

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Surrey Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Strategy Alignment

What we do and how we alignment with PRME principles

At Surrey Business School, we are committed to "Incubating Vibrant Futures" by integrating the core values: progressive, transformational, and responsible into everything we do, ensuring that our graduates and research contribute meaningfully to the global business landscape.

Nurturing Future Leaders

Surrey Business School (SBS) is dedicated to shaping leaders with both technical skills and a strong sense of social and environmental responsibility. This is achieved through:

- **Progressive Learning Environment:** SBS integrates innovative teaching methods and industry insights to prepare students to proactively navigate and drive change in the modern business world.
- **Focus on Ethical Leadership:** With a strong emphasis on ethical decision-making and sustainability, SBS ensures students understand the wider impact of their actions, preparing them to lead businesses that positively contribute to global challenges.
- **Transformative Research and Education:** SBS conducts research on pressing global issues such as digital transformation, sustainability, and the future of work, ensuring that students engage with real-world challenges and develop impactful, innovative solutions.

Inclusive and Impactful Community Engagement

SBS fosters an inclusive environment committed to social responsibility. By engaging with local communities, businesses, and international partners, SBS ensures its educational and research initiatives align with societal needs, applying knowledge to benefit both business and society.

Global Perspective with Local Impact

Recognising the importance of a global perspective, SBS leverages its location within Surrey's thriving business scene and rich heritage of innovation to prepare students to make a positive impact both locally and globally, equipping them with the skills to lead in an interconnected world.

Institutional History

Legacy of Surrey Business School

In 1967, Surrey's Rik Medlik was the first professor appointed in the UK in the field of hospitality and tourism management, and he introduced the field's first research degrees in 1971 – truly pioneering. This groundbreaking work inspired our own venture into education and research in management disciplines, ultimately laying the foundation for what is now our business school. We continue to uphold the pioneering spirit that has defined our institution from its inception as we shape the leaders of tomorrow.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1369
Faculty & Staff at the University	2953
Faculty & Staff at the Institution	167
Student Enrollment at the University	16273
Student Enrollment at the Institution	2693
Undergraduate Attendance	1860
Masters-Level Postgraduate Attendance	652
Doctoral Student Attendance	81
Certificate, Professional Development, or Continuing Education Attendance	138

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

 Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  BSc (Hons) Business Management with Entrepreneurship and Innovation
-  BSc (Hons) Business Management with Human Resource Management
-  BSc (Hons) Business Management with Marketing
-  BSc (Hons) International Business Management
-  BSc (Hons) International Event Management
-  BSc (Hons) International Hospitality and Tourism Management
-  BSc (Hons) International Tourism Management
-  BSc Business Management
-  BSc Business Analytics
-  BSc (Hons) Accounting and Finance

Masters Degree Programmes

-  MSc Accounting and Finance
-  MSc Business Analytics
-  MSc Entrepreneurship & Innovation Management
-  MSc Human Resource Management
-  MSc International Business Management
-  MSc International Financial Management
-  MSc International Marketing
-  MSc in Management
-  Master of Business Administration (MBA)
-  MSc Occupational and Organizational Psychology
-  MSc Strategic Marketing
-  MSc Digital Marketing

Postgraduate Degree Programmes

-  Management and Business PhD

Certificates, Professional Development, or Associate Programmes

-  MSc International Business Management
-  BSc (Hons) International Event Management
-  BSc Business Management
-  BSc (Hons) Accounting and Finance



Purpose

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

Definition of Purpose

We promote responsible management education to support inclusive prosperity within robust and sustainable global ecosystems.

Institutional Engagement

51% - 75% of faculty at Surrey Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

The University of Surrey's four core values are Inclusion, Inspiration, Innovation, and Integrity. These principles guide the institution in creating a supportive and forward-thinking community, aiming to inspire personal and professional success for its students and staff by working together to make a positive impact on society and the world. The Surrey Business School adheres to these core principles. Additionally, organisational responsibility, accountability to society, and the environment are considered central elements of our operations.

Who Champions Responsible Management Education at Our Institution

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

Student Awareness

26% - 50% of students at Surrey Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Surrey 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.

