



Queen Mary
University of London



School of Business and Management

Annual report 2021

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Letter from the Dean



The global pandemic dramatically changed how our School has conducted teaching and research, business engagement and operations over the last year.

As regards teaching, we rapidly developed the capabilities to ensure that we could continue to provide a high-quality educational experience to our students. Classes that could not be delivered in our Mile End classrooms due to social distancing requirements or limits on student travel were still delivered face to face but mediated by MTeams or Zoom, and could be timetabled whenever worked for students and staff. Similarly, staff developed new ways of sustaining research activity. Research

conferences for sharing new findings and networking with colleagues took place remotely, which was a new and challenging modus operandi but had the benefit of eliminating the carbon emissions of international flight and the overheads of hotel costs. Impact and policy workshops could be delivered in collaboration with partner universities, non-profits, and inter-governmental agencies for a large number of delegates, and with greater international reach, particularly to the Global South. And enforced delays to the project for our future School building allowed us to adopt more challenging targets to reduce not only the carbon emissions we will generate once in a new building but also the whole-life carbon cost of building something new.

While none of the changes were part of our planned or desired strategy, we have responded imaginatively and in line with our core values as a purpose driven School of Business and Management: social justice, sustainability and good governance. This year we were ranked first for social mobility out of 86 business schools analysed in a report from the Sutton Trust and the Institute for Fiscal Studies, and we were highlighted as an exemplar by the Chartered Association of Business Schools for our commitment to public good.

Our student body has always been internationally diverse, but in 2021 our 'global classroom' was more than a figure of speech, with students working together in classes and projects from

their homes around the world, and joining our London cohorts via video links. As restrictions on travel and social distancing have changed, we have adapted our teaching delivery to flex between online and on-the-ground teaching, ensuring students could take full part in seminars, group tasks and employability programmes wherever they were living. Recognising that the campus experience is vitally important for many international students, for our larger Masters programmes we offered applicants the chance to start their studies in January, a move that proved so popular that we are retaining this as part of our annual offer.

The challenges for staff within the School cannot be understated. Not only did much research activity have to be radically adapted or put on hold, but new teaching skills had to be acquired and imaginative pedagogic and assessment practices developed for online and mixed mode education. As a School we are proud of what we have achieved under particularly challenging circumstances. We have stayed true to our core purpose and aims, and the achievements highlighted in the pages of this report were only made possible by the flexibility, creativity, dedication, and professionalism of School of Business and Management staff, academic and professional services alike.

Professor Mike Noon
Dean

Introduction to the School

It is 20 years since the School of Business and Management (SBM) first welcomed students into our programmes. We are part of a much older institution, Queen Mary University of London. We are located in East London, an area of the city that is home to people of diverse heritages and that is defined by high levels of poverty and deprivation. We seek to serve our local communities by providing education for East London young people and by working with local businesses, charities, community organisations, and entrepreneurs, to improve the opportunities for those who live and work in our neighbourhood.



School of Business and Management Employability panel event

Our core purpose, mission and strategic aims all speak to an encompassing commitment to responsible management. This year we were recognised by the **UK's Chartered Association of Business Schools** as an exemplary business school for our commitment to the public good. Our 2021 report includes examples of this commitment and the impacts we achieve through our research, our teaching, our broader engagement in the region's economy, and our investment principles.

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 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 100 academic staff, with further appointments planned for 2022. 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 discern 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).

In 2021, Queen Mary was recognised as the country's **top university for social mobility**. 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 university in the country. This is very welcome independent endorsement of the success we have already achieved in pursuit of our Strategy 2030 aim of becoming the most inclusive university of our kind, anywhere. As President and Principal Professor Colin Bailey put it:

"Recruiting students from backgrounds typically under-represented at research

intensive universities like ours, and supporting them to succeed, is at the heart of everything we stand for as a University. This work is intrinsic to our mission and ethos of opening the doors of opportunity to everyone who has the potential to succeed, irrespective of their background."

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 UK undergraduate students, for example, 90% come from publicly-funded schools, and 51% are the first in their family to enter higher education. 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.

Student contest: managing sustainably and improving our communities

At the start of 2021, we launched an essay and photography contest open to all students on taught programmes, asking students to identify an environmental or social issue, local to where they live, and suggest a sustainable solution they would develop to address it. The five winning entries are featured through this annual report. The standard of entries was so high it made for heated debate in our judging panel! We would like to thank all our students who took part, demonstrating how they apply their learning to real world problems in their own neighbourhoods.

Student Sustainability Contest Winner

Bring The Homeless Back Home

Mai Nguyen, student on MSc Entrepreneurship and Innovation

Six months ago, I set foot in London, with a dream always in my mind which is coming back to Vietnam to help my community to improve their life. London amazed me by an impressive overwhelming ancient beauty, and London also surprised me when I first saw many homeless people sitting quietly in Stratford station. I realized that not only in the developing countries but also in the most developed countries like England, the local authorities are struggling with homelessness issue.

I always go to Stratford shopping centre for shopping, and never once did I walk away without thinking about this. I have been obsessive about the tinkling sound of a homeless man shaking a coin in a small mug and the image of him bowing down in despair. Understanding that giving them a few pennies could not solve problems, I did some research about homelessness in the UK and found that the homelessness in the West is completely different from those in my country so that it could not be tackled in the same way. While in my country, most homeless people are elderly people or people with disabilities or mental illness, in the UK, the number of young homeless people is surprisingly high. According to Centrepoin, there are more than 100,000 young people aged from 16 to 24 needing

support with homelessness. Even with numerous charity organizations involved in resolving the issue, the number of homeless people has not been reduced, especially during the pandemic. I conducted a survey with nearly 80 people to research how willing they are to hire the homeless to do housework. Nearly 80 percent may wish to hire homeless people to support their housework such as: cleaning, gardening, dog walking, transportation or other manual tasks. Around 30 percent of them are willing to hire homeless people to clean their houses or offices as long as the homeless are trained and verified by reputable organizations.

Based on the survey results, I came up with a solution which is to develop an online platform to connect homeless people and customers who would like to hire them to support with their housework. Homeless people will be firstly recruited, verified and trained by a charity organization, such as Crisis or Shelter. They will access the online platform via mobile phone when they are available while the customers could log in the platform to search for "homeless helper" whenever they need their help. The homeless will accept tasks and come to the customers' location to work immediately or at the time negotiated between two sides. According to Crisis, many homeless people want to work but they cannot as they do not have a stable roof and

they are not confident about their appearance. Therefore, the charity organizations should provide places for the homeless to clean themselves before going to work. Customers must pay the homeless at least at the minimum wage level per working hour. Both customers and homeless should pay fees so that the charity organization could maintain the support and run the platform. People may be concerned that the homeless might cause damage when they are working, or that some homeless people are not reliable. I suggest that the charity should buy insurance to cover any damage. Regarding internet access, there are many campaigns run by charity organizations and enterprises in the UK which aim to give mobile phones to homeless people. For example, in 2020, Crisis and Tesco Mobile partnered with each other to give 5,000 phones and SIMs to homeless in 2 years. In February 2021, O2 and charity Hubbub donated 1,000 smart phones with 12 months free data to vulnerable people in Bristol. However, those numbers may not be enough so I suggest that multiple "Access centres" should be established in stations to provide homeless people access to the platform to search for jobs when they are available.

No one wants to sleep outside, and everyone needs a home. We need to give homeless people chances to come back home by letting them help us from smallest thing in your houses.



Our measures of success

This is our second 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 (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.

PRME Principles for Responsible Management Education



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 continues 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.

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.

