

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

Leeds University Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

Strategy

LUBS strategy

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

Graduates & Enrollment

2025 Statistics	Number
Graduates	2141
Faculty & Staff at the University	9000
Faculty & Staff at the Institution	422
Student Enrollment at the University	42101
Student Enrollment at the Institution	4696
Undergraduate Attendance	2849
Masters-Level Postgraduate Attendance	1563
Doctoral Student Attendance	155
Certificate, Professional Development, or Continuing Education Attendance	129

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)

Undergraduate Degree Programmes

-  BSc International Business
-  BSc Business Economics
-  BSc International Business and Marketing
-  BSc Accounting and Finance

Masters Degree Programmes

-  MSc International Business
-  MSc Enterprise and Entrepreneurship
-  MSc Global Strategy and Innovation Management
-  MSc Management of Information Systems and Digital Innovation
-  MSc Management
-  MSc Management of Information Systems and Digital Innovation

Postgraduate Degree Programmes

-  Postgraduate Research Degree

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

Leeds
University
Business
School



UNIVERSITY OF LEEDS

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To:
PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

24 September 2026

Dear PRME colleagues,

RE: Progress and Engagement with the Principles for Responsible Management Education

I am pleased to present Leeds University Business School's progress in advancing the Principles for Responsible Management Education (PRME) over the past year.

At Leeds University Business School, sustainability and responsible management are integral to our mission to create positive impact through education, research and engagement. Guided by our focus on people, business and society, we seek to equip future leaders with the knowledge, skills and values needed to contribute to inclusive prosperity, address complex societal challenges and support thriving ecosystems. Throughout the year, this commitment has been demonstrated across all seven PRME Principles: Purpose, Values, Teach, Research, Partner, Practice and Share.

Our purpose and values are reflected in the culture of our School and the priorities that shape our community. We have celebrated and championed these commitments through events such as our Sustainability Celebration Event, Global Impact Day and International Women's Day. We are particularly proud of our continued progress in advancing equality, diversity and inclusion, recognised through the achievement of Athena Swan Silver Award status, while further strengthening our global standing through success in the QS Subject Rankings.

A particular strength of our approach is the active role that students play in shaping responsible management education at Leeds. Through our Sustainability Student Champion programme and related initiatives, students have undertaken research, engaged with stakeholders, challenged existing practices and developed recommendations for institutional improvement. Their work has provided valuable insight into our alignment with the PRME Principles, enhanced our understanding of the social value generated through our sustainability activities, and identified opportunities for future development and international collaboration.

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We have also continued to strengthen the integration of sustainability and responsible management throughout our educational provision. Staff commitment to innovative and responsible pedagogies has been recognised through University Partnership Awards, while our curriculum mapping against the United Nations Sustainable Development Goals has provided a clearer understanding of where and how sustainability is embedded across programmes. Experiential learning opportunities remain a key priority, including the delivery of Climate Action Training as a credit-bearing module for undergraduate students, enabling learners to engage directly with contemporary sustainability challenges and solutions.

Our research community continues to make significant contributions to advancing knowledge and practice in responsible management and sustainable development. Research undertaken during the year has explored themes including sustainable and inclusive academic practice, curriculum innovation, benchmarking against leading business schools, and the social and environmental impact of institutional sustainability initiatives. Our annual Research Staff Conference showcased the breadth of sustainability-focused scholarship across the Faculty. Collaborative projects such as SUSTAIN, which is developing innovative solutions for greener healthcare systems, and Workers and Climate Adaptation at Work, which examines workers' exposure to climate-related risks, demonstrate the relevance and impact of our research in addressing pressing global challenges.

Our commitment extends beyond teaching and research into partnership and institutional practice. During the year, we developed new collaborations including charities such as Freedom4Girls, alumni networks, colleagues across the University such as the School of Design, and professional services teams. Students have also worked alongside organisations such as Morrisons to address real-world sustainability challenges through applied projects and experiential learning. Internally, we continue to strengthen our approach to carbon measurement, sustainable travel, student voice and evidence-informed decision-making, ensuring that our operational practices increasingly reflect the values we promote through our education and research. We have also expanded our contribution to the global PRME community through participation in initiatives and working groups including Arts for Impact, Global Women and Leadership, and the United Nations Academic Impact network.

Cont over/...

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Equally important is our commitment to sharing knowledge and fostering collective learning. Students and staff have disseminated their work through events, presentations, publications and digital platforms, while recommendations arising from PRME-related projects have directly informed School strategy and practice. This creates a virtuous cycle in which education, research, engagement and operations continuously inform and strengthen one another.

The breadth and depth of activity undertaken this year demonstrate that PRME is becoming ever more deeply embedded across our School. Responsible management is not confined to individual projects or programmes; it is increasingly shaping how we teach, research, collaborate, operate and engage with society. At the same time, we recognise that responsible management education is a continual journey. Our work has helped identify opportunities for further progress, particularly in deepening curriculum integration, strengthening student partnership and enhancing our ability to measure and demonstrate impact.

I would like to thank our students, staff, alumni and external partners for their commitment, creativity and leadership. Their collective efforts are helping Leeds University Business School to become a place where responsible management is not only taught, but also researched, practised, challenged and shared.

We look forward to continuing this journey and learning alongside colleagues across the global PRME community.

Yours Sincerely,



Professor Julia Bennell
Pro-Vice Chancellor: Faculty of Business
Dean, Leeds University Business School

Definition of Purpose

The University's purpose is to support the delivery of a socially responsible university. Through collaboration, we harness our knowledge, skills and passion to inspire and enable a socially and environmentally responsible community to deliver and demonstrate 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.

Continue telling your story

Positive Impact Rating: 'Transforming School'

The Faculty of Business has once again been recognised as a **Level 4 'Transforming School' in the Positive Impact Rating**.

This is a global student-led assessment of how effectively business schools deliver societal impact through their culture, education and engagement. This year's result reflects strong performance across governance, culture and programme content, and continued progress in embedding responsible business practices.

The assessment also highlights the strength of student engagement, with thanks to Kaan Callaghan, Student Sustainability Champion, for his role in supporting this work. [Positive Impact Rating rates Leeds University Business School as a Level 4 Transforming School | Leeds University Business School | University of Leeds](#)

Carbon Literacy and Climate Action Training

View document  Download document 

LUBS Strategy & Purpose

View document  Download document 



Values

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



How We Define Values

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.

