

HENLEY BUSINESS SCHOOL

# Responsible Business Education Progress Report 2024–25



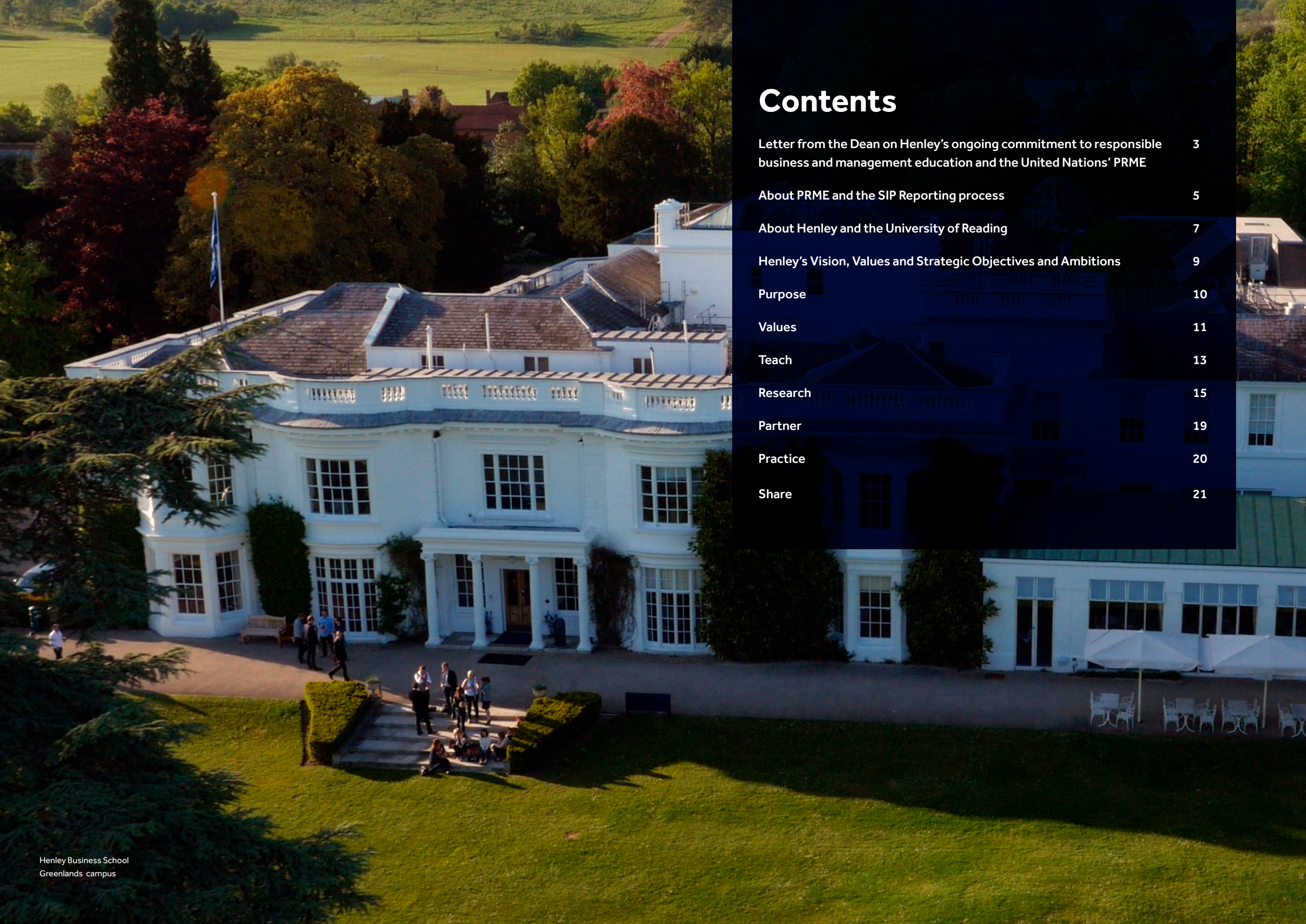
**Henley**  
Business School

UNIVERSITY OF READING

**PRiME**

SIGNATORY MEMBER





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**Professor Elena Beleska-Spasova**  
Dean, Henley Business School

## Henley's ongoing commitment to responsible business and management education and the United Nations' PRME

As the Dean of Henley Business School, it is with pleasure that I am sharing Henley Business School's ongoing commitment to the United Nations' Principles of Responsible Management Education (PRME) and its seven principles.

I am delighted to share that our commitment to PRME remains enshrined in our Values as well as in a new institutional Vision and Strategy for 2025–30 as described in the next section, entitled *Henley Strategy 2025–30*. As you will see, a noteworthy commitment in this new Strategy is our Ambition *to be a Champion of just sustainability transition with research, education and engagement*.

In light of the complex challenges facing our students and society at large, our dedication to Responsible Management Education (RME), to the PRME and to our associated commitments has never been more vital. Climate change brings unparalleled threats to both natural ecosystems and economic stability, while pressing social issues, such as inequality and the pursuit of social justice, require immediate and sustained attention. Global, regional and local developments continue to undermine economic and social sustainability, and we seek to respond through our contributions to the world of work, sustainable economic development and broader societal wellbeing. At the same time, the rapid rise of artificial intelligence presents new opportunities alongside important ethical questions that demand careful and responsible engagement.