Surrey Business School Values

Surrey Business School celebrates and integrates values, ethics and diversity through emphasising commitments such as Values in Action (ViA) committee and inclusive teaching and research frameworks. The school achieved an Athena SWAN Bronze Award for inclusive culture. In terms of spirituality and religion, Surrey Business School do not currently have its own networks as the University has recently established a central faith and belief network which is accessible for all. Our

Athena SWAN Lead is a leading academic in religious identity in the workplace. Surrey Business School is guided by our core principles and values which are responsibility-driven culture, Values in Action and Strategic pillars as well as inclusive education.

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Evidence of SBS values

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Teach

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



How We Define Teach

Responsible management concepts and practices are incorporated into both the curriculum - either through dedicated modules or specific topics within modules- and pedagogy of our learning environments. These principles, as outlined by PRME, form a central part of the educational approach.

Courses that support RME

Surrey Business School reports 4 courses in 2025 that support responsible management education and sustainable development goals.

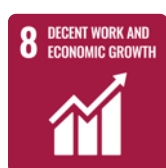
Sustainability and Social Innovation Project | MANM444

The module is an advanced, research-led module on sustainability and social innovation. It offers research-led insights into current issues and anticipated trends in sustainability, social innovation, and the changing role of business in society.

The module will consider the current theory and critically examine the corporate practice of managing for sustainability, including aspects of corporate governance, corporate social responsibility, innovation and strategic, operational and supply chain solutions for improving sustainability on an international scale. We will examine the social, environmental, economic and business case for sustainability in the global context and reflect on the possible trajectories for the advancement of the sustainability agenda.

We will study the emergent trends in organizing for the fulfilment of social needs that are insufficiently (or not at all) addressed by either the private or public sector and examine the case for the social enterprise. We will examine the practice of social entrepreneurship and innovation and reflect on the transferability of the model to more traditional organizations. We will examine how value is created through social innovation and enterprise and look at the associated challenges and opportunities for the future.

The students gain a nuanced awareness of both the opportunities and the limitations of sustainable management, including where they create value and where trade-offs arise. This module also delivers impact by equipping students with practical tools and frameworks that will help them anticipate resistance, secure buy-in, and make smarter decisions about when and how to pursue innovation responsibly.



Ethics & CSR | MANM309

This module introduces students to the study of ethics and applies this to hospitality, tourism and events (THE). Within the last decade significant attention has been paid to the issue of ethics in the hospitality, events and tourism industries. Issues such as: corporate social responsibility, global reporting, ethical consumption, to name but a few, are becoming increasingly central to business practice. This module will offer students the opportunity to reflect upon their own understanding of ethics. It will introduce them to a range of theoretical approaches to understanding ethics and ethical responses to business situations, as well as provide the opportunity for in-depth reflection and critique on 'real life' scenarios.



Sustainability in Events and Hospitality | MAN1157

This module explains why event managers in the events and hospitality industries cannot afford to ignore sustainability as a business imperative. Throughout all the functions of a business, sustainability should be taken into account, and this perspective underpins the module.

Through the lens of sustainable development and management, we will critically discuss how sustainable practices can be developed in various geographical and socio-cultural contexts. This will culminate in a review of sustainability management systems that reflect different approaches to problem-solving and impact that can be applied to organizations working in diverse international contexts.



Project Management | MAN3104

Projects provide an efficient and effective means of delivering corporate strategy for both public and private sector organisations. Fundamental to this is robust project sponsorship and management. This module is focused at FHEQ Level 6 students that wish to develop, plan, manage and control projects successfully in a business environment. This requires an awareness of general project management principles, methodologies and the tools and techniques as applied within multi-disciplined projects. Within this module students will receive a robust grounding in the theory and practice of project management delivered by lectures and by using project management software (MS Project) in a computer laboratory setting.

Increased awareness of future homes/housing related requirements and stakeholder group(s) they will need to manage.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at Surrey Business School.

Green Impact

Granter: Green Impact Scheme : Student Organising For Sustainability

Grantee: Surrey Business School

Award Description:

Green Impact Scheme: is a UNESCO multi-award winning sustainability engagement programme set up by Students Organising for Sustainability UK. The scheme aims to support sustainable practices across organisations by guiding individual departments on how they can take sustainable action in an accessible and meaningful way.

