partner | 49 |
| 9. Practice | 54 |
| 10. Share | 60 |

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 Exeter Business School, including key details and basic institutional data.

Mission

Mission and Vision

Business has the potential to be a powerful force for social good – and it is our mission to see that future realised. That's why we are supporting regional, national and global organisations to take action against the greatest challenges that the world is facing.

Our students, faculty and partners are united by three key foci: environmental sustainability, responsible leadership and technological transformation. Together, we are future-focused now.

<https://business-school.exeter.ac.uk/about/>

Vision

Mission and Vision

Business has the potential to be a powerful force for social good – and it is our mission to see that future realised. That's why we are supporting regional, national and global organisations to take action against the greatest challenges that the world is facing.

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<https://business-school.exeter.ac.uk/about/>

Strategy Alignment

UEBS - Strategic Alignment

The University of Exeter Business School (UEBS) has three core foci: environmental sustainability, responsible leadership, and technological transformation. We believe it is at the intersection of these areas that real change is possible. Across all of these, we are supporting regional, national, and global businesses to respond to, and prepare for, the wicked challenges of our time – working with partners in our research and impact, teaching our students how to use sustainable and responsible business principles as they become the leaders of tomorrow, and bringing our expertise directly into organisations and boardrooms through Executive Education.

Institutional History

History of School



View document  Download document 

Graduates & Enrollment

| 2024 Statistics | Number |
|---------------------------------------|--------|
| Graduates | 4,419 |
| Faculty & Staff at the University | 7,437 |
| Faculty & Staff at the Institution | 565 |
| Student Enrollment at the University | 28,667 |
| Student Enrollment at the Institution | 7,214 |
| Undergraduate Attendance | 5,314 |
| Masters-Level Postgraduate Attendance | 1,787 |
| Doctoral Student Attendance | 113 |

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 Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  BA (Hons) International Business and Modern Languages
-  BSc (Hons) Accounting and Business
-  BSc (Hons) Accounting and Finance
-  BSc (Hons) Business
-  BSc (Hons) Business Analytics
-  BSc (Hons) Business and Environment
-  BSc (Hons) Business Economics
-  BSc (Hons) Economics
-  BSc (Hons) Economics and Finance
-  BSc (Hons) Economics and Politics
-  BSc (Hons) Economics with Econometrics
-  BSc (Hons) Finance
-  BSc (Hons) Marketing and Management
-  BSc (Hons) Responsible Business Management (Non-Integrated Degree Apprenticeship)
-  BSc (Hons) Business and Management
-  BSc (Hons) Project Management
-  BSc (Hons) Applied Finance

Masters Degree Programmes

-  The Exeter MBA
-  MSc Accounting and Finance
-  MSc Applied Human Resource Management
-  MSc Business Analytics
-  MSc Business and Management
-  MSc Digital Marketing
-  MSc Economics
-  MSc Entrepreneurship and Innovation Management
-  MSc Finance and Data Science
-  MSc Financial Economics
-  MSc Financial Technology (FinTech)
-  MSc Human Resource Management
-  MSc International Business
-  MSc International Business (Online)
-  MSc International Business and Strategy
-  MSc International Human Resource Management
-  MSc Marketing
-  MSc Money, Banking and Finance
-  MSc Operations Management
-  MSc Sustainable Finance and Climate Change
-  MRes Economics (PhD Pathway)
-  MRes Finance (PhD Pathway)
-  MRes Management
-  MSc Finance (formerly known as Financial Analysis and Fund Management)
-  MSc Finance and Investment
-  MSc Finance and Management
-  MSc Management
-  The Exeter MBA (Part-time, Online)
-  MSc Marketing and Financial Management
-  MSc International Finance and Banking
-  MSc Sustainable Business Management

Postgraduate Degree Programmes



MPhil/PhD Accountancy



MPhil/PhD Economics



MPhil/PhD Finance



MPhil/PhD Management



Purpose

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

Letter of Commitment



University of Exeter
Business School

Renewed Commitment to PRME

The University of Exeter Business School¹ (UEBS) has three core foci: environmental sustainability, responsible leadership, and technological transformation. We believe it is at the intersection of these areas that real change is possible. Across all of these, we are supporting regional, national, and global businesses to respond to, and prepare for, the wicked challenges of our time – working with partners in our research and impact, teaching our students how to use sustainable and responsible business principles as they become the leaders of tomorrow, and bringing our expertise directly into organisations and boardrooms through Executive Education.



Professor Steve Wood
Deputy Pro-Vice Chancellor of the Faculty of
Environmental, Science and Economy and Dean of the

The original impetus to join UNPRME came from the team responsible for our One Planet MBA, as it was known in 2010. Former MBA Director Professor Malcom Kirkup worked in partnership with Jean-Paul Jeanrenaud, Director, Corporate Relations, WWF International, to inspire our first submission.

Reviewing our Sharing Information on Progress (SIP) reports over the years, alongside this submission, I believe we have seen significant positive development across our School. Originally the focus on sustainability was limited to our MBA, and although this programme still sets the tone (in 2023 and 2024 our Exeter MBA programme came 1st in the UK in the prestigious Corporate Knights Better World MBA ranking), sustainability now permeates across our entire education offer from undergraduate and masters programmes to Executive Education.

We have also placed more emphasis in the School on student centred research and impact. For example, our Innovation for Urgent Global Challenges module introduces our students, through research-led teaching, to cutting edge management paradigms emerging in response to today's pressing grand global challenges. Furthermore, our Future17 programme brings students together from different cultural backgrounds and educational settings to collaborate on a challenge set by a SDG Challenge Partner, who they will work with to understand the problem, diagnose the issues, examine potential approaches through evidence-based study and propose and justify pathways for developing solutions. It is modules and programmes such as these that have led to the positive impact of our students

¹ <https://business-school.exeter.ac.uk/>

and graduates beyond university, e.g., [Turbo Zone](#), a small high growth consultancy, installation, maintenance and software EV charging company, which was co-founded by Ruairi Duignan, a current BSc Business and Environment student.

Our governance and operational structures have matured, and we are no longer dependent upon a small team of enthusiasts running the MBA programme. We have well-established MBA Programme and Accreditation & Rankings Teams, working closely with designated senior academic leaders in the School to enable clear oversight through strategy groups relating to Education, Research, Global Engagement and Professional Education, which are ultimately accountable to our School Leadership Team. In turn, these structures are embedded into wider Faculty² and University structures³ to enable strategic connectedness. In addition, the wider University has become a more active partner with UEBS in raising awareness and providing data to monitor and evaluate our progress. This is aligned with our University 2030 strategy that commits the University toward being greener, healthier and fairer. Furthermore, in June this year, Dr Constantine Manolchev was appointed as the new Sustainability Champion & PRME Lead, showcasing the importance of these areas to the School.

Our research remains focused on sustainability and responsible leadership, and we continue to expand our expertise and impact in this area. We were named the first of five partner universities of the Ellen MacArthur Foundation, and in 2021, researchers within the School launched NetZeroPlus, a UKRI-funded initiative to reduce greenhouse gases from the atmosphere, thereby forming a vital part of the UK's bid to reach net zero by 2050. Our National Interdisciplinary Circular Economy Hub (NICER) creates new business models for a circular economy, and since January 2025 Professor Fiona Charnley has Chaired the Manufacturing and the Circular Economy Theme Strategic Advisory Team - experts who advise the Engineering and Physical Sciences Research Council (EPSRC) in the area of manufacturing and circular economy research and innovation. In 2023 Gail Whiteman, Professor in Sustainability, was named on the new Reuters Climate Council, a coalition of influential business executives, political leaders and change-makers united by the common goal of driving climate action. Furthermore, it was announced in May this year that Professor Ben Groom had been recognised by the Frontiers Planet Prize for his work as part of a team who designed a new method for calculating the benefits from conserving biodiversity and nature for future generations.

As Dean of UEBS it gives me great pleasure to reaffirm my School's commitment to the Principles for Responsible Management Education (PRME) and to present our latest Sharing Information on Progress report.



Professor Steve Wood, PhD
Dean of the University of Exeter Business School
Deputy Pro-Vice Chancellor, Faculty of Environment, Science and Economy, University of Exeter

² <https://www.exeter.ac.uk/departments/ese/>

³ <https://www.exeter.ac.uk/departments/>

Institutional Engagement

26% - 50%

of faculty at University of Exeter 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.



Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

Positive Impact Rating

The University of Exeter Business School has taken part in the Positive Impact Rating (PIR) for Business Schools since 2023. As part of this there is a survey distributed to students across Bachelors, Masters and MBA programmes within the School. THE PIR survey, which is led by students themselves, focuses on student opinions about how their Business School makes a positive contribution to society, according to the student community.

The University of Exeter Business School has consistently been rated a Level 4, 'Transforming School' since 2023, showcasing the positive views students have on the School's commitment to RME.

Student Awareness

76% - 100% of students at University of Exeter Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at University of Exeter 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.

