PRME

an initiative of the
United Nations Global Compact

2025 Sharing Information on Progress (SIP) Report

Essex Business School

October 2025

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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 Essex Business School, including key details and basic institutional data.

Mission

Essex Business School (EBS) is based at the University of Essex and is co-located across Colchester and Southend Campus. The School houses five broad subject groups which form the basis of the teaching and research portfolio: Accounting, Business and Management, Marketing, Finance and Banking and Entrepreneurship.

Our mission is to offer a transformative education and research excellence that has a positive impact on business and society.

Our values are central to all that we do at Essex Business School (EBS). We aim to lead with integrity, challenging students to think critically about business. We seek to equip learners and graduates with the knowledge and tools to do business better – for stakeholders, for the planet, and for their communities. We set ourselves the same goals, and we are committed to producing genuinely impactful research and working with business, public and voluntary organisations to deliver real societal benefits and help to create a more equitable and sustainable world.

We have a truly global outlook and are proud to offer an environment where students from every background connect in an inspiring, stimulating atmosphere to share their diverse perspectives. We constantly seek to improve and innovate so that we can continue to deliver a cutting-edge, genuinely transformative education to our students by embracing new technologies and challenging ourselves to constantly do better. It is these values that ensure learner success and inform the delivery and design of our degree courses at all levels.

To achieve its mission, EBS is committed to ten core values, integral to the delivery of the School's strategy and mission:
- ◦ Excellence (in education and research)
- ◦ Academic freedom
- ◦ Integrity
- ◦ Community
- ◦ Sustainability
- ◦ Inclusivity
- ◦ Innovation
- ◦ Global outlook
- ◦ Partnership and collaboration
- ◦ Accountability

These values inform and are embedded into all policies, procedures, and practices across the School. They align to those of the University, which value partnership and collaboration, inclusivity and having a truly global community placing people, knowledge, and communities at the heart of everything.

At Essex Business School we are committed to ethical behaviour and responsible practices that help to build a more sustainable environment. This means taking into consideration the impact that our actions have on economic, social, and environmental factors, both in the short and long term. We promote equality and diversity principles in all our activities and culture and **educate our students to become responsible managers and leaders that are concerned for the long term and future generations.**

Professor Claudia Girardone, Dean of Essex Business School

Vision

VISION

Essex Business School is committed to providing excellence in both Education and Research and proudly holds multiple accreditations across five subject groups including AMBA and AACSB. This serves as testimony to the high-quality education delivery which aligns with industry standards. EBS also runs a successful MBA programme and is currently involved in 15 Knowledge Transfer Partnerships with businesses. As per July 2025, EBS is made up of an academic population of 142 academic staff, 17 Professional Services and 1,964 students (UG: 1,157, PGT 657, PGR 150).

Our specific goals are to advance our reputation as a leading UK business school. We are committed to being ranked in the top 20% in *The Times and The Sunday Times Good University Guide* at subject level, continuing to be placed in the top 200 of the *Times Higher Education* World University Rankings, and be rated in the top 20% for REF and retain Gold in the Teaching Excellence Framework (TEF). Our primary research aim is to ensure that all ASER staff meet University criteria for REF inclusion, to increase the proportion of publications at 4* and develop a suite of strong impact case studies.

We seek to ensure that our portfolio of programmes reflects the expertise and research strengths of our faculty, is attractive to applicants, and that our students have a first-class experience when part of EBS. We do all that we can to allow our staff – both academic and Professional Services – to develop and excel in teaching, research and leadership to achieve their full potential. We continually work to develop the scale and scope of our research and provide an intellectually challenging, research-led learning experience for our students.

Sustaining our strong record of growing student numbers is central to our strategic aim of becoming a leading business school. We constantly search for new opportunities for growth and are developing a diverse programme portfolio across subjects and levels, refining and enhancing our Executive Education provision, and building strong new partnerships. We believe very strongly that our students are full members of our community regardless of whether they study on campus at Colchester and Southend, at the University of Essex Online, or at a partner institution. We believe it is vital for our graduates to have strong critical thinking, team-working and communicative capabilities to achieve maximum success in their future careers and are committed to developing these capacities in all our students.

As the School grows and develops, we will remain true to our values of inclusiveness, mutual belonging and responsibility. Creating positive societal impact is central to our mission. We are proud to hold a departmental Athena SWAN award, as well as our decade-long association as a signatory to the United Nations' Principles for Responsible Management Education, and we continue to focus on areas of strength such as sustainability, responsible consumption and production and decent work and economic growth to create lasting positive societal impact.

We will strive to consolidate thought leadership and improve our research reputation, building new research clusters as we expand in new areas, which in turn will allow us to deliver new, innovative programmes. We will diversify sources of income, encourage and support interdisciplinary research, and promote the impact and engagement aspects of research.

Strategy

EBS Departmental Strategy   View document ↗   Download document ⬇

Strategy Alignment

EBS Sustainability Strategy Alignment

EBS SUSTAINABILITY STRATEGY ALIGNMENT

In an era where environmental and social concerns are at the forefront of the development of our society, it has become crucial for Business Schools to adopt a sustainable strategy that aligns with global efforts to address environmental and social challenges and promote responsible business practices.

Sustainability has been part of Essex Business School (EBS) for many years. Sustainability is at the core of our mission to "deliver a transformative education and research excellence that has a positive impact on people, business and society" and it is one of our ten core values. At EBS we embrace a broad definition of sustainability that encompasses more than just the natural environment but also focuses on the need to ensure that communities and societies can flourish in a healthy, fair, and equal way.

EBS' goal is to raise awareness about the importance of sustainability and to shape the way our students, staff and members of our local and business community think about and embrace sustainability. We aim to advance our education, research and engagement on sustainability and to contribute in this way to address the environmental and social challenges faced by our local and global society. This implies a responsibility to promote a focus on sustainability that enables important changes in how our society embeds sustainability into various aspects of life.

We aim to build an extensive educational curriculum focused on sustainability to equip our students with the skills and knowledge that are needed to create positive changes in our society. We aim to intensify the focus of our research on sustainability to provide our society with the tools to address the current social and environmental challenges. We aim to enable our stakeholders and the members of our local community to think sustainably in their decision-making process and daily life.