Essentially, there are a series of actions to complete, each worth a different number of points that you can earn to work towards gaining either a bronze, silver, gold, or platinum award. Examples of actions include: "All staff have the opportunity to feedback ideas for saving energy (in addition to switching off light, monitors etc) which can be implemented by the team without external assistance, AND at least one of these ideas has been implemented" and "Host a Scary Jumper Day in the winter period either in the office or whilst working from home to highlight the benefits of wrapping up warm to reduce over-heating spaces".

In the 2023 submission, Surrey Business School earned the bronze award and in the 2024 submission, we got gold. Not sure how much evidence you need for this but I've attached some pictures from the

Sustainability Awards, and am able to send you our 2024 Toolkit Submission if required?

Alternatively, here is a link to the Green Impact Report 2024-25, which shows some highlights:

Fellowship of The Institute of Sustainability

Granter: Institute Of Sustainability University of Surrey

Grantee: Ekow Bartels (PGR,) Bonnie Buchanan, Nicole Cocolas, Rosanna Cole, Scott Cohen, Ali Emrouznejad, Anita Eves, Masoud Fakhim,i Viachaslau Filimonau, Xavier Font, Alvina Gillani, Christy Hehir, Gavin Hilson, Yanfei Hu, Nadine Itani, Luigina Jessica Montano (PGR), Jill Juergensen, Marion Kar,l Bora Kim, Albert Kimbu, Stelvia Matos, Lydia Milly Certa (PGR,) Vahid Mirzabeiki, Safina Naz, Sarmistha Pal, Ann Parchment, Pablo Pereira Doel, Tammi Sinha, Jonathan Skinner, Saori Sugeno, Nikolas Thomopoulos, Sofie Voss, Anke Winchenbach, Senmao Xia, Shasha Zhao, Xun Zhou, Ying Zhou

Award Description:

Fellow of the Institute of Sustainability University of Surrey

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Surrey Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Compliance and legal concerns
- ❖ Resistance from students

Barriers to Innovative Pedagogy

In 2025, Surrey Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Digital divide
- ❖ Measurement difficulties
- ❖ Student engagement concerns



Research

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

How We Define Research

Our transformational research confronts the world's most urgent challenges, advancing academic knowledge while making a meaningful, lasting societal impact. Driven by a culture encouraging bold experimentation and the principles of progressiveness and responsibility, we are committed to innovative research practices that build a more vibrant, sustainable, and equitable future.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Surrey Business School was awarded funding for research that is:



Local



Regional



National



International

Socializing Research

In 2025, Surrey Business School contributed research findings to:

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

Research Projects

In 2025, Surrey Business School reported 1 research project that implemented responsible or sustainable activities.

Engaging travellers to embrace more sustainable behaviours: Messaging strategies and tactics to positively influence traveller behaviour

Period Covering: January, 2025 - December, 2025

Department: Hospitality and Tourism

This report details the findings of exclusive research from a partnership between Booking.com, the University of Surrey and Accor.

1. A brief overview of why sustainability matters to the tourism industry, how accommodation providers are investing to be more sustainable and why it's valuable to bring travellers along as part of that strategy.
2. Research methodology, included looking at the methods used to assess not only the subjective opinions of travellers, but their objective reactions too.
3. Four key strategies were uncovered by the research, as well as ideas – taken from this project and wider industry research – on how these can be applied to sustainability messaging.
4. An example of how all four strategies might be used for a single application including helping guests to travel more sustainably at an accommodation.
5. While this research was specifically about messaging, it also provided ideas on how accommodation might apply the findings from this project and the wider body of sustainability research in practical ways.



Research Awards

In 2025, Surrey Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

British Journal Of Management Top Cited Article

Granter: British Journal Of Management

Grantee: Dr Alvina Gillani

Award Description:

2025 Top cited article Linking HRM with Sustainability Performance Through Sustainability Practices: Unlocking the Black Box.

Research Presentations Related to RME and/or Sustainability

In 2025, Surrey Business School gave 3 research presentations related to RME and/or sustainability.