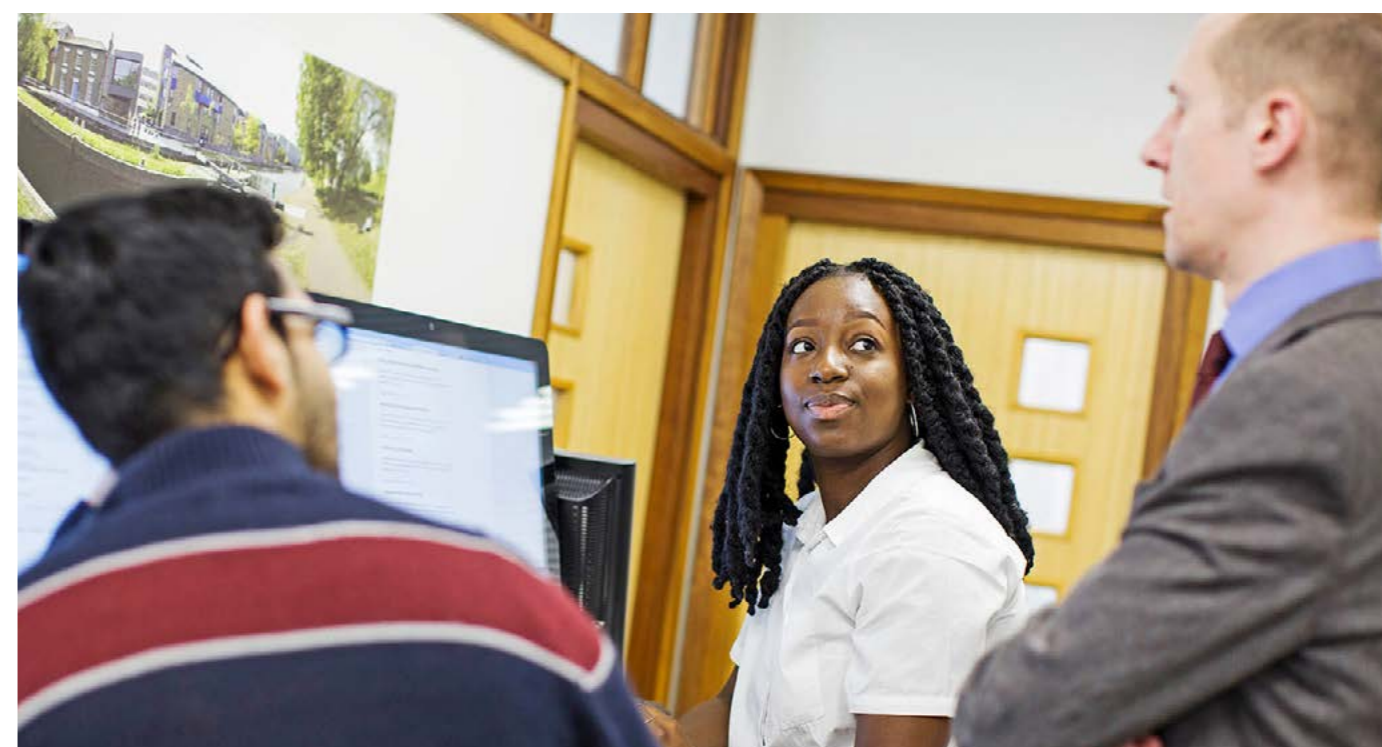
Aim 1. To achieve international recognition for the quality and distinctiveness of our intellectual contributions, and create pathways for stakeholder influence, engagement and impact

Indicators of progress

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| 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. Results are expected in May 2022. |
| 1.3 The number of and disciplinary breadth of cases of significant impact we can document from our research and scholarship. | We submitted five case studies to the REF where colleagues outlined the impact their research has had on the wider economy and society. 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. PRME 2 PRME 4 PRME 5 PRME 6 |
| 1.4 The success of faculty in securing promotion. | In the 2020-21 promotion round, 75% of cases were successful. While this is a disappointing downturn from recent years' very high success rates, we are delighted to report that the successes included three further women reaching the level of Professor. 1 2 4 6 7 |

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

Indicators of progress

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| 2.1 The proportion of programmes containing significant content relating clearly to our mission. | 100% of programme specifications include learning outcomes that reference our mission. PRME 3 |
| 2.2 Growing numbers of applications for our taught programmes. | In 2020-21, applications for Bachelor's programmes increased by 11% and for Master's by 2% 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 2020-21 were 41% female / 59% male (43% female / 56% male in 2019-20), and 21% white / 79% all other heritages (26% white / 74% all other heritages in 2019-20). The continuing trend away from gender parity is concerning and is under investigation by the School's leadership team. The proportion of Bachelor's students joining us in 2019-20 (most recent data available) classified as WP was 42.4% (increase from 32.6% in 2018-19). PRME 1 2 3 4 5 |
| 2.5 Diversity of our Master's students, considered by gender and ethnicity. | Our Master's students in 2020-21 were 59% female / 41% male (a 4% move towards parity over the previous year), and 12% white / 88% all other heritages (a slight increase in diversity over the previous year). PRME 1 2 3 4 5 |
| 2.6 Diversity of our doctoral students, considered by gender and ethnicity. | Our doctoral students in 2020-21 were 57% female / 43% male, and 24% white / 76% all other heritages, proportions almost unchanged since 2018-19. PRME 1 2 3 4 5 |
| 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 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. PRME 1 2 3 4 5 |











Aim 3. To achieve excellence in our education

Indicators of progress

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| 3.1 Student engagement and active participation with modules and programmes. | Our new first-year modules emphasising supervised group work for Bachelor's students and our improved student advising system have been bearing fruit, see our case studies. PRME 3 |
| 3.2 Student attainment. | Progression rates: for 2019-20 (most recent data available), progression rates were 96% for year one (up five points) and 89% for year two (a drop of two points). At time of writing, degree outcomes data has not yet been updated by the central planning team to reflect 2019-20 student outcomes. 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, as did the whole university sector – analysis suggests the pandemic markedly damaged student experience. We fared better than other business schools and rose 22 points in the Times Good University Guide as a result. In PTES, the score remained steady at 71%. The pandemic left some students struggling to access software and learning resources. More positively, changes to our dissertation supervision processes are being well received. PRME 3 |
| 3.4 Sustained improvements in graduate outcomes. | The proportion of students participating in employability initiatives continues to increase, see our case studies. The proportion of graduates moving into skilled employment or further study 15 months after graduating was steady at 94% for cohorts graduating in 2017 and 2018, but the 2019 cohort have struggled, with only 84% in employment after 15 months, caused by the pandemic's effects on the economy at the point in time of survey. PRME 3 2 4 |
| 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 ten 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

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| 4.1 Opportunities created to disseminate our research among multiple stakeholders beyond academia. | Our case studies present some of our dissemination routes. In 2021, most seminars and conferences remained online, which in many cases allowed for broader participation than would have been possible if held physically, with lower overheads in time and fees to take part. PRME 6    |
| 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 have continued to celebrate recipients via our webpages and research newsletters, see our 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. A major refresh of our School website now encourages faculty to list these in their personal web pages. PRME 3   |
| 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 new delivery formats to assess if they increase student attainment, engagement and satisfaction, for evaluation as cohorts progress. PRME 3      |
| 4.5 The international diversity of our faculty, students and alumni. | EU student recruitment has more than halved this year due to Brexit, but wider international recruitment has increased. New faculty appointments include scholars from Argentina, Brazil, Egypt, Iran, Australia and Russia. PRME 6 |
| 4.6 The number of partnership agreements with internationally excellent institutions. | 2021 saw us agree 10 new partnerships for student exchanges, including with Cornell University, the University of Melbourne, and Lahore University of Management Studies. PRME 2 PRME 5 |
| 4.7 Strong performance by students in international competitions and competitive internship programmes. | In 2021, Team GoTaza won a \$100,000 Hult Prize Foundation Seed Capital Grant – see our case studies for the full story. PRME 3 |
| 4.8 Supporting our students to serve as leaders in our knowledge exchange programmes. | Launched in 2020, SKETCH – the first student-led knowledge transfer scheme in the UK – is going from strength to strength, see our case studies. PRME 3 PRME 5 PRME 6 |
| 4.9 Engagement of our alumni in student activities. | In 2020-21, 8% of our contactable alumni were engaged with us through philanthropy, volunteering, or events, up from 6% the year before. This is higher than the figure for QMUL as a whole (6%) but below our target of 12%, which we aim 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

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| 5.1 Ensuring consultative processes include opportunities for voice for all levels and categories of faculty and support staff. | We have built a new staff information SharePoint site open to all faculty, professional services staff, teaching staff and doctoral students, to increase transparency and ensure everyone can access relevant information. PRME 1     |
| 5.2 Ensuring there is representation from all levels and categories of faculty in our decision-making roles and structures. | Teaching fellows have representation on our EDI Committee and on our staff communication project (see 5.1 above). We have extended our funding for career development activities to our teaching fellows. PRME 1     |
| 5.3 Increasing scores in wellbeing measures for all staff, as measured through our termly pulse surveys. | Staff wellbeing surveys started running in December 2021.    |

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

Indicators of progress

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| 6.1 Sustaining growth in income from fees, research and other activities. | We met this target with income growth of 10% (2020-21 compared with 2019-20), 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 narrowly missed this target due to the pandemic: planned international trips to grow our partnerships had to be suspended to 2022. PRME 5 |
| 6.3 Investment to support research and scholarship equivalent to 12% of income. | We missed this target by 1.5%, due to deferring faculty recruitment and some planned faculty sabbaticals by 12 months during the pandemic, and having increased reliance on teaching-only colleagues during that time. Budgets for the current year will see us return to meeting this target. PRME 4 |
| 6.4 Investment in student support activities equivalent to 3% of income. | We narrowly missed this target due to not being able to run student socials and not needing to support student travel to international competitions during the pandemic. Budgets for the current year will see us return to meeting this target. PRME 3 |

Student Sustainability Contest Winner

Change The Cycle: School, Sex and Sanitary Dignity

Mutsa Mamvura, student on MSc Business Analytics

Consider this, a young girl walking through a classroom door ready to learn. Now picture this, that same young girl is going through puberty, knows little to nothing about periods, bleeds during class, has no access to sanitary pads and no one to ask for help. At her school learning about menstruation and reproductive health is not permitted. Not too long after she bleeds through her uniform, the social stigma kicks in and slowly but surely she misses school at the same time every month. It is estimated that on average Kenyan girls miss 4.9 days of school due to menstruation.

