PRME
an initiative of the
United Nations Global Compact

UNIVERSITY OF GREENWICH

Sharing Information on Progress 2026

University of Greenwich Business School

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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



Getting Started

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

Mission

Greenwich Business School remains firmly committed to the Principles for Responsible Management Education and to advancing responsible, inclusive and sustainable management education. Our purpose continues to be rooted in Education without Boundaries, creating opportunities for students and staff to realise their ambitions and succeed regardless of background. We remain focused on developing graduates who can lead with integrity, think critically and respond responsibly to the complex challenges facing business and society. Our ongoing commitment to PRME is reflected in the continued integration of sustainability, ethics and responsible leadership across our curricula, research, partnerships and engagement with wider communities. Through innovative education, impactful research and collaboration with business, policymakers and society, we continue to support progress towards the UN Sustainable Development Goals. We reaffirm our commitment to embedding responsible management principles throughout the work of the School and to equipping our students with the knowledge, capabilities, and perspectives to contribute to a more equitable and sustainable future.

Vision

To be recognized as a premier destination for responsible management education that bridges academic excellence with real world impact, fostering a diverse community of learners and researchers who drive positive change in business and society.

Strategy

Strategy Narrative

As part of our 'This is our Time' 2030 strategy:

Our strategic priorities are focused on transformational shifts in our work across Learning and Teaching, Research, and Knowledge Exchange. We will focus on four cross-cutting priorities: Student Success, Inclusivity and Culture, Impactful Research and Knowledge Exchange, and Connected and Sustainable Campuses. These priorities come with a commitment to invest in our students, staff, physical infrastructure and technology as key enablers to deliver against the goals that we set for ourselves over the next few years. They are underpinned by a strong financial foundation and a sustainable future that will help us to navigate challenges as they emerge. This is complemented by our Sustainability Strategic Action Plan 2024-2030.

This is Our Time strategy	View document	Download document

Sustainability Strategic Action Plan	View document	Download document

Strategy Alignment

Curriculum Shape: Our Strategy Alignment

Our strategic priorities recognise education as a critical driver of sustainable development, social mobility, and the common good. Central to this ambition is our Curriculum Shape project, a University-wide initiative designed to ensure that our academic portfolio continues to respond to the changing needs of our students, society, and the wider economy. Curriculum Shape provides an important mechanism for translating the ambitions of our 2030 Strategy and University values into the design and delivery of our programmes.

At its core, Curriculum Shape is focused on ensuring that our curricula meet the needs of an increasingly diverse student community while providing a high-quality, relevant, and inclusive educational experience. In doing so, our approach recognises the wider contribution that inclusive education can make to reducing inequalities, and enabling sustainable and equitable economic and social development.

Curriculum Shape provides an opportunity to systematically examine how our programmes prepare graduates to respond to the environmental, social, technological, and economic challenges shaping their professions and communities. Rather than positioning sustainable development as a discrete area of study, our strategic direction is towards ensuring that students encounter these issues as an integral part of their education and professional development.

These priorities demonstrate the alignment between our institutional strategy and our contribution to sustainable development and the common good. By widening access to high-quality education, supporting social mobility and equality, strengthening the relevance of our curricula, and equipping graduates to make responsible contributions to their organisations and communities; the University of Greenwich is using education as a means of creating lasting social, economic, and environmental value.

Institutional History

Institutional History

The University of Greenwich (UoG) has a longstanding tradition of progressive education and social responsibility. Our journey towards Responsible Management Education (RME) developed organically, led by committed academics and professional colleagues who recognised the important role of business education in responding to societal and environmental challenges. This closely aligns with the University's broader commitments to sustainability, social justice, and widening opportunity.

UoG first achieved PRME communicating signatory status in 2016, marking our formal participation in the global PRME community. During this period, our commitment was reflected in the incorporation of sustainability and ethics within modules and programmes, community-engaged learning, research collaborations focused on responsible business practice, and opportunities for students to develop their understanding of leadership and social responsibility. These activities established a platform from which our approach to RME continues to evolve.

The renewal of our PRME engagement in 2024 represented another important point in this development. Leadership from Dr Grace O'Rourke and Dr Emilio Costales was instrumental in strengthening coordination, increasing engagement, and bringing renewed momentum to our PRME activities. Our 2024 Sharing Information on Progress (SiP) report provided an opportunity to take stock of our work and articulate our commitment across the PRME principles. We established 'PRME at Greenwich', affirming our recognition that responsible management education is strengthened through collaboration rather than isolated activity. PRME at Greenwich provides a mechanism for bringing together colleagues and stakeholders from across the University, supporting interdisciplinary working, knowledge exchange, external engagement, strategic coordination and a more systematic understanding of our collective impact.

Since then, our approach has continued to mature. A particularly significant development is the University's Curriculum Shape initiative, which represents a shift towards thinking more holistically about what we teach, how we teach, and the kind of graduates we seek to develop. Curriculum Shape provides an important opportunity to move beyond sustainability and responsible management being addressed primarily through individual modules, programmes or initiatives. Instead, it enables us to consider how these priorities can inform the architecture of the curriculum and the wider student learning experience.

Curriculum Shape is designed to ensure that our programmes meet the evolving needs of our students, align with Strategy 2030 and our university values, while advancing our commitment to Education without Boundaries. It places particular emphasis on curricula that support social mobility and equality while developing the knowledge, capabilities and attributes students require to navigate a changing world. For Greenwich Business School, this represents an important next phase in our RME journey. It creates the conditions to consider responsible management education through the broader question of how our educational provision prepares students to understand and respond to interconnected economic, environmental and societal challenges. This includes strengthening

opportunities for students to engage with ethical decision-making, sustainability, inclusion, responsible leadership, and the wider consequences of organisational activity throughout their learning.

As we report on our progress in 2026, our focus is reflective and forward-looking. We remain committed to the foundations established throughout our PRME journey while seeking to deepen their integration across teaching, research, partnerships and institutional practice. Through the PRME at Greenwich, Curriculum Shape, and our wider strategic priorities, we are strengthening our capacity to educate graduates who can exercise sound ethical judgement, understand sustainability in its broadest sense, engage constructively with diverse communities and perspectives, and use innovation and responsible leadership to contribute to sustainable development and the common good.

Graduates & Enrollment

2025 Statistics	Number
Graduates	2,016
Faculty & Staff at the University	2,350
Faculty & Staff at the Institution	360
Student Enrollment at the University	29,410
Student Enrollment at the Institution	7,539
Undergraduate Attendance	4,601
Masters-Level Postgraduate Attendance	2,867
Doctoral Student Attendance	71
Certificate, Professional Development, or Continuing Education Attendance	14

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

- Doctor of Philosophy (Ph.D.)
- Doctor of Business Administration (D.B.A.)
- Doctor of Education (Ed.D.)

Undergraduate Degree Programmes

- Entrepreneurship and Innovation
- Business Management
- Tourism Management
- Business Economics
- Accounting and Finance (Final Year Direct Entry)

Masters Degree Programmes

- MBA Global
- Executive MBA
- International Business
- Marketing Management
- Economics

Postgraduate Degree Programmes

- Doctor of Business Administration

Certificates, Professional Development, or Associate Programmes

- Senior Leader Apprenticeship



Purpose

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

Letter of Commitment

STATEMENT OF SUPPORT FROM THE PVC/EXECUTIVE DEAN GBS

Greenwich Business School reaffirms its commitment to the Principles for Responsible Management Education and to advancing responsible, inclusive and sustainable management education. As we reflect on our progress, we remain focused on ensuring that the values represented by PRME inform how we operate, collaborate, and contribute to society in addition to what we teach and research. Our approach is grounded in the belief that business and management education has an important role to play in responding to complex environmental, social and economic challenges. The United Nations Sustainable Development Goals provide an important framework for this work, helping us connect our educational and research priorities with wider global ambitions for sustainable development. This commitment also supports the University's Greener Greenwich strategy and its ambition to achieve net-zero carbon emissions by 2030.

Responsibility, sustainability, and ethical decision-making are integral to our identity as a Business School. As an international academic community, we seek to create an environment in which students, colleagues, alumni, and partners can contribute, develop, and succeed. Our commitment to Education without Boundaries reflects this ambition: widening opportunity, supporting aspiration, and recognising the value of different experiences and perspectives.

Preparing students to navigate uncertainty and contribute positively to change remains a key priority. We continue to develop our curricula so that graduates leave GBS with the knowledge, critical judgement and practical capabilities required to consider the environmental and social consequences of organisational decisions. Research-informed teaching, interdisciplinary learning, and opportunities to engage with real-world challenges enable students to examine established approaches, consider alternative models, and understand their own responsibilities as future professionals and leaders. These fundamental components form a key aspect of our Curriculum Shape Initiative, which has introduced a comprehensive enhancement of our curricula. Our objective is to ensure that sustainability and responsible management are embedded throughout the learning experience rather than treated as separate or peripheral concerns.