The United Nations (UN) Sustainability Goals (SDGs) and the Principles for Responsible Management Education (PRME) represent the international framework followed by EBS in developing this sustainability strategy and action plan. Our sustainability strategy also follows the University of Essex Sustainability Sub-Strategy and the EBS Strategic Plan. In line with the thirteen priorities identified in the University of Essex Sustainability Sub-Strategy, the EBS Sustainability Plan aims to focus on four main areas to deliver real societal benefits and help to create a more equitable and sustainable world:
• Education
• Research
• Engagement
• Life on our Campus

EDUCATION

In line with the EBS Strategy Key Priority 1 "*Excellence in Education: providing a transformative education*" and with the University of Essex Sustainability Sub-Strategy Priority 3 "*To ensure our education to be delivered and supported in a sustainable way*" we aim to:

Enable our students to apply the knowledge, understanding and skills developed during and beyond their studies to address the challenges of our society and contribute to creating a more equitable and sustainable world.

Strategic goals

1. Offer and deliver UG and PG programmes that empower and provide students with the necessary competencies to make a positive impact on people, businesses and society.
2. Embed sustainability in the existing courses and our curriculum and promote extracurricular activities that will help to raise awareness of the importance of sustainability among all our students.

RESEARCH

In line with the EBS Strategy Key Priority 4 "*Excellence in Research*" and with the University of Essex Sustainability Sub-Strategy Priority 4 "*To have increased the proportion of our research that supports the enhancement and protection of the environment, and ensuring our research is conducted in a way that minimises our environmental impact*", we aim to:

Consolidate our research focus on sustainability issues and strengthen our efforts to produce research able to create meaningful and positive impacts on our society.

Strategic goals

1. Strengthen the EBS research on sustainability and its visibility.
2. Strengthen internal and external research collaborations and bid for large research grants that will provide the opportunities and the means to conduct meaningful research on sustainability.

ENGAGEMENT

In line with the EBS Strategy Key Priority 5 "*Increasing social impact through engagement with external stakeholders and internal initiatives*" and with the University of Essex Sustainability Sub-Strategy Priority 13 "*Support our community as we normalise sustainability by emphasising environmentally conscious behaviours and providing the mechanisms to empower prospective and existing students, staff, alumni and partners to think sustainably and integrate it into their lives*", we aim to:

To address societal needs and empower civic engagement for the creation of a more sustainable society via knowledge transfer and impact and change-based initiatives.

Strategic goals

1. Raise awareness of the importance of sustainability in our local community
2. Strengthen our engagement with our business community around sustainability.

LIFE ON OUR CAMPUS

Priority 4. *Making a positive impact on our environment*

In line with the University of Essex Sustainability Sub-Strategy Priorities 1, 2, 5, 6, 7, 8, and 9, we aim to improve our environmental performance in the following areas:

• Climate Change
• Biodiversity
• Waste and recycling
• Water management
• Food and Drinks
• Travel and Transport

Strategic goals

1. Reduce EBS direct and indirect contributions to Co2 emission.
2. Raise awareness of biodiversity importance.
3. Reduce waste production and increase the proportion of recyclable material collected in EBS.
4. Reduce water consumption in the Business School.
5. Minimise the carbon and environmental impact of EBS travel and transport activities including commuting to work.

6. Being a leading Department in the University in relation to Sustainability.

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Institutional History

| UoE:EBS Institutional History (RME) final | View document [↗] | Download document [⤓] |

Graduates & Enrollment

2024 Statistics	Number
Graduates	565
Faculty & Staff at the Institution	159
Student Enrollment at the Institution	1964
Undergraduate Attendance	1157
Masters-Level Postgraduate Attendance	657
Doctoral Student Attendance	150

Degrees Offered

Masters Programs

- Integrated Master in Accounting: Accounting and Finance
- Integrated Master in Management: Marketing Management
- MBM Master of Business Management

Doctoral Programs

- PhD Accounting
- PhD Accounting and Finance
- PhD Business Administration
- PhD Business Analytics
- PhD Entrepreneurship
- PhD Finance
- PhD Human Resource Management and Organisation Studies
- PhD Management
- PhD Management Studies

Additional

- BA Business and Modern Languages
- BA Business with a Modern Language
- BBA Business Administration
- BSc Accounting
- BSc Accounting and Finance
- BSc Business Administration and Supply Chain Management
- BSc Business and Analytics
- BSc Business and Human Resource Management
- BSc Business Management
- BSc Finance
- BSc Finance and Management
- BSc International Business and Entrepreneurship
- BSc International Business and Finance
- BSc Marketing
- BSc Marketing Management
- MRes Accounting
- MRes Finance
- MRes Management Research
- MSc Accounting
- MSc Accounting and Finance
- MSc Accounting and Financial Management
- MSc Business Analytics
- MSc Corporate and Investment Banking
- MSc Digital Marketing and Analytics
- MSc Entrepreneurship and Innovation
- MSc Finance
- MSc Finance and Management
- MSc Financial Data Analytics
- MSc Financial Engineering and Risk Management
- MSc Financial Technology (Finance)
- MSc Global Project Management
- MSc Human Resource Management
- MSc International Business and Entrepreneurship
- MSc International Logistics and Supply Chain Management
- MSc International Marketing and Business Intelligence
- MSc Investment and Wealth Management
- MSc Management
- MSc Management (International)
- MSc Management (Marketing)
- MSc Management (Social Economy)
- MSc Marketing
- MSc Organisational Change Management
- The Essex MBA

Purpose

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

Letter of Commitment

University of Essex

24 March 2025

To whom it may concern,

Letter of Commitment to PRME

We are an internationally oriented, research-intensive university dedicated to excellence in research and research-led education and to providing an environment that nurtures socially responsible students and citizens.

Essex Business School is committed to ethical behaviour and responsible management practices that support sustainable action and leadership. The PRME framework and network are very important in supporting us to achieve sustainable development goals in alignment with University's sustainability strategies. I am therefore absolutely delighted to confirm our continued commitment to PRME.

