



Queen Mary
University of London



School of Business and Management

Annual report 2022

qmul.ac.uk

Contents

Introduction to the School	4
Our measures of success	6
How our research and scholarship, partnerships and policy work, advance responsible management and inclusivity	14
Embedding responsible management and inclusivity in our education	20
Embedding responsible management and inclusivity in how we operate	26



Letter from the Dean



During 2022 the School of Business and Management saw some significant achievements as we continued our investment in new staff, our development of degree programmes, our pursuit of impactful research, our engagement with national and international policy makers and organisations, and our commitment to supporting and developing local community links.

In May we received the results of the 2021 Research Excellence Framework assessment of our research outputs, our research environment, and the demonstrable impact of our research. We are delighted that we have been recognised as one of the UK's most impactful business schools, being ranked 12th thanks to the strength of our submitted impact case studies, which we have showcased in this report. We were ranked 22nd overall, which is a leap of 17 places from our position in the 2014 assessment. These results reflect and progress the School's mission, and we are hugely grateful to everyone who has contributed to our success.

In September, in partnership with PwC, we launched a new undergraduate 'Flying Start' Accountancy programme which is designed to diversify the professional pipeline for accountancy and provide a fast-track into a career in

chartered accountancy. Its distinctive feature is the technical work experience placement with PwC, required by the Institute of Chartered Accountants in England and Wales (ICAEW) to qualify as a chartered accountant. The programme builds on our significant commitment to social mobility, offering alternative pathways to work in addition to a university degree.

And finally, we are delighted to announce that we have secured business accreditation from the AACSB, after a visit from a peer review team in October. Over 80 members of staff, 25 students, and five alumni took part in the four-day visit. From the review team's feedback, it is clear that the engagement and commitment of staff to our core purpose to promote social justice, sustainability and good governance, shines through in everything we do.

Over the coming months we will start to implement a refreshed action plan to advance equality and diversity in our staff and student community, part of our work to renew our Athena Swan award, and we will seek to further strengthen our support for student and alumni entrepreneurs and the East London economy, with expansion in our activities to help small businesses.

Professor Mike Noon
Dean.



Introduction to the School

Our first Bachelor of Science programme in business and management welcomed students in 2002. Our initial cohorts were small but over the last decade we have developed new programmes and found a strong market for our offer, and we now teach over 2,000 undergraduates and 1,000 postgraduates. This year our faculty community grew to over 100 colleagues.

Despite rapid expansion, we remain highly collegial, with a departmental structure and vibrant research centres providing avenues for staff to work with others with similar research and scholarly interests. Our student engagement team support teaching staff to design-in opportunities to hear the student voice, and module leaders work with students to co-create knowledge. Our student-led knowledge transfer activities are delivering economic and social impact. Our alumni links grow stronger every year, with a rising proportion of former graduates returning to support the next generation to reach their career ambitions. As we mature, we are becoming more externally-focused, reaching out to both local and international business communities to build upon our impactful research and grow new strategic partnerships for research, student employability, and social change.

Although the School is young, our parent institution, Queen Mary University of London, has a longer pedigree, with its constituent colleges reaching back to the eighteenth century. We are located in East London, an area of the city that is home to people of diverse heritages and that witnesses high levels of poverty and deprivation.

Our commitment to social justice means we engage with the local community through our widening participation agenda. Aligned with QMUL's core value of opening the

doors of opportunities for all, we actively recruit East London students that are less likely to go to higher education and we accept talented applicants from non-A-level backgrounds. Our success is evidenced by the substantial number of undergraduate students who come from families with household incomes that place them in the lowest quintile for wealth, or are the first generation in their family to enter higher education. Once they arrive, we invest substantially in study support sessions, additional careers activities and networking opportunities, and curriculum review and redesign work to ensure they can achieve their potential. A good degree from SBM improves their life prospects: median salaries for our graduates 15 months after graduating are £5,000 above the UK median for graduate salaries in business.

Last year, a study by the Institute for Fiscal Studies in partnership with the Sutton Trust and Department for Education looked at the proportion of students from low-income backgrounds at each university, and whether those students have moved up to the top of the income ladder by age 30. Using this data, each university was given a 'mobility rate'. Queen Mary recorded the highest mobility rate of any UK university, and **SBM was ranked first in the table for business schools for social mobility**. Through our education, as well as through our research, we hold true to our core purpose.

Core purpose: to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education.

Our **mission** is to:

- conduct high quality research addressing the most challenging and pressing issues in business and management;
- undertake problem-driven research transcending conventional disciplinary and methodological boundaries;
- deliver a business education centred on the values of social justice, sustainability and good governance, and inspire our students to be self-reflective and pursue those values throughout their professional lives; and
- engage with those in the private, public and voluntary sectors to create knowledge in service of our key values.

Our **aims** in pursuit of this vision and mission are, in line with the QMUL strategic aims, to:

1. achieve international recognition for the quality and distinctiveness of our intellectual contributions, and create pathways for stakeholder influence, engagement and impact;
2. be renowned for the quality of our programmes, and inclusivity of our student community;
3. achieve educational excellence by teaching, guiding and upskilling our students to prepare them for life and work, and supporting them in their search for employment;
4. achieve international recognition for the innovative contributions of our faculty, students and alumni at the vanguard of positive change in business and society;
5. carry our commitment to inclusivity into our care for and development of staff diversity and wellbeing; and
6. maintain strong financial performance to allow for investments in research and scholarship and in student support.

Our measures of success

This is our third year of preparing a unified report to meet our obligations to various accreditation or professional bodies and, more importantly, to provide a public account of and reflections on our progress towards delivering our mission.

We have been a Signatory of the **United Nations Principles for Responsible Management Education PRME** Principles for Responsible Management Education since 2014.

In the key performance metrics and case studies shared, we will reference where these represent progress and plans that connect to the principles.

PRME 1. Purpose. We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

PRME 2. Values. We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the UN Global Compact.

PRME 3. Method. We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

PRME 4. Research. We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

PRME 5. Partnerships. We will interact with managers of corporations to extend knowledge of their challenges in meeting social and environmental responsibilities and explore jointly effective approaches to meeting these.

PRME 6. Dialogue. We will facilitate and support dialogue and debate among educators, students, business, government and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.








We have been holders of an **Athena Swan** Bronze award since 2018, in recognition of our dedication to its charter for inclusion in higher education. We reference below how we follow Charter principles. The Charter was transformed in 2021 to ensure it continued to serve the needs of UK higher education institutions, and new Charter principles have been produced to better capture the ways in which people of all roles and all gender identities can face intersectional inequalities. We will be submitting an application to renew our award in early 2023, with a refreshed action plan for the coming five-year period.