In Kenya, a sanitary pad provides more than just relief from a period; it allows young girls to continue attending school and saves them from predators who prey on their needs during that time of the month. When school is in session, governments supply these girls with the services they need, but in the aftermath of COVID-19, classes were closed, leaving a vast number of young girls with unsupervised spare time and a desire to maintain their sanitary integrity, a mix that exploits the most vulnerable. The next pandemic to sweep through local neighbourhoods was “sex for pads,”

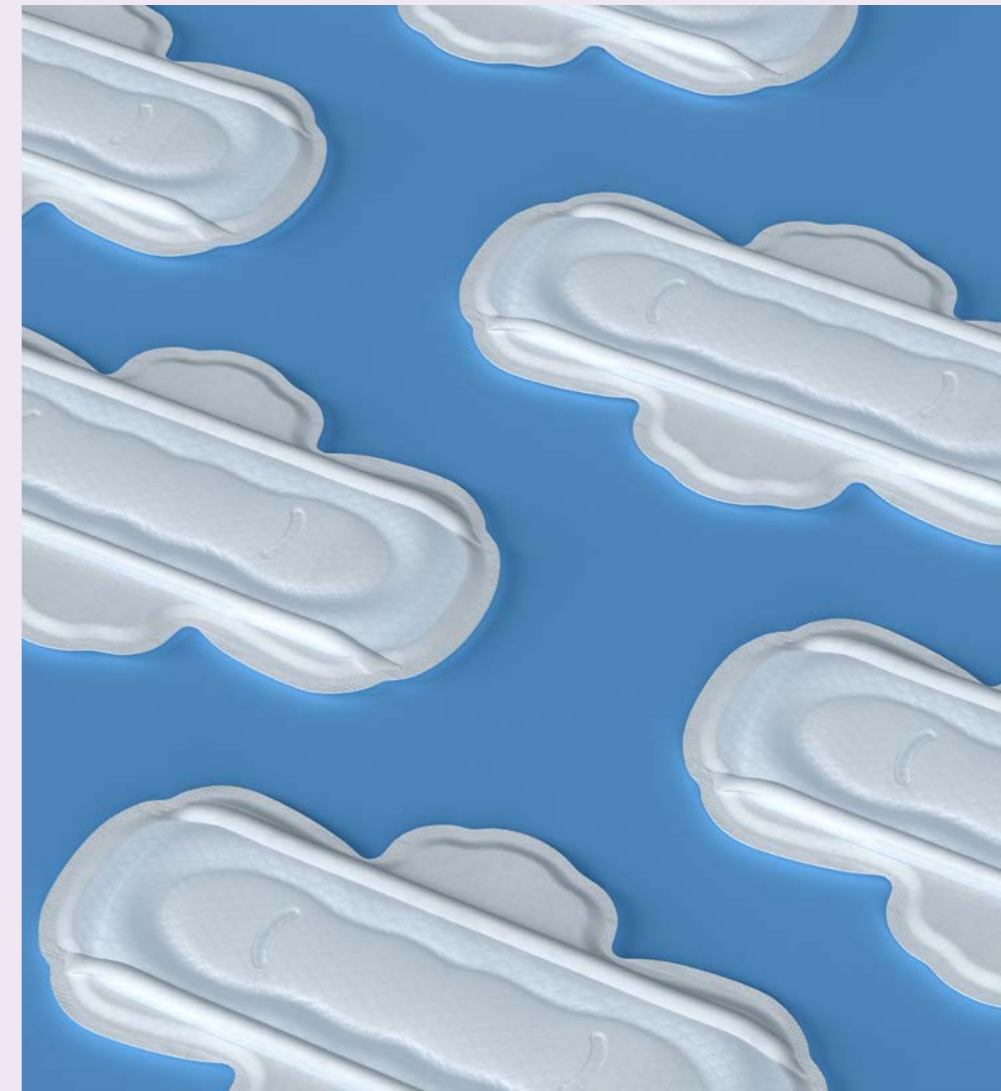
with teenage girls vulnerable to sexual harassment and degradation in an attempt to keep themselves safe and hygienic during their periods. These severe and disempowering steps lead to the country’s rising number of teenage pregnancies. Between January and May, it is estimated that more than 150,000 teenage girls became pregnant. In Kenya, nearly one in five girls aged 15-19 have already had a baby or are pregnant, according to a 2014 survey. The strain on the healthcare system pushes out these young girls and leaves them vulnerable and susceptible to pregnancy complications and in the worst cases death.

The story is not one-sided; when these young girls get pregnant, some are beaten and barred from attending school as a “punishment” for being pregnant. These young soon-to-be mothers, who are still raised in households with little income, often predict the difficulties they will face raising an infant when they are already children themselves. The fear of mockery and violence prohibits them from returning to school, despite the fact that the government has placed laws in place to allow girls to return to school without prejudice. These pregnancies are the

product of girls still having few options in life, exacerbating their susceptibility to poverty, exploitation, and exclusion.

Technology can help to address these concerns by sending out text messages that inform young people on sexual and reproductive health activities in the form of weekly stories where young girls can share their thoughts and gain collective encouragement. In the middle of the rising pregnancy crisis, a local illustrative article in the newspaper may be a regular way to teach the older generation about how to protect their girl children and support their welfare and well-being. Youth Social Development Programs can help young people develop the social and psychological qualities they need to prevent risky behaviours. Governments should work to amend and establish a national sanitary dignity imperative that broadens economic involvement in the sanitary dignity value chain. The framework may be extended to provide ‘sanitary stations,’ which provide teenage girls with access to safe water and menstrual items. In order to reintegrate young mothers into the educational system, the state, families, and schools must collaborate to ensure that girls’ rights to education are vigorously protected. Age-appropriate, reliable

information will encourage children to speak up when they are in danger by arming them with the information they need to make choices about their bodies. The largest benefit will be achieved by growing the number of community health staff. Creating opportunities for Kenyan youth to become community health workers and care for young girls in diverse neighbourhoods can be an important tool for local communities during the pandemic. Local universities bring together mentors for young girls through older female university students to encourage them to keep rising and give them support as they progress through school. There is a generation of teenage mothers looking for a second chance to go back to school and continue learning and it is up to those around them to make sure they get it.



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 range of **research units** that span our disciplinary mix, all of which connect directly with our core purpose as a business school.

Research on leadership and inclusivity

Challenges for women in senior leadership

Our School is home to the internationally renowned **Centre for Research in Equality and Diversity (CRED)**. An active member of CRED, Elena Doldor, has been researching the challenges faced by women in reaching the most senior levels of leadership roles. Her study published in *Harvard Business Review* this year sheds light on one of the causes for this ongoing gender inequality. The study, analysing comments from over 1,000 contributors taking part in leadership and development programmes, explores differences in the developmental feedback received by men and women. Developmental feedback – provided informally or through official management processes – is one of employees' few explicit opportunities to learn about how they should change and develop as a leader, and as such it plays a major role in paving the way to leadership. Doldor and her co-authors found, for example, that while men were encouraged to set a vision, women were advised to focus on operational matters, and that men were told to pro-actively make use of workplace politics while women were encouraged to simply cope with it. Feedback provided to women was therefore less actionable and less useful for leadership progression than feedback given to men. Their research provides practical suggestions for how managers can provide more equitable feedback and more effectively support the leadership development of both men and women.

Doldor, E., Wyatt, M., & Silvester, J. (2021). "Men Get More Actionable Feedback Than Women". *Harvard Business Review*, <https://hbr.org/2021/02/research-men-get-more-actionable-feedback-than-women>.

