

REPORT ON THE

Implementation of Principles for Responsible Management Education

Sharing information on progress





Contents

Letter of Commitment	1
Letter from PRME Team	2
At a glance	3
About the University of Sussex Business School	4
Principle 1: Purpose	8
Principle 2: Values	14
Principle 3: Method	20
Principle 4: Research	28
Principle 5: Partnerships	40
Principle 6: Dialogue	46
Principle 7: Organisational Practices	54
Appendix	58



Letter of Commitment



On behalf of the University of Sussex Business School, I am delighted to present this report. In the 12 years since its founding, the School has developed an international reputation in key areas of management research and practice in relation to sustainability. In doing so, the School has drawn on academic foundations that stretch back 50 years, namely interdisciplinarity and a concern for solving real-world problems. Since our last PRME submission, the School has won new funding for its work on de-carbonising the economy, as well as for work that links international trade and environmental sustainability.

The School's research in the area of sustainability goes back decades, long before the issue had its current salience. The Social, Technological and Environmental Pathways to Sustainability (STEPS) Centre is one of the UK's longest standing and most successful research collaborations on this issue. The Sussex Energy Group in the School is home to five of the world's top-cited social scientists in energy research. Beyond energy, we continue our work on how economic development interacts with sustainability issues. For example,

Professor Fiona Marshall won a *Financial Times* Sustainable Business award for her research on waste management practices in India.

This research informs our teaching, as does the extensive practical experience of our teaching staff. Work on ethics, sustainability and regulation is an integral part of our teaching across programmes. We have expanded our course content in areas such as regulation and business ethics. In the past year we launched a new MSc, *Sustainable Finance and Accounting*, to address the urgent need to train a new generation of finance specialists. We extend this work outside the classroom, with our students and staff active in community efforts to address environmental and social challenges. Our new Centre for Inclusive Trade Policy incorporates citizen involvement in its activities, notably in the areas of labour standards and the environment.

Social and environmental questions have been central to the School since its foundation, and we look forward to continuing to strengthen our teaching, research and engagement to advance the field in the coming years.

Sincerely
Professor Steven McGuire

Letter from the PRME Team

Since our last PRME report we have faced a global pandemic, which has focused civil society's priorities around a more sustainable future. The COP26 UN Climate Change Conference held in Glasgow in 2021 brought renewed commitments to slow climate change. Our researchers have been at the forefront of their fields, researching and offering policy briefs, blogs and published outputs.¹ Notably, as members of the UNESCO Global Independent Experts Group on Universities and the 2030 Agenda, researchers from the School co-authored the recent report *Knowledge-driven actions: Transforming higher education for global sustainability*, while another colleague served as Lead Author of the Intergovernmental Panel in Climate Change's Sixth Assessment Report (AR6).

The pandemic-related travel restrictions forced a reduction in our carbon footprint by requiring engagement with the academic community online rather than through physical travel. This has reduced the barriers to participation for many and facilitated new ways of collaborating, both in the classroom and through research and engagement activities. The experience has led to the transformation of the School's internationalisation strategy for a more sustainable future.

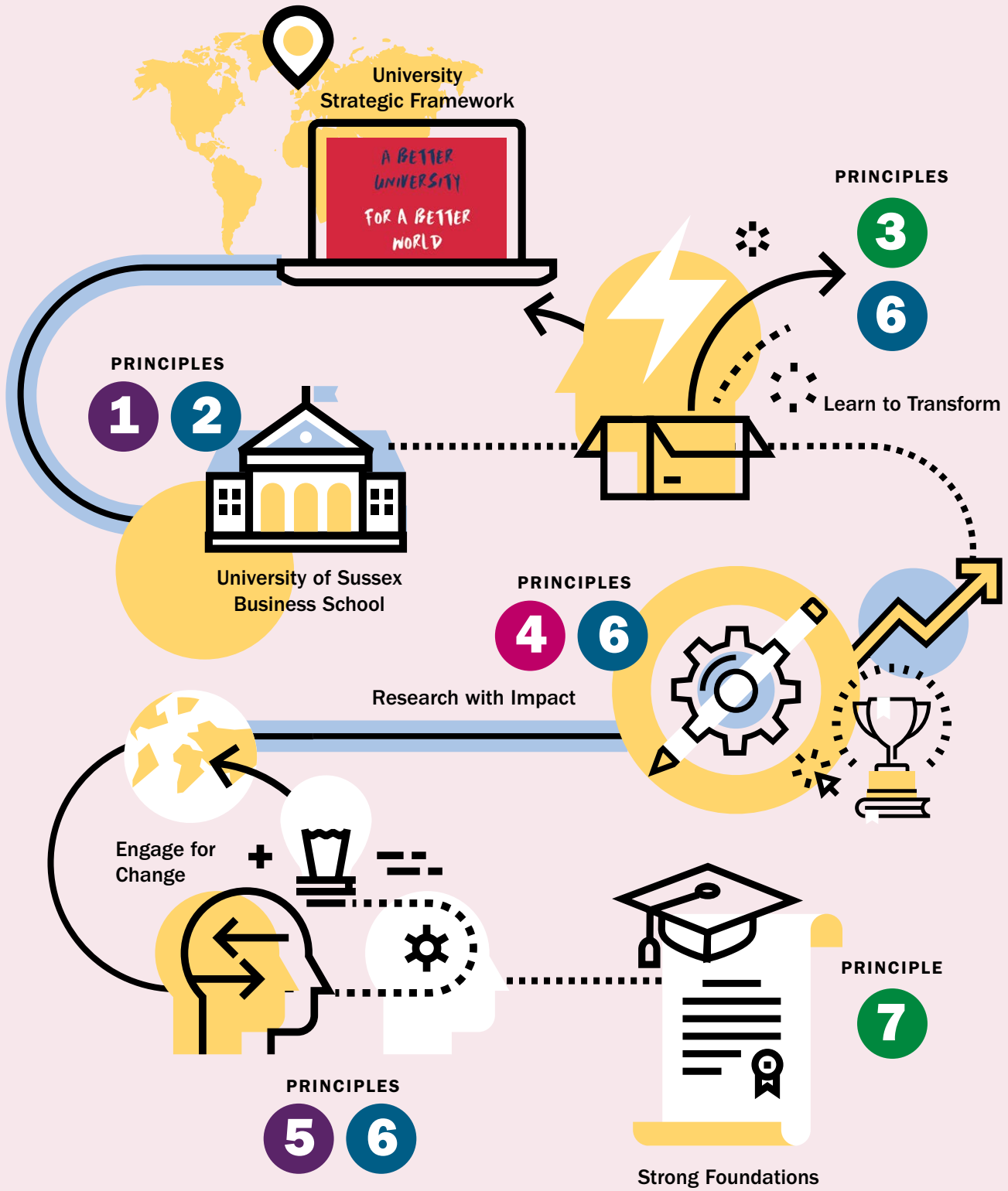
As society recovers from the pandemic, research, engagement and education will contribute to building stronger, more sustainable economies. Our world-leading research is contributing to shaping policy discourses and organisational practice. This influence is evident in our engagement activities, ranging from academic appointments as governmental advisers to grassroots community engagement. The School's graduates will be equipped with the knowledge, skills and competencies to make a positive contribution to society.

We renew our challenge to systematically increase the visibility of PRME with all colleagues and students, to share and embed best practice, and to continue to collaborate both internally and externally to further advance our mission and deepen our commitment to responsible management education. We will achieve this by working with all of our stakeholder community over the next two years.

Constantin Blome, Paul Nightingale, Susan Smith

At a glance

How the Principles are embedded in our strategic framework



About the University of Sussex Business School

The University of Sussex is a mid-sized UK university, founded in 1961 during a wave of expansion of higher education. Like all universities of that era, Sussex is a charity and operates under Royal Charter. There are ten schools of study within Sussex, including the Business School. In the 2020/21 academic year, the Business School had over 5,000 students enrolled, representing almost 25% of the University's student body. The Business School is highly international and our students are the most international at Sussex, with almost 52% coming from outside the UK, representing 150 nationalities. On the faculty side, 60% of our core faculty are from outside the UK, representing 44 nationalities and fluently speaking 37 languages.

The Business School on-campus degree portfolio consists of taught programmes at the undergraduate level (15 degrees) and postgraduate taught level (27 pre-experience and one post-experience (MBA) degree), as well as postgraduate research degrees (6 degrees). The portfolio contains both general business

school degrees and more specialist awards that reflect the specific research and teaching strengths of the School, including innovation, sustainability and public policy. The School also has three part-time, online distance-learning degrees (with a fourth launching in May 2022) that build on these distinctive strengths, including the MSc Energy Policy and MSc Sustainable Development.

We have enhanced our distinctive research profile and continue to integrate business, management and economics with a deep understanding of the public policy environment. In this way, we provide a distinctive student experience, while also generating high-quality research that is exceptionally relevant to societal challenges. Our grant portfolio is growing, comprising more and larger grants from a broader range of funders. It also reflects our growing ambition, with more of our projects producing outcomes of global significance. Our research is among the most impactful and influential of any business school in the country.

The School continues to expand its accreditations from leading professional bodies, including new course-level accreditations from the Association for Project Management and the British Psychological Society. The School is also in the early stages of applying for AACSB accreditation, with a visit estimated for 2024/25, reaffirming our commitment to responsible management education.

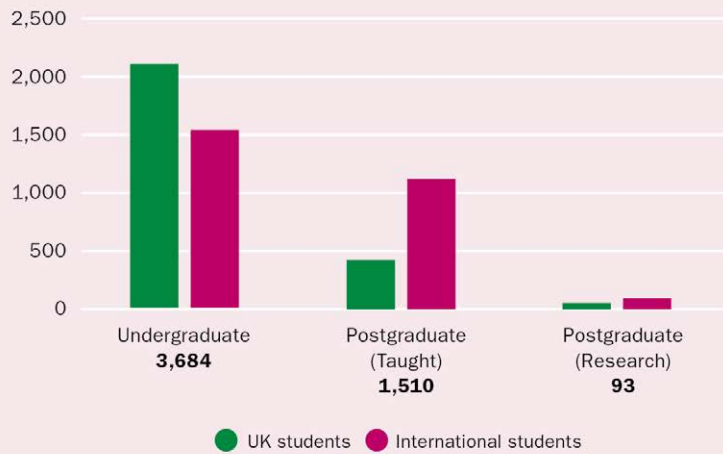
A sincere commitment to ethics, responsibility and sustainability – in operations as well as teaching and research – is part of the University's DNA and also lies at the core of the Business School's own identity and much of its most impactful research. The School is globally recognised through rankings and awards and was recently named as a Pioneering Institution in the Responsible Research in Business and Management (RRBM) network, in recognition of our leading research practices.

BUSINESS SCHOOL ACCREDITATIONS



BUSINESS SCHOOL FACTS AND FIGURES FOR 2020/21

STUDENTS: 5,287



NATIONALITIES



150

Students

STAFF: 371



44

Staff



ALUMNI NETWORK:

>14,000



PROGRAMMES:

15 undergraduate degrees, 28 postgraduate taught degrees, 3 online postgraduate taught degrees, 6 postgraduate research (PhD) degrees.



RESEARCH GRANTS:

135 applications (worth £25,569,000), 53 successful awards (worth £6,269,000)

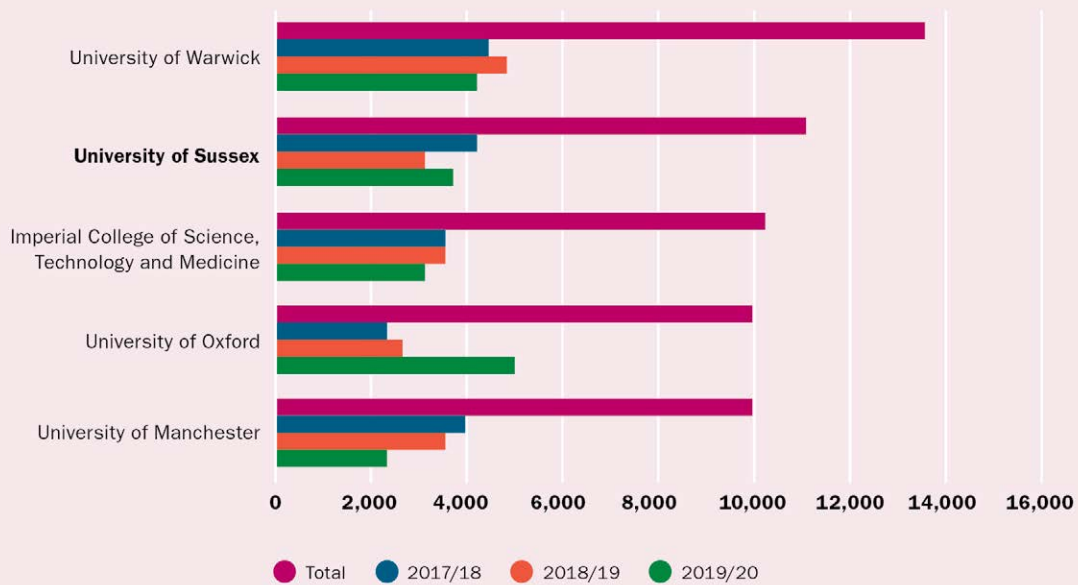


PEER-REVIEWED RESEARCH OUTPUTS:

517

**BUSINESS SCHOOL
FACTS AND FIGURES**

**TOP 5 BUSINESS SCHOOLS WITH RESEARCH INCOME OF AT LEAST
£4M FROM 2017/18 TO 2019/20 (£000S)**



1st

in the world for Development Studies
– QS World University Rankings
by Subject 2021

2nd

in the UK for research income
2017-2020 – Chartered
Association of Business Schools

13th

in the UK and world Top 100 for
Business and Economics - Times
Higher Education World University
Rankings 2022

1st

in the UK and 7th in the world
amongst Science and Technology
Policy Think Tanks (SPRU) –
Global Go To Think Tank Index
Report 2020

3rd

in the UK in the field of
Innovation and 4th in the UK
in the field of Energy Economics
– Research Papers in
Economics 2021

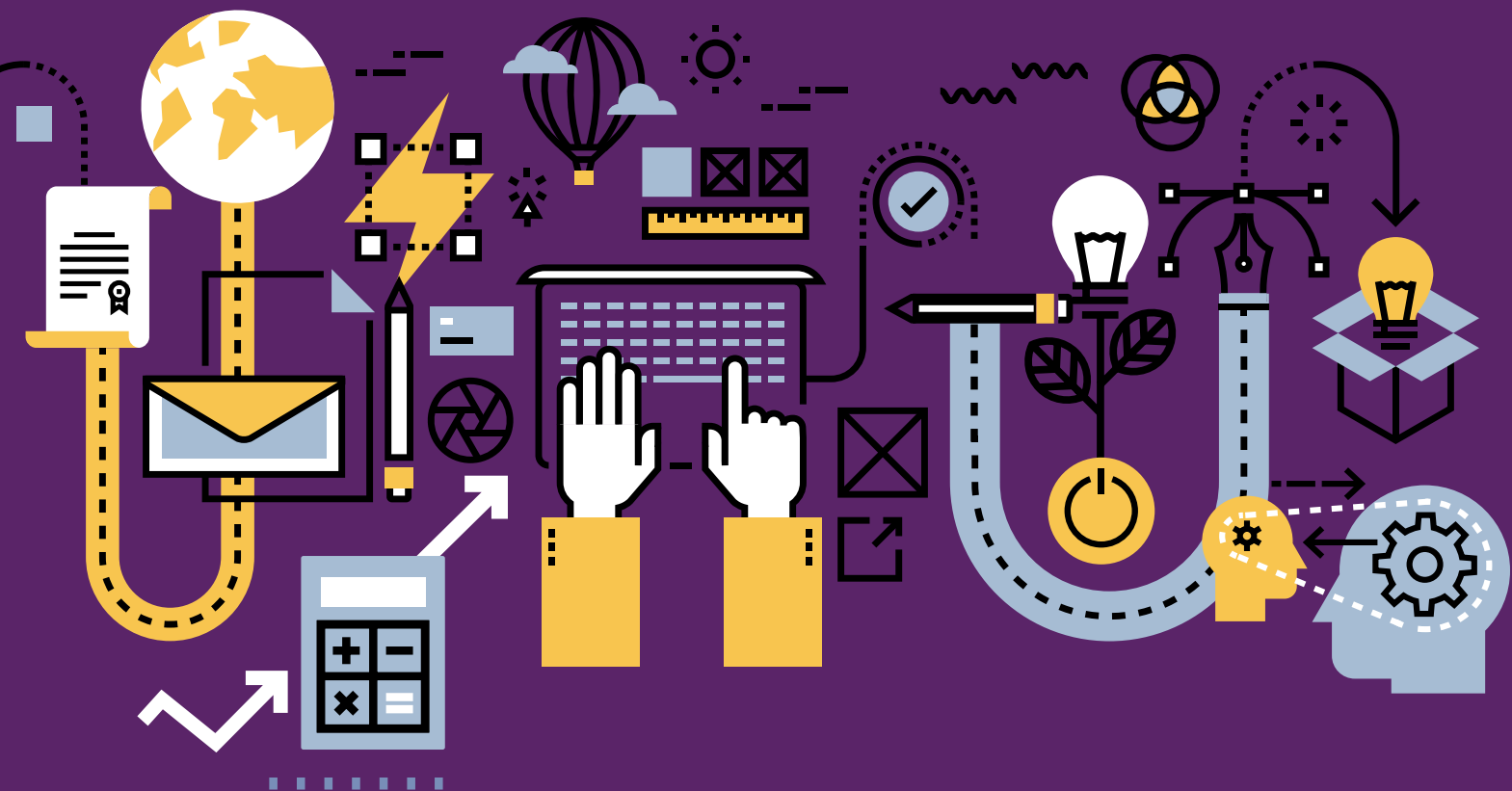
9th

in the UK and world top 50
in Supply Chain Management
Masters – QS Business Masters
Rankings 2022





Principle 1: Purpose



1

We will develop the capabilities of students to be future generators of sustainable value for business and society at large, and to work for an inclusive and sustainable global economy.

Since our last report, we have faced a global pandemic. While this led to significant uncertainty and challenge for the Business School community, it has renewed our sense of purpose and commitment to PRME. The School was particularly proud to be honoured by AACSB Innovations that Inspire 2021 in recognition of its leading work.

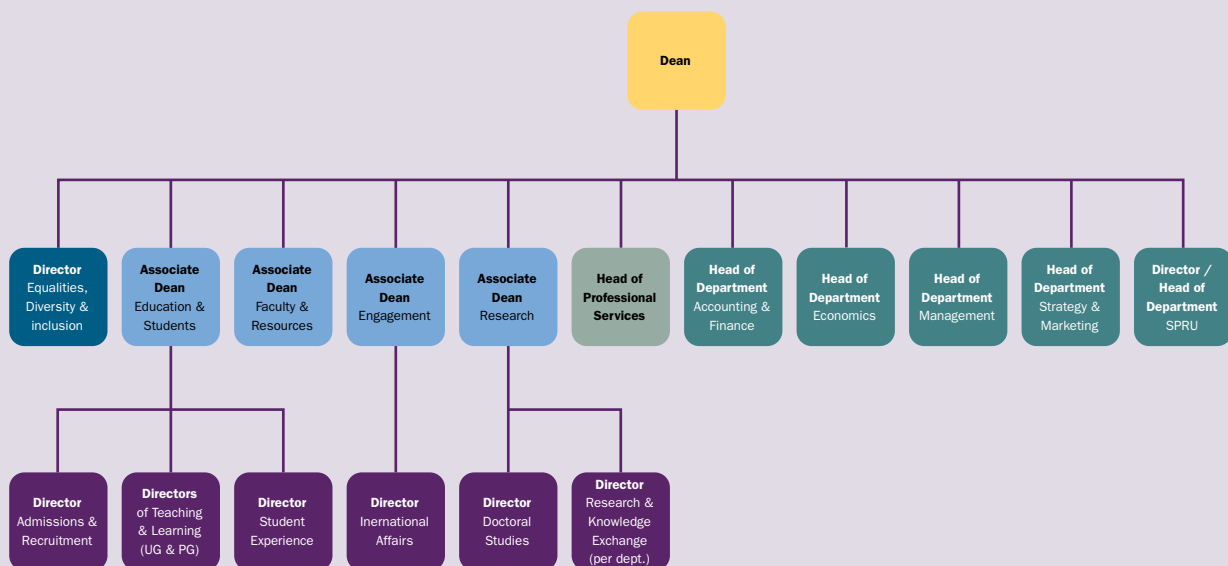
“We are excited to honour the University of Sussex Business School for its innovative approach to society’s challenges.” Caryn L. Beck-Dudley, AACSB president and CEO.

In addition, during 2021 the University published its Sustainability Strategy, demonstrating the institution’s commitment.² Our strategic goal is for the University of Sussex to be one of the most sustainable universities in the world. We will show global

leadership in demonstrating and promoting all forms of environmental, social and economic sustainability at a local, regional, national and international level. This goal is underpinned by four institutional themes:

- Ethical educators
- Decarbonising the economy
- Civic leaders and partners
- Environmental champions

UNIVERSITY OF SUSSEX BUSINESS SCHOOL STRUCTURE



CAPACITY BUILDING

We continue to build the School's capacity to research, teach and engage with PRME. This is an ongoing process. Some examples include:

- Expanding the School's reach through the ongoing development of its part-time online distance-learning portfolio of Masters programmes. The flexibility offered by this mode of study enables those with other commitments to attain Masters degrees.
- Improving the structure of our doctoral research programmes to include a new mandatory Masters

of Research (MRes) degree with the principles embedded across the training components.

- Reviewing and evolving the legacy portfolio of programmes in light of the School's research strengths and PRME.
- Engaging faculty with PRME-related professional development opportunities, for example, through workshops and seminars.
- Increasing School-level support for PRME-related research, including making strategic investment in, for example, professional services support to bolster communications

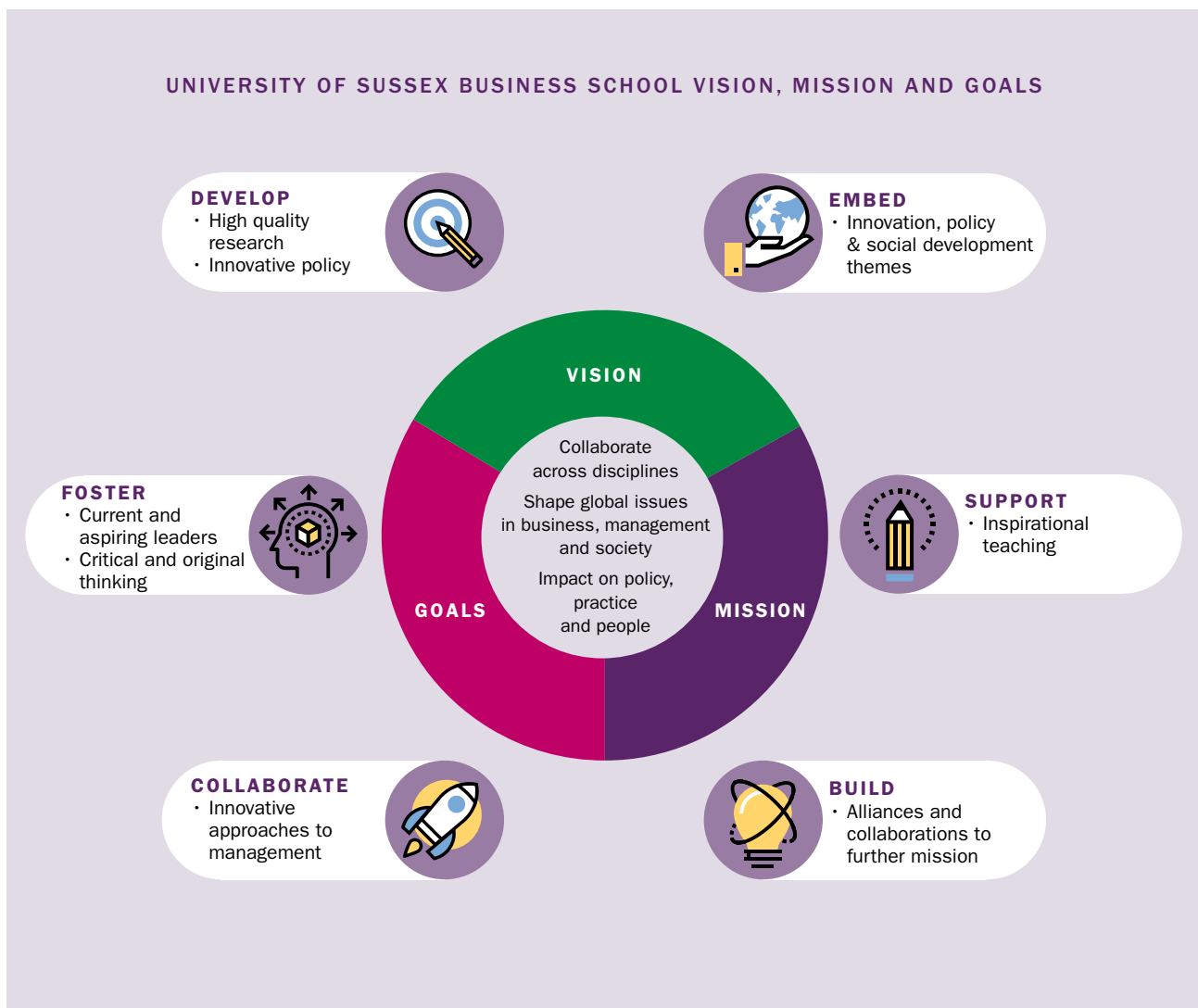
and engagement around PRME research activities, and committing higher levels of match-funding to PRME-related research bids.

REFLECTION ON 2020 OBJECTIVE

The PRME steering group was established following the prior self-assessment.

KEY OBJECTIVES 2022-2024

The PRME steering group will work to develop proposals and track the School's progress against its PRME objectives.



PRME WORKING GROUP

SUSAN SMITH

Associate Dean for Education & Students and Reader in Accounting Education



The PRME framework offers a coherent structure that we have embedded into the Business School strategy and operations to make an impact on our education, research, and engagement activity. It helps us to focus on preparing our graduates to address the challenges faced by contemporary society.