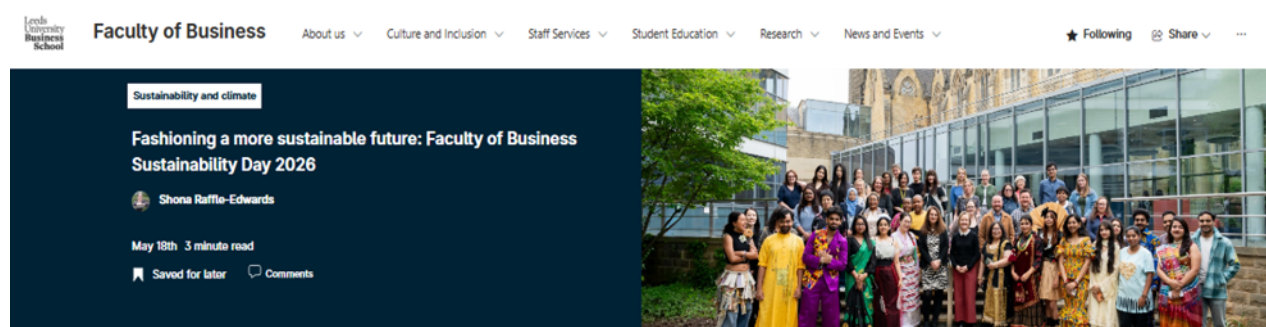
Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Voices

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

Sustainability Day & the Fashion Showcase



LUBS Sustainability Day 2026 highlights creativity, collaboration and responsible leadership in partnership with Diversity Day 2026

Sustainability and Diversity Day 2026 brought colleagues and students together to explore sustainability as a shared responsibility that connects environmental action with culture, inclusion and community across the Business School and the wider University. The theme this year was **Sustainable Fashion**, using fashion as a lens to explore broader sustainability challenges and opportunities.

The event encouraged reflection on responsible consumption, environmental impact, creativity, and inclusive practices, while highlighting how sustainability connects to our everyday decisions and wider systems.

The threads of the day

The programme for the day included sustainable and circular fashion activities, debate and discussion sessions, and opportunities for reflection on responsible leadership. Professor Julia Bennell, Executive Dean of the Faculty of Business kicked off the event and added her support to the day, encouraging students and staff to build sustainability into their work, studies and everyday lives.



Julia Bennell introducing the event

A core part of the day was 'The Common Thread'- a sustainability fashion showcase in collaboration with the School of Design, led by Student Sustainability Champion **Shanae Fernandes** (Business Management and Marketing, second year).

'The Common Thread' created a space where attendees could interact with upcycled garments that wouldn't end up in a landfill next season. It included 20+ upcycled garments from 15 student and graduate designers, performance by movement artist [Louiseanne Wong](#) in custom knitted 'water sleeves' by designer Ruby Florence Mylne, an upcycled textile fabric charm workshop led by [Hye-Won Lim](#) from the School of Design, a talk on going beyond upcycling from [Monica Stenzel](#) and a display of upcycled hats by Sue Carter.

“

“As a business student, I was determined to expand our scope beyond campus and partner with local businesses, connecting with the community to drive a positive change.

What I'll take with me is that leadership is mostly the act of holding a vision steady while everything around it changes. Plans shifted. Scope shifted. Stakeholders had different ideas. But staying anchored to the purpose of our event was what made it possible to pivot. This has been one of the most rewarding experiences of my degree, and I am so grateful to the Sustainability staff for building role where students can share their voice and create meaningful impact.”



Students wearing the Trashion designs



Movement artist Louiseanne Wong in 'water sleeves' by Ruby Florence Mylne



Student Sustainability Champion Shanae Fernandes and Staff Sustainability Champion Sally Chan



Designs from student designers

Faculty Student Sustainability Assistant

Working as a Student Sustainability Assistant has helped me understand that, regardless of the industry or role I enter, sustainability is increasingly central to how businesses operate. It has allowed me to put PRME values into practice by organising and coordinating sustainability-focused events such as the Sustainability Day, supporting marketing and communications at Open days and induction, and engaging with students across the Faculty.

As a Business graduate, I have also developed a better understanding of my own personal carbon choices and the wider impact of business decisions, reflecting PRME's emphasis on responsible management and creating value for both business and society.

These experiences have given me meaningful examples that I can take forward into job applications and interviews, while helping me think more critically about responsible business in my future career.



Mohd Ammar Mohd Shahid Qureshi
Student Sustainability Assistant 2025-2026
Faculty of Business

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.

Values Voices

International Women's Day 2026 'Give to Gain'

International Women's Day 2026 invites us to recognise not only the achievements and impact of women around the world, but also the power of giving back.

This year's [Give To Gain](#) campaign highlights how acts of generosity, collaboration, and community support can create a ripple effect of positive change.

Across our community, students and alumni volunteers share their time, skills, and energy to support others. But, as they remind us, volunteering isn't just about what you give – it's also about what you gain. From newfound confidence and lifelong friendships to strengthened career skills and a deeper sense of purpose, the Faculty profiled [stories](#) of how giving opens the door to personal growth.

The Business of Giving: 20 Years of Impact

Leeds Community Foundation and Leeds University Business School hosted "The Business of Giving: 20 Years of Impact" in November 2025

The event brought together local donors, businesses, community organisations, and academic leaders to reflect on the ongoing value of investing in Leeds, not only financially, but through people, partnerships, and purpose.

Held at University House, the event built on the Foundation's 20th anniversary celebrations and highlighted its two decades of work distributing £70m in grants to more than 150 programmes supporting issues from mental health and digital inclusion to poverty, homelessness, and youth voice.

This event also marked the beginning of a new partnership between Leeds University Business School and Leeds Community Foundation (LCF), a collaboration rooted in shared values and a mutual commitment to driving positive change across the city.

Opening the event, Professor Julia Bennell, the School's Executive Dean, emphasised the alignment between the University's values and the Foundation's mission. She noted that the partnership with LCF reflects the alignment with the Business School's strategy and purpose in helping develop innovative solutions for society, foster a community of responsible leaders, and strengthen the civic role of the University. The partnership also reinforces the University's focus on civic engagement, demonstrating commitment to working collaboratively with local partners to support long-term, inclusive growth in Leeds.

Steph Taylor, Chief Executive of Leeds Community Foundation, underscored the ongoing need for investment, pointing to significant inequalities across Leeds and calling on businesses to use their influence to help create fairer, more resilient communities.

A panel featuring representatives from business, academia, and community organisations – including Boost Talent, Hamara Healthy Living Centre, Hippo Digital, and Leeds University Business School – shared insights on effective partnerships, motivations for social impact, and the transformative effect of sustained support for grassroots organisations.