As a leading business school with a truly global outlook, we acknowledge our responsibility to equip our students and alumni with the tools to deliver impact and make business a force for good. We are convinced that equipping students through responsible management education is essential to tackling these urgent challenges, promoting a fair and sustainable future, and preparing the next generation to lead with purpose and integrity in a rapidly changing world. To this end, we remain triple accredited and continue to:

- embed the PRME principles into our governance, partnerships and operations
- continually improve our programme portfolio and curricula and
- undertake research into the latest advances in the field of sustainable and responsible business

This report outlines how we continue to push academic boundaries that lead to positive societal impact and change.

## Henley Strategy 2025–30

This year, we have been reflecting on our value proposition and on our strategic position, objectives and ambitions, as part of the development of a new Henley Strategy for 2025–30, which sets out how we will meet the challenges and engage with the opportunities of today's business world. This work has been informed by discussions with our key stakeholders, including our staff, our students, our alumni, our clients and our external Advisory Board. While our Values have not changed, we have agreed a new Vision and a new set of Strategic Objectives and Ambitions.

Our Vision is *to be a global community of changemakers engaged in shaping a sustainable and just world of business*, and our Values, Strategic Objectives and Ambitions for 2025–30 are set out on page 8 of this report. We are clear that Henley's new Vision and Strategy has responsible business and management education and the PRME Principles at its very heart.

## Reflection on our Responsible Management Education-related goals and future ambitions

Last year we set ourselves three Responsible Management Education-related goals to:

1. To map more systematically our research outputs across responsibility and sustainability research fields.
2. To continue our work on the Henley Equity, Diversity and Inclusion (EDI) strategy.
3. To develop on our website a publicly available webpage that makes visible our RME-focused activity and performance.

Our progress towards achieving these goals is shown on page 10 of this Report.

For the next reporting period, we aim to continue to advance across all PRME principles, with a particular emphasis on:

1. Establishing, as part of the implementation of the Henley Strategy 2025–30, a set of institutional KPIs relating to Responsible Management Education in order to track our progress.
2. Implementing, in alignment with the new Henley Strategy 2025–30, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles.
3. Involving the World of Work (WoW) and the Centre for Business Ethics and Sustainability (CBES) Research Centres in a conversational team workshop with other key Henley Research Centre Directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition *to be a Champion of just sustainability transition with research, education and engagement*.

By pursuing these focused objectives, we strive to make significant progress in embedding responsible management education throughout Henley Business School.

Yours sincerely

**Professor Elena Beleska-Spasova**  
Dean, Henley Business School



# About PRME and the SIP Reporting process

The [Principles for Responsible Management Education \(PRME\)](#) is a United Nations supported initiative, which was founded in 2007 with the aim to raise the profile of sustainability and of responsible business and management education globally. These Principles adhere to the United Nations' [Sustainable Development Goals \(SDGs\)](#) and are of particular relevance for business schools. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow.

This *Henley Responsible Business Education Progress Report, 2024–25* provides an overview of our 2025 PRME Sharing Information on Progress (SIP 2.0) report, and offers insights from Henley highlighting our work in responsible business and management education. Reflecting our commitment to self-reflection, and to continue work associated with our values and the PRME principles, we have sought to showcase our practices and successes, while also identifying areas for development.

We hope the content is informative and inspiring.

## Our PRME Journey:

Henley joined PRME in 2013 and, since 2017, we have been an Advanced Signatory, reflecting our commitment to continuous improvement focused on shaping a sustainable and just world of business, and to demonstrating leadership in responsible business and management education in the context of the UN sustainable development agenda. Henley is also actively involved in the [UK and Ireland Chapter of PRME](#), including the exchange of insights and knowledge.

As an Advanced Signatory, we are committed to upholding the Seven Principles of PRME, which focus on serving society and safeguarding our planet, specifically:

- 1 Purpose:** We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.
- 2 Values:** We place organisational responsibility and accountability to society and the planet at the core of what we do.
- 3 Teach:** We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.
- 4 Research:** We study people, organisations, institutions and the state of the world to inspire responsible management and education practice.
- 5 Partner:** We engage people from business, government, civil society and academia to advance responsible and accountable management education and practice.
- 6 Practice:** We adopt responsible and accountable management principles in our own governance and operations.
- 7 Share:** We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

A core commitment of all PRME signatories is the regular submission of an institution-wide Sharing Information on Progress (SIP) report, which demonstrates the institution's efforts to implement the PRME Principles. Until 2023, SIP reports were submitted biennially but from 2024 onwards these have become a regular annual initiative. Henley's 2025 SIP report is our seventh such submission and all of our previous reports can be downloaded from our [Responsible Business Education](#) website.



Whiteknights campus



# About Henley and the University of Reading

[Henley Business School](#) is a ‘full-service’ global business school, delivering world-class undergraduate, postgraduate and executive education to over 8,000 students and learners. We have an extensive global alumni body of over 100,000 individuals with which we work in partnership to enhance our provision.