DEBBIE KEELING

Deputy Pro-Vice Chancellor for Knowledge Exchange and Professor of Marketing



In the current dynamic changing landscape, there is rightly a focus on the contribution that academia makes to wider societal challenges. PRME is a vital part of purposefully shaping academia for the future, with its focus on bringing about joined-up impact in relation to the UN SDGs across education, research and knowledge exchange. I am proud to support the ongoing PRME activity in the University of Sussex Business School, particularly in championing new forms of engagement, open accessibility to new knowledge and research that contributes to the UN SDGs.

MARCUS ATKINSON

External Engagement Manager



I actively support, communicate, promote, and engage with PRME's principles as the long-term impact of education and research carried out in universities enhances and challenges incumbent systems to shift to a sustainable, equitable and inclusive global economy.

ADRIAN TANKARD

Accreditations Coordinator



The PRME principles are imperative to real-world issues, and Higher Education is a perfect place to embed them into our culture, so being able to help celebrate how the School exceeds in showcasing and following them is something I'm keen to support.

SHOVA THAPA-KARKI

Senior Lecturer in Entrepreneurship and Sustainability



I am interested in PRME to engage our colleagues and students in generating awareness of business and sustainability and improve ability to be a change leader in their respective fields.

DENNIS TOURISH

Professor of Leadership and Organisation Studies



My interest in PRME arises from recognising that we need ethical, educated managers who believe that they can create sustainable businesses without having to take dangerous short cuts that add to social problems.

RALITSA HITEVA

Senior Research Fellow



My interest in the PRME Working group stems from my research on sustainability and inclusion, my teaching on the MSc module Infrastructure, Innovation and Sustainability, and my role as an Engagement Lead for SPRU looking to aid the region in achieving its Net Zero target and Sustainable Development Goals.

GABRIELLA CAGLIESI

Professor of Economics



The PRME guides Universities and Departments to shape and inform distinctive and bold strategic visions towards achieving the United Nations' Sustainable Development Goals (SDGs). I consider PRME a vital tool of those values-driver of higher education institutions whose plans and actions aim to make a real and impactful difference in the world.

CLAIRE TYMOSHYSYN

Student Experience Officer



Since joining the Business School in 2017 I have been passionate about embedding sustainability into the work of the Student Experience team and wider Professional Services department through my role in Green Impact. Joining the PRME working group has allowed me to connect with colleagues and gain insight into the wider work being done across the School.

IFTIKHAR HUSSAIN

Lecturer in Economics



There is much that the Economics department can bring to discussions of responsible management and economics education, especially through our socially engaging research as well as teaching. As the engagement lead for the department I am also keen to raise the profile of PRME with colleagues and students in the department.

DAWN HOWARD

Senior Lecturer in Organisational Behaviour



I am a part of the PRME group as I am keen to work collaboratively to help our students to achieve higher levels of performance in their management education relating to the Six principles.

PAUL NIGHTINGALE

Associate Dean for Engagement and Professor of Strategy



PRME's work is important because if we are going to collectively deliver against our global sustainable development goals, we will need to train skilled experts to work towards those goals across government industry and the third sector. PRME provides the framework we need to deliver that change.

RICHARD TAYLOR

Research Manager



As Research Manager for the Business School, I oversee the operational and strategic aspects of all our research, a large proportion of which directly addresses core PRME-related issues. Our research strategy is closely aligned to the Principles, and it is my job to ensure we continue to build on existing research strengths in areas such as sustainability, inclusivity and social responsibility, and to ensure that our research is operationalised and utilised in ways that fully accord with those Principles.

FRANKIE DENNIS

Accreditation Manager



I joined the PRME working group as I want to make a valuable commitment to the six Principles and I am proud to be part of the team that is actively engaging with the PRME to enhance the Schools activities in areas such as sustainability, responsibility and ethical leadership.

ANDREW DAVIES

RM Phillips Freeman Chair and Professor of Innovation Management



I'm extremely interested in participating in the PRME working group as my research involves working closely with practitioners and organizations in industry and government responsible for creating innovative solutions for the design and construction of cities and infrastructure that address the grand challenge of responding to climate change.





Principle 2: Values



2

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

UNIVERSITY VALUES

The University of Sussex has a proud history of providing sanctuary and a safe place for forced migrants and asylum seekers, and was awarded University of Sanctuary status in 2020 for its support for students and faculty seeking sanctuary.

Our core values are in line with those of the University, which were recently refreshed in a strategic framework review. They are:

BUSINESS SCHOOL VALUES

Social responsibility and sustainability are important to us. We incorporate the six Principles into our administration, teaching, research and engagement activities. We also collaborate with and advise governments and organisations to improve policy and practice. As a member of the UN Global Compact we are part of a network of companies across the world who work towards the Global Compact’s vision of creating ‘a sustainable and inclusive global economy that delivers lasting benefits to people, communities and markets’.

Susan Smith, Associate Dean for Education and Students, stated: “we’re fully committed to the Principles of Responsible Management Education and continue to increase the visibility of PRME with all colleagues and students, to share and embed best practice and collaborate to advance our mission and commitment to responsible management education. To achieve this we will work with colleagues, students, our Advisory Board and external stakeholders.”



KINDNESS

We will seek to be known as a ‘kind’ institution. We will care for each other and for the world around us, in responsible and sustainable ways. We will value collegiality and mutual support across all of our actions and activities.



INTEGRITY

We will ensure that everyone within our community is treated with dignity and respect.



INCLUSION

We will value and celebrate the diversity of our campus community and partners, and what they bring to our activities.



COLLABORATION

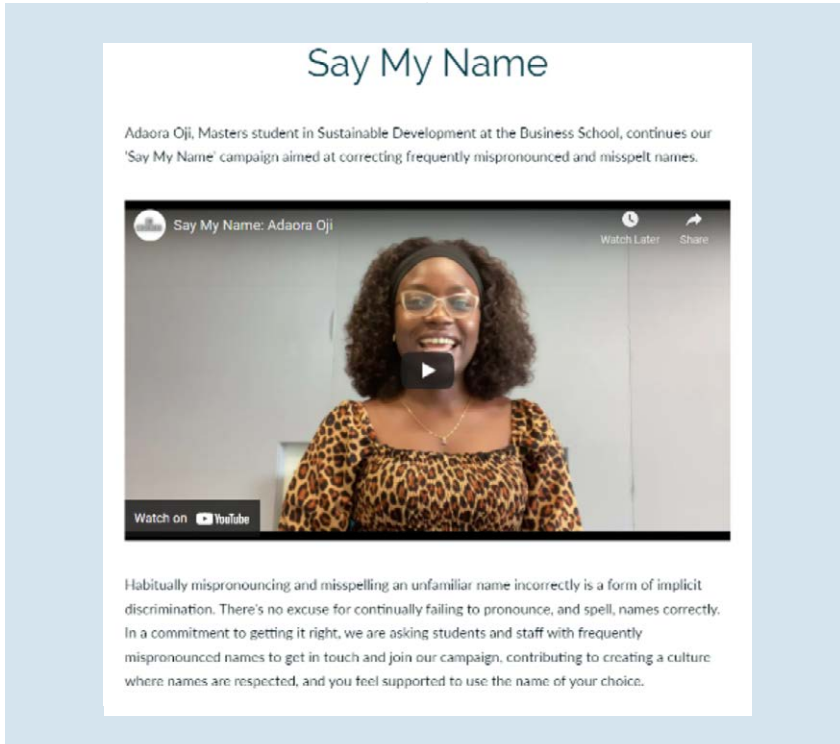
We will value and celebrate the diversity of our campus community and partners, and what they bring to our activities.



COURAGE

We will put collaboration at the heart of all that we do, seeking out productive and creative relationships. We will acknowledge and celebrate everyone’s contribution.





EQUALITY, DIVERSITY AND INCLUSION

The Equality, diversity and inclusion (EDI) working group has worked on a range of impactful initiatives over the period, including a series of seminars to raise awareness about issues such as race allyship and microaggressions.

A monthly EDI newsletter was launched in 2021. It highlights topical issues and features a ‘Say my name’ campaign. This is important as mispronunciation is often a source of microaggression.

RACE EQUITY

The School worked with student researchers to undertake a qualitative study related to the student experience of students of colour in the Business School³. The findings have been translated into the School Race Equity Action plan, which was co-created with students.

In addition, a Race Equity awareness site has been created on the School’s virtual learning environment (VLE), and all students have been enrolled. This complements a Race Equity statement, which is included on all module VLE sites and links to the Race Equity awareness site.

INCLUSIVE CURRICULUM PRACTICES

In 2020/21 the School adopted principles for inclusive curriculum practice. These principles commit the School to:

- Harnessing learning opportunities in diverse student cohorts
- Developing inclusive assessment and feedback
- Clarifying terminology
- Following accessibility guidelines

The pandemic triggered a move to online teaching and assessment that challenged our prior practices and led to a more inclusive curriculum. The learning from the pandemic

period has been incorporated into our practices, and we anticipate that we will continue to assess online, using authentic assessment modes, rather than by unseen exams.

REDUCING AWARDING GAPS

Further research has been undertaken in the School to identify awarding gaps at a modular level. This is helping us to understand where and how awarding gaps arise and to interrogate our teaching, curriculum and assessment practices. Over the reporting period we have made significant progress in reducing both the Black, Asian and minority ethnic awarding gap⁴ and the international awarding gap⁵ at undergraduate level (by 8.3% and 10.6%, respectively).

ASPIRE MENTORING SCHEME

The ASPIRE mentoring scheme is now in its third year and matched 16 staff/student pairs in 2021/22. Many mentors have returned each year.

“The best thing about ASPIRE is being matched with someone who understands me, my university experience, and also my life experiences.”

Participant 2020/21



WIDENING PARTICIPATION

The School actively works with the University's Widening Participation team and the local community to introduce high-school students to university through taster sessions and a summer school programme.

ECONOMICS SUMMER SCHOOL, 20-24 JULY 2020



This programme for post-16 students focused on who economists are and what they do; what economics is and how it works, and how it aims to understand humans better than in the past. Students reflected on how economics can promote, educate, achieve and celebrate (PEACE) equality, diversity and inclusion in the curriculum and in wider society. In this spirit, it focused on the contribution of four economists from under-represented groups in the field (people of colour, women, LGBTQI, and people with disabilities).

'Thank you for a great and informative week! I really admire your passion for economics and making it as accessible as possible.'

Participant

SCHOLARSHIPS

The School seeks to broaden the student base through recruiting students from non-traditional backgrounds, for example, via the foundation year programme, by making contextual offers, and by ensuring that students are appropriately supported throughout their studies.

It offers a range of scholarships for students from disadvantaged groups, including the following:

- Undergraduates: Sussex Bursary for new undergraduate students with a household income of less than £25K.
- Postgraduate taught on-campus students: Technopolis UK Masters Scholarship -Tuition-fee reduction and one-to-one mentoring for Black British students starting a Masters in the School.
- Undergraduates and taught postgraduates:
 - ▶ Article 26 Scholarship supporting forced migrants who cannot receive student loans. This is a full tuition fee waiver and maintenance award.
 - ▶ COP26 Scholarships. Successful applicants will be selected based on their track record as an environmental influencer and bringing about real-world behaviour change in relation to the climate crisis.⁶

RESEARCH

Our values form an intrinsic part of our research agenda, collaborations and engagement networks. For example, the 2020 Transformative Innovation Policy Consortium (TIPC) Global Learning Event brought together researchers and innovation experts from 18 countries.

The TIPC Co-Director, Victoria Shaw, explains the consortium's aims: 'The need for transformative change has become widely accepted, with missions and grand plans to tackle societal and environmental challenges being placed at the heart of recovery packages around the world. TIPC is building a global learning community to address how such policies can be implemented.'

RESPONSIBLE PUBLISHING

Professor Debbie Keeling is on the Research Advisory Board for Emerald Open Research, overseeing the Responsible Management Gateway (there are six gateways, each publishing research aligned to the UN's Sustainable Development Goals or SDGs).⁷

The School has published a collection of articles related to responsible management education comprising:

- Developing a transformational digital strategy in an SME: The role of responsible management
- A take on early child marriage in Iran
- Assessing the potential impact of coronavirus disease 2019 (Covid-19) on the Sustainable Development Goals outcomes: evidence from telephone surveys in the four Young Lives countries
- Tackling the gender biases in higher education careers in Pakistan: potential online opportunities post Covid-19

- The educator's LSP journey: creating exploratory learning environments for responsible management education using Lego Serious Play
- Engaging with responsible management in development economics using a student-led pedagogic tool
- A PRME perspective on economics curriculum design



The School has been named a pioneer institution by the RRBM network, of which it has been a member since 2019, in recognition of our leading research practices.⁸

SUSTAINABILITY INITIATIVES WITHIN THE SCHOOL

SUSTAINABILITY STUDENT REPS

In recognition of the University's declaration of a climate emergency, the Green Impact and Business School student experience (SE) team saw the need for a more cohesive approach to the student voice on sustainability. A proposal was shared with key stakeholders (SE colleagues in all schools and the Student Union), which has led to the introduction of the sustainability student rep role in each School. The Business School's first sustainability rep was appointed in September 2020. Sustainability reps are invited to attend the School Student Experience Group committee meetings to share feedback from their peers and the Student Union Sustainability Committee, which feeds into the University Sustainability Committee. Project collaboration is encouraged across the sustainability rep network.