Challenges for political leaders at a time of widespread social unrest

In the run-up to the French presidential elections, Brigitte Granville published a critique of French leadership's response to the yellow vests (gilets jaunes) protest movement that began in 2018. While France has experienced many of the challenges encountered by other advanced industrial democracies in the face of globalisation, technology and mass immigration, there have been specific difficulties in the French context. Granville makes the case that the failure in France to deal effectively with those widely shared challenges, and the resulting public discontent, are the result of the centralised rule of an entitled and intellectually parochial oligarchy, buttressed by an "intelligentsia" that has abandoned the typically radical values of their youth. Leaders sought to shut down protests and debate about them, rather than respond to the widespread public grievances that were driving the movement. She aims, through this book, to reopen debate and free up the search for ways to combat stagnation and hopelessness.

Granville, B. (2021). "What Ails France?" McGill-Queens University Press.

Influencing Human Resource Management through promoting evidence-based management

Rob Briner has been recognised in the list of the 100 Most Influential People in HR. He conducts research into key areas of organizational psychology and HR, such as work and well-being, the psychological contract, work-nonwork relationships and ethnicity, and is active in developing evidence-based practice in management, HR and organizational psychology. He was a founding member, Vice-Chair and now Scientific Director of the **Centre for Evidence-Based Management** which, through its teaching, training and dissemination activities aims to help managers make better decisions by adopting the principles of evidence-based practice.

The "100 Most Influential People in HR" award shines a spotlight on individuals who are helping to build, design, and promote HR strategies to new heights. The list has been compiled by **HR Weekly**, a newsletter helping readers to keep up to date on issues in HR.



Research on sustainability

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 (SDGs) defined by the UN in 2015. We present here a selection of recent examples of this body of work.

PRME 4 PRME 5 PRME 6

Through 2021, 12 new faculty have joined the School, whose work directly connects to our core purpose. We expect exciting new cross-disciplinary scholarship and engagement in the years to come.

SDG1 No Poverty

Liam Campling's work on global value chains

Campling has been working on trade, market access, global value chains and employment, especially of women in the Pacific islands. He has presented his research on the Solomon Islands graduation from Least Developed Countries (LDC) status and its implications for trade and poverty reduction at the LDC Future Forum: Achieving Sustainable Development in the Least Developed Countries – Towards LDC5, held 5-7 October 2021 in Helsinki, Finland, a paper that will soon be submitted for review.

SDG1 No Poverty, SDG4 Quality Education, and SDG10 Reduced Inequalities

Brigitte Granville's commitment to action

Granville is a trustee of charity **Effective Intervention**, which she created in 2006. Effective Intervention helps children living in extreme poverty benefit from the rapidly growing world around them. The charity manages projects aimed at improving child survival, and raising education outcomes, in some of the poorest regions of India, Guinea-Bissau and Gambia. For further information, please explore the charity's website <http://effint.org/home>.

SDG1 No Poverty, SDG2 No Hunger, and SDG5 Gender Equality

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, 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. The **final report** of the project, published in March 2021, is available for all to download. Publication was accompanied by a press release and an event in May.



IMPLEMENTING THE SDGs IN INDIA



The Foundation for Global Governance and Sustainability convenes a virtual panel discussion to elaborate on the key findings of the recently published report "Implementing the SDGs in India: Poverty, Hunger and Gender"



Neetu Sharma
Coordinator and Program Head -
Right to Food
CCL, NLSIU



Sudha Reddy
Secretary / Director
EFSA



John R. Clammer
Professor
School of Liberal Arts and
Humanities, JGU



Stella Ladi
Senior Lecturer in Public
Management
QMUL



Georgios Kostakos
Executive Director
FOGGS



Nikhil Seth
Executive Director
United Nations Institute for
Training and Research (UNITAR)



Dr. Tara M S
Member
SDG - 2 Action Committee
Govt. of Karnataka



Faye Leone
Senior Policy Advisor
Tracking Progress, IISD



Rajesh Tandon
Founder-President
Participatory Research
in Asia (PRIA)

Wednesday, 12 May 2021

11:00 - 12:30 hrs
London

12:00 - 13:30 hrs
Brussels

15:30 - 17:00 hrs
Bangalore

In partnership with



Poster for the event associated with the publication of the final report from Ladi's research project on implementing the SDGs in India

SDG5 Gender Equality

Tessa Wright's work on incorporating gender into transport project proposals

Based on her previous research and publications on gender and transport, Wright was commissioned by the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) to produce guidelines and training for staff in the Transport Division on incorporating gender into transport project proposals.

To ensure that UNESCAP Transport Division staff were equipped to consider how to incorporate gender into transport project proposals that they were developing, and to improve the proportion of projects with a gender marker of 1 or 2 (signifying greater impact), the Gender Focal Point lead commissioned guidelines and training from gender, work and transport expert Professor Tessa Wright. Between January to April 2021 Wright produced guidelines and delivered training to project staff in Bangkok on how to use them. Following delivery of the training, Wright has received invitations to chair a session at the UNESCAP regional transport meeting on gender and transport and to review UNESCAP publications.

Andie Athanasopoulou's work on responsible leadership

Athanasopoulou is currently co-authoring a chapter for an edited book based on a partnership between the United Nations-endorsed Institute for Responsible Leadership and the United Nations Institute for Training and Research, entitled *Responsible Leadership*, with Routledge. The book chapter is on diversity and responsible leadership.

SDG8 Decent Work and Economic Growth

Liam Campling's work on inclusive and sustainable economic growth

Campling recently published a paper on the implementation of International Labour Organisation's Core Labour Standards in EU-South Korean trade agreement, and presented the same at a seminar held at the Centre for Work, Organisation and Society, Essex Business School in February 2021.

Campling, L., Harrison, J., Richardson, B., Smith, A. & Barbu, M. (2021). "South Korea's Automotive Labour Regime, Hyundai Motors' Global Production Network and Trade-based Integration with the European Union". *British Journal of Industrial Relations*, V.59(1): 139-166.

SDG10 Reduced Inequalities

Sanghamitra Bandyopadhyay's research and engagement on reducing inequalities

As part of the School's Centre for Globalisation Research, Bandyopadhyay held a Research Circle for the Study of Inequality and Poverty workshop in June, on the impact of covid-19 in developing countries.

Bandyopadhyay's recent research papers focus on the measurement of inequality over time, the measurement of the relationship between economic growth and inequality, on poverty reduction in Africa, and on the persistence of inequality across India. Bandyopadhyay has been serving as an editor for journals *Research on Economic Inequality*,

Review of Development Economics, and *Journal of International Development*.

Bandyopadhyay, S. (2021). "The persistence of inequality across Indian states: A time series approach." *Review of Development Economics*. <https://doi.org/10.1111/rode.12788>.

Bandyopadhyay, S., & Sun, R. (2021). "How large is the effect of inequality on growth?" *Economics Bulletin*. V.42, pp523-531.

SDG12 Responsible Consumption and Production

Guven Demirel's work on food chain sustainability

Demirel co-led The Agriculture Data Study Group report in August 2021 evaluating the UK's resilience to supply chain shocks. The mathematical sciences have a role in providing descriptions of resource flows and tools that can assess vulnerabilities and model possible mitigation strategies. In September 2020, Virtual Forum for Knowledge Exchange in the Mathematical Sciences – which includes KTN (Knowledge Transfer Network), the Isaac Newton Institute, the International Centre for Mathematical Sciences and the Newton Gateway to Mathematics – convened a group of researchers and challenge-holders to assess the resilience of the UK food networks by identifying the UK's dependencies on international food supply chains. **The report** is free to access.

Natalia Efremova's work on conservation and agriculture issues related to climate change

Efremova joined the School in autumn 2021 to continue her research and publications in conservation and agriculture issues related to climate change by using artificial intelligence and machine learning.

Efremova, N., & Erten, E. (2021). "Biophysical Parameter Estimation Using Earth Observation Data in a Multi-Sensor Data Fusion Approach: CycleGAN." *IEEE International Geoscience and Remote Sensing Symposium IGARSS*, pp. 5965-5968, doi: 10.1109/IGARSS47720.2021.9553561.

Stephen Henneberg's work on chain liability

Henneberg has researched how consumers hold "focal firms" accountable for unsustainable practices along those firms' supply chains. This is known as chain liability. That consumers react this way suggests firms need effective responses to mitigate negative consumer reactions. Henneberg's study applies psychological contract theory in investigating recovery efforts and addresses three broad focal firm responses: do nothing, choose a non-substantive response that verbally clarifies its own and the supplier's roles in the incident, or substantively rectify the supplier's wrongdoing with sustainability-focused responses – such as termination, monitoring, or development. Findings demonstrate substantive responses to suppliers' unsustainable practices can help firms at least partially recover from damaged relationship with consumers.

Benoit, S., Forkmann, S., Henneberg, S.C., & Hartmann, J. (conditionally accepted). "Consumer Perspective on Managing the Consequences of Chain Liability", *Journal of Supply Chain Management*.