Yours faithfully,

Professor Maria Fasli
Acting Vice-Chancellor
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EBS Dean - Professor Claudia Girardone

Values

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

Who Champions Responsible Management Education at Our Institution

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- ❖ Individual leader
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Disciplinary efforts within business school

Teach

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

🖉 How We Define Teach

At EBS, students embark on a journey of transformative education. Our teaching approach strongly focuses on integrity. We challenge students to become independent thinkers, adept problem solvers, and ethical leaders. We equip them with the skills desired by employers, empower them to question the status quo, and critically analyse it.

Courses that support RME

Essex Business School reports 6 courses in 2024 that support responsible management education and sustainable development goals.

Debates in Public, Social and Environmental Accounting | BE133-6-SP-CO

This module explores critical debates on accounting by locating the subject within a variety of economic, political, social, and cultural contexts. The module goes on to evaluate contemporary accounting research and developments in the context of practical 'real-life' business case studies. The module discusses and applies conventional and contemporary (management) accounting principles and techniques to practical problems and scenarios. In the light of recent dramatic changes to the business environment such as deregulation, globalisation, climate change, financial scandals, environmental disasters and violation of human rights, the module looks at accounting from a broad perspective. Key issues such as gender budgeting, performance measurement and environmental accounting will be examined in detail. The module also critically evaluates the diffusion of accounting systems in the third and public sector and critically appraises the influence of new organizational forms and new technologies on the role of accounting nationally and internationally.

This module explores critical issues in accounting within a variety of economic, political, social, and cultural contexts. The module incorporates elements of sustainability in discussing and applying conventional and contemporary (management) accounting principles and techniques to practical problems and scenarios related to sustainability, such as climate change, environmental disasters and violation of human rights, The module also analyses key sustainability issues from a management accounting perspective, such as gender budgeting and environmental accounting.
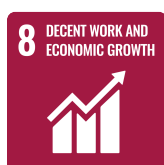
Corporate Governance and Sustainability

| BE156-7-SP-CO

The purpose of this module is to provide students with a critical understanding of current issues in corporate governance theory, regulation, and practice and its association with sustainability. The module begins with a critical review of the traditional view on corporate governance using an agency perspective and then extends to a stakeholder-oriented perspective that addresses corporate social responsibility and sustainability.Next, the module examines the relationship between corporate governance and corporate reporting, covering both financial and sustainability information. In addition, the module examines the development of codes and regulations which influence corporate behaviour, such as the Combined Code and Operating and Financial Review in the UK, and the Sarbanes-Oxley Act in the US as well as corporate governance classifications around the world. The module will then dive deeper into various corporate governance mechanisms such as the board of directors, large shareholders, shareholder activism, mergers and acquisitions, and executive compensations, and then examine their impacts on corporate financial and sustainability performance. Finally, the module considers several case studies relating to companies where corporate governance is seen to be an issue. The case studies are designed to reinforce understanding of the conditions under which corporate governance can break down and/or promote discussion of what is involved in trying to define 'good' and 'sustainable' corporate governance.

This module provides students with an understanding of corporate governance from the perspectives of ethics and sustainability. Sustainability is one of the main themes of this module, being explored in conjunction with corporate governance and corporate reporting. The module emphasises the importance of developing ethical and responsible leadership practices. Students are asked to think about the ethical consequences of leadership and governance choices through the study of corporate governance mechanisms such as the board of directors, executive compensation, and shareholder activism. Students are also asked to analyse alternative stakeholder-oriented approaches to the traditional agency theory. In doing so, the module invites students to exercise their critical thinking skills and highlights the importance of taking into account wider societal effects when making business decisions. The module also uses corporate governance case studies focused on sustainability issues, which prompt students to make practical and values-based decisions which align with the RME principles.

Development Finance and Microcredit

This module focuses on the crucial role finance has for economic development with particular reference to emerging countries. The aims of this module are: - To provide students with a good knowledge of the nexus of finance and development and the importance of microfinance in particular for emerging and developing countries. In order to fully appreciate the dynamics of these economies, the topics covered include financial liberalisation, a review of the process of financial institution building in developing and emerging market economies and an analysis of their interactions with the global financial system. - To learn about microfinance theory and practice, including products and services, risk management issues, sustainability and regulation.

This module focuses on the crucial role finance has for economic development with particular reference to emerging countries. The module aims to provide students with a good knowledge of the nexus of finance and development and the importance of microfinance in particular for emerging and developing countries. In order to fully appreciate the dynamics of these economies, the topics covered include financial liberalisation, a review of the process of financial institution building in developing and emerging market economies and an analysis of their interactions with the global financial system. The module also aims to provide students with an understanding of microfinance theory and practice, including products and services, risk management issues, sustainability and regulation.
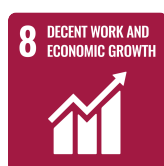

Managing for Ethics and Sustainability

This 10-week module is an introduction to Business Ethics and Corporate Social Responsibility, with a particular focus on issues of Sustainability and Environmental Governance. In this module you will explore the origins, practice and theory of business ethics and corporate social responsibility. You will be provided with the conceptual and theoretical resources to critically examine recent developments in corporate practice in a globalising world, in which business organisations are being expected to take on new responsibilities for social wellbeing and environmental sustainability. Identifying the particular assumptions that inform, but also constrain, the practices of corporate social responsibility and sustainability, this module explores a number of cases and perspectives to facilitate critical examination of the ethics and sustainability of business today.

This module provides students with an introduction to Business Ethics and Corporate Social Responsibility, with a particular focus on issues of Sustainability and Environmental Governance. In this module, students will explore the origins, practice and theory of business ethics and corporate social responsibility. They will be provided with the conceptual and theoretical resources to critically examine recent developments in corporate practice in a globalising world, in which business organisations are being expected to take on new responsibilities for social wellbeing and environmental sustainability. This module will also help students to identify the assumptions that inform, but also constrain, the practices of corporate social responsibility and sustainability. To support the development of a more practical and critical understanding of these sustainability and business ethics concepts, this module uses several case studies.
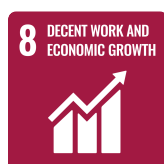
Innovation and Sustainability

| BE448-6-AU-CO

This module will explore the role innovation can play in the transformation of economic activity and organisational design in order to promote sustainable development, including (but not limited to) its importance in mitigating and adapting to climate change. Faced with runaway climate change, mass extinction, and persistent pollution, sustainability is the most pressing concern of the 21st century. With scientists suggesting there is little more than a decade to dramatically transform our economies and societies, innovation and innovation management has never been more crucial. The module is organised around three key themes: analysis of contemporary environmental and sustainability issues; managing sustainable innovation in technology and organisation design; managing sustainable transition and disruption. A number of key ideas will be used to provide a framework for learning. These include past and current theories on sustainability, growth and innovation (with specific reference to the role of technology), understanding and influencing directions of innovation, and the governance of socio-technical transitions.