GREEN IMPACT AWARD

The Business School Professional Services Green Impact Team was awarded Gold and Overall Winner awards in 2019/20.

SUSTAINABILITY ON CAMPUS

- The University launched a new Sustainability Strategy in June 2021, with the ambitious goal of becoming one of the most sustainable universities in the world.⁹
- Annual sustainability reports are published by the University, showing how teaching, research, innovation, and community outreach and impact contribute to work around the 17 UN Sustainable Development Goals, as well as highlighting areas for improvement.¹⁰ This reporting allows staff, students and strategic partners to understand and engage with our sustainability work, as we work towards being one of the most sustainable universities in the world.
- In January 2021, the University increased its Cycle to Work lease limit to a maximum £3,000, providing a greater choice of bicycles and electric bikes in particular. The University hopes the inclusion of electric bikes in the scheme will further encourage staff to commute to work via bike. The scheme is open to all full-time and part-time employees of the University whose contracts will run beyond the length of the scheme term they opt for, at the time of ordering the bicycle.

- Climate Justice Week (formerly 'Go Green' week) ran from 22-29 March 2021 and included a whole week of events, workshops, panel discussions and more, dedicated to understanding and contributing to a more ethical and sustainable world with social equality at its core.
- The University committed to eliminating avoidable single-use plastics from catering, stationery, laboratories, halls of residence, offices and events by 2025. Where the use of plastics is unavoidable, they have made a new pledge to encourage the use of recycled plastics, where practicable, and support manufacturers that make products from locally sourced waste plastics. The University will also encourage its supply chain partners to sign up to this pledge.

SUSSEXFOOD

The University's caterer, SussexFood, is all about sustainability. They have incorporated several innovative ways to ensure our impact on the world is a positive one. The initiatives and achievements include:

- Receiving the highest rating from the Sustainable Restaurant Association in 2019 for sustainability practices
- Using an aerobic digester for food and disposable waste. In 24 hours waste is reduced by 75-90% and the product from the machine is either used as enriched fertiliser or as biomass fuel

- Working with local sustainable and ethical suppliers for the majority of food provided on campus. Where possible, products are sourced from B Corp-certified companies or companies with fair or direct trade, soil association or organic accreditation
- Aspiring to be plastic-free, and pledging to look into all plastic use across campus, and exchange or eliminate where possible
- Introducing Toast Beer for hospitality events. This company uses bread ends from our sandwich supplier in its ingredients. Best of all, it is B Corp-certified and any profits generated are donated to environmental projects
- Using Simply Cups to recycle coffee cups and plastic reusable glasses, turning the used products into stationery and garden furniture
- Partnering with Too Good To Go, allowing people to purchase food that would otherwise be thrown away. So far, over 1,000 meals have been saved from the bin
- Working with Mug for Life, our reusable cup provider, which has pledged to plant a tree for every ten cups we sell. To date, we have planted 500 trees in the New Forest

REDUCING WASTE

The University is dedicated to reducing its impact on the environment. Sussex Estates and Facilities (SEF) maintains extensive recycling services across the University, ensuring that we take advantage of as many opportunities to reduce waste as possible by providing widespread alternatives. Segregated recycling bins are available across campus, covering all commonly recyclable waste. We manage the collection and removal of these containers on a regular basis as required.

Working with the Students Union, SEF currently operates a re-use scheme for residences on campus, through which abandoned and unwanted items can be re-used and claimed by students for free instead of being thrown away. Not only does this scheme enable students to save money and receive essential living supplies, it also helps to reduce the number of items purchased new. Items that are not claimed are donated to various local charities.

Examples of recycling facilities on campus include:

- TetraPak – for juice and carton recycling
- Duvets and pillows
- Crisp packets
- Oral health care products
- Stationery
- Cooking oil

REFLECTION ON 2020 OBJECTIVES

We have raised awareness of PRME across the Business School through our activities to embed our values throughout our activities.

KEY OBJECTIVES 2022-2024

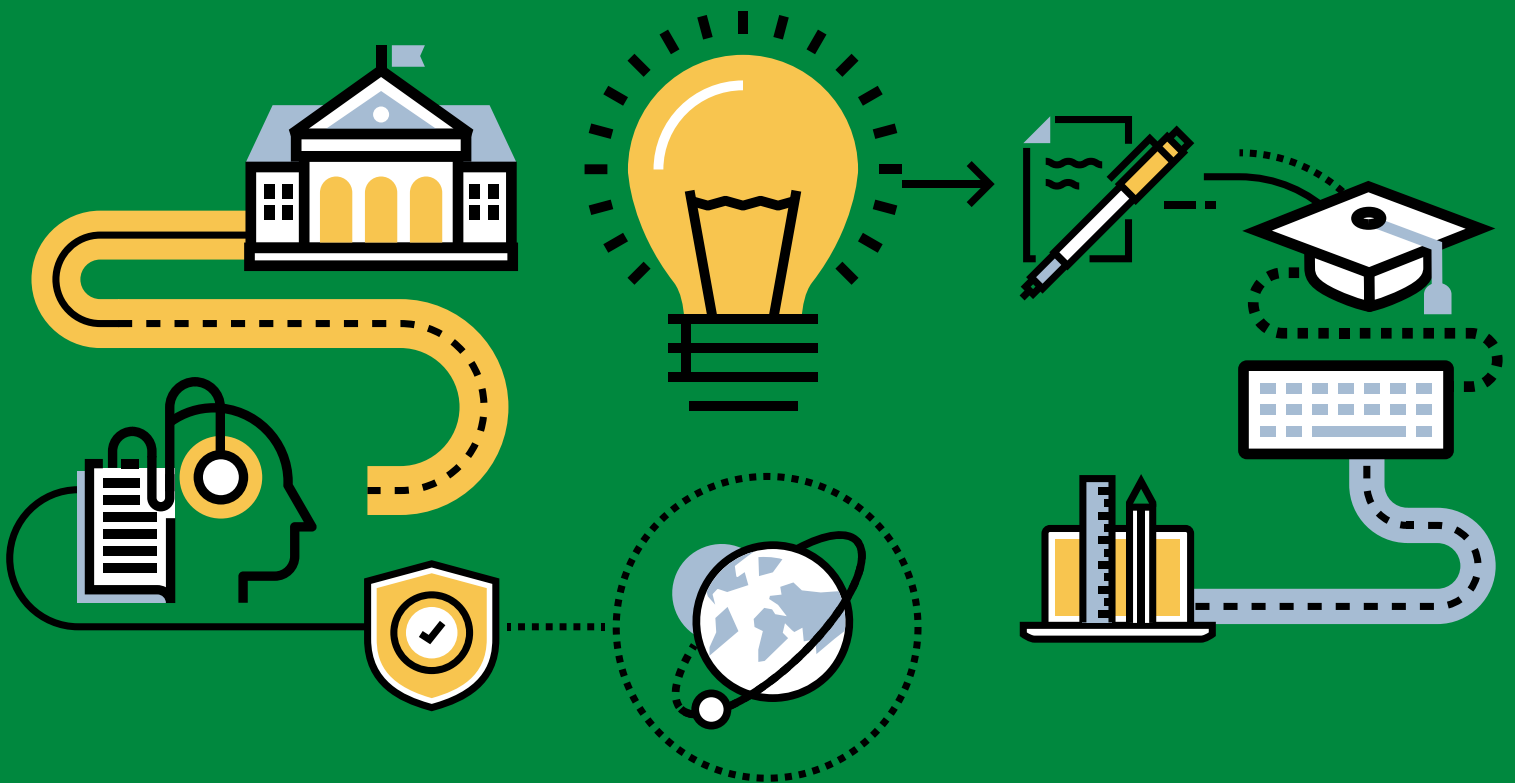
To accelerate our activities to further embed the values of global social responsibility into our operations and interactions.

We will:

- Support a widening of access to higher education through our work with schools and the admissions process.
- Ensure that awarding gaps of all types, including ethnicity and gender, continue to narrow.
- Further embed inclusive curriculum practices by default.
- Work with colleagues across the University towards a sustainable campus



Principle 3: Method



3

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

CURRICULUM

The School's learning competencies continue to guide the intended learning outcomes of our programmes. These include:

- Demonstrate appropriate discipline-specific knowledge using relevant methods and technologies
- Work effectively in a team
- Be responsible students and citizens
- Communicate effectively with different audiences
- Demonstrate the ability to work independently and apply critical thinking skills to develop innovative solutions

By embedding responsibility into all of our programmes in this way, it forms part of the education of every student in the School.

The School's multi-stakeholder cycle of programme review ensures that this linkage between learning competencies and programmes is maintained. An example mapping of responsibilities into a programme is shown on the diagram below, for the MSc Global Supply Chain and Logistics Management.

IN FOCUS – ETHICS, RESPONSIBILITY AND SUSTAINABILITY (ERS)

We continue to evolve the programme portfolio to align more explicitly with the School's research strengths of innovation, sustainability and public policy. This mapping process has helped to guide new module and programme development.

- Ethics, responsibility and sustainability (ERS) has been embedded in new modules including Audit and Assurance (L5 option), Trading (L7 option), Wellbeing at Work (L7 option), Managing Digital Work (L5 option).
- New ERS-related modules include Climate Finance (L7 core), Climate Finance (L6 option), topics in Food, Agriculture and Environmental Economics (L6 option).
- New programme development of explicit ERS-related programmes includes the MSc in Sustainable Finance and Accounting that launched in 2021/22.

UN SUSTAINABLE DEVELOPMENT GOALS

SUSTAINABILITY AND ETHICS TOPICS ARE EMBEDDED ACROSS MODULES

Examples of relevant weekly topics:

- Sustainable procurement
- Global logistics and carbon footprint
- Reversed logistics and closed-loop supply chains
- Ethics in negotiations
- Sustainability and resilience in operations
- Sustainability in supply chains
- Research ethics



TEACHING

SULITEST



We have incorporated the Sulitest into one of the core modules for first-year students.¹¹

CASE STUDY: INTRODUCTION TO BUSINESS AND MANAGEMENT MODULE (N1065)

As part of the core module Introduction to Business and Management (765 students), we ran a business simulation (marketplace simulations), which is an integral part of the learning in this core first-year module. A linked assessment required students to give a team presentation on how they set up their business, using models they have studied throughout the term, including corporate social responsibility (CSR), Ethics and Sustainability, following the Business School's commitment to PRME's principles of global social responsibility and sustainability values. To develop students' knowledge on these issues, the Sulitest (a test of sustainability literacy), in learning mode, was offered to all students. To encourage uptake of the test, a 10% assessment weighting was allocated.

All groups included CSR, Ethics and Sustainability within their presentations, for example by including it within their mission statement, or by discussing steps they would take, for example, to reduce their carbon footprint when manufacturing bikes, or the development of HR policies when hiring, training and remunerating staff. Sulitest raised student knowledge around global and local issues.

TEACHING INNOVATIONS



Dr Madina Tash won a UK PRME Chapter small grant in 2021.

Her project aims to integrate the SDGs by developing innovative pedagogic tools focused on sustainability which will be introduced in the academic curriculum at different stages, including as part of the academic assessment. The innovative pedagogic tools are trading simulations. While similar tools are available, they do not yet convey values of sustainability and business ethics. The project will develop a set of simulation games to be integrated in the delivery of a large module to 495 students. The purpose is to provide experiential learning that will put students in situations where they can exercise judgement and develop decision-making skills in a rapidly moving environment. Due to the ongoing pandemic, fewer internship and work experience opportunities were available. The proposed project will enable students to enhance their practical skills and employability, both of which have been negatively affected by the Covid-19 environment and the lack of internship opportunities across the UK and Ireland.

Use of simulation exercises and gamification to improve experiential learning, especially during times of blended teaching, is also a novel way to combat isolation as it involves direct live interaction among students and gives them an opportunity to exercise their judgement in industry-based scenarios. The software-simulated scenarios will be focused on the SDGs' objectives, thereby enabling students to practice business ethics and explore sustainability-linked topics through experiential learning. During the pandemic, students experienced a lack of interaction and social contact with their peers. Embedding group-based simulated exercises in the academic curriculum, for example, by making them part of assessments, ensures that students will maintain social contact with each other and develop people skills. Simulation exercises or gamification will also improve students' understanding of practical aspects of working.

GUEST SPEAKERS

In 2020 Laura Gardner-Perry, VP Operational Development, spoke to students about what sustainability means for athleisure retailer Sweaty Betty.¹² She explained that the first step to embedding sustainability was to include it in the company's values and staff challenges, alongside establishing a sustainability task force. Example initiatives introduced by the company include a transformation of its packaging, the recycling of old activewear, increasing the use of natural and recycled fabrics in the company's products, supporting staff development, and establishing the Sweaty Betty Foundation.

The SPRU summer seminar series was organised and run by SPRU Sustainable Development students. Guest speakers included environmental activists Ashish Kothari and Nnimmo Bassey, who discussed sustainability, radical ecology, and biodiversity. More details and recordings are available online.¹³

Caragh Bennet, the co-founder of the Zena Brand¹⁴ (non-profit jewellery business providing capital for female entrepreneurs in Uganda), gave a talk on female entrepreneurship, co-led by the Entrepreneur society.

