

HENLEY BUSINESS SCHOOL

Responsible Business Education Progress Report 2025–26



Henley
Business School

UNIVERSITY OF READING

PRME

SIGNATORY MEMBER



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Letter from the Dean on Henley's ongoing commitment to responsible business and management education and to the United Nations' PRME

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

I am delighted to report that Henley is making good progress with the development and implementation of the *Henley Strategy 2025–30*, as well as sharing developments at our parent institution, the University of Reading, including the celebrations of its Centenary and the development of its own institutional strategy. A joint commitment to responsibility and sustainability is something that both Henley and the University have in common.

Given the global situation and the complex challenges facing our staff, students and partners, Henley's dedication to responsible business and management education, to PRME and to our associated commitments has never felt more critical. 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, ongoing developments in artificial intelligence present 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 continue to hold the triple accreditation of AMBA, EQUIS and AACSB, as well as being accredited by the Association of African Business Schools (AABS) for our international campus in South Africa.

I am also delighted to report that as a testament to its efforts and impact in Equity, Diversity and Inclusion (EDI) activities, Henley has this year achieved the [Athena Swan](#) Silver Award, the UK national charter-mark for good practice in higher education institutions for work to advance gender equality. We also continue to:

- embed 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.

Institutional developments over the past 12 months

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

In my Letter of Commitment shared within Henley's 2025 Sharing Information on Progress (SIP) report, I highlighted that we had just developed a new institutional Strategy, the *Henley Strategy 2025–30*, with our Vision 'to be a global community of changemakers engaged in shaping a sustainable and just world of business' and a number of Strategic Objectives and Ambitions for the next five years, which include an Ambition 'to be a Champion of just sustainability transition with research, education and engagement'. Henley's Vision and



Strategy therefore has responsible management education and PRME Principles at its very heart. Over the past 12 months, we have been working to identify and begin key projects and activities that implement our Strategic Objectives, with many of those aligning with PRME. These include the intention to establish a number of Global Centres of Excellence, the ongoing refreshment of our curriculum to ensure integration of key global issues (such as AI and sustainability) within programmes, and strengthening the visibility and societal impact of our research. I look forward to sharing progress updates with PRME over the next few years.

This year, alongside the University of Reading, Henley was proud to celebrate the Centenary of the award of the University's Royal Charter in March 1926, giving it the power to award degrees. In the 100 years since its establishment, the University has demonstrated a long-standing commitment to responsibility and sustainability. In particular, the University has been a global leader in climate change research, low-carbon building design and environmental studies. Members of University faculty were part of the Intergovernmental Panel on Climate Change, which was awarded the Nobel Peace Prize for its work to inform the world of the risks of climate change and, in 2018, Professor Ed Hawkins from the University's Department of Meteorology created the now globally recognised 'Climate Stripes', which show the progressive heating of the Earth in a single, striking image.

Today, the University continues to place sustainability at the core of its values, education and strategy, and is ranked in the world's top 30 universities in the 2026 QS Sustainability Rankings. Awarded [Sustainable University of the Year 2025](#) in *The Times* and *The Sunday Times Good University Guide*, the University is committed to the development of sustainable practices that minimise its carbon footprint and has pledged to achieve Net Zero Carbon status by 2030. Its ongoing commitment to sustainable values is further emphasised in the current development of a new institution-wide *University Strategy*, within which Environmental Sustainability is one of the four core Strategic Principles.

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

Last year we set ourselves three responsible management education-related goals to:

1. Establish, 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. Implement, 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. Involve the World of Work Institute (WoWI) 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'.

Our progress towards achieving these goals is shown on pages 9–13 of this Report.

After reflection, we have decided that we wish to continue making progress with the existing institutional PRME goals, given they are closely connected to the *Henley Strategy 2025–30* and to the University's new Strategy. For this reason no new goals will be introduced for the next 12 months and we will continue to focus on and develop activities that align with the three existing goals, giving us time to continue our progress with embedding responsible management education across Henley and also to enable better reflection.

Yours sincerely,

A handwritten signature in black ink, reading "E Beleska-Spasova".