Growth by AI-Powered Management Education: A Curriculum Perspective

Authors: Artin Backtash Rad

Date of publication: June, 2025

Presented at: National or international academy of management

Department: International Business | Management | Computer Information Systems | AI

This paper explores the transformative role of Artificial Intelligence (AI) in enhancing management education curricula and its potential to bridge the gap between developed and emerging markets, thereby accelerating market and economic development. Employing a literature review methodology, 58 relevant studies were identified using the keyword “AI AND management curriculum AND market development” within the EBSCOhost database. A thematic analysis approach was used to derive insights addressing two research questions: (1) How does AI contribute to improving the curriculum for management education? (2) How does AI-powered management education accelerate market/ economic development? The findings highlight five key contributions of AI to curriculum enhancement, including identifying relevant subjects, developing teaching materials, targeting essential skills, improving curriculum efficacy, and optimizing learning design. These insights demonstrate AI's ability to modernize curricula by aligning educational content with evolving market trends, technological advancements, and learner needs.



The interaction of autonomy and stewardship in driving innovation: The Case of Ex-Military Executives

Authors: Prof Tazeeb Rajwani, Surrey Business School, University of Surrey

Date of publication: September, 2025

Presented at: National or international academy of management

Department: International Business

This study examines how ex-military executives foster firm innovation under varying governance structures, emphasizing the interaction between ownership and stewardship. Drawing on stewardship theory, we argue that the intrinsic motivation and long-term orientation of ex-military executives align with their ability to drive innovation, but these effects are contingent on ownership structure. Using 12-year panel of Chinese listed firms (2006 to 2017), we find that ex-military executives significantly enhance innovation in state-owned firms, where greater autonomy, resource backing, and stronger motivation for innovation development amplify their potential. Conversely, family firms' restricted autonomy, limited resources, and weaker motivation for innovation advancement suppress their innovative capacity. By integrating stewardship theory with autonomy literature, this research highlights the nuanced relationship between leadership traits, governance contexts, and innovation, offering valuable insights for designing governance structures that optimize managerial potential and foster sustained organizational growth.



Managing Corruption during Regime Change

Authors: Prof Tazeeb Rajwani, Surrey Business School, University of Surrey

Date of publication: July, 2025

Department: International Business

We examine how foreign-owned multinational enterprises (MNEs) respond to changing corruption practices in a sudden transition of political systems in one of the world's largest emerging markets. We draw on the political science and corporate political activity literatures in explaining how local subsidiary firms (subsidiaries) of Western European MNEs adapted their political activities during the transformation of Indonesia's political landscape from an autocratic regime to a democratic and decentralized system. Based on four case studies of political activities, we found that the political strategies of our subsidiaries changed in response to evolving power structures in an environment of arbitrary and pervasive corruption. Under Suharto's regime (1967-1998) MNEs sought to avoid

informal transaction costs by developing relations with his supporters. When Suharto fell MNEs began to conduct transitioning strategies by partnering with competitors, leveraging political networks, and outsourcing corrupt practices. Later, however, MNEs developed ethical political strategies by leveraging government partnerships, supporting national interests, and forming relationships with local communities. We theorize that corruption in times of political system change can be dynamic and evolving and that the nature of this corruption offers MNEs more agency than previously understood in managing corrupt demands in ethical ways.



Publications Related to RME and/or Sustainability

Growth by AI-Powered Management Education: A Curriculum Perspective

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Does Formalization Facilitate Environmental Improvements in the Artisanal and Small-Scale Mining Sector?

| [DOI](#)

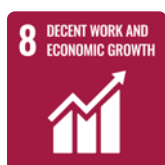
Authors: Gavin Hilson | Abigail Hilson | Ekow Bartels

Date of publication: August, 2025

Presented at: National or international discipline-specific conference

Department: International Business | Management

This paper explores the link between formalization and environmental performance in the artisanal and small-scale mining (ASM) sector, focusing on the case of sub-Saharan Africa. The impression often conveyed by experts is that a commitment to formalizing ASM—that is, moves made to bring the sector's operations into the legal domain, where they can be regulated, monitored, and audited more closely by government officials—leads to environmental improvements at sites.