The discussion reinforced that meaningful impact relies on strong relationships, shared purpose, and listening to lived experience. Closing remarks echoed a collective commitment to building a Leeds where opportunity is not determined by postcode, and where collaboration between sectors continues to shape a fairer future for all.



Celebrating Values

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

Global Impact Day

Global Impact Day sought to bring together students, alumni, staff, and industry to explore global perspectives in an interconnected world.



The event celebrated the international community at the University of Leeds and created space for discussion, reflection, and inspiration on what internationalisation means.

The day opened with a welcome panel led by [Ellen Wang](#), the Faculty International Manager at Leeds University Business School, who emphasised that the university is more than a place of study; it is a place students can call home, where they can learn from one another, share ideas and challenge perspectives.

Global Impact Day focused on three key areas: celebration, reflection and inspiration, and making a difference, which align closely with the Business School's strategy across people, business and society.

Ellen said:

Global Impact Day celebrates the diversity, collaboration, and shared purpose that define our international community. Developing a global mindset at Leeds University Business School is not just about understanding the world; it's about actively shaping it through inclusive thinking and responsible leadership.

Throughout the day, students, staff and partners were invited to engage with a wide range of sessions exploring leadership, global collaboration and social impact. A unique performance of Indian Dance, accompanied by music from a Chinese Guzheng and guitar, celebrated the diversity of the Business School's International Community. This performance highlighted how culture and storytelling can bring people together and deepen understanding between communities.

One of the panel discussions, 'From Local Action to Global Impact', included speakers James Mason, Chief Executive Officer at the West and North Yorkshire Chamber of Commerce, and Tina Leslie MBE, Founder of Freedom4Girls, a charity fighting against period poverty in the UK and East Africa. The panel explored how individual and local actions can contribute to wider global change and emphasised the importance of values-driven leadership. The speakers reflected on their own professional journeys and discussed the importance of understanding inequality, asking questions to better understand others, and leading with strong personal values.

[Celebrating Global Impact Day 2026 | Leeds University Business School | University of Leeds](#)

Continue telling your story

Values -C&I Telling Your Story

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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, the Faculty 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 since September 2025 has been 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

Teaching Awards

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

Leeds Partnership Awards 2026 Outstanding Mentorship

Granter: Leeds Partnership Award

Grantee: Prof Mohammad Faisal Ahammad

Award Description:

Professor Ahammad, Head of International Business Department was awarded for his outstanding mentorship that combined academic excellence with genuine care, creating an inclusive environment where people feel supported to grow and succeed. Colleagues and students also commended his leadership for fostering trust, collaboration and a strong sense of belonging within the department.

Collaborative Award for Teaching Excellence

Granter: AdvanceHE

Grantee: Lena Jaspersen

Award Description:

The Collaborative Award for Teaching Excellence (CATE) recognises and rewards collaborative work that has had a demonstrable impact on teaching and learning. Introduced in 2016, the scheme highlights the key role of teamwork in higher education.

The core team comprises Tony Morgan (Associate Professor in Innovation Management Practice), Dr Lena Jaspersen (Lecturer in Innovation and Qualitative Research Methods), Dr Sanaz Sigaroudi (Director of Assessment and Senior Lecturer in Strategy and Innovation), John Palfreyman (Associate Professor in Digital Strategy), Dr Deirdre Coveney (Lecturer) and Ian Smith (Founder of innovation and technology consultancy Craftscale and longstanding industry partner).

The team received the award for bringing together academic and industry expertise from diverse disciplinary and cultural backgrounds to create transformative learning experiences. Through experiential, team-based learning, the University of Leeds Innovation in Practice team enables students to tackle real-world innovation challenges while developing the confidence, capabilities and professional skills needed to thrive in an increasingly complex world.

Since 2017, Innovation in Practice has grown from a single interdisciplinary undergraduate module engaging 60 students and five industry partners into a connected portfolio of undergraduate, MSc and MBA provision engaging more than 400 students annually, supported by over 30 external innovation challenge partners working in industry, government and third sector organisations. Most of the challenges run in recent years had a sustainability angle, and the team continues to expand this. The focus on students learning how to work effectively in diverse teams, also is key for them to develop responsible and reflexive professional practice.

The team's impact extends well beyond its own teaching. Across the University of Leeds, they have influenced practice in experiential learning, inclusive group work, design thinking and reflective learning through sharing practice directly with colleagues, staff development, communities of practice, pedagogic research and curriculum innovation.

Nationally and internationally, the team has shared its work through publications, collaborations, conference presentations and the textbook Design Thinking for Student Projects, enabling other educators to adopt and adapt collaborative approaches to learning.

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

Barriers to Innovative Curriculum

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

- ❖ Time constraints
- ❖ Scalability issues
- ❖ Assessment challenges
- ❖ Curriculum inertia

Barriers to Innovative Pedagogy

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

- ❖ Change resistance
- ❖ Classroom infrastructure limitations

Continue telling your story

LUBS2850 Marketing -teaching practice narrative

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Accounting and Finance PGRs join global doctoral reading group on climate finance

PhD researchers in Accounting and Finance at Leeds University Business School are participating in a prestigious global doctoral course on climate finance led by Harvard University.

Postgraduate Researchers (PGRs) from the [Accounting and Finance Department](#) at the University of Leeds have been given the opportunity to participate in a prestigious global doctoral course on climate finance, organised by the Salata Institute for Climate and Sustainability at Harvard University.

The course, [Financial Economics of Climate and Sustainability \(FECS\)](#), brings together PGRs and leading academics from institutions across the world to explore the rapidly evolving field of climate finance. Delivered through a series of interactive sessions, the programme examines how financial systems can support the transition to more sustainable and low-carbon economies, while addressing the risks and opportunities associated with climate change.

Participation in FECS provides Leeds PGRs with access to cutting-edge research and teaching from internationally recognised scholars. The course explores core areas of finance, including asset pricing, corporate finance, and banking, through the lens of climate finance and sustainability.

At Leeds, the initiative is coordinated locally through the [Centre for Advanced Studies in Finance \(CASIF\)](#), enabling PhD students to engage with the global sessions while benefiting from local academic support.

[Professor Danilo Mascia](#), Deputy Director of the Accounting and Finance PhD Programme at CASIF and local coordinator of the initiative, said:

We are delighted to offer our PGRs the opportunity to participate in this outstanding global initiative. The FECS programme provides exposure to frontier research and connects our students with an international community of scholars working at the forefront of climate finance. It is an excellent platform for developing new research ideas and contributing to one of the most important areas in modern finance.

The following PhD researchers from Leeds are currently participating in the programme: Fangqi Guo, Fida Muthia, Rúben Goncalves Belchior, and Zhoutong Cao.