In determining our priorities and interventions, we commit to:

1. Adopting robust, transparent and accountable processes for gender equality work.
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
4. Understanding and addressing intersectional inequalities.
5. Fostering collective understanding that individuals have the right to determine their own gender identity, and tackling the specific issues faced by trans and non-binary people because of their identity.
6. Examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. Mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.
8. Mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

Aim 1. To achieve international recognition for the quality and distinctiveness of our intellectual contributions, and create pathways for stakeholder influence, engagement and impact

Indicators of progress

<p>1.1 The proportion of our research and scholarship that directly links to and furthers our core purpose.</p>	<p>Over the last five years, over 90% of all intellectual contributions from faculty have explicitly addressed our core purpose. Much of this work relates directly to the Sustainable Development Goals.</p> <p>PRME 2</p>
<p>1.2 Our ranking in the UK's Research Excellence Framework (REF).</p>	<p>We were 22nd amongst business schools in the 2021 exercise, a dramatic improvement of 17 places in the league table.</p>
<p>1.3 The number of and disciplinary breadth of cases of significant impact we can document from our research and scholarship.</p>	<p>We submitted five case studies to the REF where colleagues outlined the impact their research has had on the wider economy and society. We were ranked 12th for our impact.</p> <p>We have secured an expansion in the University's definition of impactful scholarly contribution from colleagues who are not on research contracts, to include practice-based contributions as well as publications.</p> <p>PRME 2 PRME 4 PRME 5 PRME 6</p>
<p>1.4 The success of faculty in securing promotion.</p>	<p>In the 2021-22 promotion round, 85% of cases were successful. This represents an uplift of 10% on the previous year's success rate.</p> <p> 1  2  4  6  7</p>

Aim 2. To be renowned for the quality of our programmes, and inclusivity of our student community

Indicators of progress

<p>2.1 The proportion of programmes containing significant content relating clearly to our mission.</p>	<p>100% of programme specifications include learning outcomes that reference our mission.</p> <p>PRME 3</p>
<p>2.2 Growing numbers of applications for our taught programmes.</p>	<p>In 2021-22, applications for Bachelor’s programmes increased by 21% and for Master’s by 25% over the previous year.</p>
<p>2.3 Sustaining the quality of applications for our programmes.</p>	<p>The average entry qualifications for Bachelor’s are consistently high, with over 75% of students joining us with AAA+; all Master’s programmes have an upper second-class degree result as minimum entry criteria.</p>
<p>2.4 Gender and ethnic diversity of our Bachelor’s students, and proportion of widening participation students (‘widening participation’ or WP, here calculated by looking at household income, status as registered disabled, and care leavers).</p>	<p>Our Bachelor’s students in 2021-22 were 40% female / 60% male (41% female / 59% male in 2020-21), and 19% white / 81% all other heritages (21% white / 79% all other heritages in 2020-21). A recent trend away from gender parity is slowing, we believe in response to outreach activities to encourage more female applicants.</p> <p>The proportion of Bachelor’s students in the School in 2021-22 classified as WP was 38.3% (compared with 42.4% two years prior).</p> <p>PRME 2 🏆 2 🏆 3 🏆 4 🏆 5</p>
<p>2.5 Gender and ethnic diversity of our Master’s students.</p>	<p>Our Master’s students in 2021-22 were 58% female / 42% male (a further 2% shift towards parity over the previous year), and 11% white / 89% all other heritages (a slight increase in diversity over the previous year).</p> <p>PRME 1 🏆 2 🏆 3 🏆 4 🏆 5</p>
<p>2.6 Gender and ethnic diversity of our doctoral students.</p>	<p>Our doctoral students in 2021-22 were 58% female / 42% male, and 15% white / 85% all other heritages (no changes).</p> <p>PRME 1 🏆 2 🏆 3 🏆 4 🏆 5</p>
<p>2.7 Inclusivity in our education, whereby students at all levels and from all ethnicities are well equipped to succeed in their studies and take part in extra-curricular activities, and faculty work together to develop their skills and expertise in designing and delivering more inclusive curricula.</p>	<p>We have been implementing changes to our advising system and our curricula to seek to remove attainment gaps seen in proportions of students of different ethnicities securing highest grades, see our case studies.</p> <p>PRME 1 🏆 2 🏆 3 🏆 4 🏆 5</p>

Aim 3. To achieve excellence in our education

Indicators of progress

<p>3.1 Student engagement and active participation with modules and programmes.</p>	<p>Our new first-year modules emphasising supervised group work for Bachelor's students and our improved student advising system continue to bear fruit, see our case studies.</p> <p>PRME 3</p>
<p>3.2 Student attainment.</p>	<p>For 2021-22, progression rates were 95% for year one (up four points) and 85% for year two (a drop of three points).</p> <p>86% of the most recently graduating cohort secured good honours. We have closed the attainment gap at the level of good honours but are still working to ensure all student demographic groups are equally represented at the level of first-class honours. We have created a new academic leadership position to hasten our progress in inclusive education.</p> <p>PRME 3</p>
<p>3.3 Student satisfaction, as measured in the National Student Survey (NSS, for Bachelor's students) and Postgraduate Taught Experience Survey (PTES, for Master's students).</p>	<p>In the NSS, our overall satisfaction score improved by seven points, reducing the gap against the sector average and further lifting the School's league table performance.</p> <p>In PTES, the score increased four points to 75%. Particular areas of improvement were amount of contact time with staff and fellow students, and development of research skills.</p> <p>PRME 3</p>
<p>3.4 Sustained improvements in graduate outcomes.</p>	<p>The proportion of students participating in employability initiatives continues to increase, see our case studies.</p> <p>The proportion of graduates moving into skilled employment or further study 15 months after graduating is down to 57% for the cohort who graduated in July 2020, the peak of the pandemic. The overall employment rate remained strong (88%), suggesting the pandemic's effects impacted the number of graduate-entry positions available.</p> <p>PRME 3 🏆 2 🏆 4</p>

3.5 The number of our teaching faculty who meet the criteria for Higher Education Academy Fellowship at the levels of Senior Fellow and Principal Fellow.

We presently have twelve faculty (up from ten) who have met the criteria for Senior Fellow, and one Principal Fellow.

PRME 3

Aim 4. To achieve international recognition for the innovative contributions of our faculty, students and alumni at the vanguard of positive change in business and society

Indicators of progress

4.1 Opportunities created to disseminate our research among multiple stakeholders beyond academia.

Our report this year includes our REF-submitted impact examples, showcasing the effectiveness of our dissemination routes.

We are also delighted that the London and South East region of the UK and Ireland Chapter of UN PRME has emerged from the pandemic stronger than ever, providing another platform for dissemination including with student and business stakeholders.

PRME 6 🏆 1 🏆 2

4.2 Indicators of esteem including appointment/election of our faculty to key roles/positions in academic and non-academic bodies/organisations/societies, and prizes/awards conferred by the same.

During 2022, we refreshed our records of faculty holding these, and have continued to celebrate recipients via our webpages and research newsletters, see case studies.

PRME 6

4.3 Contributions to major international fora for sharing innovations in pedagogy.

We continue to ask faculty for cases of engagement in practice sharing fora in order to better celebrate their achievements via our website as well as all-staff events and mailings.