School Inclusivity Group

UEBS School Inclusivity Group

“Through the School Inclusivity Group which includes representatives from three departments, as well as faith and world view; race; gender sexual orientation and disability theme leads, the University of Exeter Business School creates both safe spaces for staff and students to share experiences, as well as spaces where individuals can share cultures and religious celebrations so that others can learn and better understand these differences.

Over the past year we have worked towards achieving this understanding through the following workshops or presentations: A 100 Black Women Professors Now discussion with those about to finish the programme, to encourage others to join; a discussion about the so-called ‘Black Tax’, a financial investment in family and friends often experienced by black academics whose homes are in Africa; the Athena Swan project focusses on improving gender equity in our departments and in presentations within the departments; and through a Ramadan evening which was open to all Business School students and staff, we introduced those who attended to the meals which could be served at Eid Al-Fitr. We have also identified and allocated suitable gender neutral toilets within each of the spaces around the Business School. This takes place alongside Departmental WICC Directors raising issues as they occur and ensuring that departments retain a focus on equity, diversity and inclusivity issues in all areas of involvement.

Regular meetings are held to identify, discuss and resolve issues which may arise during the year; and to plan events which are deemed suitable to highlight successes and create awareness. Through all these engagements, which are driven by interested parties, we are able to better understand and address the needs of both staff and students within our School.”

Dr Peta Myers, Chair UEBS School Inclusivity Group

<https://business-school.exeter.ac.uk/about/edi/school-inclusivity-group/>



Teach

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



Courses that support RME

University of Exeter Business School reports 11 courses in 2024 that support responsible management education and sustainable development goals.

Understanding Our World

| MBAM964

This module will cover 3 core topics: Accounting and Finance; Economics for a Sustainable World, and Data and Analytics and will introduce theories and concepts that underpin the world of modern business. MBA graduates need knowledge of these theories and to be effective in understanding the situation in which they work. In these 3 topics you will study the basics of data analysis, accounting, finance and economics, all fields that we believe are fundamental to MBA education. Competence here allows you to interact effectively with more specialist professionals in these fields, an ability that is fundamental to sound decision making skills and to support your progression to senior leadership roles

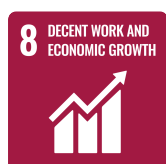


Practice-Based Consultancy Management

| BEP3020

The key question addressed by this module is: What does being a consultant mean, and which types of consulting careers and practice are in demand? Taking a practical approach to acquiring management consultancy skills, this module will contextualise the consulting profession in its many guises. This context will serve as a basis to consider how consultants can promote appropriate and sustainable solutions to complex business problems. This module introduces you to the field of applied consulting. The module will develop a conceptual understanding of the principles, tools and processes required to manage a 'hands on' live project with an external organisation. It will be a practical experience designed to develop consultancy and other transferable skills. It will be organised around an individual consultancy assignment with a real client addressing a real issue. The module

will require you to negotiate and deconstruct the project task, form effective relationships with your client(s), apply a range of frameworks to structure analytical thinking, apply techniques to complete the required research, and demonstrate effective communication skills in delivering the final results to your client. The principles of effective consultancy and project management will be introduced alongside barriers to successful intervention and an understanding of how consultants manage risk and anticipate and address potential challenges within projects. Additionally, we will consider sustainability consulting, which is a rapidly growing field. Many established consulting firms and independent consultants are seeing sustainability as a new way of adding value and improving efficiency for client organisations with the development of ESG specialist expertise. We will consider the practice of sustainability consulting.



Principles of International Business

| BEMM116

Business is international in scope as managers take advantage of the comparative advantages countries around the world offer through complex and geographic dispersed value chains, not only to sell products but also to access inputs, knowledge and skills. This module provides the theoretical foundations of international business and its practical applications in explaining the dynamics and constraints of firms' international strategies. It analyses changes in the international economic environment as a result of globalization as well as the increased interdependence between countries and firms in terms of flows of goods, services, finances and people. The module considers also political, economic and institutional differences around the world and the strategies companies adopt when conducting business across national boundaries. While many practical examples are provided, focus is given to developing an analytical approach to addressing these questions, drawing on several theoretical perspectives. Internationalisation This module focuses on how companies conduct business across borders and explores various economic systems, cultural differences in different economies, and discusses issues from around the world to give you a global awareness. Mini-case studies and discussion of selected cases further expose you to conducting business in an international and multicultural context by drawing upon real-world scenarios across different countries and cultural boundaries. External engagement International experts/practitioners on topics relevant to the module will be invited to deliver in-module contributions. Sustainability As part of the University's commitment to PRME (Principles for Responsible Management Education - <http://www.unprme.org/about-prme/the-six-principles.php>), examples are disseminated throughout the module that illustrate both the impact of business activity on the environment, and how some companies are addressing sustainability concerns through their products and processes. Employability In this module gain an

understanding of what it means to internationalise a business, and through the assignments you acquire research, critical thinking, analysis and report writing skills. It provides the opportunity to develop discursive, analytical, and judgement skills, and a cosmopolitan perspective.



Business Field Trip

| BEP3090

The 21st century has so far combined labour market flexibility, knowledge work, digital networking, globalisation and innovation to create a dynamic context, which businesses have to navigate in order to survive. However, to fully appreciate and gain an understanding of the challenges which contemporary organisations face, it is important that students engage in learning outside of the lecture theatre. Building on existing knowledge of competitive business environments, the Business Field Trip module will allow students to scrutinise aspects of strategic human resource management, economic behaviour, marketing, enterprise and planning in real time. Students will also have the opportunity to visit a number of national and international institutions. The module aims to integrate and focus prior learning through the practical experience of a business field trip, which will also allow students to network, carry-out primary research and meet fellow students while maintaining a strong employability focus by building on existing skills and knowledge. The BEP3090 is an elective module with a value of 15 credits and will be assessed through a combination of presentations and assignments. It is research-led, and will enable you to critique organisational contexts, while linking theory to practice and enabling you to partake in international learning, research and experiences in line with the Business School's overarching strategic aims. A pre-requisite for this module is prior completion of BEP2030 Business Practice (Placement/Work Experience Project), which allows students to develop professionalism whilst working with external organisations and enables students to critically analyse a range of organisational issues.



Future 17: Sustainable Development Goals Challenge

| BEP3172

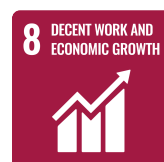
Future17 is designed to develop the skills needed to collaboratively tackle 21st Century global challenges and to work with professionals to create pathways towards innovative solutions to real-world issues that relate to one or more of the 17 United Nations Sustainable Development Goals. Future17 enables students to collaborate with learners from a consortium of global partner universities in international, interdisciplinary and multicultural teams to tackle challenges through projects defined by third-party organisations (businesses, charities, NGOs etc.). Students will first undertake an online induction programme that will develop skills for collaborative, challenge-based and inter-cultural learning, which promotes forms of Design Thinking for tackling global challenges. They will then work with academic and third-party mentors to diagnose a sustainable development challenge and develop an approach for developing one or more solutions. They will be assessed on the basis of a 1500 project report and presentation to a panel including representatives of the third-party organisation that set the challenge and academic staff from the partner universities along with other student groups at a showcase event.



Foundations in Sustainable Solutions

| BEP2220

This is the first of the two modules comprising the 'Minor' in Sustainable Solutions (MinSS). This programme will empower you to be a driving force for positive change in a world grappling with complex sustainability challenges. Grounded in the University's 'Prepare to Succeed' framework, this programme will provide you with the knowledge ("Learning") to understand the interconnected nature of sustainability issues, the skills ("Doing") to develop and implement innovative solutions, and the professional behaviours ("Being") to effectively collaborate, communicate, and lead in diverse settings. By the time you graduate with a Minor in Sustainable Solutions, you will be equipped to address critical global challenges, create impactful solutions, and lead the transition towards a fairer, greener, and healthier future.





Entrepreneur Business Startup

| BEMM385

This module underpins the programme and consists of both a strong theoretical and applied approach. In other words, in a pragmatic way, this module provides you with the tools, skills, and the mental framework to successfully create and grow a new venture. It addresses the fundamental pillars of entrepreneurship to empower your wider understanding and will give you a robust understanding of entrepreneurs, the entrepreneurial process, and creating successful new ventures. Centring on theory and practice this module will enable you to create your own startup venture or a new venture within an existing business. Whilst we understand that you need to turn up with motivation and a burning desire to get started, we also appreciate that entrepreneurship relies on a set of skills that can be continually improved. This module provides a theoretical framework that allows you to reflect on your strengths and weaknesses. Once we have identified what you need to work on, we will support you accordingly, enabling you to become an effective entrepreneur.



Marketing and Society

| BEM1015

The module aims to build on students' current knowledge of marketing and consumer behaviour to provide them with a broad perspective on the role of marketing in society. They will learn to analyse and reflect on your own consumer behaviour and marketing-related decision-making. By examining current phenomena in production and consumption such as consumption patterns, sustainability, social responsibility, ethics and personal choices, students will develop their appreciation of marketing, business practice and the role of consumers in the world today. The module also helps students develop essential skills and knowledge by examining social science theory and how to use it, and developing their critical analysis skills.