This module explores the role that innovation plays in the transformation of economic activity and organisational design to promote sustainable development, including (but not limited to) its importance in mitigating and adapting to climate change. This module is organised around three key sustainability themes: analysis of contemporary environmental and sustainability issues; managing sustainable innovation in technology and organisation design; managing sustainable transition and disruption. Past and current theories on sustainability, growth and innovation (with specific reference to the role of technology), understanding and influencing directions of innovation, and the governance of socio-technical transitions represent the key ideas used in this module to provide a framework for learning.

Organisation and Leadership in a Globalised World

| BE460-7-SP-SO

This module introduces the students to the challenges of organisation and leadership that are shaped by ongoing changes at work and in today's society at large. The purpose is to examine past and new approaches and draw relevant connections between organisational theory and practice, where issues of organisation, collaboration and leadership are given particular attention. The module will emphasise the principal role of people and human behaviour alongside the study of management systems and models. The module will address organisational processes by examining the conditions for developing sustainable organisational strategies and viable leadership approaches in both the private and the public sectors. Finally, the module will examine critically organisation and cooperation as socially accomplished activities of individuals, teams, and communities as well as projects in emerging contexts.

This module introduces the students to the challenges of organisation and leadership that are shaped by ongoing changes at work and in today's society at large. The purpose is to examine past and new approaches and draw relevant connections between organisational theory and practice, where issues of organisation, collaboration and leadership are given particular attention. The module emphasises the principal role of people and human behaviour alongside the study of management systems and models. The module addresses organisational processes by examining the conditions for developing sustainable organisational strategies and viable leadership approaches in both the private and the public sectors. Finally, the module also examines critically organisation and cooperation as socially accomplished activities of individuals, teams, and communities, as well as projects in emerging contexts.

Educator Recognition

At Essex 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

Teaching Voices

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

Innovation & Sustainability - Teaching Voice

Innovative approaches, course designs, and teaching strategies that align with sustainable development and/or responsibility used in BE448 - Innovation & Sustainability

BE448 Innovation & Sustainability is a recent addition to our undergraduate program and is one of the few courses in the UK specifically dedicated to sustainable innovation. Innovation is considered critical to efforts to not only develop new technologies and infrastructures, but organisational forms, organisational practices, and entrepreneurial strategies. The gap between existing socio-economic and business practices and a sustainable future will largely be bridged through the deployment of innovation across public, social and private sectors.

BE448 is organised as a course not around a textbook 'spine', and uses multiple texts as learning resources, and is instead organised around three key themes:

- the analysis of contemporary environmental and sustainability issues;
- practices and theories of managing sustainable innovation in technology and organisational design;
- practices and theories of managing sustainable transitions and disruption.

The course is designed to integrate each of the threes throughout all the teaching events, to generate a clear understanding of how issues, practices and process of change are all integral aspects of sustainable innovation. While some teaching events are more clearly focused on one aspect or another, each includes all three as a foundational concept for the module's teaching strategy.

The course begins with foundational material (what do we mean by sustainability, what are the key issues, and what is innovation) and ends with a return to this material in order to develop a critical narrative in continuity with the course content arch (i.e., the limits to sustainability). The body of the course sets out facets of sustainable innovation in practice to enable the clear articulation of the three key themes. The course covers innovation management, organisational design, the social economy, leadership practices, entrepreneurship, the circular economy and the service industry.

The approach we take aims to blend delivered content, including lectures, video material and guest speakers, with practical exercises and group work. Typically, our teaching events will start with some introductory material, then move through some examples and detailed case studies, before moving onto group work and exercises, followed by more expansive and critical work through lectures, videos and more practical exercises. We supplement this with extensive course resources, that include not just academic research but contemporary reports, journalism, video and audio content, with an understanding that a range of contemporary media will enable a broader range of learning styles to flourish and paint a more detailed and real-world picture of innovation and sustainability.

Assessment is based on both a final case study where students draw on the entirety of the course's materials to develop an analysis of sustainable innovation in practice, and on a weekly journal where students must connect their understanding of that week's teaching to real world examples. While the former is an opportunity for students to bring their learnings together, the latter enables a more incremental approach where assessment is reflexive and encourages a more continual engagement with the real world application of the teaching content.

Managing for Ethics and Sustainability - Teaching Voice

Innovative approaches, course designs, and teaching strategies that align with sustainable development and/or responsibility used in BE443 - Managing for Ethics and Sustainability

This 10-week module provides an introduction to Business Ethics and Corporate Social Responsibility, with a particular focus on sustainability and environmental governance issues. In the module, we explore the origins, theory, and practice of business ethics and corporate social responsibility. Students are given the conceptual resources to critically examine recent developments in corporate practice by researching their own case studies. The module aims to develop students' understanding of the new responsibilities for social wellbeing and environmental sustainability that business organisations are expected to take in response to civil society and consumer expectations. We encourage students to identify the particular assumptions that inform, but also constrain, the practices of corporate social responsibility and sustainability, through different cases.

The teaching methods and assessment are designed to develop students' ethical reflexivity and prompt thinking about their own agency and its limits within business ethics, building a greater appreciation of issues of power and rhetoric in corporate social responsibility. The module employs weekly lectures, interactive class discussions that engage students with real-world ethical dilemmas, structured debates, stakeholder analysis, and ethical decision-making simulations to foster nuanced perspectives on business ethics. Additionally, it incorporates group activities to engage students in the topic and promote greater ethical reflexivity. Through class discussion, reading, and assessment,

students build critical argumentation skills that are informed by, and sensitive to, their own and others' ethical perspectives and values. Students build up a discussion journal over the course of the module that facilitates critical examination of the ethics and sustainability of business in theory and practice.

