

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

University of Sussex Business
School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Mission

Our **mission** is:

- - **to develop forward-thinking, responsible managers** who champion original, critical and ethical approaches to navigating the changing world around them;
 - **to collaborate internationally** with businesses, governments, and organisations to deliver innovative, practical solutions to complex management and policy issues; and
 - **to advance impactful, high-quality research** that addresses real-world problems, supports the business practices of the future, and informs high quality teaching.

The University of Sussex Business School is a **research-intensive, interdisciplinary** business school with a distinctive focus on understanding and shaping economic, organisational and societal change. It brings together expertise in economics, management, accounting and finance, strategy and marketing, and science, technology and innovation studies within a single School committed to addressing complex global challenges through teaching, research and engagement.

The School's identity is rooted in the University of Sussex's founding vision: **outward-looking, intellectually ambitious, socially progressive and internationally engaged**. From its earliest years, the University of Sussex developed a reputation for crossing disciplinary boundaries and connecting academic work to real-world problems. This ethos continues to shape the School's approach to business education and research, particularly its emphasis on policy relevance, responsible practice and long-term societal impact.

A defining feature of the School is the strength and distinctiveness of its research environment. The School is home to internationally recognized research centres and thematic groups that address issues such as innovation and technological change, trade and development, digital technologies and the future of work, sustainability and energy transitions. Research is characterized by strong external funding, interdisciplinary collaboration and close engagement with policymakers, businesses and civil society. This environment attracts high-quality faculty and underpins the School's reputation for rigorous, impactful research.

Teaching at the School seeks to be research-led, internationally oriented and closely connected to practice. Programmes are designed to equip students not only with disciplinary knowledge, but with the analytical, digital and critical capabilities required for long and evolving careers. The School's educational approach reflects an understanding that graduates will face repeated transitions over their working lives, and therefore emphasizes adaptability, evidence-based reasoning and ethical judgement alongside technical competence.

The School is accredited by EQUIS and AMBA and participates actively in global academic and professional networks. These accreditations reflect a commitment to high standards in education, governance and engagement, while also providing an external framework for continuous improvement. At the same time, the School recognizes that accreditation status alone is not sufficient: it must be matched by excellent student experience, graduate outcomes and a clear, distinctive academic offering.

Culturally, the School provides a collegial, inclusive and supportive academic community. It brings together staff and students from diverse backgrounds and traditions, and places value on collaboration, openness and professional integrity. The School recognizes that its ability to deliver on its ambitions depends on sustained investment in people, transparent decision-making and an environment in which staff and students can thrive and contribute fully.

Taken together, these characteristics define a Business School that is intellectually distinctive, globally connected and committed to using knowledge to address pressing economic and societal challenges. This identity provides the foundation on which the strategy for 2026–2030 is built.

Vision

Vision: As a leading business school, our vision is to help our students and stakeholders understand and manage the complex challenges they will face over their careers. Our vision is for our students, faculty, and partners to create a positive, lasting impact that helps shape a better world for future generations.

The University of Sussex Business School aspires to be a **distinctive, research-led business school** that equips students and partners to understand and manage the profound economic, technological and societal changes shaping the world of work and organisations.

Our ambition is to deliver **transformative education** that prepares students not only for their first job, but for long and evolving careers. Teaching will be research-informed, practice-engaged and internationally oriented, developing analytical capability, digital fluency, ethical judgement and adaptability. Employability, lifelong learning and real-world relevance will be embedded across the curriculum rather than treated as add-ons.

In research, we aspire to **lead internationally in interdisciplinary, policy-relevant and impact-focused scholarship**. Building on long-standing strengths in innovation, digital futures, sustainability, development and trade, the School will continue to generate research that informs policy, shapes practice and contributes to addressing major global challenges.

We also aspire to be a **valued partner to business, government and society**, recognized for translating knowledge into impact through sustained external engagement. Stronger partnerships will enhance research impact, enrich teaching and expand opportunities for students and staff.

Underlying these ambitions is a commitment to being a **supportive, inclusive and values-driven academic community**. The School seeks to be a place where staff and students can thrive, collaborate and contribute with integrity, kindness and openness, while delivering excellence in education, research and service.

Together, these aspirations define a Business School that is academically distinctive, outward-looking and purpose-driven, aligned with the University of Sussex's founding ethos and its long-term institutional strategy.

Strategy

USBS Strategic Position

In fulfilling this vision, the School draws inspiration from the University's long-standing ethos of progressive development, shaped in large part by the influence of Asa Briggs. Briggs envisaged a new kind of university: outward-looking, international in outlook, socially progressive and innovative in its methods, with a clear commitment to using research and teaching to achieve practical benefit for society. That ethos continues to inform the School's approach to education and research, guiding its efforts to prepare students to engage thoughtfully and effectively with the opportunities and challenges they will encounter over the course of their careers.

In **teaching**, the School competes directly with Russell Group institutions and strong regional business schools. While student satisfaction and subject-level performance -particularly in Marketing and Business - have improved, overall league-table positioning and graduate outcomes remain uneven across disciplines. The School's strategic position therefore requires clearer differentiation through employability, curriculum coherence and stronger signalling of value to prospective students, especially in international markets.

In **research**, the School's position is notably stronger. Exceptional performance in research income, internationally recognized centres and a collaborative, interdisciplinary research culture distinguish Sussex from many competitors. The School is particularly well positioned at the intersection of business, policy, innovation, digital futures and sustainability. However, this strength is not yet fully translated into teaching, external reputation or market visibility.

The School's **cultural and organisational position** is defined by a values-driven, inclusive academic community and a strong commitment to staff development. At the same time, recent financial pressures and organisational change have highlighted the need for greater stability, clearer priorities and more effective alignment between academic ambition and operational capacity.

Strategically, the School's position for 2026–2030 is to **build on research distinctiveness while sharpening educational competitiveness**. By aligning research strengths more visibly with teaching, employability and external engagement, the School aims to move from a broadly defined mid-market position to a clearer, more differentiated and sustainable profile.

Strategy Alignment

Strategy Alignment

The University of Sussex was established to bring together forward-thinking researchers and educators to address the world's most pressing challenges. From its inception in 1961, the University pioneered an interdisciplinary approach, developing a distinctive reputation for advancing understanding through bold interventions that challenge established thinking. With a global outlook from the start, Sussex has built an international community of over 200,000 staff, students, and alumni from more than 170 countries, united by a shared commitment to mobilising knowledge, creativity, and cultural understanding to make the world a better place.

In the past year, Sussex has demonstrated this commitment through a range of tangible initiatives – restoring local marine ecosystems through the Kelp Recovery Project in Sussex Bay, expanding affordable housing for low-income students, and developing open access resources for sustainability education that benefit learners worldwide. These actions sit alongside a major programme of campus transformation designed to cut the University's carbon footprint, reverse ecological damage, and strengthen local economies.

Across teaching, research, and operations, Sussex continues to advance the United Nations Sustainable Development Goals (SDGs) through concrete action and innovation. As one of its four academic faculties, the University of Sussex Business School is fully embedded in and actively contributes to these priorities. Our vision is to shape global debates in business, management, and society through interdisciplinary collaboration, placing sustainability at the heart of our teaching, research, and partnerships. This is reflected in programmes such as our MSc in International Business and Development, Sustainable Development MSc, Strategic Innovation Management MSc, and Globalisation, Business and Development MA – many of which offer paid project opportunities with UK employers, enabling students to address real-world sustainability challenges.

We are also proud to be the first UK business school recognised as a Sulitest Change Leader, embedding TASK™ sustainability literacy testing into our programmes, with over 1,000 completions last year. Initiatives such as Climate Fresk workshops and our award-winning Rewired Earth collaboration further equip students to become critical, ethical leaders committed to the SDGs. Our Sustainability Strategy (2022–2027) sets ambitious targets for carbon reduction, ethical operations, and inclusive education, aligning our work with both institutional goals and global imperatives.

As a PRME signatory and member of the UN Global Compact, we are committed to responsible management education that fosters global citizenship and prepares students to lead meaningful change. Our strategic priorities – grounded in interdisciplinarity, sustainability, and global engagement – directly support the advancement of sustainable development, the common good, and quality education, fully aligning the Business School and the University of Sussex with the values and ambitions of PRME.

Institutional History

Long-standing tradition of interdisciplinary and socially engaged scholarship

The University of Sussex Business School (USBS), established in 2009, builds on the University's long-standing tradition of interdisciplinary and socially engaged scholarship dating back to its founding in 1961. From its earliest days, the School positioned itself as a hub for innovative research and teaching in economics, management, and sustainability, drawing on the University's reputation for challenging convention and addressing pressing global issues, making it a natural home for Responsible Management Education (RME).

Over the past decade, successive strategic plans have placed sustainability, ethics, and social impact at the heart of curricula and operations. This vision has gathered pace in recent years, supported by a University whose mission is deeply centred on sustainability. The Two new Associate Deans, one for Culture, Equality and Inclusion (CEI) and another for Global and Civic Engagement (GCE), now hold responsibility for advancing RME within the School. Dr Lilith A. Whiley, whose research and teaching critically interrogates power structures through feminist, queer, and decolonial perspectives, focuses on ensuring inclusive and safe spaces for students and staff. Dr Xiaoxiang Zang leads on expanding the School's civic and international engagement. Both Associate Deans report directly to the University's Deputy Vice-Provosts for CEI and GCE respectively, ensuring full alignment between School and institutional ambitions.

The School's RME journey has been shaped by both institution-wide initiatives and the dedication of key academic and professional colleagues. In 2023, USBS became the first UK business school to join the TASK™ Change Leader programme, embedding sustainability literacy across the student body. Led

by Gabriella Cagliesi and Alison Bailey, with contributions from Madina Tash and Estela C. F. Pilz, TASK™ was launched during the Festival of Sust(AI)nable Education, with keynote input from Jean Christophe Carteron. Integration into both undergraduate and postgraduate curricula – from first-year business management modules to dissertation preparation – ensured that sustainability became a shared language across the School. Within its first year, engagement exceeded expectations, expanding from an undergraduate pilot to strong demand from final-year and postgraduate students, ultimately leading to 850 completions in 2023–24. This created a measurable baseline for sustainability literacy and embedded sustainability competencies across programmes.

As PRME members, the School's Lead, Dr Katerina Psarikidou, contributed significantly to the School moving from a strategy of raising awareness to one focused on concrete action. She also participated in international initiatives such as the *Inspirational Guide on SDG Integration* and the Impactful Five (i5) Project, developed with the LEGO Foundation. Faculty members have showcased Sussex's RME work at the PRME UK & Ireland Conference, the EFMD Annual Conference, and other international platforms, influencing best practice and bringing back insights that enrich the learning environment for students and staff.

While discussed elsewhere in this report, the past year also saw the launch of the Bennett Institute, a world-leading research centre focused on accelerating urgently needed policies and practices to address society's greatest challenges. Its mission to catalyse societal impact and human progress directly supports the School's aim to develop concrete, innovative solutions to the most difficult problems in society. Led by Professor Benjamin Sovacool, the institute is already exerting considerable impact on our Integrated PhD programme.