Participants have already highlighted the value of the experience for their research development, particularly in shaping new ideas and perspectives. Zhoutong Cao commented:

The course has been extremely insightful, particularly in areas such as impact investing in private markets. Engaging with recent academic work and real-world case studies has really broadened my perspective. It has also been especially helpful as I develop ideas for my next thesis chapter, giving me new directions and inspiration for my research.

By taking part in FECS, CASIF continues to strengthen its commitment to developing future researchers equipped to address global challenges in finance and sustainability.



Research

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

How We Define Research

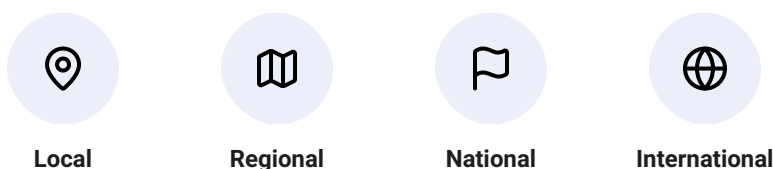
Our research is grounded in a commitment to sustainable and responsible management. One of our core themes, Building Sustainable Business Futures, explores how businesses can balance environmental responsibility with economic resilience amid climate change, resource scarcity, and evolving consumer expectations. 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 2025, Leeds University Business School was awarded funding for research that is:



Socializing Research

In 2025, 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 Projects

In 2025, Leeds University Business School reported 1 research project that implemented responsible or sustainable activities.

Economic early-warning signals of accelerated climate change and earth-system tipping-points

Period Covering: June, 2026 - May, 2028

Department: Accounting

Principal investigator: [Professor Iain Clacher](#)

Co-investigators:

Dr Anubhav Choudhary, Leeds University Business School;

Dr Helen Hughes, Leeds University Business School;

Professor Jason Lowe, University of Leeds;

Professor Richard Beardsworth, University of Leeds;

Helen Roberts, Met Office;

Professor Sarah Sparrow, University of Oxford.

Partners: Aon UK Limited, JBA Risk Management, Lloyd's Market Association Climate Risk Working Group, Maximum Information, Oak Global, and Oasis LMF.

Description

Temperatures globally have risen circa 1.35°C above pre-industrial levels, leading to climate impacts from hazards today that include flooding, drought, and extreme temperatures. Further global warming is already embedded in the climate system, leading to future climate impacts on people, infrastructure, and the economy.

[Climate tipping-points](#) are of increasing concern as the planet warms, although the precise trigger points remain unknown due to deep uncertainty in projections of future climate change impacts. Early warning is therefore critical to enable management of climate risks.

Insurance and reinsurance underpins the global economy. The growing risks of climate change, such as the increases in the frequency/severity of flooding, place insurance at the frontline of where climate impacts hit the real economy.

In response to the impacts of climate change in the present day, we have seen increasing premiums to manage the cost of losses and damages, and in extreme cases the withdrawal of coverage, for example - wildfire insurance in California. However, neither the insurance sector nor the economy or society is well adapted to present or future extremes of weather and climate.

Project overview

Our project will develop and test a novel early-warning system for accelerating climate change and tipping-points, which aims to inform policy and wider society that unmanageable levels of climate change, with different modalities of climate impacts, are approaching.

As part of this early-warning system development, we will produce multi-dimensional storylines to combine understanding on physical climate change, policy and regulatory changes linked to the net zero transition, and potential geopolitical impacts. These will be applicable to stress-testing in insurance, but with broader applications across finance as well as for government and other sectors aiming to adapt.

We will also generate new understanding of how the insurance sector will experience and respond to the climate and other dynamic stressors e.g. changes in regulation in response to climate change.

This project is funded by UK Research and Innovation (UKRI)



Research Awards

In 2025, Leeds University Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.

Research Excellence Award - Early Career: Leila Gautham

Granter: LUBS Research Awards Committee

Grantee: Leila Gautham

Award Description:

Research staff nominations for the annual Deans Awards for Research Excellence and Research Impact Excellence were reviewed by the Executive Dean, Pro Dean for Research and Innovation and the Director of Research Impact. The winners were announced at the Research Staff Conference on 19 June 2026.

Dr Leila Gautham is an outstanding early-career scholar whose research makes highly original,

rigorous and internationally recognised contributions at the intersection of labour economics and feminist economics. Her research reframes how we conceptualise inequality, by demonstrating that living standards cannot be understood through market income alone when a large share of consumption depends on unpaid labour. With a distinctive, coherent research programme, growing leadership through doctoral supervision and external engagement, and clear evidence of future research leadership, she exemplifies the criteria for the Research Excellence Award – Early Career.



Research Excellence Leadership Award: joint winners: Charles Umney and Constantine (Costas) Katsikeas

Granter: LUBS Research Awards Committee

Grantee: Charles Umney and Constantine (Costas) Katsikeas

Award Description:

Research staff nominations for the annual Deans Awards for Research Excellence and Research Impact Excellence were reviewed by the Executive Dean, Pro Dean for Research and Innovation and the Director of Research Impact. The winners were announced at the Research Staff Conference on 19 June 2026.

Professors Charles Umney and Costas Katsikeas are deserving joint recipients of the Research Excellence Award – Research Leadership, each demonstrating outstanding and complementary strengths in their respective fields.

Charles has produced field-defining, award-winning scholarship on work, digitalisation and labour politics, combining sustained publication in top-ranked journals with influential editorial leadership and exceptional contribution to research culture and capacity building within the School and the wider discipline.

Costas is an internationally leading scholar in global marketing, with sustained publication in elite FT50 journals, shaping foundational debates through a coherent and evolving research programme that builds on conceptual integration, methodological rigour, and continued relevance, and providing discipline level leadership through senior editorial roles and the founding of the Global and Strategic Marketing Research Centre (GLOSMARC).

Together, they represent research leadership of the highest calibre, advancing knowledge, shaping their fields, and strengthening the Business School's international research standing.



Research Impact Excellence Award – Early Career: Jack Daly

Granter: LUBS Research Awards Committee

Grantee: Jack Daly

Award Description:

Research staff nominations for the annual Deans Awards for Research Excellence and Research Impact Excellence were reviewed by the Executive Dean, Pro Dean for Research and Innovation and the Director of Research Impact. The winners were announced at the Research Staff Conference on 19 June 2026.

