

# 2025 Sharing Information on Progress **(SIP) Report**

Leeds University Business School

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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 Leeds University Business School, including key details and basic institutional data.

## Strategy

LUBS\_Strategy



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## Graduates & Enrollment




2024 Statistics	Number
Graduates	3970
Faculty & Staff at the University	10219
Faculty & Staff at the Institution	563
Student Enrollment at the University	39325
Student Enrollment at the Institution	4465
Undergraduate Attendance	2879
Masters-Level Postgraduate Attendance	1414
Doctoral Student Attendance	172
Certificate, Professional Development, or Continuing Education Attendance	144

## 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 Business Administration (M.B.A.)
-  Master of Arts (M.A.)

### Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

## Undergraduate Degree Programmes

-  BSc Accounting and Finance

## Certificates, Professional Development, or Associate Programmes

-  Climate Action Training





# Purpose

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

## Letter of Commitment



As Executive Dean of Leeds University Business School (LUBS), it gives me great pleasure to affirm our commitment to the seven Principles for Responsible Management Education (PRME) and to present our latest Sharing Information on Progress (SIP) report.

Since LUBS first became a signatory to PRME in 2010, sustainability has become embedded as a core tenet of our ambitious strategy, as well as a landmark of our operational principles and practices. Although sustainability is everyone's responsibility, we have a core network – comprising a Director of Sustainability, academic Sustainability Blueprint Champions and Student Sustainability Champions – engaged to promote and deliver our sustainability goals under the remit of our two overarching goals as a School: creating innovative solutions for society; and building a community of responsible leaders.

Our faculty strategy is fully aligned to the University of Leeds' Climate Plan, which sets out a range of bold and transformative actions and an overarching goal of delivering net zero emissions by 2030. Since the Climate Plan's introduction in 2021, significant progress has been made on its commitments, including widescale facility and estate redevelopment, interdisciplinary integration of sustainability as content or through pedagogic approaches in the curriculum, and collaboration with local authorities and businesses to make Leeds a carbon neutral city by 2030. Many of our sustainability achievements in LUBS have been illustrated as best practice or recognised through awards at University-level.

Our success is premised on our approach of utilising our strengths and working collaboratively. We have harnessed our expertise as a research-led business school to deliver Carbon Literacy training (CLT) to nearly 700 staff and students since 2021, and expanded this achievement through a train-the-trainer initiative. Our sustainability expertise has also reached a global audience through the launch of a FutureLearn course, Climate Action: Tackling the Climate Crisis for a Better World, which now has over 1,000 enrolments.

We have also exercised our skills as solution-oriented thought leaders to promote behavioural change. We have introduced – to significant acclaim and wider institutional interest – a Slow Travel Policy that disallows requests for domestic flights or air travel to destinations that can be reached by rail within 11 hours. Our Walking to Zero project, now in its third year, encourages our student participants to interact with their surroundings – and express these encounters through artwork – whilst walking to and from campus. These two initiatives represent the importance of adopting a versatile and creative approach to meeting our sustainability targets.

The higher education sector is experiencing deeply complex and unprecedented challenges, however, our focus in LUBS remains on delivering high-quality teaching and an excellent student

Triple accredited



experience in order to develop the next generation of leaders and changemakers. We continue to hold our prestigious triple accreditation status with AACSB, AMBA and EQUIS. We maintain our high-ranking positions in subject and programme league tables, for example, we were placed 80<sup>th</sup> globally and 11<sup>th</sup> in the UK for business and management studies in the QS World Rankings 2024, and our MBA was placed 9<sup>th</sup> in the UK for the QS Global MBA Rankings 2025. We have also been recognised for our social impact and sustainability efforts, having achieved Level 4 (Transforming) in the 2024 Positive Impact Rating exercise.

Whilst we are proud of our many achievements, we fully acknowledge that there is room for improvement as well as further innovation and collaboration. Sustainability is a seismic, continuously evolving challenge for current and future generations, and we remain steadfast in our commitment to meeting local and global needs by working collectively, utilising the breadth and depth of our expertise and the range of resources within our community, to achieve positive and pragmatic solutions. We therefore continue to believe in the power of the PRME initiative and encourage our colleagues at other academic institutions to adopt and implement the Principles for Responsible Management Education.



**Prof Julia Bennell** (she/her)

**Executive Dean**

Leeds University Business School



## Definition of Purpose

The university's purpose is to support the delivery of a socially and environmentally responsible university. Through collaboration, we harness our knowledge, skills and passion to inspire and enable a socially and environmentally responsible community to deliver demonstrable change and build an equitable future for all.

## Institutional Engagement

**51% - 75%** of faculty at Leeds University Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

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



## How We Define Values

Collective Excellence (i.e., we create value together) as demonstrated by sustainable, responsible, meaningful global outcomes (i.e., excellence that is good for us and good for society) through deep respect with mutual understanding & recognition (i.e., not just “polite respect”) because we take advantage of and value our differences enabled by flexibility through accountability, transparency and trust – responsible autonomy. We are connected to each other and work together as an international community.

## Who Champions Responsible Management Education at Our Institution

- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Student contributor
- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school

## Student Voices

The following narrative demonstrates how Leeds University Business School has influenced students' academic journey and personal growth.

### Student testimonial: Tanvi Manikoth

When I began my Bachelor's in Art and Design, sustainability wasn't the central focus of my creative practice. However, I naturally gravitated toward collage, a medium rooted in reuse and resourcefulness, to express my artistic vision. This sparked a deeper interest in sustainability, which I continued to explore during my Master's in Advertising and Design. The programme is taught in collaboration with Leeds University Business School (LUBS).