Through these milestones, the School has strengthened its culture of responsible management education, aligning academic delivery with the SDGs and embedding sustainability and ethical leadership into its identity. As Vice-Chancellor Professor Sasha Roseneil has affirmed, sustainability remains central to the University's mission: "We aspire to be one of the most sustainable and biodiverse universities in the world, with environmental sustainability and human flourishing at the core of our new Sussex 2035 strategy." This ten-year strategy, *Creating Progressive Futures – Flourishing, Sustainability and Progress for the Whole World*, commits the University and the School to three strategic themes – environmental sustainability, human flourishing, and digital and data futures – providing a strong institutional framework for the Business School's continued RME leadership.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1027
Faculty & Staff at the University	2922
Faculty & Staff at the Institution	306
Student Enrollment at the University	14096
Student Enrollment at the Institution	2866
Undergraduate Attendance	2448
Masters-Level Postgraduate Attendance	362
Doctoral Student Attendance	57
Certificate, Professional Development, or Continuing Education Attendance	145

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

 Banking and Digital Finance  BSc Finance and Business  Economics and Data Science

Masters Degree Programmes

 MSc Global supply chain and logistics management  MSc in occupational and organisational psychology
 ODL Sustainable Development  Science and Technology Policy  Entrepreneurship & Innovation
 International Management  International Business and Development  Development Economics
 ODL Energy Policy  Strategic Innovation Management

Certificates, Professional Development, or Associate Programmes

 Continuing Professional Development  The UK Energy Industry: Developments and Future Perspectives
 Sustainability and Innovation  Science, Technology and Innovation – Advanced Policy and Management
 Innovation Policy Masterclass 2026
 Regional, National and International Dimensions of Technology Policy and Management



Purpose

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

Letter of Commitment



**BUSINESS
SCHOOL**

3rd September 2026

Dear PRME,

On behalf of the University of Sussex Business School, I am delighted to reaffirm our commitment to PRME and Responsible Management Education. Our continued membership and engagement signify our dedication to shaping responsible leaders who drive positive change in the business world and underscores our unwavering commitment to embedding the principles of responsible management, sustainability, and ethical leadership into every facet of our institution.

Our alignment with and commitment to PRME is embedded within the Business School's 2026-2030 strategic plans. Responsible leadership, sustainability, and innovation are central to our policies and practices, and remain firmly rooted in our curriculum, research, and community engagement. The University of Sussex Business School supports this through our research centres and projects working with global associations to drive forward positive changes and meaningful impact within society. We contribute to several SDGs in addressing real-world problems, and our research centres engage with our local community, the UK government and global consortiums driving innovation in trade, sustainability, gender equality, digital futures and energy efficiency. Our research informed teaching has contributed to policy and practice on the National Minimum Wage, post-Brexit trade policies, and climate change. This wealth of knowledge means our students are taught by pioneering faculty members who exemplify responsible management education and embed their values-based research within the curriculum. The Business School continues to be proud of having been the first school in the country to have incorporated Sulitest within the curriculum. What started as an Undergraduate initiative has now expanded to a Postgraduate offering as well. Our ambition is to continue students' participation and engagement by embedding sustainability literacy as core components of our offerings.

In conclusion, our partnership with PRME reflects our commitment to shaping the future of business education and enforces our mission to nurture ethical leaders who will make a positive impact on society. We are proud to be part of this global movement and look forward to continuing to contribute to the collective effort to shape a better and a more sustainable world.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ingrid Woolard'.

Professor Ingrid Woolard
Executive Dean, University of Sussex Business School

Professor Ingrid Woolard

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Definition of Purpose

At Sussex, we define Purpose as cultivating ethically responsible, sustainability-literate leaders through critical inquiry, interdisciplinary research, and inclusive education. As a PRME signatory and the UK's first TASK Change Leader, we embed sustainability and social impact into management education to address global challenges and foster equitable, thriving futures.

Institutional Engagement

76% - 100% of faculty at University of Sussex Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

ENGAGEMENT AND SOCIETAL IMPACT

The Business School has a long-standing tradition of prioritising Engagement and Social Impact (E&SI), including with students, staff, stakeholders, communities, societies, and beyond. We are known for challenging conventions and addressing real-life pressing global issues, recognised by our pledge towards Responsible Management Education (RME). Our E&SI approach is rooted in the University's inclusive values (i.e., collaboration, courage, inclusion, integrity, kindness, and openness) and forms the foundation of all our operations.

Our E&SI mission is: *"to drive impact for the betterment of society including internal stakeholders and external partners".*

It is guided by two complementary directives, which enable a holistic and agentic enactment of our E&SI approach in all our functions:

- (1) our Culture, Equality, and Inclusion (CEI) mission: *"to co-create a Business School where staff, students, and stakeholders can thrive and drive community and societal impact".*
- (2) our Global and Civic Engagement (GCE) mission: *"to advance focused, active, and impact-driven global and civic partnerships that support the School's vision of developing forward-thinking, responsible graduates and generating positive, lasting impact".*

Our approach to E&SI is embedded in our School structures. A variety of teams have ensured constant engagement with our external partners: research impact, communications, and external engagement teams (connecting academia and practice, and engaging externally and measuring impact), and the Careers and Entrepreneurship team (providing students with opportunities for work experience, consultancy projects, etc.). More information can be found in 9.3.

Since 2025, we have strengthened our leadership and have appointed:

1. 1. an Associate Dean for CEI and an Associate Dean for GCE, who hold strategic responsibility for their respective areas and ensure Faculty level alignment with the University's values and strategies. They also represent the Business School at the University Executive.
2. a Faculty Impact and Knowledge Lead, who holds strategic oversight of the UK's Knowledge Exchange Framework (KEF) and the University's Higher Education Business and Community Interaction (HE-BCI).

Our E&SI objectives emerge from our USBS Strategic Plan 2025-2030 and span external and internal engagement, teaching, and research:

1. 1. Increase and enhance high-quality reciprocal partnerships and impact-orientated collaborations with global university partnerships (including through articulation, progression, and transnational education), industry, SMEs and large businesses, governments, NGOs, societies, and communities both locally and internationally: emphasis placed on projects that go beyond single deliverables and where practices can be co-created, embedded, and remain sustainable.
2. Maintain an equitable learning environment where staff and students thrive: encourage co-created frameworks and practices grounded in transparent processes and responsible leadership.
3. Maintain and monitor demonstrable alignment between School's mission and E&SI: embed E&SI across teaching, scholarly activities, research, and internal operations.

We will measure and monitor our progress over the next 5 years via the following indicators:

1. 1. Achievement of 10 Impact Cases with evidenced and tracked national/global impact: submission to REF, KEF, and HE-BCI.
2. Maintain and/or improve high-quality, reciprocal, and mutually beneficial partnerships (GCI): number, depth, and longevity of partnerships, quantitative and qualitative evidence of reciprocal value creation, feedback and external recognitions.
3. Maintain and/or improve leadership, wellbeing, belonging, and diversity and inclusion metrics (CEI): staff and student survey responses, qualitative feedback, participation in School activities.

4. Monitor alignment with KPIs from standard 1, standard 4, and standard 8 via collaborative internal processes: responsible School leadership and management processes, consultation and evaluation meetings, annual reviews of strategic imperatives and cyclic integration of insights.

Purpose: Continue telling your story

Our external partners also offer mentorship opportunities on several programmes. For example, the Masters in Occupational and Organisational Psychology offers a Business Mentor scheme with up to 14 business practitioner mentors directly supporting postgraduate students. As a result of this mentorship, at least 2 students have been offered an internship with mentors' businesses, enhancing their career prospects by providing crucial work experience. Three students were also hired by mentor companies. Moreover, the programme also participates in the Biz Psych Cup, which is a competition open to all postgraduate occupational and business psychology courses in the UK, run by the Association for Business Psychologist. The School has entered a team for 3 years running and won in 2023. We have just entered our 2025 team. The School is active in the local community via the Sussex Network of Occupational and Organisational Psychologists (SNOOP). Two meetings were held at Sussex since its inception in 2024.

Our alumni remain closely engaged with the Business School and play an active role in creating positive social and educational impact for our students. By sharing their expertise, lived experience and professional insight, they enhance student learning, employability and global outlook. A key example of this impact is the Global Mentoring Programme, which pairs experienced alumni with students and recent graduates to provide tailored coaching and real-world insight. During 2024/25, 42 Business School students and alumni (31 mentees and 11 mentors) took part in the programme - an 14% YoY increase and a 45% increase over 2022/23. Mentees described the experience as "an unparalleled opportunity", "very productive", and "incredible".

Alumni impact is further demonstrated through wider engagement activities. In 2024/25, they contributed to 50 student- and applicant-facing events delivered on campus, online and internationally. Alumni took part as speakers and panellists, inspiring more than 1,700 students and 545 applicants through careers events, subject talks and professional networking activities. Alumni achievements were also showcased through 288 social media posts and 18 website articles, strengthening the School's visibility, community engagement and global reputation. Our alumni also achieve recognition for their wider societal contributions. In 2025, Dr Yushi Chen (PhD, 2023) was named a finalist in the Study UK Alumni Awards in China – the first Sussex Chinese alumnus to receive this honour – and Ema Effiong (MBA, 2023) advanced to the final of the Women of the Future Awards 2024. These achievements reflect the continued global leadership, professional contribution and social impact of our alumni community.

USBS Culture Equality Inclusion Thematic Plan (May 2026)

View document  Download document 



Values

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



How We Define Values

The University of Sussex Business School (USBS) was established within an institution that prioritises ethics, responsibility and sustainability, placing organisational responsibility and accountability to society and the planet at the heart of all its activities. The School is guided by the University's values of kindness, integrity, inclusion, collaboration and courage. USBS does not simply espouse these values but acts as a central agent for their enactment in teaching, research and engagement.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Individual leader
- ❖ Disciplinary efforts within business school
- ❖ Centralized sustainability office
- ❖ Associate Dean for Global and Civic Engagement
- ❖ Associate Dean in Culture, Equality and Inclusion
- ❖ Senior leadership office

Student Voices

The following narratives demonstrate how University of Sussex Business School has influenced students' academic journey and personal growth.

Student testimonial 1

Student on MSc Accounting and Finance, 2026:

Sussex offers many career-focused opportunities. Careers and Employability events helped me better understand the UK job market, improve my CV and gain confidence in presenting my skills to employers. Guest speakers and industry professionals also provided valuable insights into current trends and career paths within finance and accounting.

The wider Sussex community helped me grow personally as well as academically. Studying alongside students from diverse cultural and professional backgrounds broadened my perspective and strengthened my communication and teamwork skills. Overall, the combination of academic support, career development opportunities and an inclusive community has made my Sussex experience both rewarding and transformative.