Jack has shown impact leadership by independently embedding a Diversity & Inclusion (D&I) toolkit across supply chain organisations, as a result of the “examining the scope for improving performance through diversity and inclusion in National Highways’ supply chain” project. He leads on the implementation of interventions, adjusting the strategy depending on the scale of the organisation and stage of the infrastructure project. Importantly, through the Management Knowledge Transfer Partnership (MKTP), Jack manages and coordinates research activities between National Highways and suppliers, and has independently formed new connections to facilitate impact and embed the project findings across the sector.

Research Impact Excellence Award: Chee Yew Wong

Granter: LUBS Research Awards Committee

Grantee: Chee Yew Wong

Award Description:

Research staff nominations for the annual Deans Awards for Research Excellence and Research Impact Excellence were reviewed by the Executive Dean, Pro Dean for Research and Innovation and the Director of Research Impact. The winners were announced at the Research Staff Conference on 19 June 2026.

Professor Chee Yew Wong is recognised for his sustained leadership in translating world-leading supply chain research into clear and measurable policy, industry and organisational impact. Through leading multiple high-value Knowledge Transfer Partnerships, informing the Government Office for Science’s Future of Global Supply Chain project, and shaping industry practice via the Collaboration Playbook, his research has delivered demonstrable benefits including major cost savings, digital transformation and resilience building in organisations. His strategic engagement, partnership building and mentoring position him as a recognised research leader whose work exemplifies outstanding, impactful scholarship at scale.

Publications Related to RME and/or Sustainability

Is that the way the cookie crumbles? Variation in household food waste by socio-demographics and food management behaviours

Authors: G Kaptan | T Qusted. | C Kuang | M Torode

Date of publication: August, 2025

Department: Decision Research

Households produce more food waste than the rest of the supply chain combined in most countries. Identifying which households contribute most to food waste is important for designing and implementing effective interventions to reduce food waste. However, previous findings on the impact of socio-demographic characteristics and food management behaviours on household food waste are inconsistent and often rely on self-reported food waste data. In this study, we examined the association of socio-demographics and food management behaviours with directly measured food waste in 1783 UK households using waste compositional analysis. Our findings indicate that household size, age, and education significantly influence food waste levels, with individuals holding a university degree wasting less food, contrary to previous studies that analysed self-reported food waste levels. Additionally, the behaviours of purchasing the right amount of food, reusing leftovers, and defrosting items from the freezer are found to mediate the relationship between age and food waste. While purchasing the right amount of food and reusing leftovers are associated with lower food waste, households better at defrosting tend to waste more food, an intriguing and previously unreported finding.



Coupling Responsible Innovation and Sustainable Business Model Innovation to Address Grand Challenges

| [DOI](#)

Authors: M Snell | O Al-Tabbaa, | MG McEachern

Date of publication: July, 2026

Department: International Business

Innovations designed to address grand challenges within the social innovation sector can have unintended consequences, particularly where organizations pursue triple-bottom-line objectives under resource constraints. Yet research on coupling responsible innovation (RI) and sustainable business model innovation (SBMI) largely frames this as aspirational rather than theoretical, leaving it conceptually underdeveloped and empirically underexplored. Accordingly, this study asks: How can organizations operating within institutionally weak environments embed RI to make their SBMI processes more responsible? Utilizing a 10-year longitudinal study of a social enterprise delivering off-grid solar in Africa, we identify three SBMI cycles and develop a process framework for RI-SBMI coupling. We outline four RI-shaped organizational capacities that support business model evolution as a dynamic, principle-driven process in which RI functions as a sensitizing framework rather than a fixed ethical template. We further demonstrate that paradox management, through the mechanisms of

experimentation, relinquishing control, and value prioritization, is central to responsible SBMI. We also show that RI principles are not applied equally; instead, their importance changes depending on organizational capacity and the part of the business model. Finally, by grounding these dynamics in an institutionally weak context, the study advances theory on responsible business model evolution.



When Do Supply Chain Employees Feel Responsible for Proactively Engaging in Greening Behaviours?

| [DOI](#)

Authors: S Verma | C Wong | K Unsworth

Date of publication: October, 2025

Department: Management

Employees in supply chain (SC) functions are increasingly assigned sustainability-related responsibilities and expected to engage in green behaviours. While prior research distinguishes voluntary from required green behaviours, the SC context suggests that employees perceive varying degrees of voluntariness and obligation. This study investigates why some SC employees engage more proactively than others, particularly in required green behaviours, and how they influence peers. Using semi-structured interviews with managers in SC and sustainability roles across five companies, we adopt a multi-level case study approach to examine proactive employee green behaviours (EGBs). We identify three levels of engagement—proactive, active compliance and passive—and interpret them through self-determination and proactivity theories. Findings indicate that employees with broader role breadth and a combination of internalized and externalized felt responsibility are more likely to engage proactively and influence colleagues. We develop a multi-level theoretical framework depicting how EGBs are co-shaped by individual-level factors (e.g. role breadth, felt responsibility) and external influences from peers and supervisors (external felt responsibility).



The Refugee Journey: An Exploration of the Role of Organizations and Psychological Processes. Organization Science

| [DOI](#)

Authors: A Hajro | M Žilinskaitė | C Gibson

Date of publication: November, 2025

Department: International Business

Throughout history, both human-made crises and natural disasters have displaced populations, forcing people to leave their homes. This not only results in lasting scars on those who flee but can also profoundly impact entire societies. Drawing from the fields of organizational studies, migration studies, and psychology, we argue that understanding the long-term effects of refugee migration requires a comprehensive examination of the entire refugee journey. During pre-, mid-, and postmigration phases, organizational actors play a pivotal role in shaping refugees' individual and collective experiences. At the individual level, refugees may experience posttraumatic stress disorder and posttraumatic growth. At the collective level, transgenerational trauma evolves into a shared memory, profoundly influencing the long-term outcomes of refugee migration, which is intersected by coping skills and spillover-crossover effects from work to family. By highlighting the intricate interplay between these psychological processes and organizations, we shed light on how much contemporary society has been—and will continue to be—shaped by the opportunities extended to, or withheld from, refugees. We underscore the imperative for organizational scholarship to more clearly theorize refugee migration as distinct from broader migration phenomena and outline a path forward for research, policy, and practice.



Do Product Market Threats Discipline Corporate Misconduct? | [DOI](#)

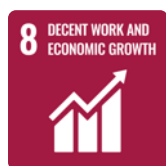
Authors: J Chen | X Su | X Tian | B Xu | X Zhang

Date of publication: April, 2026

Department: Accounting

We examine the efficacy of product market discipline as a deterrent to corporate misconduct. Firms that are subject to greater competitive threats in the product market are less likely to commit violations and pay lower penalties. Stakeholders react negatively to various types of violations, with

product market competition amplifying these stakeholder reactions. In response, firms under competitive pressure are more likely to incorporate ESG-related incentives into executive compensation, demonstrate better worker safety practices, invest in green innovation, and use credible auditors. Our findings suggest that product market competition deters misconduct by increasing the expected costs associated with violations.