SDG13 Climate Action

Liam Campling's work on trade-environment approaches to COP26

Campling was awarded a QMUL Faculty of Humanities and Social Sciences Collaborating and Strategic Impact Fund for a project on Trade-Environment Approaches to the United Nations Climate Change Conference 2021, commonly known as COP26. This involved working with the Trade Justice Network, supported by an advisory board of representatives of the World Wide Fund for Nature (WWF), the Overseas Development Institute (ODI), and the International Trade Union Confederation (ITUC).

Outputs included a policy report "How trade can support climate action: a 2021 agenda for the UK" <https://www.tjm.org.uk/resources/reports/how-trade-can-support-climate-action-a-2021-agenda-for-the-uk>, and a high-level panel at the event providing international and UK perspectives on trade-climate policy, including Golriz Ghahraman MP, the Green Party spokesperson on trade from New Zealand, Fiona Harvey, environment correspondent for the UK newspaper The Guardian, and Dr Vera Songwe, Under-Secretary-General of the United Nations and Executive Secretary of the Economic Commission for Africa (ECA). Campling subsequently ran a "teach in" where he took questions alongside ITUC, ODI and WWF, from over 70 people including participants from UK, Malaysia, the US, New Zealand, Scotland, Germany, Zimbabwe, Australia, Indonesia and The Netherlands.

Caterina Gennaioli's work on international environmental cooperation through treaties

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

Carattini, S., Fankhauser, S., Gao, J., Gennaioli, C., & Panzarasa (P). (2021). "What does Network Analysis teach us about International Environmental Cooperation?" arXiv preprint arXiv:2106.08883.

Centre for Globalisation Research events

In June 2021, the Centre for Globalisation Research hosted the annual Globalisation Seminar and workshop on Political Economy and Economic Development. The special theme of this year's event was "Climate policy and environmental co-operation". After the workshop, Professor Scott Barrett (Vice Dean, School of International and Public Affairs and Lenfest-Earth Institute Professor of Natural Resource Economics, Columbia University) gave the Globalisation Seminar on "The Promise and Peril of Linking Cooperation on Trade to Cooperation on Climate Change". Barrett is a leading scholar on transnational and global challenges, ranging from climate change to disease eradication. His research focuses on how institutions like customary law and treaties can be used to promote international cooperation.

SDG14 Life Below Water

Liam Campling's work on fisheries

Throughout 2021 Campling continued to support the Pacific Group at the World Trade Organisation (WTO) – as he has since 2018 – in the negotiations to achieve global agreement on eliminating fisheries subsidies. This has involved a number of briefings and presentations to regional agencies (i.e. Pacific Islands Forum, Secretariat of the Pacific Community, Forum Fisheries Agency and Parties to the Nauru Agreement Office) and government officials from Fiji, Papua New Guinea, Samoa, Solomon Islands, Tonga and Vanuatu.

Campling also led a team of 10 people (including two SBM PhD students, Hyunjung Kim and Siddharth Chakravarty, both co-supervised with School colleague Elena Baglioni) to produce a high-profile report "Mapping International Fisheries Access Arrangements" for the Food and Agricultural Organisation of the United Nations. Campling presented this at a **Food and Agriculture Organisation** webinar in October. The report will be released in January 2022.

Campling led a "Five-Year Review of the 2015 Forum Leaders Decision on Increased Economic Returns on Fisheries" for the Pacific Islands Forum. This focused on investigating ways to increase economic returns from fisheries and involved the critical analysis of a wide range of policy documents and online interviews with 20 senior officials and industry representatives. The work was presented to an Inter-Agency Working Group of the Pacific Islands Forum, Secretariat of the Pacific Community, Forum Fisheries Agency and Parties to the Nauru Agreement Office.

SDG17 Partnerships for the Goals

Szilvia Mosonyi's work on how the SDGs will be delivered

Mosonyi is collaborating with a colleague at Bayes Business School on a project with the Principles for Responsible Investment (PRI), UN-related multi-stakeholder partnership in finance, to research their institutional history and governance. Research funding was secured from PRI to deliver this project. Publication plans from this research include a research paper on deliberative democracy and shortly a book on the history of the organisation.

Mosonyi has also undertaken research for the International Labour Organisation (ILO), a UN tripartite agency. In line with their centenary declaration about the future of work and their blueprint for the promotion of a more human workplace, the ILO has called for research seeking to explore the contribution of corporate responsibility and sustainability functions within companies to the promotion of sustainable development, a decent workplace, and the transformation of organisations' business models. The draft research report was provided to ILO earlier this year.



Student Sustainability Contest Winner

Knife crime – a local yet universal bitter pill to swallow

Mohammed Jahid Ahmed, student on BSc Accounting and Finance

A central and key social issue that comes to mind when thinking about my community, the economy and the world would be the rise in knife crime. London recorded the highest rate of 179 offences involving a knife per 100,000 population. In 2019/20 the number of knife crime offences recorded in London reached almost 15.6 thousand, an increase of around 5.8 thousand offences compared with 2015/16. This stresses the impact and rise in this crime and how it has become increasingly common in society. It is an issue that affects not only me but everyone – individuals and families. It is hateful, deadly and contagious in the sense that it is like a big wave engulfing everyone in its path. As a community member, it is my responsibility as a citizen and a human being, to address this social issue and call for change and develop direct, meaningful solutions.

Sadly, many individuals now feel obligated to hold such harmful possessions in order to feel some sort of comfort and stability whilst, out in the world and community. This instantly conveys the harsh message that the community is not providing comfort nor is it providing safety and hence, is a place of unfamiliarity, instability and danger. This whole ideal and concept of community has been subverted and tarnished and in doing so, violence, hatred and aggression has become popular and a common feature of our community. Not only is this a bitter pill to swallow but also a very hard one to accept. It is hard to accept how we have devolved and diminished all the progress we have made. These lives

are special and meaningful and hold a place close to loved ones. This should not be in the headlines. This should not be normal. This should not increase fear and continue the cycle of hatred. We cannot let these people die in vain, we must do it for them. For our parents, grandparents, uncles, aunts, siblings and children. It must be stopped and must be tackled directly. In attempting to limit and reduce the knife crime rate we would not only be saving lives but also, allowing the community as a whole to feel integrated, united and stronger. Providing that stability and safety net. In doing so we will show people that they should not have to turn towards this crime and instead endorse themselves in other pathways in order to provide them comfort when outside.

Solutions/ options:

- Encourage self-defence by including this in school, having this as part of curriculum or an activity that should be at least addressed. Also, have more community spaces offering this – at affordable, comfortable prices and locations. This way it would be accessible to everyone. By having this in place and adopting this practice, it will not only provide people with increased confidence to protect themselves but also, reduce knife crime and the dependence on such possessions. Further to this, it will indirectly, be a great form of expression and healthy form of exercise for individuals which can be considered as a prominent positive externality.

- Have more forms of regulation and policing in place. For instance, more streetlights, cameras, police walks, etc. This would help individuals by providing them with a safety net. The community would once again be able to perform its function of integration, harmony and confidence by doing so. This will directly impact and reduce crime rates in general – especially knife crime as people will be deterred from this crime and/or any crime. Further to this, it would be meaningful to have stricter laws and policies in place if found with possession. This will be another deterrent for people and allow them to understand the severity of their actions.
- Another important thing would be to have a stricter form of rehabilitation in the sense that it would aid and help offenders in not becoming repeat offenders and reintroducing them into society knowing and understanding the impact their actions have. This will help alleviate any hidden tensions, directly address any mental health problems and be a good form of counselling as such. It is proven that speaking and having this form of therapy heals an individual and reduces their stress.
- Increase people expressing themselves through creative outlets. Achieved by having more rewards and encouragement in school for this. Also, providing more

recognition by having some sort of national award ceremonies and etc. This would help tackle the decline in participation of the arts and help revive it. Not only that, but it will also help people express themselves in a more liberating and meaningful way. In contemporary society, individuals and their creative side is dormant and not utilised fully in society and in different stages in a person's life. Hence, it would alleviate any tensions and allow people to be creative, expressive and comfortable. This is a need in society where we are constantly pinning ourselves against each other.

- Make schooling more attractive and have alternative pathways of education more available, visible and known. As young, impressionable adults it is hard to know who you are, let alone what you want to do in life or who you want to be. If people feel restricted or forced in what they must do then this will increase frustration and catalyse and strengthen this cycle of violence and harm it does to families and individuals. Thus, by advocating for alternative routes and having this more readily shared and spoken about would not only break social norms but also encourage individuals to not feel restricted to a certain thing. Compelled to now have more freedom to choose.



Embedding responsible management and inclusivity in our education

Our programmes

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 student support initiatives in advising and employability, and some examples of stunning successes for our current students and recent graduates.