Working on the Sustainable IT brief as part of LUBS' Advertising and Media Planning module, I was set a challenge to design a poster message for the Sustainable IT brief. Creating the winning poster design deepened my understanding of sustainability. Attending Sustainability Day at Leeds University Business School further broadened my awareness, and the insightful discussions inspired me to enrol in the university's Climate Action course, which I have successfully completed.

Drawing on everything I've learnt, from hands-on creative work to academic courses and talk, I am committed to using my skills to drive meaningful, sustainable change.

**Tanvi Manikoth**

**MA Advertising and Design, 2024-2025**

## Student Awareness

**51% - 75%** of students at Leeds University Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**51% - 75%** of students at Leeds University Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Celebrating Values

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

'Muslims in the North'; a soundscape of trailblazing  
Bradfordian stories untold'

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# Teach

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





## How We Define Teach

In addition to changes arising organically, LUBS is accelerating the embedding of sustainability in the curriculum via building staff-facing resources, housed in SharePoint, case studies of existing changes to encourage staff to imitate them. Additionally, the Climate Action Training module has been revamped, relaunched and, from September 2025, is being offered as a SOUL module available to students across the University. Dr Andrew Mearman, SFHEA, CMBE Economics Department, Leeds University Business School Faculty Director of Student Support and Academic Personal Tutoring Staff Sustainability Architect

## Educator Recognition

At Leeds University 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
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

## Fostering Innovation



### To a great extent

Teaching and learning at our institution strongly foster innovation.

## Experiential Learning



### To a great extent

Teaching and learning at our institution strongly encourage 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, Leeds University Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Risk aversion
- ❖ Time constraints
- ❖ Assessment challenges
- ❖ Curriculum inertia

## **Barriers to Innovative Pedagogy**

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

- ❖ Classroom infrastructure limitations
- ❖ Change resistance



# Research

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

## How We Define Research

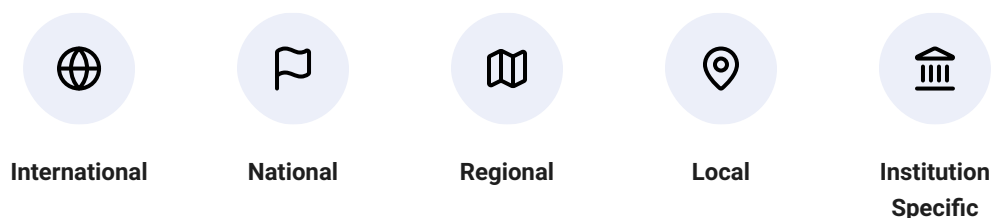
Our research is grounded in a commitment to sustainable and responsible management. One of our core themes, Building Sustainable Business Futures, explores how businesses can balance environmental responsibility with economic resilience amid climate change, resource scarcity, and evolving consumer expectations. We examine how organisations navigate complex policy landscapes, adopt ethical and transparent practices, and integrate digital innovations that promote sustainability without exacerbating social inequalities. Prof Annie Wei Pro Dean (Research and Innovation)

## Research vs Research for RME/Sustainable Development



## Research Funding

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



## Socializing Research

In 2024, Leeds University 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 Barriers

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

- ❖ Methodological limitations
- ❖ Institutional policies and bureaucracy
- ❖ Funding challenges
- ❖ Ethical concerns
- ❖ Data access and management
- ❖ Collaboration challenges
- ❖ Administrative barriers



# Partner

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

## How We Define Partner

Leeds University Business School (LUBS) has cultivated a wide network of partners across academia, industry, government, and the third sector to advance its mission of creating a positive impact on the economy, society, and the planet. These partnerships have been instrumental in embedding sustainability and responsibility into research, education, and community engagement.

### Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Quacquarelli Symonds (QS)
- ❖ Positive Impact Rating (PIR)

### Student Organization Partnerships

- ❖ Enactus



# Practice

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



## How We Define Practice

At the University of Leeds, we are committed to embedding sustainability in everything we do. To us, sustainability means creating value for society by taking responsibility for our economic, cultural, social and environmental impacts. We draw on the diverse expertise of our students, staff and partners to collaborate in finding sustainable solutions to global challenges, and to maintain our position as world-leaders in sustainability. Sustainability is a journey. Though society may not have all of the answers now, we are committed to using the University's assets to tackle global challenges.

## Institutional Policies and Practices

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



# 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

Communications and engagement is at the heart of what we do at the Sustainability blueprint. Identifying audiences and barriers to effective climate communications is crucial. We work collaboratively with the Marketing department to share stories of our successes. We believe in having an online as well as physical visualisation of our progress to date. Our wall art encapsulates our commitment to meeting the University's Net Zero targets in 2030 by showcasing what we have achieved in the last 5 years and providing direction for how we will communicate and share our successes to a wider audience. We also promote sustainability-related research carried out by our postgraduate researchers, ensuring their voices are included and valued. Featuring PGRs alongside staff helps reflect a culture of sustainability engagement at every level of the School

## Engagement Opportunities

Leeds University 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:

- ❖ Partnerships with local organizations
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Public events and panel discussions
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Boards and advisory committees
- ❖ Annual reports

## Communication Audiences

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

- ❖ Faculty and staff
- ❖ Business and industry partners
- ❖ Boards and advisory committees
- ❖ Alumni and donors
- ❖ Accreditation bodies

## Communication Barriers

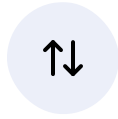
Leeds University Business School faces the following barriers in transparent communications:



**Ownership  
issues**



**Audience  
reach**



**Inconsistent  
updates**

SIGNATORY

# Leeds University Business School

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