Like Human, Like Algorithm: Responses to Algorithmic Discrimination Among Individuals From Protected Classes

| [DOI](#)

Authors: G Sarial-Abi | V Giannetti

Date of publication: February, 2026

Department: Marketing

Algorithms, commonly used in business practice, often discriminate against members of protected classes (e.g. racial minorities). Previous research findings suggest that individuals, including those from protected classes, under some circumstances, may not respond negatively to discriminatory algorithms. Other evidence suggests the opposite. Given the conflicting evidence, there is an opportunity to understand *how* and *when* protected class members respond to businesses that employ algorithms when these algorithms make predictions or decisions resulting in discrimination. Drawing on an empirical package comprising one secondary data study and four experiments, our research demonstrates that when algorithms are perceived to engage in human-like social categorization, they elicit more negative responses from members of protected classes. This effect is observed across various algorithm features, including nonrepresentative training data, proxy classification rules and non-statistical classification rules. The research's findings extend the literature on algorithmic discrimination and business ethics, providing suggestions to mitigate algorithmic discrimination and improve societal well-being.



The two Coases of green governance: multinational enterprises and the internalization of environmental externalities through green innovation

Authors: EY Wang | J Clegg | J Cheng

Date of publication: June, 2026

Department: International Business

Green governance aims to resolve environmental externalities at minimum cost. By uniting Coase's two foundational theories (Economica 4: 386–405, 1937; J Law Econ 3: 1–44, 1960) we reframe MNEs not merely as profit-seeking entities but as transnational institutions capable of internalizing environmental externalities through green innovation across borders. We show how national environmental regulation spurs subsidiary-level green patenting with profit spillovers into third-country markets, thereby yielding environmental benefits. Using data on over 1.4 million MNE-owned green patents (including 10,444 patents from 103 foreign subsidiaries of 89 MNEs, 1998–2014), we examine how host-country environmental regulatory stringency shapes subsidiary innovation. We find that a higher national mix of market-based over non-market regulatory stringency significantly increases local subsidiaries' green patenting, and that green patenting in one jurisdiction enhances parent MNEs' net profits in third-country markets. These effects suggest MNEs can operate as low-cost institutional engines of the Green Agenda by diffusing green innovation, complementing fragmented international governance efforts. They also imply that large economies can exercise policy leadership by prioritizing market-based regulation design that induces green innovation with cross-border benefits. Our Coasean approach to global environmental governance highlights MNEs' promise for addressing grand challenges, particularly in extending the reach of the Green Agenda and in realizing the Sustainable Development Goals.



Tokenizing creativity in open communities | [DOI](#)

Authors: FS Oliveira | SJ Jee

Date of publication: May, 2026

Department: Business Analytics

Open communities, where individuals share and evaluate creative content, often face challenges in maintaining high-quality contributors over the long term. This study examines the effective governance of Decentralized Autonomous Organizations (DAOs), an emerging organizational paradigm that may address this issue. Built on blockchain technology, DAOs operate through

decentralized and automated decision-making, using cryptographic tokens to reward contributors transparently. Assuming that transparent and collectively determined reward mechanisms can encourage participation, we develop an agent-based model with reinforcement learning to simulate the long-run implications of diverse DAO governance structures. Our models account for the cumulative process of reward acquisition and behavioral adaptation, shaping the evolution of such communities. We juxtapose three DAO scenarios, each characterized by its approach to distributing engagement rights that shape community evolution: Egalitarian (equitable rights distribution), Merit-based (rights based on reputation), and Property-based (rights contingent on investment). These models are compared with traditional open communities that lack reward mechanisms. Our findings underscore the potential of tokenizing creativity to sustain open communities. Notably, the Merit-based DAO exhibits high engagement rates and weak concentration of governance decisions compared to other governance structures. Meanwhile, the Property-based DAO presents a viable alternative by fostering exploratory learning and inclusive reward distribution for creators, albeit with relatively low engagement.



Research Voices

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

Meditari Accountancy Research Conference 2026

LUBS Sustainability Blueprint Champion for Accounting and Finance and Associate Professor in Accounting [Warren Maroun](#) is co-editor of Meditari Accountancy Research. The [Meditari Accountancy Research Conference 2026](#) is hosted at Leeds University Business School on 3-4 September featuring high-quality research papers across all areas of accounting, including corporate governance and accountability; ethics and corporate social responsibility and all forms of sustainability reporting/accounting.

Research Barriers

In 2025, Leeds University Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Collaboration challenges

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

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Recognising research excellence at Leeds University Business School

On Friday 19 June 2026, Leeds University Business School held its annual staff research conference at Cloth Hall Court, Leeds.

This year's conference focused on "sustainable research and doing research sustainably" with a morning panel session, chaired by Dr Rajinder Bhandal, on radical sustainability research. The event also featured parallel sessions, where our academics got a chance to share their research with colleagues from different departments across the School and gain insightful feedback; a session on the upcoming REF; and a panel session, chaired by Dr Sally Chan, on research impact through collaboration and engagement.

A highlight of the day was the Dean's Awards for Research Excellence. Professor Julia Bennell, Executive Dean of Leeds University Business School, said: "The awards are an opportunity to highlight and celebrate research excellence and achievements at the Business School, recognising and rewarding individual researchers at different stages in their careers. Congratulations to all our winners."

[Recognising research excellence | Leeds University Business School | University of Leeds](#)

Research and innovation blog

Leeds University Business School's Research and Innovation [Blog](#) showcases some of our research and the impact it has had by inspiring business managers, informing policy makers and influencing society.

It also features informative entries for researchers at various stages of their careers, as well as news and opinion pieces of interest to the business research community.

All the articles on this blog are the view of the individual authors, not Leeds University Business School or the University of Leeds.



Partner

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

How We Define Partner

LUBS has been building long-term partnerships with a wide range of private, public and third-party organisations over many years. It seeks to collaborate with colleagues/specialists in science, manufacturing and the environment across the University to find solutions for our partners through professional development and training, creating and innovating through research and consultancy, and working with our inspirational student body.

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Enactus

Partnerships

The following provides more details on 3 key partnerships at Leeds University Business School.