INTERNATIONALISATION STRATEGY

Increasing concerns about the impact of travel on climate change, combined with the abrupt closure of international borders during the pandemic, have led to a review of our internationalisation activities and an increasing reliance on virtual international experiences that are inclusive of larger numbers of students. A collaborative online international learning (COIL) project will be piloted in 2022 with an expectation that it will be embedded in future academic years.

DISSERTATIONS

Many students undertake dissertations on topics that are related to responsible management themes.

SELECTION OF 2020/2021 PRME-RELATED POSTGRADUATE DISSERTATION TITLES

Exploring the association between the changing food consumption and dietary patterns of Thai people and the growth of Thailand's plant-based food business

Woman entrepreneurship in the high-tech sector in Algeria

Collective entrepreneurship for solving grand challenges and contributing to the Sustainable Development Goals – a case study on genrobotics and creation of decent work in the informal sector in India

Fostering innovation in action for humanity

Exploring the sustainable biodiversity conservation financing opportunities for developing countries beyond Covid-19

Going against the grain: Oatly's strategic struggle between CSR goals and international growth

On the prospects for Toyota to open new EV (electronic vehicle) joint venture in China and alternative entry mode choices

A stakeholder perspective on the voluntary carbon disclosures

Exploring the link among corporate social responsibility, accounting and employee performance: based on research in China's consumer electronics industry

An investigation as to why companies in India voluntarily disclose sustainability reports

The relationship between corporate social responsibility and financial performance

Relationship between corporate social responsibility activities and firm performance: Case of energy and manufacturing firms listed on the London stock exchange

An analysis of sustainable and resilient supply chains during disruptive times within fashion and retail sectors

The investigation of sustainable green supply chain management from the influence of customers on purchasing products and services in the apparel industry

How the implementation of blockchain technology could drive sustainability in agri-food supply chains

Green sustainable procurement and its impact on supply chain management in automotive industry

Investigation of barriers for women's upper career advancement, the evidence from IT and PR industry in China

How sustainability orientated innovation at PUMA has developed and the model of change this can be attributed to

Towards a more exhaustive understanding of how age and social support impact the relationship between technology and wellbeing

Which factors contribute to wellbeing at work: A validation study

The influence of gender emotion-regulation strategies and conflict-handling styles on workplace wellbeing

The European hydrogen strategy: Interests, narratives, conflict and compromise on the road to a climate-neutral Europe

Is a strategic roll-out of public EV charging infrastructure needed?

CO-CURRICULUM

The consequences of energy subsidies for fossil fuel and renewable energy industries regarding the pros and cons of these energy sources

Integration of renewable energy resources into the Turkish electricity system

An investigation into the framing of 'degrowth' as a paradigmatic alternative to 'green growth' and what implication this has upon the 'degrowth' movement

Innovation beyond the norm: Can neurodiversity skills be considered as being relevant to the fuzzy front end of innovation in creative thinking, specifically with respect to divergent thinking skills and cognitive diversity theory?

Green is the new black; is BP's business model innovation prioritising a low-carbon value proposition?

Re-use and refill: A sufficiency-driven and scalable business model. Innovation to address environmental and social issues. The case of Algramo

How necessary is it for innovation to be prioritised by consulting firms and to what extent is it a vital component of the consulting sector?

The sustainable development of China's tea industry in the future and the innovative industrial chain of tea in the future

Household food security: Determinants and the effect of increasing male presence within a household. An Ethiopian case study

Glass ceilings or sticky floors? The gender wage gap in Peru in 2019

Parental education and child health: Longitudinal evidence from Vietnam

The impact of exchange rate and petrol price fluctuations on food prices in Nigeria

The influence of sustainability on consumer behaviour in the UK fast-fashion industry

Applying complex adaptive systems theory to Kenya's water, sanitation and hygiene (WASH) sector: Analysis of past, current and future WASH sector development

How can barriers in engagement between local government and communities be overcome towards inclusive mobility decarbonisation, and how can policy support this process?

Rethinking power and youth participation in the era of sustainable development: Analysing the motivations and perceptions of participation of youth participants in the United Nations climate processes

Energy transition from traditional to improved cooking technologies: An analysis to implement a clean cooking action plan for ensuring energy justice to rural women in Bangladesh

Corporate social responsibility in China. An analysis of corporate social responsibility reports of selected Chinese public pharmaceutical companies for policy recommendation

The possibility of using wood in low-carbon housing for carbon reductions in China's cities

What elements of inclusive social innovation can be activated in a rural community: Analysis and design for the case of Malawi

Access to public green space in Dallas, Texas: A case study of environmental justice

The School interviewed doctoral researcher, Yao Shi, who attended COP26.¹⁵ Yao explained the importance of global events like COP26 in setting the world in the right direction on climate change, sustainability and the environment:

“These global events are very good in raising public awareness as well as allowing professionals to communicate and cooperate with each other. There are still people who do not believe in the damage climate change could bring, and the urgency in tackling climate change, therefore, it is a good chance to spread scientific research results to raise their awareness.”

Yao is researching energy demand in the UK, aiming to find a way to reduce our demand without making individuals or companies suffer.



COMPETITIONS

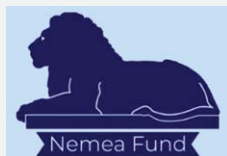
The School actively encourages students to participate in national competitions in addition to running a number of competitions within the School.

PRME WRITING COMPETITION 2020

PRME Principles for Responsible Management Education
CHAPTER
UK & IRELAND

Two MSc Sustainable Development students from the Business School won prizes in the PRME Chapter UK and Ireland annual Responsible Business and Management Writing Competition. Esme Piechoczek won second place with an essay on the economic and sustainability impacts for developing countries operating within global value chains. Taking the third-place prize was Andrea Patanè, who wrote about grassroots innovations and the extent to which these can help to develop sustainable ways of living in practice.

SOCIETIES



As part of the work of the Sussex University Investment and Trading Society (SUITS), the School is working closely with students to set up a student-led investment fund. The fund philosophy will incorporate environmental, social, and governance (ESG) criteria into stock selection decisions, aligning with the PRME principles. An advisory board comprising faculty and alumni will support the society.

ONE-OFF EVENTS

Some examples of student-led activity include the following:

MAKING AN IMPACT SERIES

This was a week-long series of live talks hosted by Sussex students, who spoke to global industry experts discussing their career journeys and how they are making an impact.

PITCH FOR THE PLANET

This new University level event commenced in 2021 with students pitching ideas for the chance to win a share of a cash prize to pay for their vision to be implemented on campus in the following academic year. Four ideas received funding, of which the following three involved our students:

- Hydroponic fish tanks: growing and selling fresh produce without the need for soil – through the use of hydroponic fish tanks – BSc Marketing and Management student
- Sustainable Gamification: gamifying sustainability on campus through a new sustainable behaviour change app – involved a MSc student as part of the pitching team

- Sustainable fashion: upcycling second-hand clothing into next year's fashion essentials and contributing to textile recycling – BSc Psychology with Economics student team member

In the 2022 competition, the top two winners were from the Business School with the following venture proposals:

- Pre-loved clothes: creation of a rental and repair business
- Social initiative: supporting fruit and nut tree planting along Sussex riverbanks

COP26 STUDENT VIDEO COMPETITION

The University-run competition invited students to create a video of no more than 60 seconds to either influence delegates at the COP26 summit, change attitudes towards climate behaviours, or promote young people's and/or students' voices on the climate crisis. The competition runner-up was Marina Orruela Monteoliva, an MSc Sustainable Development student, whose film was named 'Pacific before Profit'.¹⁶

The School also brings together students, business practitioners and academics in the co-curricular space to debate current issues.



2021 FESTIVAL OF SOCIAL SCIENCE

CLIMATE FINANCE: CHALLENGES AND LESSONS FOR THE FUTURE, INDUSTRY AND POLICY PERSPECTIVES

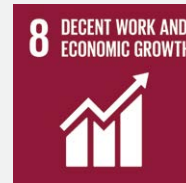
The University of Sussex Business School joined forces with the University of Nottingham Business School to organise a two-day online conference exploring the key developments in climate finance within the financial and capital markets industry. The event featured keynote speeches, presentations and panel discussions with leading industry and policymaking experts. Discussions focused on key market trends, emerging products and technologies, and the challenges for regulators, investors, and companies. Attendees debated the impact of climate finance on sustainability and the environment.

Speakers were drawn from leading practitioners, policymakers and academics, including the Head of Sustainable Investment Research, FTSE Russell; Head of Research, Bank of England; Project Manager, Commerz Business Consulting; Head of Climate and sustainable finance, SEB Group; Director, Sustainable Finance Unit, KPMG, among others.

ETHICS, RESPONSIBILITY AND SUSTAINABILITY STATEMENT

The module explicitly addresses the International Ethics Standards Board for Accountants (IESBA) Code of Ethics, the fundamental ethical principles, and potential threats to them.

We also consider how audit and assurance contribute to economic growth, one of the UN Sustainable Development Goals. (SDG 8)



REFLECTION ON 2020 OBJECTIVE

All modules now include a statement outlining how they incorporate ERS into the curriculum, as shown above.

KEY OBJECTIVES 2022-2024

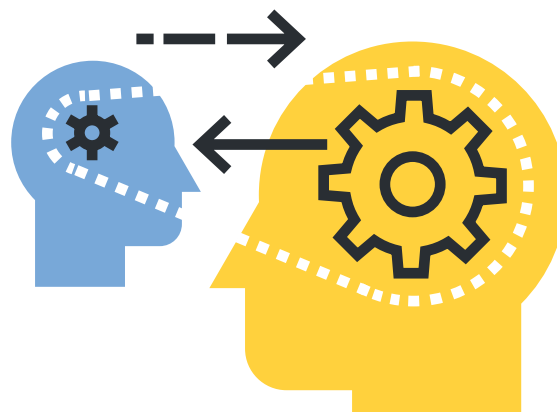
Diversify our pedagogies for teaching PRME-related content and skills, including:

- Designing and delivering a service-learning module where students volunteer with a community organisation as part of their degree

- Restarting field trips following the pandemic
- Engaging with collaborative online international learning (COIL) projects

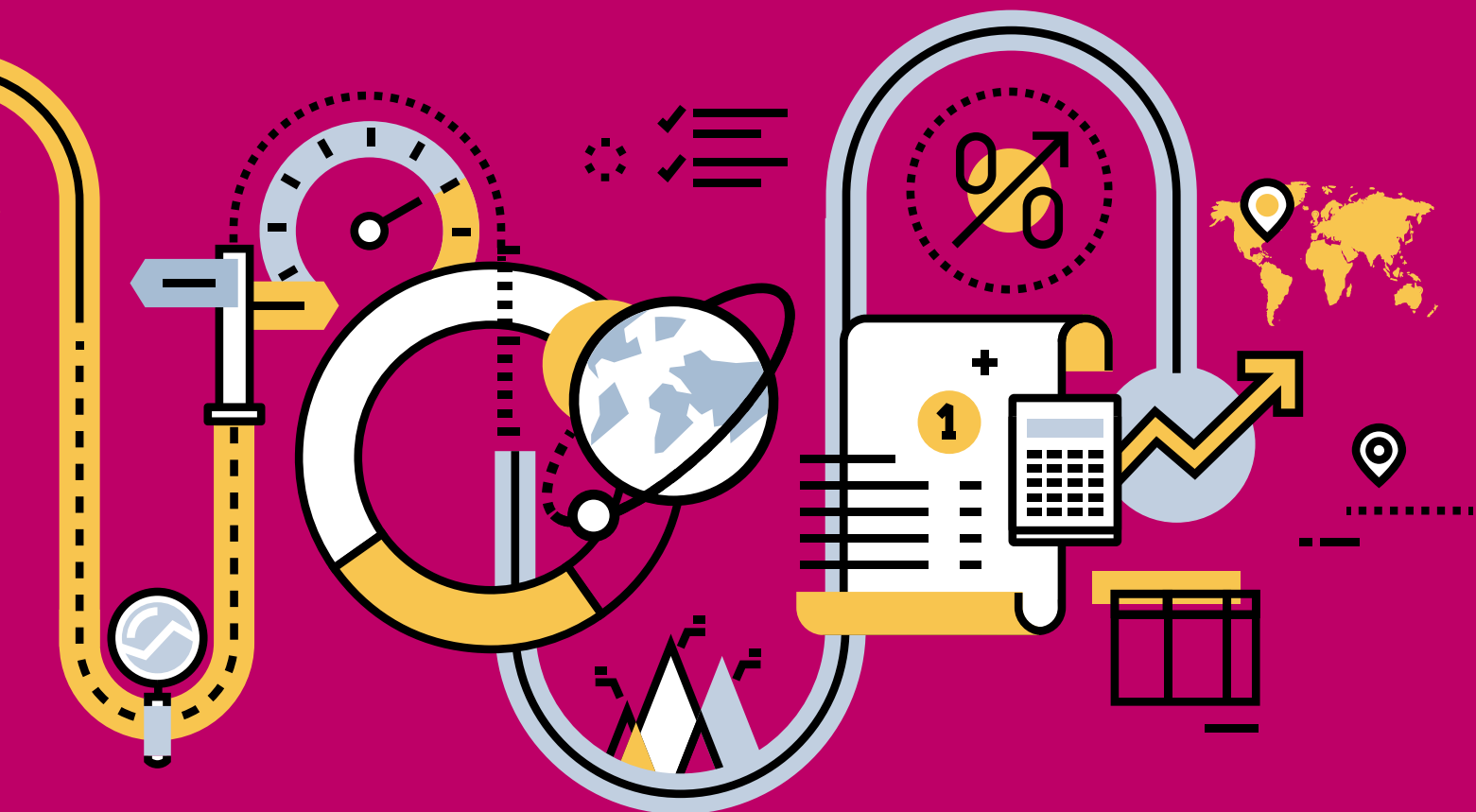
Organise training related to inclusive learning, decolonising the curriculum and embedding ethics.