PRME 3 🏆 2 🏆 6

4.4 Innovative pedagogy projects and new educational formats implemented to deliver improvements in student learning.

As part of the projects mentioned under 2.7 and described in case studies below, we have been collecting data on our new delivery formats and can now confirm their transformative effects on attainment, engagement and satisfaction.

PRME 3 🏆 1 🏆 2 🏆 3 🏆 4 🏆 5

4.5 The international diversity of our faculty, students and alumni.

Student recruitment at postgraduate level continues to diversify. 20 new academic staff joined us during 2022, coming from 12 countries, including Brazil and Bulgaria, Lithuania and Pakistan, India and Vietnam.

PRME 6

<p>4.6 The number of partnership agreements with internationally excellent institutions.</p>	<p>We have 13 articulation and progression agreements in place, in addition to scores of exchange agreements with internationally prestigious institutions.</p> <p>PRME 2 PRME 5</p>
<p>4.7 Strong performance by students in international competitions and competitive internship programmes.</p>	<p>It is hard to compare with 2021's success when our team GoTaza won a \$100,000 Hult Prize Foundation Seed Capital Grant. However, this year has seen a number of our student-founded companies continue to secure funding and awards for their innovative approaches to sustainability challenges, including tackling food waste and plastic pollution.</p> <p>PRME 3</p>
<p>4.8 Supporting our students to serve as leaders in our knowledge exchange programmes.</p>	<p>Launched in 2020, SKETCH – the first student-led knowledge transfer scheme in the UK – is continuing to have substantial impact, see our case studies.</p> <p>PRME 3 PRME 5 PRME 6</p>
<p>4.9 Engagement of our alumni in student activities.</p>	<p>In 2021-22, 10.6% of our contactable alumni were engaged with us through philanthropy, volunteering, or events, up from 8% the year before. This is higher than the figure for QMUL as a whole (8.6%) but below our target of 12%, which we aim to reach by 2025.</p> <p>PRME 6</p>

Aim 5. To carry our commitment to inclusivity into our care for and development of staff diversity and wellbeing

Indicators of progress

<p>5.1 Ensuring consultative processes include opportunities for voice for all levels and categories of faculty and support staff.</p>	<p>The staff information SharePoint site launched in 2021 is for faculty, professional services staff, teaching staff and doctoral students. It is updated quarterly and ensures key resources can be easily accessed by all.</p> <p>PRME 1 🏆 1 🏆 6 🏆 7 🏆 8</p>
<p>5.2 Ensuring there is representation from all levels and categories of faculty in our decision-making roles and structures.</p>	<p>Teaching fellows have representation on our EDI Committee. We have extended our funding for career development activities to our teaching fellows.</p> <p>PRME 1 🏆 1 🏆 6 🏆 7 🏆 8</p>

5.3 Increasing scores in wellbeing measures for all staff, as measured through our annual pulse surveys.

We ran our own wellbeing survey for the first time in December 2021. A university-wide staff engagement survey was conducted in summer 2022, but with differing question sets straight comparison has not been possible. Our action plan will seek to address all the issues surfaced and we will survey again in December 2023.

 2 3 4

Aim 6. To maintain strong financial performance to allow for investments in research and scholarship and in student support

Indicators of progress

6.1 Sustaining growth in income from fees, research and other activities.

We met this target with income growth of 25% (2021-22 budget compared with 2020-21), continuing to contribute funds for investment in new facilities for education and impact.

PRME 5

6.2 Maintaining appropriate investments in growth planning to maintain a strong market position for our programmes and diversify our income streams equivalent to 2% of income.

We exceeded this target. We have been able to re-establish a schedule of international trips to grow our partnerships, which had been postponed during the pandemic.

PRME 5

6.3 Investment to support research and scholarship equivalent to 12% of income.

We narrowly missed this target, but the recruitment of 20 new academic colleagues during 2022 should see us meet our target once more from 2023.

PRME 4

6.4 Investment in student support activities equivalent to 3% of income.

We met this target, but continue to look for avenues to expand support in particular for students seeking a placement or study abroad component during their studies.

PRME 3

How our research and scholarship, partnerships and policy work, advance responsible management and inclusivity

We develop our faculty's research, scholarship and impact work through protected time in workloads, professional services support for grant applications and conferences, and a range of small grants for projects. We also support a set of research units that span our disciplinary mix, all of which connect directly with our core purpose as a business school.

In this year's report, we highlight our five impact case studies as were submitted to the Research Excellence Framework 2021, alongside a selection of recent outputs, grants and events that directly link to one or more of the seventeen Sustainable Development Goals, as defined by the United Nations in 2015.

PRME 4 PRME 5 PRME 6

Impact case studies

As part of the Research Excellence Framework assessment, universities were asked to submit impact case studies. These are evidence-based accounts of the difference research has made to the world. The number of studies we could submit was determined by the size of our research-active community of academic staff at the census date for the assessment. It was a challenge for the School to narrow down our selection to just these five, as we had been watching more than a dozen impact stories unfold over the assessment period, all of which delivered economic and social benefit.

Dr Maria Koumenta's research in occupational regulation and its effects in the UK and the EU

Occupational regulation is sometimes put in place to ensure that consumers can only access practitioners who can demonstrate they meet some minimum threshold in skills. Koumenta's research was the first to interrogate the effects of such occupational regulation, both in the UK and in the EU. She demonstrated that occupational licensing can distort the operation of the labour market.

With research funding from the EU Commission and the UK government, Koumenta collected data on the regulation status of the EU workforce and developed the first UK Database of Regulated Occupations. This work provided a solid evidence-base, highlighting the adverse labour market effects of regulations and providing a grounding from which policy makers could decide the optimal level of regulations to apply.

This research supports SDG8 Decent Work and Economic Growth.

Professor Pedro Martins' contributions to improving the outcomes from collective bargaining

Martins has led a sizeable research endeavour on collective bargaining and employment relations. He identified where extensions to collective bargaining agreements could be harmful to the labour market, depending on the economic situation of the country in question, the degree of representativeness of the trade unions and employer associations, and the relative weight attached to employment and inequality goals by policymakers.

Martins' research revealed the effects of collective bargaining and extension on multiple social and economic outcomes, and this has had a significant impact on employment policy in France, Greece and Portugal, and more widely internationally. He has engaged with policymakers to trigger reforms, enhancing labour market resilience and helping to preserve tens of thousands of jobs in Greece and Portugal. Martins' research has shaped policy making and recommendations about collective bargaining by the Organisation for Economic Co-operation and Development, the European Commission and the International Monetary Fund.

This body of work supports SDG8 Decent Work and Economic Growth.

Professor Liam Campling's sustained contributions on labour rights and international trade agreements

Campling has generated a body of research on the role of labour rights and provisions in international trade agreements. With funding from the Economic and Social Research Council for the project "Working Beyond the Border: European Union Trade Agreements and International Labour Standards" (2015-17), he has shaped debate and policy regarding the European Union's approach to Trade and Sustainable Development in its Free Trade Agreements. This project provided a thorough-going investigation of the negotiation, implementation and effectiveness of the EU's framework for labour provisions in its Free Trade Agreements. The project flagged that labour issues were not being prioritised or effectively monitored in the implementation of these Agreements, leaving migrant workers at risk of exploitation in the EU's trading partners. The EU Commission subsequently reformed its Trade and Sustainable Development chapters in light of the findings.