Carbon Literacy Project

Carbon Literacy Training (CLT) formed part of LUBS Blueprint for Sustainability in 2020-2025 to build knowledge and capacity, being a positive partner in society, make the most of our resources and embed sustainability through various collaborations. With the support of the then LUBS' Sustainability Director, Prof Vera Trappman, and under the management of Staff Sustainability Architect, Sally Chan, a pilot CLT took place in the summer of 2021. Working with Speak Carbon Collective - an accredited training provider for the Carbon Literacy Project – staff and students at the faculty were offered free training. In a bid to become Certified Carbon Literate, learners were provided with the tools to reflect on their actions and consider how their personal pledges and collective actions would help LUBS achieve net zero by 2030.

We didn't stop there – for the strategy to work, agency and autonomy were crucial, so LUBS developed its own network of Carbon Literacy Trainers who delivered CLT for the 2021-2022 academic year where 80 staff and 600 students were trained.

Four Sustainability Student Architects (Alex Woodford, Taqwa Elforjani, Elizabeth Jia, Akshay Sarkate) and three Staff Sustainability Champions (Elena Karali, Jyoti Mishra and Sally Chan) became LUBS trainers tasked with the delivery of CLT to 6 cohorts of participants across the Faculty from October 2021 to July 2022.

The new blueprint strategy for 2025-2030 seeks to build on the success of its earlier objectives with renewed focus on communication, collaboration and community. This is echoed by the former interim Director of Sustainability and Trainer, Sally Chan:

“As a pioneering faculty within the University, we have led many projects to engage staff, students and the wider community. We need to build on these strengths and ensure we continue to be impactful in all areas of our work – this means getting more staff on board through effective communications about climate change as we move forward to the next 5 years. Acquiring literacy is central to that”.

Continued collaboration with the Carbon Literacy Project is crucial to ensure content and literacy standards are adhered to.

UN PRME Global Working Group Arts for Impact

This Working Group recognizes art as a pedagogical tool and to build awareness among educators starting from the PRME community. Leeds University Business School is committed to position art and arts-based pedagogies as powerful enablers of responsible management education through:

1. awareness among educators about the pedagogical value of art in fostering empathy, reflection, and responsible leadership.
2. research and dissemination of classroom and outside of classroom practices, case experiences, and innovative experiential learning and arts-based pedagogical methods through publications, creative outputs and outreach events.
3. development of practical toolkits, frameworks, and teaching resources that enable adoption of arts-based pedagogies across institutions and other capacity building initiatives.
4. students and youth engagement using inclusive platforms that celebrate creative problem-solving enabled by arts for impact.

Steering Committee members:

Dr. Sally Chan, Lecturer, Faculty of Business, University of Leeds, UK

Dr. Nattavud Pimpa, Associate Professor, College of Management, Mahidol University, Thailand

Dr. Valli Batchelor, Lecturer, School of Business, Monash University, Australia

Fernanda Carreira, PhD, Professor, Center for Sustainability Studies (FGVces), Brazil

Dr. Stephan Sonnenburg, Professor, ICN Business School, France

Co-Chairs:

Dr. Divya Singhal, Professor, Goa Institute of Management, India

divyasinghal@gim.ac.in

Dr. Ekaterina Ivanova, Associate Professor, Graduate School of Business, HSE University, Russia

ekaterina.ivanova@hse.ru



UN PRME Working Group on Global Women and Leadership

The PRME Working Group on Global Women and Leadership aims to advance gender equity for women to strengthen fairness across management education, workplaces, and entrepreneurship.

Goals include:

- Integrate gender-responsive and intersectional perspectives into curricula, research, and institutional practices
- Provide mentoring, community-building, and leadership pathways that support the development of women students, educators, entrepreneurs and practitioners.
- Translate research into practice by creating accessible briefs, tools, and evidence-informed resources for educators and organisations.
- Address structural barriers that limit women's participation, progression, and leadership in education and the workplace.

Co-Chairs

Tao Jiang, Leeds University Business School, University of Leeds, UK

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Prerna Tambay, Kingston Business School, Kingston University, London, UK

P.Tambay@Kingston.ac.uk

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Leeds University Business School support sustainability and responsible management education.

A word from Dr Bettina Leslie, MBE, FRSA

Dr Bettina Leslie MBE, FRSA

Founder of Freedom4Girls Charity

My relationship with the University of Leeds began in 2017, when I started working with the Intercultural Ambassador students. Since then, this partnership has continued to grow, creating opportunities to share the work of Freedom4Girls and inspire students to think differently about social justice, sustainability, education, and their own capacity to create change.

My work with the University has included engaging with the University Business School, particularly on sustainability and the practical ways people can address environmental and social responsibilities. These conversations have offered an opportunity to connect business education with world challenges and show how purposeful action can create impact.

Having worked with the University's Lifelong Learning Centre, I have helped promote an important message that is university is for everyone. Education should not be limited to those who followed a particular academic route at school. By

At Freedom4Girls, sustainability is embedded in our approach to tackling period poverty. Where appropriate and wanted, we advocate for reusable period products, helping to reduce reliance on disposable alternatives while providing period protection that can be used over several years.

We put this approach into practice through sewing workshops both in the UK and Kenya, where communities learn to make reusable period products themselves. These workshops provide more than practical period protection, they develop skills, create opportunities, and enable communities to take ownership of solutions that meet their needs.

We also work with partners in Egypt who use post industrial textile waste that would otherwise have entered landfill to create period dignity packs. By transforming discarded materials into useful products.

For me, sustainability is not simply about reducing waste. It is about considering the whole picture, people, planet and purpose. Our work shows how waste materials, education, skills and partnerships can be brought together to create practical solutions that improve the lives of women and girls.

I am incredibly proud that my relationship with the University of Leeds has continued for so many years. From working with Intercultural Ambassadors, to supporting learners through the Lifelong Learning Centre, to discussing sustainability with future business people, the University has provided a valuable platform for sharing the Freedom4Girls message.



Lifelong Learning Centre and LUBS Partnership to support Leeds charity Freedom4Girls

It has been a pleasure to partner with Leeds Business School and Dr. Sally Chan in submitting a nomination for the University of Leeds honorary award for a local community partner, Tina Leslie, MBE.

<https://www.leeds.ac.uk/honorary-graduates/doc/tina-leslie>

It was a joy to work together to write this nomination. We worked in synergy and the nomination was robust as a direct result of the close partnership we developed.

We were delighted to hear the application had been successful, despite a high volume of submissions, and working in partnership to resulted in a far better application, that was fully able to showcase Ms. Leslie's impact on Leeds locally and globally also. Sustainability, and social sustainability in particular, is a core value of the Lifelong Learning Centre's work, and with Sally as a representative of Leeds University Business School Sustainability Blueprint team our work is strongly aligned, and this passion further strengthened the working relationship.