Professor Elena Beleska-Spasova
Dean, Henley Business School

About PRME and the SIP Reporting process

The [Principles for Responsible Management Education \(PRME\)](#) is a UN-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 UN [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, 2025–26* provides an overview of our 2026 PRME 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 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 SIP report, which demonstrates the institution's efforts to implement PRME Principles. Until 2023, SIP reports were submitted biennially but since 2024 these have become an annual initiative. Henley's 2026 SIP report is our eighth such submission; this version and all of our previous reports can be downloaded via our [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 105,000 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 fewer 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 Custom executive education in the *Financial Times* Executive Education 2026 Rankings and 17th globally in the Corporate Knights Better World MBA 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 this year celebrated its centenary. 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, involving a commitment to and investment in these spaces. In 2026, for the 16th consecutive year, the Whiteknights campus achieved a Green Flag Award, 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 introduction of a ‘bee hotel’ and an ongoing project to replace catering equipment, lighting, heating and technology with more energy-efficient solutions. There is also a wildflower garden at Greenlands. Further improvements to it this year, funded by a grant from the University’s Centenary Fund, have enabled the introduction of new trees and new bird-nesting boxes, including two swift boxes for this UK red-listed species. These additions provide valuable habitats and make a real difference to local biodiversity.

In addition to its UK campuses, Henley has international branch campuses in Finland ([Henley Business School Nordic](#)), South Africa ([Henley Business School Africa](#)) and 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. At the University of Reading Malaysia in Iskandar the Heartspace, the central parkland space on campus, provides an open, natural space, which emulates the Whiteknights campus in the UK but translates it for a tropical setting.

The University places sustainability at the core of its values, education and strategy. A demonstration of its commitment to sustainability is its [Global Sustainability Leaders Scholarship](#), launched in 2025, an ambitious new undergraduate scholarship scheme with the aim of creating a community of global sustainability leaders of the future. Awards are made to up to 400 high-achieving UK and overseas scholars each year.

In 2026, the University is refreshing its institutional Strategy, which will run until 2040 and will set out its commitment to achieving the qualities and characteristics of a global top 100 university by that time. The refreshed Strategy will be built around the same broad Strategic Principles as the current strategy of Community, Excellence, Civic Engagement and Sustainability, with the latter being amended to have a focus specifically on Environmental Sustainability.

Another demonstration of the commitment to sustainable values is that the University was 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 30 universities in the [2026 QS Sustainability Rankings](#).



Henley's Vision, Values, and Strategic Objectives and Ambitions

Henley's commitment to responsible management education is embedded within our Vision, our Values and our Strategy, and remains at the heart of our education and operations at all levels.

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

We act responsibly, fairly and consider the impact on others and our societies

Bringing Passion

We energise people with the clarity and excellence of our thinking

Braving Change

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
- 2

Champion engaged and solution-driven research
Our Ambition is to make a globally ranked top 100 research University contribution
- 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 2025 SIP Report we set ourselves the following three goals:

- 1

To establish, 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

To implement, 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

To involve Henley's World of Work Institute and the Centre for Business Ethics and Sustainability 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'.

Goal 1. We have reflected on the importance of establishing more actionable and measurable indicators to guide further progression against outcomes; throughout 2025–26 we have been developing a series of institutional KPIs relating to responsible management education. We intentionally created a structure that aligns to the seven PRME Principles. For each, we have identified a small number of KPIs – many of these based on data already collected by Henley or the wider University. We have also identified a small number of potential future KPIs, where further work will be needed to enable us to capture the necessary data. This activity provides for the first time a coherent and integrated way to measure and track our progress in implementing PRME principles. We intend to begin to collect and reflect on this data from 2026–27 onwards, and monitor and publish progress in our annual *Henley Responsible Business Education Progress Report*.

Goal 2. To support this and to embed across the Henley community an institutional awareness of our commitment to the PRME principles, we launched a series of [Responsible Business Education webpages](#) and are also publishing an annual Henley Responsible Business Education Progress Report. This year, to further support this goal, we have sought to engage with our students and raise their awareness of our commitment to PRME at the start of their studies by providing information during Welcome Week; one of our PRME KPIs relates to 'the Percentage of Henley students aware that Henley is a PRME Signatory'. We also provide updates on progress with PRME for relevant bodies within Henley's governance and committee structure.