MNEs engagement with environmental sustainability in an emerging economy: Do dynamic capabilities and entrepreneurial orientation matter?

| [DOI](#)

Authors: Bouguerra, A. | Cakir, M.S. | Rajwani, T | Mellahi, K. | Tatoglu, E

Date of publication: March, 2025

Department: International Business

In this study, we investigate the link between multinational enterprises' (MNEs) dynamic capabilities (DC) and their environmental collaboration with suppliers mediated by entrepreneurial orientation (EO) and moderated by environmental complexity. Drawing on responses from 249 managers of MNEs in [Türkiye](#), we find that DC improve environmental collaboration with suppliers. Moreover, we posit that through EO, MNEs achieves greater environmental collaboration with suppliers for effective environmental solutions, especially at a low level of environmental complexity.



The centralization-decentralization governance paradox of blockchain in supply chains

| [DOI](#)

Authors: Birgit Altrichter | MariaLaura Di Domenico, | Glenn Parry, | Michael Rogerson

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Computer Information Systems

We conceptualize the centralizing-decentralizing paradox of blockchain implementation in supply chains and examine its consequences for complexity. Blockchain's distributed ledger enables decentralized collaboration by securely sharing data. However, centralizing tendencies for focal firms to seek control over supply chains conflict with this opportunity. Our findings from blockchain for supply chain experts show widespread agreement that using blockchain facilitates decentralized collaboration whilst creating a supply chain systems paradox that often demands high levels of centralization. We find that reducing the paradox to a false dyad for communication masks its underlying complexity.



FAMILY FIRMS AND INTERNATIONALIZATION: THE ROLE OF HIGH-QUALITY NICHE BUSINESS MODELS

| [DOI](#)

Authors: Jill Juergensen | Irina Minodora Surdu | Rajneesh Narula

Date of publication: June, 2025

Department: Management

The internationalization of family-owned firms continues to draw the attention of international business (IB) and management scholars, who recognize their influence in the global economy. Often associated with limited resources and low risk appetite, the literature regards family firms as less internationally active. We build on the notion that family governance per se is not the main driver (or impediment) for family firm internationalization. We argue that there is substantial heterogeneity amongst family-owned firms, largely due to their business models. When studying how the adoption of 'global high-quality niche business models' enables internationalization, we focus on 'specialist-supplier' family firms, which provide high-quality intermediate goods to industrial clients (B2B). Through a qualitative multiple case study, we explain why 'specialist-supplier' family firms face idiosyncratic challenges due to product- and customer-related business model features, which overall impede, rather than facilitate, the exploitation of internationalization opportunities.



International Business and Sustainable Development in Asia: Opportunities and Challenges for Firms and Countries

Authors: Chie Iguchi, | Axèle Giroud, | Shasha Zhao | Si Zhang

Date of publication: April, 2025

Department: International Business

This article explores the role of multinational enterprises (MNEs) in advancing the Sustainable Development Goals (SDGs) in Asia, a region characterized by economic dynamism, diverse socio-political contexts, and significant environmental challenges. Since the launch of the SDGs in 2015, MNEs have emerged as key players in fostering sustainable development, notably through their global value chains (GVCs), knowledge transfer, innovation, and corporate social responsibility (CSR) initiatives. However, their contributions remain uneven, constrained by short-term profitability goals, fragmented regulatory frameworks, or symbolic CSR practices. Drawing on existing literature and empirical insights, this article examines how MNEs integrate sustainability into their strategies, balancing economic imperatives with societal and environmental responsibilities. It highlights the potential of ethical corporate practices, stakeholder collaboration, and policy support to drive transformative change.



Customized language models for tourism management: Implications and future research

Authors: Aarni Tuomi | Iis Tussyadiah | Mário Passos Ascensão

Date of publication: January, 2025

Department: Computer Information Systems

Tourism stakeholders are increasingly using generative artificial intelligence. Customized [language models](#) facilitate new forms of interaction. Example use-cases and implications for [tourism management](#) are discussed. A preliminary future research agenda is developed.