The learning journal is developmental and undertaken alongside individual and group research into a specific consumer product and the business practices behind it that students must research. The final entry in students' discussion journals requires them to reflect on their own learning and development in the module, which complements a case study group presentation and research report, encouraging them to apply their enhanced critical reflexivity in practice. In the group work, students select a brand/product and examine the supply chain, customers' perspectives, civil society activism, and the companies' responses. They then present the case to the class, fostering peer collaboration, oral presentation skills, creativity, and ethical engagement. This approach is central to gaining a greater appreciation for the limits and possibilities of sustainable development through business practices.

Fostering Innovation

A lot
Our institution supports innovation significantly through teaching and learning.

Experiential Learning

Somewhat
Teaching and learning at our institution moderately support experiential learning.

Learning Mindset

To a great extent
Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning

In person
Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Essex Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges

Barriers to Innovative Pedagogy

In 2024, Essex Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Assessment rigor concerns
- ❖ Resource constraints
- ❖ Standardized testing pressures
- ❖ Student engagement concerns

Additional Evidence

Management Educators Navigating Degrowth (MEND)

Management Educators Navigating Degrowth (MEND) was initiated as a dialogue between early career researchers teaching management in UK higher education and seeking to develop and encourage post-growth and degrowth perspectives. Dr Dave Watson has been an active member of this network from the outset, and in 2024, MEND held an open workshop session at the 2024 degrowth conference to expand this dialogue and the impact of MEND, with further sessions planned in 2025 and a book for management educators in preparation.

Research

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

✎ How We Define Research

At EBS, we aim at advancing the frontiers of knowledge through ground-breaking, transformative research in business, that empowers individuals, society, and organisations. We aspire to deliver innovative and unconventional approaches to empirical and analytical problems that draw inspiration from our core values of social justice, environmental sustainability, and inclusivity.

Research vs Research for RME/Sustainable Development

177 Peer-reviewed articles were published by Essex Business School from this past calendar year.

vs

87 Peer-reviewed articles were published by Essex Business School from this past calendar year in support of RME.

Research Funding

In 2024, Essex Business School was awarded funding for research that is:

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

Socializing Research

In 2024, Essex Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2024, Essex Business School reported 6 research projects that implemented responsible or sustainable activities.

AF Group Farming Procurement

Period Covering: February, 2024 - February, 2026

Department: Accounting

The project aims to create a decision support system that allow economies of scale for AF Group and add value to its members, providing information and
benchmarking tools to improve overall efficiency in farming.

Reimagining Food Systems for Climate Change Adaptation, Mitigation, and Social Justice

Period Covering: July, 2024 - June, 2027

Department: Management

Globalised food production under low-cost fossil fuels has led to economic growth and human wellbeing, yet is also implicated in climate change and food insecurity risks for vulnerable groups which hold profound implications for human rights including to life, food, health, water and sanitation, culture, and self-determination. Not only a lack of, but also poorly designed and implemented climate change mitigation and adaptation schemes can lead to human rights violations, particularly for marginalised groups. The Reimagining Food Systems for Climate Change Adaptation, Mitigation, and Social Justice project (RFS) will apply a human rights lens to the development and implementation of climate change mitigation and adaptation strategies related to food systems. This lens will anchor policies, programs and strategies in a system of rights and corresponding obligations under International Human Rights Law to empower right-holders to participate in policy formulation and enhance accountability.
The RFS project is participatory and marshals the knowledge, skills, and experiences of Indigenous, riparian, and low-income populations, especially women; the work of Myera Group Inc - an indigenous led corporate body in

Canada; and global researchers. This research will identify existing global, national and local challenges affecting food systems, and develop community assessment tools to support the develop Food Systems for Climate Change Adaptation, Mitigation, and Social Justice.

The RFS vision is decentralized and applicable to local, circular economies in the context of local knowledge, culture and traditions and human rights. The RFS promotes sound nutrition, healthy child development, brings consumers closer to their food sources and repairs agriculture's relationships with land and water to restore ecosystem health.
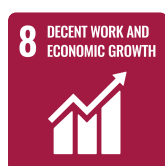
'Understanding the experience of early pregnancy endings as a workplace issue'

Period Covering: June, 2020 - June, 2024

Department: Human Resource Management

In 2024, Prof Ilaria Boncori from Essex Business School, together with other co-authors, published a research report on 'Understanding the experience of early pregnancy endings as a workplace issue'. This strand of work seeks to offer information and training to organisations to enable them to support employees who have experienced pregnancy endings, their line managers and HR staff. Funded initially by the British Academy/Leverhulme and later by The Open University, the project draws on extensive qualitative and quantitative data collected since 2020.

The study highlights four persistent challenges:

- Lack of awareness and visibility, leading to stigma and silence.
- Disclosure concerns, particularly around confidentiality and career impact.
- Variable responses from managers and HR, sometimes supportive but often uninformed or inconsistent.
- Inadequate leave entitlements, with most employees relying on sick leave, annual leave, or unpaid leave rather than dedicated EPE provisions.

The report proposes ten best practice principles for workplaces, including raising awareness, providing training, ensuring confidentiality, embedding inclusive policies, tailoring support to individual needs, and recognising the human, legal, and economic imperatives for supporting individuals

.

This work aligns strongly with the PRME values by addressing a sensitive but widespread workplace issue, advocating for dignity, inclusion, and responsible management practices that protect vulnerable employees. This project demonstrates how management education and research can contribute to creating inclusive, responsible, and compassionate workplaces, thereby fulfilling PRME's commitment to shaping business and management for the benefit of society.
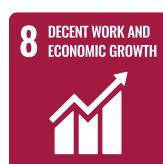
EU-CIEMBLY: Creating an inclusive European citizens assembly.

Period Covering: January, 2024 - December, 2024

Department: Accounting

The project addresses the need for the introduction of new forms of citizens' participation and deliberation in EU political life and particularly an EU Citizens'
Assembly whose design and implementation fully addresses issues of intersectionality, inclusiveness, and equality.
Deliberative and participatory democracy practices are on the rise across the world. The European Parliament recently recognised in its Report on Citizens'
dialogues and citizens' participation in the EU decision-making, that existing EU participatory instruments should be improved "and new ones should be developed to make citizens' participation more accessible, inclusive, meaningful and effective".
Based on this premise, the EU-CIEMBLY project aims to develop an ambitious foundation for a novel type of pan-EU mini-public, namely a Citizens' Assembly,
that encompasses the qualities of intersectional equality, inclusiveness, and deliberation, in every aspect of its design and operation. The prototype will
constitute a new method of democratic deliberation that enhances the participation of disengaged groups, vulnerable persons and deconstructs biases and
unwelcoming practices.
Although this new prototype will be tailored to the needs and ambitions of the European Union, it will also be applicable to different levels of governance such as national and local democratic spaces, with the necessary adjustments.

