

# Letter from the Dean on Henley's ongoing commitment to PRME's Principles

## Our Commitment to the Principles for Responsible Management Education



As the Dean of Henley Business School, it is with pleasure that I am sharing our ongoing commitment to PRME, its seven principles and this year's Sharing Information on Progress (SIP) 2.0 report submission.

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 the 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 Equality, Diversity and Inclusion 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 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.

## 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 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 the PRME Principles at its very heart. Over the past 12 months, we have been working to identify and begin key projects and activities which 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 which 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 RME-related goals and future ambitions

In the previous SIP report, submitted in September 2025, we set ourselves three RME-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 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*.

Regarding our first goal, we have reflected on the importance of establishing more actionable and measurable indicators to guide further desired progression against outcomes; therefore throughout 2025-26 we have been developing a series of institutional KPIs relating to Responsible Management Education. In doing so, we intentionally

created a structure that aligns to the seven PRME Principles. For each Principle, we have identified a small number of KPIs, with many of these based on data that is already collected by Henley or by 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 data that we would need. This activity therefore provides for the first time a coherent and integrated way in which we can measure and track our progress in implementing the principles of PRME. Our intention is to begin to collect and reflect on this data from 2026-27 onwards, and we will monitor and publish progress in our annual *Henley Responsible Business Education Progress Report*. Our KPIs are appended to this letter.

As highlighted in my 2025 Letter of Commitment, to support our second goal and to embed across the Henley community an institutional awareness of our ongoing commitment to the principles of PRME, we launched a series of [Responsible Business Education webpages](#) on the Henley Business School website 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 very start of their studies by providing bespoke information and presentations during Welcome Week, the introductory period at the start of the new academic year; one of our PRME KPIs relates to the 'Percentage of Henley students aware that Henley is a PRME Signatory'. In addition, we also provide updates on progress with PRME for relevant bodies within Henley's governance and committee structure.

Our third goal involves enhancing collaboration for cross-disciplinary research synergy building which we believe facilitates further connections and opportunities for dialogue among researchers engaged in sustainability and ethics research and impact projects. To support this goal, 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 of the workshop was to share knowledge and encourage cross-disciplinary synergy amongst all colleagues with interest and/or active research in this broad research area. The workshop included a number of 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. Dr Tatiana Rowson;
- Advancing inclusive recruitment: A practice lens on navigating barriers to refugee employment.

This year there were 20 attendees; we believe that this is a good start, particularly as we already have active and weekly departmental-level seminars which focus on discipline-based research relating to Responsible Management Education, guided by our diverse research centres. The intention is to establish the Research Workshop on Business Ethics and Sustainability Research as an annual activity, growing the audience each year.

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,



Professor Elena Beleska-Spasova  
Dean, Henley Business School

## Henley's Responsible Management Education KPIs, 2026-27

**PURPOSE:** We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems

1. % of Henley faculty actively contributing to our work with PRME, advancing RME, or addressing sustainable development challenges through their work
2. % of Henley students actively contributing to our work with PRME, advancing RME, or addressing sustainable development challenges through their work

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

1. % of Henley students aware that Henley is a PRME Signatory
2. % of Henley UG students agreeing that 'My institution encourages good environmental practice'
3. % of Henley UG students agreeing that 'My course has encouraged me to think about environmental sustainability'
4. % of Henley UG students agreeing that 'I have had opportunities to take part in activities supporting environmental sustainability'

**TEACH:** We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy

1. Number of Modules aligned to Responsible Management Education
2. Percentage of early-career Graduates in roles that include themes relating to Sustainability, Ethics and CSR

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

1. Number of published peer-reviewed articles in the past 12 months that contribute to sustainable development and/or responsible management education

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

**PRACTICE:** We adopt responsible and accountable management principles in our own governance and operations

1. Reduce the University of Reading carbon emissions to net zero by 2030 (against a 2008/09 baseline)
2. Increase the University of Reading % waste sent for recycling in the previous 12 months
3. University of Reading position in the UK People and Planet University League ranking
4. University of Reading position in the *Times Higher Education* Global Impact Rankings for work relating to UN SDGs
5. University of Reading position in the QS Sustainability Rankings

6. Henley position in the Corporate Knights Better World MBA Ranking

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

1. Number of RME-related events/roundtables led by the Henley PRME Team
2. Annual production and dissemination to stakeholders of the *Henley Business School Responsible Business Education Progress Report*