Research is equally important to this commitment. Through our Research Centres and wider scholarly community, GBS contributes to knowledge and debate on responsible business, sustainable economies, and caring societies. Many of the challenges addressed by PRME cannot be resolved within individual disciplines or institutions. We therefore continue to strengthen collaboration across the University and with businesses, policymakers, communities, and other external partners. These relationships enable us to explore the role of organisations in addressing environmental and societal challenges, develop new approaches to systemic change and translate academic insight into practical outcomes. Through such engagement, we seek to generate impact that is relevant to the communities around us and to the wider international context in which GBS operates.

We recognise PRME as an ongoing commitment rather than a fixed destination. We will continue to review our practice, learn from our community and partners, and identify opportunities to strengthen our contribution. Our ambition is for Greenwich Business School to equip graduates not simply to succeed within a changing world, but to understand their capacity and responsibility to help shape it.

Dr. Gary Brown
Pro-Vice Chancellor/Executive Dean (interim)
Greenwich Business School
University of Greenwich



Professor Jane Harrington

The London and South East University Group is pleased to reaffirm its support for Greenwich Business School (GBS) as a signatory to the Principles for Responsible Management Education (PRME), and for the values of responsible, inclusive and sustainable leadership that PRME represents.

Across the group, we are committed to widening opportunity, removing barriers to success and creating positive change through education, research and partnership. We want our students to be equipped with the knowledge, skills and values to thrive in a changing world and to make responsible and sustainable contributions to society.

Greenwich Business School plays an important role in this, embedding responsible management principles across its programmes and encouraging students to consider the wider social and environmental impact of business decisions.

As Vice-Chancellor and Chief Executive Officer of the London and South East University Group, I welcome the progress Greenwich Business School continues to make through its participation in PRME and reaffirm our support for its ongoing commitment. The School's work contributes directly to our ambition to be a university that expands opportunity while equipping its graduates to make thoughtful, responsible, and sustainable contributions to society.

The following statement from Professor Gary Brown, Pro Vice-Chancellor and Executive Dean of Greenwich Business School, sets out the School's continuing commitment and progress in greater detail.

Professor Jane Harrington
Vice-Chancellor & CEO



Greenwich Campus

Old Royal Naval College,
Park Row,
London SE10 9LS

Tel: +44 (0)20 8331 8000

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Registered office: Old Royal Naval College, Park Row, Greenwich, London SE10 9LS

Definition of Purpose

We define purpose as the transformation of the business school from a traditional education institution into a catalyst for positive change through the embedding of responsibility and sustainability to support our local and global community, and develop future leaders who can address global challenges while fostering prosperity and inclusion.

Institutional Engagement

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



Values

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

How We Define Values

Values are the fundamental architecture of our praxis; shaping how purpose becomes action and creating the conditions in which responsible management education can thrive. They inspire how we teach, research, collaborate, engage, and empower our community to act with integrity, challenge convention, and contribute meaningfully to a more just, inclusive and sustainable world.

Who Champions Responsible Management Education at Our Institution

- Interdisciplinary efforts across business school
- Senior leadership office

Student Awareness

0% - 25% of students at University of Greenwich Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at University of Greenwich Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Creative U: Co-Designed Entrepreneurship Education in Prison

Creative U is a research and knowledge exchange project developed by Chryssi Tzanetou (Principal Investigator) and Dr. John Tull of Greenwich Business School, partnered with the prison charity UNTOLD, HMP Isis in the Borough of Greenwich, and guided by Professor Lorraine Gamman at the University of the Arts London's Design Against Crime Research Lab. It addresses a persistent social and economic challenge: reoffending in England and Wales remains high, costing society an estimated £18 billion annually, while prison education budgets are being cut. Creative Uresponds by

co-designing creative entrepreneurship education *with* young men in custody (aged 18–25) rather than delivering a fixed syllabus *for* them, blending design thinking, applied theatre and creative practice to foster better engagement.

During 2025–26 nine prison learners completed an eight-workshop co-designed entrepreneurship curriculum, progressing from personal aspirations and problem identification through customer insight, branding and finance to completed business plans. Greenwich Business School students acted as peer facilitators in workshops and at the capstone event when HMP Isis hosted its first-ever Business Showcase on 17 July 2026. Participants presented ventures including a circular-economy streetwear resale business and a prisoner-family communications venture to entrepreneurs and 25 academics, prison leaders and civil-society practitioners, demonstrating substantial cross-sector interest.

Creative U's knowledge exchange impact extends beyond individual participants, connecting higher education, criminal justice, the voluntary sector and business around improving prison education amid acute resource constraints. Its *co-design methodology* provides a transferable, replicable model for arts-based entrepreneurship education in custodial settings. Independent evaluation links the creative entrepreneurship provision with gains in confidence, agency and employment-readiness. The ambition now is to scale the model to other establishments and inform policy on rehabilitation through education.

LEARN MORE:
Creative U Project



Photographed: Chryssi Tzanetou and John Tull (Project Leads); Abrar and Andrius (Student Research Assistants); Deborah (Untold); Ella and Helen (University of Greenwich Law & Criminology); CU independent evaluators.

Celebrating Values

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

Celebrating Our Values: Extending Our Commitment Across the University

We remain proud of the way our values of inclusivity, collaboration, and impact shape our approach to sustainability and responsible education. Since our previous SiP, our commitment has continued to evolve. Sustainability remains embedded across our teaching, research, operations and partnerships, supported by our Sustainability Strategic Action Plan and its ambition to achieve “sustainability excellence in everything we do”. Increasingly, we are looking beyond individual initiatives to consider how these values can more systematically shape the educational experience of every Greenwich student.

Our Curriculum Shape initiative represents an important step in this journey. At the heart of Curriculum Shape is a simple principle: our curricula should reflect the best of who we are as educators and create the conditions in which all students can thrive. Our commitment to Education without Boundariesvmeans designing learning that enables students to succeed because of, rather than despite, the diversity of their backgrounds and experiences. The Greenwich Curriculum Framework places student-centred, scaffolded, and inclusive learning at the centre of programme design, while supporting social mobility, equality, and high-quality student outcomes. Our values are given practical expression through three interconnected pillars: Impactful Curricula, Collaborative Curricula, and Inclusive Curricula. Impactful curricula embed real-world challenges and the UN Sustainable Development Goals across programmes. Collaborative curricula strengthen connections with employers, alumni, professional bodies and other partners to create meaningful learning and employment opportunities. Inclusive curricula integrate academic and digital capabilities, wellbeing and inclusive practice throughout the student journey.

These principles are reinforced through our refreshed Graduate Attributes. We want Greenwich graduates to leave us as impactful and ethical agents of chang, active knowledge producers and practitioners, competent and capable professionals, and real-world problem solvers. Curriculum Shape provides a structured pathway for developing these attributes progressively, with programme-level mapping of learning, assessment, and academic and digital capabilities. More consistent programme structures, scaffolded learning and a reduced number of concurrently taught modules are also intended to create a more coherent learning experience and a strong foundation from which every student can progress.

Importantly, Curriculum Shape builds upon an established culture of learning through sustainability. Our Living Lab approach continues to use the University itself as a space in which students and staff can investigate real sustainability challenges and translate knowledge into action. Curriculum Shape creates an opportunity to extend this ethos more holistically. Our ambition is not simply for students to encounter sustainability within particular modules or projects, but to engage throughout their education with the wider environmental, social, and ethical consequences of their disciplines and future professions. Embedding the SDGs and real-world challenges within curriculum design provides an important mechanism for developing this perspective.

For Greenwich Business School, this direction strongly complements our commitment to PRME. Inclusivity, collaboration, and impact are not values that sit alongside responsible management education; they provide the architecture through which it can flourish. As extends these principles are extended across the University, we are creating stronger connections between what we value institutionally, what and how we teach, the attributes our students develop, and the contribution we expect our graduates to make to society.

Prof. Myrtle Emmanuel Selected for Honouring Black Britain 2026

Prof. Myrtle Emmanuel has been selected for inclusion in the Honouring Black Britain 2026 national campaign - recognising individuals whose work, leadership, and contribution are helping to shape Britain today.

As part of the campaign, Myrtle will be featured in the official resource pack and magazine, distributed to schools, libraries, charities, workplaces, and organisations across the UK. This recognition reflects her outstanding contribution to education, racial equity, and community engagement.

Continue telling your story

Meet the PRME Champions- Dr Emilio Costales	View document	Download document
Meet the PRME Champions- Dr Grace O'Rourke	View document	Download document

Teach

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

How We Define Teach

As our institutional responsibility to embed responsible management principles throughout the student journey. We create the curricula, pedagogies, and opportunities that enable students to encounter, practice, and critically reflect on the nuances of responsibility and progressively build their capacity to translate them into meaningful action.

Courses that support RME

University of Greenwich Business School reports 8 courses in 2025 that support responsible management education and sustainable development goals.

SDG Action Lab | BUSI1863

The SDG Action Lab is a level 5 module and part of the Entrepreneurship and Innovation Honours Bachelors programme, aimed at empowering students to contribute actively towards SDGs by applying interdisciplinary knowledge and collaborative skills. This module seeks to immerse students in real-world challenges, fostering critical thinking, problem-solving, and innovative approaches to sustainability. Through hands-on projects, collaborations with both internal and external partners, and engagement with complex global issues, students will develop practical skills and a deep understanding of the dynamics shaping sustainable business transformations.