The project will initially set the framework for the creation of intersectional citizens' assemblies that present the qualities of inclusiveness, equality, and deliberation; evaluate the effectiveness of existing selected citizens' assemblies against that framework; pilot model citizens' assemblies as new methods of democratic participation; and, finally, recommend an EU-level citizens' assembly prototype that addresses issues of intersectional equality.

EU-CIEMBLY is led by the University of Coimbra (Portugal). The consortium comprises of 10 partners from the UK, Spain, Belgium, South Africa, Ireland, Italy,

New Zealand, France, and Cyprus:

Apsley Trail Frogmore Paper Mill Knowledge Transfer Partnership

Period Covering: September, 2023 - December, 2027

Department: Human Resource Management

The project is based Knowledge Transfer Partnership project developed by the University of Essex, with Paul Kelly from EBS, in collaboration with Frogmore Paper Mill, a historic, non-profit paper recycling mill in the UK. The project aims to support the 200 year old heritage site in their environmental and business

sustainability initiatives following a devasting fire at the site in 2022. The Mill will re-open to the public in 2025, welcoming visitors, tourists, school trips, and diverse community groups. Frogmore's post-fire relaunch in 2025, blending heritage preservation, volunteer engagement, and innovative recycling practices.

The KTP helps with business planning, business analysis, audience surveys, environmental sustainability, heritage communications, and digital change efforts.

Humanitarian Aid Sector Localisation for International and Local Non-Government Organisations

Period Covering: January, 2024 - December, 2025

Department: Human Resource Management

Pauk Kelly from Essex Business School is part of this is a Multi-year project aiming to support localisation efforts in the humanitarian aid sector, working with UK International NGOs and National NGO networks in Ukraine, Syria and Kenya. Support from the University of Essex International Impact Fund and the International Science Partnerships Fund (ISPF).

Research Awards

In 2024, Essex Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

🏆

American Society of Public Administration 2024 Award for the Social Justice Section

Granter: American Society of Public Administration

Grantee: Ileana Steccolini

Award Description:

This award recognizes an outstanding peer-reviewed journal article published in the prior year that examines issues of democracy and social justice.

Research Presentations Related to RME and/or Sustainability

In 2024, Essex Business School gave 1 research presentation related to RME and/or sustainability.

THE LANDSCAPE OF CLIMATE CHANGE REPORTING

Authors: Silvia Gaia (University of Essex)

Date of publication: September, 2025

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

Department: Accounting

Silvia's was invited to give a talk at the University of Queen's Mary workshop on *The Landscape of Climate Change Reporting*. Her talk covered issues related to research on accounting for biodiversity and its link with climate change reporting. Silvia highlighted the vital interconnections between biodiversity and climate change. She explained that biodiversity is not only fundamental to sustaining ecosystems and human life but also provides cultural, aesthetic, and economic value. Yet, climate change is severely eroding biodiversity through habitat shifts, species decline, and increased extinction risks. At the same time, she stressed that biodiversity plays a critical role in mitigating climate change, with forests, peatlands, and marine ecosystems acting as essential carbon sinks.

Publications Related to RME and/or Sustainability

Citizens' Inclusion in Public Services: A Systematic Review of the Public Administration Literature and Reflection on Future Research Avenues

| [DOI](#)

Authors: Ileana Steccolini (University of Essex)

Date of publication: December, 2024

Department: Accounting

Despite a resurgence of interest in social equity, citizens' inclusion in public services has attracted limited attention in the public administration literature so far, having often remained in the background of studies focusing on citizens' participation and representative bureaucracy. To fully comprehend and enhance the role of public administration in promoting inclusive public services and building inclusive societies, it is necessary to prioritize citizens' inclusion in public services as a central phenomenon. A first step in this direction is assessing existing knowledge and identifying new research avenues. Drawing on the "name,
blame, claim" framework, this systematic literature review of 119 studies extends public administration scholarship by mapping and analyzing knowledge of citizens' inclusion in public services and identifying ways forward to strengthen the research and practice in this area.

A Polyphonic Debate on Social Equity Budgeting

Authors: Ileana Steccolini (University of Essex)

Date of publication: September, 2025

Department: Accounting

This paper is polyphonic (i.e., a debate involving multiple perspectives) and highlights emerging interdisciplinary thoughts on past, current, and future social equity budgeting (SEB). We present a vision for the field and emphasize the potential impact of this paper. We hope to enliven debates regarding context, underpinning philosophies, and methods, thus fostering a greater theoretical and practical reconsideration of SEB. The impact of this paper is significant, as it leads to a fundamental rethinking of SEB and related research, profoundly influencing the field. To do so, this paper has brought together 10 international scholars to foster an interdisciplinary approach regarding views and strategies. The richness of looking at a plurality of perspectives enables exploring developments that open the potential for a much greater theoretical and practical reconsideration of SEB and related research. The paper shows that while there is much convergence on the importance of ongoing research on gender, race, and class, there can also be more research on areas such as SEB's philosophical, theoretical, and empirical underpinnings that need further development

Professionalisation and convergence-divergence of HRM: China, Hong Kong, and the United Kingdom compared

| DOI

Authors: Ian Roper (University of Essex) | Paul Higgins (Anglia Ruskin University) | Lingling Zhao (Fudan University)

Date of publication: May, 2024

Department: Human Resource Management

HRM has long claimed professional status. The global prevalence of national-level people management associations (PMA) supports this claim. Aside from prescribing practices appropriate for differing national contexts, PMAs simultaneously claim to share international best practices. This divergence/convergence tension raises questions about whether common institutional circumstances trigger PMA formation and if universal associational features develop over time. This article addresses both concerns by extrapolating a *reanalysis* of two historical accounts of *PMA* formation in the United Kingdom (from 1913) and Hong Kong (from 1968) to commensurate developments in contemporary China (from 2001). Its application of a modified version of trait theory with institutional

analysis finds that a *family resemblance* occurs between PMAs created by adapting to employment regulation from the state while promoting employers' substantive interests. A *path-dependent* legacy of these tensions reflects the HR professionalisation project's broader *institutional* subordination to state and market forces.