Students gain a broad perspective on the role of marketing in society; analyse and reflect on their own consumer behaviour, decision-making and consumption; develop an appreciation of the role of marketing and business practice in the world today through examination of current trends including consumption patterns, sustainability, social responsibility, ethics and social choices; and are explicitly

guided in how the module themes relate to the 17 SDGs. Students gain transferable skills in: the use of theory in social science; the principles of critical analysis; essay writing; academic referencing; and reflective thinking and writing.



Sustainable Finance Project

| BEAM101

Sustainable finance integrates environmental, social and governance (ESG) criteria into financial decisions. This module will introduce students to the latest development of theory and practice in sustainable and responsible finance. Students will develop an understanding of the principles underlying sustainable and responsible decision-making in finance, their theoretical underpinning, and the guidelines on how to apply them in business and investment practice. This course will be delivered in an intensive block over two weeks. Content is delivered by experts in their field and there will be an opportunity to share, reflect, and engage with other practitioners in the workshops. At the end of the course, students will complete a sustainable finance project and develop an action plan that promotes sustainable finance in their environment.



Designing a Better Future for All

| MBAM961

This module will cover 2 core topics: Tackling Global Challenges and the Circular Economy Design Challenge. We recognise the importance of identifying and tackling the systemic global challenges in all our futures and as a core value and goal of the Exeter MBA programme, this module launches the whole programme. Based on our experience of the One Planet MBA and the increasing complexity of global environmental and societal challenges, this module engages with systems thinking to understand the nature of those challenges and draws upon design thinking to develop long term sustainable solutions. You will interact with researchers from academia, practitioners from the corporate world and the range of sustainability and circular economy experts working at the fore of

innovation in this critical area. This interaction happens in workshops, lectures, seminars, networking events and design studios. The important thing is that the theme and its implications is constantly revisited through the MBA



Leading with Purpose

| MBAM963

This module covers two core topics: Leading Self and Organisations and Corporate Governance. By focusing on the skills required to operate at a strategic level, this module will help you become more effective in your future leadership role. Through an emphasis on experiential learning, this module aims to equip you with the leadership, executive and professional skills you will require in order to redirect your career and/or develop into more senior leadership roles. To do so, this module will examine the role that people, structures, culture, group dynamics, motivation, knowledge, leadership, power and control can all play in determining success for an organisation and how leaders can affect change towards sustainable outcomes. Noting that sustainability begins at the top and must be supported with strong governance systems throughout the entire company – from the boardroom to the factory floor to global supply chains. By advancing sustainability leadership and action at the board level and into every aspect of decision-making, organisations will be in a better position to systematically make decisions that improve their environmental and social performance – thus, improving their overall competitiveness and resilience.





Teaching Awards

In 2024, 3 awards were given to faculty and educators at University of Exeter Business School.

SU Awards - Education Excellence Award

Granter: Falmouth and Exeter Students' Union

Grantee: Constantine Manolchev, Senior Lecturer and Programme Director of Sustainable Futures (winner)

Award Description:

Education Excellence Award 2025 The Education Excellence award acknowledges and celebrates the outstanding staff who go above and beyond in building student experience. Through innovative 'Communities of Learning' workshops, Costa fostered collaboration within the cohort, enhancing understanding. He also led collaboration between first- and second-year cohorts, harnessing skills. According to his nomination, his fascination, positivity, and humour make his workshops a pleasure to be in!

Student Guild's Teaching Awards: Fairer Society Award

Granter: University of Exeter Student Guild

Grantee: Adrian Bailey (shortlisted)

Award Description:

This award recognises a member of staff who has demonstrated an outstanding commitment to social justice. The winner will be leading the way towards creating a fair and inclusive society by embedding a culture of respect and equity in their teaching and research. <https://www.exeterguild.com/teachingawards#TA24fairer>

Student Guild's Teaching Awards: Healthier Community Award

Granter: University of Exeter Student Guild

Grantee: Amy Binner (winner)

Award Description:

This award recognises a member of staff who has demonstrated an outstanding commitment to student wellbeing. The winner will have given extra effort to support you, your studies, and your welfare by ensuring they understand the different challenges you and your fellow students face.
<https://www.exeterguild.com/teachingawards#TA24fairer>

Educator Recognition

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

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

Teaching Voices

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

BEM3059 Circular Economy Business and Enterprise Module

"In my BEM3056 Circular Economy, Business and Enterprise module, I use the experiential learning resources / serious games, including Circularity Deck (<https://www.circularx.eu/en/tool/22/circularity-deck>), as a practical and engaging way to help students explore systems thinking. During seminar discussions, students work in small groups with the cards to identify opportunities for narrowing, slowing, closing, regenerating, or informing resource flows at product, business model, and ecosystem levels. The card-based format adds an element of gamification, encouraging curiosity, creativity, and collaboration. Students consistently enjoy the exercise because it makes abstract concepts tangible and allows them to discover strategies more interactively and playfully.

What makes this practice innovative is that it does not stand alone, but feeds directly into their final assignment. The ideas and discussions generated through the Circularity Deck are used as starting points for their individual reports, where students critically evaluate real-world circular business models. In this way, the activity not only increases engagement in class but also strengthens students' ability to connect theory with practice, while developing the critical and analytical skills needed to address sustainability challenges."

Narrative by Dr Enes Unal, Senior Lecturer in Management

BEP3172 Future17 Project

What is Future17?

The Future17 Challenge Program is a new global initiative between the University of Exeter, QS and leading international universities designed to support students to develop the skills needed to collaboratively tackle 21st Century global challenges through working with professionals to create pathways for innovative solutions to real-world issues associated with the United Nations SDGs. A fresh approach to innovation; Future17 enables students to collaborate with learners from a consortium of global partner universities in international, interdisciplinary and multicultural teams through projects defined by SDG Challenge Partners (businesses, charities, NGOs etc.).

How does Future17 work?

Future17 is about bringing students together from different cultural backgrounds and educational settings to collaborate on a challenge set by a SDG Challenge Partner, who they will work with to understand the problem, diagnose the issues, examine potential approaches through evidence-based study and propose & justify pathways for developing solutions.

Students will first undertake an online induction program that will develop skills for collaborative, challenge-based and inter-cultural learning, which will promote forms of Design Thinking for tackling global challenges. They will then work with academic and SDG Challenge Partner mentors online to diagnose a sustainability challenge and develop an approach for developing one or more solutions.

They will be assessed on the basis of a group project output (a report or equivalent) and an online group presentation to an expert panel, including representatives of the SDG Challenge Partner which set the challenge, a representative of QS and academic staff from the partner universities.

Student teams will be drawn from at least two partner universities to work in small groups of typically 6-8 students.

Students will be supervised by at least one academic mentor from a partner university, with expertise in the challenge area. There will also be a Challenge Partner, whose role will be to outline the sustainability challenge, provide context (and potentially data) and act as an agent provocateur.

What skills will students develop from Future17?

Future17 aims to develop the collaborative, intercultural and innovative skills sets required for tackling global interdisciplinary challenges in the 21st Century. Specifically, using the UN's SDGs as an overarching framework, the module aims to:

- - Promote skills for Design Thinking as a way of mobilising creative, visual, inter-personal, iterative and multi-configurational approaches to problem solving;
 - Enable you to appreciate the importance of interdisciplinary and intercultural exchange and learning for tackling sustainable development challenges;

- Develop your critical thinking skills to question conventional assumptions about sustainable development challenges through
- Design Thinking approaches;
- Develop employability skills by providing a space for you to work intensively with academic and SDG Challenge Partner mentors on a sustainable development challenge of mutual interest;
- Enable you to gain an appreciation of the sustainable development challenges facing SDG Challenge Partners and how these can be responded to appropriately;
- Develop skills for promoting change within organizational settings and developing systems and mechanisms to support such changes;
- Develop professional presentation and report writing skills for external organizations;
- Promote your awareness of and interest in applying academic knowledge to sustainable development challenges in a professional setting;
- Provide you with an opportunity to generate non-academic impact for tackling sustainable development challenges.

Narrative by Hollie Kirk, Lecturer in Management

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



Somewhat

Teaching and learning at our institution moderately support a lifelong learning mindset.

Method of Teaching and Learning



In person

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

Barriers to Innovative Curriculum

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

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ Resistance from students
- ❖ Scalability issues

Barriers to Innovative Pedagogy

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

- ❖ Accreditation limitations
- ❖ Assessment rigor concerns
- ❖ Classroom infrastructure limitations
- ❖ Measurement difficulties
- ❖ Resistance from students



Research

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

Research vs Research for RME/Sustainable Development



Research Funding

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



**Institution
Specific**



Local



Regional



National



International

Socializing Research

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

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, University of Exeter Business School reported 5 research projects that implemented responsible or sustainable activities.