BSc Business and Management redesign

In September 2020, we launched a new first year structure for our flagship BSc in Business and Management, introducing two modules to better support students in acquiring and reflecting on group work skills by tackling projects that directly address our core purpose. Interim evaluation in March 2021 showed a narrowing of attainment gaps by gender and ethnicity on the new modules, growing student confidence in academic and personal skills, maintenance of academic standards and progression in an extraordinary pandemic year, and higher faculty satisfaction with team-teaching experience. We will continue to track the impacts as the cohort move through a new year two structure, which includes compulsory modules covering Working with Business Data, Corporate Strategy and Environmental Change, and Organisational Behaviour. The curriculum review team are now designing a new capstone module for launch in September 2022 for final year students. A student consultancy project is running to support the programme directors in gathering and analysing broad stakeholder feedback.

New “Flying Start” programme

In conjunction with PricewaterhouseCoopers (PwC) and the Institute of Chartered Accountants in England and Wales (ICAEW), we have launched a new BSc in Accountancy and joined PwC’s Flying Start Degree Programme, with the first cohort of students to be welcomed in September 2022. Students will benefit from an innovative route into a career in accountancy with paid work placements at PwC, enabling students to “earn while they learn” and build invaluable experience in the workplace and through interaction with real clients. Through their paid work placements in years two, three, and four of programme, students will amass half the approved technical work experience and 12 of the 15 professional exams required to qualify as a chartered accountant.

New year in industry programmes

From 2022 we are launching new, four-year “year in industry” programmes for some of our BSc programmes. These combine our existing Bachelor programmes’ classes with a year spent working in whichever industries students choose. We expect this year in industry will help students to gain practical problem-solving skills in a professional context, and will add valuable experience to their CV’s before they graduate.

Student advising

Our School has grown rapidly over the last five years and this has created challenges in upscaling our student support services.

We have addressed this changing need through our innovative SBM advising system with four dedicated Student Support Officers and a Student Engagement Manager leading the team, delivering a professional advice and guidance service for students that we launched in August 2020. The aims were to make it easier and quicker for students to connect and engage with staff (both professional services and faculty); to better integrate student and academic and professional support with students’ academic experience; to improve student outcomes and experience; and to respond to Queen Mary’s 2030 Strategy (“A range of extra-curricular opportunities is provided to engage students in skills development that will support their ability to achieve their own goals, learn and understand different cultures, and understand and contribute to addressing societal challenges”).

The new system has given students greatly increased access to advisors, with more sessions (three per term rather than three per year, plus extra weekly drop-in sessions) and greater continuity because students stay with the same advisors as they progress through their programmes. The pedagogy for the new system is that of appreciative advising, which is a strengths-based approach designed to build rapport and increase confidence.

In its first year of operation, the support team delivered 250 group advising sessions, 150 drop-in sessions, and 430 hours of one-to-one appointments. Feedback from students has been very positive, and other Queen Mary schools are considering replicating our changes.

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. We have continued to run many of our activities remotely to ensure all students can access them regardless of lockdown restrictions

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

Industry Spotlight Series

2021 was the second year we have run an Industry Spotlight Series, a bespoke programme of industry talks with question-and-answer sessions alongside guidance in how to progress into specific career fields. The exclusive events give students the opportunity to hear from School alumni and sector leaders as they discuss their professional journeys and give tips on forging a successful career. Each event is followed by a "Careers Café" where students can explore further employability support provided by the School. 2021's sessions focused on marketing, sustainability, and human resource management, with events scheduled for spring 2022 on investment banking, accounting, and management consulting.

Mentoring

Career Mentoring connects our Bachelor's students with members of our alumni community or other experienced UK-based working professionals. Through these one-to-one relationships, students are supported to make better informed career choices, develop their employability skills, and gain confidence with applying for graduate job roles.

Since launching in 2018, over 300 mentors and mentees have participated in the programme. Mentors come from a wide range of organisations and industries including finance, banking, marketing and law, and support students over a six-month period. Moving the programme online during the pandemic provided our students with one to one support when they needed it the most.

In 2021, the programme adopted the Skills Builder, a nationally recognised framework used by more than 700 organisations. The framework focuses on eight essential skills that have been identified as valuable for every stage of life including employability skills. Mentees have credited the programme with helping them explore and narrow their choices, increasing their commercial awareness and securing employment. We are grateful to our mentors, especially our alumni who return year on year to support our students.



From the 2018 launch of the Career Mentoring scheme in our Queen Mary campus

Student successes

Student success in Hult prize

A team of four Queen Mary students – made up of two students from the School of Business and Management (Lucas Bagdadi and Abdinasir Sharif) and two students from the School of Engineering and Material Science (Ahmed Alquaid and Jawad Sharqawi) – formed Team GoTaza for the international Hult contest.

They developed an innovative hydroponics technology and business model which won them a \$100,000 Hult Prize Foundation Seed Capital Grant.

The **Hult Prize**, also known as the “Nobel Prize for Students”, is the world’s largest competition for social good start-ups emerging from universities. Each year, former US President Bill Clinton announces a Hult Prize challenge aligned with the UN SDGs, inspiring and enabling the world’s brightest minds to solve its greatest problems.

This year, Team GoTaza (formerly Team AlgaX) won a \$100,000 Hult Prize Foundation Seed Capital Grant with their idea of sustainably cultivating ultra-fresh, nutrient-dense greens 365 days a year using the most cost-effective LED technology and vertical growing racks. Their partnership with high schools in California has allowed them to run an educational programme alongside their commercial operations. This has led to high levels of social impact, targeting the next generation of tech farmers by providing hands-on internships and study programs related to hydroponics farming.

Hydroponics is a method of growing plants in the absence of soil, with mineral nutrients supplied by water. GoTaza uses vertical hydroponics which refers to hydroponic systems that enable plants to be grown vertically. Their LEDs work as sunlight and provide the plants with all they need to grow. They decided to pursue this idea as they noticed that there was a gap in the market for local and highly nutritious food.

About their success, the team said:

“Our journey first started with entrepreneurship sessions run by Dr Evangelos Markopoulos. He introduced us to a UN-sponsored accelerator, which we would go on to compete in. Every year over 150,000 student start-ups across the globe apply for a chance to win a spot in the Hult prize accelerator and compete for \$1million in seed capital. Only 33 teams were selected. During the accelerator the team was able to receive mentorship from executives, leaders and investors across the globe, this has been vital in devising a successful business plan. Combined with the support from Dr Evangelos we are confident that GoTaza is a start-up to watch.”

Markopoulos, organiser of the on-campus competition at Queen Mary, is rightly proud of his history of success in the Hult Prize competition, and sees it as proof of the University’s global impact in student entrepreneurship.



Student Sustainability Contest Winner

Online shopping for clothes with no returns

Vaiva Zdanavičiūtė, student on MSc International Human Resource Management

Nowadays online shopping has become a new norm when it comes to purchasing any kind of items an individual might need or want. Such activity is mostly prominent when it comes to buying clothes. I often notice how a few parcels a day are received by my flatmates, which are full of new clothes. Sadly, those clothing items do not stay in the flat for a long time. As easy as it might seem, shopping online for clothes often results into a process of returns, as majority of purchased items either do not fit right or do not exceed customers' expectations. In addition, almost every single fast fashion retailer provides either free returns or returns for a small fee, which makes the whole process even easier and more appealing for the customer.

Hence, the harsh reality comes to the surfaces as a returns process for clothes usually mean that the items will not be placed back for sale and would be destroyed or sent to landfills. On top of that, shipping the items back increases the need for transportation, which leads to doubled carbon footprint just from a single online purchase.

In order to reduce returns from online shopping for clothes, a virtual shopping app could partly solve the problem. The virtual shopping app could provide customers a chance to try out clothes on their virtual selves. The virtual self would be a customisable human like figure, which would be based on an individual's body measurements such as height, weight, width of hips, etc. The retailer would have to provide measurements for different clothes and sizes and based on those numbers a virtual avatar would display how would the item look like on the customer. Since the app would allow people to see how the item would actually look on their own body, there would be less returns. As it would be easier to determine if the item actually looks flattering on different figures, rather than on the model displayed on the website.

Other solutions could include stricter regulations and policies on return procedure of items from online shopping. Whilst living in the world ruled by uncertainty and quarantines, customers try to recreate the shopping sensation by ordering big loads of

clothes that they just want to try on and have no intention to keep. If it would be harder or more expensive to return items back to sellers, consumers would minimise their purchasing and returning cycles, as it would be less appealing to them. A third solution could include awareness campaigns which would explain the harmful impact of returns on environment. These awareness campaigns could encourage people to donate clothes that were deemed to be returned to societies who need it, with instructions on where and how to donate.