This research and engagement supports SDG8 Decent Work and Economic Growth.

Dr Elena Doldor's impact on gender and ethnic diversity in corporate boards

Alongside Dr Doyin Atewologun (formerly employed in the School), Doldor has shaped national policy on women on boards and sectoral practice on ethnic diversity in senior leadership in UK businesses. Their investigation of the under-representation of women on the boards of FTSE 350 has led directly to the adoption of voluntary gender targets for boards. The representation of women in these boards has consequently risen. Doldor's reports have also influenced UK national policies designed to increase the number of women senior leaders in business.

On the basis of their acknowledged leadership in the field of board diversification, Doldor and Atewologun were commissioned by EY, one of the biggest professional services firms, to examine the under-representation of BAME individuals in Partnership (the most senior leadership role in such firms). As a result of their analysis, EY introduced more inclusive leadership development practices within the company and the wider professional services sector. Following this work, EY has developed new pipelines of board talent.

This activity directly supports SDG5 Gender Equality, and is in accord with the Charter Principles of Athena Swan.

Professor Liam Campling's research and policy work on fisheries trade development

Campling's research on the global value chains in tuna, international fisheries trade and development, and his ongoing policy work with international agencies, has contributed to the official thinking and positions of six Pacific Island members of the World Trade Organisation (WTO) in the negotiations of prohibitions on fisheries subsidies, as reflected in formal textual submissions and a draft WTO agreement. He successfully advised the Pacific Islands Forum to not enter into a trade arrangement with the USA, saving financial resources and personnel time, and successfully recommended more development-friendly rules of origin for local fish processing to the East African Community in its trade agreement with the EU. Campling's work also informed the decision by the United Nations General Assembly to grant an extended transition to the Solomon Islands in its graduation from Least Developed Country status, preserving approximately 1,800 fish processing jobs.

Campling's expertise is world-leading as evidenced in invited contributions for policy advice and commissioned research by international agencies. His research and engagement activities in support of fisheries trade development directly support SDG14 Life Below Water.

Research on sustainability

SD2 Zero Hunger

Dr Natalia Efremova's research on sustainable agriculture

Efremova's research focuses on Machine Learning (ML) and primarily deep neural networks for pursuing sustainable goals. This includes defining the areas where ML tools would be especially advantageous within targets related to climate change, gender equality, sustainable agriculture, water, and food scarcity, as well as monitoring progress towards market adoption of the new AI-based technologies. In 2022, her work on earth observation for real-time monitoring of soil moisture content (SMC) was published by the IEEE. Such mapping supports water resource management and the understanding of crop growth, quality, and yield.

Efremova is also part of a group of scholars studying the application of AI for monitoring large-scale regenerative grazing. Grazing by livestock raises greenhouse gas emissions and contributes significantly to climate change. Excessive grazing also causes soil degradation, makes pastures more prone to drought, and renders them unsuitable for long-term usage. However, well-managed regenerative grazing can help combat global warming without jeopardizing food security and livelihoods for millions of people worldwide.

Efremova, N., Seddik, M.E.A., and Erten, E. 2022. "Soil Moisture Estimation Using Sentinel-1/-2 Imagery Coupled With CycleGAN for Time-Series Gap Filling." *IEEE Transactions on Geoscience and Remote Sensing* **60**, pp.1-11.

N. Efremova, N., Foley, C., Unagaev, A. et al. 2022. "Monitoring Large-Scale Regenerative Grazing Using Artificial Intelligence." Preprint available at <https://doi.org/10.21203/rs.3.rs-2136218/v1>.

SDG3 Good Health and Wellbeing

Dr Stella Ladi's work on vaccination policies and the role of experts

Stella Ladi was one of three researchers driving a project to map vaccination policies and the role of experts across the globe. The project was part funded by QMUL's Global Policy Institute, in which Ladi is an acknowledged leader. One of the project's outputs was a database tabulating how different governments employed expert input and evidence-informed policies to facilitate their vaccine rollout. The database covers fourteen countries with different economic capabilities, institutional barriers, and approaches to expert input and evidence-informed policymaking. The database gathers data on the institutions and bodies that provided expertise with respect to the approval of vaccines, regulation governing access to vaccines, incentives for vaccine uptake and/or penalties for hesitancy, and communication campaigns to encourage uptake. The project, entitled "Global Mapping of Vaccination Policies and the Role of Experts", received Research England Policy Impact Funding.

Dr Nadia Zahoor's investigation into obesity prevention and reduction

Zahoor was one of a group of researchers who embarked on a study, using semi-structured interviews, to explore how individuals' family units affect their consumption behaviour and ultimately their obesity. They identified a number of interventions, including celebrity endorsements and affordable access to healthy foods and gyms, that could reduce obesity rates in Nigeria. This novel study is, we believe, the first to look at how family units in sub-Saharan Africa are impacting obesity, and at the social marketing interventions that are being tested for their ability to reduce its incidence.

Nwoba, A.C., Mogaji, E., Zahoor, N., Donbesuur, F., and Alam, G.M. 2022. "Obesity, family units and social marketing intervention: evidence from Nigeria." *European Journal of Marketing*.

SDG5 Gender Equality

Professor Tessa Wright's work on diversifying the workforce in the construction industry

Wright has been conducting research on equality and discrimination at work for many years. Her interest in equality and diversity started while working for the labour movement, as a researcher and editor at the Labour Research Department. Wright's research has focused on the barriers to and levers for achieving equality and diversity in male-dominated sectors, particularly construction, transport and firefighting.

She is currently leading an ESRC-funded project on advancing employment equality through public procurement, [Buying Social Justice through Procurement](#). This is an examination of how public procurement could advance employment equality in the UK construction sector, where presently there are low numbers of women and ethnic minority workers. There is growing interest from policymakers to utilise the £284bn spent each year by the public sector on the procurement of goods and services, to set targets for jobs for those in under-represented groups.

Wright's extensive output from research on the role of women in public transport has been widely shared and utilised by the International Transport Workers' Federation, feeding into the work programmes of affiliate unions globally. She has acted as research consultant on a project commissioned by the European Commission to produce educational toolkits for fighting gender stereotypes, based on the example of the transport sector, and to produce guidelines and training for staff in the Transport Division of UNESCAP on incorporating gender into transport project proposals. Together with Stephen Ison and Lucy Budd, she has edited a book on Gender, Work and Transport, published in Emerald's Transport and Sustainability series in 2022.