Student testimonial 2

Student on MSc in Sustainable Development, 2026:

During my time at the University of Sussex, I benefited immensely from the holistic support ecosystem. The course convenors and lecturers were incredibly supportive, providing guidance that went beyond the classroom and helping me navigate complex academic and professional challenges. Furthermore, the guest lectures and alumni masterclasses provided real-world context that complemented my academic studies, allowing me to bridge the gap between theory and practice. The career and entrepreneurship events were also pivotal in refining my organizational leadership for <anonymous> NGO. Additionally, engaging with diverse student societies broadened my global perspective, fostering a collaborative mindset that I now apply daily when working with local stakeholders. All these resources have been essential in shaping my professional growth.

Student Testimonial 3

Sustainable Development MSc, Science Policy Research Unit

Social responsibility and sustainability were fundamental pillars embedded across my teaching and learning at the Business School through a deeply interdisciplinary approach combining environmental policy, sociology, and economics. Rather than treating sustainability as a mere corporate checklist, our modules critically analyzed conventional frameworks, examining why current models are flawed and how to reframe them to suit diverse global, regional, and organizational contexts. We actively built core sustainability literacy—gaining a rigorous grounding in systems thinking, carbon impact, and the UN Sustainable Development Goals to evaluate complex operational realities.

This systems-level perspective and sustainability literacy have been transformative in my post-graduate career. They equipped me to move beyond surface-level compliance and apply progressive sustainability principles directly within corporate and industrial settings. Navigating modern economic dynamics requires more than traditional management skills; it demands the capability to critically measure operational impacts and challenge status-quo practices. The tools, theoretical frameworks, and sustainability knowledge I acquired at Sussex allow me to drive meaningful, strategic change and address pressing climate and social challenges effectively within my current role. Ultimately, this education provided a well-rounded foundation that empowers me to make a tangible, long-term impact.

Student testimonial 4

Student from Project Management MSc, Science Policy Research Unit

Social responsibility and sustainability were embedded throughout my learning experience at Sussex Business School and became important themes across many of the modules I studied. Rather than viewing projects solely in terms of delivering outputs on time and within budget, the programme encouraged us to consider how projects create long-term value for stakeholders, organisations, communities, and the environment.

Student Testimonial 5

Student from Global Supply Chain and Logistics MSc, Science Policy Research Unit

Sustainability and social responsibility were key themes throughout my programme at the Business School. We explored topics such as ethical sourcing, sustainable logistics, and responsible supply chain management, which are increasingly important in today's global industry. These concepts were integrated into both lectures and case studies, helping me understand the real-world impact of business decisions on society and the environment. This knowledge has been very valuable as sustainability is now a core consideration in supply chain management, and understanding these principles has helped me approach my work with a more responsible and forward-thinking mindset.

Student Awareness

76% - 100% of students at University of Sussex Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at University of Sussex Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values - community

Our mission as a school is to develop forward-thinking, responsible managers who champion original, critical and ethical approaches to navigating the changing world around them. Ethics, responsibility and sustainability are embedded throughout our curriculum. Specifically, all modules include a dedicated ethics, responsibility and sustainability section on our student-facing learning management system (Canvas), which clearly explains how these concepts are integrated into each module.

We continue to celebrate diversity and support initiatives that ensure that our students have equitable access to opportunities. This year, the faculty hosted the Black Brilliance in Business event, celebrating black students and exploring opportunities in business for black entrepreneurs. We also marked One World Week during one of the faculty weekly community café sessions. We delivered Climate Fresk workshops for the third consecutive year, demonstrating our commitment to educating students about climate change and equipping them with knowledge they can use to help create a more sustainable future. Students who attend Climate Fresk facilitator training are able to log their participation to claim points towards the Spirit of Sussex award.

We continue to actively monitor and address barriers that affect equitable access to learning, particularly for students with lived experience of disability. The university collaborated with students acting as co-connectors to conduct a project examining the accessibility and inclusivity of module learning materials on Canvas this year. The project was designed by the Students' Union, Faculty Culture, Equity and Inclusion Leads, Educational Enhancement, Student Engagement and Disability Advice teams. The feedback was addressed immediately and will also serve as a baseline for the ongoing development of module Canvas templates.

Dr. Oluwaseun Osituyo, SFHEA, CMBE, ACA
Faculty Student Experience Lead

Celebrating Values

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

Celebrating values

The University of Sussex Business School Faculty values are built upon and advance our University of Sussex values of kindness, integrity, inclusion, collaboration, and courage. We actively celebrate these values by demonstrating them to staff, students, and the wider community and embedding them in our policies, practices, teaching, and research.

We embrace the rich and diverse faiths and beliefs of our students through a wide array of faith-based societies supported by the Student Union including Christianity, Islam, Judaism, Sikhism, Hinduism and more. Our University Chaplaincy offers pastoral care to all members of our Sussex community, regardless of faith. We hold in-person and/or online meditation sessions at the Chapel during lunch hours to provide opportunities for quiet reflection and mindfulness.

In recognition for our commitment to gender equality, the Business School was awarded a Bronze Athena Swan award. We are strengthening our return-to-work processes following maternity leave and have already revised our mentoring and coaching framework. Trans and non-binary codes of practice

have been developed and our LGBTQ+ action plan has been strengthened into two implementation phases. In celebration of LGBTQ+ history month, research and educational resources were created and shared with all staff.

In recognition of our practical impact on sustainability and creating positive change, the Business School won a Bronze Award in the 2024-2025 Green Impact Programme. We also engage students directly, for example, we hosted Climate Fresh workshops to deepen understanding about climate change and its impact. Over 320 students participated in just one week. We were also the first UK institution to become a UK Change Leader in sustainability. The Sulitest, consisting of the The Assessment of Sustainability Knowledge (TASK) based on the United Nations Sustainable Development Goals (SDG), is integrated into our curriculum and offered to all our first students in their 'Introduction to Business Management' module. Our students receive a certificate on completion that be added to their CVs and professional profiles.

Our commitment to our values is celebrated in many other ways too. For example, we host Community Cafés during term time, open to all staff and students to foster inclusivity, belonging, and communication. We celebrate community-building events, groups, and spaces such as Black At Sussex, the Carers' Network, Pride etc. In these ways and many more, we ensure that our values are lived, practiced, and shared with our community and beyond.

Dr. Lilith Whiley

Associate Dean in Culture, Equality, and Inclusion

Continue telling your story

Values: Continue telling your story

Career Lab is an award-winning programme, recognised by [Graduate Futures](#) for its [excellence in supporting student and graduate employability](#). It offers opportunities designed to help students build skills, confidence, and professional networks through real-world experience and training. Funded by the University as part of its Access and Participation Plan, Career Lab aims to close progression gaps for students from underrepresented and disadvantaged backgrounds by ensuring access to opportunities. While programmes are open to entire year groups, we actively promote them to students from underrepresented communities, including those with disabilities or mental health conditions. Career Lab provides a range of opportunities throughout a student's time at Sussex, including paid UK and online internships for second- and third-year undergraduates, student consultancy projects for finalists and postgraduate taught students, and free digital skills training. All funded programmes are exclusive to University of Sussex students, and both internships and consultancy projects pay the UK Real Living Wage. Between Summer 2022 – summer 2025 inclusive,

367 Sussex students completed an online internship; 87 (24%) of who are Business School students, with companies based in the United States, China, India, South Africa and Finland, and in industries including healthcare, law, tech and non-for-profit.

Sustainable Sussex was co-created with the University's students, staff, partners, and stakeholders and outlines how the University plans to overhaul its heating, transport, and supply chains over the next decade in order to become one of the world's most sustainable universities. This initiative directly links to our commitment to SDG 13 and includes reaching net zero by 2035 (carbon emissions). Current practices include running on 100% renewable energy, supported by 3000 solar panels, creating the UK's most biodiverse campus by setting aside up to half of the site for nature, and hosting Climate Fresh workshops to deepen understanding about climate change and its impact (over 320 students participated in just one week). In recognition of our practical impact on sustainability and creating positive change, the Business School won a Bronze Award in the 2024/25 Green Impact Programme and was recognised by the Campaign to Protect Rural England as a model for decarbonizing energy in the education sector in the UK.

The School hosts weekly Community Cafés during term time, open to all staff and students to foster inclusivity, belonging, and communication. In 2024/25, between 80 to 137 stakeholders attended community events such as Diwali celebrations, green sustainability events, and book sales. On average across that year, between 60-100 attendees benefited each week. In 2023/24, between 90 and 295 stakeholders attended including for Valentine's celebration and Latino American events. Qualitative feedback positions the Community Cafes as "a place to socialise and work with peers", "a warm place to go", and "welcoming and enjoyable for everyone".



Teach

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

How We Define Teach

The University of Sussex Business School is deeply committed to the United Nations Principles for Responsible Management Education (UN PRME), ensuring that themes of Ethics, Responsibility, and Sustainability (ERS) are explicitly embedded across the curriculum.

Courses that support RME

University of Sussex Business School reports 10 courses in 2025 that support responsible management education and sustainable development goals.

Rethinking Innovation for Changing Worlds | 939N1

From a global pandemic to rapidly diminishing biocultural diversities and climate crises, societies and ecologies are undergoing many alarming crises. More innovation is routinely promoted as a key to “transforming our world”. The purpose of this module is to work with students on a suite of key concepts, theories and methods for rethinking innovation. Learning involves worked examples in food, energy, manufacturing, urbanism, mobility, and energy, foregrounding alternative approaches and examples for innovation found in the creative margins of societies. In each case, we will critically examine their potential for transforming policymaking and business practices for sustainability. Finally, the module explores issues, concerns and dilemmas raised by the different approaches, particularly in terms of the impediments to social inclusion and participation of more diverse and marginalised sections of societies and ecologies, in different parts of the world. The module is based on an interactive workshop format which invites students to bring their own perspectives, examples and experiences to the approaches and allows greater discussion of each approach with lecturers and peers.



ODL Democratising Science and Technology | SD6

This is an MSc module, part of the University of Sussex Business School Online Distance Learning (ODL) MSc programme on Sustainable Development. In this module, students critically engage with how modern sciences and technologies are deeply entangled with social power. You will do this by exploring concepts, strategies and struggles that have played an important role in academic, policy and wider society debates around democracy, science and technology. They deepen your understanding on some of the main questions and controversies around techno-scientific developments through weekly reflections, readings, live seminars and a final essay.



ODL Governing Energy Transitions | EP9

This module that is part of the University of Sussex Online Distance Learning programme 'Energy Policy'. In this module, you will learn how to integrate the ideas about policy analysis, the policy process and socio-technical systems studied in earlier modules. You will also learn how to apply this framework to understand how real-world energy transitions are governed.

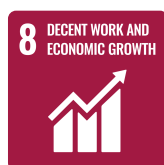


Sustainable Marketing | N1640

Course Convenor: Alison MacGregor

This module explores the marketing discipline from a Macromarketing perspective and seeks to explain how business can benefit from taking a more holistic approach to the marketplace by taking a systems view of the interplay between marketing and society.