To sum up, no matter how innovative or simple the solutions might be, the outcome is clear. If we do not stop the vicious cycle of purchasing and returning clothes, our environment will eventually become one big pile of returns.



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

Student-led support for the local community

In Spring 2020, Patrick McGurk and Joanne Zhang, together with colleagues across Queen Mary, 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. An exciting strand of this project 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 heart of the business and not just a by-product, the fund speaks directly to our core purpose.

Our fund aims to promote 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. We measure the impact of the fund in five dimensions:

- Education: drawing upon experiential learning pedagogy, this programme is an innovative way of teaching entrepreneurship in higher education. Students' feedback is overwhelmingly positive.
- Diversity and inclusion: the fund enables students and recent graduate entrepreneurs from diverse backgrounds to tackle some of the biggest challenges facing society today such as reducing carbon emissions, waste and promoting diversity and inclusion in education.
- Tackling social challenges: the investments made by the fund empower students and recent graduates to become social change agents, enabling them to maximise their social impact via the social ventures they have created.
- Community building: we are building a network of entrepreneurs, impact investors, academics and

professionals supporting and mentoring our students and alumni. They attend our events as participants, speakers or judges, mentor our students, provide training and so much more. All of this is open to the public and particularly relevant to our local stakeholders, community organisations and social businesses that need our support in East London and beyond.

- Investment portfolio: it its first year the fund invested in student-led start-up Biophilica (featured in our 2020 annual report) and Sweed, co-founded by alumnus Marcos Souto Ulloa, featured in a case study below.

Student entrepreneurs

In 2021, two of our students reached the semi-finals of the esteemed **Mayor of London's Entrepreneurship Programme**, a competition that aims to find the capital's best sustainable student business ideas. The Programme aspires to create growth that makes London cleaner, greener and ready for the future, and to ensure students see entrepreneurship as a viable career path and get the skills they need to succeed.

BSc Accounting and Management student Marah Kaddoura and MSc Entrepreneurship and Innovation student Oleksandra Kalyta reached the semi-finals of the competition. Marah, speaking about her success, said: "I wanted to apply to gain experience in creating a start-up pitch. The financial rewards are only a bonus, as the true reward lies in the experience and mentorship you receive. Also, through the group zoom sessions you get to network with experienced start-up founders which not only enriches your business background but also provides you with valuable connections. Success is shooting at every opportunity you encounter until the right door opens for you and this is a great learning opportunity for everyone."

Oleksandra's project, Repeat XP has a mission to democratise the access to food nutrition for budget-conscious individuals. About the project and reaching the semi-finals, Oleksandra said: "I have been working on Repeat XP since 2019. It has not been an easy path and not without failures. When I started my MSc Entrepreneurship and Innovation programme, I had a module called Strategic Entrepreneurship taught by Dr Joanne Zhang and she inspired me to continue this project and apply for the competition. We were extremely happy to reach the semi-finals. However, knowing how competitive these competitions are and specially as RepeatXP did not fit in any specific category – we applied for the open challenge health award – we kept our expectations low and worked really hard in order to produce a high quality 2 minutes video pitch."

Alumni entrepreneurs

Alumnus Bilal Bin Saqib's' charitable work celebrated by Prime Minister

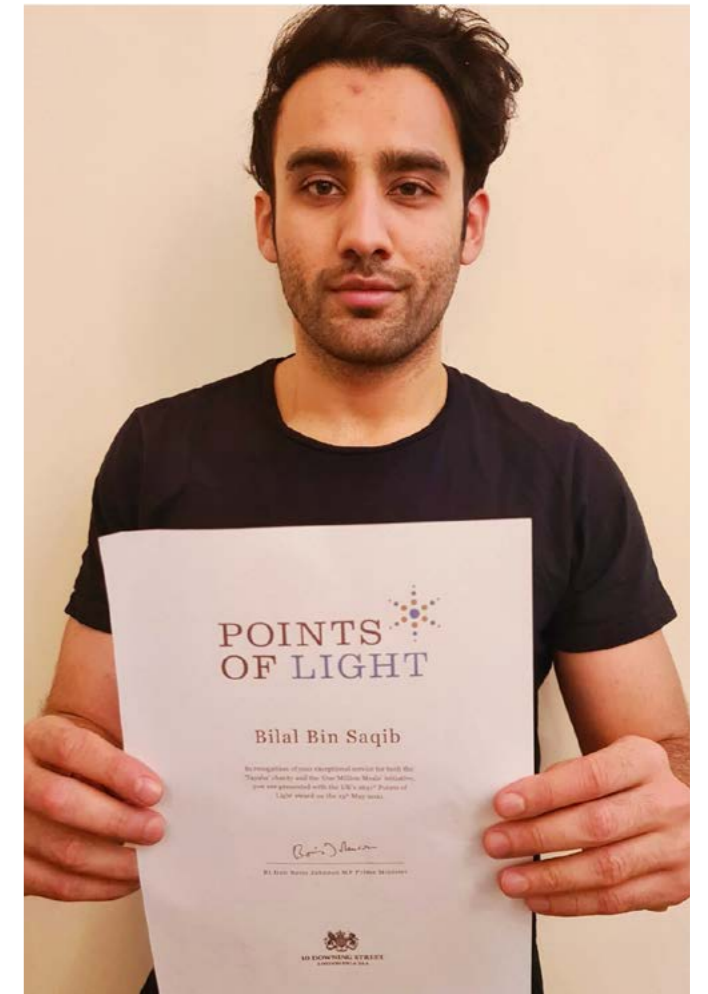
The UK Prime Minister, Boris Johnson, has recognised the charitable work of BSc Business Management alumnus Bilal Bin Saqib with a Points of Light award. The award was given for Bilal's "One Million Meals" campaign, which saw over 100,000 meals delivered to key workers and people in need throughout the pandemic.

The Points of Light award recognises outstanding individual volunteers and highlights those who are making a change in their community. Bilal earned his award for his work in co-founding the "One Million Meals" campaign in March 2020, after being moved by stories of NHS staff going hungry during long shifts. The Prime Minister also recognised the charitable work of his brother Momin Saqib, and Raja Suleman Raza and Muhammad Arif Anis who were co-founders of the initiative.

Their campaign received support from sporting stars such as former footballer David Beckham and boxer Amir Khan, and inspired hundreds of volunteers to help with communications and deliveries, and local companies to donate food and healthy drinks, operating in more than 200 locations through 47 hospitals, trusts and food banks.

In a personal letter to the co-founders, Prime Minister Boris Johnson said: "As we mark Eid al-Fitr, let me thank you for all that you have done in the spirit of community to feed thousands of key workers and vulnerable people through your One Million Meals campaign. Your partnership with local restaurants is an inspired way to support businesses while getting top quality hot meals to people who really need them."

Bilal and Momin are also co-founders of Tayaba, a charity which provides clean water solutions for vulnerable communities in Pakistan. Set up in 2016, the charity has pioneered the use of "H2O wheels", specially-designed plastic water-carrying devices which can be easily rolled along the ground and can hygienically store more than 40 litres of water, which is eight to ten times more than can be held by a traditional water pot. Over 6,500 H2O wheels have been distributed to areas that have been struck by water-scarcity issues, giving support to more than 40,000 families.