Food Provision Through Sustainable Farming Systems And Value Chains (VISIONARY)

Period Covering: January, 2023 - December, 2026

Department: Economics

The importance of reconsidering European food systems in a global context has been highlighted by the COVID-19 pandemic; it has made evident that the global food supply chain—highly concentrated and operating on a just-in-time supply basis—is prone to falter in the face of shocks. Climate change and the resulting transformation pressures are an additional key challenge for agriculture. Our current food system also suffers from the overuse of chemicals in food production, monoculture cropping systems, and adverse environmental impacts of intensive animal farming on land and at sea, resulting in soil degradation and a negative impact on water and biodiversity. The Green Deal, notably the Farm to Fork (F2F) and Biodiversity strategies, climate action, zero pollution ambition, and the Common Agricultural Policy (CAP) are policy responses to tackle these challenges. There is an urgent need for a substantial shift in the food system to make agriculture more sustainable in economic, environmental, and social terms.

VISIONARY aims to improve the sustainability of agriculture by promoting those practices in food production systems that are more environmentally friendly, economically viable, and socio-culturally appropriate, and helping to remove the barriers to their adoption.



The UK Sustainable King Prawn Project

Period Covering: January, 2022 - December, 2026

Department: Economics | Biosciences

Terrestrial farming is the greatest driver of biodiversity loss, a major contributor to greenhouse gas emissions and water pollution, and faces its most transformational reform in 50 years to improve both environmental and economic sustainability. The new Agriculture Act, 25YEP, has committed to net zero carbon emissions and policies to enhance environmental stewardship, sustainability and support the production of public goods.

This project aims to demonstrate the socio-economic benefit of a world-leading 'terrestrial blue economy', contributing multiple public goods to reform UK agriculture.

Combining high value shrimp aquaculture with farm-based renewable energy will provide a novel home-grown output with considerable but poorly understood economic and health potential. The public goods benefits of a switch from beef/sheep production to shrimp include:

- lower greenhouse gas emissions
- less water pollution
- better land use.

This will also free land for other public goods such as trees, biodiversity and recreation. Furthermore, co-locating self-contained, indoor shrimp production units with UK farm anaerobic digesters (AD) will maximise use of the (otherwise wasted) heat energy. This will enhance the sustainability and circularity of both industries. Extra income will also boost the farm-based renewable energy sector, helping the UK meet emissions targets.

Shrimp is a healthy seafood that promotes brain and heart health by being:

- high protein
- low in calories
- low fat
- rich in vitamins, minerals and antioxidants.

Warm water shrimp is already highly popular in the UK, with 22,852 tons (UK retail £319M) imported annually from Central America and SE Asia. However, traditional overseas production is:

- vulnerable to climate/disease crises
- has high transport-related CO₂ emissions
- often uses environmentally unsustainable practices.

These practices include destroying up to 80% of nations' mangrove forests, which absorb and trap more CO₂ than any other of Earth's ecosystems. They also provide coastal protection against storms and coastal erosion. Plus, there is the problem of illegal use (or just misuse) of chemicals such as pesticides and antibiotics. This results in contaminant residues in some of the shrimp exported to the UK, EU and US, which can cause health issues.

This proposal aims to completely avoid these problems and ensure a risk-free, healthier and sustainable supply chain of this heart- and brain- healthy seafood for UK-consumers. We'll do this by facilitating a major expansion of the UK's shrimp recirculation agricultural systems (RAS) production sector, which currently supplies the equivalent of <1% of imports.

We aim to co-locate RAS production with renewable energy sources on UK terrestrial farms. We conservatively estimate that if only 20% of the UK's current AD plants were adapted for shrimp farming, we could sustain 960 shrimp production units and harvest 5,520 tonnes of shrimp per year (~25% of current UK warm water shrimp imports).

With the rapid growth of AD plants across UK farms (a tenfold increase since 2010), there is clear potential for truly sustainable, healthier, home-grown shrimp to provide the majority consumed in the near future.

This will be in addition to enhancing environmental stewardship, sustainability and supporting the production of public goods from UK agricultural practices.

Importantly, this project will generate data to evaluate the true potential of sustainable UK shrimp production using renewable energy technology. It will also provide the shrimp industry with the necessary world-class scientific support.

This project will therefore address three goals to transform the UK food system:

1. increased environmental sustainability of farm practices (for example, sustainable use of existing waste heat from ADs)
2. economically sustainable expansion of UK land-based aquaculture production and employment
3. establishing the UK as a leader regarding capability, expertise and innovation in coreforming agriculture and aquaculture.



NetZeroPlus: Planning the UK's new woodlands

Period Covering: May, 2021 - November, 2025

Department: Economics

The [NetZeroPlus](#) project will deliver valuable insights on how tree-planting can remove harmful greenhouse gas emissions from the atmosphere while delivering other benefits. These include enhanced biodiversity, water quality, recreation, and health. It will also consider the effects of tree-planting on other land uses - such as farming.

The project forms a vital part of the Greenhouse Gas Removal Demonstrators programme - the largest UK government-funded programme to assess greenhouse gas removal methods.

Six projects - including NetZeroPlus - have been awarded a total of £31.5million to investigate different methods of greenhouse gas removal over four-and-a-half years.

The programme is expected to shape future government decision-making on which technologies are most effective in tackling climate change.



CE-Hub

Period Covering: January, 2020 - December, 2024

Department: Management

From 2020 to 2024, the CE-Hub was the coordinating Hub for the NICER Programme, a four-year programme working to provide the evidence base needed to deliver a resilient and restorative Circular Economy for the UK. The Hub worked with the five UKRI National Interdisciplinary Circular Economy Research Centres, and brings together academics, industry practitioners, policy makers and civic society to deliver CE research and innovation.

The overarching vision of the NICER Programme is to accelerate interdisciplinary research, innovation and impact to scale up a UK Circular Economy. The CE-hub has three aims to achieve this:

- To accelerate understanding and the development of solutions to enable circularity of specific resource flows (including related waste streams and uses, and within sector contexts)
- To provide national leadership, and to coordinate and drive knowledge exchange across the programme, and with policy, consumer, third sector and business stakeholders
- To ensure that research is embedded with stakeholders by involving businesses, policymakers, consumers, society, the third sector, and other affected communities in every part of the programme – including provision of funding to enable SME involvement.

Our Work

Over the course of the four years, the NICER programme aimed to deliver systemic change in the way resources are used, valued and measured across the UK. Within this, the work of the CE-Hub comprises of 5 major elements:

CE Observatory

The CE-Hub is building a National CE Observatory as a key reference point for data, analysis and insight into CE economic and business opportunity, pathways to implementation, and evidence of what works in practice.

Knowledge Platform

The CE-Hub's Knowledge Platform showcases examples of success, provides simple and readily accessible tools and methods to support implementation of CE practices, and enables a two-way exchange of knowledge and experience.

Inclusive Community

The CE-Hub is building an inclusive CE community that enables multiple stakeholders from diverse backgrounds and perspectives to have a voice, and to help shape a future CE that is better for everyone.

Capacity Building

The CE-Hub is building capacity through training, education, career pathways and the promotion of new job opportunities as we move from the linear model of the 20th century to the age of circularity.

Impact and Innovation

Impact and Innovation as central drivers for large scale transformation, and system wide change, including funding and coordinating a number of feasibility studies and co-creation of a UK CE Road map.



Integrating finance and biodiversity for a nature positive future - Programme

Period Covering: May, 2022 - December, 2026

Department: Economics | Finance | Management

The 'Integrating biodiversity and finance for a nature positive future' programme will develop the solutions needed to embed the values of biodiversity into financial decision making.

This investment will build a national multi-stakeholder community that can drive the development of knowledge, tools and skills to incorporate biodiversity-related risks and opportunities into planning, reporting and investment decisions for the finance and business sectors.

Our economy and our environment are inseparable. Environmental science plays a vital role in identifying environmental problems and their cost to the economy and society.

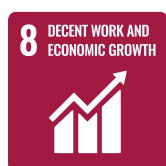
The UK is a world leader in environmental science and understanding how our environment is changing. NERC is leading the way in building understanding of coupled economic and environment systems, enabling us to judge the balance of economic growth and environmental sustainability that will be fundamental to the future of humankind.

The environmental science community has the capacity to fill knowledge gaps and provide environmental data and evidence to develop tools to incorporate biodiversity, as an asset or value, into private finance. In doing so, the community and financial sector can work together to help reverse the global trend of biodiversity depletion. This will be achieved through a change in business and consumer behaviour for a nature-positive future.

The UK government [2023 Green finance strategy \(GOV.UK\)](#) incorporates both nature and climate adaptation into its green finance policy framework.

Integrating finance and biodiversity for a nature positive future will:

- achieve better understanding of the complex interlinkages between biodiversity, finance and society and what it means for resilience (environmental and economic) and economic prosperity to support a roadmap to 'net zero biodiversity loss'
- deliver robust models and scenarios, leading to a more sustainable financial services industry in anticipation of a developing regulatory system (for example, UK firm-level net zero transition plans)
- develop new or merge existing datasets that link research to business and build biodiversity into a next generation of financial instruments
- raise the profile of UK leadership to leverage developing international initiatives
- mitigate risks and highlight opportunities to address interacting stressors simultaneously, for example biodiversity interacting with climate change and driving ambitions for net environmental gain



Research Awards

In 2024, University of Exeter Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.