Focusing on an enterprise approach it explores how marketing can operate in the marketplace with a social conscience and achieve profits whilst also addressing reservations about sustainable business practices. It provides Macromarketing as a frame for understanding what is occurring in marketplaces, such as market dynamism, empowered consumers and globalisation, as well as engaging with concepts such as citizenship and stewardship in relation to business activity. The module explores sustainable leadership, changing appreciation of business and marketing structures in addressing sustainability challenges, as well as the role of entrepreneurship and new approaches to address concerns identified within the Macromarketing discipline and for marketing sustainability.

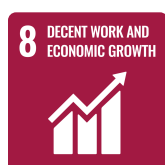


Macroeconomic Analysis | 807L1

Course Convenor: Gabriella Cagliesi

This module explores advanced macroeconomic frameworks used to analyse long-run equilibrium, short-run fluctuations, and policy responses in open economies. Students will engage with contemporary macroeconomic issues such as inflation dynamics, exchange rate regimes, debt sustainability, and green growth. Emphasis is placed on applying models—such as the IS-MP-AD-IA framework—to real-world challenges including fiscal shocks, climate-related risks, and structural constraints in developing economies.

Taught through a flipped classroom and Team-Based Learning approach, the module integrates AI tools for scenario simulation, policy analysis, and critical engagement with digital outputs. Students develop analytical rigour, economic reasoning, and digital competencies relevant for careers in economic policy, consultancy, and research.



Climate Finance | 122N1

Course Convenor: Sarada Krishnan

The module provides a foundation in economic theory for carbon pricing, and a detailed understanding of carbon markets. Initially, we will distinguish between climate finance and sustainable finance, as the latter is a broad category of topics, including climate finance. In addition, the module will provide insights in the practice of carbon market design, its problems and the proposed solutions. Empirical methods for appraising the effectiveness and efficiency of carbon markets as policy instruments for mitigating climate change will be discussed. Moreover, we will explore the investment performance of renewable energy funds, green bonds and we will analyse green revenues models. The group assessment of the module is related to the green revenues model. Data from FTSE green revenue dataset will be given to students and they will be asked to analyse them and provide investment solutions. We will also cover the role of different participants within emissions trading schemes, the implications of the Paris Agreement and we will discuss the recommendations of IPCC for climate change mitigation. Particularly, the module will cover topics such as sustainable finance and climate finance, environmental policy, energy finance, carbon markets, green bonds, climate risk analysis, low carbon investment portfolio, environmental and financial performance, and green revenues data model.



Sustainability Accounting and Reporting | 120N1

This module focuses on the non-financial reporting practices adopted in both the public and private sectors, specifically in the context of sustainability. Examples of key topics covered include carbon and climate change accounting, corporate sustainability footprints as well as financial consequences of climate change impacts and adaptation. Along with a focus on the ongoing standardization process in sustainability accounting, this module being research-informed, also explores the role of institutional actors in the standard-setting processes of sustainability accounting standards and the multi-dimensional actor-networks that drive such processes.

The module explores issues related to reporting standards framed by standard-setting agencies such as the GRI as well as the latest standards framework on sustainability being developed by the ISSB. It also examines, the practices of measuring and reporting social and environmental performance such as social accounting and TBL (Triple Bottom Line) reporting as well as the role of capital market stakeholders in shaping the development of these standards and practices. Case studies will be used to examine and analyse the emergence and development of standards and practices in sustainability reporting. The discourse surrounding these issues will be framed using theories such as agency theory, stakeholder theory and institutional theory for critical analysis.



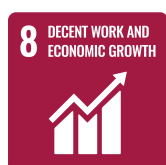
Climate Change Economics | L1078

This module uses the tools of economic analysis to study the problem of climate change and its solutions.



Managing Organisations, Innovation and Sustainability | 713N1

This module aims to familiarise students with concepts of organisational management, innovation, and sustainability. Students will develop critical awareness and a deep understanding of effective knowledge management and innovation approaches for business excellence in different organisational contexts. Various topics will be covered in this module, including knowledge and innovation management in different organisational forms, innovation approaches and tools in different contexts, and digital transformation for sustainability. By critically assessing the application of a range of tools, techniques and frameworks across industries, students will be equipped with the capabilities of managing innovations and addressing sustainability across organisations.



Marketing Ethics and Sustainability | 992N1

Understanding and appreciating the ethical dilemmas is an important dimension of marketing. Marketing, whilst an essential business activity, often attracts criticisms in terms of both its nature and its practices. The module covers the basis and frameworks of ethical theories as they form the basis for the perspectives for ethical and socially responsible marketing decisions as well as the ethical issues faced by marketers in marketing activities, such as developing products, segmenting markets, advertising and retailing.

We will examine the issues raised by the business activity of Marketing at a macro level, as well as investigate some specific topics and business activities at a more micro level, such as environmental considerations and sustainability. The module introduces the theories of ethical thinking to enable the student to take a more analytical and critical approach to the issues of both personal and business ethics in general, and also the consideration of ethical decision making in particular. This means progressing from what we instinctively 'know' to be 'right' and 'wrong' to having the analytical tools to support a reasoned argument and perspective.

This module encourages students to engage with the criticisms levelled at marketing, ranging from materialism and unsuitable consumption patterns, sustainability and environmentalism, tourism and heritage business, advertising to young and vulnerable consumers, overlooking cross-cultural issues and the challenges of new media outlets and online issues, helping students to navigate the challenges and pitfalls present in a range of activities. The module also explores the role of marketing in influencing consumers towards more sustainable and socially desirable behaviour. There will be focus in the later weeks on sustainable and sustainability marketing to support more practical applications in these areas.



Teaching Awards

In 2025, 2 awards were given to faculty and educators at University of Sussex Business School.

The Case Centre's Outstanding New Case Writer Award

Granter: The Case Centre

Grantee: Xiangming (Tommy) Tao

Award Description:

At the heart of my teaching is a simple conviction: management education should prepare students to lead responsibly in a genuinely global and unequal world, and that begins with whose knowledge we treat as legitimate in the classroom. I have redesigned case-based teaching across my postgraduate modules and executive education so that inclusion is built into both what is taught and how discussion runs. Rather than defaulting to the familiar large Western corporation, I write and teach original cases anchored in contexts the mainstream curriculum overlooks, for example refugee, migrant and diaspora enterprise, small ventures across the Global South, and social entrepreneurship/innovation for public benefit, paired with participation formats, such as structured analytical roles and 'case cards', that deliberately distribute voice to students who are too often silent. This advances responsible management education and the Sustainable Development Goals on inclusive, equitable quality education (SDG 4) and reduced inequalities (SDG 10): a diverse cohort's lived knowledge becomes central to developing managerial judgement, and every student learns to reason across difference. The approach has been recognised through The Case Centre's Outstanding New Case Writer award and University of Sussex Inclusive Education Award.

Sussex 2026 Environmental Sustainability Award

Granter: University of Sussex

Grantee: Dr Katerina Psarikidou

Award Description:

Dr Katerina Psarikidou (University of Sussex Business School) was the winner of Sussex 2026 Award on the category 'Environmental Sustainability'. Dr Psarikidou has received this award in recognition of her sustained and exceptional contribution to environmental sustainability through rigorous, justice-centred research, including her role on a UKRI project addressing food poverty in disadvantaged communities, combined with strong leadership in sustainability education. Her work uniquely bridges

research, civic engagement, and education, demonstrating how inclusive, co-produced approaches to food systems transformation can generate tangible benefits for communities while advancing the University's alignment with the UN Responsible Management Education principles.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards

Teaching Voices

The following statement demonstrates ways in which educators at University of Sussex Business School support sustainability and responsible management in their classrooms.

Embedding Diversity, Equity and Inclusion in case-study pedagogy

Embedding Diversity, Equity and Inclusion in case-study pedagogy

Dr. Xiangming (Tommy) Tao, Science Policy Research Unit, Business School

Xiangming has incorporated more diverse protagonists, global perspectives and Diversity, Equity and Inclusion-related themes into his case studies, making the curriculum more representative and strengthening students' sense of belonging.

Summary

Tommy Tao demonstrates how he includes diverse protagonists and global perspectives in his business case studies to increase students' sense of representation. The case studies help to decolonise the curriculum and improve students' sense of belonging.

Teaching area

Decolonial curriculum design, seminar teaching and case-study pedagogy

Course

Postgraduate teaching in the Business School, particularly in Business, Innovation and Project Management modules with highly international and diverse cohorts (typically 15 to 25 students per seminar group).

Description

I recognised that many traditional business teaching cases still centre on white male protagonists and give limited attention to diverse cultural, gender and socio-economic perspectives. This can restrict students' sense of representation and narrow the range of experiences discussed in class.

To address this, I have integrated Diversity, Equity and Inclusion (DEI) into case-study pedagogy. I reviewed and updated my teaching materials to include more diverse protagonists, global perspectives and DEI-related themes. My aim was both to improve representation and to encourage students to engage critically with issues of inclusion, inequality and leadership in real-world business contexts.

Case study: HungryPanda

One example is my case study '[From Dormitory to Doorsteps: The Rise of HungryPanda in Global Food Delivery](#)', which focuses on Kelu Liu, a Chinese international student entrepreneur at the University of Nottingham who struggled to access authentic Chinese food through mainstream delivery apps. Identifying a gap in the market, Kelu founded HungryPanda, a food delivery platform serving the overseas Chinese diaspora, which grew to operate in over 80 cities across ten countries. The case explores strategic growth, niche market positioning and – critically for DEI – the ethical treatment of gig economy workers, many of whom are from migrant and minority ethnic backgrounds. The largely international Masters cohort can readily identify with Kelu's experience as a student navigating cultural and linguistic barriers abroad, making the case a powerful vehicle for discussing representation, belonging and responsible business practice.

Structured discussions

In seminars, I begin by asking students to read the case individually before forming small, diverse groups for structured discussion. I use targeted prompts to surface assumptions. For example, I ask students to consider why gig workers in the case lack legal protections, and whether classifying them as independent contractors is an ethical or merely a cost-driven decision. Students are encouraged to apply frameworks such as Stakeholder Theory and Corporate Social Responsibility to evaluate whose interests are prioritised and whose are marginalised. This approach challenges assumptions about entrepreneurship being value-neutral and prompts students to consider how cultural background, ethnicity and migration status shape both business opportunities and worker vulnerability.

I also use structured debates where groups argue opposing positions – for instance, defending or critiquing HungryPanda’s niche strategy from an inclusion perspective – which develops critical thinking and empathy for different viewpoints. Quieter students, particularly those from underrepresented backgrounds, often find it easier to contribute through these structured formats rather than open plenary discussion.

Outcomes

Decolonisation of the curriculum and anti-racist pedagogy

Research identifies several factors that contribute to ethnicity awarding gaps in higher education, including a lack of curriculum representation, limited sense of belonging, and unequal participation in classroom discussions. This initiative directly addresses these factors. By embedding diverse protagonists and culturally relevant scenarios into case materials, the curriculum has become more representative, helping students from minority ethnic backgrounds see their experiences reflected in what they study. Participation in group discussions among underrepresented and international students increased by approximately 50 per cent, based on classroom observation and student feedback. Students reported that the cases made learning feel more personally relevant and encouraged more open, confident contributions. One MSc student commented that the cases deepened their understanding of inclusivity in leadership and decision-making.

