



Queen Mary
University of London

A large group of diverse students is seated in a lecture hall with purple seats. They are looking towards the front of the room, suggesting they are attending a lecture or presentation. The students are dressed in casual attire, and the atmosphere appears to be one of focused attention.

School of Business and Management

Annual report 2020

qmul.ac.uk

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I am pleased to present the School of Business and Management's first integrated report. Instead of drafting different reports for our professional and accrediting bodies, we have produced a single account of our achievements against the various elements of our mission.

This reflects a clear sense of purpose as the School enters its sixteen year with, for the first time, a full set of key indicators of progress to allow an honest and transparent evaluation of achievement, and to direct attention to areas for improvement and investment.

We identify a range of changes and developments in this document, but our core purpose remains constant: *to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education.* The report reveals how this infuses our research, education and public engagement.

Central to our mission is our commitment to the UN Principles for Responsible Management Education (we have been a signatory since 2014), and ensuring progress in implementing the Athena Swan Charter principles for inclusion in Higher Education (we received the Bronze award in 2018). In this report we map examples of our activities onto these sets of principles to provide evidence of our commitment. They infuse our research and are embedded in all our programmes of study, challenging our students to take a values-led approach to their education.

Our School combines a wonderful mix of local and international students. We continue to draw a large proportion of our undergraduates from communities in East London, many of whom are first in their family to attend university and many are from households with incomes in the lowest quintile in the UK. We are far more embedded in our local community than typical business schools, however, we also attract a broad, international cohort of students, especially on our specialist Masters programmes, providing truly international networking opportunities.

We continue to attract academic Faculty from around the world, and we are committed to increasing the ethnic diversity of our staff profile across all roles. Our gender balance is close to parity, but our challenge is to ensure that this is reflected at senior levels in the School. The goal is to embed an inclusive culture within the School that covers academics, professional services staff and students, and aligns with the Queen Mary University mission.

Professor Mike Noon
Dean.

Introduction to the School

The School of Business and Management (SBM) turned fifteen in 2020 but we are part of a much older institution, Queen Mary University of London. We are located in East London, a part of the city that is home to people of diverse heritages and that suffers higher levels of poverty and deprivation than the rest of the city.

We seek to serve our local community by providing education for all strata of society and by working with local businesses, charities, community organisations, and entrepreneurs, to improve the opportunities for those who live and work in our neighbourhood.



SBM Student Ambassadors preparing for Welcome Week.

Our core purpose, mission and strategic aims all speak to an encompassing commitment to responsible management, and through the course of 2020 we have specified measures through which we will assess how effectively we are meeting our mission.

Core purpose: Our vision is 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 Queen Mary University 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.

We are a research-led School that takes a humanities and social science led approach to our scholarship. We are a departmentalised school within Queen Mary's Faculty of Humanities and Social Sciences (HSS), with its traditional strengths as a site of critical thinking in the humanities, law, history, geography and politics. The School has been expanding steadily. We presently have around 90 academic staff, with more appointments in process. Our faculty span traditional business and management disciplines such

as accounting and finance, human resource management and marketing, and also include ethnographers and data scientists, researchers investigating the challenges of management in the creative and cultural industries and scholars employing post-structural theory to reveal and challenge racism inside our own practices.

The School's commitment to social justice in its research, teaching, and operations is mirrored in and shapes the core values of our parent university, Queen Mary University of London. Queen Mary has a vision to be the most inclusive university of its kind, anywhere. The University has been explicitly committed to inclusivity since its earliest days. Its constituent four institutions comprise Westfield College (1882) – one of the United Kingdom's first colleges to admit female students – and The People's Palace (1887), a philanthropic venture established to provide educational opportunities, exercise facilities, a cultural programme and a library for the peoples of east London – along with two medical colleges: St Bartholomew's Hospital Medical College (1843) and The London Hospital Medical College (1785).

Queen Mary's 2030 Strategy provides a strong restatement of our longstanding commitment to diversity:

To create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University. Dedicated to the public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

As our Principal and President Professor Colin Bailey wrote in the 2030 strategy,

The vision of our founders, for each institution, was to provide 'hope and opportunity' for the less privileged population in East London and the suburbs of the City of London. These four, historic institutions now make up Queen Mary University of London, a global University committed to improving lives locally, nationally and internationally. Today, Queen Mary is unique. True to our founders' vision, we continue to open the doors of opportunity by seamlessly combining world-leading strengths in both education and research.

The commitment to be inclusive and to celebrate the cultural diversity of our neighbourhood results in a markedly different student body than that seen in other prestigious universities. Of the University's undergraduate students, for example, 90% come from publicly-funded schools, and 57% are the first in their family to enter higher education. The demographic characteristics of undergraduates admitted by Queen Mary University are recognised to be atypical of prestigious UK universities. **The 2021 Times and Sunday Times Good Universities Guide** named us as the most inclusive Russell Group university, as well as naming us Runner Up for the University of the Year 2021.

Within SBM, we balance a highly international faculty and post-graduate student community with a more local undergraduate student body. Many of these students come from families with household incomes that place them amongst the most resource-deprived homes in the country. We invest substantially in study support and careers activities and curriculum improvements to ensure that we serve our local community effectively, allowing young people to break the cycle of intergenerational poverty and to transform their local areas from the inside.