Henley is triple-accredited for the quality and capability of our faculty and output, more specifically we are one of less than 1% of business schools worldwide to hold the prestigious business education ‘triple accreditation’ from AMBA, EQUIS and AACSB, with Henley Business School Africa also holding accreditation from the Association of African Business Schools. Henley is highly placed in a number of business education rankings, including in the top 25 business schools in the world for both Open and Custom executive education in the Financial Times Executive Education 2025 Rankings.

Henley is a constituent part of the [University of Reading](#) and we share a passion for quality education, research and scholarship. The University is a publicly funded Higher Education Institution in the UK, which was established by Royal Charter in 1926, and is celebrating its centenary in 2025–26. It has a community of over 26,000 students from around 160 different countries and approximately 4,000 members of staff.

In the UK, Henley is located on two campuses: the Whiteknights campus in Reading and the Greenlands campus in Henley-on-Thames. Protecting and enhancing the natural environments provided by both campuses is extremely important for us and for our local communities. In 2025 the Whiteknights campus achieved a Green Flag Award for the 15th consecutive year, which recognises the UK’s best public outdoor spaces. You may take a [virtual tour](#) of the Whiteknights campus. Greenlands has a national conservation status, which the University and Henley protect, striving to maintain the natural beauty of this site and the habitats it houses wherever possible; activities include the planting and maintenance of a wildflower garden, the introduction of a ‘bee hotel’ and an ongoing project to replace catering equipment, lighting, heating and technology with more energy-efficient solutions.

In addition to its UK campuses, Henley also has international branch campuses in Finland ([Henley Business School Nordic](#)), in South Africa ([Henley Business School Africa](#)) and in Malaysia as part of the [University of Reading Malaysia](#). Each play a role in Henley’s engagement with PRME. At Henley Nordic there is a focus on the principles of Nordic Leadership, which includes sustainability as a key element, while activities at Henley Africa provide a significant catalyst for fostering the responsible and sustainable development of business and society in Africa. In alignment with its Mission to ‘build the people, who build the businesses that build Africa’, Henley Africa delivers learning and programmes, produces research and champions corporate activism in support of ethics, responsibility and sustainability.

As previously described, this year a new Henley Strategy 2025–30 has been developed. It aligns with the [University’s Strategic Plan 2020–2026](#), which seeks to galvanise its entire academic community, including Henley, around a shared set of ideals for the years leading up to our centenary in 2026, and defines the University’s purpose as *We act together, using our collective skills and diversity, to deliver a better world through the transformational power of quality education and research*. It is based on four strategic principles:

Principle 1	Principle 2	Principle 3	Principle 4
<b>Community</b> – putting our people first	<b>Excellence</b> – aspiring to the highest standards	<b>Sustainability</b> – managing our resources for today and tomorrow	<b>Engaged University</b> – impact beyond our campuses

The University places sustainability at the core of its values, education and strategy. A demonstration of its commitment to sustainability is the newly launched Global Sustainability Leaders Scholarship, an ambitious new undergraduate scholarship scheme with the aim of creating a community of global sustainability leaders of the future. Awards will be made to up to 300 high-achieving UK and overseas scholars in 2025. The University’s [Global Sustainability Leaders Scholarship](#) web pages provide details of the scholarship, including an introduction from our Vice-Chancellor, Professor Robert Van de Noort.

Another demonstration of the commitment to sustainable values is that the University was recently awarded [Sustainable University of the Year 2025](#) in *The Times* and *The Sunday Times Good University Guide 2025* and is also ranked in the world’s top 50 universities in its support of sustainable global development by the Times Higher Education (THE) Global Impact Rankings 2025. These Rankings highlight the contribution of universities worldwide in supporting the United Nations’ 17 Sustainable Development Goals (SDGs), which address global challenges such as poverty, equality and environmental threats; the University was ranked in the top 100 institutions worldwide against seven of the individual SDGs, including placing 9th for SDG 12 (Responsible Consumption and Production).





# Henley’s Vision, Values, and Strategic Objectives and Ambitions

## Our Vision

Henley’s Vision is:

*To be a global community of changemakers engaged in shaping a sustainable and just world of business*

## Our Values

Being Human	Bringing Passion	Braving Change
We act responsibly, fairly and consider the impact on others and our societies	We energise people with the clarity and excellence of our thinking	We speak up, disrupt and are proud to be different

## Our Strategic Objectives and Ambitions for 2025–30

Our Strategic Objectives and Ambitions, as set out in the Henley Strategy 2025–30, are to:

- 1

Shape talent ready for the future world-of-work

*Our Ambition is to be a business school ranked in the top ten in career prospects for all of our programmes to ensure graduate success, both nationally and internationally*
- 2

Champion engaged and solution-driven research

*Our Ambition is to be a part of a globally ranked top 100 research University*
- 3

Cultivate global excellence for local relevance

*Our Ambition is to be a Champion of just sustainability transition with research, education and engagement*
- 4

Deepen our purposeful engagement and impact

*Our Ambition is to be the education partner for the future world-of-work*
- 5

Nurture our people-centric culture

*Our Ambition is to be a proud community of changemakers*

## Purpose

In our 2024 SIP Report we set ourselves the following three goals:

1. To map more systematically our research outputs across responsibility and sustainability research fields.
2. To continue our work on the Henley Equity, Diversity and Inclusion (EDI) strategy.
3. To develop on our website a publicly available webpage that makes visible our RME-focused activity and performance.