Fostering sense of belonging

By featuring protagonists from diverse ethnic and cultural backgrounds, the initiative has strengthened students’ sense of belonging. Students from minority ethnic backgrounds reported feeling more seen and valued in the classroom when case materials reflected experiences closer to their own. The structured seminar approach also helped reduce participation inequalities by providing scaffolded, low-risk formats for contribution, supporting deeper engagement with the module content.

Reflection

Inclusive teaching depends not only on classroom style but also on the materials we choose. This work has reinforced my conviction that embedding inclusion directly into curriculum content, rather than treating it as an add-on, is one of the most effective ways to narrow awarding gaps and foster a genuinely equitable learning environment.

Barriers to Innovative Curriculum

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

- ❖ Risk aversion
- ❖ Overloaded faculty
- ❖ Bureaucratic processes

Barriers to Innovative Pedagogy

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

- ❖ Administrative hurdles
- ❖ Budget constraints
- ❖ Overloaded faculty



Research

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

How We Define Research

The University of Sussex Business School is committed to the production of the highest possible quality research that is guided by our research and innovation strategic plan, Better Research for a Better World. The strategic plan underpins our commitment to addressing major global challenges through high-impact intellectual and scholarly contributions. Our strategy seeks to combine research excellence with significant societal impact by undertaking large scale research projects that combine (1) high levels of dedicated professional service support and project management, (2) a wide range of disciplinary expertise drawn from across the School's departments, and (3) an ability to build long-term relationships and reputation with external research partners and users.

Research vs Research for RME/Sustainable Development



Research Funding

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



Socializing Research

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

- ❖ SDG: Climate action
- ❖ SDG: Industry, innovation, and infrastructure
- ❖ SDG: Decent work and economic growth

Research Projects

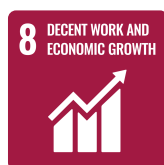
In 2025, University of Sussex Business School reported 5 research projects that implemented responsible or sustainable activities.

Shoreham Port Industrial Decarbonisation

Period Covering: September, 2021 - July, 2025

Department: Management

The School co-directs the Industrial Decarbonisation Research and Innovation Centre (IDRIC), a program that works across industry and government to influence infrastructure and system planning for net-zero clusters, with a focus on policy implementation. The initiative aims to support UK industries in lowering costs, enhancing energy efficiency, and protecting jobs during the green economy transition. Sussex's expertise has been cited in government reports, training materials, and strategy proposals by organizations like UKRI, the Department for Energy Security and Net Zero, and multiple Local Enterprise Partnerships, as well as various local authorities and ministerial sub-committees.



Responsive Organising for Low Emission Societies (ROLES)

Period Covering: September, 2023 - August, 2025

Department: Management

Responsive Organising for Low Emission Societies created a toolkit for local councils and EU policymakers, providing strategies for accelerating decarbonisation in European city-regions.

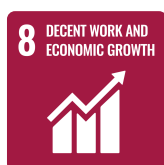


Sustainable Productivity Growth in Brazil: A Planetary Wealth Framework

Period Covering: September, 2026 - September, 2026

Department: SPRU

Professor Matthew Agarwala and team are developing a novel framework to enhance sustainable production growth in Brazil. This project is ongoing.



Embedding nature-centric governance in novel conservation and ecological engineering approaches

Period Covering: September, 2026 - September, 2026

Department: SPRU

Professor Adrian Ely and team are working to embed governance systems that are nature-centric into current conservation and ecological models.

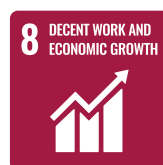


Democratising the textile recycling supply chain in India

Period Covering: September, 2026 - September, 2026

Department: SPRU

Professor Nachi and team are leveraging AI to overcome decision-making challenges that impede the democratisation of textile recycling supply chains in India. This project is ongoing.



Research Awards

In 2025, University of Sussex Business School was awarded 3 research awards for responsibility- and/or sustainability-related research.

Innovations that inspire

Granter: AACSB

Grantee: agilab led by Dr. Emma Russel

Award Description:

Through agilab, National Health Service (NHS) managers are learning from expert academics as well as a wide variety of frontline healthcare staff about how to design and deliver customized and responsive working arrangements that better meet service needs and improve access to decent work.

Financial Times Award for Academic Research with Impact

Granter: Financial Times

Grantee: Professor Matthew Agarwala

Award Description:

Professor Matthew Agarwala won the 2025 Financial Times Award for Academic Research with Impact. Professor Agarwala and team developed a framework to assess climate impact on credit ratings. Using Artificial Intelligence (AI) to merge climate modelling data with financial data, they showed that environmental changes influence credit ratings. Standard Chartered bank calls it a "game changer". Their research will be helpful in building a climate-adjusted rating for loan provisioning.

For this research, Prof Agarwala worked with Pati Klusak (Edinburgh Business School and Bennett Institute Visiting Professor), Matt Burke (University of Sheffield), Uli Volz (SOAS, University of London) and Moritz Kraemer (Cambridge University Business School).

Link to the award-winning paper: Rising Temperatures, Falling Ratings: The Effect of Climate Change on Sovereign Creditworthiness

Further information: <https://www.ft.com/reports/responsible-business-education>

Financial Times Responsible Business Education Award

Granter: Financial Times

Grantee: Professor Fiona Marshall

Award Description:

Professor Fiona Marhsall won the Financial Times Responsible Business Education Award for her project to reduce toxic waste and increase recycling in India.

Research Presentations Related to RME and/or Sustainability

In 2025, University of Sussex Business School gave 5 research presentations related to RME and/or sustainability.

Transformative Innovation can help tackle local sustainability challenges, says Business School at UNECE forum

Authors: Transformati

Date of publication: May, 2025

Presented at: Regional or local issue or theme-specific conference | United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development

Department: Social Policy Research Unit (SPRU)

The Transformative Innovation Policy Consortium (TIPC), based at the University of Sussex Business School, hosted a high-level side event this month at the United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development. The event introduced the Transformative Innovation Policy (TIP) approach, which focuses on shifting entire socio-technical systems – such as those for energy, transport, healthcare, or food – towards more sustainable and equitable futures. Regional leaders and researchers shared the wide-ranging local challenges they are facing, including wetlands degradation, stormwater flooding, watershed management, rising temperatures, youth mental health, construction waste, and housing shortages. Panellists explored how TIP can be applied to these diverse, place-based issues.

Ferran Dalman and Chaimae Essousi from the Government of Catalonia shared how they use [system mapping tools](#) developed by Sussex researchers to support local people in addressing rural depopulation, resilient landscapes, and sustainable livelihoods. Meanwhile, Cristian Matti from the European Commission's Joint Research Centre outlined how TIP can act as a driver for climate adaptation within regional development strategies.

Contributors stressed the need for new thinking and networks, highlighting that traditional approaches to innovation policy are inadequate for tackling today's interconnected challenges. The event was organised in collaboration with UNECE's Transformative Innovation Network (ETIN), which Sussex is partnered with through TIPC to accelerate transformative change across the region. Anders Jönsson, ETIN lead and Chief of the Innovation Policy Development Section at UNECE, opened the session by highlighting the importance of connecting ideas with implementation. 'Where we can provide value is to think about practice...' said Jönsson. 'We want to bring together people who are thinking in this way – people who really want to act.'

This message was echoed by Victoria Shaw, TIPC Programme Director at Sussex and ETIN Core Group member. 'Local policy makers recognise the need for system change – the question is how to make this happen. We're delighted to be collaborating with UNECE, the European Commission and partners in Catalonia to share real-world learnings and build communities of practice.'

Professor Ingrid Woolard, Dean of the University of Sussex Business School, welcomed the partnership-based approach. 'The Business School is proud to be at the forefront of shaping innovation policy that responds to the urgent challenges facing regions today,' she said. 'Through TIPC and our collaboration with UNECE, we're helping to equip practitioners with the tools and thinking to drive transformation, starting at the community level.'



Biodiversity loss will decrease the future creditworthiness of nations | [DOI](#)

Authors: Matthew Agarwala, Matt Burke, Patrycja Klusak, Moritz Kraemer, Ulrich Volz & Benjamin K. Sovacool

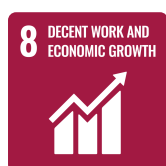
Date of publication: June, 2026

Presented at: Nature & Debt – Coalition of Finance Ministers. This was a keynote talk to the Coalition of Finance Ministers for Climate Action event on Debt and Nature: Sovereign Balance Sheets in a Changing Natural World. Sept 15, 2026.

Department: Science Policy Research Unit

Biodiversity loss and deforestation are increasingly recognized as systemic economic risks. Yet, their implications for financial markets remain poorly understood. Here we study how biodiversity and ecosystem service loss affect financial risk for the world's largest asset class, sovereign debt. Environmental degradation undermines the natural foundations of economic activity, reducing productive capacity and the ability of governments to service debt. Currently, sovereign credit ratings ignore these risks, meaning that markets may be mispricing, mismanaging and misallocating US\$83 trillion of financial assets. We incorporate biodiversity risk into sovereign credit assessments by extending S&P Global's methodology to include scenarios for future tropical timber, wild pollination and marine fisheries services across 23 countries, representing 5.5 billion people. A partial ecosystem

collapse scenario increases annual debt servicing costs by US\$49 billion in India, equivalent to 2.4% of median post-tax income, and by US\$70 billion in China. Across countries, additional annual interest payments could reach US\$162 billion, nearly reaching the US\$200 billion per year target for conservation support under the Global Biodiversity Framework. Angola, Bangladesh, the Democratic Republic of the Congo and Madagascar could face gross domestic product losses of more than 15% by 2030. Our results suggest that financial markets are systematically underpricing nature-related risks, with consequences for public finances, nature and financial stability.



Conceptual frameworks and new frontiers in energy justice

Authors: Benjamin Sovacool

Date of publication: May, 2026

Presented at: What is the Meaning of Climate Justice Symposium, University of Oxford

Department: Science Policy Research Unit

"Energy justice" refers to a global energy system that fairly distributes both the benefits and costs of energy services, and one that contributes to more representative and inclusive energy decision-making. Such an assessment brings together core understandings of distributional and procedural justice alongside cosmopolitan interpretations of equity and recognitional notions of fairness. This brief presentation then focuses on six new frontiers or fruitful areas of future research. In doing so, the presentation argues in favor of "justice-aware" energy planning and policymaking, and it hopes that its (reconsidered) energy justice conceptual framework offers a critical tool to inform decision-making.