School aims and principles

Why we are reporting

This year, we have decided to replace our existing reports prepared for individual accreditation or professional bodies with a unified report, to be shared annually, that brings provides an account of and reflections on our progress towards delivering our mission. For the first time in 2020, we have defined a full set of key measures that shed light on our success in meeting our aims. This report will provide a summary of our targets and progress towards these, before then exploring in more detail how our mission flows through our research and scholarship, programmes, and engagement with businesses and other organisations.

PRME Principles for Responsible Management Education

We have been a Signatory of the United Nations Principles for Responsible Management Education (UN PRME) 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.



We hold the Athena Swan Bronze award in recognition of our dedication to its charter for inclusion in higher education. We will reference where we consciously address the principles of this Charter.

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.

During 2020, as we completed a self-assessment of how well our practices align with the international standards of excellence in business education promoted by the Association to Advance Collegiate Schools of Business,

we identified six aims, each with measurable outcomes that help us assess how well we are meeting them.

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

1.1 The proportion of our research and scholarship that directly links to and furthers our core purpose.	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. PRME 2
1.2 Our ranking in the UK's Research Excellence Framework.	We were 39th amongst business schools in the 2014 exercise and have a goal of being in the top 20 in the 2021 exercise.
1.3 The number of and disciplinary breadth of cases of significant impact we can document from our research and scholarship.	We made 14 impact fellowship awards to faculty over the last 2 years and are now exploring how to similarly support colleagues engaged in scholarship activities. PRME 2 PRME 4 PRME 5 PRME 6
1.4 The success of faculty in securing promotion.	In the 2019-20 round, all but one case was successful. We are aiming for a 100% success rate, and to further strengthen our practice of identifying and supporting staff with the potential for promotion. 2 4 5


















1. **We acknowledge** that academia cannot reach its full potential unless it can benefit from the talents of all.
2. **We commit to advancing** gender equality in academia, in particular, addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles.
3. **We commit to addressing** unequal gender representation across academic disciplines and professional and support functions.
4. **We commit to tackling** the gender pay gap.
5. **We commit to removing** the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. **We commit to addressing** the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. **We commit to tackling** the discriminatory treatment often experienced by trans people.
8. **We acknowledge** that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. **We commit to making** and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. **All individuals** have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.



Students concluding their studies at summer graduation.


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

Indicators of progress

2.1 The proportion of programmes containing significant content relating clearly to our mission.	All programme specifications include learning outcomes that reference our mission. PRME 3
2.2 Growing numbers of applications for our taught programmes.	In 2019-20, applications for Bachelor's programmes increased by 18% and for Master's by 21% over the previous year.
2.3 Sustaining the quality of applications for our programmes.	The average entry qualifications for Bachelor's students continues to increase; all Master's programmes have an upper second-class degree result as minimum entry criteria.
2.4 Diversity of our Bachelor's students, considered by gender and ethnicity and by household circumstance ("widening participation" or WP, here calculated by looking at household income, status as registered disabled, and care leavers).	Our Bachelor's students in 2019-20 were 43% female / 57% male (46% female / 54% male in 2018-19), and 26% white / 74% all other heritages (28% white / 72% all other heritages in 2018-19). A continuing trend away from gender parity is concerning and is being considered by our EDI Committee. The Committee is also preparing to report on ethnicity data in more detail, to move away from the term "BAME". The proportion of students who are WP in 2018-19 (most recent data available) was 32.6%. PRME 1    
2.5 Diversity of our Master's students, considered by gender and ethnicity.	Our Master's students in 2019-20 were 63% female / 37% male, and 15% white / 85% all other heritages, proportions almost unchanged since 2018-19. PRME 1    
2.6 Diversity of our doctoral students, considered by gender and ethnicity.	Our doctoral students in 2019-20 were 57% female / 43% male, and 24% white / 76% all other heritages, proportions almost unchanged since 2018-19. PRME 1    
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	We are concerned by attainment gaps seen in proportions of students of different ethnicities securing highest grades. We have redesigned welcome week, our advising system, and the first-year curriculum of our largest Bachelor's programme, to try to address these. An Inclusive Education Project has been launched to support all faculty who teach to remove racism from the classroom, making this the theme of the annual teaching away day PRME 1     