Delivering a Sustainable Event | CATE1214

Delivering a Sustainable Event is a level 7 course which has been designed around the principle that sustainability should not simply be taught as a theoretical concept but experienced through authentic, practice-based learning. Rather than relying on case studies alone, students work collaboratively to design, plan, deliver and evaluate a live fundraising event for a charity partner, applying responsible

management principles throughout the entire event lifecycle. This authentic assessment enables students to navigate the complexities of balancing environmental, social and economic sustainability within real-world decision-making, whilst developing their understanding of ethical leadership, stakeholder engagement and responsible professional practice.

Sustainability is embedded throughout the curriculum rather than delivered as a standalone topic. Students begin by exploring sustainability frameworks, the United Nations Sustainable Development Goals (SDGs), Carbon Literacy and responsible leadership before applying these concepts to sustainable event design, ethical fundraising, project management, marketing, accessibility, financial planning, health and safety, stakeholder engagement and event evaluation. By integrating sustainability into every stage of event planning, students are encouraged to view it not as an additional consideration but as the lens through which all management decisions should be made.

The module combines active and innovative learning strategies with authentic industry practice. Students participate in Lego Serious Play workshops to develop collaborative leadership, establish team agreements and build effective working relationships. Practical accessibility workshops challenge students to experience event environments from different perspectives, including the development of touch and sensory tours, encouraging them to design more inclusive event experiences. Students are also mentored throughout the module while producing professional documentation, including sustainability strategies, accessibility plans, risk assessments, stakeholder communications, fundraising strategies and evaluation frameworks. These activities mirror contemporary professional practice whilst encouraging students to critically reflect on the wider environmental and social impacts of events.

The module also enables students to make explicit connections between event management and the UN Sustainable Development Goals. Students select their own charity partner and develop an event that raises both funds and awareness for a social or environmental cause. As part of the planning process, each team identifies the SDGs most closely aligned with their chosen charity and demonstrates how their event contributes towards these goals. In addition, the curriculum itself supports a number of SDGs, including SDG 3 (Good Health and Well-being) through safe and accessible event planning; SDG 4 (Quality Education) through experiential and reflective learning; SDGs 5 and 10 (Gender Equality and Reduced Inequalities) through inclusive curriculum design and accessible event experiences; SDG 11 (Sustainable Cities and Communities) through community engagement and partnerships with charities; SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action) through Carbon Literacy, sustainable procurement and environmental decision-making; and SDG 17 (Partnerships for the Goals) through collaboration with charity clients, sponsors, the University's Sustainability Team and a range of external stakeholders.
Underpinning the module is a commitment to inclusive and responsible education. Students are

encouraged to question the social, environmental and ethical implications of management decisions, critically evaluate the impacts of their events, and reflect on their own professional development as future event leaders.

The course equips students with the practical and professional competencies required for effective teamwork, leadership and responsible management, applying these skills directly through the planning and delivery of a live event. Students strengthen their critical and analytical capabilities by applying sustainability, accessibility and inclusivity frameworks to real-world event design, decision-making and delivery. The experience enables them to translate responsible management principles into practice while considering the environmental and social impacts of their decisions.

Through embedded Carbon Literacy training and certification, students gain recognised knowledge and skills to understand carbon impacts and identify opportunities for meaningful climate action within their professional practice. Students also develop critical reflective practice, enabling them to evaluate the sustainability and wider outcomes of the live event, assess their individual contribution and team performance, and identify learning that supports their continuing personal and professional development.



Sustainable Transport | TRAN1028

The Sustainable Transport module is a specialist final year level 6 course that explores the challenges of planning and managing transport systems within the context of sustainability. The module examines the relationship between transport and society, considering how demographic change, political priorities and environmental pressures shape the movement of people and goods.

The course explores the principal modes of transport, such as road, rail and maritime, and considers the distinct sustainability challenges associated with passenger and freight transport. Students encounter key theories and concepts in transport management alongside the practical realities of contemporary transport systems, with particular attention to the UK and European contexts. Drawing on case studies from both developed and developing countries, the module places transport within a wider global context and examines how different economic, social and environmental conditions

influence transport policy, infrastructure and management. The combination of theory, practice, and international perspectives provides a comprehensive exploration of the complexities involved in developing and managing more sustainable transport systems.

The module develops students' critical, analytical and collaborative capabilities while strengthening their readiness to address sustainability challenges in professional contexts. By examining transport as an enabler of the Sustainable Development Goals, students learn to evaluate the interconnected environmental, social and economic dimensions of transport and apply sustainability thinking to complex, real-world problems.

Through assessed group presentations on contemporary issues, such as air pollution, car dependency, low-emission zones and last-mile delivery, students strengthen their research, teamwork, communication, problem-solving and decision-making skills. They learn to analyse evidence, navigate competing priorities and communicate informed, context-sensitive responses to sustainability challenges. The international composition of the cohort further enriches this development by exposing students to different European perspectives and practices, strengthening intercultural competence and their ability to work across diverse viewpoints. Together, these experiences build students' confidence and professional readiness, equipping them to apply sustainability principles in future roles and contribute to responsible, evidence-informed decision-making within the transport sector and beyond.





Sustainability in a Changing HR Context | INDU1202

Sustainability in a Changing HR Context is a level 7 module which explores the changing world of Human Resource Management and the role HR professionals can play in shaping more sustainable, inclusive and responsible organisations. It begins by examining the internal and external environments in which HR operates across the private, public and third sectors, providing a foundation for understanding how economic, social, environmental and technological change is reshaping the workplace.

From this foundation, the module introduces sustainability concepts, theories and models and considers how they can be applied to HR strategy and practice. Particular attention is given to what it means to be a sustainable employer and how organisations can embed inclusive, ethical and responsible approaches across areas such as talent management, employee wellbeing, diversity and inclusion, and labour practices. The module brings these ideas to life through contemporary organisational challenges. Working in groups, students explore practical issues such as reducing employee carbon footprints, developing green talent management strategies and improving workplace

wellbeing. Case studies and classroom discussions provide opportunities to examine ethical labour practices, diversity and inclusion, and the sometimes competing expectations of employees, employers and other stakeholders. The course also looks ahead to the future of work. Students consider scenarios involving artificial intelligence and automation, ageing populations and hybrid working, exploring what these developments mean for sustainable HRM and organisational decision-making. Debates around contemporary sustainability issues further encourage consideration of different stakeholder perspectives and the complexities involved in balancing organisational priorities with social and environmental responsibilities. The module connects established HRM theory with emerging workplace realities, positioning sustainability, responsibility and inclusion as integral to both contemporary HR practice and the future of the profession.

The module has a direct impact on how students understand their future role as HR professionals, developing their ability to see sustainability, ethics and inclusion as core dimensions of organisational decision-making rather than separate concerns. Students become better equipped to assess how HR practices can contribute to decent work, equity, employee wellbeing, environmental responsibility and long-term organisational value. Through challenge-based learning and future-of-work scenarios, students strengthen their ability to analyse complex problems, evaluate competing stakeholder needs and develop practical, evidence-informed responses. This builds confidence in applying Sustainable HRM and Green HRM principles to workplace situations while developing critical thinking, ethical judgement, strategic decision-making and communication skills. As a result, students leave the module better prepared to influence responsible workplace practices, contribute to sustainable organisational change and exercise responsible leadership in their future careers.



Foundations of Entrepreneurship | BUSI1890

Foundations of Entrepreneurship is a Level 4 course introducing students to entrepreneurship by taking them through the journey of turning an initial idea into a credible venture opportunity. Students explore the role entrepreneurship plays within the wider economy and learn how entrepreneurial ideas are identified, tested, developed and communicated. The course follows the key stages of the entrepreneurial process, introducing students to the analytical and research tools needed to assess whether an idea is viable, identify its critical success factors and consider the people and capabilities required to bring it to life. Team development, opportunity evaluation and venture pitching form important elements of this journey, allowing students to experience how ideas move from early concepts towards well-founded entrepreneurial propositions. Sustainable development sits at the heart of this process. The Sustainable Development Goals (SDGs) are embedded directly into the module assessment, challenging students to investigate the current position of a chosen SDG within a particular context, identify an unmet need or opportunity, and develop a business idea that responds

to that gap. Sustainability therefore becomes a starting point for entrepreneurial thinking rather than an additional consideration once a venture has been designed.

By connecting the entrepreneurial process with real social, economic and environmental challenges, the module presents entrepreneurship as both a means of creating viable ventures and a potential mechanism for addressing societal needs. Students also consider entrepreneurship from a personal perspective, reflecting on the realities of entrepreneurial activity and whether it represents a potential pathway for their own future careers.

The module has a formative impact on first-year students by broadening their understanding of entrepreneurship as a vehicle for both economic and positive societal change. By placing the SDGs at the centre of assessment, students learn to investigate real-world challenges, identify unmet needs and translate these into responsible and sustainable entrepreneurial ideas. This develops their ability to connect innovation and enterprise with social and environmental impact.