Report on first year of student-led investment fund.





Principle 4: Research



4

We will continue to pursue interdisciplinary, high-impact research across a broad range of PRME-related societal challenges, from climate change mitigation and low-carbon energy systems to anti-modern slavery and responsible business practices

Our work on PRME-related topics has become some of the most impactful research in the world. Our faculty includes experts in energy policy and sustainable supply chain management who rank among the world's top 1% most highly cited scholars (according to the Clarivate Analytics Most Cited Researchers List 2021) across all subjects, not just business and management studies. This reflects an increase, since our 2020 report, in the emphasis we as a School place on these subjects, which are proving to be of the utmost importance not just within the domains of businesses and commerce but throughout society.

Our research increasingly tackles the defining socioeconomic and environmental challenges of our time, and so the outcomes of this research, and their impacts, have come to gain truly global significance. Climate change mitigation, net-zero energy policy, green finance, low-carbon supply chains, sustainable innovation and development, and inclusive trade are among our core research strengths, and the past two years have seen our portfolio of research grants, publications and impact cases in these areas grow significantly in ambition and scale.

In recognition of this progress and our continuing commitment to responsible research and education, last year we were recognised as a Pioneering Institution by the RRBM network. This commitment is further reflected in a number of changes we have made in recent years to develop our research culture and align our efforts with pressing contemporary research challenges, such as those

pertaining to the Covid-19 pandemic or COP26 (see below). We fully intend to continue on this trajectory.

At the time of writing, we are weeks away from launching a new £12m research centre in an area of great relevance to PRME. The Centre for Inclusive Trade Policy (CITP) is a consortium of world-leading scholars and practitioners, primarily funded by the Economic and Social Research Council (ESRC), which seeks to ensure that the UK's post-Brexit trade policy will be inclusive and equitable, and will benefit society as a whole and not just individual investors, firms and governments. Further exciting developments are planned for the coming months and years that will confirm our standing as an organisation that has the PRME values at its core, as part of its institutional DNA.

THE IMPORTANCE OF PRME FOR OUR RESEARCH CULTURE AND PRACTICE

That the values of PRME are an essential part of our identity is evident from our history. Our two oldest departments, the Department of Economics and the Science Policy Research Unit (SPRU), were pioneers in key PRME research areas: the former in development and climate economics, and the latter in innovation, sustainability and energy policy. These remain among our core research strengths today and reflect a deep understanding of the complex interconnections between organisations and the environments in which they operate.

We believe businesses cannot truly thrive unless the communities (local, regional, national and global) in which they exist, and which sustain them, also prosper. As a School, we take seriously the fact that the challenges facing any given business or industry cannot be fully understood without due appreciation of the broader political, regulatory, economic and social contexts in which they are situated. Equally, we believe we have a duty to ensure our research benefits not only individuals or firms, or even entire industries, but also society at large. For this reason, much of our research addresses pressing societal challenges, including the roles of policy and practice in achieving the SDGs, and the regulatory frameworks within which organisations must operate in order to discharge their moral and social obligations.

RESEARCH PROGRAMMES, GROUPS AND CENTRES

As our School research strategy states, our aim is to create an environment that facilitates “high-impact research that cultivates unique solutions to real-world problems for economic, environmental and societal benefit... in short, creating a better world”. Our research is distinct in being interdisciplinary, practically focused, increasingly co-created with research users, and highly attuned to the major challenges of the modern world. Our major research centres, projects and programmes exemplify these features.

LOW-CARBON ENERGY AND INDUSTRY



SUSSEX ENERGY GROUP¹⁷

The Sussex Energy Group (SEG) aims to understand and foster transitions towards sustainable, low-carbon energy systems. Drawing on SPRU's tradition, the group undertakes academically rigorous, interdisciplinary and world-leading research that is relevant to contemporary policy challenges. Members of the group also educate the next generation of energy policy professionals through MSc and PhD programmes. SEG is one of the largest energy research groups in the world, with over 70 members from across the University. It is also one of the most prolific and influential, with five of its members ranking in the top 1% most highly cited scholars in the world (Clarivate Analytics)¹⁸ and a grant portfolio comprising dozens of active projects.¹⁹



NATIONAL CENTRE FOR ENERGY SYSTEMS INTEGRATION²⁰

The National Centre for Energy Systems Integration (CESI) brings together energy experts from around the world to help understand the deeply complex energy network and understand future supply and demand. The aim is to pave the way for a flexible smart infrastructure, which empowers customers and gives them greater control of their energy use. The work is vital in enabling a better grasp of the intricacies of energy networks and helping industry meet stringent new low-carbon targets.



CENTRE FOR RESEARCH INTO ENERGY DEMAND SOLUTIONS - DIGITAL SOCIETY²¹

The Centre for Research into Energy Demand Solutions (CREDS) was established in 2018 with a vision to make the UK a leader in understanding the changes in energy demand needed for the transition to a secure, affordable, low-carbon energy system. The centre runs several strands of research, with SPRU academics leading the 'digital society' strand. This involves researching the various effects of information and communication technologies on energy consumption and carbon emissions.

IDRIC

INDUSTRIAL DECARBONISATION RESEARCH AND INNOVATION CENTRE²²

The Industrial Decarbonisation Research and Innovation Centre (IDRIC) supports the UK Industrial Decarbonisation Challenge through multidisciplinary research and innovation to accelerate decarbonisation of industrial clusters. The centre includes research organisations, industry, civil society organisations and policy actors. It supports delivery of the Clean Growth Grand Challenge and the Industrial Clusters Mission, which has set an ambition to establish at least one low-carbon industrial cluster by 2030 and the world's first net-zero-carbon industrial cluster by 2040.



SUSTAINABLE DEVELOPMENT AND INNOVATION



SUSSEX SUSTAINABILITY RESEARCH PROGRAMME²³

A partnership between the University of Sussex and the Institute for Development Studies, the Sussex Sustainability Research Programme (SSRP) addresses complex overlapping socioeconomic and environmental challenges, providing the combination of natural and social science expertise required to achieve the SDGs. The programme has funded over 30 interdisciplinary research projects across four key areas: trade, debt and the environment; biodiversity and food production; climate and food insecurity; and global health and the environment. Projects are undertaken in partnership with key collaborators in low- and middle-income countries (primarily in sub-Saharan Africa and Asia) and in the UK. Our faculty sit on the Programme Management Group of SSRP and are direct recipients of SSRP research grants. The School hosts the programme secretariat (3 FTE), overseeing the operation of the programme and its 30+ projects.

DEEP TRANSITIONS

DEEP TRANSITIONS²⁴

Deep Transitions is an innovative interdisciplinary project that seeks to understand how the unsustainable systems on which our societies are founded initially emerged, and how these systems can be carefully and systematically dismantled. The project consists of two phases: Deep Transitions History and Deep Transitions Futures, the latter having commenced in 2021. It combines an

unprecedented historical analysis of how fundamental changes unfolded in the past with a look into the future to help redirect those crucial drivers of change in a sustainable direction.



TRANSFORMATIVE INNOVATION POLICY CONSORTIUM²⁵

TIPC is a consortium of policymakers and national funding agencies collaborating to give substance to a new framing for science, technology and innovation (STI) policy that aims to contribute to addressing global societal challenges, as encapsulated in the SDGs, including climate change, inequality, employment and pathways to economic growth and development. TIPC is building exciting new platforms for a mutual learning process between the Global North and South and between research and policy. It comprises academics, policymakers and funders across ten countries.



SOCIAL, TECHNOLOGICAL AND ENVIRONMENTAL PATHWAYS TO SUSTAINABILITY²⁶

The Social, Technological and Environmental Pathways to Sustainability (STEPS) Centre is an interdisciplinary global research and policy engagement centre that unites development studies with science and technology studies. Its research is highly ambitious and its remit broad, covering agriculture and food; energy and climate change; urbanisation; health and disease; water and sanitation; and technology,

in which society and ecologies are entangled. STEPS research explores how poor and marginalised people can be involved in identifying and diagnosing problems, as well as deciding on solutions. STEPS is part of a global consortium with hubs in Africa, China, Europe, Latin America, North America and South Asia.



STRINGS²⁷

The Steering Research and Innovation for Global Goals (STRINGS) project maps development pathways for STI that best address the SDGs. The School leads a consortium of seven universities, research centres, together with the United Nations Development Programme, with the aim of better understanding the ways in which STI contributes – or not – to meeting the SDGs, particularly in low- and middle-income countries. A principal aim is to develop an integrative framework to map the complex relations between research in STI on the one hand, and the SDGs on the other. This work was recently recognised by AACSB, which celebrated the centre as one of its Innovations that Inspire²⁸ in October 2021.

FAIR AND INCLUSIVE TRADE



UK TRADE POLICY OBSERVATORY²⁹

The UK Trade Policy Observatory (UKTPO) was established just days after the EU referendum result as a partnership between the University of Sussex and Chatham House. It is an independent expert group that conducts objective and rigorous interdisciplinary research on international trade and integration, and provides timely, detailed and informed analysis of the impact of future possible trading arrangements on the UK. In so doing, it provides an urgent and much-needed response to the national need for trade expertise to inform high-level decision-making and help reshape the UK trade policy environment.

CENTRE FOR INCLUSIVE TRADE POLICY³⁰

UKTPO was the driving force behind the interdisciplinary Centre for Inclusive Trade Policy (CITP), which is due to launch in April 2022. A £12m multi-partner centre of research excellence, CITP will explore pressing issues across the post-Brexit trade landscape and will galvanise the School's reputation as a global centre of excellence for trade policy research. Furthermore, with its explicit focus on inclusivity and policy, the centre will cement our reputation as a business school that is inherently different, characterised by a deep concern for society and an expert understanding of policy.

WORK, HEALTH AND TECHNOLOGICAL CHANGE



DIGITAL FUTURES AT WORK RESEARCH CENTRE³¹

Digital Futures at Work Research Centre (Digit) launched in January 2021 and aims to advance our understanding of how digital technologies are reshaping work, impacting on employers, employees, job seekers and governments. It is led by the University of Sussex Business School and Leeds University Business School with partners from Aberdeen, Cambridge, Manchester and Monash universities, and is funded by an £8m ESRC grant. The centre aims to produce new evidence for policymakers, businesses, and unions on the benefits, risks, challenges and effective adoption of new technologies in the workplace.



PATHWAYS TO INCLUSIVE LABOUR MARKETS³²

Funded by the European Commission, the Pathways to Inclusive Labour Markets (PILLARS) project seeks to understand how automation and digital technologies will impact future labour markets, in particular the demand for skills and training. The outcomes of the research will help inform policy decisions and corporate planning to ensure that labour markets of the future are inclusive, accessible and supported, for example, by appropriate policy frameworks that encompass education, training and welfare support.

CO-PRODUCTION OF HEALTHY, SUSTAINABLE FOOD SYSTEMS FOR DISADVANTAGED COMMUNITIES³³

This project, led by the University of Reading, sees our School leading a major work package, co-producing research with disadvantaged communities in Brighton & Hove and Tower Hamlets (East London). The work aims to reduce food waste from mainstream supply chains and identify where increased sustainable production of primary food ingredients would have a positive impact on the health of local communities.



UKRI FOOD SYSTEMS CENTRE FOR DOCTORAL TRAINING³⁴

The Partnership for Sustainable Food Future (PSFF) is funded by UKRI and includes the Sussex Sustainability Research Programme (SSRP) as a major partner. The centre provides four-year studentships for novel research aimed at transforming UK food systems.

MOBILISING PRME-RELEVANT RESEARCH

In addition to the above large research endeavours, a huge amount of PRME-related research activity takes place within less formal structures across the School, including within departmental research groups, research mobilisation groups (see below), and individual research projects.

For example, our Supply Chain 4.0 hub³⁵ investigates sustainable and socially responsible supply chain management, seeking ways to shorten chains, reduce their environmental impacts, and ultimately make them more resilient, efficient and sustainable. It also explores the potential for improving healthcare in developing countries through better supply chain management, for example via increased use of additive manufacturing in global pharmaceutical supply chains.

The hub is an example of our research mobilisation groups³⁶ (RMGs) – thematic groupings of like-minded researchers, which function as vehicles for generating interest and critical mass in strategic areas. The RMGs are interdisciplinary and open to all staff and PhD students, with each group appointing a member of staff to act as its mobiliser. Mobilisers are granted workload (10% FTE) and have responsibility for generating new research activity and outcomes in their specialist areas. All RMGs are cross-departmental, interdisciplinary, open and inclusive by design, and the majority – as might be expected given our vision and mission – focus on PRME-related areas: accounting and society; circular economy; consumer wellbeing; energy; future of work; international business and development; international trade and foreign direct investment; labour economics, education and health; responsible business; science, politics and decision-making; and sustainability.