Aim 3. To achieve excellence in our education

Indicators of progress

3.1 Student engagement and active participation with modules and programmes.	We are piloting new ways of directly measuring student engagement in learning in order to track our progress, see our case studies. PRME 3
3.2 Student attainment.	Progression rates: for 2018-19 (most recent data available), progression rates were 91% for years one and two and 98% for final-year students. Our rates are 5% higher than the overall figure for QMUL, and 1.5% higher than the average across London universities. Degree outcomes: in 2019-20, the proportion of students leaving with good honours rose from 82% to 85%. There is however an 11% variance by ethnicity, see 2.7 for our actions. PRME 3
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).	In the NSS, our overall satisfaction score dropped one point to 73%. However, scores for teaching, learning opportunities resources and community, assessment and feedback, and support all increased. In PTES, the score rose 4% to 71.2%, driven by significant improvements in student satisfaction with skills development, resources and support. PRME 3
3.4 Sustained improvements in graduate outcomes.	The proportion of students participating in employability initiatives has increased and we are aiming for 100% by 2021-22. The proportion of graduates moving into skilled employment or further study 15 months after graduating is steady at 94% for cohorts graduating in 2017 and 2018. Median salaries for our graduates 15 months after graduating have increased to £30,000 (2018 cohort, most recent data available), £5,000 above the UK median for graduate salaries in business. PRME 3 
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 nine faculty 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 case studies present some of our dissemination routes. In 2020, seminars and conferences were moved online in response to the pandemic. We monitor the demographics of invited speakers to role model an inclusive scholarly community. PRME 6 9 10
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 2020, we refreshed our records of faculty holding these, and we celebrate recipients via our webpages and research newsletters. PRME 6
4.3 Contributions to major international fora for sharing innovations in pedagogy.	In 2020, we began asking faculty for cases of engagement in pedagogy conferences or collaborations, in order to better celebrate these achievements. PRME 3 2 7
4.4 Innovative pedagogy projects and new educational formats implemented to deliver improvements in student learning.	As part of the Bachelor's redesign projects mentioned under 2.7 and described in case studies below, we are collecting data on our new formats and how they increase student attainment, engagement and satisfaction. PRME 3 2 7
4.5 The international diversity of our faculty, students and alumni.	Our faculty, students and alumni hail from around the globe. We are actively working to further diversify our student body, and to retain strong links with other European nations despite the UK's exit from the EU. PRME 6
4.6 The number of partnership agreements with internationally excellent institutions.	The principles by which we pursue and agree partnerships have been strategically reviewed in 2020. New criteria to inform priorities and decisions include that potential partners should contribute to our diversity and to our research and/or education strategies. PRME 2 PRME 5
4.7 Strong performance by students in international competitions and competitive internship programmes.	A record five student teams reached regional finals of the international Hult contest in 2020. PRME 3
4.8 Supporting our students to serve as leaders in our knowledge exchange programmes.	In 2020, we launched SKETCH, the first student-led knowledge transfer scheme in the UK, discussed in our examples below. PRME 3 PRME 5 PRME 6
4.9 Engagement of our alumni in student activities.	In 2019-20, 6% of our contactable alumni were engaged with us through philanthropy, volunteering, or events. This is higher than the figure for QMUL as a whole (4%) but below our target of 12%, which we hope to reach by 2025. PRME 6

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

Indicators of progress

5.1 Ensuring consultative processes include opportunities for voice for all levels and categories of faculty and support staff.	We have been holding all-School meetings every 3-4 weeks through 2020 to ensure everyone can contribute to evolving practices and voice concerns raised by the pandemic. PRME 1 1 2 3 8
5.2 Ensuring there is representation from all levels and categories of faculty in our decision-making roles and structures.	The EDI Committee is reviewing demographics data for which faculty hold leadership positions in the School, with recommendations for how such roles are advertised and allocated expected in early 2021. PRME 1 1 2 3 8
5.3 Increasing scores in wellbeing measures for all staff, as measured through our termly pulse surveys.	We have developed a new termly pulse survey for staff to help us track emerging or persistent patterns in how staff feel about their work and wellbeing. It will run from January 2021. 6

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 19% (2019-20 compared with 2018-19), 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 met this target, including through investments in international partnership development and strengthening partnership working with professional bodies. PRME 5
6.3 Investment to support research and scholarship equivalent to 12% of income.	We exceeded this target, including funding faculty sabbaticals and providing research pump-priming grants. PRME 4
6.4 Investment in student support activities equivalent to 3% of income.	We exceeded this target, including funding for professional development courses and internships for students. PRME 3

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

Many of our faculty directly seek to advance the United Nations' 2030 agenda by studying, publishing, and acting on one or more of the seventeen Sustainable Development Goals defined by the UN in 2015.

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 range of research units that span our disciplinary mix, all of which connect directly with our core purpose as a business school. We present here a selection of recent examples of this body of work.

PRME 4 **PRME 5** **PRME 6**

SDG2 Zero Hunger

Stella Ladi's research on implementing the SDGs in India

Stella Ladi is part of an international research project, led by the Eco Foundation for Sustainable Alternatives (EFSA), Bangalore, India, analysing the implementation structure for SDGs in India, with a specific focus on SDG1 (No Poverty), SDG2 and SDG5. These are key to the overall development discourse in India. India's ranking in the global indices pertaining to poverty, hunger and the status of women has remained very concerning over the recent decades, despite the country's overall economic growth. The broader project seeks to identify pathways for the implementation of the SDG framework in the Indian context, especially implementation structures, status of achievements, and key gaps. Research on the role of the political class and bureaucracy, as juxtaposed to political ideologies and policy continuum in a democratic country, will lead to the identification of gaps in the methodologies, and to recommendations for escalating the progress.