Experiential activities—including the Entrepreneurial Spectrum card game, Intersectionality Barrier Cards and the bespoke Social Enterprise Adventure—challenge students to examine assumptions about entrepreneurship and explore how inequality, identity, resource constraints and competing stakeholder interests shape entrepreneurial opportunities and decisions. These experiences strengthen critical thinking, empathy, ethical awareness and inclusive decision-making.

Through developing entrepreneurial and policy responses linked to the SDGs, students build confidence in applying theory to complex societal challenges and communicating evidence-informed solutions. Importantly, at an early stage in their university journey, the module expands students' sense of what entrepreneurship can achieve and empowers them to see themselves not simply as potential entrepreneurs, but as responsible changemakers capable of contributing to a more inclusive and sustainable society.



Executive Decisions and Grand Challenges | BUSI1834

Executive Decisions and Grand Challenges is a level 7 course exploring the complex decisions facing executives as businesses respond to an increasingly interconnected and rapidly changing global environment. Framed by the Sustainable Development Goals and contemporary grand challenges, the course examines how organisations can move beyond traditional approaches to corporate social responsibility towards purpose-led, sustainable, and responsible forms of organising. Drawing on perspectives from business, the social sciences and humanities, the module considers sustainability and wicked problems before exploring crisis, resilience and the emergence of prosocial and

regenerative approaches to business. Designed for executive decision-makers, the course develops a cross-disciplinary understanding of how organisations can respond meaningfully to societal and environmental challenges while contributing to global corporate citizenship. Learning takes place through a distinctive salon format, combining preparatory reading with debate, reflection and participants' professional experiences. This creates a collaborative space in which diverse perspectives can challenge established assumptions and explore how responsible leadership and collective action can contribute to sustainable organisational and societal change.

The course strengthens learners' capacity to navigate complex sustainability challenges as responsible executive decision-makers. By engaging with the SDGs, wicked problems, resilience, prosocial and regenerative organising, learners develop a more critical and systemic understanding of the relationship between business, society and the environment. This enables them to move beyond conventional approaches to sustainability, question established organisational assumptions, evaluate competing stakeholder perspectives and consider how purpose and performance can be integrated into responsible strategic decision-making. The salon format is particularly important to this development. Rather than positioning learners as passive recipients of knowledge, the course creates creates a collaborative learning community in which participants bring academic ideas into conversation with their own professional and lived experiences. Through multidirectional debate, critical reflection, and exposure to diverse perspectives, students learn to challenge ideas constructively, articulate and defend their reasoning, listen to alternative viewpoints, and reconsider their own assumptions. This strengthens intellectual confidence, ethical judgement, and the ability to navigate ambiguity, which are capabilities that learners can carry directly into practice when leading organisations through complex social and environmental challenges.



Ethics of Business and Innovation | BUSI1756

Ethics of Business and Innovation is a level 7 module designed for the MBA at the Executive Business Center. The module introduces the ethical challenges arising when local and global businesses must balance economic growth and long-term sustainability. It introduces theories of business ethics and sustainability and applies them to real-world business challenges. Following our university's principle of research-based teaching, the module integrates the module leader's own research in business ethics and AI ethics. This includes five topics on the impact of artificial intelligence (AI) on various

Sustainable Development Goals (SDGs), including on the impact of workplace analytics and surveillance tools on meaningful work. Each week discusses a practical example to articulate theory and practice, e.g.Volkswagen's CO2 emissions scandal, Amazon's gender-biased AI recruitment tool, or the Financial Times' "Uber Game" on gig economy platforms. Since this module is delivered to Executive MBA learners with significant work experience, work-based assessments allow them to be evaluated on how they apply what they learn in their day-to-day practice, with fascinating results. It was the first of its kind at the University of Greenwich Business School to be built from the ground-up with the SDGs and principles of PRME embedded at each stage of development, regularly drawing on student feedback and insight to ensure student satisfaction and a conducive environment for learning. The module continues to evolve and incorporate contemporary ethical dilemmas. Dr Thomas Ferretti designed this module to include complex topics in ethics, fairness, and sustainability; the principles of universal design are incorporated to enhance the virtual learning environment, communication channels, and means for providing formative feedback on assessment drafts to improve student success and inclusion.

The module has a direct impact on students' ability to navigate complex ethical and sustainability challenges in their professional practice. By engaging with contemporary cases involving AI, workplace surveillance, algorithmic bias, the gig economy and corporate environmental responsibility, students strengthen their ethical reasoning, critical thinking and ability to evaluate business decisions from multiple stakeholder perspectives. The integration of Dr Ferretti's research ensures that students engage with emerging ethical challenges at the frontier of responsible management thinking.

For Executive MBA students, the work-based assessment is particularly impactful, enabling them to translate responsible management concepts directly into their own organisations and professional decision-making. Students critically examine existing practices, identify ethical and sustainability implications, and consider how alternative approaches could generate more responsible outcomes. Embedding the SDGs and PRME principles throughout the module also enables students to understand the connections between everyday management decisions and wider societal and environmental challenges. Through this combination of research-informed teaching, applied learning and inclusive pedagogy, students develop the confidence, ethical judgement and strategic capability to influence responsible practice within their organisations and exercise more thoughtful leadership in an increasingly technology-enabled and sustainability-conscious business environment.

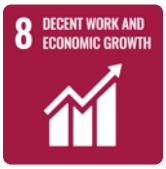


Business Ethics | BUSI1314

Business Ethics is a level 5 course that explores the ethical responsibilities of businesses and organisations, their relationships with different stakeholders, and the role individuals play in making responsible decisions. At its heart, the module recognises that business is never simply about business - it involves choices that can have significant consequences for employees, consumers, communities, society and the environment.

Through contemporary ethical dilemmas, students examine challenging questions: What should an employee do when confronted with organisational wrongdoing? Do businesses have responsibilities beyond generating returns for shareholders? How should organisations respond to challenges such as public health, environmental sustainability, artificial intelligence, freedom of expression and the commercial use of personal data? And what responsibilities do businesses have when regulation or government action falls short?

The course introduces fundamental concepts and theories in business ethics and uses them to explore these real-world controversies. Students encounter different approaches to ethical reasoning and consider how competing stakeholder interests, values and responsibilities influence organisational decisions. Rather than searching for simple answers, the module creates space for debate, critical reflection and the examination of different perspectives. By connecting ethical theory with contemporary organisational challenges, the module encourages students to critically reflect on the place of business in society and their own potential role within organisations.





Educator Recognition

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

- Course evaluation scores
- Annual teaching excellence awards
- Faculty promotion and tenure consideration
- Institutional recognition events
- Student-nominated teaching awards

Teaching Voices

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

Building Responsible and Inclusive Digitalisation through Game-based Engagement

During the 2025-2026 academic year, led by Dr. Lucien von Schomberg alongside Dr. Grace O'Rourke, Dr Guodong Cheng and Dr. Jiawei Li at Greenwich Business School, we secured €60,000 in Horizon Europe funding through the REINFORCING programme for **BRIDGE – Building Responsible and Inclusive Digitalisation through Game-Based Engagement**. Launched in November 2025, BRIDGE explores how participatory, game-based approaches can enable more inclusive conversations around the ethical challenges associated with digitalisation in higher education. The project draws on real-world ethical issues surrounding areas such as artificial intelligence, surveillance and data governance, among others. These dilemmas are explored by different stakeholders (players), creating a structured space for ethical deliberation, the exchange of diverse perspectives, and ultimately - more bottom-up approaches to organisational decision-making around complex ethical issues. The project has been developed in collaboration with the Institute of Business Ethics (IBE), providing opportunities to connect the work with its wider network of organisations.

Over the course of the year, BRIDGE has moved from development and co-design through a series of pilots involving students, academics, professional services colleagues and external stakeholders. The approach combines ethical theory with structured dialogue and game-based engagement, encouraging participants to explore dilemmas from different ethical perspectives and collectively consider what responsible digitalisation should look like in practice. This has enabled the project to move beyond the classroom into multi-stakeholder and organisational settings, with pilots and engagement activities taking place at the **University of Greenwich and with external organisations including KPMG and SSE**. The resulting learning has been used iteratively to refine the game and develop an approach that can be adapted across institutional and professional contexts.

BRIDGE has also been disseminated widely during its first year. In 2026, the project has been presented at **ISPIM Connects in Bangkok, Thailand; the Eu-SPRI Conference in Valencia; the PRME UK & Ireland Chapter Annual Conference at the University of Bath; and the EASST Conference in Kraków**, providing opportunities to engage with audiences spanning responsible management education, innovation studies, responsible innovation and science and technology studies. Collectively, these activities demonstrate the project's contribution to responsible management education by creating an accessible and participatory means of embedding ethical reflection into conversations about emerging technologies and organisational decision-making.