**For our first goal**, we conducted a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2024 to the United Nations SDGs. Using Scopus and SciVal’s established classification system, we complemented the automated mapping with internal validation checks to ensure accuracy and capture the full breadth of relevant outputs. This exercise revealed that **36% of Henley’s 2024 publications contribute to at least one SDG**, demonstrating Henley’s strong and growing commitment to advancing sustainable development through research. Our analysis also identified clear areas of strength where Henley research makes a significant contribution, particularly in:

- SDG 9 (Industry, Innovation and Infrastructure)
- SDG 8 (Decent Work and Economic Growth)
- SDG 10 (Reduced Inequalities)
- SDG 12 (Responsible Consumption and Production)

These focal areas reflect both the expertise of our faculty and our strategic alignment with the PRME. Further details can be found in the **Research** section.

**Regarding the second goal**, we have continued our focus on Equity, Diversity and Inclusion and the implementation of our EDI Strategy. Led by our Directors of EDI, we have identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background. For example, as part of our ommitment to gender inclusivity among students, we are working to ensure that all activities are inclusive of all genders, and that both the curriculum and teaching practices actively reflect and promote inclusive values. Project OLIVIA is a funded outreach programme designed to encourage girls from lower socio-economic backgrounds to consider higher education, aiming to broaden awareness of future educational and career pathways, and empowering them to make informed decisions about their academic choices. In addition, we are also currently finalising our submission to Athena SWAN, the UK gender equality charter mark, with the intention to upgrade from the Bronze Award achieved in 2020 to a Silver Award, demonstrating our progress.

**For the third goal**, in order to make more visible our RME-focused activity and performance, we have launched a series of **Responsible Business Education** webpages on the Henley Business School website. We have also published this Report, which provides an overview of the content of our 2025 PRME SIP report, and offers insights from Henley highlighting our work in this area.



# Values

Henley is committed to equipping our students and alumni with the tools to deliver impact and to make business a force for good. We continually work to fully integrate and embed the PRME Principles into our teaching, research and operations. Our actions are underpinned by our Values, in particular that of ‘Being Human’, where we act responsibly, fairly and consider the impact on others and our societies.

## Organisational accountability and responsibility for Responsible Management Education

Accountability and responsibility for RME at Henley is formalised within our senior leadership team, led by the Dean, Professor Elena Beleska-Spasova. The Dean has formal responsibility for RME with delegated authority given to other members of the senior leadership team as appropriate to their roles, including Professor Lucy Newton, Pro-Dean Education and Student Success, who oversees education and teaching; Professor James Walker, Pro-Dean Academic Resources and Head of Research, who oversees research; and Jean-Pierre Choulet, Director of Operations and Strategic Projects, who oversees Henley’s operations and its professional services staff.

With a long history of championing responsible business education, Henley is dedicated to nurturing a global community of changemakers, fuelled by engaged and purpose-driven teaching and research. We are an international community that bridges cultures, continents and perspectives, bringing together students and faculty from around the globe. Through our international campuses, partnerships and alumni network we create diverse interactions and collaborations that help prepare our students to thrive in an interconnected world.



Professor Elena Beleska-Spasova, Dean, Henley Business School

## Our focus on EDI

At Henley, diversity is woven into our fabric and our work is led by our joint Directors of EDI, Dr Melissa Carr and Dr Miriam Marra. As previously described, Henley has identified a number of priority areas to support ongoing improvement, which form part of broader action sets related to gender, race and ethnicity, disability and neurodiversity, and socio-economic background.

We seek to bring business to life through putting people first. How this translates into inclusion is through fostering open communication and dialogue and seeking to be a business school that practises what we preach. Our most recent Staff Engagement Survey indicates that both women and men experience a strong sense of belonging at Henley, with high levels of pride and satisfaction in the workplace. 100% of women and 99% of men reported feeling proud to work for Henley, and 99% of women agreed that it is a good place to work. These results reflect a healthy and supportive organisational culture where staff across genders feel connected to the institution.



Dr Melissa Carr, Director of Equity, Diversity and Inclusion

## Our PRME Team

To support its PRME SIP reporting, Henley has a PRME Team with a membership of colleagues who are particularly active in relevant areas:



Professor Kleio Akrivou, Director of the Centre for Business Ethics and Sustainability



Dr Filipe Morais, Lecturer in Governance



Dr Lisa Schopohl, Associate Professor of Finance



David Stannard, Director of Compliance and Governance



James Turpin, Head of Rankings and Performance





# Teach

At Henley, we continuously develop our programme offerings and curricula to truly integrate sustainability and responsible management concepts and practices in our teaching and learning. Across our programmes, we ensure students gain the knowledge, skills and mindset to lead with purpose, and drive meaningful change in business and society.

## Innovative programmes with sustainability at their core

Henley has been at the forefront of designing degree programmes that place sustainability and responsibility at the heart of the learning experience. These include:

- [BSc Finance \(Sustainable Finance\)](#)
- [BSc Business and Management](#)
- [MSc Climate Change, Sustainable Business and Green Finance](#)
- [MSc Marketing \(Sustainable Marketing\)](#)

Within our flagship [Executive MBA – Global](#), sustainability is fully integrated: every module has been mapped against the UN SDGs to ensure students engage deeply with sustainability perspectives and practical approaches.