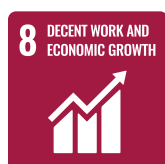
Work indifference: a sign of burnout for agile workers that reduces staff support and empathy

Authors: Dr Emma Russell, University of Sussex | Dr Smadar Cohen-Chen, University of Sussex | Deepali D'Mello, University of Sussex

Date of publication: September, 2025

Department: Management

This report explores *work indifference*—a flat, disengaged emotional state—as a potential late-stage indicator of burnout among NHS agile workers. Phase one research showed that expressions of indifference provoke hostility and low empathy from colleagues, unlike other emotional responses. Phase two, a survey of 321 workers, confirmed that indifference is strongly associated with burnout, particularly the depersonalisation/cynicism dimension, and is exacerbated when workers strongly identify with their roles. Phase three tested whether an awareness intervention could improve empathy and support. While participants trained to recognise indifference as a burnout signal were more likely to signpost colleagues to help, they remained unwilling to offer personal support, continuing to judge indifferent colleagues as ungrateful or undeserving. Findings suggest that NHS workers may lack the personal capacity to support peers showing indifference due to their own strain. The report recommends treating indifference as a “red flag” for burnout, integrating it into staff wellbeing monitoring, and directing organisational—not peer—support towards affected workers. A RESET strategy (Raise awareness, Encourage empathy, Support, Embed in burnout advice, Track) is proposed to help NHS Trusts recognise, respond to, and prevent burnout linked to work indifference.



Transformative Innovation Policy Consortium

Authors: Victoria Shaw, Programme Manager, University of Sussex

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference

Department: Management

This policy brief examines global public research and development (R&D) funding trends between 1990 and 2020, focusing on climate change, energy, transport, and industrial decarbonisation, with implications for Africa. Analysis of over 150,000 projects from 165 agencies shows heavy concentration of funding in the UK, EU, and US, leaving African and other Global South regions underrepresented. Investment is skewed towards adaptation (36%) and energy systems (28%), with industrial decarbonisation (11%) and geoengineering (12%) lagging. While engineering and social sciences receive comparable funding, fields such as neuroscience and theology remain underfunded despite their relevance to behavioural and ethical dimensions of climate action. Encouragingly, 74% of projects demonstrate transdisciplinary engagement. The study recommends rebalancing funding geographically, boosting neglected technologies (hydrogen, carbon capture, geoengineering), strengthening interdisciplinary collaboration, and leveraging public–private partnerships. Addressing these gaps is critical to ensuring that climate R&D advances not only technological progress but also inclusive, locally relevant innovation for sustainable futures.



Publications Related to RME and/or Sustainability

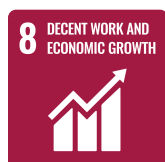
Work indifference: a sign of burnout for agile workers that reduces staff support and empathy

Authors: Dr Emma Russell, University of Sussex | Dr Smadar Cohen-Chen, University of Sussex | Deepali D'Mello, University of Sussex

Date of publication: September, 2025

Department: Management

This report explores *work indifference*—a flat, disengaged emotional state—as a potential late-stage indicator of burnout among NHS agile workers. Phase one research showed that expressions of indifference provoke hostility and low empathy from colleagues, unlike other emotional responses. Phase two, a survey of 321 workers, confirmed that indifference is strongly associated with burnout, particularly the depersonalisation/cynicism dimension, and is exacerbated when workers strongly identify with their roles. Phase three tested whether an awareness intervention could improve empathy and support. While participants trained to recognise indifference as a burnout signal were more likely to signpost colleagues to help, they remained unwilling to offer personal support, continuing to judge indifferent colleagues as ungrateful or undeserving. Findings suggest that NHS workers may lack the personal capacity to support peers showing indifference due to their own strain. The report recommends treating indifference as a “red flag” for burnout, integrating it into staff wellbeing monitoring, and directing organisational—not peer—support towards affected workers. A RESET strategy (Raise awareness, Encourage empathy, Support, Embed in burnout advice, Track) is proposed to help NHS Trusts recognise, respond to, and prevent burnout linked to work indifference.



Transformative Innovation Policy Consortium

Authors: Victoria Shaw, Programme Manager, University of Sussex

Date of publication: September, 2025

Presented at: National or international issue or theme-specific conference

Department: Management

This policy brief examines global public research and development (R&D) funding trends between 1990 and 2020, focusing on climate change, energy, transport, and industrial decarbonisation, with implications for Africa. Analysis of over 150,000 projects from 165 agencies shows heavy concentration of funding in the UK, EU, and US, leaving African and other Global South regions underrepresented. Investment is skewed towards adaptation (36%) and energy systems (28%), with industrial decarbonisation (11%) and geoengineering (12%) lagging. While engineering and social sciences receive comparable funding, fields such as neuroscience and theology remain underfunded despite their relevance to behavioural and ethical dimensions of climate action. Encouragingly, 74% of projects demonstrate transdisciplinary engagement. The study recommends rebalancing funding geographically, boosting neglected technologies (hydrogen, carbon capture, geoengineering), strengthening interdisciplinary collaboration, and leveraging public–private partnerships. Addressing these gaps is critical to ensuring that climate R&D advances not only technological progress but also inclusive, locally relevant innovation for sustainable futures.



Transformative Innovation can help tackle local sustainability challenges, says Business School at UNECE forum

Authors: Transformati

Date of publication: May, 2025

Presented at: Regional or local issue or theme-specific conference | United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development

Department: Social Policy Research Unit (SPRU)

The Transformative Innovation Policy Consortium (TIPC), based at the University of Sussex Business School, hosted a high-level side event this month at the United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development. The event introduced the Transformative Innovation Policy (TIP) approach, which focuses on shifting entire socio-technical systems – such as those for energy, transport, healthcare, or food – towards more sustainable and equitable futures. Regional leaders and researchers shared the wide-ranging local challenges they are facing, including wetlands degradation, stormwater flooding, watershed management, rising temperatures, youth mental health, construction waste, and housing shortages. Panellists explored how TIP can be applied to these diverse, place-based issues.

Ferran Dalman and Chaimae Essousi from the Government of Catalonia shared how they use [system mapping tools](#) developed by Sussex researchers to support local people in addressing rural depopulation, resilient landscapes, and sustainable livelihoods. Meanwhile, Cristian Matti from the European Commission's Joint Research Centre outlined how TIP can act as a driver for climate adaptation within regional development strategies.

Contributors stressed the need for new thinking and networks, highlighting that traditional approaches to innovation policy are inadequate for tackling today's interconnected challenges. The event was organised in collaboration with UNECE's Transformative Innovation Network (ETIN), which Sussex is partnered with through TIPC to accelerate transformative change across the region. Anders Jönsson, ETIN lead and Chief of the Innovation Policy Development Section at UNECE, opened the session by highlighting the importance of connecting ideas with implementation. 'Where we can provide value is to think about practice...' said Jönsson. 'We want to bring together people who are thinking in this way – people who really want to act.'

This message was echoed by Victoria Shaw, TIPC Programme Director at Sussex and ETIN Core Group member. 'Local policy makers recognise the need for system change – the question is how to make this happen. We're delighted to be collaborating with UNECE, the European Commission and partners in Catalonia to share real-world learnings and build communities of practice.'

Professor Ingrid Woolard, Dean of the University of Sussex Business School, welcomed the partnership-based approach. 'The Business School is proud to be at the forefront of shaping innovation policy that responds to the urgent challenges facing regions today,' she said. 'Through TIPC and our collaboration with UNECE, we're helping to equip practitioners with the tools and thinking to drive transformation, starting at the community level.'



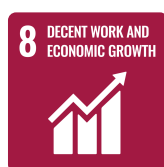
Climate Change Denial and Corporate Environmental Responsibility | [DOI](#)

Authors: Gonul Colak

Date of publication: January, 2025

Department: Accounting | Finance

This paper examines whether corporate environmental responsibility is influenced by regional differences in climate change denial. While there is an overwhelming consensus among scientists that climate change is happening, recent surveys still indicate widespread climate change denial across societies. Given that corporate activity causing climate change is fundamentally rooted in individual beliefs and societal institutions, we examine whether local perceptions about climate change matter for firms' engagement in environmental responsibility. We use climate change perception surveys conducted in the U.S. to compute a novel measure of climate change denial for each U.S. county. We find that firms located in counties with higher levels of climate change denial have weaker environmental performance ratings, are more likely to commit environmental violations, and impose greater environmental costs on society. Regional differences in religiosity, social capital, political leaning, or county-level demographic characteristics cannot explain these results. Furthermore, we document that strong corporate governance mechanisms and corporate culture moderate the negative relationship between climate change denial and corporate environmental responsibility. Overall, our findings offer new insights into how local beliefs and perceptions about climate change may influence firm-level sustainability practices.



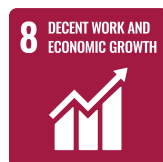
Taking Academic Ownership of the Supply Chain Emissions Discourse | [DOI](#)

Authors: Felix Creutzig

Date of publication: January, 2025

Department: SPRU

The climate crisis requires a focus on supply chain emissions—both upstream and downstream. Although supply chain emissions typically account for the majority of a company's greenhouse gas emissions, the discipline of supply chain management (SCM) has yet to fully engage in this discourse, leaving substantial research opportunities untapped. This editorial calls upon SCM scholars to take responsibility and actively engage in the study of supply chain emissions by proposing a comprehensive research agenda. The authors explore emerging corporate interventions aimed at reducing supply chain emissions. They develop a framework categorizing these interventions as either collaborative or authoritative, targeting behavioral or operational changes. Based on this framework, research opportunities within SCM are then discussed, following four different styles of theorizing—propositional, processual, perspectival and provocative—to promote theoretical advancements. By embracing this research agenda, the SCM discipline can play a critical role in the supply chain emissions discourse and have a strong societal impact.



On 'the Politics of Repair Beyond Repair': Radical Democracy and the Right to Repair Movement

| [DOI](#)

Authors: Adrian Smith

Date of publication: January, 2025

Department: SPRU

This paper analyses the right to repair (R2R) movement through the lens of radical democracy, elucidating the opportunities and limitations for advancing a democratic repair ethics against a backdrop of power imbalances and vested interests. We commence our analysis by exploring broader political-economic trends, demonstrating that Original Equipment Manufacturers (OEMs) are increasingly shifting towards asset-based repair strategies. In this landscape, hegemony is preserved not solely through deterrence tactics like planned obsolescence but also by conceding repairability while monopolizing repair and maintenance services. We further argue that the R2R serves as an 'empty signifier', whose content is shaped by four counter-hegemonic frames used by the R2R movement: consumer advocacy, environmental sustainability, communitarian values, and creative tinkering. These frames, when viewed through Laclau and Mouffe's theory of radical democracy, reveal different potentials for sustaining dissent and confronting OEMs' hegemony in the field of repair. Analysed in this way, an emerging business ethics of repair can be understood as driven by *the politics of repair beyond repair*. This notion foregrounds the centrality of non-violent conflict and antagonism for bringing radical democratic principles to repair debates, looking beyond narrow instrumentalist conversations, where repairability is treated as an apolitical arena solely defined by concerns for eco-efficiency and resource productivity.