Citizen Science and Employability Pathway

The Citizen Science and Employability Pathway Initiative is a three-phase programme that equips University of Greenwich students with the sustainability knowledge, practical experience, and employability skills needed to act on environmental challenges and to demonstrate their capability to future employers. The initiative is led by Dr Emilio Costales and Siddharth Joshi and received internal funding from the University's Centre for Research on Employment and Work research centre. The programme is open to all University of Greenwich students, irrespective of discipline or level of study. Phase 1 consists of 16 hours of training. The first eight hours provide Carbon Literacy Training. The second eight hours cover circular design, regeneration and citizen science, with the first four hours co-led with The Circular Economy Collage. The training concludes with each student developing an Action Plan to address a sustainability challenge in their local community or on the University of Greenwich campus. In Phase 2, students work with the University of Greenwich Employability Team through tailored workshops and support sessions. These sessions help students translate their learning into employability capital, and build their confidence in presenting this experience on CVs and articulating it in interviews. In Phase 3, students are placed with local employers or with the University of Greenwich Sustainability Team, where they put their Action Plans into practice and apply their learning in real-world settings. On completing the training, students are eligible to receive certification as

Carbon Literate from The Carbon Literacy Project, along with certificates of completion from the Circular Economy Collage. These provide students with recognised credentials to support their career progression.





Barriers to Innovative Curriculum

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

- Accreditation constraints
- Collaboration barriers
- Compliance and legal concerns
- Institutional culture
- Overloaded faculty
- Resource allocation challenges
- Time constraints
- Learning curve for faculty

Barriers to Innovative Pedagogy

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

- Accreditation limitations
- Faculty confidence gaps
- Learning curve for faculty
- Overloaded faculty
- Student engagement concerns
- Time constraints

Continue telling your story

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Meet the Mind behind Sustainable Transport	View document	Download document
Meet the Mind behind Sustainability in a Changing HR Context	View document	Download document



Research

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

How We Define Research

We see research as a creative multi-method endeavour that generates impactful knowledge, challenges established thinking, and shapes policy and practice. By bringing research insights directly into our teaching, we enrich student learning and advance ethical, inclusive, and sustainable approaches that contribute to positive change locally and globally.

Research vs Research for RME/Sustainable Development

87 Peer-reviewed articles were published by University of Greenwich Business School from this past calendar year.

vs

30 Peer-reviewed articles were published by University of Greenwich Business School from this past calendar year in support of RME.

Research Funding

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



Institution Specific | **Local** | **Regional** | **National** | **International**

Socializing Research

In 2025, University of Greenwich Business School contributed research findings to:

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

Research Projects

In 2025, University of Greenwich Business School reported 5 research projects that implemented responsible or sustainable activities.

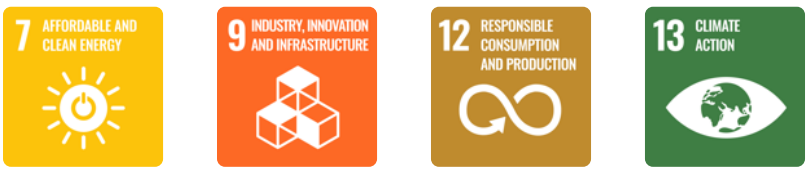
CIRCURBATT: Circular Economy Innovations for Resilient, Competitive and Sustainable Battery Technologies

Period Covering: December, 2024 - December, 2027

Department: Greenwich Business School

The University of Greenwich continues to lead **CIRCUBATT**, a three-year Horizon Europe research and innovation project involving ten organisations across eight countries. Launched in January 2025, CIRCUBATT aims to improve the circularity, resilience and sustainability of the European EV battery value chain by integrating sustainable battery design and manufacturing, lifecycle assessment and data analytics, second-life applications, circular business models and advanced recycling. The University of Greenwich also leads research on sustainable and circular business models, including Battery-as-a-Service.
By the end of its first 18-month reporting period in June 2026, CIRCUBATT had established the principal foundations for subsequent validation and demonstration. The project developed integrated approaches for evaluating and designing circular battery business models, considering their economic resilience, environmental circularity, social implications, revenue model structure, implementation risks and supporting policy conditions. This work provides an evidence-based foundation for the responsible deployment of second-life EV batteries, ensuring that commercial development is considered alongside stakeholder wellbeing, community impacts, resource efficiency and regulatory readiness.

The consortium further have assessed the economic and environmental implications of battery reuse and recycling, demonstrating that outcomes depend on battery chemistry, processing scale, recycling route, market conditions and the carbon intensity of the energy system. Additionally, research has advanced more sustainable battery production and lower-impact recycling approaches for lithium iron phosphate batteries, including aqueous electrode processing, facilitated material recovery and greener recycling methods demonstrated at laboratory scale. CIRCUBATT is now progressing towards further integration, validation and pilot preparation. Collectively, the project supports responsible innovation and contributes particularly to **SDG 7: Affordable and Clean Energy; SDG 9: Industry, Innovation and Infrastructure; SDG 12: Responsible Consumption and Production; and SDG 13: Climate Action**.



King's Commonwealth Fellowship Programme Climate Resilience Fellowships

Period Covering: October, 2025 - January, 2027

Department: Executive Business Centre | Business, Operations, and Strategy | Accounting, Finance, and Economics

The project contributes to the King's Commonwealth Fellowship Programme (KCFP) through the Climate Resilience Fellowship pathway, supporting the development and delivery of specialist training for mid- to senior-career professionals working on the frontline of climate change in Small Island Developing States (SIDS). The initiative brings together sustainability, lifelong learning, and global development through inclusive, practice-oriented education designed around the specific climate challenges and priorities of participating communities.

Dr Emilio Costales, Dr Grace O'Rourke, Dr Yuliya Darmenova, Dr Trung Hoang, Dr Maria Nikolaidi, Dr Conor Walsh, and Dr Mofakkarul Islam contribute as consultants, working collaboratively with Fiji National University, the UK Met Office, the University of Trinidad and Tobago, and the Association of Commonwealth Universities. Together, the partnership develops context-sensitive training across areas including climate literacy, inter-sectoral collaboration, policy influence and climate finance. The Fellowship is designed to strengthen participants' knowledge of climate resilience while providing practical tools that can be applied within their professional contexts to address immediate climate challenges and build longer-term resilience. It also creates opportunities for fellows to strengthen regional networks, exchange practice and increase their capacity to influence climate-related policy and practice nationally and internationally.



RESILIENT-ALERTS: Digital Transformation of Multi-Hazard Early Warning Systems for Enhanced Societal Readiness and Critical Infrastructure Resilience

Period Covering: June, 2025 - June, 2026

Department: Business, Operations, and Strategy

RESILIENT-ALERTS (Digital Transformation of Multi-Hazard Early Warning Systems for Enhanced Societal Readiness and Critical Infrastructure Resilience) was developed with support from a £10,000 British Academy Pump Priming award. The project, led by Dr Carlos Arranz, established a 17-

organisation consortium spanning the UK, Spain, Greece, the Netherlands and Ireland, bringing together universities and research organisations, public authorities, emergency services, civil-society end users and SMEs to develop a collaborative Horizon Europe proposal.

The initiative responds to the growing need for early warning systems capable of supporting communities and critical infrastructure in the face of increasingly complex and interconnected hazards. Importantly, RESILIENT-ALERTS moves beyond an exclusively technology-led understanding of early warning. While exploring the potential of AI-enabled multi-hazard intelligence and digital technologies, the project places societal readiness at the centre of effective disaster preparedness and response. It considers how public trust, accessible and timely risk communication, inclusive disaster governance and community engagement can be integrated with technological innovation.

A particular focus is ensuring that advances in early warning systems work for those who may be most at risk, including vulnerable and digitally excluded communities. Through its cross-sector and international consortium, the project brings together technical expertise with the perspectives of policymakers, emergency responders and end users, creating a foundation for developing early warning approaches that are not only technologically advanced but also inclusive, trusted and responsive to societal needs. In doing so, RESILIENT-ALERTS seeks to strengthen both societal preparedness and the resilience of critical infrastructure to future multi-hazard events.



Events for a Changing World: Responsibility, Equity, and Impact

Period Covering: July, 2026 - July, 2026

Department: Management and Marketing

The Association for Event Management Education (AEME) Forum 2026 was successfully bid for and hosted by the University of Greenwich, led by Joanna Goodey, in collaboration with International Event Management MA students. Centred on the theme “Events for a Changing World: Responsibility, Equity, and Impact,” the three-day Forum explored how events can operate simultaneously as sites of responsibility and contestation and as spaces for imagination, dialogue and meaningful social impact. Particular attention was given to the role of events education, including pedagogy, curricula, institutional contexts and partnerships, in shaping ethical practice, inclusive futures and socially responsive event professionals.

A distinctive feature of the project was the use of Participatory Action Research (PAR) to involve MA students directly in co-creating the Forum. Rather than positioning students solely as event organisers or participants, the project brought them into the process of researching, designing and delivering an alternative model for academic knowledge exchange. Working alongside academic staff, students explored how a traditionally academic-facing conference could become more participatory, inclusive and responsive to student voice.