These RMGs are the source of a great deal of our bottom-up PRME-related research, generating activities ranging from inviting visiting professors to establishing international multi-partner collaborations, from running seminar series to hosting international conferences, and from applying for seed funding to bidding for multi-million-pound research centres. For example, the Digit research centre grew out of the activities of the Future of Work hub. The CITP developed jointly from the UKTPO and the International Trade and Foreign Direct Investment group. The International Business and Development group will host the 2023 British Academy of Management conference here in Brighton on the theme of ‘disruptive sustainability’. It is due largely to the efforts of the Responsible Business group, with its work in areas like ethical governance, corporate accountability and CSR, that we were recognised as a Pioneering Institution by the RRB in 2020.

RESPONSES TO PRME-RELATED ISSUES

RESPONSIBLE BUSINESS AND MANAGEMENT

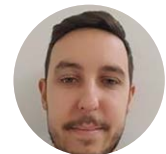
Responsibility in business and management education is a theme that cuts across much of the research and scholarship undertaken in the School, but it is also a research topic in its own right. Prof Dennis Tourish (Director of Research for the Department of Management) is among those colleagues who take a professional interest in the integrity of business research. His own work on the subject, including his recent book *Management Studies in Crisis* (published by Cambridge University Press), explores the accidental incentives, hidden drivers and cultural conditions that have led to the production of management studies research that is of dubious quality and questionable value. The work examines questionable governance practices underlying

much management scholarship (including reproducibility, failed leadership, research misconduct, and academic malpractice) and is a clear expression of how responsible management education and scholarship feature explicitly in the School’s research base.

RESPONSIBLE MANAGEMENT GATEWAY

Prof Debbie Keeling is on the Research Advisory Board for Emerald Open Research, overseeing the Responsible Management Gateway (there are six gateways, each publishing research aligned to the SDGs). Under this initiative, colleagues produced a collection of seven articles, case studies and research papers – outlined below – that illustrate the range of principles and practices that deliver responsible management education.³⁷

Exploratory learning environments for responsible management using Lego Serious Play



Authors: Dr Nicholas Dacre and Vasilis Gkogkidis

This paper³⁸ provides educators with a practical methodology to support student engagement and co-creation of knowledge through exploratory learning environments using Lego Serious Play. The authors propose a framework for educators to enhance the delivery of their responsible management education and better prepare their students for pressing future global challenges, such as the environmental crisis and the structure of the economic and financial system, alongside broader social and business concerns.

Engaging with responsible management in development economics using a student-led pedagogic tool



Author: **Dr Farai Jena**

This paper³⁹ highlights the role played by the informal sector in developing country economies. This informal sector, which employs many workers, should be more explicitly incorporated into the responsible management education of business school students. A natural starting point for this is in an undergraduate development economics module. Dr Jena proposes the development of a student-led pedagogic tool that engages with various stakeholders in a developing country.

Developing a transformational digital strategy in an SME: The role of responsible management



Authors: **Dr Mona Rashidarad**, Paul Levy, Joe Morecroft

This case study⁴⁰ examines a small UK company, SweetStar Cloud as it changes its business model, aiming to become a significant influencer in UK's digital services market. SweetStar Cloud used to offer traditional fix-it services for B2B contracts, such as fixing broken laptops, solving software issues and selling physical data storage space and maintenance. This paper examines the company's efforts to achieve significant strategic change towards offering IT advice, support and longer-term development work, alongside cloud services.

A PRME perspective on economics curriculum design



Author: **Dr C. Rashaad Shabab**

In this article,⁴¹ Dr Shabab proposes an introductory economics curriculum for management students that equips aspiring business leaders with the skills to build profitable enterprises that also generate sustainable value as envisioned by the Principles of Responsible Management Education.

A take on early child marriage in Iran



Author: **Shilan Dargahi**

An opinion piece⁴² on the practice of early child marriage in Iran, with a brief review of the causes and consequences of this practice. This article looks critically at the blanket policies, such as minimum age at marriage, that criminalise early child marriage and discusses why such policies may do more harm than good when they are not compatible with the social norms of the societies in which they are implemented.

Assessing the potential impact of Covid-19 on the Sustainable Development Goals outcomes



Authors: Revathi Ellanki, Marta Favara, Duc Le Thuc, **Prof Andy McKay**, Catherine Porter, Alan Sánchez, Douglas Scott, Tasew Woldehanna

This research paper⁴³ draws on the results of telephone surveys conducted to assess the impact of the Covid-19 pandemic on the young people (aged 19 and 26 years old) of the four countries that participate in the Young Lives research programme: Ethiopia, India, Peru and Vietnam. The article reports on how individual young people responded to the pandemic and how they were affected by government policy on

education, work and food security. Unsurprisingly, the results show significant adverse effects in each country, although the results differ. The authors highlight the challenges that Covid-19 is creating for meeting the SDGs, in particular that it has made it more difficult to ensure that no one is left behind

Tackling the gender biases in higher education careers in Pakistan: potential online opportunities post Covid-19



Authors: Maleeha Ashraf, **Prof Gabriella Cagliesi**, Denise Hawkes, Maryam Rab

In collaboration with the British Council, the PAK-UK initiative has been launched to offer deeper linkages between academics and universities in the UK and Pakistan. This paper⁴⁴ presents a statistical analysis of data collected in a British Council project highlighting the gender inequalities of the current Higher Education Commission strategy. The results suggest the potential for online opportunities to help close this gender gap and improve higher education in Pakistan, and the PAK-UK initiative's role in contributing more broadly to the SDGs.

COVID-19

The global coronavirus pandemic triggered an urgent response from our researchers, prompting research into a broad range of pandemic-related topics and introducing new social and ethical dimensions to our research. Since 2020 we have undertaken research projects covering issues as diverse as the socioeconomic impacts of the pandemic on Nigerian street vendors (for example, in terms of crime, poverty and hunger); the consequences of homeworking for employee health and wellbeing; financial accountability and governance vis-à-vis governmental

responses to the crisis; and the socioeconomic implications of various aspects of diagnosis, testing, tracing, the behaviour of agents, and the management of international supply chains by corporations and governments.⁴⁵

CLIMATE CRISIS

Similarly, while our energy and sustainability research has been world-leading for decades, the University's declaration of a climate emergency in 2019, coupled with the UK's hosting of COP26 in 2021, spurred an even greater investment of School resources into environmental and climate research.⁴⁶ For example, the LANDMARC project,⁴⁷ which commenced in 2020, tackles questions surrounding the role of land-based negative emissions solutions in delivering the SDGs. The consortium of 19 partners works closely with policymakers, practitioners and the public across a range of engagement levels (local, regional, national, global), and ran a side event at COP26.

Also linked to COP26, in November 2021 we ran a virtual conference on another burgeoning area of our ERS-related research portfolio. The event, *Climate Finance: Challenges and lessons for the future*, leveraged expertise in green finance and climate economics from the departments of Economics and Accounting and Finance. This conference built on the success of previous events in these areas, bringing together investment bankers, financial regulators, policy actors, economists and finance experts to tackle pressing issues in policy, regulation, practice and academia.

In addition, the School recently partnered with Emerald Open Research to facilitate the publishing of work that advances responsible management education. Researchers are encouraged to work with practitioners to co-create research with real-world application. Outputs



include thought-leading and agenda-setting pieces and also tools and methods for practitioner use, available as open access. The Emerald Open Research Platform is explicitly structured to advance the SDGs.

RESEARCH FOR THE SDGS

Our research spans all 17 SDGs to a greater or lesser extent and covers a range of geographical and socioeconomic areas. Our work on the national minimum wage, for example (see below), speaks to SDG 1 (No Poverty) at a national level. Our research into food systems addresses SDGs 2 (Zero Hunger), 3 (Good health and wellbeing), 10 (Reduced inequalities) and 11 (Sustainable cities and communities) at the local and regional levels (see Chapter 5). The STEPS Centre covers similar ground internationally, and also addresses SDGs 6 (Clean water and sanitation), 10 and 17 (Partnerships for the goals). The Digit centre addresses SDG 8 (Decent work and economic growth), while CIP aims to address SDGs 10 and 16 (Peace, justice and strong institutions).

Our SDG-related research does not take place only at the level of large multi-year centres. It also occurs at the individual and grassroots levels, for example, within our RMGs. The Circular Economy RMG, for instance, is geared towards SDGs 11 and 12 (responsible consumption and production); the Conflict, Migration and Development RMG tackles SDGs 1, 3 and 16; the Future of Work hub aligns with Digit in addressing SDG 8; the Labour Economics, Education and Health Group is concerned with SDGs 1, 3, 4 (Quality education), 8 and 10; the Consumer Wellbeing RMG aligns with SDG 3; while the Science, Politics and Decision-Making RMG aligns well with SDG 16.

However, our most substantial contributions to meeting the SDGs pertain to SDGs 7 (Affordable and clean energy), 9 (Industry, innovation and infrastructure), and 13 (Climate action). Work under SDG 7 includes virtually everything produced by the Sussex Energy Group, while SPRU's historic strengths in innovation and project management – including infrastructure management (for example, ProjectX)⁴⁸ and the economics and management of

innovation (such as TIPC and Deep Transitions) – are world-leading. Similarly, our climate economics (and more recently, climate finance) work, along with our research into climate change mitigation, has helped establish our academics (for example Profs Benjamin Sovavool⁴⁹ and Richard Tol)⁵⁰ as global leaders in this field. Experts in the STEPS Centre work across areas such as agriculture and food, energy and climate change, health and disease, and water and sanitation; while SSRP research covers an even broader array of topics, spanning all 17 SDGs and exploring the synergies and trade-offs between them.

OTHER PRME-RELATED ACTIVITIES

Since 2016, the School has supported the *Policy@Sussex* initiative,⁵¹ a capacity-building network supporting researchers at all career stages to engage policy stakeholders with our research. This includes the drafting of policy briefs, organising stakeholder events, and providing assistance in submitting evidence to parliamentary select committees. The initiative supports engagement on a range of subjects, including our core research strengths pertaining to PRME, such as energy policy, decarbonisation, inclusive trade, sustainable development, green finance.

Under the directorship of Dr Julie Litchfield, the Centre for Poverty and Inequality Research⁵² has harnessed the University's interdisciplinary approach and values to produce world-class research into a number of global issues. Covering areas such as education, labour, gender, health and migration, the centre explores the deep and complex issues driving poverty and inequality in both the Global North and South.

Several of our faculty are involved in the regional anti-modern slavery (AMS) network, including Professor of Marketing (and Deputy Pro-Vice-Chancellor for Knowledge Exchange) Debbie Keeling. Prof Keeling is also

Director of the University's ESRC Impact Accelerator Account, which provides funding for the network (for example, roundtable events) and will soon begin funding dedicated AMS engagement projects (for example, targeting policymakers). There is also a cross-campus AMS Interest Group which is currently exploring setting up an AMS community of practice.

Other colleagues investigate tools for managing CSR, and regulatory efforts to curb the use of conflict minerals, while some are heavily involved in the University's Centre for the Study of Corruption.⁵³ Other relevant research topics include responsible nuclear research and development and the importance of the national minimum wage in reducing inequality and raising living standards (see below). Our work in these areas has proved to be some of our most impactful research. Indeed, seven of our nine REF 2021 case studies focus on real-world impacts around sustainability, responsibility and governance, demonstrating significant influence in policy and practice both nationally and overseas.

Our faculty have held numerous policy and advisory roles that utilise their expertise in PRME-related research areas. For example, Prof Benjamin Sovavool's research focuses primarily on energy policy and security, renewable energy infrastructure, climate change mitigation, and climate change adaptation. He is, among other things, Lead Author of the Intergovernmental Panel in Climate Change's Sixth Assessment Report (AR6), published August 2021; Advisor on Energy to the European Commission's Directorate General for Research and Innovation; the recipient of the 2019 USERN Prize for his work on 'Social Justice in an Era of Climate Change and Energy Scarcity'; and recipient of the Dedication to Justice Award of the American Bar Association. He has recently been nominated to advise Climate Assembly UK – the country's first nationwide citizens' assembly on climate change.

RESEARCH IMPACT AND INFLUENCE

As noted, our faculty includes a number of the world's most highly cited academics. Six of our colleagues place in the top 1% of scholars globally by citation count, according to the 2021 Clarivate Analytics report, all working across the key PRME areas: sustainability, clean energy, and the responsible management of innovation and supply chains.

We also have one of the largest research portfolios of any UK business school, in terms of both the number and value of externally funded grants. Grant revenues of c£5m per year fund around 130 live research projects, the majority of which focus on areas of direct relevance to PRME. Taking grant capture and citation metrics as proxies for the scale and influence of a business school's research portfolio, our School ranks as one of the largest producers of PRME-related research in the UK.

It is also one of the most impactful. Of the nine impact case studies submitted to REF 2021 within the School's two units of assessment (Business and Management Studies, and Economics and Econometrics), the following seven were in PRME-related areas.