"We could be heroes": Reflections on reimagining marketing strategies for a better world

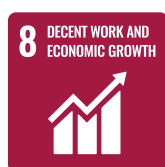
| [DOI](#)

Authors: Debbie I. Keeling

Date of publication: March, 2025

Department: Marketing

The world faces many grand challenges—ranging from climate emergency, social inequality, overconsumption, and the spread of misinformation—issues that marketing practices can sometimes exacerbate (De Ruyter et al., [2022](#)). The past couple of decades have witnessed a fundamental transformation in marketing scholarship, as the discipline has shifted its gaze from product-centric performance metrics to service-dominant logic-inspired strategies to broader societal and environmental imperatives (Chandy et al., [2021](#); Grewal et al., 2024). These shifts, accelerated by global crises such as the COVID-19 pandemic, climate emergencies, geopolitical instability, and consumers' collective responses to these shifts, have underscored the urgency of reimagining marketing's role in addressing grand challenges. In response, marketing scholars and practitioners alike have been called to move beyond conventional paradigms and embrace an approach that integrates ethical imperatives, sustainability goals, and inclusivity into the fabric of marketing (Haenlein et al., [2022](#); Mende et al., [2024](#)).



Cultural ecosystem services and opportunities for inclusive and effective nature-based solutions | [DOI](#)

Authors: Fiona Marshall

Date of publication: April, 2025

Department: SPRU

The concept of Cultural Ecosystem Services (CES) is increasingly applied to sustainable land use change research, policy and planning. Despite an evolving understanding of CES in the research community, policy and planning have not kept up with deeper and more progressive framings of CES. This disjuncture risks the underappreciation of diverse, intrinsic, plural and relational perspectives of CES in emerging policies, such as those related to Nature-based Solutions (NbS) driven by net-zero targets, which in turn hinders the capacity of NbS to deliver their multiple intended benefits. In this article, we examine how the CES concept has been framed and operationalised in recent research on sustainable land use policy, and explore the extent to which the concept of CES has been applied in UK central government policy related to Nature-based Solutions. We highlight the benefits that are emerging of adopting a deeper and more nuanced framing of CES, found in a range of case studies in academic literature. We suggest next steps for a research agenda to better understand the benefits and opportunities of more nuanced CES approaches for particular initiatives and contexts, including for the implementation of Nature-based Solutions in the UK.



Research Voices

The following statements demonstrate ways in which researchers at University of Sussex Business School bring sustainability and responsible management into their research.

FoodSEqual Research Collaboration

As part of the £5M UKRI FoodSEqual project, the University of Sussex has collaborated with academic and non-academic organisations across the UK to influence food policy change, especially at the local level. These included the University of Reading Brighton and Hove Food Partnership, Brighton and Hove City Council and Whitley Community Development Association.

Brighton and Hove Food Partnership has been a research collaborator at the project:

"Brighton and Hove Food Partnership has been a research partner for the UKRI FoodSEqual project. As part of the project, we have worked closely with the University of Sussex to influence food policy development locally. As part of the project, our community researchers worked with Dr Katerina Psarikidou on the co-design of policy workshops and surveys, evaluation reports and policy briefs. As a lead of the city's food strategy, I took some of the policy recommendations from the FoodSEqual Policy and I put that into our food strategy document. This collaborative research initiative with University of Sussex has provided useful input on the types of policy changes local communities want to see towards a fairer food system".

Ali Ghanimi

Head of Partnerships and Programmes

Brighton and Hove Food Partnership

The project has produced a film that tells the story of the FoodSEqual policy research collaboration led by the University of Sussex with Dr Katerina Psarikidou from the Science Policy Research Unit. Please [watch the film](#) to hear from the University of Sussex academic and non-academic collaborators about this Sussex-led policy research partnership (see also <https://www.youtube.com/watch?v=WqAB-3xm5Lc>).

Zest Psychology

As a Brighton-based business, Zest Psychology has really valued developing an ongoing relationship with the University of Sussex Business School, just down the road from us in Falmer. We have worked together on research exploring important and sometimes difficult issues around inclusion, including allyship and trans experiences within the NHS. Across these projects, we've experienced a genuine commitment to doing rigorous research that has the potential to make a difference to people and organisations. Our relationship goes beyond commissioned work too, with colleagues from the Business School generously sharing their thinking and expertise on our own research, including our current work on Team Authentic Confidence. We also meet regularly to support the local Occupational Psychology community of practitioners. What we particularly value is their openness, curiosity and willingness to grapple with difficult questions, alongside the academic rigour they bring. For us, their commitment to inclusion, responsibility and positive social impact isn't just something they talk about; we see it reflected in the work they choose to do and in the way they work with us as a local partner.

Dr Anna Kane, founder.

Chartered Occupational & Coaching Psychologist

Awarded [Influential businesswoman](#)

www.zestpsychology.com

07960 488205

Research Barriers

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

- ❖ Funding challenges

Continue telling your story

Continue telling your story: Research

The Business School has three core areas of SDG foci: decent work and economic growth (SDG8), industry, innovation and infrastructure (SDG9), and climate action (SDG13). While much of our research aligns with these aims, we also contribute to several others. Our projects emphasise co-creation models and reciprocal partnerships, for example addressing climate change with stakeholders, food equality with councils and disadvantaged communities, and inclusive practices with charities. Our research projects meet strict ethical standards and also incorporate inclusive research practices from idea generation to impact.



Partner

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

How We Define Partner

Our stakeholders are many fold and include: industry partners, policy makers, advisory boards, local communities, alumni networks. Our projects emphasise co-creation and reciprocal partnerships. In addition to industry, government, and society partnerships, the School's societal impact is also delivered through global university partnerships, including transnational education (TNE). Our partnerships strengthen higher education and knowledge infrastructure, support innovation capability, and enable long-term capacity building in partner regions, further contributing to SDGs 9 while underpinning sustainable, reciprocal global engagement. Our Business School also partners with Sulitest and promotes TASK to embed sustainability in our programmes.

Institutional Partnerships

- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Sulitest
- ❖ Times Higher Education (THE)
- ❖ University Councils

Student Organization Partnerships

- ❖ Enactus
- ❖ Hillel International
- ❖ Hindu Students Council
- ❖ Muslim Student Association
- ❖ Sikh Students Association
- ❖ Students for Global Health
- ❖ Student Union

Partnerships

The following provides more details on 4 key partnerships at University of Sussex Business School.

Collaboration with Brighton and Hove food partnership and Brighton and Hove city council

[Dr Katerina Psarikidou](#), Assistant Professor at the Science Policy Research Unit (SPRU) at the University of Sussex Business School, is working with Brighton and Hove Food Partnership and Brighton and Hove city council to radically enhance how food policy is created and implemented across the UK. In this UKRI funded project, local authorities and partners come together with the university to empower disadvantaged communities.

agilab

agilab led by Dr. Emma Russell

Decent, agile working practices can play an important role in building an adaptable and engaged workforce that can rise to the challenge of delivering a reformed NHS and better meet patient needs. agilab is a five-year, AACSB award-winning collaboration between the University of Sussex and the NHS that provides valuable evidence about how to develop and deliver agile working in the NHS, and why it matters. agilab was founded and is directed by Dr Emma Russell, alongside an academic-practitioner team from the NHS and University of Sussex (notably including Samantha Owen, Dr Deepali Dmello, Marc Fullman and Jay McCloskey).

Business School aligns efforts for fairer food systems in Brighton and Hove

Over [6,000](#) people in Brighton and Hove rely on weekly food support. To help tackle this and other pressing food-related issues, the University of Sussex Business School brought people from across the University and the city into a room on Wednesday, 18 June 2025, to identify clear-cut actions to take together.

The event, led by [Professor Adrian Ely](#) and [Dr Katerina Psarikidou](#), and sponsored by the UKRI-funded [FoodSEqual](#) project, focused on the city's new [Food Strategy and Action Plan \(2025–2030\)](#), which Sussex research helped to inform [at another event last year](#). It sought to find out how the University's various food initiatives – from campus catering to sustainability research – could align with the Strategy to help address rising food inequality and insecurity.

Food practitioners, local businesses, students and academics, including Professor Robin Banerjee, Pro-Vice-Chancellor, Global and Civic Engagement, University of Sussex, attended the event alongside Ali Ghanimi, Senior Manager, Brighton & Hove Food Partnership. Other participants included members of the Black and Minority Ethnic Community Partnership as well as stakeholders from Brighton & Hove City Council. Banerjee, in his welcome remarks, highlighted how the work benefits society, reinforcing the University's commitment to social good.

On launching the Food Strategy, Ghanimi highlighted some of the city's planned actions for improving food systems, including prompting major city caterers to adopt sustainable food practices.

[Watch Ali Ghanimi on the University's role in the city's food strategy](#)

An interdisciplinary panel discussion and audience break-out session then considered practical ways of aligning the Strategy with the University's food initiatives. Sandra Juan Delgado, Sustainability Manager at Chartwells, the University's caterer, highlighted the success of the "Sussex Saver" that offers £2 healthy meals on campus. Dr John Thompson, Deputy Director, [Sussex Sustainability Research Programme](#) (SSRP), emphasised the need to strengthen links with local food producers and shared SSRP's plan for regional research hubs. Dr Katerina Psarikidou, the policy lead of the FoodSEqual project, emphasised the power of community-led research. PhD student Viola King Forbes advocated for deeper student engagement in food initiatives, and Adam Batchelor from the Sustainability Team recommended looking into tested strategies, like London's "[School Superzones](#)", which limit fast food outlets near schools. Angela Blair (Brighton and Hove City Council) contributed to discussions on city-level food policy.

Reflecting on the event and the Strategy, Ely noted: "The University has an important part to play, not only through research and teaching, but also through the food decisions we make every day as consumers and as citizens of Brighton and Hove."

Partnership with University of International Business and Economics

The University of Sussex Business School's strategic partnership with the University of International Business and Economics (UIBE) represents a significant commitment to advancing responsible management education through international collaboration.

The Sussex–UIBE Joint Institute brings together two globally engaged institutions to develop future generations of business leaders equipped with the knowledge, skills, and ethical awareness required to address complex global challenges. Through the joint delivery of programmes in Digital Finance and Technology, Economics and Data Science, Business Analytics with Intelligent Systems Innovation, and FinTech, Risk and Investment Analysis, the partnership integrates responsible innovation, sustainability, digital transformation, and inclusive economic development into business education.

The partnership reflects the principles of PRME by promoting values-based education, cross-cultural learning, and collaboration between institutions with shared commitments to academic excellence and social responsibility. Students will benefit from an internationally connected learning environment that encourages critical thinking around the societal impact of business decisions, responsible use of emerging technologies, sustainable development, and ethical approaches to finance and management. The partnership also supports academic and professional development through staff collaboration, knowledge exchange, joint curriculum development, and opportunities for research engagement, strengthening global dialogue on responsible management education.

Dr Xiaoxiang Zhang
Associate Dean - Global and Civic Engagement

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at University of Sussex Business School support sustainability and responsible management education.