This co-creation process informed an innovative programme that moved beyond conventional conference formats. Alongside more than 40 academic paper presentations, the Forum incorporated elements inspired by unconference approaches, including provocations, debates, collaborative knowledge-exchange workshops, walking lectures in the Painted Hall and a participatory 'Fishbowl' session. These formats created spaces for academics, students and practitioners to exchange ideas, question established practices and collectively explore the future of responsible and inclusive events education. Importantly, the Forum has generated tangible outcomes that extend beyond the event itself. One is the ongoing development of a 'Newspapers of the Future' workshop and teaching toolkit, originally designed by International Event Management MA students as part of the PAR project. The toolkit is being developed as a resource to encourage students to think critically about the future of events, including their ethical and responsible management and their potential impacts on future generations. It therefore translates student-led research and co-creation into a pedagogic resource with the potential to support responsible events education more widely.

The Forum also created a platform for confronting challenging questions about employment practices within the events industry. A Fishbowl session, "Passion or Exploitation? The Ethics of Volunteering, Low-Paid Labour and Zero-Hour Contracts in Events," prompted discussion around the opportunities and risks associated with volunteering as a route into the profession. One significant outcome has been the formation of an AEME Special Interest Group (SIG) on Employability, which will work collaboratively to develop volunteering standards that can be shared with event-industry organisations seeking student volunteers for live events. The aim is to encourage more ethical, transparent and equitable volunteering opportunities while continuing to enable students and emerging professionals to gain meaningful industry experience.

The Forum brought together more than 50 academics from national and international institutions and was supported by colleagues across the School, including academic staff who presented and facilitated sessions and members of the Tourism Management Research Centre who chaired presentation tracks. The event received strong feedback from participants and was recognised internally for its contribution to raising the University's international profile in research and student success. The Forum was therefore conceived as more than a three-day event: it was a catalyst for continued research, pedagogic innovation and change in professional practice. Alongside the teaching toolkit and Employability SIG, its intellectual contribution will be extended through a forthcoming 2027 special issue of the journal *Event Management*, "Events for a Changing World: Responsibility, Equity,

and Impact." Together, these outcomes demonstrate how student co-creation, participatory research and academic–industry knowledge exchange can move beyond discussion to generate practical resources, collaborative networks and more responsible approaches to events education and employment.



The Ethics of Artificial Intelligence (AI) Applications in Workplaces: How to Mitigate the Societal Impacts of Automation and Workplace Analytics?

Period Covering: July, 2025 - November, 2026

Department: Executive Business Centre

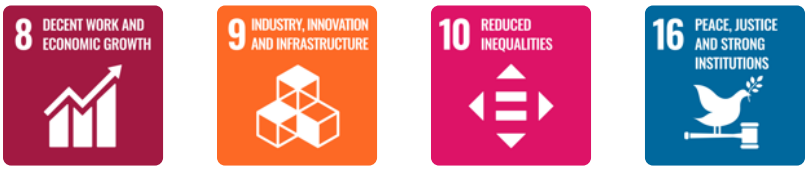
This British Academy-funded research project, led by Dr Thomas Ferretti, explores how artificial intelligence in workplaces can be developed, deployed and governed in ways that support responsible management, sustainable organisational performance and positive societal impact. As AI increasingly influences recruitment, performance management, employee evaluation and workplace decision-making, the project examines how organisations can harness the benefits of these technologies while upholding principles of fairness, transparency, and privacy.

Aligned with the Principles for Responsible Management Education, the research considers AI not only as a driver of innovation and productivity, but also as a force that shapes the wellbeing of employees, the quality of work, organisational culture and broader societal outcomes. The project investigates key challenges emerging from AI-enabled workplaces, including employee surveillance, privacy, productivity monitoring, and automation. Particular attention is given to ensuring that technological progress contributes to sustainable and equitable outcomes for all stakeholders, while safeguarding human agency and promoting ethical leadership. A central objective of the project is to generate knowledge that supports responsible management practice and informed decision-making. By identifying both the opportunities and risks associated with workplace AI, the research seeks to help organisations develop governance frameworks and management approaches that are transparent, inclusive and accountable. In doing so, it contributes to the development of leadership practices that balance innovation with social responsibility and create long-term value for organisations, employees and society.

The project also places strong emphasis on dialogue, partnership and knowledge exchange across sectors. This commitment was reflected in an International Academic Workshop held on 1 July 2026, which brought together academics, students, industry practitioners, policy advisers and members of

the public. Through collaborative discussions, research presentations, stakeholder engagement activities and public dialogue, participants explored the ethical, managerial and societal implications of AI in contemporary workplaces. The workshop provided an opportunity to connect academic research with practical organisational challenges, policy considerations and public expectations. Discussions focused on issues such as workplace surveillance, recruitment algorithms, employee privacy, productivity monitoring and AI governance, enabling participants to consider how organisations can adapt their policies, practices and leadership approaches to ensure that AI supports sustainable, ethical and socially responsible outcomes.

Through this combination of rigorous research, stakeholder engagement and practical guidance, the project seeks to advance understanding of responsible AI governance in the workplace and contribute to the broader goals of sustainable development and responsible management education. Its outputs are intended to inform organisational practice, support evidence-based policy development and encourage informed public debate. The research project will also inform teaching in the Greenwich Business School. By positioning ethical reflection, stakeholder engagement and societal impact at the heart of technological innovation, the project demonstrates how AI can contribute to creating more inclusive, sustainable and responsible organisations, while supporting the development of a fairer future of work.



Research Awards

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

Amsterdamska Award: Critique in, for, with, and of Responsible Innovation

Granter: European Association for the Study of Science and Technology

Grantee: Mareike Smolka, Tess Doezema, Lucien von Schomberg

Award Description:

The Amsterdamska award is awarded for a significant creative collaboration in an edited book or special issue in the broad field of science and technology studies.

The 2026 award-winning contribution by Mareike Smolka, Tess Doezema and Lucien von Schomberg

strongly engages with STS debates and policies on responsible innovation. Its main contribution is both theoretical and methodological: the special issue offers a systematic analysis of different forms of “critique” (in, for, with, and of), highlighting the tension between critique and engagement in technoscientific processes, and proposing new ways to integrate critique into innovation governance. The work stands out for its interdisciplinary approach, conceptual innovation, and inclusiveness, bringing together both established scholars and early-career researchers, also in connection with educational and applied research contexts.

Research Presentations Related to RME and/or Sustainability

In 2025, University of Greenwich Business School gave 2 research presentations related to RME and/or sustainability.

From Power to Margins: Colonial Legacies and Baoulé Women’s Entrepreneurship in Côte d’Ivoire

Authors: Ekoua J Danho, Greenwich Business School, University of Greenwich, London, UK

Date of publication: April, 2026

Presented at: Management Inquiry Group

Department: Entrepreneurship

This presentation (which has been published in a book chapter- Forthcoming) examines how French colonial interventions reshaped Baoulé women’s historically central entrepreneurial roles and how these legacies continue to structure their participation in contemporary entrepreneurial ecosystems. The research highlights how women who were once key economic actors became marginalised through colonial restructuring of labour, authority, and cultural norms. There is a novelty and inclusivity in knowledge by conducting research in francophone West Africa, as this is a region significantly underrepresented in entrepreneurship scholarship. By foregrounding these women’s lived experiences and the historical roots of their current marginalisation, the project calls for greater recognition, inclusion, and support for women entrepreneurs in the Global South.





Protecting Employee Privacy in the Age of Workplace Analytics: A Collective Choice Argument

Authors: Thomas Ferretti, University of Greenwich Business School, UK

Date of publication: September, 2026

Presented at: British Academy of Management

Department: Management | Ethics

Employee privacy in workplaces is not a new concern but new developments in artificial intelligence (AI) enabling powerful analytics tools revived the debate. In this paper, I criticize the Individual Choice argument according to which employees' consent to workplace analytics tools is sufficient to justify the use of workplace analytics tools. Beyond usual conditions to secure valid consent from data subjects and to respect contextual integrity, I draw on emerging conceptions of privacy to propose a Collective Choice argument: employees considering consent to data analytics tools must engage in collective decision to establish conditions. I develop two arguments. First, this is necessary to prevent negative externalities – when one's choices affect others. Second, it is necessary to prevent coordination failure – the personal data one reveals may be innocuous on its own but, when aggregated with everyone else's data, it leads to an under-provision of privacy and undermines everyone's rights and interests.



Publications Related to RME and/or Sustainability

Battlefield knowledge and barracks reality: Learning practices within the Netherlands Army | DOI

Authors: Tom Dyson, Department of Politics, International Relations and Philosophy, Royal Holloway College, University of London, Egham, UK; | John Tull, School of Business, Operations and Strategy, Greenwich Business School, University of Greenwich, London, UK | Martijn van der Vorm, Faculty of Military Sciences, Netherlands Defence Academy, Breda, The Netherlands

Date of publication: August, 2025

Department: Management

Drawing on extensive original empirical research, this article examines the adoption of NATO's lessons-learned process within the Netherlands Army. It finds that existing accounts of military learning inadequately explain how practices shape formal learning processes and organisational learning in a military context. The case study reveals important, but hitherto neglected, routinised practitioner behaviours which enable and hinder the adoption, engagement with, and effectiveness of formal lessons-learned processes. These practices span three key dimensions: formal and informal relational dynamics, interweaving of diverse temporal orientations and structuring of the material, historical, social, and symbolic context.