■ ■ We have been progressively embedding sustainability content into and across our Executive MBA – Global programme. We firmly believe that management education plays a key role in striving to secure a sustainable and responsible future. Our aim is to equip our EMBA students with the tools to take their learning back into their businesses, to embed sustainable and responsible practices.

**Professor Anne Dibley**, Head of Post-Experience & Apprenticeship Programmes



## Embedding sustainability across the curriculum

Beyond dedicated programmes, sustainability and responsibility-related themes are increasingly present across our curriculum – at undergraduate, postgraduate and executive education levels – through dedicated modules, case studies and applied projects. This approach allows many of our students to engage with topics such as ethical leadership, sustainable finance and responsible business practices as part of their studies.

Our staff and students describe how this has shaped their thinking:

■ ■ I believe in the transformative power of formal education. My University Teaching Fellowship recognises sustained leadership in embedding professional and personal leadership development across undergraduate and postgraduate programmes. Through research-informed, experiential teaching and authentic assessment, I empower students to develop their professional identities and lead responsibly in work and society, so fostering self-awareness, empathy, and long-term thinking; essential capabilities for ethical, sustainable leadership.

**Dr Tatiana Rowson**, Associate Professor in Organisational Behaviour, University Teaching Fellow 2024–25



■ ■ My journey at Henley Business School has been transformative, deeply influenced by its emphasis on ethics, responsible business, and sustainability. I've learned to think critically about the ripple effects of business decisions. Exploring real-world case studies and sustainable development goals opened my eyes to how businesses can thrive while prioritising people and the planet. These lessons have fueled my passion for ethical leadership.

**Arushi Saxena**, MSc Climate Change, Sustainable Business and Green Finance

■ ■ At Henley, I've learned that business isn't just about strategy or profit – it's fundamentally about people, purpose and long-term responsibility. Learning about ethics, sustainability and responsible leadership encouraged me to reflect not only on what I want to build, but who I want to serve and why.

**Ying Xie**, MSc Entrepreneurship and Innovation

■ ■ Learning about ethics, responsible business and sustainability has been the link between my academic studies, personal development, paid work and volunteering while studying at Henley.

**James Foy**, BSc Business and Management

■ ■ The emphasis Henley places on responsible leadership has encouraged me to reflect on the long-term impact of decisions, the importance of stakeholder engagement and the value of acting with integrity even when faced with pressure or ambiguity. This has shaped the way I approach both academic work and real-world challenges seeking to balance performance with purpose.

**Omar Alamshan**, Flexible Executive MBA

## Expanding access and impact

Henley also drives wider participation in higher education and social impact through initiatives such as [Project OLIVIA](#) and the [Social Enterprise Project](#) – the latter receiving high commendation in the Financial Times Responsible Business Education Awards 2024 in the category of Best responsible teaching resources: innovative materials with a financial sustainability focus.

## Alignment with the University's 'Education for Sustainable Development'

Henley is aligned with the University of Reading's commitment to [Education for Sustainable Development](#) (ESD) and is working towards a shared set of goals.



# Research

Our research is anchored in the root belief at Henley that business and business leaders can be a force for good; informed by the [University's Research and Innovation Strategy 2024–2030](#), our research has international impact and delivers meaningful real-world relevance.

*Our core strategic goals of pursuing engaging impactful research, underpinned by rigorous scholarship, ensure that our research delivers meaningful real-world change. Henley boasts a rich and distinctly diverse disciplinary base, drawing up the expertise of entrepreneurs, psychologists, mathematicians, economists, computer scientists, economic and business historians. The breadth of our expertise underpins our ability to conduct research that responds to the needs of user groups; an approach that is deeply embedded in our DNA.*

*We are committed to supporting the University's sustainability research agenda and contributing to excellence in environmental sustainability. Operating within a business and societal context, Henley focuses on the economic and social preconditions necessary for a fairer, more sustainable future. This is reflected in our commitment to transforming business education to prepare our community for the evolving world of work.*

*Initiatives such as the World of Work Institute exemplify this commitment, encompassing work on EDI; sustainable leadership; the impact of AI and automation in the workplace; and flexible work. Our adherence to PRME is led by the Centre for Ethics and Sustainability, and we have further expanded our sustainability focus through the development of a Sustainable Finance Group. Henley's strengths in responsible management, sustainable work, sustainable finance, and a host of other work, complement the University's broader environmental sustainability priorities*

**Professor James Walker**, Pro-Dean Academic Resources, Henley Director of Research and Director of the World of Work Institute