SD4 Quality Education

Chandres Tejura's doctoral investigation into accounting education

Faculty member Chandres Tejura is a PhD candidate, working on a thesis entitled "Is Accounting Education/training overly focused on profit/wealth maximisation at the expense of ethics, and if so, what are the ramifications for society?" His research explores the values being taught in accounting education/training, and how these values shape the ethical thinking of new accountants. His research is mirrored in, shaping and informing, his own teaching for our students. All the accounting modules he leads include discussions about climate change, ethics and sustainability, and learning objectives and assessments ensure students learn and demonstrate their knowledge about environmental issues, climate change, sustainability and ethics.

SDG5 Gender Equality

Elena Doldor's research on gender equality on boards and in senior leadership

Research by Elena Doldor shaped UK national policy on women on boards (WoB), thereby contributing to UN sustainable development goal 5 on gender equality. The annual Female FTSE Board Report (co-authored with Vinnicombe and Sealy) investigated women's under-representation on FTSE 350 boards and interventions for improving gender balance on boards. The reports included studies on inclusive talent management (2014), the role of headhunters in making board appointment processes more gender-inclusive, voluntary gender targets (2016, 2020), the leadership trajectories of senior directors (2018). Her research critically examined the possibilities and limits of voluntary strategies for gender equality on boards promoted by national reviews (2017). Other research (co-authored with Wyatt & Silvester, 2019) examined gender bias in leadership development practices, revealing that 360-feedback used in leadership development provides different developmental tracks for men and women; chiefly, women are advised to develop leadership skills that make them effective in middle management roles but that are not conducive to progression towards senior leadership roles.

Doldor's reports were consistently cited by Davies (2011-2015) and Hampton-Alexander (2015-2020) reviews and have influenced these national policies into women leaders, resulting in the recommendation and widespread adoption of voluntary gender targets on boards and below, and increased gender balance on boards. The research shaped these policies by providing insights into senior women's career obstacles and by supporting the case for voluntary gender targets on boards and below. The reviews instigated transformative national-level policies by requiring UK FTSE 350 companies to adopt gender targets, substantially improving gender balance in corporate leadership. From 2013-2020, across FTSE100, the share of women on boards increased from 17.3% to 34.5%; across FTSE 350, 350+ new female directors were appointed and all-male boards dropped from 74 to 1. Doldor's research is also used by employers seeking to gender balance leadership pipelines. She was invited (2018-2019) to provide input at Government Equalities Office policy events and into their "Women's Progression in the Workplace" employer toolkit; and to host a webinar attended by 177 employers, 53% of whom stated that they are likely to change their diversity practices based on Doldor's research insights.

Vinnicombe, S., Doldor, E., Battista, V. & Tessaro, M. (2020). "The Female FTSE Board Report: Taking Targets Seriously."

Doldor, E., Wyatt, M., & Silvester, J. (2019) "Statesmen or cheerleaders? Using topic modelling to identify gendered messages in leadership developmental feedback." *The Leadership Quarterly*. V.30, pp64-83.



Dr Elena Doldor, Reader in Organisational Behaviour

Geraldine Healy's research on gender pay gaps

Geraldine Healy's work on pay inequality directly links to and enriches UN sustainable development goals 5 on gender equality and 10 on reducing inequality. It indirectly enriches understanding sustainable goals 1, 3 and 8 (the link between pay and poverty, good health and well-being and decent work). Decent pay is essential for well-being throughout the life course and particularly in old age, where the gender pensions gap is high across Europe. Informed by earlier work, Healy was a co-recipient of an EU grant on Close the Deal, Fill the Gap. It was a three-country study (Italy, Poland and UK), and led to a book, Gender Pay Gap and Social Partnership in Europe (Conley, Gottardi, Healy, Mikołajczyk, & Peruzzi, 2019) and practical guidelines "Closing the GPG: Guidelines for the Social Partners" The project website, www.fillthegap.eu/, charts project activities including conferences and events. Key highlights were final conferences in Katowice, Rome and London.

A case study in the EU project was the UK Financial Services sector, which has one of the largest UK pay gaps. Following the 2008 recession, financial services were told to tackle "their

unsafe remuneration policies" (Walker Review 2009) and a 2008 EHRC Inquiry exposed serious gender pay gaps. With Mostak Ahmed, using ONS data, Healy tracked changes on the pay gap before, during and after the recession (Healy & Ahamed, 2019b). Despite concerted pressure for change from Treasury committees, women's groups and trade unions, the team found only minor improvement alongside a resilient and high pay gap. Their article attracted attention of the *Financial Times* and was included in a full-page spread on the gender pay gap. Healy's recent work on pay gaps has turned to the academy, with a new paper drawing on HESA data on "The Gender Pay Gap in Academia – the case of UK business schools" (Healy, Sevilla, & Pfefer, 2020).

Conley, H., Gottardi, D., Healy, G., Mikołajczyk, B., & Peruzzi, M. (2019). The Gender Pay Gap and Social Partnership in Europe: Findings from "Close the Deal, Fill the Gap": Routledge.

Healy, G., & Ahamed, M. M. (2019a). "Gender pay gap hasn't been fixed by transparency – fines may force companies to act." *The Conversation*.