SDG10 Reduced Inequalities

Professor Yasmin Ibrahim's research on migration and attitudes to refugees

2022 saw the publication of Ibrahim's major study on "Migrants and Refugees at UK Borders: Hostility and 'Unmaking' the Human" (Routledge). The book investigates the UK's 'hostile environment' and the political discourse of recent years in Europe which denigrates migrants. Her book shows how this attitude to migration has its roots in Western Enlightenment and its theories of racial superiority. She analyses the rhetoric used to discuss migrant camps, and unpicks some of the racially motivated discourse that pushed for Brexit.

Dr Tana Licsandru's exploration of experiences of discrimination in the marketplace

Licsandru is part of the Multicultural Marketplaces Research Network. Last year the research network was invited to contribute to the plenary session on "Transformative Consumer Research and the United Nations 2030 Agenda for Sustainable Development" at the 2021 Marketing and Public Policy Conference, where they presented a previously published paper on "Institutionalizing diversity-and-inclusion-engaged marketing for multicultural marketplace well-being."

This year, the group have together produced a conceptual paper discussing the generative properties of context in framing consumers' experiences of marketplace racism and discrimination. In brief, the team look at different configurations and intersections of micro- (racial background, gender, sexual orientation) and macro-context expressions (ideological, economic, political, spatial social structures, etc.) that can be found in different marketplaces and the ways they shape how consumers understand and experience racism and discrimination.

Galalae, C., Kipnis, E. et al. 2022. "A multi-contextual lens on race and discrimination in the multicultural marketplace." *The Journal of the Association for Consumer Research*.

Professor Roxana Gutiérrez-Romero's work on the impact of COVID-19 lockdowns

Gutiérrez-Romero studied how rises in local prices affect food-related conflicts, particularly in settings with an already high level of food vulnerability. One study examined how rises in local food prices and the lockdowns implemented to contain the first wave of the COVID-19 pandemic affected conflict in 24 African countries. She found that the probability of experiencing food-related conflicts, food looting, riots, and violence against civilians increased shortly after the first strict lockdowns of 2020, but that countries providing more welfare assistance in a timely manner saw a reduction in the probability of experiencing these conflicts and in the number of associated fatalities, suggesting that urgent aid and assistance can help reduce violence and save lives.

Gutiérrez-Romero, R. 2022. "Conflicts increased in Africa shortly after COVID-19 lockdowns, but welfare assistance reduced fatalities." *Economic Modelling*.

Centre for Globalisation Research events

In November 2022, the Centre for Globalisation Research hosted a workshop on behalf of Review of Development Economics, entitled "Inequality in the 21st Century in the Developing World: Symposium." The best papers selected and presented at the workshop, organised by Professor Sanghamitra Bandyopadhyay, will lead to the publication of a special issue of the *Review of Development Economics*.

SDG11 Sustainable Cities and Communities Dr Nadia Zahoor's research on small and medium enterprises

Zahoor's research focuses on two interrelated areas of international strategy and entrepreneurship. First, she studies the dynamics of alliance networks by SMEs, investigating how alliance networks are formed and managed. Second, her research relates to the creation of value in SMEs. Recent work has scrutinised what makes for resilience in environmentally-concerned SMEs in the United Arab Emirates and in Pakistan.

Zahoor, N., and Lew, Y. K. 2022. "Sustaining superior international performance: Strategic orientations and dynamic capability of environmentally concerned small- and medium-sized enterprises." *Business Strategy and the Environment* **31**, pp.1002-1017.

Zahoor, N., Khan, H., Khan, Z., and Akhtar, P. 2022. "Responsible innovation in emerging markets' SMEs: The role of alliance learning and absorptive capacity." *Asia Pacific Journal of Management*, 1-35.

SDG13 Climate Action

Dr Caterina Gennaioli's work on international environmental cooperation

Gennaioli researches at the intersection between political economy, environment, and development economics. Recent work has led to publications, with colleague Professor Pietro Panzarasa and SBM PhD student Jianjian Gao, analysing international environmental cooperation and the role treaties have played in the evolution of environmental agreements.

Carattini, S., Fankhauser, S., Gao, J., Gennaioli, C., and Panzarasa P. 2022. "What does Network Analysis teach us about International Environmental Cooperation?" Forthcoming in *Ecological Economics*.

Gennaoli is also part of a group of researchers who have analysed the effect of the European Union Emissions Trading System (EU ETS) on the geographic distribution of carbon emissions by multinational companies. The empirical evidence is based on unique data for the period 2007–2014 from the Carbon Disclosure Project, which tracks the emissions of multinational businesses by geographic region within each company. They found no evidence that the EU ETS has led to a displacement of carbon emissions from Europe toward the rest of the world, including to countries with lax climate policies and within energy-intensive companies. A large number of robustness checks confirm this finding.

Dechezleprêtre, A., Gennaoli, C., Martin, R., Muûls, M., and Stoerk, T. 2022. "Searching for Carbon Leaks in Multinational Companies." *Journal of Environmental Economics and Management* **112**.

Centre for Globalisation Research events

In October 2022, as part of the University's sustainability week programme, the Centre for Globalisation Research and Queen Mary's Climate Emergency Working Group co-hosted an event a half-day event entitled "Communicating the Climate Emergency: From Knowledge to Action." The workshop was organised by Dr Caterina Gennaioli, with a goal of the discussion of identifying viable and effective routes from climate knowledge to action. The speakers were

- Sam Fankhauser (Smith School and the School of Geography and the Environment, University of Oxford; Research Director of Oxford Net Zero);
- Candice Howarth (Grantham Research Institute on Climate Change and the Environment, London School of Economics and Political Sciences; Head of Local Climate Action);
- Alyssa Gilbert (The Grantham Institute for Climate Change, Imperial College London; Director of Policy and Translation);
- Leo Hickman (Director and Editor of Carbon Brief);
- Tibisay Morgandi (Lecturer in International Energy and Natural Resources Law, QMUL; Chair of Institute of Humanities and Social Sciences Climate Emergency Working Group); and
- Natalia Efremova (Lecturer in Digital Economy, Queen Mary University of London; Centre for Globalisation Research member and Co-Founder of Deep Planet).

Embedding responsible management and inclusivity in our education

Our mission commits us to delivering a business education centred on the values of social justice, sustainability and good governance. The processes by which we design, deliver, reflect on, and improve our programmes ensure we deliver on this commitment. In what follows we present examples of new or recently redesigned programmes that exemplify this strand of our mission, as well as developments to our education strategy and our employability programmes to show how we are scaling up the successes of recent innovations.

Education strategy

2022 saw the School formally adopt an enhanced education strategy. Our aim is to be known as the leading school in the UK for progressive and inclusive business education, in line with our core purpose to promote social justice, sustainability and good governance in management, and informed by our research and scholarship. For us, 'inclusive business education' means a generative and symbiotic learning community, built on mutual respect of differences, but committed to enabling equal access to education, opportunities and input into decision making and in widening participation for all; it centres around a curriculum that reflects the communities in which we are embedded, in terms of our social justice and community imperatives. The strategy, fully aligned to the Queen Mary 2030 Strategy and to the School's core purpose and mission, places the student voice at the heart of all we do.