## Our Research Centres

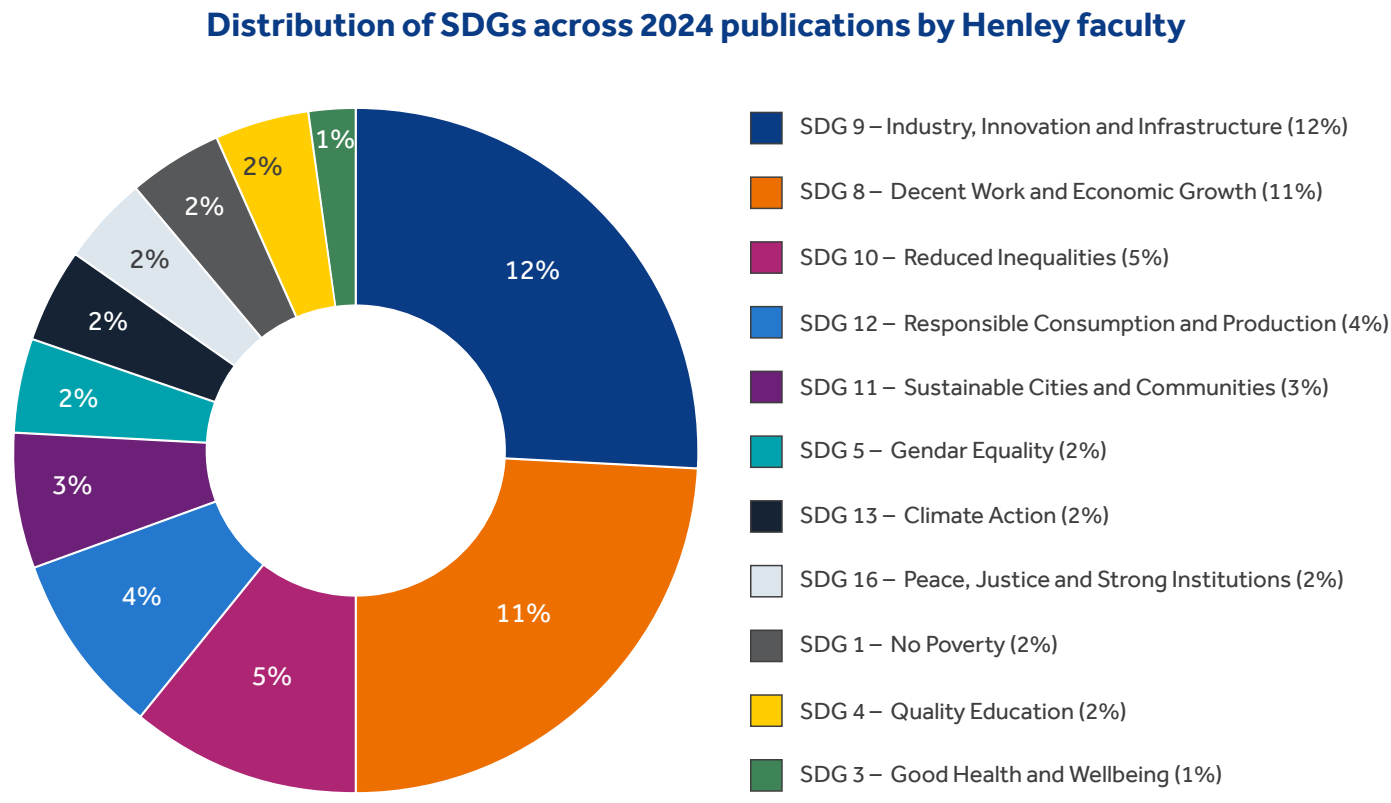
Henley's [World of Work Institute \(WoWI\)](#) acts as an externally focused centre for impact to help businesses face the future of work by applying innovative research to real workspaces. In the last 12 months, Henley has published three key reports on Leadership Futures, which focus on [Advancing into Industry 5.0](#), [Building a People-First Culture](#) and [Harnessing Technology for Human Progress](#).

The [Centre for Business Ethics and Sustainability \(CBES\)](#) focuses on research relevant to business ethics as well as sustainability, with a research agenda drawing from and expanding upon the [United Nations' SDGs and Global Compact](#); it promotes multidisciplinary research on ethics and sustainability, integrating climate, social, economic and humanistic concerns. Its core values promote the seven PRME Principles to improve the experience of stakeholders.

The work of WoWI and CBES has synergy with Henley's other [Research Centres](#), undertaking linked projects with national, local and international impact, output and dissemination

## Research outputs and projects

As highlighted in the section on **Purpose**, this year Henley has undertaken a mapping of all peer-reviewed journal articles published by Henley faculty in 2024 against the United Nations Sustainable Development Goals (SDGs). This revealed that 36% of Henley's 2024 publications contribute to at least one SDG, demonstrating Henley's strong and growing commitment to advancing sustainable development through research. The figure below shows peer-reviewed journal articles published by Henley faculty linked to the respective SDG, as a percentage of Henley's overall publication outputs in 2024. One article can be linked to more than one SDG.



- Examples of recent and ongoing research projects in the areas of RME showcasing our impact and reach include:
1. A joint project in 2024 between Henley and Mental Health First Aid (MHFA) England, undertaken by Dr Melissa Carr and Professor James Walker, which led to a White Paper on [The business case for belonging. How psychological safety drives engagement, wellbeing, and performance.](#) Two thousand employees, leaders and business owners were surveyed to explore psychological safety, wellbeing and engagement; particularly for people with protected characteristics under the Equality Act 2010. The findings highlight the need for more inclusive, safe and engaging workplaces.
- The UN SDGs covered in this project are SDG 3 (Good Health and Well-being) and SDG 8 (Decent Work and Economic Growth).**



Our research provides clear evidence that fostering psychologically safe and inclusive workplaces not only improves individual mental health and well-being but also drives organisational performance and sustainable economic growth.