Healy, G., & Ahamed, M. M. (2019b). "Gender Pay Gap, Voluntary Interventions and Recession: The Case of the British Financial Services Sector." *British Journal of Industrial Relations*, doi:10.1111/bjir.12448.

Healy, G., Sevilla, A., & Pfefer, E. (2020). "The Gender Pay Gap in Academia – the case of UK business schools" (in review).

SDG10 Reduced Inequalities

Sadhvi Dar's research on decolonialisation

Sadhvi Dar's research is dedicated to anti-racist work and embraces a decolonizing politics. By centering the experiences and knowledges of people who are the most marginalised in the national and international context, she has contributed to furthering structural analyses of how these inequalities manifest in institutional settings and how marginalised communities can build movements to ensure their survival while demanding change.

Sadhvi Dar also explicitly utilises the SDGs in her teaching, discussing the relevance of the goals to business management education and practice and using the goals in a key area of assessment, where students evaluate corporate reporting and how corporate strategy falls short of actualising the SDG goals. These evaluations utilise businesses' public-facing marketing and social media presence to understand how SDGs are reported against and how this shapes corporate strategy.

Liu, H., Dar, S., Brewis, D, and Dy, A. (forthcoming, 2021) Special Issue on: Anti-racism in the age of white supremacy and backlash, *Equality Diversity and Inclusion: A Review*.

Dar, S., Liu, H., Dy, A., and Brewis, D.N. (in press, 2020) The Business School is Racist: Act up!, *Organization*.

Dar, S and Ibrahim, I. (2019) "The Blackened Body and White Governmentality: Managing the UK academy and the production of shame." *Gender, Work, and Organization*, V.26(9), pp1241-1254.

Inchley, M., Dar, S., Pujara, S, and Baker, S. (2019). The Verbatim Formula: Caring for care leavers in the neoliberal university, *Research in Drama Education*, V.24(3), pp413-419.

Yasmin Ibrahim's research on the pandemic and its ramifications for social and racial inequalities

Yasmin Ibrahim has analysed the UK government's discourse about the novel coronavirus, focusing on the two strands of handwashing, and of the actions and policies of the government being "informed through science", examining how soap and science both acquired significance as part of the public imagination during the COVID-19 health crisis. While soap as a widely available household commodity enabled the public to become morally compliant subjects in the pandemic, "science" in contrast became a slippery proposition, serving as a justification for all government actions and policies. The pandemic in the process illuminated the relationship between pseudo-scientific political discourses and eugenics, opening up a mirror into the deeply entrenched structural, social and racial inequalities in society. Related to research on structural inequalities is Ibrahim's research on forced migration, asylum and refugees particularly the refugee camps in Calais and the "migration crisis" at the doorstep of Fortress Europe. A proliferation of articles examine policy dimensions, unaccompanied children and the stigmatization of migrants within the turbulent Brexit landscape in the UK and its adversarial media.

Ibrahim, Y. (2020). "Between soap and science: The pandemic, experts and expendable lives." *Social Sciences and Humanities*. V.2 doi.org/10.1016/j.ssoho.2020.100080.

Ibrahim, Y., & Howarth, A. (2018) Calais and its Border Politics: From Control to Demolition, Routledge. ISBN-13: 978-1138049161.

Ibrahim, Y., & Howarth, A. (2018). Review of Humanitarian Refuge in the United Kingdom: Sanctuary, Asylum, and the Refugee Crisis. *Politics and Policy*, <https://doi.org/10.1111/polp.12254>.



Dr Yasmin Ibrahim, Professor of Digital Economy and Culture



Students involved in a brainstorming session as part of a Careers and Enterprise project.

Tana Licsandru's research on transformative consumer research

Tana Licsandru's research responds to two of the sustainable development goals, SDG3 Good Health and Wellbeing, and SDG10 Reduce Inequalities. Her research advocates for the transformative power of marketing to elevate the voices of under- and mis-represented consumers, aiming to advance the diversity and inclusion agenda to bring about positive social change for individual and collective wellbeing. Her 2018 publication provides useful guidance for marketers and policy makers for designing inclusive marketing communications that prevent alienation of ethnically diverse consumers and improve the perceived social inclusion and welfare of these groups. A recently accepted manuscript in the *Journal of Public Policy and Marketing* (Kipnis et al., in press) starts off by highlighting

how some less-privileged consumers remain deprived from the benefits of Diversity and Inclusion advancement in multicultural marketplaces and proposes clear public policy development strategies in the fields of marketing practice, education and research to legitimize the importance of Diversity and Inclusion Engaged Marketing.

Licsandru is drawing on her research findings to develop a marketing module with a diversity and inclusion focus and a set of inclusive teaching practices and pedagogical methods that would empower marketing graduates to study and work in multicultural marketplaces.

Licsandru, T., & Cui, C. C. (2018). "Subjective social inclusion: a conceptual critique for socially inclusive marketing." *Journal of Business Research*. V.82 pp330-339.