Goal 3. Involves enhancing collaboration for cross-disciplinary research synergy building, to facilitate further connections and opportunities for dialogue among researchers engaged in sustainability and ethics research and impact projects. In May 2026 we delivered our first annual Research Workshop on Business Ethics and Sustainability Research, jointly sponsored by our [World of Work Institute](#) and our [Centre for Business Ethics and Sustainability](#). The aim was to share knowledge and encourage cross-disciplinary synergy among colleagues with interest or active research in this broad research area. The workshop included presentations, with associated discussion, from Henley faculty and faculty from other institutions on.

- *Decoding Sustainability Discourse in Public Corporate Reporting: A Natural Language Processing Approach*
- *Beyond Compliance: Why Environmental Accountability Fails in Nigeria's Oil and Gas Sector*
- *Decarbonising Supply Chains: Turning Data into Sustainable and Profitable Decisions*
- *Menopause Transition and Women's Workplace Inclusion*
- *Advancing Inclusive Recruitment: A Practice Lens on Navigating Barriers to Refugee Employment*

This year there were 20 attendees – a good start, particularly as we already have weekly departmental-level seminars that focus on discipline-based research relating to responsible management education. The intention is to establish the Research Workshop on Business Ethics and Sustainability Research as an annual activity.

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 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

Organisational accountability and responsibility for responsible management education

Accountability and responsibility for responsible management education at Henley is formalised within our senior leadership team, led by the Dean, Professor Elena Beleska-Spasova. The Dean has formal responsibility, 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 professional services staff.

With a long history of championing responsible business education, Henley is dedicated to nurturing a global community of changemakers engaged in shaping a sustainable world of business. We champion a just sustainability transition through research, education and engagement, underpinned by purpose-driven teaching and research. As an international community, we bridge cultures, continents and perspectives, bringing together students and faculty from around the globe. Through our international campuses, partnerships and alumni network, we foster diverse interactions and collaborations that prepare our students to thrive in an interconnected world..



Professor Elena Beleska-Spasova, Dean, Henley Business School

Our focus on Equity, Diversity and Inclusion

At Henley, diversity is woven into our fabric and our work is led by our joint Directors of Equity, Diversity and Inclusion, Dr Melissa Carr and Dr Miriam Marra. 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. For example, as part of our commitment 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.

As a testament to its efforts and impact in this area, in 2026, Henley was delighted to achieve the [Athena Swan](#) Silver Award, the UK national charter-mark for good practice in higher education institutions for work to advance gender equality. This was Henley’s first Silver Award, building on our previous Bronze Award and reflecting our significant progress in actions driving positive cultural and structural change.



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, 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.

■ ■ *At Henley, we believe that business education should develop not only capable leaders, but responsible ones. Across our undergraduate and postgraduate programmes, students are encouraged to consider the ethical, social and environmental consequences of business decisions, equipping them to create sustainable value for organisations and society. Through a curriculum that integrates responsible management, sustainability, governance and ethical leadership, alongside real-world projects and global perspectives, we develop professionals who are ready to make a positive impact in their organisations, communities and the wider world.*

Professor Emese Lazar, Deputy Director of Teaching and Learning



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 \(Sustainable Marketing\)](#)
- [MA Board Practice and Directorship](#)

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 innovative, experiential, peer-to-peer, action learning-based programme delivery is ideally suited to debating the intractable challenges that businesses are facing in today's world. We aim to equip our students to think differently, as responsible leaders, requiring them to apply their learning to workplace challenges. Their learning has a genuine, positive impact on their companies' sustainable and responsible practices.*

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



In addition to our degree programmes, Henley delivers a wide-ranging portfolio of [executive education programmes](#), designed to enhance individuals' capabilities in leadership, management, strategic planning, people and organisational change, and executive coaching. Programmes have a strong practical focus, enabling participants to make an immediate impact in their organisation. A number of these focus on responsible business, including the [Henley Leading Sustainable Organisations Programme](#), [Sustainable Finance for Directors](#) and [Leading in the AI Era](#).

Embedding sustainability across the curriculum

Beyond dedicated programmes, sustainability and responsibility-related themes are increasingly embedded within 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, as well as building future capacity within organisations by nurturing talent.