*Creating a sense of belonging delivers measurable return on investment. It aligns directly with the UN SDGs – advancing SDG 3 by promoting mental health, reducing stigma and enabling early intervention, and supporting SDG 8 by demonstrating how inclusive cultures strengthen employee retention, engagement and productivity. This is about more than workplace culture – it's a strategic lever for building resilient, high-performing organisations.*

*Our work underscores that belonging is not a 'nice-to-have', but a strategic imperative. Belonging drives societal impact by creating healthier, fairer and more prosperous workplaces, ultimately helping people and businesses to flourish together, sustainably.*

**Sarah McIntosh**, Chief Executive, Mental Health First Aid England



2. The project *Building impact in the NGO sector in South Africa through improving stakeholder relations*, which is led by Professor Kevin Money. This project involves collaboration with more than 150 NGOs over the last 17 years, with the aim to explore the factors which drive trust and support of stakeholders towards NGOs. Outputs include frameworks and models that identify the drivers of trust and commitment in the NGO sector, process models for improving stakeholder relationships and practical insights for NGOs engaging with communities, partners, funders and governments. Insights have helped NGO's to better understand and serve their communities.

**The UN SDGs covered in this project are SDG 1 (No poverty), SDG 2 (Zero hunger), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities).**

3. Research led by Dr Alfonso Dufour and Professor Simone Varotto on how climate risk is reshaping financial markets, investor behaviour, and policy priorities. This project focusses on diverse multi-level analyses of how financial systems respond to climate risk, and calls for more adaptive regulation, smarter disclosure standards, and resilient financial infrastructures in a warming world. It provides timely evidence to inform regulatory decisions, investment strategies, and financial resilience in the face of increasing climate-related disruptions.

**This project covers a number of different SDGs, in particular SDG 13 (Climate Action).**

## Research Awards

Henley has established [The Robert D. Pearce Prize](#) to celebrate and reward students who are working to progress innovative ideas in the field of sustainable development aligned to the legacy of Professor Robert Pearce.

Receiving the Professor Robert D. Pearce PhD Thesis Prize has greatly motivated me to further pursue research in sustainable business. It reassures me that research in this field is being read, valued and supported, with growing expectations. I hope to pass on the spirit of this prize to others and inspire more people in the field.

**Yi Hu**, Doctoral Researcher in Finance and recipient of the Robert D. Pearce Prize 2024–25



## Research Seminars and Conferences

Henley's Research Centres host a range of conferences and seminars which focus on research related to Responsible Management Education.

In November 2025, Henley and the [ICMA Centre](#) will host the Climate and Finance Conference 2025, which will focus on the theme of Climate, Finance, and the Energy Transition: Risks, Innovation, and Global Impact. In April 2026, Henley and [The Dunning Centre for International Business](#) will host the 10th biennial International Business Conference.



Henley Business School and the ICMA Centre, Whiteknights campus



## Partner

At Henley we work in partnership with a wide range of organisations to further advance not only our own activities relating to the PRME Principles and the UN Sustainable Development Goals but also to support our partners and our clients to meet their own objectives relating to responsibility, sustainability and ethics. We currently have over 150 active partnerships, including in relation to teaching and education, research collaborations, executive education and our own operations.

Throughout our Apprenticeship programmes, Henley partners with organisations to embed responsibility, sustainability and accountability at the core of their organisational development strategies. This is achieved through a combination of research-informed teaching, customised programmes and collaborative leadership development initiatives. For recent example, the dedicated NHS EDI cohort has been co-designed and delivered in partnership with NHS sponsors and expert guest speakers. Together, they have carefully reviewed and restructured each module of the programme to apply an EDI lens, enabling participants to critically explore how inclusivity and equity can be embedded across NHS leadership and strategy. We are proud to support a new generation of NHS leaders in delivering sustainable, inclusive change across the healthcare system.

**Lindsay Tomala**, Programme Director for the Senior Leader Apprenticeship – Future Leaders programme



Our collaboration with Henley Business School has been a powerful catalyst in embedding responsibility, sustainability and accountability into the very fabric of our organisational development strategy. They don't treat these as buzzwords – they treat them as essential capabilities for future-fit leadership. This partnership has not only shaped the capabilities of our people, it has shaped the conscience of our organisation. Their commitment to the African continent and its potential aligns strongly with our own, making this a values-driven collaboration that extends beyond just learning outcomes. Together, we are equipping our leaders with the capability to lead with integrity, to drive sustainable change and to remain accountable, not only to shareholders, but to society at large.

**Mei-lene Cleary**, Head, Learning, People and Culture, PPB SA, Standard Bank

The Peninsula School Feeding Association was founded in 1958 is one of the largest and most well-established organisations of its kind in South Africa, having provided more than 2 billion meals to school children since our inception. Our research with Henley provided insights to extend our services to a larger number of schools and early childhood development centres and broaden our footprint across South Africa. The research allowed us to build even more impactful relationships with our current schools and other stakeholders. Henley also assisted us in refining a model for self-sustainability by outsourcing our services to generate income and decreasing our sole dependency on donor funding. The insights from the research also provided confidence to accelerate our expansion plans, reaching more children and also building best practices with existing school partners.