We have five objectives:

1. *Curriculum*: Our curriculum and portfolio development will be driven by our core purpose and streamlined according to programme-level aims.
2. *Teaching*: Together we will develop a set of teaching and learning practice models with supporting learning technologies designed to engage, inspire and empower students, and to stimulate collaboration and creativity among our colleagues.
3. *Learning Community*: Our modules and programmes will include social and applied learning experiences to complement School-level co-curricular activities; School-level activities will be mission-aligned and include student leadership opportunities within wider student, staff and partner organisation communities.
4. *Student Wellbeing, Development and Employability*: Alongside School-level provision of wellbeing activities and individualised advice and support, our programmes will embed academic, personal and professional skills-development journeys to empower students to achieve their potential on their programmes and to develop and manage their career journeys.

5. *Assessment and Feedback*: We will map learning outcomes throughout the curriculum and link our assessment criteria to be explicit to students and enable assurance of learning for the School; we will develop common mechanisms for effective and efficient feedback that are personalised and developmental for the student.

To ensure we have the resources needed to deliver this strategy, the School invested in two additional educational leadership positions: a second Deputy Director of Education, with a specific focus on assessment and feedback, and an Inclusive Education Lead, to help all staff with more inclusive curriculum development and to embed inclusive classroom practice across the School.

Our educational investments have also included a new post, of Business Development Manager, to work alongside the educational leadership team and our Director of Skills and Employability, to further enhance opportunities for student learning outside the curriculum as well as within. The post is strengthening our links with business practice, weaving together the skills development and experiential learning activities already running, and identifying – then filling – gaps in our provision.

The focus for 2022 has been on building more learning enhancement sessions into our modules, ramping up our engagement with guest speakers and diversifying and deepening students' exposure to real-life case studies in our programmes. Examples include:

- The inclusion of digital marketing training software in final year undergraduate Marketing modules, by Licsandru;
- The use of marketing simulation games in our Marketing Masters programme, by PhD students and teaching associates Yuanyuan Lai and Ranjita Neogi, with support from faculty member Moin;
- Off-site visits by undergraduate and Masters students studying international business together, by Ning and Markopoulos;

- Student-led case study competitions in our MSc Management cohorts, by Schofield;
- Piloting Peer-Led Teaching and Learning in a second-year undergraduate module on working with data, by Zhou;
- Involving external partners in a first-year undergraduate module, by Mosonyi and Petrov, as part of a PRME collaboration.

In parallel, we have been continuing our practice-sharing sessions for teaching faculty, with students joining these to help shape our understanding of how best to empower student learning. We know from the annual National Student Survey, and from our Student Staff Liaison Committees, that we have yet to consistently meet students' needs regarding assessment and feedback, with more work to be done on ensuring that across all assessments there is consistency, with criteria clearly explained and more opportunities for students to gather formative feedback. We hope our additional investment in assessment and feedback will help us make more rapid progress towards excellence as standard in this area.

Our programmes

BSc Business and Management redesign

In 2019, our engagement and retention team helped the School identify a number of challenges facing our undergraduate community. There was a high rate of academic failure and below-average achievement, particularly among South Asian heritage males with BTEC qualifications, and a concentration of fails and below-average achievement in quantitative subjects, such as quantitative methods and economics.

At that point, the first-year curriculum content had been largely unchanged for several years, and there was no mapped-through learning journey through the second and third years, which were entirely comprised of elective module choices.

We thus began a transformation of this programme via major structural changes, which started to come into effect in 2020-21, with the introduction of two new mission-aligned first-year modules, focused on student skills development and team-based learning. The first-year content was reworked to take a more applied approach to quantitative skills, with the economics module shifted to the second semester. In 2021-22, three new compulsory mission-aligned and partially skills-orientated second-year modules were launched, centring on working with business data, and on sustainability, governance and social justice in organisational culture. The current academic year sees the introduction of one new compulsory capstone strategic management final-year module, built around applied, authentic and team learning.

This year we saw strong evidence that these changes are leading to substantial reductions in the previous demographic differences in module grades and in rates of module failure. While the failure rates across first year modules have remained roughly consistent when looking at the cohort as a whole, the differences between the cohort as a whole and the group we most wanted to help – South Asian heritage males with BTEC qualifications – have fallen from 23% in 2017-28 to 2% in 2021-22. And while the average attainment for the cohort as a whole has remained steady over the last five years, the differences in mean grades in the first semester's assessments for South Asian heritage males with BTEC qualifications has fallen from a measure of minus 16% in 2017-18 to minus 4% in 2021-22.

The transformation of this programme has also seen us re-examine our assessment strategy, especially in the first year, to help us more speedily identify where student learning would benefit from supplementary workshops or reading groups, or the support of our student engagement team who can signpost to study skills assistance.

Our next steps will be to integrate more opportunities for applied and practical learning, to support students in their skills development and career planning, and to develop specialisations through elective module pathways in the areas of human resource management, entrepreneurship, and sustainability.

New 'Flying Start' programme

In September 2022, we launched BSc Accountancy 'Flying Start', a new programme in partnership with PwC and Institute of Chartered Accountants in England and Wales (ICAEW). This is an exciting new partnership for the School, and the wider University. The programme combines academic study, integrated professional work placements in PwC's Audit practice and progress towards the ICAEW Associate Chartered Accountant qualification, successful graduates leaving their four-year degree having completed 12 of the 15 modules of professional qualification.

Ian Elliott, Chief People Officer, at PwC said: "We know that the affordability of higher education is an increasing issue for many young people leaving school, so by working with universities to offer these programmes we can help prevent some incredibly talented people from missing out, whilst improving social mobility – a key priority for our firm."

Employability initiatives

Our employability initiatives are open to students at all levels, with a proviso that Bachelor's students from lower income households have priority where opportunities are limited because we know from our graduate outcomes data that these students are less likely to secure highly-skilled employment swiftly after graduating without support from our employability team. Our Industry Spotlight series of events, featured in the 2021 annual report, goes from strength to strength, attracting over 300 participants over the last year.

We have also run skills workshops this past year, with over 500 students joining sessions to strengthen their CV, write a covering letter, build a LinkedIn profile, and prepare for interviews and pay negotiations. Data on participation is now scrutinised by programme, fee status, gender, and ethnicity, to identify any sectors of our student population who are not coming forward as strongly as we would hope, with steps taken in 2022-23 to proactively address any pockets of lower engagement.