Academy of Management Societal Impact Award 2025

Granter: Academy of Management

Grantee: Distinguished Research Professors Herman Aguinis and Ronit Kark

Award Description:

Scholarly work with societal impact is both scientifically credible and useful to society; it produces societally beneficial knowledge that aims to make the world a better place. This work will often address, but is not limited to, the United Nation's Sustainable Development Goals, for example: health and well-being, income and social inequality, and the preservation of the environment. In order to both recognize and incentivize such work in organizational behavior, the OB Division is inviting nominations for the OB Division Award for Societal Impact. This award recognizes a body of work, rather than a single conference submission or published article, given that scholarship addressing grand societal problems is often incredibly challenging, unfolding over many years of persistence. The work may be published in traditional research outlets; however, it can also be evidenced in monographs, policy papers, books, curriculum, or interventions that may not receive recognition in other forums. Yet, through its application of organizational behavior scholarship, it has the potential to change the world. The award winner will be announced at the Academy of Management conference. To be eligible for this award, the scholar's work must: (1) Use organizational behavior knowledge to address problem(s) that relate to timely and important societal challenges in the business, economic, societal or environmental spheres (2) Demonstrate strong credibility through rigorous methods, analysis, and/ or application (3) Inform and provide actionable insights for policies or practices to improve the wellbeing and performance of people (employees, managers, customers, suppliers), organizations, and/ or societies. Award description from: <https://ob.aom.org/awards/societal-impact-award>



Funding Award of £3 million for Integrating Finance and Biodiversity for a Nature Positive Future Programme

Granter: Natural Environment Research Council (NERC)

Grantee: The Integrating Finance and Biodiversity (IFB) Programme

Award Description:

Integrating Finance and Biodiversity for a Nature Positive Future is a £7 million programme co-funded by NERC and Innovate UK to develop the solutions needed to embed the values of biodiversity in financial decision making. This investment will build a national multi-stakeholder community that can drive the development of knowledge, tools and skills to incorporate biodiversity-related risks and opportunities into planning, reporting and investment decisions for the finance and business sectors. Phase II funding was announced in March 2024 and extends to December 2026. Award description from: <https://infinbio.org/homepage>



Knowledge Exchange Awards 2024: Health, Wellbeing and Life Sciences Category

Granter: Exeter Innovation

Grantee: Professor Joanne Connell (on behalf of the ENLIVEN project)

Award Description:

Hosted by Exeter Innovation, the Awards brought together business leaders and world-class researchers on Thursday 3rd October, to celebrate some of the most impactful recent collaborations between government, industry and academia. Extract from the following University of Exeter press release: <https://news.exeter.ac.uk/research/exeter-innovation/award-winning-partnerships-shed-light-on-thriving-innovation-ecosystem-in-the-south-west/>



Wellcome Trust grant worth £2.3 million

Granter: Wellcome Trust

Grantee: The “Effects of Polar Climate Change on Global Health and Healthcare” project. Professor Gail Whiteman is the project's principle investigator.

Research Presentations Related to RME and/or Sustainability

In 2024, University of Exeter Business School gave 4 research presentations related to RME and/or sustainability.

'Slow down' the business school: Fast Education and The Politics of Time

Authors: Dr Constantine Manolchev, University of Exeter Business School | Dr Ryan Nolan, University of Exeter Business School

Date of publication: June, 2024

Presented at: UK&I PRME Conference 2024

Department: Management

Not all Business Schools are the same, but they can all do better to confront the challenges we face today. A respectable literature has addressed their shortcomings to manage complexity, offer inclusive environments, and harness the power of learning to deliver social justice. There have been calls to diversify and broaden management curricula, for example, by including indigenous voices (Hrenyk and Salmon, 2024). There have been warnings to address power imbalances within them,

through a 'decolonization' project, reflecting parallel changes in society (Woods et al., 2022). Scholars have also urged Business Schools to move away from profit-based instrumentality, and deliver civic impact (Colombo, 2023).

We agree that business schools must transform to address grand challenges, yet argue for an approach premised on slowing down. This may seem strange at a time when crises are mounting, but we propose that decoupling the accelerating pace of change in management education and research offers a viable approach to tackling today's challenges. In doing so, we critique urgent calls for new social-sustainability agenda setting, AI technology implementation and so on, as well as recent advocacy for prescriptive theorizing in management (Hanisch, 2024). Undoubtedly well-meaning, such approaches propose using theory to bring about more 'desirable' futures (Gümüşay and Reneicke, 2021). Rather than focusing on what's next (however positive the vision), we argue that transformation must come from deeper engagement with the conditions that constitute the historical present - management education is a foundational element of such a project.



Proposal for a Responsible Leader Interactive Workshop: Equipping leaders to influence others for a healthier, greener, fairer society.

Authors: Dr Michelle Mahdon, University of Exeter Business School | Prof Andreas Wihler, University of Exeter Business School | Yaxin Zheng, University of Exeter Business School | Prof Niels Van Quaquebeke, University of Exeter Business School | Prof Ilke Inceoglu, University of Exeter Business School | Prof Ruth Sealy, University of Exeter Business School

Date of publication: August, 2025

Presented at: UK&I PRME Conference 2024

Department: Management

To be a force for change in the face of a planetary climate crisis we need Responsible Leadership. Such leaders need an ability to be polymathic in mindset, skills and approach.

Leaders need to be effective on all areas to successfully achieve organisational, team and individual goals and contribute to a better society. To do achieve this endeavour, leaders need robust insights to enable self-reflection and tools that move them to action and continuous improvement.

In our interactive session, world leading experts in Responsible Leadership from the University of Exeter will offer a theory-guided practical perspective on the skills, behaviours and mindset involved in Responsible Leadership. We will review what Responsible Leadership encompasses and how (future) leaders can develop their knowledge and behaviours to navigate a faster than ever changing, complex work environment. We will offer those attending a chance to assess their own Responsible Leadership using our new survey platform, TEXL, that uses scientifically validated measures as the basis for insights into excellence in leadership, promoting reflection and action.



The metaverse: Are we, and is it, ready? A L7 apprenticeships case study

Authors: Rebecca Hindley, University of Exeter Business School | Lisa Grover, University of Exeter Business School

Date of publication: August, 2025

Presented at: UK&I PRME Conference 2024

Department: Management

We propose a case study presentation with the following objectives to:

- Share our experiences as lecturers of using a metaverse environment for teaching.
- Share the findings of our research about what L7 degree apprentices thought of their experiences of using the metaverse environment for learning.
- Discuss our insights into the potential and the current limitations of metaverse environments for teaching in Higher Education.
- Use digital tools to facilitate interactive audience engagement gathering their experiences of, and thoughts on, the potential of metaverse pedagogy.
- Enable participants to take away practical ideas on how they can approach management education using the metaverse, learning from our mistakes, and our successes.



Uncovering the Ethical Foundations of Circular Economy Thinking: A Humanistic Management Perspective'

Authors: Giancarlo Ianulardo | Roberta De Angelis

Date of publication: June, 2024

Presented at: National or international academy of management

Department: Management | Circular Economy

Uncovering the Ethical Foundations of Circular Economy Thinking: A Humanistic Management Perspective.



Publications Related to RME and/or Sustainability

Untangling Circularity: Transitioning to a Regional Circular Economy in the Clothing and Textile Sector in England

| [DOI](#)

Authors: Dr Constantine Manolchev, University of Exeter Business School | Gloria Crabolu, University of Exeter Business School | Ruth Cherrington, University of Exeter Business School

Date of publication: August, 2025

Department: Circular Economy

The transition to a Circular Economy (CE) presents a paradigm shift, emphasizing sustainability, resource efficiency, and waste reduction. The existing literature extensively covers the principles and benefits of CE, but there is a notable gap in understanding how these practices are implemented at a local level. Specifically, there is a lack of detailed insights into the localized challenges, adaptation processes, and contextual factors influencing the adoption of circular practices. Additionally, the implications for different types of stakeholders and the effectiveness of localized strategies remain underexplored. By employing causal loop diagrams to depict system dynamics, interactions, and connections inherent in the transition to a CE, this research delves into the significance of understanding the complexities of circularity within a specific localized context. We draw qualitative data from semi-structured interviews and workshops with participants from key stakeholders within the textile and clothing sector in the Southwest of England. We find that legislation has a different impact on multinational corporations (MNCs) and small and medium-sized enterprises (SMEs) in their

CE engagement. We also find that, while the flow of materials from MNCs to SMEs fosters regional innovation and knowledge-sharing, it does not always facilitate inter-organizational learning. Finally, both MNCs and SMEs recognize the CE's potential for job creation, which highlights the need for more effective knowledge exchange strategies between businesses of different sizes. The study concludes that balancing CE principles with profit-driven pressures remains a significant challenge for both those founded on circular principles and those who are gradually incorporating CE principles into their organisation.