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

■ ■ *I believe in the transformative power of formal education. 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



■ ■ *One of the most valuable aspects of my MSc Management has been learning that responsible management is not a separate business function, but a mindset that should shape every decision an organisation makes. Throughout the programme, we explored how commercial success can be achieved while considering ethical responsibilities, long-term sustainability and the interests of multiple stakeholders.*

Working on consultancy and strategy projects challenged me to think beyond financial performance. I learned to evaluate the wider social and environmental impact of managerial decisions alongside their commercial viability.

These lessons have also influenced my own entrepreneurial perspective. I now think more critically about building long-term relationships with clients, creating value responsibly and making decisions that balance profitability with integrity. The programme has reinforced that responsible leadership is not only about managing organisations effectively, but also about creating positive and sustainable impact.

Joana Mattos de Britto Pereira, MSc Management



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 on 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 working. 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 two years, Henley has published several key reports on [Leadership Futures](#), including a recent report on [Redefining Leadership in the Age of AI](#).

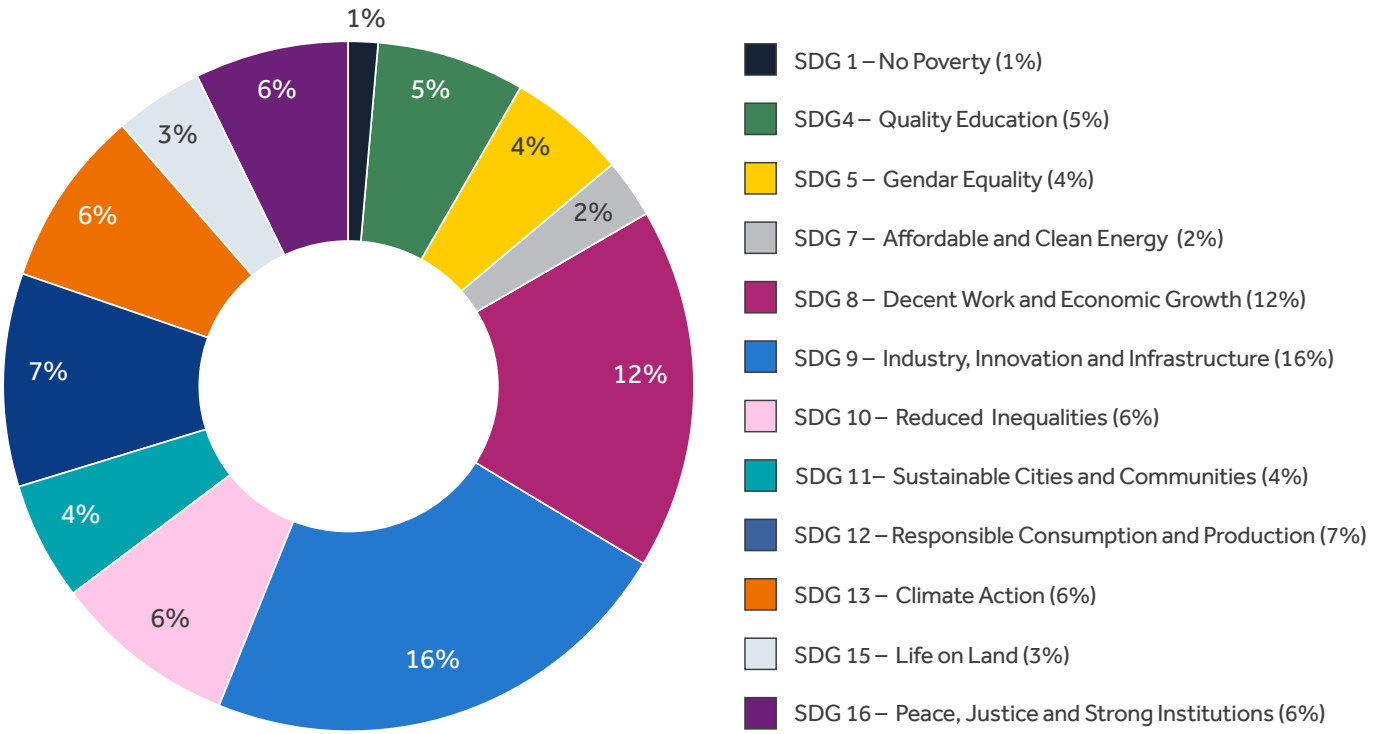
The [Centre for Business Ethics and Sustainability](#) (CBES) focuses on research relevant to business ethics as well as sustainability, with a research agenda drawing from and expanding upon the [UN SDGs and Global Compact](#); it promotes multidisciplinary research on ethics and sustainability, integrating 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