SDG11 Sustainable Cities and Communities, and SDG13 Climate Action

Andromachi Athanasopoulou's research on hypocritical pro-environmental behaviour

This study embarks on a multi-level investigation of hypocritical pro-environmental behaviour (PEB) at both organisational and individual (workplace context only) levels. Hypocritical PEB is defined as any claims or actions that appear to be ecologically friendly but are made or initiated primarily out of self-interest (i.e., for the benefit of the organisation or employee rather than primarily for doing good for the environment). This paper employs a grounded theory approach to develop a systematic investigation of hypocritical PEB based on 33 semi-structured interviews with mid- and senior-level sustainability managers across multiple universities (for organisational-level analysis) and full-time employees within one university (for employee-level analysis). This study reduces the confusion caused by the fragmented PEB literature and offers an integrated multi-level analysis of hypocritical PEB, thereby contributing to the PEB and corporate social responsibility (CSR) literature streams; delineates the difference between the constructs of substantive and hypocritical PEB; and explains hypocritical PEB from a multi-level perspective by identifying legitimacy-seeking as a key motive applied across the two levels and the social contextual factors (i.e., locus of responsibility and employee-organisation alignment) underlying their interconnectedness. On that basis, the paper offers valuable practical insights to managing employees' hypocritical PEB.

Yang, L., Manika, D., Athanasopoulou, A. (2020). "Are they sinners or saints? A multi-level investigation of hypocrisy in organisational and employee pro-environmental behaviours". *Journal of Business Research*. V.114, pp 336-347.

SDG13 Climate Action, and SDG15 Life on Land

Caterina Gennaioli's research on climate change and the environment

Caterina Gennaioli's research on climate change and the environment can be divided into three main streams. One concerns the evaluation of climate policy, where she studies unintended effects of climate policy (such as corruption promoted by renewable energy subsidies) or the effects of the European Carbon Trading Scheme (ETS) on investment decisions of multinational companies. In this latter study she tests the carbon leakage hypothesis and shows the introduction of ETS did not induce a relocation of production by multinationals following the introduction of a stricter environmental regulation. The second stream of research studies the determinants of climate policy adoption both at a country level, focusing on domestic policy, and at the international level, focusing on international environmental agreements. Here she uses a network analysis approach, trying to identify the key players in the global landscape of environmental cooperation. The third stream of research, at the intersection of environment, political economy and economic development, studies environmental issues in the context of developing countries generally characterised by weak institutions. In one project, she demonstrates unintended effects of road construction on infant mortality in

Ethiopia and argues road construction might have promoted toxic waste dumping in the surroundings. In another project she analyses, in the context of Indonesia, how the interaction of local social and political institutions leads to negative environmental outcomes.

Carattini, S., Fankhauser, S., Gao, J., Gennaioli C., & Panzarasa, P. "Structure and Evolution of the International Environmental Cooperation through Treaties: Lessons from 65 Years of International Environmental Agreements" (working paper).

Alesina, A., Gennaioli, C., & Lovo S. (2019). "Public Goods and Ethnic Diversity: Evidence from Deforestation in Indonesia." *Economica*.

SDG14 Life Below Water, and SDG12 Responsible Consumption and Production

Liam Campling's research and impact on international fisheries trade relations for development

Liam Campling's research on the global value chains in tuna, international fisheries trade and development, and his ongoing policy work with international agencies, has provided the basis for:

- successfully recommending more development-friendly 'rules of origin' for local fish processing to the East African Community in its trade agreement with the EU;
- successfully advising the Pacific Islands Forum (14 countries) to not enter into a trade arrangement with the USA, saving personnel time and financial resources;
- contributing 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;
- informing 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;
- mapping and identifying principal drivers in fisheries global value chains (GVCs) that were otherwise hidden, including how nature shapes GVCs based on natural resources and vice versa and how environmental governance is used by dominant firms as a business strategy to capture value from and pass on risks and costs to other firms;
- theorising property relations over mobile living resources and how state control over resource access can be leveraged for development outcomes.

This work has had substantial impact on policy around global value chains in the fishery industry. Campling has been directly involved in negotiating target 14.6 (end subsidies contributing to overfishing) of the UN Sustainable Development Framework, and in establishing the indicator for 14.7 (sustainable use of marine resources).



Students enjoying the banks of Regent's Canal. We have formally committed to improving the biodiversity of this stretch of the canal.

SDG15 Life on Land

Sukhdev Johal and Colin Haslam's research on carbon management

"Serious About Green? Building a Welsh wood economy through co-ordination" is a report prepared by Sukhdev Johal and Colin Haslam with others from Foundational Economy Research. This report has been produced to help inform Welsh Government policy, and seeks to build a new resource reliance system. Through afforestation, wood economy can mitigate nature and climate emergency via carbon sequestration; and the benefits of material substitution can be levered by a strategy of downstream value capture for the output of productive woodland.

Haslam's publications in Accounting Forum follow on from his appointment to the United National Environment Programme (UNEP) and argue that to reduce carbon emissions we need to understand the inter-relation between carbon generating and carbon dependent business models. This requires co-ordination through the investment banks that allocate capital to these business models rather than treating industry sectors as separate realms for carbon accounting and investment risk. His publication in the European Company Law journal "Company Capital Management: Safeguarding Financial Resilience for Sustainability" is focussed on how company law and accounting regulations need to reinstate the social license granted by limited liability if a long-term financial commitment to environmental sustainability is to be secured.