Partner Sulitest

The case study overview has been written by the School's partner Sulitest. The full article is available via this link <https://www.sulitest.org/news/sussex-embedding-sustainability-assessment>

The University of Sussex Business School is committed to integrating the values of social responsibility, ethical practice, and sustainability into curricula, teaching, and research. To enhance this effort, the School was the first British institution to join the TASK™ Change Leader program!

"This is an excellent opportunity for us to enhance our sustainability literacy in pursuing our School's vision and strategy to align our education with the global challenges and opportunities of the 21st century," stated Gabriella Cagliesi, Professor in Economics and former Associate Dean For Education and Students.

Upon joining the community, and in line with the Sulitest mission to mainstream sustainability literacy, the school quickly analysed its programmes and how it could reach the majority of their students with TASK™. This work was led by Gabriella Cagliesi and Alison Bailey, Senior Lecturer, in collaboration with key teaching and professional services staff. TASK™ was then officially launched at the School during their "Festival of Sust(AI)nable Education", with Jean-Christophe Carteron, Sulitest's co-founder, contributing through an insightful keynote presentation, highlighting the urgency of sustainability literacy and competencies in an era of AI-driven challenges and opportunities.

Moreover, Alison Bailey and Madina Tash, PRME Lead at Sussex, presented this case study at the latest PRME UK & Ireland Conference, alongside our Account Manager, Estela C F Pilz. Additionally, Farai Jena, Associate Dean for Education & Students contributed to the panel organised by Sulitest at the [EFMD Annual Conference](#) discussing assessment as a lever for driving positive change. These two occasions, besides bringing visibility to the inspiring initiatives taking place at Sussex, provided a great opportunity to exchange best practices with the academic community.

The first year of deployment was focused on raising awareness about TASK™ and setting a foundation for sustainability education, which engaged many of the University of Sussex Business School students. For undergraduate students, TASK™ is offered to first-year, first semester students through

the core module “Introduction to Business Management” which incorporates a business simulation through which SDGs must be applied. This enables both the school and the students to establish a baseline of their initial sustainability knowledge level.

For their exit-assessment, the School will include assessments based on completion of TASK™ in a range of core and non-core modules requiring them to reflect and discuss sustainability in different ways, depending on the programme they are following. By adopting this approach, the vast majority of undergraduate students will take TASK™.

At postgraduate level, TASK™ is offered as students prepare for their dissertation through an ethics assessment. TASK™ allows them to reflect and position their research in the context of the global environmental and social challenges.

Continue telling your story

Continue telling your story: Partner

At the Business School, we are proud to connect and collaborate with several partners. We work with private enterprises, public sector organisations, government bodies, and charities too. This eclectic and holistic approach to partnerships ensures we remain connected to real-world issues and contribute to resolving challenges to SDGs (rather than merely prioritising commercial interests). Indeed, our colleagues boast long-term relationships that contribute towards several SDGs and meaningful impact, spanning sustainability, supply chains, marketing and more. For example, our work on low emission societies connects academics with stakeholders in society and our collaboration with Brighton and Hove council enhance food equality for disadvantaged communities.



Practice

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

How We Define Practice

The University of Sussex Business School was established within an institution that prioritises ethics, responsibility and sustainability, placing organisational responsibility and accountability to society and the planet at the heart of all its management, governance and operational practices. This reputation attracts staff and students who seek such an environment and remains a source of pride for the USBS community.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Biodiversity_policy

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

Sustainability_Food and Agriculture Policy_AW

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

Waste, Reuse and Recycling Policy_AW (1)	View document 	Download document 
Water_management_policy_final	View document 	Download document 
EDI Policy	View document 	Download document 
Modern Slavery Act Statement	View document 	Download document 
The Sussex People Strategic Plan 2022 - Accessible version	View document 	Download document 
Sustainability_strategy_FINAL_30june_2nd	View document 	Download document 
Sustainability_strategy_ACTION_PLAN1st	View document 	Download document 
Active and sustainable Commuting Policy_AW	View document 	Download document 
Decarbonising_the_economy	View document 	Download document 
Carbon_Management_Plan_FINAL	View document 	Download document 

Practice Awards

In 2025, University of Sussex Business School received 3 awards for responsible and/or sustainable practices.



Green Business of the Year at the Sussex Chamber of Commerce business awards

Granter: Sussex Chamber of Commerce

Grantee: Came 2nd

Rising Star Award at the Cateys Awards 2025

Granter: Cateys Awards 2025

Grantee: Sandra Juan Delgado

Award Description:

Sandra, sustainability Manager fro Chartwells/ Sussex Food won the Rising Star Award at the Cateys Awards 2025 Celebrating a rising star: Sandra Juan Delgado : Broadcast: News items : University of Sussex .

Sussex Food achieves top sustainability accreditation

Granter: Sustainable Restaurant Association

Grantee: Sussex Food

Award Description:

Sussex Food achieved the top 3 star award from the Sustainable Restaurant Association Sussex Uni Food achieves top sustainability accreditation.

Practice Voices

The following statement from stakeholders at University of Sussex Business School demonstrates our commitment to sustainable and responsible practices.

Sustainability team

The Sustainability Team embeds responsible and accountable management by integrating sustainability principles into decision-making, policy and operations. Using a systems approach, we have developed a new Transition Plan, due to be published this summer, in collaboration with stakeholders across the University. Through partnership, evidence-based action and stakeholder engagement, we drive continuous improvement, support institutional sustainability goals and a culture of accountability.

Adam Batchelor
Senior Sustainability Manager

Continue telling your story

Continue telling your story: Practice

At the Business School, we consider responsible management education to be an approach embedded in our operations and a part of our strategy. We appreciate the importance of pedagogy taught in individual modules and courses, for example, by expanding our Sulitest offering to even more programmes, but we are equally invested in ensuring our values determine our overall approach. Specifically, we do not consider responsibility, sustainability, and equality as 'add ons' but ensure they are core foundations to our School, for example, through our values, mission, and culture, equality, and inclusion thematic plans that take an intersectional approach. PRME is an important mechanism in our journey. We continue to document our successes, identify areas of improvement, and make connections between our activities (e.g., practice, research, teaching etc.).



Share

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



How We Define Share

In the UN PRME context, Share means exchanging knowledge, values, and practices that advance responsible management education. At the University of Sussex Business School, Share reflects our commitment to collaboration with students, staff, and partners, ensuring research insights, teaching innovations, and community engagement contribute to positive societal impact.

Engagement Opportunities

University of Sussex Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ publicly reported data

Communication Audiences

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

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

Sharing Voices

The following statements from stakeholders at University of Sussex Business School demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

University of Sussex Business School Events Team

At the heart of our research events, is the search for potential research impact. We organise events that promote the principles of responsible management and sustainability, as these principles guide the majority of the Business School's research areas. When we design research events, we do it purposefully, for our academics' research to be shared, examined, debated and potentially be transformed itself, conveying stronger, more evidence-based findings that meet societal needs.

Below is an indicative list of events organised in 2024-2026:

1. **"Alternative Paths the Business and Modern Slavery Research Conference 2024"**, 10-11.09.2024, with Mike Rogerson & Rob Caruana
2. 'Made in Ethiopia' Documentary screening & Panel discussion **"New Perspectives on Business and Development in East Africa"**, 5 Feb 2025, with Stephan Manning
3. The 10th Network for Early Career Researchers in Sustainability Transitions (NEST) Conference 2025 **"Bridging the Gap between Research and Reality: A reflection on 10 years of NEST"**, 29 – 30 May 2025 with SPRU PhD students Kanika Balani & Carla Gonzales
4. B&H Food Partnership New Strategy Launch **"What does it Mean for the City and the University?"**, 18 June 2025, with Katerina Psarikidou & Adrian Ely
5. BA Innovation Fellowships scheme **"Evaluation of Local Growth Policies"**, June 2025, with Carolin Ioramashvili

In the last academic year we particularly focused on events with key stakeholders from industry, policy and professional bodies, to collaborate on issues of responsible management and sustainability:

- In the Accounting for Sustainability (A4S) workshop **"The Role of Accounting & Finance in shaping a sustainable future"**, we worked with the A4S organization who trains professionals on sustainability issues, NatWest Group Sustainability and Autel (Chinese technology corporation specializing in automotive diagnostic systems and EVs).
- In the final project workshop **"Impact evaluation and analysis of local and regional policies"**, we hosted participants from the Innovation Growth Lab, Greater London Authority, Belmana Ltd, Technopolis, Insights north east, Cambridge Economic Policy Associates (CEPA), and Newcastle City Council.
- At the Bennett Institute Symposium **"Zero Hour for Energy Policy: Researching the Race to Net Zero"**, we brought in delegates from the: Department for Transport, Department for Energy Security and Net Zero, Financial Times, Nextgen Limited, Julius Baer, Houses of Parliament, Labour Party, UKRI, DESNZ, DESNZ, Regulatory Assistance Project (RAP) and many more also from academia.

- At the the AsSIST-UK Early Career Researcher Summer School "**Greater than the Sum: Collaboration and Impactful STIS**", we heard participants discussing: how to rethink impact beyond narrow success stories; how to support early-career researchers navigating uncertainty; and why long-term partnerships matter for sustaining critical, collaborative research.
- At the UK China Supply Chain Collaboration & Innovation Forum final project workshop "**Connecting China and the UK: Driving Global Collaboration**", we heard how Chinese universities and enterprises are viewing and collaborating with their UK and European counterparts, working with CEIBS (China Europe International Business School), Tsing Ventures, Lotus Life, Tencent Cloud UK, JD Technology, ByteDance.
- At the BBIB 2025-26 project, a co-funded by Black at Sussex student-led project, we had the chance to train and manage a group of 5 Black Business School students and guide them to the successful delivery of their event "**Inclusive Pathways: Exploring Opportunities in Business for Black Entrepreneurs**".

Aristea Markantoni

Assistant Research Engagement & Events Manager

Business School Events Team

University of Sussex Business School Communications Team

The Business School Communications team plays a key role in supporting the University's commitment to the PRME Share Principle by communicating and amplifying education, research and engagement activities that contribute to a more sustainable, inclusive and responsible future. Our work helps connect students, staff, alumni, employers, policymakers and wider communities with research and teaching that addresses global challenges including sustainability, digital futures, innovation, inclusive development and responsible leadership. The team promotes impactful research, student and alumni success stories, industry partnerships and public engagement activities through news, digital communications, social media, events and stakeholder engagement.

We also support initiatives that foster collective learning and knowledge exchange, including internal staff communications, professional development opportunities, communities of practice and training workshops. Recent examples include promoting events focused on inclusion and social mobility such as Black Brilliance in Business, supporting the University's Summer of Research event, and sharing the work of the School's research centres and sustainability-focused programmes. Through these activities, we help ensure knowledge, good practice and lessons learned are shared widely across internal and external audiences, contributing to the School's mission of creating positive societal impact through education and research.

Chimezie Anajama

Research Communications and Events Coordinator

Business School Communications Team

Communication Barriers

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



**Data privacy
regulations**



**Bureaucratic
delays**

SIGNATORY

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