Benevolent authoritarianism, paternalism and religious humanitarianism in Sri Lanka: a dependent or autonomous HR?

DOI

Authors: Ian Roper (University of Essex) | Chandima Hettiarachchi (Middlesex University) | Sepideh Parsa (Middlesex University)

Date of publication: October, 2024

Department: Human Resource Management

This article examines the cases of five Sri Lankan export-oriented companies, each situated within global production networks (GPN) with British companies at the apex. In examining their managerial practices, a strong similarity to the practices associated with Anglo-Saxon paternalism is identified. However, these observed parallels are a product of local circumstances and the particular location within the GPN rather than a consequence of any emulation of British practices. The resulting system reflects a high power-dependency relationship that employers hold over employees. In this sense, the emergent HR system is partly dependent on the position in the GPN and partly autonomous. The system is characterised by a gendered division of labour and by the proximity of managerial oversight over the issue of worker autonomy. The factory setting has lower levels of worker autonomy and dependency compared to tea harvesting. One outlying exception to the general paternalistic approach, in one of the companies studied, is where the religious and ethnic makeup of the workforce is not shared with management, leading to increased conflict with the unionised workforce. The nature of Sri Lankan paternalism is specific and endogenous, but the conditions creating this paternalism are likely to be replicated elsewhere.
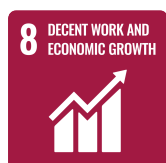
Corporate professional stratification in human resource management: a sequential multi-method Hong Kong and United Kingdom analysis

DOI

Authors: Ian Roper (University of Essex) | Paul Higgins (Anglia Ruskin University) | Man Fung Lo (University of Hong Kong)

Date of publication: December, 2024

Department: Human Resource Management

The rise of corporate professions reignites a longstanding sociological debate concerning the structure of intra-professional relations within purportedly collegiate entities. However, unlike the classic case of independent professions, research has yet to examine how corporate professions stratify occupationally. The omission is surprising since the motivational prospect of corporate practitioners climbing an embedded career ladder engenders what one might reasonably refer to as 'stratification by design'. Theoretically, while scholars demarcate several types of intra-professional relations within independent professions (e.g. extraction, protection, and imperialism), how far such arrangements transpose to a corporate professional context lacking occupational autonomy remains uncertain. Addressing the research gap, our study corroborates sequential multi-method Hong Kong and UK data to examine intra-professional stratification in human resource management, a role engendering a distinctly organizational rather than independent professionalizing form. Three discerning research questions guide our investigation. First, how are documented human resources (HR) certification criteria structured by membership level and competency composition? Second, to what extent do the stipulated competencies reflect empirical practice? Third, on what organizational, occupational, and demographic grounds do 'elite' HR practitioners claim superordinate status? Across both case contexts, our study finds that while strategic competencies assume a higher certification status than administrative competencies, preserving routine maintenance remains an indispensable organizational activity. The exception concerns a group of predominantly executive-level practitioners abstaining from administrative duties, raising questions about their functional integration, and whether the ascendancy of managerial logics over professional logics produces a compromised form of occupational imperialism.
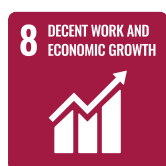
Big Freelancer Survey 2024

Authors: Melissa Tyler (University of Essex)

Date of publication: September, 2025

Department: Human Resource Management

The Big Freelancer Survey (BFS) team consists of Freelancers Make Theatre Work (FMTW) members of staff and volunteers: Josie Underwood, Alistair Cope, Mimi Doulton, and Paul Carey Jones. The team also includes Melissa Tyler, co-director of the Centre for Work, Organisation and Society at the University of Essex. The team is very grateful to Sarah Cope and Philip Hancock for contributing to the presentation of findings and preparation of this
report.

The aim of the BFS is to provide an evidence base for FMTW and other organisations that support freelancers. We use this evidence to advocate and lobby for a fair and sustainable future for freelance workers across the UK's theatre and entertainment industries.

Over 1200 freelancers took part in BFS24, which included a mix of pre-coded and free text questions. The survey was designed and analysed by the survey team, in consultation and collaboration with the wider FMTW community.

In this year's survey, freelancers were asked about pay, working terms and conditions, financial preparations for retirement, parenting/caring responsibilities, and also about the positive aspects of being a freelancer in the sector. This enabled us to understand a widespread problem highlighted in BFS23: excessive working hours and low pay, resulting in many freelancers 'donating' labour to the industry. This year's survey has delved deeper into why freelancers continue to enter and remain in the industry, despite issues associated with low pay, job insecurity and poor terms and working conditions. Through this data, we have
been able to understand more about freelancers' motivations and positive experiences of freelance work in the sector.

The 2024 survey contained five 'open text' questions, inviting participants to describe their experiences or share views in as much or as little detail as they chose. Answers to these five questions generated 73,253 words of open text data that we subjected to thematic analysis. Freelancers were asked to identify up to three key words to describe their experiences of working in the industry over the past twelve months (11,570 words); to describe the best things - based on their experience - about being a freelancer in the sector (14,457 words); to share examples of good practice that might help to inform future support and advocacy work (12,675 words); and to share details of unpaid work (25,893 words). At the end of the survey, a final section offered freelancers an open space to share any additional thoughts they wanted to in their own words (8,678 words). The detailed insights into freelancers' experiences of unpaid labour are discussed in a 'Spotlight' section. We also shine a spotlight on findings from this year's survey on freelancers' hourly rate of pay, and the retention crisis.

Of the 1286 freelancers who completed this year's survey, 43% had completed the BFS in 2023. We are very grateful for their continued involvement, and to the 57% who completed the survey for the first time this year. These findings are helping to build a unique picture of freelancers' experiences over a long-term
period. The findings and recommendations provide an invaluable evidence base to support the work that FMTW and other organisations do to support, listen to, and advocate on behalf of freelancers.