Activity	2018-19	2019-20	2020-21	2021-22
Internships	33	44	55	52
Micro consultancy projects (in groups)	46	79	80	104
Mentoring places	45	84	149	145
Professional development course places	63	141 face-to-face, 310 online	757	804
Careers advice appointments	506	612	706	762

For 2022-23, we have confirmed the resources to expand our extra-curricular programme:

SBM Career Mentoring	2 cohorts of 120 students; Priority for second-year students, especially bursary holders; reserved places for Asian Bangladeshi heritage females
SBM Consult	2 cohorts of 100-110 students; 60% UGs; 40% PGs; priority for bursary holders
SBM Internships	40-45 internal and external internships
Micro-internships	10-30 micro-internships
Industry Spotlight Events and Careers Cafe	6 events open to all: Investment Banking; Business Analytics; Accounting; HRM; Consulting; Marketing 4 in-person Careers Cafes
1-2-1's with Career Coaches	30 appointments per week; proactively reaching out to final year undergraduate students

Career workshops and Assessment Centre	Open to all UG and PGTs In-person Assessment Centre for 50 students with priority for final year undergraduates and PGTs
Professional Development courses on campus	For up to 300 students, both UG and PGT: Excel; Python; Business Writing Skills; Leadership
External Competitions and Events	For up to 45 students to participate in ColorInTech programme, EDI Business Challenge.
Online training courses	ILX: open to all eCareersGrad courses: primarily final-year students and PGTs
Breakthrough! Women's Cafe	8 Cafe events Mental Health project New project to investigate graduate outcomes survey

We will also be further embedding employability activities inside our undergraduate programmes, with compulsory skills modules for first- and second-year students on the

Business Management programme, and industry placements available in business management, marketing, and accountancy programmes.

Awards to our staff

In 2022, the University's centre for academic development, QM Academy, awarded Fellowships to a number of School staff. Gerry Hanlon has been awarded a Fellowship to investigate the experience and outcomes of BTEC students over two years through quantitative and qualitative analysis. His project will include holding focus groups with local further education colleges and our own first-year undergraduates. Xue Zhou has been awarded a Fellowship to look at students' digital literacy.

The University's Westfield Fund has recognised innovation and excellence in our community of teaching faculty. Teidor Lyngdoh and Saqib Shamin – both of whom joined the School in 2022 – have been awarded funds to run and evaluate a gamified workshop around sustainable management/net zero for 120 students.

PRME 1

Finally, Joanne Zhang has won the Entrepreneurship Educator of the Year Award at the 2022 European Triple E Awards, for her work launching the Queen Mary Social Venture Fund (QMSVF) in 2020 and its impact since. Led by students, the scheme invests in student-led social enterprises, taking start-ups of all shapes and sizes to tackle the challenges in our society today. It was the first scheme of its kind in the UK when launched. The initiative

aims to empower the next generation of social entrepreneurs and investors from diverse backgrounds. Despite only running for two years, the scheme has already delivered some notable success stories. Student investors have reached out to over 200 social ventures, organising events and forums with nearly 600 attendees. One investee, a company called Biophilica that turns green waste into leather-like materials, has recently raised £1.2m in early-stage funding.

In keeping with Queen Mary's unrivalled commitment to inclusivity and social justice, the QMSVF empowers students and recent graduates from diverse backgrounds. This is especially important as those from diverse backgrounds are disproportionately disadvantaged when it comes to succeeding in the world of start-ups. Over three quarters of the QMSVF's student investors are from ethnic minorities and 38% are women. The Fund has, to-date, invested in and supported four social ventures, all founded/co-founded by female entrepreneurs.

PRME 1

The Triple E Awards is one of very few for entrepreneurship and engagement within higher education. It is a global recognition of these efforts, with fierce competition for awards from universities around the world.

Awards to our students

Through the spring of 2022, two Student Support and Inclusion interns – Elarna-Louise Antonio and Amy Chan – worked on a project to identify what the School and University needed to do differently to more effectively meet the needs and aspirations of students who identify as neurodiverse. They interviewed students and student support professionals across Queen Mary and the higher education sector more widely, attending a WONKHE event on placing students at the heart of inclusion initiatives, and co-creating an inclusive stress-buster event designed to support all students managing anxiety. Their final report brought forward low-cost and immediately-implementable recommendations, all put in place, as well as a roadmap for improvements to support structures that can be followed as investments become available. A working group is taking these recommendations forward.

In recognition of their contributions, both students were winners of the Queen Mary SEED award. SEED stands for Student Enhanced Engagement and Development. The SEED Award recognises our students' contributions and aims to encourage the development of new opportunities for all our students to engage with educational development across Queen Mary.

Amy has since gone on to take up a role as student support officer in the Science and Engineering Faculty, where she will continue transforming the experiences of students in need of assistance, and serving as an ally in our work to build fully inclusive classroom experiences.



SEED awards were also made to students Sharon Gurung and Mehreen Javaid who participated in the 2022 SBM Social Impact Project (formerly known as SBM Charity Consult). This project takes the form of an eight-week consultancy programme in which teams of business school students work together to provide recommendations, including a report and presentation to a charity or social enterprise, based on real organisational needs. In this case, the students worked on a brief from Queen Mary Student Union's Community Foundation. The team were tasked to assist the organisation to recreate and improve the design of data collection tools to showcase social impact achievements, which included reviewing past recommendations to suggest an appropriate social impact evaluation model. The student team produced an excellent report with findings fed back to the organisation. Their outstanding work and efforts led to the student team winning an award for 'Best Presentation' on the programme.

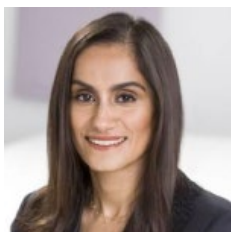
Recognition for our alumni

We are proud to be in regular contact with so many of our alumni, and are so glad that the lifting of the pandemic restrictions is allowing us to meet in person once again. We continue to receive excellent support from alumni for our student recruitment open days and webinars, our outreach events (including our new programme Rise Up, aimed at attracting more young women to study – and go onto careers in –business and finance), our employability activities (including undergraduate student mentoring scheme, guest lecturer programme, and industry spotlight series), and now also via membership of our School's Advisory Board.

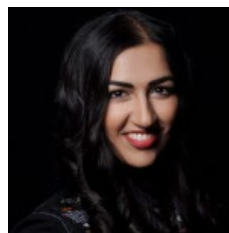
Our Advisory Board offers advice on the development and work of the School, particularly on future strategy and the employability of our students. The board consists of a broad cross-section of members of the international, national and local business community, as well people with backgrounds in government and the voluntary sector. This year, the Board's Chair, Peter Fanning, led a search for new members who would more fully represent the communities we serve, reflecting the diversity of both our student community and our local area. Three of the new members are School alumni:



Bilal Bin Saqib (featured in our 2021 annual report) is a passionate web advocate working at the frontline of emerging technology development. He has been featured in Forbes 30 under 30, and awarded with the Points of Light Award by the Prime Minister of the UK. He is the Founder of Tayaba, which became one of the world's first NGOs to have raised funds using NFTs to eradicate water insecurity in Pakistan's rural desert areas. He is currently advising on marketing for blockchain projects and specialising in investor relations, partnership building, outreach, crypto launch and progress. He is featured in the Foreign Minister of Pakistan's Honours List (2021) and is presently on the Prime Minister of Pakistan's National Youth Council (2021-2023).