This year Henley has once again undertaken a mapping of all peer-reviewed journal articles published by Henley faculty in 2025–26 against the UN SDGs. This revealed that 43% of Henley's 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 2025–26. One article can be linked to more than one SDG.

Distribution of SDGs across 2025-26 publications by Henley faculty



Henley's research magazine, [Leading Impact](#), showcases the many impactful projects that our faculty are engaged with. Examples of recent and ongoing research projects in the areas of responsible management education that demonstrate our impact and reach include:

1. Joint research by Professor Chris Brewster and colleagues at two Australian universities on integrating refugees into the labour market, which explored some of the challenges to such integration and sought to identify ways in which businesses could tackle these issues. This research identified a range of employers who had gained substantially from employing refugees and often consequently involved a wider range of stakeholders in order to shift the conversation about refugee recruitment, looking to emphasise the benefits that such an approach could bring.

The UN SDGs covered in this project are SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 16 (Peace, Justice and Strong Institutions).

2. Research by Professor Vicky Li into how AI can help the National Health Service (NHS) tackle missed hospital appointments, so making access to care fairer. Working with the Royal Berkshire NHS Foundation Trust (RBFT), one of the UK's largest NHS trusts, which cares for around a million people. The project developed an explainable AI model; this model was able to predict a patient's risk of not attending with around 92% accuracy and also revealed the specific factors behind that risk, including past missed appointments, long travel times, mental health issues or deprivation levels. The model was built into a decision-support system that NHS staff are able to use on a day-to-day basis. With clear guidance materials, staff can have better conversations with patients flagged as high risk. This system has been introduced into all RBFT sites and departments and has led to non-attendance among high-risk patients being cut by 40%; patients have also highlighted that this personalised approach has made it easier to attend appointments that they would otherwise have missed.

Work on AI projects in the health sector is ongoing, including the development of tools for earlier disease detection, forecasting disease activity and helping clinicians decide who should be cared for in virtual wards.

The UN SDGs covered in this project are SDG 3 (Good Health and Well-Being), SDG 9 (Industry, Innovation and Infrastructure) and SDG 11 (Sustainable Cities and Communities).

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 focuses 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 Professor 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 the Professor.

I'm deeply honoured to receive the 2025 Professor Robert D. Pearce Prize. The Professor's work on emerging markets, especially his insights on Africa, has had a huge impact on shaping my own research interests, which makes this award feel especially personal. Prizes like this are key for students, as they not only provide crucial encouragement but also validate the importance of exploring complex, global questions.

Fuad Dalmar, MSc Digital Innovation and recipient of the Robert D. Pearce Prize 2025



Research seminars and conferences

Henley's Research Centres host a range of conferences and seminars that focus on research related to responsible management education.

In November 2025, Henley and the [ICMA Centre](#) hosted the [Climate and Finance Conference 2025](#), which focused 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](#) hosted the [10th biennial International Business Conference](#). As described on page 9, Henley's first annual Research Workshop on Business Ethics and Sustainability Research was held in May 2026.

Partner

At Henley we work in partnership with a wide range of organisations to further advance not only our own activities relating to PRME Principles and UN SDGs but also to support our partners and clients to meet their own objectives relating to responsibility, sustainability and ethics. We currently have over 150 active partnerships, including those related 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 example, the dedicated NHS EDI cohort has recently 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, Senior Apprenticeship Tutor



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

In this year's SIP Report, we have highlighted the work that we do in partnership with the UK real estate sector on the [Pathways to Property](#) programme, which aims to widen access to the real estate profession by raising awareness of and aspirations about the vast range of careers available within the industry. The programme and its inclusive Summer School aims to break down barriers for young people from under-represented backgrounds to join the industry, and to also receive encouragement and be inspired to enter higher education. Led by the Reading Real Estate Foundation and by Henley faculty in Real Estate and Planning, the programme supports young leaders to develop knowledge and expertise, raise aspirations and access opportunities as they take their first steps towards becoming a future real estate professional, whose work inspires more sustainable cities and communities.