Inconsistent platform governance and social contagion of misconduct in digital ecosystems: A complementors perspective

| [DOI](#)

Authors: Annabelle Gawer | Martín Harracá

Date of publication: October, 2025

Department: Management | Computer Information Systems

his study investigates how complementors' experiences of platform governance impact their compliance behaviour in digital ecosystems. In an inductive qualitative study of Amazon Marketplace, we find that Amazon sellers engage in behaviours ranging from full compliance to repeated infringement. Sellers also report experiencing sustained discrepancies between the platform's declared practices, which ostensibly support sellers' interests, and its undeclared practices, which appear not to. Additionally, we find evidence that the sellers' experience of this inconsistent platform governance can trigger social contagion of misconduct. We develop a process model that elucidates the mechanisms of this social contagion: when complementors observe the platform to be an unreliable enforcer of its own rules and notice that cheating complementors seem to go unpunished and prosper, it erodes their trust in the platform, which leads some of them to legitimize misconduct as a defense against unfair competition under what they perceive to be the indifferent eye of the platform authority.



Assessing health and well-being (SDG 3) in OECD countries: a joint variable selection directional distance function approach

Authors: Raha Imanirad, | Hashem Omrani | Ali Emrouznejad

Date of publication: September, 2025

Department: International Business | Business Analytics | Health

This paper presents a novel Directional Distance Function (DDF) Benefit-of-the-Doubt (BoD) model to construct a composite indicator (CI) for measuring Sustainable Development Goal 3 (SDG 3), which aims to ensure healthy lives and promote well-being for all at all ages, in the Organisation for Economic Co-operation and Development (OECD) countries. To simultaneously account for both

desirable (e.g., health service coverage) and undesirable (e.g., mortality rates) public health indicators, a DDF version of the BoD model is used. However, the DDF model suffers from limited discriminatory power due to the large number of indicators. To improve the discriminatory power of the DDF, a Joint Variable Selection DDF (JVDDF) model is introduced by linking indicators' weights to the objective function using a penalty function. To validate the robustness of the proposed model, various cross-efficiency BoD and Principal Component Analysis (PCA) models are applied. Finally, a fuzzy programming model is used to aggregate the different CI scores obtained from these models. The results of the fuzzy combination model indicate that Australia, Norway, Sweden, Iceland, and Israel are the top performers in achieving SDG 3's health and well-being targets.



Research Barriers

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

- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy

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Surrey Business School Research Centres

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Partner

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

How We Define Partner

The Surrey Business School brings together individuals from business, government, civil society, and academia to promote management education and practice that is both responsible and accountable.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ Times Higher Education (THE)
- ❖ Quacquarelli Symonds (QS)

Student Organization Partnerships

- ❖ Enactus



Practice

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

How We Define Practice

Our governance and operations are based on management principles that emphasise responsibility and accountability.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

FMG 2025 University of Surrey

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

Surrey University - Net Zero Carbon scope 1 & 2
Plan Jan 2025 - Final revision (1)

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

Practice Awards

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

Green Impact

Granter: Green Impact Scheme : Student Organising For Sustainability

Grantee: Surrey Business School

Award Description:

Green Impact Scheme: is a UNESCO multi-award winning sustainability engagement programme set up by Students Organising for Sustainability UK. The scheme aims to support sustainable practices across organisations by guiding individual departments on how they can take sustainable action in an accessible and meaningful way.

Essentially, there are a series of actions to complete, each worth a different number of points that you can earn to work towards gaining either a bronze, silver, gold, or platinum award. Examples of actions include: "All staff have the opportunity to feedback ideas for saving energy (in addition to switching off light, monitors etc) which can be implemented by the team without external assistance, AND at least one of these ideas has been implemented" and "Host a Scary Jumper Day in the winter period either in the office or whilst working from home to highlight the benefits of wrapping up warm to reduce over-heating spaces".

In the 2023 submission, Surrey Business School earned the bronze award and in the 2024 submission, we got gold. Not sure how much evidence you need for this but I've attached some pictures from the Sustainability Awards, and am able to send you our 2024 Toolkit Submission if required?

Alternatively, here is a link to the Green Impact Report 2024-25, which shows some highlights:

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Share

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



How We Define Share

The Business school communicate both our achievements and shortcomings to promote shared learning and support our values and objectives within the institution.

Engagement Opportunities

Surrey 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)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations

Communication Audiences

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

- ❖ Accreditation bodies
- ❖ 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

Communication Barriers

Surrey Business School faces the following barriers in transparent communications:



**Bureaucratic
delays**



**Data privacy
regulations**



**Donor
sensitivities**

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SIGNATORY

Surrey Business School



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