We then moved onto writing together the commendation speech for the ceremony. Whilst we agreed Dr. Chan would present Tina to the Chancellor for award, the speech was co-created and represented both our areas of work and their interaction and partnership with Tina and the organization she represents. Sally ensured the Lifelong Learning Centre was fully part of the process, and generously agreed that the Lifelong Learning Centre would host Tina before the ceremony with Sally attending. It is fantastic for the Lifelong Learning Centre to have forged some strong links with LUBS as a result of this work, and it will be exciting to see how the relationship develops in time.





Esther Bissell

Communities and Partnerships Officer

Email: E.C.Bissell@leeds.ac.uk



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United Nations Academic Impact (UNAI)

United Nations Academic Impact (UNAI) is an UN initiative that connects universities to the UN's goals and principles. This required consultation across the University and two applications were made to the UN.

The University of Leeds is now a member of the UNAI network with [Professor Jonathan Winterton](#) as lead. Prof Winterton has been appointed as Vice Chair for Outreach and Partnership for the UNAI SDG 8 Hub from April 2026 to December 2030.

Honorary Degree Presentation to founder of
freedom4girls Tina Leslie

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Graduation Day



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. In May, the University launched its new Framework for Environmental and Social Responsibility 2026-2030, setting out a bold, integrated vision to embed sustainability and social impact across all aspects of university life. The Framework establishes a unified approach that brings together education, research, operations and partnerships, ensuring environmental and social responsibility is embedded in decision-making, culture and everyday activity across the institution. At its core is a commitment to 'speed it up, join it up and embed it', accelerating action, integrating efforts, and enabling the University community to make sustainable choices.

Institutional Policies and Practices

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

Practice Awards

In 2025, Leeds University Business School received 1 award for responsible and/or sustainable practices.

Staff Impact Award

Granter: University of Leeds Sustainability Service

Grantee: Sally Chan

Award Description:

The University of Leeds annual Sustainability Celebration event recognises outstanding contributions highlighting the collaborative efforts made by individuals, teams and community partners to create a more environmentally and socially responsible future. University Sustainability Architect and Lecturer Sally Chan was recognised for embedding sustainability throughout teaching, engagement and culture within Leeds University Business School. Through initiatives including the Sustainable Fashion Showcase, she has helped connect policy with practice and inspire behaviour change among staff and students.

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Practice Principal Sustainable Travel

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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

The Research & Innovation Office works closely with the Faculty Marketing Team and University Press Office to ensure research is communicated effectively to the right audience using a range of blogs, podcasts, social media and internal newsletters, to name but a few. Staff may also amend their webpage profiles to engage with students, academics, business practitioners, charities or policymakers. The faculty's inclusive communications guidance also outlines key principles for communication between staff and students across various channels developed in line with the University of Leeds Equality and Inclusion Unit policies and processes to support a respectful, inclusive and effective working environment

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:

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

Communication Audiences

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

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

Sharing Voices

The following statement from stakeholders at Leeds University Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sustainability Lecture Series Freedom4girls

As part of our outreach programme, we invited [freedom4girls](#) Founder & CEO Tina Leslie and Project Manager Sarah Priestley Turner to talk about their work to end period poverty in the UK and Kenya. The event generated much needed publicity for the charity via [LinkedIn](#) and led to further engagement opportunities such as the [Global Impact Day](#)

Communication Barriers

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



**Engagement
gaps**



**Bureaucratic
delays**



**Audience
reach**

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100 Hours For The Planet: A Week That Reminded Us Why It Matters

From China to Portugal, Australia to the UK, the 100 Hours For The Planet campaign truly went global. Niharika Dsouza, LUBS Sustainability Champion shares her experience of organising our first ever #100hoursfortheplanet campaign.

“It was such a meaningful week, watching our alumni volunteers show up for causes they are truly passionate about. There's something special about seeing people choose to give their time not because they must, but because they care. Right from leading running clubs to donating hair and beach clean-ups along some of the world's most beautiful coastlines, each alumnus contributed in their own unique and wonderful way. No two stories looked the same, and that's exactly what made it so special.

Together, our incredible alumni community hit the 100-hour mark. One hundred hours of volunteering of showing up, of choosing to make a difference. What a milestone to celebrate.

Closer to home, we had a successful LUBS event, where alumni came to Leeds to volunteer in the Sustainable Campus Garden run by the Sustainability Service at the University of Leeds. There was weeding, there was laughter and taste-testing of different plants and flowers straight from the garden. It was one of those afternoons that reminds you how grounding it is to simply be outside, working with your hands, in good company.

What struck us most across the week was the sheer breadth of causes our alumni chose to champion. Volunteers contributed towards the UN Sustainable Development Goals including Quality Education, Gender Equality, Good Health and Well-being, Sustainable Cities and Communities, Reduced Inequalities, and Responsible Consumption and Production. A reminder that sustainability isn't one thing but it's everything, and our alumni understand that deeply.

What a wonderful thing to be part of. If you'd like to stay connected with the LUBS alumni community and learn more, you can find us at the LUBS Alumni website. Thank you to every single volunteer who gave their time, energy, and heart to this campaign. You made it what it was."

[#100hoursfortheplanet campaign.](#)



Sustainable Finance Conference 2026

On 24 April 2026, the Accounting and Finance Department at Leeds University Business School hosted the Sustainable Finance Conference 2026 with the Cardiff Sustainable Finance Research Group.

The conference was organised by co-chairs [Dr Ahmet Karpuz](#) (Leeds University Business School) and [Dr Onur Kemal Tosun](#) (Cardiff Sustainable Finance Research Group).

The conference featured parallel sessions addressing key themes in sustainable finance, including the financial implications of climate and biodiversity-related risks, ESG reporting, greenwashing, and investor behaviours. The keynote speech was delivered by [Professor Philipp Krueger](#) (University of Geneva). His talk, titled “Sustainable Finance Fatigue”, offered timely insights into emerging challenges in the field.

Dr Ahmet Karpuz, Co-Chair of the Conference, Leeds University Business School, said:

We were delighted to welcome such a diverse group of researchers to Leeds.

The conference provided an excellent platform for exchanging ideas and fostering collaboration in sustainable finance.

The event reflects Leeds University Business School’s continued commitment to impactful and policy-relevant research in sustainable finance. Special thanks go to [Dr Lu Qiao](#), member of the organising committee, as well as the PhD student volunteers and administrative team from the Accounting and Finance Department, and the Leeds University Business School events team.



[Sustainable Finance Conference 2026](#)



SIGNATORY

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