The BFS23 report, 'Underpaid, Undervalued, Under Pressure', published in June 2023 has been cited multiple times in Parliament. Advocates have used it to lobby for a Freelancers' Commissioner whose duties would include a specific remit for freelancers working in the entertainment industry, due to the unique
and complex challenges they often face. The report's findings and recommendations have also helped to raise awareness of a significant and
persistent gender pay gap. These insights have been cited across news, broadcast, print and social media, with widespread coverage of the report in professional and industry publications. Additionally, evidence for the report was accepted by a Department of Work and Pensions inquiry into freelancers' lack of access to statutory sick pay in March 2024.
This work can only happen because of freelancers' continued commitment to participating in the survey and to sharing its findings and recommendations as widely as possible, and for this we are very grateful – thank you.
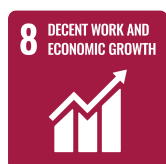
Cultural Freelancers Study 2024

Authors: Melissa Tyler (University of Essex) | Philip Hancock (University of Essex)

Date of publication: September, 2025

Department: Human Resource Management

This report is based on a study of creative and cultural freelance workers in England. It was carried out by independent researchers at the University of Essex on behalf of Arts Council England. It aimed to document the current challenges and opportunities experienced by creative and cultural practitioners in England working across the Arts Council's funded disciplines. It also establishes a dataset which forms a baseline to which future research will return. The study will be repeated every three years, gathering longitudinal data about the lives and experiences of freelancers. The intention was to generate a resource for Arts Council England, creative and cultural practitioners, and organisations that represent freelancers and advocate on their behalf.
The study comprised three parts:
• A literature review of relevant research.
• An online survey of current and former freelancers which received over 5,000 responses. The survey covered a range of topics, such as: demographic information (including caring responsibilities and education levels), types of

work and working hours, income and income sources, freelancers' skills needs, access to representation and funding, diversity and inclusion, and experiences from those who no longer freelance in the culture sector.

• 27 focus groups and 53 one-to-one interviews with 200 freelancers selected from survey participants who signed up to take part.

Participants in the survey and focus groups were representative demographically and were reflective of the full breadth of Arts Council England supported artforms and disciplines: combined arts, dance, libraries, literature, museums, music, theatre, and visual arts
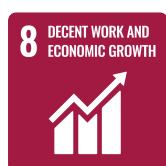
Organizational Change Management

Authors: Danielle Tucker (University of Essex) | Stefano Cirella (University of Essex) | Paul Kelly (University of Essex)

Date of publication: September, 2025

Department: Human Resource Management

This book offers a holistic introduction to Organizational Change Management through a distinct and timely perspective of organizational change agency. It takes a highly practical and unique approach, with cutting-edge chapters on digital transformation, creativity, power and inclusivity and diversity. Key features include:

- **Case Studies** based on real companies, which can be used to study chapter topics across a variety of international contexts, industries, and organizational forms.
- **Experiential and Discussion Activities** which provide an opportunity to gain invaluable insight needed in the workplace.
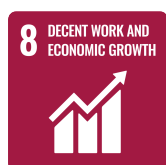
Global value chains, trade facilitation and the use of environmental management practices in SMEs

Authors: Ricardo Malegueno de Santana (University of Essex) | Udish Chalana Ranasinghe (University of East Anglia) | Sean Forrest Ennis (University of East Anglia) | Januario Monteiro (University of East Anglia)

Date of publication: September, 2025

Department: Accounting | International Business | Entrepreneurship

This study investigates the relationship between small and medium-sized enterprises' (SMEs) participation in global value chains (GVCs) and the use of environmental management practices. The study examines the role of national governments in shaping this relationship, specifically exploring the role of trade facilitation. The emphasis lies on understanding the extent to which GVCs and governmental policy interaction relate to improved environmental management practices among SMEs.

Design/methodology/approach

The study builds on several publicly available data sources, including the World Bank's Archival Enterprise Surveys and the Organisation for Economic Cooperation and Development Trade Facilitation Indicator. The sample includes 1,462 SMEs in 18 countries. To test our hypotheses, we use regression analysis employing bootstrapping techniques for rigorous testing of direct and indirect associations.

Findings

Results indicate that SMEs tend to use environmental management practices when entering GVCs but not after exiting. Moreover, the study suggests that a non-linear feature of trade facilitation plays an important role in mitigating the relationship between SMEs exit from GVCs and SMEs abandonment of environmental management practices.

Originality/value

The relationship between SMEs entering and exiting GVCs and environmental management practices is not well understood. It is still unclear whether the external pressures and governmental policies to stimulate trade contribute to improving the sustainability behaviour of SMEs. This study adds to the operations management literature by relating government policies with the use of environmental management practices, providing insights on the relationship between deglobalisation and SMEs sustainability activities.

Research Voices

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

Research Barriers

In 2024, Essex Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges
- ❖ Technology and resource access

Additional Evidence

List 2024 EBS Peer Review Articles on Sustainability and Responsible Management

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Partner

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

Institutional Partnerships

- ❖ Times Higher Education (THE)
- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ University Councils

Student Organization Partnerships

- ❖ Enactus

Practice

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

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

Sustainability Sub-Strategy 2021-28 FINAL	View document ↗	Download document ⬇

Waste & Recycling Policy 2025	View document ↗	Download document ⬇

Environmental Audits Report 2025	View document ↗	Download document ⬇

Financial Procedure Note 24 - Procurement of Supplies November 2020 (2)	View document ↗	Download document ⬇

Staff and Student Engagement Plan 24-25	View document ↗	Download document ⬇

Sustainability Sub-Strategy Annual Report 2024	View document ⬚	Download document ⬇

Sustainable Travel Plan (Master)	View document ⬚	Download document ⬇

Open Research Position Statement	View document ⬚	Download document ⬇

energy-policy	View document ⬚	Download document ⬇

Research integrity Statement 2024	View document ⬚	Download document ⬇

Road to Net Zero Emissions Management Plan 2021	View document ⬚	Download document ⬇

Staff Recruitment and Selection Policy	View document ⬚	Download document ⬇

Share

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

Engagement Opportunities

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

- ❖ Boards and advisory committees
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Annual reports
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Essex Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Boards and advisory committees
- ❖ Faculty and staff
- ❖ Research and academic networks
- ❖ Alumni and donors

SIGNATORY

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