Johal, S., Haslam, C., Calafati, L., Froud, J., & Williams, K. (2020). Serious About Green? Building a Welsh wood economy through co-ordination. Report, Wood-knowledge Wales.

Biondi, Y., & Haslam, H. "Company Capital Management: Safeguarding Financial Resilience for Sustainability" (2020). *European Company Law*. V.17, pp165-175.

Haslam, C., Tsitsianis, N., Lehman, G., Andersson, T., & Malamatenios, J. (2018). "Accounting for decarbonisation and reducing capital at risk in the S&P500" *Accounting Forum*. V.42, pp.119-129.

SDG16 Peace, Justice and Strong Institutions

Roxana Gutiérrez-Romero's research on COVID-19, poverty, financial inclusion and elections

Roxana Gutiérrez-Romero's recent research has analysed the impact of the ongoing COVID-19 pandemic on poverty, elections and conflict, particularly in the developing world (Gutiérrez-Romero and Ahamed, 2021; Birch et al. 2020). Her recent research shows that millions of people in these economies are employed in the informal sector often without regular access to welfare or pension rights, and suffering the double burden of poverty and inequality (Gutiérrez-Romero and Méndez-Erriro, 2017; Gutiérrez-Romero, 2021). With the recent lockdown measures implemented to control the pandemic millions of people suddenly lost their jobs and livelihoods. Her research commissioned by the British Academy along with several notable political scientists shows that the lockdowns and recent economic hardship have increased the likelihood of conflict and electoral violence across several developed and developing countries (Birch et al. 2020). This study reinforces her recent research that suggests that lockdowns increased the chances of poor countries, such as in much of Africa, experiencing food and land disputes (Gutiérrez-Romero, 2020). In parallel research, her research forecasts that by 2021 the world's population living on less than \$5.50 dollars a day would increase by 231 million people, of which nearly 107.8 million people would be pushed into extreme poverty living on less than \$1.90 per day. However, urgent improvements in financial inclusion could substantially reduce the impact on poverty (Gutiérrez-Romero and Ahamed, 2021).

Gutiérrez-Romero, R. (2021). "Inequality, persistence of the informal economy, and club convergence." *World Development*, forthcoming.

Gutiérrez-Romero, R., & Ahamed, M. (2021). "COVID-19 response needs to broaden financial inclusion to curb the rise in poverty." *World Development*, forthcoming.

Birch, S., Gutiérrez-Romero, R., et al. 2020. "How to hold elections safely and democratically during the COVID-19 pandemic." The British Academy.

Gutiérrez-Romero, R. (2020). "Conflict in Africa during COVID-19: social distancing, food vulnerability and welfare response." Queen Mary University of London, working paper, under review with *World Development*.



A group of SBM students. Equality, diversity and inclusion is at the heart of everything we do.

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 all centre 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 student support initiatives designed to ensure our graduates can succeed in their chosen careers.



BSc Chartered Manager Degree Apprenticeship for Social Change student cohort, 2019

BSc Business and Management redesign

In 2018, evidence revealed some students on the BSc Business and Management programme found the quantitative modules very challenging and needed more guidance in effective team-working. A project to transform the programme was set up, with student representatives taking part. The project initially focused on first year changes designed to empower students to become independent, confident learners. Two new modules, Current Challenges in Business and Management I and II, provide an integrated introduction to the study of business management organised around our mission themes of social justice, sustainability and good governance, providing a structure through which students develop key academic and personal skills for success. The modules make use of a unified set of contemporary themes including global pandemics, climate change, and Black Lives Matter, and aim to maximise student engagement through intensive peer learning. The new curriculum advances inclusive education through a staffing model that ensures all voices are recognised and heard in classes, and through the use of innovative assessment regimes to reflect the diverse needs of our students. In 2021, we will refresh the second and third years, building mission-led problem-based learning right through the curriculum.

BSc Accounting and Management redesign

In 2019-20 the BSc Accounting and Management programme was revised by the Programme Director (Ishani Chandrasekara) to include social and environmental accounting via newly created compulsory modules in the third year of the programme that introduce students to the latest developments in this specialist field. In December 2020, Chandrasekara was recognised by the Chartered Institute of Management Accounting with the Campus Culture Bronze Excellence Award, for her continuing dedication to enriching the learning of her students, and promoting the future of the accounting profession.

BSc Chartered Manager Degree Apprenticeship for Social Change – new programme

In 2019-20, we launched a new Degree Apprenticeship leading to the status of Chartered Manager. This was designed by our faculty (Martha Prevezer and Patrick McGurk) with the University's Degree Apprenticeship Manager and a trailblazer group of charities, led by the Scouts Association, for charities seeking a bespoke training route for future managers in the social change sector. Our mission statement highlights that we actively seek out opportunities to work for and with non-profit organisations, as well as teaching about and innovating for the private and public sectors, and this degree programme serves as means for communicating this commitment to all our stakeholders. The programme drew significant national press interest, given its unique nature and the strength of student applications for places; the number of our partner charities is growing year on year.