How to make land use policy decisions: Integrating science and economics to deliver connected climate, biodiversity, and food objectives

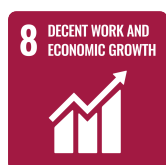
| [DOI](#)

Authors: Ian Bateman | Amy Binner | Ethan Addicott | Brett Day

Date of publication: August, 2025

Department: Economics

Land use change is crucial to addressing the existential threats of climate change and biodiversity loss while enhancing food security [M. Zurek *et al.*, *Science* **376**, 1416–1421 (2022)]. The interconnected and spatially varying nature of the impacts of land use change means that these challenges must be addressed simultaneously [H.-O. Pörtner *et al.*, *Science* **380**, eabl4881 (2023)]. However, governments commonly focus on single issues, incentivizing land use change via “Flat-Rate” subsidies offering constant per hectare payments, uptake of which is determined by the economic circumstances of landowners rather than the integrated environmental outcomes that will be delivered [G. Q. Bull *et al.*, *Forest Policy Econ.* **9**, 13–31 (2006)]. Here, we compare Flat-Rate subsidies to two alternatives: “Land Use Scenario” allocation of subsidies through consultation across stakeholders and interested parties; and a “Natural Capital” approach which targets subsidies according to expected ecosystem service response. This comparison is achieved by developing a comprehensive decision support system, integrating new and existing natural, physical, and economic science models to quantify environmental, agricultural, and economic outcomes. Applying this system to the United Kingdom’s net zero commitment to increase carbon storage via afforestation, we show that the three approaches result in significantly different outcomes in terms of where planting occurs, their environmental consequences, and economic costs and benefits. The Flat-Rate approach actually increases net carbon emissions while Land Use Scenario allocation yields poor economic outcomes. The Natural Capital targeted approach outperforms both alternatives, providing the highest possible social values while satisfying net zero commitments.



Allyship, Advocacy and Social Justice to Support Equality for Marginalized Groups in the Workplace

| [DOI](#)

Authors: Jamie Ladge, University of Exeter Business School | Ellen Ernst Kossek | Laura Little | Denise Loyd | Catherine Tinsley | Alexis Nicole Smith

Date of publication: August, 2025

Department: Management

Allyship is a growing concept in diversity, inclusion, and social justice research. It is an effective way to create organizational change toward the advancement of equality and inclusive climates to support stigmatized individuals and groups at work. The goal of this special issue is to bring to the forefront a collection of high quality theoretical insights and empirical research that adds to our understanding of the dynamics, antecedents and outcomes associated with being an ally, engaging in allyship, or experiencing the consequences of allyship for a wide variety of marginalized members of social identity groups across a range of contexts.



Driving sustainability in organizations: polymathic responsible leadership and circular economy

| [DOI](#)

Authors: Andreas Wihler, University of Exeter Business School | Ryan Nolan, University of Exeter Business School | Yaxin Zheng, University of Exeter Business School | Ilke Inceoglu, University of Exeter Business School | Hannes Leroy, University of Exeter Business School | Fiona Charnley, University of Exeter Business School

Date of publication: August, 2025

Department: Management

Issues around environmental sustainability have significantly increased in importance in both management practice and scholarship. One approach to address these is the transformative concept of the circular economy, which offers an alternative to traditional models of production and consumption. With organizations starting to adopt circular economy models and principles, the pivotal

role of leaders in reshaping organizational practices from linear to circular approaches has begun to emerge. In this paper we introduce a novel perspective on responsible leadership emphasizing the need for a polymathic approach to address sustainability and apply this to the context of the circular economy. Viewing responsibility in leadership through a meta-taxonomy of effective leadership orientations, we apply our framework to a case study and illustrate its usefulness in guiding research and practice in the area of sustainability within organizations.



Severity of environmental degradation and the impact on quality of life in Africa

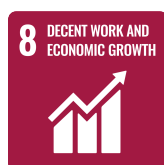
| [DOI](#)

Authors: Rilwan Sakariyahu, University of Dundee | Temitope Fagbemi, Aberdeen Business School | Rasheed Adigun | Rodiat Lawal, University of Dundee | Oluwagbenga Seyingbo, University of Winchester | Olayinka Oyekola, University of Exeter Business School

Date of publication: August, 2025

Department: Economics

Considering the mounting impacts of environmental degradation on the global ecosystem, this study offers an empirical contribution to the debate on whether there exists a significant nexus between environmental degradation and quality of life in Africa. Towards this end, we employ several econometric techniques to account for cross-sectional dependence, causality, and also present results based on IV-Lewbel 2SLS regression. Using a sample of African countries, the results indicate cross-sectional dependence due to spill-over effects from common factors in Africa, while the panel cointegration test affirms that environmental degradation have long-term consequences for quality of life only in sub-Saharan African region. Moreover, our results reveal a unidirectional causality between environmental degradation variables and quality of life at both the continent and sub-Saharan African region levels while a bi-directional causality between these variables are revealed for North Africa. On this evidence, our conjecture is that increased mineral extraction, greenhouse gas emissions, and deforestation, amongst other factors, may be driving this result. Hence, improvement in environmental quality in the continent would have an increasingly beneficial effects on the well-being and survival of the populace. The varied impacts across regions also suggest that policy initiatives toward mitigating the effects of environmental degradation should consider regional dynamics of the continent.



Tree flexing: Forest politics and land struggles in the green economy

| [DOI](#)

Authors: Steffen Böhm

Date of publication: September, 2025

Department: Sustainability | Politics | Policy

Planting trees is widely regarded as a positive contribution to combating climate change and establishing a future-proof, green economy. Yet, there is mounting evidence from many tropical, sub-tropical and temperate regions of the world that tree plantations can have multiple negative economic, social and environmental impacts. These are not always accounted for by the private and public institutions who have heavily supported the forestry sector in recent decades. This 'tropical provocation' reports from a recent fieldtrip to the *Wallmapu*, the region the Mapuche Indigenous people call their ancestral homeland. There, I saw with my own eyes that the so-called green economy does not work for Mapuche communities, as they experience extreme water shortages, wildfires and other plundering from what they regard as their territory.



Corporate pollution and reputational exposure

| [DOI](#)

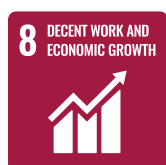
Authors: Georgios Chortareas | Fangyuan Kou | Alexia Ventouri

Date of publication: September, 2025

Department: Management | Finance

We study the empirical association between corporate pollution and reputational exposure using a sample of 745 U.S. firms from 2007 to 2019 and an ordered probit model. Our results reveal an inverse relationship between chemical emissions and reputational exposure rating, after controlling for

various firm attributes. We examine the roles of corporate governance structure and the demographic background of the top management team in the transmission process from polluting chemical emissions to reputation. Further, the negative impact of corporate pollution on reputational exposure rating is much stronger in areas where residents are convinced that climate change is happening. We perform several tests and analyses designed to mitigate endogeneity issues and correct sample bias to ensure the robustness of our findings. Finally, our results suggest that the negative effect is stronger for companies with higher information asymmetry, which indicates the importance of information transparency for firms' credibility.



Research Barriers

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

- ❖ Data access and management
- ❖ Funding challenges



Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ GRLI (Globally Responsible Leadership Initiative)
- ❖ Local institutions and associations
- ❖ Positive Impact Rating (PIR)
- ❖ Sulitest
- ❖ Quacquarelli Symonds (QS)
- ❖ Athena Swan
- ❖ CABS
- ❖ CEO Magazine
- ❖ Corporate Knights
- ❖ GBSN
- ❖ Small Business Charter
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Enactus
- ❖ UNITAR

Partnerships

The following provides more details on 6 key partnerships at University of Exeter Business School.

Exeter Civic University Agreement - University of Exeter, Exeter College, Exeter City Council, Royal Devon University Healthcare NHS Foundation Trust

Our missions present clear calls to action for the University and our partners:

- Support the sustainable and inclusive growth of the city
- Innovate towards a sustainable low-carbon economy for the City of Exeter
- Build a city of aspiration and opportunity
- Support an ambitious culture and tourism offer
- Enhance the health and wellbeing of our citizens

Cornwall Civic University Agreement - University of Exeter, Falmouth University, Cornwall Council, Council of the Isles of Scilly

Falmouth University and the University of Exeter Cornwall, while distinct in their institutional strategies and specialisms, share a strong commitment to supporting Cornwall and the Isles of Scilly's growth and prosperity. This has been the driving force for developing the Universities' presence in the region over the last two decades, creating new economic and educational opportunities and catalysing the region's knowledge and skills. As major local employers, as well as a dynamic hub for pioneering education, research and knowledge exchange, the Universities play a vital role in the economic, social and cultural life of the region, working both separately and together on civic activities.

This Civic University Agreement is an opportunity to advance and amplify the impact of the Universities' shared and complementary strengths, embedding partner and community collaboration into their strategic decision making.