(In)justice in Smart Cities: Barriers and an Integrative Framework for Solution Pathways From a Global Perspective

DOI

Authors: Md. Nazmul Haque, Urban Environmental Science Lab (URBES), Graduate School of Humanities and Social Sciences, Hiroshima University, Higashi- Hiroshima, Japan | 2Department of Urban and Regional Planning, Khulna University of Engineering & Technology, Khulna, Bangladesh | Emilio Costales, Executive Business Centre, University of Greenwich, London, UK | Unity Lab, University of Edinburgh- Napier, Edinburgh, UK | Dominik Beckers, Academy of Architecture and Urban Studies, Tallinn University of Technology, Tallinn, Estonia | FinEst Centre for Smart Cities, Tallinn University of Technology, Tallinn, Estonia | Ayyoob Sharifi, The IDEC Institute and Network for Education and Research on Peace and Sustainability (NERPS), Hiroshima University, Higashi- Hiroshima, Japan | Samar Aad, AKSOB, Management Department, Lebanese American University, Beirut, Lebanon | Luca Mora, The Business School, Edinburgh Napier University, Edinburgh, UK

Date of publication: January, 2026

Department: Management | Urban Development

Smart city initiatives aim for sustainability and inclusiveness, but recent evidence shows that they often lead to injustices. Although this contradiction has received growing academic attention, a comprehensive understanding of how justice is addressed within smart city practices remains limited. Therefore, this study conducts a systematic review of 67 empirical articles to identify key barriers to achieving justice in smart city development, analyze their global distribution, and suggest pathways toward more equitable outcomes. Six major barriers were identified: institutional, legacy, economic, social, technical, and geographical, with institutional barriers being the most prominent globally. We found that barriers vary depending on the context. For instance, the Americas face governance shortcomings and infrastructural inequalities; Asia's rapid urbanization intensifies administrative weaknesses; Africa suffers from capacity and resource gaps; Oceania's rigid institutions obstruct

inclusion; while in Europe, coordination challenges exist despite stronger governance systems. To address these challenges, the study proposes a governance- centered framework emphasizing justice integration across planning and implementation, supporting the advancement of Sustainable Development Goals 11 and 16.





From aspirational to transformed: configurational recipes for analytics-driven operational excellence

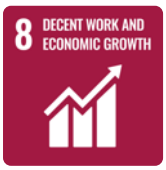
DOI

Authors: Liangliang Hua, Science and Technology Department, Southeast University, Nanjing, Jiangsu, China | Di Mao, School of Business, Operation and Strategy, University of Greenwich, London, UK | Rekha Rao-Nicholson, Essex Business School, University of Essex, Colchester, UK | Chia-Hui Yu, Department of Business Administration, National Taipei University of Business, Taipei, Taiwan, (R.O.C.) | Huimin Lu, School of Automation, Southeast University, Nanjing, Jiangsu, China | Yichuan Wang, Sheffield University Management School, University of Sheffield, Sheffield, UK

Date of publication: December, 2025

Department: Management | Digital Transformation

Analytics technologies are vital for improving operational performance, yet the configurations that maximise their value remain unclear. Drawing on complexity theory and contingency theory, this study examines how supply chain governance, organisational capability, and environmental conditions interact with different levels of analytics capability. Using secondary data from 205 Chinese high-tech firms over two years, we combine content analysis with fuzzy-set qualitative comparative analysis to uncover configurations that enhance performance. Results show that firms must align governance, capabilities, and environmental strategies with their analytics maturity, aspirational, experienced, or transformed. The study advances understanding of analytics implementation and offers practical guidance.





Introducing exaptation theory to social enterprise innovation: case study on the Circular Economy Innovation Communities (CEIC) project

DOI

Authors: Zheng Liu, Greenwich Business School, University of Greenwich, London, UK | Steffan James, Cardiff Business School, Cardiff University, Cardiff, UK | Anthony Samuel, Cardiff Business School, Cardiff University, Cardiff, UK | Gareth R.T. White, Cranfield School of Management, Cranfield University, Cranfield, UK | Katie Beverley, Cardiff School of Management, Cardiff Metropolitan University, Cardiff, UK, | Nick Clifton, Cardiff School of Management, Cardiff Metropolitan University, Cardiff, UK, | Gary Walpole, Cardiff School of Management, Cardiff Metropolitan University, Cardiff, UK, and School of Management, Swansea University, Swansea, UK

Date of publication: January, 2026

Department: Management

With the orientation for sustainability, circular economy (CE) is promoted through “exaptive events” such as educational workshops. Social enterprises (SEs) play an important role in CE transformation but face significant challenges. Whilst exaptation theory is well-studied in commercial context, less is known about its role in driving SE innovation. Thus, this paper aims to answer the following research question: how can exaptive events facilitate circular economy innovation in the context of social enterprise? This paper conducted an in-depth case study of a CE-themed project in the UK, engaging with the event organisers and SE participants. Data were collected through interview, observation and secondary documentation. Using a structured inductive approach, this paper identified key themes and generated a grounded theoretical model. Four themes are identified as: 1) knowledge sharing, 2) exaptive pools, 3) exaptive relations and 4) challenges to SE sustainability and success. Findings indicate that exaptive events can enhance SE innovation. Also, the connection of exaptive events, tools and relations helps overcome barriers in finance, commercial viability, social value and cross-sector collaboration. Nevertheless, finance and commercial
viability inhibit SE’s further effective innovations. By offering a new perspective – exaptive events – on SE innovation, this study extends the application of exaptive innovation beyond private-sector product commercialisation to tackling challenges faced by SEs. This study indicates that practitioners and policymakers can leverage exaptive events to promote







The Effects of Public Spending in the Care and Green Economies: The Case of South Korea

DOI

Authors: Özlem Onaran, Greenwich Business School, University of Greenwich, London, UK | Cem Oyvat

Date of publication: August, 2026

Department: Economics

This article analyzes the impact of public spending in the care economy and the green economy on the employment of men and women and on gross domestic product (GDP) in South Korea using a vector autoregression model. The care economy includes healthcare, social care, education, and childcare. In analyzing the green economy, we focus on renewable energy, energy efficiency, and public transport. The results show the employment-creation potential of the green and care economies in facilitating a transition to a zero-carbon caring economy. The article analyzes the gendered employment effects and highlights the importance of a policy mix that ensures that any green transition is gender-equitable and adequately addresses countries' ecological transition and care needs. The multiplier effects on GDP are positive and above one in both spending categories and larger in the care economy in the medium run.



Place label nudges: How place attachment shapes recycling choice | DOI

Authors: Ahmad Daryanto, Lancaster University Management School, Lancaster University, Lanchasire, LA1 4YX, UK | Zening Song, International Business School of Beijing Foreign Studies University, China. No 19. Xisanhuan North Road, Beijing, China | Jingxi Huang, School of Business, Operation and Strategy, Greenwich Business School, University of Greenwich, Park Row, London, SE10 9LS, UK

Date of publication: June, 2026

Department: Management

Consumers often discard everyday products like paper cups instead of recycling them. To address this environmental challenge, we propose and test a novel identity-based nudge: labelling products with a place name. Across five studies and two additional studies utilising choice experiments, we demonstrate that place labels increase recycling intentions, but primarily among consumers with strong attachment to the place. This effect is mediated by an enhanced product-self connection. Furthermore, we identify a critical boundary condition: the effect is moderated by place image, such

that a threatened (dirty) image strengthens the mediating pathway from attachment to recycling. Our research models a psychological process for sustainable behaviour and provides managers with a low-cost strategy to leverage local identity for environmental goals.







Internal Marketing of Sustainability: Nonmanagerial Employees' Perspectives in the Hospitality Sector

DOI

Authors: Zivai Machaka Mare, University of Greenwich, London, UK | Humeyra Dogru Dastan, Department of Management and Marketing, University of Greenwich, London, UK

Date of publication: June, 2026

Department: Management | Marketing

Sustainable business practices are widely promoted in hospitality, yet a persistent gap persists between sustainability strategies and their implementation in daily operations. This study focuses on the sustainability strategy–implementation gap by examining how nonmanagerial employees, responsible for operational delivery, perceive and implement sustainability initiatives in their workplaces. Drawing on internal marketing (IM) theory and applying the triple bottom line to define sustainability practice, a qualitative study using semistructured surveys with 38 nonmanagerial staff explores how IM practices shape employees' understanding of and engagement with sustainability goals. The findings indicate that although employees are mostly aware of organisational sustainability initiatives, implementation is hindered by misalignment between strategic intentions, communication, timing, employees' experiences and constraints. The study contributes theoretically by foregrounding nonmanagerial employees' perspectives on the sustainability strategy–implementation gap and practically by showing how IM can be leveraged to strengthen employee engagement and organisational alignment with triple bottom line sustainability goals.