Bilal Bin Saqib with his Points of Light award

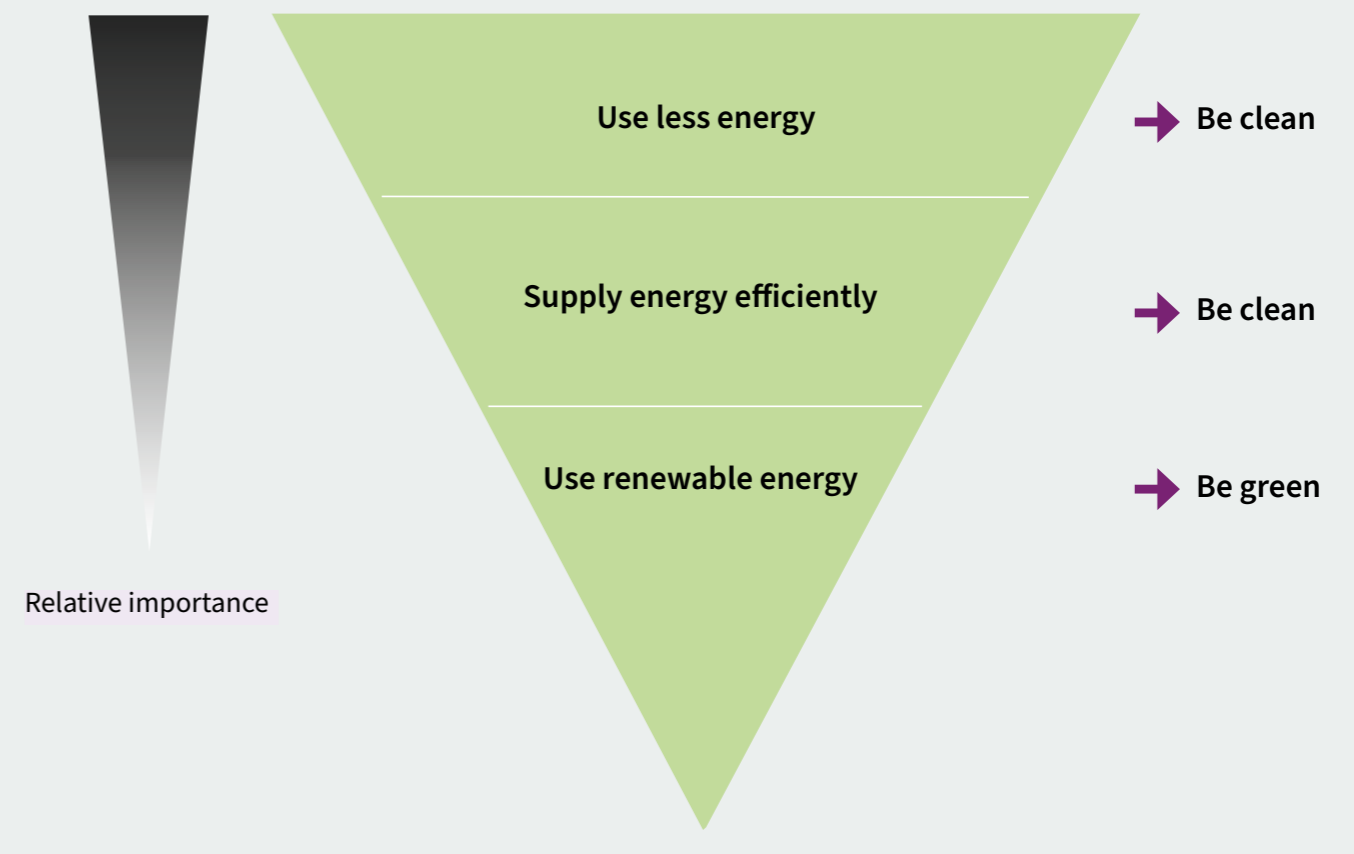


Marcos Souto Ulloa's new material, helping to save the planet using seaweed

Marcos Souto Ulloa, a graduate of our MSc Entrepreneurship and Innovation programme, has developed a revolutionary material made from seaweed aimed at preventing plastic seeping into the world's oceans. He recently won a Young Innovator's Award for his invention, an award that recognises young people from across the UK who have the potential to become successful entrepreneurs and future leaders in innovation. Each winner receives £5,000, one-on-one business coaching and an allowance for living costs.

Marcos' invention uses a new type of pliable material made from seaweed which is home-compostable and water-soluble and can replace plastic packaging. Marcos hopes that this product will be used in the cosmetic, 3D printing and food wrapping industries. He said: "We are working on a seaweed plastic which has several advantages when compared with what is out there in the market. Seaweed is one of the most efficient organisms capturing CO2, it does not use freshwater or fertilizers, and it uses no land. Seaweed farms are not only sustainably growing seaweed but in fact, are helping to clean the ocean from acidification. Our plastic will be biodegradable and compostable. The combination of these two characteristics makes it much better than fossil fuel plastics and traditional bioplastics made out of resources that require land, pesticides and fertilizers."

Reflecting on his time at Queen Mary, Marcos considers the sense of entrepreneurship to be one of the most memorable things about the University. He said: "When we were setting up the social student venture capital fund with Joanne Zhang, I started understanding how entrepreneurship societies worked around the different universities in London. It was during this time that I realised the importance of universities in the UK's entrepreneurship ecosystem... Queen Mary was a door of opportunity for us to take. What I loved the most was how approachable professors were when dealing with a new project. During my Masters, I learned to take the step, tell people my story and show them how they could help me. I believe this is crucial when starting something and the comfortable academic environment of Queen Mary provided me with that."



New building

The pandemic forced us to pause in work to design a future purpose-built building for the School. The interruption allowed us to reflect on how ambitious we wish to be in applying our commitment to sustainability to this major investment. As a result, we have charged the design team with meeting challenging target reductions in operational carbon and embodied carbon for the scheme.

Operational carbon

Operational carbon is the carbon emissions generated by the building during its lifetime due to heating, cooling, lighting and ventilation. The Greater London Authority have defined the "be lean, be clean and be green" hierarchy to direct operational carbon reduction for new buildings in London. Our engineering consultants Buro Happold have used this framework to design-in sustainability, at present reducing expected carbon dioxide emissions by over one third.

Be lean means using less energy through passive design measures. In our scheme, these include minimising south facing facades, articulating the façade to incorporate shading, optimising the glazing proportion to ensure good natural daylight (reducing lighting power) and minimal heat gains (reducing cooling power), and providing mixed mode ventilation (openable windows for ventilation in warmer months and mechanical ventilation with heat recovery in the winter months).

Be clean refers to using available district heat networks rather than gas boilers to provide heat, as these are normally more efficient. A campus-wide heat network will be used to provide top-up heat in the coldest months of winter.

Be green refers to the use of renewable technologies. We will utilise heat pumps which generate heat from outdoor air to heat buildings. Heat pumps are considered renewable as they generate more heat than electricity consumed.

Embodied carbon

The term embodied carbon refers to the "upfront" emissions associated with building construction, including the extraction and processing of materials and the energy and water consumption in the production, assembly, and construction of the building. It also includes the "in-use" stage (the maintenance, replacement, and emissions associated with refrigerant leakage) and the "end of life" stage (demolition, disassembly, and disposal of any parts of product or building) and any transportation relating to the above. Our specialist engineering designers AECOM have established they can radically reduce our embodied carbon by shaping a less carbon-hungry design.

Our redesigned proposed building seeks to drastically reduce the embodied carbon intensity by ambitiously targeting compliance with London Energy Transformation Initiative (LETI) 2030 target for commercial buildings, a 46% reduction compared to the previous scheme. To achieve this AECOM are employing innovative technologies such as their Eco.Zero™ concept design tool, alongside the PAS 2080 hierarchy for carbon reduction: Build Nothing (re-use existing buildings); Build Less; Build Clever; Build Efficiently.

Design work is ongoing to develop a scheme to put before the local borough's planning committee in spring 2022, and we hope in 2025 to be relocating into a home that embodies our core purpose.

Student Sustainability Contest Winner

The Air Pollution of Kent

Ilam Ashraf, student on BSc Business and Management

Air pollution is known as one of the biggest and deadliest factors contributing towards climate change. Within Kent county there are statistics showing high levels of pollution due to the crossings and tunnels being in constant use. The town of Dartford suffers greatly from the toxic air it contains and many people have brought up the severity of this issue. In 2019 the report for air quality in Dartford highlighted that this town had “the second highest average daily level of air pollution”. It was found that “Dartford Tunnel Approach road” had levels of pollutants reaching “70 microgrammes of Nitrogen dioxide (NO₂) and particulate matter (PM)” matching the smoke from “144 cigarettes a year” (FutureClimateInfo, 2020).

Mandy Garford’s “son caught bronchiolitis at six-weeks-old”, in 2019, causing him to have a collapsed lung which meant he needed a ventilator just to simply breathe. Mandy set up a “Dartford Clean Air project” which consists of encouraging people to walk to school and “planting leafy vegetation” (FutureClimateInfo, 2020) to absorb toxic

fumes emitted from traffic. Even though these are good steps to tackle pollution, in the long run they are not likely to be sustainable. Therefore, I think there should be new regulations put in place.

The main solution to this is of course using less of the vehicles that produce harmful gases. However, this can be implemented in various ways. For example, tracks could be built for trains or trams in order to get over the crossings and more bus routes could be put in place. This would allow more people to get where they need to in smaller space, reducing traffic, and by using electric vehicles it would mean harmful gases aren’t given off. Although there are many people who would prefer using their own cars still, there could be reduced speed limits put in place in these congested areas so that people are using less fuel meaning less pollution.

On top of this more awareness on this subject can be raised through advertising on the effects of pollution in places such as the tunnel. This would not only spread awareness to people who aren’t from the area and are passing by, but also local members would realise they need to do

more for their town as it can clearly be seen as a threat to themselves and those close to them.

Even though there are costs that come with implementing the different ideas I have raised, the future benefit would create a much higher level of surplus due to life being more sustainable. Health is of more importance than getting around easily and having more electrically accessible routes and moral support would help bring this to light.



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