We are energised by the opportunity for the Universities to contribute to the future we want for Cornwall and the Isles of Scilly, through all of our core areas of activity:

Our community impact: using the Universities' economic power to support local employment and supply chains, sharing our spaces and working with the local community.

Our teaching and skills: creating new ways to raise aspiration and attainment, and widening access to skills and training targeted at the region's specific needs

Our research and knowledge exchange: generating world-leading research, innovation and enterprise that showcases Cornwall and Isles of Scilly globally, and that is locally relevant and supported by strong regional partnerships to accelerate local impact.

Quacquarelli Symonds (QS)

The University of Exeter and QS are partners in delivering a transformative educational partnership between the world's leading universities and global organisations, to empower and enable the next generation of students to answer the questions that will shape today, tomorrow and the future for us all.

In an era of global challenges, the 17 UN Sustainable Development Goals (SDGs) have become a key framework to articulate the issues that face humanity and encourage mobilisation of concerted efforts to end poverty, fight inequalities and tackle climate change. While many organisations have taken steps to embed these goals into their strategies, at the University of Exeter we are committed to going further. We believe in the power of our brightest young minds coming together to tackle these global challenges whilst developing 21st century skills to enhance their education.

Our vision, in partnership with QS, is to build a global ecosystem that connects students from multiple universities with international organisations to generate insights and develop solutions that help address SDGs. To connect the next generation to the most complex challenges of our time and generate actionable solutions.

Since early 2022, over 1,000 students have tackled over 120 challenges, many of whom have taken the programme as a credit-bearing module within their University degree. Future17 students also receive additional employability benefits, including a QS certificate of completion, employer feedback, bespoke skills training, access to a growing alumni network and preferential access to placements, internships and other job opportunities.

Dr Edvard Glücksman, Senior Lecturer in Sustainable Futures (UEBS), is Future17 academic lead for the University and also for the broader consortium and has been part of the programme since its inception.

<https://www.exeter.ac.uk/study/future17/>

<https://www.canva.com/design/DAFY4SoJ3sA/HhYZoHFd78x3KTFg7qz9yw/view#1>

Ellen MacArthur Foundation

The University of Exeter, formerly a Member of the Foundation's Network, has now become a Partner – the first University Partner in the Network – an achievement that underlines the University's commitment to methods of production and consumption where fewer resources are used and more waste materials are reused.

The University of Exeter first worked with the Ellen MacArthur Foundation as a Pioneer University and in 2017 Dame Ellen MacArthur officially launched the Exeter Centre for Circular Economy, a research centre within the University of Exeter Business School that is globally recognised for circular economy thought leadership, theory, and practice.

The University now has hundreds of academics working on major contributions to future circular economy adoption and implementation including climate change, natural capital and ecosystem services, water systems, and business entrepreneurship and innovation. In 2021 the University was chosen to lead the CE-Hub, the coordinating hub for the National Interdisciplinary Circular Economy Research (NICER) programme, a £30 million UKRI-funded programme working to provide the evidence base needed to deliver a resilient and restorative circular economy for the UK, bringing together academics, industry practitioners, policy makers and civic society to deliver circular economy research and innovation.

<https://www.ellenmacarthurfoundation.org/network/who-is-in-the-network>

<https://news.exeter.ac.uk/faculty-of-environment-science-and-economy/university-of-exeter-partnership-ellen-macarthur-foundation-circular-economy/>

Arctic Basecamp

Arctic Basecamp is a registered not-for-profit that is dedicated to spotlighting the global threats posed by polar climate change and communicate areas of action. Founded by Professor Gail Whiteman, our mission is to “speak science to power”, inspiring bold climate action through unique communications and direct engagement with global leaders from business, policy and civil society.

Arctic Basecamp is a proud partner in the £2.3 million Wellcome Trust-funded project, "Effects of Polar Climate Change on Global Health and Healthcare," led by the University of Exeter. This groundbreaking initiative explores how polar tipping points - critical thresholds in the Arctic and Antarctic - threaten human health and healthcare systems globally.

Falmouth & Exeter Student's Union - Penryn Produce

Penryn Produce is a student led Veg-Box scheme that's rooting for local veg! We provide local, seasonal and minimally packaged produce every week during term time.

This year, the society has provided sustainable, subsidised produce to students at low-cost and easy accessibility, making sustainable choices easy for Falmouth and Exeter students.

In the 2024 SU Awards Penryn Produce was shortlisted for The Sustainability Award.



Practice

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

Institutional Policies and Practices


- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides
- ❖ Environmental stewardship policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ UKGBC (UK Green Building Council)
- ❖ Curriculum guidelines

Policy Documents Related to RME and/or Sustainability

CMI Employer Accreditation

View document  Download document 

Business and Management Subject Benchmark
Statement

View document  Download document 

2230216-
FICS_Environmental_Management_Systems_Policy_v2r1





























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Biodiversity_Strategy_St_Lukes_Campus_2023-2025_CURRENT

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Biodiversity_Strategy_Streatham_Campus_2023-2025_CURRENT

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|---|---|---|
| Environment_and_Climate_Emergency_Policy_Statement | View document  | Download document  |
| Ethics_Policy_revised_Nov_2021 | View document  | Download document  |
| Exeter_Academic_Process_Diagram | View document  | Download document  |
| Exeter_Academic_Promotions_Criteria_v3 | View document  | Download document  |
| Nature_Positive_Strategy | View document  | Download document  |
| Sustainability_Design_Guide | View document  | Download document  |
| Sustainable_Procurement_Policy_Statement | View document  | Download document  |
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| University_Travel_Policy_Jan_2024 | View document  | Download document  |
| UoE_Single_Use_Plastic_Strategy_2018_reviewed_August_2024_FINAL | View document  | Download document  |
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| Professional Training Opportunities | View document  | Download document  |
| Open_Access_Policy_ | View document  | Download document  |
| CIPD Accredited University Programmes | View document  | Download document  |

Practice Awards

In 2024, University of Exeter Business School received 3 awards for responsible and/or sustainable practices.

Exeter researcher receives Frontiers Planet Prize honour

Granter: Frontiers Planet Prize

Grantee: Professor Ben Groom (as part of a team)

Award Description:

The Frontiers Planet Prize recognises transformational research that shows the greatest potential to address the world's most urgent environmental challenges. With that in mind, the process is exceptionally rigorous and thorough, and engages with all stakeholders within the academic community. Description of Award from: <https://www.frontiersplanetprize.org/how-it-works>

Environmental Impact Award

Granter: University of Exeter

Grantee: Ruairi Duignan (University of Exeter Business School student) and Ammar El Beik

Award Description:

The University of Exeter celebrated the entrepreneurial achievements of its students [in June] bringing together students, staff, alumni and members of the local business community for its Student Entrepreneurship Awards. At the heart of this evening of recognition and celebration was the Student Startups programme – open to all Exeter students with an interest in developing business ideas. Environmental Impact Award – Ruairi Duignan and Ammar El Beik for Turbo Zone, providing electric vehicle (EV) charging solutions and installation services tailored to the education sector. Description of Award from: <https://news.exeter.ac.uk/student/student-entrepreneurs-celebrated-at-annual-awards/>

Innovations that Inspire

Granter: Association to Advance Collegiate Schools of Business (AACSB)

Grantee: The Sustainable Solutions Leadership Programme (SSLP)

Award Description:

For 10 years, AACSB's Innovations That Inspire program recognized institutions worldwide innovating to create relevant and impactful business education. Description of Award from: <https://www.aacsb.edu/about-us/advocacy/member-spotlight/innovations-that-inspire> The Sustainable Solutions Leadership Programme (SSLP), developed in collaboration with Capgemini Invent, part of

Capgemini, was recognised by the Association to Advance Collegiate Schools of Business (AACSB), one of the leading accreditation bodies for business schools, for embedding environmental sustainability into professional practice and providing a “blueprint for translating science to industry”.
From: <https://news.exeter.ac.uk/faculty-of-environment-science-and-economy/university-of-exeter-business-school-receives-innovation-that-inspires-accolade/>

Practice Voices

The following statement from stakeholders at University of Exeter Business School demonstrates our commitment to sustainable and responsible practices.

UoE Sustainability Report - Director of Sustainability Jo Chamberlain

University of Exeter Sustainability Report

In March 2025 the University of Exeter has published its annual [Sustainability Report](#) (2023/24), revealing progress towards its ambitious goals.

For the first time the data has been through a vigorous assurance process through PwC – independent consultants who provide limited assurance and undertake the full review and verification.

This external assurance of Scope 1 and 2 emissions data increases credibility, ensures accuracy, and provides greater confidence in the University’s reported greenhouse gas emissions, ultimately supporting transparency and informed decision-making.

Covering activities from 1 August 2023 to 31 July 2024, the report includes details of the University’s new nature-positive and sustainable transport strategies, another significant step towards supporting Exeter’s commitment to lead meaningful action against the climate emergency and ecological crisis.

It also highlights other key developments, including the connection of more than 1,800 new ground-mounted solar panels to the University’s electricity network.