Noareen Raja is Head of Middle East Distribution at Legal & General Investment Management (LGIM), the UK's largest asset manager. Noareen joined LGIM in January 2019 from J.P. Morgan Asset Management (JPMAM) where she spent nine years as a member of the Sovereigns Sales Group, working with central banks, sovereign wealth funds, government pension funds and other official institutions focused specifically on the Middle East. Prior to this, she held a number of positions of responsibility at JPMAM in London, after beginning her career there in 2007. Noareen has over 15 years' experience in the asset management industry working with institutional clients across both public and private markets.



Sandeep Saib is a qualified marketer with over a decade of experience working in various sectors, including legal, education, charity, environmental consultancy and mobile advertising. Sandeep is currently working at CMS as their Senior Business Development Executive.

Following her personal lived experience of mental health challenges, Sandeep has become a proud and life-long devotee to being a mental health advocate, philanthropist and public speaker within the area of mental health. Sandeep sits on boards and volunteers for various UK and international mental health charities, and continues to undertake many worldwide media opportunities campaigning for better mental health for all. She featured in a documentary: *'Breaking the Silence - The Angel and the Devil'* depicting her journey with her mental health, which has received worldwide recognition and featured in the IFFSA Toronto South Asian and Canberra Mental Health film festivals.

This year we have enriched our [selection of alumni profiles](#) on the School's webpages with a [video](#) that features alumni sharing the value they have found through their time in the School and through their involvement in an alumni network. The number of profiles published grows all the time, and we are especially pleased that these now include a number of features about graduates of our doctoral programme.

We look forward to welcoming more of our alumni to working with the School via our Advisory Board or other volunteering opportunities, and to strengthening the network between alumni and our present students for the mutual benefit of all involved.

Embedding responsible management and inclusivity in how we operate

We understand our mission to extend to the ways in which we run the School: how we structure decision-making and who we involve in that, how we set our budgets and what we prioritise, how we engage with our communities from East London to global partners. We present here examples of recent initiatives that showcase how our operations are governed by our mission.

Support for entrepreneurs

Support for student entrepreneurs

Through our [Entrepreneurship Hub](#), we provide a wealth of resources and opportunities for all Queen Mary students interested to explore entrepreneurship. One programme of which we are particularly proud is our preparation workshops for students wishing to enter the highly competitive and prestigious Mayor of London's Entrepreneur Programme. Each year, our alumni help 20 students prepare their entries. This year two participants reached the semi-final stage, which provides participants with powerful mentoring to help them build out their business ideas.

Student-led support for the local community

In Spring 2020, Dr Patrick McGurk and Dr Joanne Zhang, together with colleagues across QMUL, secured a grant of £650,000 from the UK government's Office for Students/ Research England, to provide pro bono, social impact-driven consultancy and venture capital services to East London's start-up and not-for-profit community, aiming to support long-term social change, via the SKETCH (Student Knowledge Exchange Through Community Hubs) project. One strand of this project referenced above (Joanne Zhang's award) is our [QM Social Venture Fund \(QMSVF\)](#), a student-led social venture capital fund to invest in student-led socially responsible ventures, the first of its kind in the UK. With its support for start-ups where social impact is at the core of the business and not just a by-product, the fund speaks directly to our core purpose.

The fund promotes diversity and inclusion from both sides of the table: our student investors from diverse backgrounds are keen to identify those social challenges and solutions that may not be fleshed out by mainstream investors. It offers students the opportunities to develop their entrepreneurial knowledge and skills with support from industry mentors and faculty members. The impact of the fund can be felt in our education and our measures of diversity and inclusion, but also in how local enterprises build their own resilience as they tackle social challenges: we have worked with over 170 small social ventures to date, supporting enterprise culture and resources in East London. A grant from the Esmée Fairburnn Foundation will help us continue and expand this activity.

Two new companies were selected for investment in 2022, both female-led. The first is [Leiho](#), a social enterprise on a mission to help support homeless communities through the supply of basic essentials that improve their quality of life. Leiho sells environmentally-friendly socks made from organic cotton and bamboo, and every pair helps to provide essentials for vulnerable communities, including refugees and people experiencing homelessness. The second is [GoRolloe](#), a company that manufactures a device that attaches to bike wheels to filter air pollution using the rider's motion. The GoRolloe team are proud winners of the prestigious Design Educates 2021 Awards, which showcase and promote the best ideas and implementations of architecture and design that can educate and impact.

PRME 6

ProjectRemake: Support for ex-offenders

Collaborating with Queen Mary's Law School and an external partner, the ProjectRemake programme supports entrepreneurial activities by ex-offenders. The programme is an innovative approach to teaching entrepreneurship, using the empowerment of entrepreneurship and self-employment to foster the successful re-entry of ex-offenders into society. In a six-week programme, students from different programmes work together mentoring the ex-offenders to develop business plans helping turn their dreams into a reality. 59 formerly incarcerated participants have achieved zero reoffending to date, which has a significant impact at the societal level.

Collaboration with our local PRME network

In 2022, the leadership of our engagement with the international and local PRME networks passed from Professor Yasmin Ibrahim to Dr Szilvia Mosonyi. Mosonyi additionally serves as the co-organiser for the London and South East England local PRME network. The local network has been holding monthly meetings online and building a community that spans academics and professional services colleagues passionate about advancing sustainability through our actions. The local network has held two online lectures, as well as a face-to-face event in December 2022, held at Bayes Business School on the topic of partnership with industry.

2023 will mark the tenth anniversary of the UK and Ireland PRME Chapter. To celebrate this, every month a different local network has taken on the task of organising an event, all based on SDG2 Zero Hunger. The local network has set up a food competition, open to students from across the network, to compile tasty recipes that could use up leftovers

and reduce both hunger and food wastage. Additionally, our School initiated a research project to explore Queen Mary student experiences of food insecurity, running a survey and conducting interviews, and engaging local stakeholders including Queen Mary's Zero Waste food shop on campus. The final report and findings will be shared with our PRME contacts in the spring of 2023.

PRME 1 **PRME 6** 🏠 2

New building

As reported last year, the University has been working with Nicholas Hare Architects to prepare a [planning submission](#) for a new business school building. The proposals have met with great support by the local council, not least for the ways in which they will improve the public realm, improving access to Regent's Canal, creating new pedestrian squares and cycle storage and repair facilities, and including a 'living lab' in which various technologies to help rain water attenuation can be tested in a live setting, alongside experiments in the optimal means of improving biodiversity in and along the canal. We are hopeful of a planning outcome in early 2023.

PRME 6

Lead authors:

Dr Emm Barnes

Director of Professional Services Transformation and
Strategic Project Manager
(emm.barnes@qmul.ac.uk)

Professor Gill Kirton

Deputy Dean for School of Business and Management and
Professor of Employment Relations

Dr Patrick McGurk

Associate Dean for Education and
Reader in Management Practice

Professor Mike Noon

Dean for School of Business and Management and
Professor of Human Resource Management

January 2023

School of Business and Management

Tel: +44(0)20 7882 5555

 @qmul

 @qmul

 officialqmul

qmul.ac.uk