**Petrina Pakoe**, Director, Penninsula School Feeding Association

## Practice

As global institutions, both Henley and the University of Reading recognise that we play significant roles in enhancing sustainability, ethics and responsibility in our activities and operations.

Recently awarded [Sustainable University of the Year 2025](#) in *The Times* and *The Sunday Times Good University Guide 2025*, the University is a global leader in climate change research, low carbon building design and environmental studies. It is committed to the development of sustainable practices in order to minimise its carbon footprint and has pledged to achieve Net Zero Carbon status by 2030. Further information about our work related to sustainability, including updates on our progress through our [Annual Sustainability Report](#).

Environmental sustainability is one of four key principles in the University's Strategic Plan, with a clear ambition to be recognised as a sustainability leader across our teaching, research and operations. Our Environmental Strategic Action Plan brings these interlinking themes together and provides a practical framework for action. The University embeds environmental sustainability into key decision-making, such as by mandating that all initiatives considered by its Executive Board clearly consider the environmental impacts/benefits associated with them. A network of sustainability champions has been developed across the University, including representatives from the Henley Business School.

**Dan Fernbank**, Energy and Sustainability Director, University of Reading



As part of a suite of student scholarships and bursaries, in 2025 the University launched the [Global Sustainability Leaders Scholarship](#), an undergraduate scholarship scheme to create a community of global sustainability leaders of the future. Within Henley we now offer the [Business Ethics and Sustainability Executive MBA Scholarship](#) for Global Executive MBA candidates who have made a positive impact in an area that benefits either their local community or the wider world.

More broadly, we operate in a range of responsible ways. For example, we have a strong institutional focus on EDI, a [policy of responsible procurement](#) and have also developed a [Sustainable Food Policy](#), which requires that sustainability standards are supported by suppliers and embedded in contracts with external contractors and suppliers. We are recognised as a [University of Sanctuary](#) being committed to welcoming and including sanctuary seekers across our teaching, research and community activities.

Henley is committed to becoming a sector-leading business school in EDI best practice, as benchmarked against the EDI Maturity Model. Our aim is for EDI to be fully integrated into every aspect of the School's culture and practices – driven both from the top-down and the bottom-up – rather than treated as a standalone function.

**Dr Miriam Marra**, Director of Equity, Diversity and Inclusion



Henley Africa's commitment to advancing sustainability and accountability is most tangibly expressed through the school's deep engagement with Broad-Based Black Economic Empowerment (B-BBEE) legislation in South Africa. Viewing transformation as a core responsibility, Henley has achieved a Level 1 B-BBEE status, the highest achievable, for two consecutive years. This is not merely a box-ticking exercise but a reflection of a concerted effort to address historical economic imbalances.



# Share

Our 2025 PRME Sharing Information on Progress Report, and this Henley Responsible Business Education Progress Report, have given us the opportunity to highlight some of our successes in engaging with and further integrating the PRME Principles within Henley. In particular over the last 12 months we have:

- Developed a new Vision and Henley Strategy 2025-30, which includes a Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*;
- Continued our work on the Henley Equity, Diversity and Inclusion strategy including in relation to gender in preparation for our Athena SWAN re-certification later this year;
- Developed ways to publicly share our RME-focussed activity and performance, including a dedicated set of pages on our website and also the creation of this Report;
- Been awarded Sustainable University of the Year 2025 and ranked in the world's top 50 universities in its support of sustainable global development;
- Further enhanced student engagement with responsible management education, launched the Global Sustainability Leaders Scholarship for prospective undergraduate students across the University including Henley and also the Henley Business Ethics and Sustainability Scholarship for the Henley Executive MBA - Global;
- Successfully delivered Henley's undergraduate and taught postgraduate programmes, which had been revised over the previous three years as part of an institution-wide review of our taught programme offerings; this review emphasised global engagement, sustainability, inclusiveness, and self-awareness as underpinning values linking the curriculum and its teaching, and many of the aligned modules are featured on the PRME Commons website;

- Undertaken a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2024 to the UN SDGs, which demonstrated Henley's strong and growing commitment to advancing sustainable development through research;
- Continued to undertake research in the areas of Responsible Management Education which delivers outputs with real-world impact.

The process of developing our 2025 PRME SIP Report included the collection and analysis of data, engagement with a wide range of stakeholders and much critical reflection. As a result, we have identified the following development areas and actions for the next 12 months:

- Establishing, as part of the implementation of the Henley Strategy, a set of institutional KPIs relating to Responsible Management Education in order to track our progress;
- Implementing, in alignment with the new *Henley Strategy 2025-30*, actions to raise and further embed across our community of staff and students the institutional awareness of our ongoing commitment to PRME and its principles;
- Involving the WoW and the CBES research centres in a conversational team workshop with other key Henley research centre directors as to how to better scaffold internal research synergies and joint work relevant to our Strategic Ambition to be a *Champion of just sustainability transition with research, education and engagement*

*We look forward to sharing our progress with you in 2026.*



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