Exeter’s work was reflected in the 2024 Times Higher Education Impact Rankings, where it achieved 10th place globally.

The report highlights areas to improve on: the University’s total carbon emissions (including scope 1, 2 & 3) were 13% higher in 2023/24 than in the baseline year of 2018/19. This is mainly due to University growth and use of expenditure-based reporting for measuring supply chain emissions.

Director of Sustainability Jo Chamberlain said:

"I'm delighted to present this year's Sustainability Report and celebrate the collective efforts of the University community in advancing our sustainability goals.

"This report highlights the progress we've made, the engaging initiatives that have been delivered and the impact of our shared commitment to sustainability.

"Delivering on our sustainability commitments involves a shift in the way all members of the University behave – and I want to extend my heartfelt thanks to all of our staff and students for their passion, dedication and tireless efforts to creating a more sustainable future.

"As we reflect on our progress in this report, let's continue to build on this momentum and work towards a fairer, greener, and healthier future for all."



Share

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

Engagement Opportunities

University of Exeter Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ We are currently working to offer engagement opportunities

Communication Audiences

University of Exeter 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

Sharing Voices

The following statements from stakeholders at University of Exeter Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Climate Risks Daily - Press Release

On the 24th September 2024 the University published the following press release:

AI-powered tool that monitors global climate risks expanded to include health impacts

Climate Risks Daily, an AI-powered tool developed to highlight the scale of climate impacts from extreme weather globally, now allows users to focus on the health impacts of climate change.

The groundbreaking tool was developed by Arctic Basecamp, a leading not-for-profit authority on risks associated with climate change, founded by the University of Exeter Business School's Professor Gail Whiteman – and Ode (the data and design agency that is a partner in US Vice President Al Gore's Climate TRACE initiative).

The tool provides real-time information on global climate risks and operates by consolidating global news stories related to extreme weather events and climate impacts felt in the polar regions

The new Health & Climate Risks "layer" expands the breadth of topics covered to highlight the health risks exacerbated by climate change.

Professor Gail Whiteman, Founder and Executive Director at Arctic Basecamp and Professor of Sustainability at the University of Exeter Business School, said: "Global leaders can use this tool to monitor real-time global risks from extreme weather, and now health, to aid informed decision making and risk planning. But importantly the public can also see the sheer scale of climate impacts affecting where they live, giving power back to people living through climate impacts every day."

Health policymakers, businesses and organisations can use this new layer to build resilience into healthcare systems and take more effective action to mitigate the health impacts of climate change.

Climate Risks Daily now operates in three distinct modes: two consolidating global news stories specifically related to extreme weather events and health, provide users with up-to-the-minute insights into the scale of climate-related incidents worldwide.

A third highlights news stories relating to polar issues, the biggest amplifier of climate change effects globally.

All modes include content translated from 100 languages into English using advanced AI language translation capabilities.

The tool aligns with the objective of a new research project conducted jointly by the University of Exeter, Arctic Basecamp and the World Economic Forum and funded by a grant from the Wellcome Trust, looking at the effects of polar climate change on global health and healthcare by building new impact assessment tools/integrated assessment models.

The “Effects of Polar Climate Change on Global Health and Healthcare” project aims to highlight the under-reported risks posed by polar tipping points to global health and the healthcare sector, and will enrich existing climate health analyses to support effective resilient strategies from the most vulnerable regions by taking into account the impact of polar tipping points.

Professor Whiteman added: “With nine of the 16 global climate tipping points located in the polar regions and five expected to be crossed before 2C of warming, understanding the polar regions’ effects on global health and healthcare systems is crucial. While a large body of research has focused on linking climate change to health impacts, a systematic analysis of how rapid polar change magnifies these health impacts remains absent. This project addresses this gap.”

The Wellcome Trust project commenced earlier this year and will run for a period of three years.

Climate Risks Daily is available on the web as a stand-alone tool at <https://ai.globalclimaterisks.org/> and also on <https://globalclimaterisks.org> (Arctic Basecamp’s flagship platform focusing on climate risks driven by rapid polar warming).

World Economic Forum - Press Release

On the 15th January 2024 the University published the following press release:

University of Exeter heads to Davos to accelerate climate solutions

The University of Exeter will help drive progress on climate action at the World Economic Forum in Davos this week.

The University has organised a programme of events that builds on the findings of the recently launched and widely acclaimed Global Tipping Points Report, as it continues its work to offer solutions to the climate crisis.

Leaders in science, business and the media will come together to showcase and inspire positive change for the event Solutions to the Climate and Nature Crisis: Tipping the Balance from Negative to Positive on Wednesday 17 January.

A panel will discuss driving progress on climate action with speakers including Himanshu Gupta, CEO and co-founder of ClimateAi and Ellen Jackowski, Chief Sustainability Officer at Mastercard. The event will open with the Global Tipping Points Report, the most comprehensive analysis of negative and positive tipping points ever produced, and will close with a mulled wine drinks reception.

The event will be hosted by Arctic Basecamp, the science communications platform led by the University of Exeter Business School's Professor Gail Whiteman, which each year pitches an Arctic research tent at the World Economic Forum.

Professor Whiteman, who has attended every World Economic Forum meeting since 2017, has led the science curation for World Economic Forum's new 'Climate Tipping Points Hub', a virtual reality space accessible inside the WEF's immersive, virtual metaverse.

Professor Whiteman is part of the Earth Decides community and will be involved in key events throughout the week, participating in the session Earth Decides: Cultivating Informed Optimism in the main WEF Congress Centre and leading the WEF Open Forum session On Thin Ice: The Consequences of Climate Breakdown (livestreamed [here](#)), which will address the irreversible collapse of Arctic summer sea ice.

Arctic Basecamp will deliver its own programme of events at Davos focusing on the Polar Region, the business and health risks associated with Polar change and climate tipping points and will be launching tools designed to mitigate climate risks during the week.

The University of Exeter Business School will host a unique event on Thursday 18 January at which Dr Jonny Keeling and Sam Boynton from BBC Studios' Natural History Unit will give insight into the global television hit Planet Earth III, including a sneak peek at never-before-seen footage showcasing a new generation of remarkable people on the frontline of conservation who are fighting to save wildlife.

The event, held at the Hub Culture ICEHouse and entitled: Positive Tipping Points: Heroes of Nature and Climate will also feature a presentation on the Global Tipping Points Report by a lead author Dr Steven Smith. The event will open with a keynote speech by Dr Andrew Steer, President and Chief Executive of the Bezos Earth Fund who also wrote the Foreword for the Global Tipping Points Report.

The connection between climate change and global health risks will be the focus of Impacts of Global Tipping Points on Health, an Arctic Basecamp event at the SDG Tent on Wednesday 17 January.

Dr Catherine Sorbara, Deputy Director of Arctic Basecamp, will lead a high-level panel discussion with industry leaders on what impact climate change has on health – both now, and in the future – and how leadership might be mobilised for a global response.

Professor Alexandra Gerbasi will be among the expert speakers on the panel, and is set to make a special announcement about a new research project on the impact of polar climate change on global health and healthcare.

Speaking about the University of Exeter's involvement at the World Economic Forum, Professor Gerbasi said: "We are focused on using our climate science to offer the solutions to the climate and ecological crisis that are so urgently needed. But putting positive change into action requires collaboration from a range of actors, from business leaders to government decision-makers and the scientific community, which is I'm looking forward to participating in Exeter's programme in Davos this year."

Professor Whiteman, a Professor of Sustainability at the University of Exeter Business School and Executive Director of Arctic Basecamp, said: "I'm excited to be returning to the World Economic Forum with the University of Exeter and Arctic Basecamp, and to be involved in some key events that aim to kick-start the conversations that will drive change, as well as launching some ground-breaking tools that will offer new ways for businesses, policy makers or anyone else to mitigate climate risks."

"Our understanding of the risks of climate tipping points – of which the five most likely to be triggered are in the Poles – as well as positive tipping points that offer transformative change for the better, is improving all the time, and it's vital that these ideas are communicated to our leaders so they make the right decisions to tackle climate change, biodiversity loss and other planetary pressures."

Progress towards Strategy

At the University of Exeter we use the power of our education and research to create a sustainable, healthy and socially just future (Strategy 2030).

In order to achieve our purpose we build on our strong interdisciplinary culture to:

1. Lead meaningful action against the climate emergency and ecological crisis.
2. Make key breakthroughs to transform human health and wellbeing.
3. Lead the progress towards creating a fair, socially just and inclusive society.

Progress against our strategic priorities and commitments is published on our Strategy 2030 website: <https://www.exeter.ac.uk/about/strategy2030/ourprogress/> and specifically:

<https://www.exeter.ac.uk/about/strategy2030/ourprogress/greener/>

<https://www.exeter.ac.uk/about/strategy2030/ourprogress/healthier/>

<https://www.exeter.ac.uk/about/strategy2030/ourprogress/fairer/>

Communication Barriers

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



**Audience
reach**



**Messaging
clarity**



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