Developing a holistic circular business model framework for the EV battery closed-loop supply chain: A data-driven approach

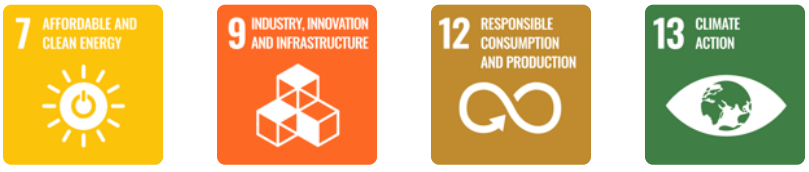
DOI

Authors: Mao Xu, School of Business, Operations and Strategy, Business Faculty, University of Greenwich, London, SE10 9LS, United Kingdom | Quang Huy Duong, School of Business, Operations and Strategy, Business Faculty, University of Greenwich, London, SE10 9LS, United Kingdom | Carlos Fernandez De Arroyabe Arranz, School of Business, Operations and Strategy, Business Faculty, University of Greenwich, London, SE10 9LS, United Kingdom | Wenxian Sun, Executive Business Centre, Business Faculty, University of Greenwich, London, SE10 9LS, United Kingdom | Li Zhou, School of Business, Operations and Strategy, Business Faculty, University of Greenwich, London, SE10 9LS, United Kingdom

Date of publication: March, 2026

Department: Management

The transition toward circularity in the electric vehicle batteries (EVBs) sector demands circular business models that address environmental, economic, and regulatory challenges. Grounded in the resource-based view (RBV) and industrial ecology (IE) perspectives, this study develops a data-driven framework to map circular business models (CBMs) across the EVBs' closed-loop supply chain (CLSC). The framework is developed by identifying CBMs from existing academic literature and analysing industry practices through press releases, resulting in a detailed map of value creation across the EVBs' lifecycle. A hybrid methodology combining topic modelling and literature synthesis was employed, using data from over 1800 industry press releases and academic databases. The findings reveal nine CBMs in literature and industry: battery leasing, charging as a service, remanufacturing, repurposing, recycling, repairing, refurbishing, EV sharing, and technology-led models, with notable applications across the EVBs' CLSC. This study makes significant theoretical and practical contributions by integrating CBMs within an EVB CLSC framework, thus highlighting value creation, value delivery, and value capture mechanisms across phases from production to second-life applications. The findings offer strategic insights for industry practitioners and policymakers, supporting sustainable EVB lifecycles and advancing circularity objectives. This framework provides a roadmap for industry implementation and informs broader sustainable practices in resource-intensive sectors.



Operationalising Circular Futures: Scenario-Based Modelling of WEEE Supply Chains

DOI

Authors: Rebecca Fussone DICAR—Department of Civil, Industrial Engineering and Architecture, Università degli Studi di Catania, 95123 Catania, Italy & ndustrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain | Rachele Fussone - Industrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain & Department of Physics and Astronomy “Ettore Majorana”, Università degli Studi di Catania, 95123 Catania, Italy | Enrico Favazza Industrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain | Azar Mahmoum Gonbad School of Business, Operations and Strategy, University of Greenwich, London SE10 9LS, UK | Paz Perez Gonzalez Industrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain | Jose Manuel Framinan Industrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain & Laboratory of Engineering for Energy and Environmental Sustainability, University of Seville, 41092 Seville, Spain | Salvatore Cannella industrial Management Research Group, Universidad de Sevilla, 41092 Seville, Spain

Date of publication: July, 2026

Department: Circular Economy

Circular economy transitions challenge conventional supply chain design and require decision-support tools that remain valid across multiple plausible futures. However, futures thinking in circular supply chain research is still used mainly as a narrative device, with limited guidance on how to translate scenario insights into model-ready assumptions. This paper proposes a four-step framework that converts qualitative circular-futures narratives into modelling factors and parameterised assumptions for waste electrical and electronic equipment supply chain simulation and optimisation. Four plausible circular futures, defined along economic-orientation and governance axes, are translated into operational and circularity factors and then into numerical parameters or structural modelling choices. The framework is illustrated through three applications: circular Supply Chain Resilience, electric-vehicle battery remanufacturing, and regional collection and treatment optimisation. Circular strategies create value only when reverse flows, capacity and allocation choices are coherently aligned. Higher return rates improve resilience and material recovery but can destabilise upstream inventories when remanufacturing capacity and return shares are unbalanced. Different scenario priorities lead to distinct trade-offs across cost, emissions, resilience and circularity. This paper offers a replicable pathway for embedding plausible futures into quantitative circular supply chain models and supports more transparent decision-making under uncertainty.





Research Voices

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

Scaling-RC: Scaling Repair Cafés for a Circular Economy: Policy Innovations, Business Models, and Community Engagement.

Author: Dr. Azar MahmoumGonbadi

Over the past year, my research has explored how community Repair Cafés can contribute to the transition towards a more circular and sustainable economy by extending product lifetimes, reducing waste and strengthening local repair cultures. Supported by a British Academy Small Grant (SRG2425\250975), the project has moved beyond studying repair simply as an environmental activity to examine the wider ecosystem of people and organisations that make community repair possible. The research has involved engagement with Repair Café organisers and volunteer repairers across the UK, alongside local authorities, circular economy organisations, academics and other civic and community partners. Through interviews and collaborative activities, the project has sought to understand the challenges these initiatives face and what forms of policy, partnership, funding and infrastructure could enable them to become more resilient and scale their impact.

A central feature of the work has been co-creation with practitioners and communities. At the University of Greenwich, we organised the Repair Future event, bringing together more than 70 participants from London, Wales and beyond, including Repair Café organisers and repairers, local authorities, ReLondon, The Restart Project, academics and other circular economy stakeholders. Participants explored the current repair ecosystem, barriers to scaling community repair and possible future models, contributing to the development of business model frameworks and a broader understanding of repair across micro, meso and macro levels. This was complemented by a workshop in Cardiff, where participants examined and validated key elements of the Repair Café business model and discussed opportunities for strengthening community repair networks. These activities have enabled research findings to be shaped with, rather than simply about, the communities and organisations involved.

The work is now contributing to a wider programme of research on repair and the circular economy, including research on the actors and relationships that shape repair ecosystems and the organisational and policy conditions required to support their development. Findings have been shared through workshops, academic and practitioner engagement, and conference presentations, including work on understanding repair from a network perspective. By connecting academic research with the lived experience of community repair initiatives and the organisations supporting them, the project demonstrates how universities can act as convenors between research, communities, policymakers and

practitioners. In doing so, it contributes directly to responsible management education by demonstrating how collaborative research can address sustainability challenges while generating practical knowledge that supports communities and informs the transition towards a more circular economy.

Research Barriers

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

- Funding challenges
- Institutional policies and bureaucracy
- Time constraints
- Administrative barriers

Continue telling your story

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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

We see this as an essential symbiotic relationship between academia and society, creating opportunities for mutual learning and growth. By engaging business, government, civil society and communities, partnerships enrich responsible management education, connect learning with practice, and enable meaningful research that responds to real-world challenges and generates societal value.

Institutional Partnerships

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- CMI (Chartered Management Institute)

Student Organization Partnerships

- Enactus



Practice

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

How We Define Practice

We define Practice as leading by example: living the ethos of sustainability and responsible management through our own governance, operations and institutional choices. By aligning how we work with what we teach and research, we seek to demonstrate accountability, integrity and inclusion in action, creating a culture where responsible management is practiced instead of performed.

Institutional Policies and Practices

- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- 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

Policy Documents Related to RME and/or Sustainability

Embedding Sustainability and RME	View document	Download document
Waste Action Plan	View document	Download document
Green Travel Plan	View document	Download document
Sustainable Food Policy	View document	Download document

Fairtrade Policy	View document	Download document
Ecosystem Services Policy	View document	Download document



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

We define Share as collective learning through openness, reflection and exchange. By sharing successes, challenges and diverse perspectives, we broaden our understanding, learn from one another and continually adapt our direction. This culture of transparency and collaboration enables positive change and strengthens our collective advancement of responsible management education.

Engagement Opportunities

University of Greenwich 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
- Community events and consultation forums
- 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

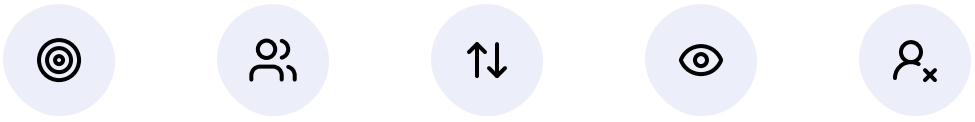
Communication Audiences

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

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Faculty and staff
- Government and policy makers
- Prospective and current students
- Research and academic networks

Communication Barriers

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



Audience reach

Engagement gaps

Inconsistent updates

Media visibility

Ownership issues

SIGNATORY

University of Greenwich Business School

Address

Old Royal Naval College, 30 Park Row, London, SE10 9LS

United Kingdom

Website

https://www.gre.ac.uk/bus/prme