MA in Creative Industries and Arts Organisation – ways of working

In 2018, we launched an innovative MA for those in or aspiring to take up leadership roles in the creative industries. At the heart of this programme is a module exploring the History of Cultural Industries, developed by Amit Rai, the creator of the programme. The module, and the programme as a whole, focus on the following cultural policy goals and initiatives in conversation with the UN Goals for Cultural Policy (2018):

- Goal 1, to support sustainable systems of governance for culture: Rai sits on the Board of Trustees of the Live Art Development Agency and Project Phakama and has been involved in organisational experimentation in the performance sector; students have had placement opportunities with these and other organisations beyond the performance sector.
- Goal 2, to achieve a balanced flow of cultural goods and services and increase the mobility of artists and cultural professionals: Rai has worked with migrant artists for the past ten years in London, including bringing artists from India to London.
- Goal 3, to integrate culture in sustainable development frameworks: Rai teaches this with reference to the SDGs that directly and indirectly touch on the operation of culture and creativity in human development and education.
- Goal 4, to promote human rights and fundamental freedoms: through funded and ongoing research into long-term sustainable strategies for diversity-affirmative and anti-racist organisational practice in the performing arts, the MA affirms the close connection between a vibrant cultural life and a cosmopolitan and equitably multicultural urban space. Students learn how to support sustainable systems of governance for culture (contributing to the implementation of SDGs 8, 16 and 17), and to promote the diversity of cultural expressions.

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 as 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. The pandemic resulted in our rapidly moving programmes online: taster programmes (where students visit different companies in a sector of their

choice), professional development programmes leading to certification in Excel or project management, mentoring schemes pairing students with alumni or local business leaders, and CV clinics to help students craft more effective application materials, have all continued through the crisis. We are now confident that making use of virtual connections as well as in-person activities, we can offer mentoring, courses, and CV support to all Bachelor's students, beginning from the 2020-21 academic year, a dramatic upscaling of our activity.

Activity	2018-19	2019-20	2020-21
Mentoring	45	83	Up to 1,500 (open to all undergraduates)
Professional development courses	63	141 face-to-face, 310 online	Up to 2,000 online (open to all students)
CV surgeries		49	Up to 2,000 (open to all students, compulsory for level 4 students)

We also invest heavily in internships, as they are seen to be highly effective in helping graduates secure employment. In the 2019-20 year, 49 funded internships with small and medium enterprises were created. 14 further interning roles for students were created as our "Headstart" project to support transition to university for students joining with BTEC qualifications rather than the more traditional A-levels. BTEC students typically present with a skills portfolio that is different from that developed by A-level curricula, whereas degree programmes traditionally have assumed A-levels on

entry. SBM students with BTEC qualifications themselves were hired to plan, organise and deliver a student-led transition programme specifically for new BTEC students joining the School. Despite all the training for student leaders and the sessions for new students having to be delivered online due to the pandemic, the feedback from all involved was very positive, with those joining the School remarking that the week-long programme helped their confidence and also helped them establish friendships in the School.



Students happily exiting a lecture theatre.

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.

School leadership structures and roles: Associate Dean for People Culture and Inclusion

The Dean established a new role of Associate Dean for People, Culture and Inclusion in July 2020, to lead our Equality Diversity and Inclusion (EDI) Committee and bring in a step-change in our thinking and actions to build a truly inclusive community. This role, held by Nelarine Cornelius, sits in the School's management team and has the authority as well as the responsibility to ensure inclusivity is considered and progressed through all the School's structures, policies, and practices.

Working with our communities: linkages with United Nations PRME structures and initiatives

Following from the 2018 UN PRME conference "Leaving No one Behind" which we hosted for the UK and Ireland Chapter, in 2019 we held a South East London Regional meeting to discuss communal and environmental initiatives to specifically cater to the region.

We have held annual essay contests to engage our students with the sustainable development goals but this year are experimenting with a photo essay competition to encourage more entries from students who do not have English as their first language, around the theme of "sustainability in your neighbourhood." This recognises that many of our international students have not been able to travel to London, and invites students to share their globally local challenges, and responses, with one another. We plan to showcase the winning entries in next year's report.

Celebrating our local community

In 2019, As part of the Festival of Communities, our Borderlines research cluster organized the "Veiled Gaze" exhibition primarily catering to the Tower Hamlets and East London Communities. The exhibition sought to track the relevance of the veil to all communities/religions in Tower Hamlets.

Student-led support for the local community

In Spring 2020, Patrick McGurk and Joanne Zhang, together with colleagues across QMUL, secured a grant of £650,000 from the UK government's Office for Students/ Research England, to expand on our existing suite of activities to support student and alumni consultants and entrepreneurs, via the SKETCH (Student Knowledge Exchange Through Community Hubs) project. They are leading the establishment of 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.

SKETCH provides 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. Built by students, the fund provides students with opportunities to develop their entrepreneurial knowledge and skills with support from industry mentors as well as academics from Queen Mary. Student investors were given the opportunity to advise and invest in real-life early-stage start-ups with a social mission. The first winner of the Social Venture Fund in December 2020 was Biophilica, a female-led start-up based in the School which transforms green waste into a leather-like material that is carbon-negative, recyclable and compostable.

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