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.

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. This year, the University has installed 263 solar panels on the Henley Business School building and 141 solar panels on the ICMA Centre building, which will annually generate 129,000 and 65,000 kilowatt hours respectively. Further information about our work related to sustainability, including progress updates, can be found in our Annual Sustainability Report.

■ ■ The University has built strong sustainability credentials, with multiple sector awards, and in its Centenary year is developing its next Strategic Plan, which will seek to further embed environmental sustainability throughout its teaching, research and operations, to position itself as a global leader in sustainability. This requires leadership by example, and the University is committed to delivering its commitment to achieve Net Zero Carbon in its own operations by 2030, as well as setting further ambitious targets to significantly reduce the emissions from its entire supply chain. Its ambitious sustainability champions network has given a voice to sustainability across the University, including through representatives from Henley Business School

Dan Fernbank, Energy and Sustainability Director, University of Reading



In 2025, as part of a suite of student scholarships and bursaries, 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 offer the Business Ethics and Sustainability Executive MBA Scholarship for Global 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 remaining a sector-leading business school in EDI best practice, as benchmarked against the EDI Maturity Model, and to sustaining this leadership even as external fashions change.



We are committed to embedding EDI as a strategic, enduring priority, integrated into governance, decision-making, recruitment, curriculum, research and daily behaviours, rather than treating it as a standalone initiative.

Our aspiration is to combine visible leadership and lived experience across the School, via senior accountability and resourcing, paired with grassroots EDI ownership, and continuous staff and student engagement.

Through strategic partnerships with communities, employers and peer institutions, Henley also aims to co-create scalable, transferable best practice and influence sector standards, ensuring our EDI work is resilient, credible and impactful long after any trend has passed.

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 2026 PRME SIP 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 PRME Principles within Henley. In particular over the last 12 months we have:

- *Started to implement the Strategic Objectives within the Henley Strategy 2025–30, including an ambition 'to be a Champion of just sustainability transition with research, education and engagement'*
- *Achieved the Athena Swan Silver Award, reflecting our significant progress in our work to advance gender equality;*
- *Been ranked in the world's top 30 universities in the 2026 QS Sustainability Rankings and 17th globally in the Corporate Knights Better World MBA Rankings;*
- *Developed a series of institutional KPIs relating to responsible management education, providing a coherent and integrated way in which we will measure and track our progress in implementing the principles of PRME;*
- *Raised students' awareness of our commitment to PRME at the very start of their studies, by providing bespoke information and presentations during Welcome Week;*
- *Continued to deliver undergraduate, taught postgraduate and executive education programmes that emphasise sustainability, ethics and responsible business practice. Many of the modules within these programmes are featured on the PRME Commons website;*
- *Delivered our first annual Research Workshop on Business Ethics and Sustainability Research, jointly sponsored by our World of Work Institute and our Centre for Business Ethics and Sustainability;*

- *Installed over 400 solar panels on Henley buildings at the Whiteknights campus;*
- *Continued to undertake research in the areas of responsible management education, which delivers outputs with real-world impact. We have once again undertaken a comprehensive mapping of all peer-reviewed journal articles published by Henley faculty in 2025–26 to the UN SDGs. This continued to demonstrate Henley's strong and growing commitment to advancing sustainable development through research;*
- *Celebrated the Centenary of the award of the University's Royal Charter and legacy over the last 100 years, which includes a long-standing commitment to responsibility and sustainability. Henley is playing a significant role in the current development of a new institution-wide University Strategy, within which Environmental Sustainability is one of the four core Strategic Principles.*

A number of these successes relate to the development areas and actions for the year ahead identified in our 2025 PRME SIP Report. As described earlier, the process of developing our 2026 SIP Report has led us to decide that we will not introduce any new goals for the next 12 months but will instead continue to focus on and develop activities that align with our three existing institutional PRME Goals, which we have set out on page 9 of this Report, giving us time to reflect on these and make further progress.

We look forward to sharing our progress with you in 2027.

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