A COLLABORATIVE APPROACH TO TRANSFORMING WASTE MANAGEMENT IN INDIA'S CITIES⁵⁴

Prof Fiona Marshall has contributed to the development of sustainable waste management policy and practice in India's cities. Working with diverse stakeholders, the research team helped devise and promote decentralised approaches that benefit the environment, economy and society.

GAINING CONSENSUS FOR THE MINIMUM WAGE⁵⁵

Work by Prof Richard Dickens for the Low Pay Commission helped shape policy recommendations including the introduction of a National Living Wage, which was implemented in 2016 to the benefit of millions of UK workers. The research had a profound impact not only on government policy but on the lived experience of many in our society, including some of the most vulnerable.

SHINING A LIGHT ON THE UK'S NUCLEAR DETERRENT⁵⁶

Prof Andy Stirling and Dr Phil Johnstone's research highlighted a lack of transparency between governments' civil nuclear programmes and their military nuclear capabilities, revealing a hidden subsidy of military applications by domestic energy tariffs. In 2017, the findings were presented to the House of Commons, which found that a white paper into UK energy policy was "extraordinarily overdue". As a result, the ties between civilian and military nuclear development are now firmly under the microscope of the government and press, with clear benefits to the public interest.

NEW APPROACHES TO SCIENCE, TECHNOLOGY AND INNOVATION FOR THE DELIVERY OF THE UN SDGS

Ground-breaking research by Dr Adrian Ely, commissioned by the United Nations Conference on Trade and Development (UNCTAD), has been adopted by the UN, resulting in its proposals being implemented around the world. The research proposed a novel framework for guiding innovation in developing countries. It has heavily informed transformative innovation policies in Africa and is influencing how governments worldwide use STI to alleviate poverty and achieve the SDGs.

TRANSFORMATIVE THINKING FOR TACKLING GLOBAL GRAND CHALLENGES⁵⁷

In 2020 TIPC established its Latin America hub, bringing together ten institutions from Colombia, Chile and Mexico, pioneering transformative innovation to address complex social and environmental needs. This work, along with prior research with Colombia's Ministry of Science and Technology, emphasises social justice in using transformative innovation to advance the SDGs, and had a profound impact on national strategies in Colombia and other consortium countries.

CRIBS APPROACH TO TACKLING INTERNATIONAL CLIMATE GOALS⁵⁸

Interdisciplinary research by Dr Rob Byrne and collaborators advocates for a new approach to deploying climate technologies in the developing world – one that overcomes the key barriers that prevent implementation of these technologies in countries that lack the requisite infrastructure. The Climate Relevant Innovation-system Builders (CRIBs) approach now forms part of the UN's \$10bn Green Climate Fund and informs the World Bank's climate policies in developing countries.

SHAPING UK TRADE POLICY AFTER BREXIT⁵⁹

A wealth of research by UKTPO has informed public understanding and government debate around trade and Brexit in recent years – arguably more so than any other research entity. UKTPO became the go-to source of trade policy expertise in the run-up to Brexit and has remained so since. Its research has directly shaped the responses of industries, trade bodies, consumer groups, unions and governments. For example, a project with EURIS – a trade association with a turnover of £148 billion and 1.1 million employees – resulted in 150 industry leaders writing to the Prime Minister to warn of the consequences of a 'no-deal' Brexit.

REFLECTION ON 2020 OBJECTIVES

The principles continue to define our research agenda to a considerable extent, and our progress towards embedding them across our research base has been significant. Recent rankings confirm our position among the world's top institutions providing PRME-related research and impact. In the 2021 Research Papers in Economics (RePEc) rankings, the School was ranked:

- number 2 in the UK (14 in the world) for Environment Economics
- number 3 in the UK (22 in the world) for Energy Economics
- number 2 in the UK (26 in the world) for Innovation Economics
- number 5 in the UK (45 in the world) for International Trade in the 2021 Research Papers in Economics (RePEc) rankings.⁶⁰

We are also a major contributor to the University's long-running success in Development Studies, for which it has consistently been ranked number one in the world (QS World University Rankings)⁶¹, with our research in sustainable development continuing to win widespread acclaim.

Our 2020 objectives were:

- To enhance and consolidate student engagement with PRME by undertaking a number of substantial revisions to our postgraduate research offering, ensuring the principles are embedded in the design of a new MRes degree and reiterated throughout an enhanced PhD programme
- To continue to develop our expertise in core PRME research subjects – building particularly on our current strengths in sustainable development and energy policy research – to continue generating knowledge for the creation of sustainable social, environmental and economic value

Our ambitions to establish a new Master of Research (MRes) degree have been hampered by the Covid pandemic but are still very much alive. Following the delay in developing the programme during successive lockdowns, we are now close to finalising the MRes offer and anticipate advertising this to commence in 2024. The content is currently being designed to ensure the principles are embedded throughout the degree. Furthermore, we are in the early stages of drafting a dedicated postgraduate research (PGR) strategy that will further consolidate the importance of the principles across our six PhD programmes.

Our expertise in the core PRME research areas has been further developed over the reporting period. In line with our second objective, our work in the fields of sustainable development and energy policy research has been particularly successful. The STEPS Centre reached its conclusion after 15 years of ground-breaking, high-impact research, and work is ongoing to build on its unique legacy and secure continuing impact from its research far into the future. SSRP has just completed its initial five-year funded period and is now entering an exciting second phase. TIPC has just

entered the final year of its original programme and is also ramping up to its next iteration, due to commence in early 2023. A raft of new projects led by SEG have recently, or will shortly, come online, and new projects targeting multiple research development goals have commenced during this period and will continue well into the next. The past two years have also seen us broaden our portfolio of PRME-related research projects, which has expanded to cover new topics in inclusive trade, green finance, sustainable food systems, industrial decarbonisation, and responsible business and management.

KEY OBJECTIVES 2022-2024

As our efforts to achieve our first objective were frustrated by Covid, we will continue to work towards this goal:

- To enhance and consolidate student engagement with PRME by undertaking a number of substantial revisions to our postgraduate research offering, ensuring the principles are embedded in the design of a new MRes degree and reiterated throughout an enhanced PhD programme.

In addition, as there is still much progress to be made in advancing the SDGs and further developing our current work in key PRME-related areas, our second objective also remains relevant. Hence, despite some remarkable progress over the past two years, we will again strive:

- To continue developing our expertise in core PRME research subjects and generating knowledge for the creation of sustainable social, environmental and economic value.

As we launch CITP, and as TIPC, SSRP and various other pioneering research endeavours continue to evolve, iterate and innovate, the principles will remain firmly entrenched in the research culture of the School. Our research activities over the coming reporting cycle will continue to build on the outstanding work undertaken throughout this and previous periods, and will undoubtedly serve to expand and develop our strengths in the core PRME-related areas for which we are becoming increasingly renowned.





Principle 5: Partnerships



5

We interact with managers of business corporations to extend our knowledge and learn of their challenges in meeting social and environmental responsibilities to explore jointly effective approaches to meeting these challenges.

The School strategy for external engagement aligns closely with that of the University (Sussex 2025), specifically the Engage for Change pillar.

We support students and staff at the University to be connected, engaged, entrepreneurial, creative and responsible citizens of the world.

We develop partnerships that are meaningful and interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Our partnerships take in a broad remit of organisations encompassing large commercial organisations, SMEs, business representative groups, start-up hubs and entrepreneurs, not-for-profits, NGOs, third and public sector, and community and social enterprise organisations. The School also works with many international NGOs in the area of social development.

We have three specific aims in engaging with organisations:

- Enabling current students and the business world to engage and learn from each other
- Ensuring the relevance and reach of our research in terms of value to business
- Empowering our students to make an impact on their world through developing employability and entrepreneurial skills

By focusing on these three objectives, we can leverage our distinctive themes of innovation, management of the public realm, and social development.

ENABLING CURRENT STUDENTS AND THE BUSINESS WORLD TO ENGAGE AND LEARN FROM EACH OTHER

Research, teaching and learning activities are core elements in responsible management education. All three activities are connected to real-world challenges via a range of formal and informal partnerships and strategic initiatives such as our advisory board – a group of external professionals who strengthen our connections with business and industry, directly influence curriculum development and review the School’s activities to ensure we uphold our standards in ethics, responsibility and sustainability.

The School Engagement Team links up with faculty to provide opportunities for learning from national and international business partners through case studies, guest speakers, student placements and internships. External speakers from the private and public sectors regularly give talks to our students. We actively promote student placements to our students and external partners.

We maintain diversity in our guest lecturers so students have access to broad perspectives, from social and green enterprises to commercially orientated organisations, and we aim to facilitate networking across the realms of academia and practice and to share experiences about meeting social and environmental responsibilities. (See Principle 2)

We work directly with leading professional bodies to accredit our programmes of study (See About the University of Sussex Business School). Such accreditations not only ensure the relevance of our education to the world of business, but also act as a conduit through which the different perspectives on global social responsibility can be fed into our curriculum and provide a business frame for understanding these issues for our students.

ENSURING THE RELEVANCE AND REACH OF OUR RESEARCH IN TERMS OF VALUE TO BUSINESS

Connecting with businesses is a vital element to ensure that our research is relevant and reaches businesses in a manner that they can action the findings. We are engaged in multiple activities that help us to address this objective, including funded impact and research projects, collaborative research partnerships, supporting and being members of community networks, and sponsoring local awards.

FUNDED PROJECTS

We directly fund projects to support promising engagement and knowledge exchange activities through the Engagement Facilitation Fund (EFF). All projects must benefit external, non-academic partners. In 2021 we supported nine projects with four projects running and a further three due to begin in 2022. The projects are built in collaboration with, and for the benefit of, non-academic external partners to respond to and apply research and scholarship. Examples of EFF outcomes are described below.

Mapping of stakeholders for Net 0:

This project identified key values and partnerships for achieving net-zero in Sussex, culminating in a multi-stakeholder workshop that brought together local authorities, utilities, NGOs, community organisations, environmental groups and SME for a workshop to identify and share challenges of meeting the target of net-zero emissions by 2050.

Prototype customer governance training workshop:

This project applied research into consumer governance on multi-sided platforms (published in a paper titled ‘Consumer governance in the sharing economy: The case of Airbnb’) for the benefit of a newly established enterprise The Good People Company (TGCP) to help TGCP develop a platform that connects people who are able to provide care and company with older people who require that care and company. The project developed tools and materials (fillable templates and a facilitation card deck) to help TGCP address issues around responsible and trustworthy conduct of their users.

Interactive ‘systemic change’ game:

This engaging and entertaining game was developed and used as a tool for policy practitioners to help grasp and apply key concepts of socio-technical

transitions. It was developed within one of our research consortiums (TIPC).

RESEARCH AND COLLABORATIVE PARTNERSHIPS

Throughout 2020 and into 2022, many collaborative partnerships formed to help the exchange of knowledge in support of our society’s recovery from the pandemic. Highlights include: work carried out with 200 parents across five Brighton and Hove secondary schools to identify and embed best practice in school-parent communication and home-schooling and to raise children’s aspirations; a multi-industry study with the British Chamber of Commerce on the impact of Covid on UK-based firms’ supply chains, with findings widely shared across British Chamber of Commerce members and partners; work with the Skills Commission to deliver three evidence sessions to aid understandings, make recommendations and help improve careers guidance for young people post-Covid, with findings widely disseminated to parliamentarians, businesses and civil society groups.

EMPOWERING OUR STUDENTS TO MAKE AN IMPACT ON THEIR WORLD THROUGH DEVELOPING EMPLOYABILITY AND ENTREPRENEURIAL SKILLS

Our students are our partners and future stakeholders in the development of socially responsible approaches to business and it is therefore our responsibility to ensure they are equipped and ready for this next phase of their careers. To help promote the PRME principles embedded in our curriculum, we bring students into contact with business to gain valuable experience and to use their knowledge in applied settings.

This is achieved through a number of actions, including opportunities to take a professional placement year; shorter business experiences such as field trips and international study trips; by embedding employability in the curriculum through the use of problem-solving, analysing data from multiple sources, report-writing, business-case development, marketing plans and the application of business tools.

We collaborate with Business Builder programmes and actively facilitate opportunities such as the NatWest Accelerator and the Catalyst programme run through the Sussex Innovation Centre to support students in their entrepreneurial aspirations.



We engage our alumni to share their experience with current students and staff through a series of public events titled Business for Better,⁶² at which we speak to alumni who have made positive impacts that reflect PRME and the School's values and ethos. We have developed these events into a series of podcasts – Building Better Business⁶³ – hosted by our alumni and current Entrepreneur in Residence, Sara Osterholzer (International Business, 2011).

ENGAGING WITH NETWORKS, PRME CHAPTERS, CHAMPIONS AND WORKING GROUPS

We encourage and support our students to contribute to external networks that forward the CSR agenda, such as organised workshops, conferences and other events including:

- PRME UK and Ireland Southeast Chapter
- Global Responsible Leadership Initiative (GRLI)
- Ellen MacArthur Foundation Network
- World Benchmarking Alliance Ally

We were headline sponsors for the Gatwick Diamond Business Re-energise conference in January 2020. This conference focused on engaging businesses in dialogue around responsibility and resilience in managing and developing their businesses. Speakers were drawn from outside the business world (including sports personalities and those who have faced traumatic experiences). The audience encompassed both for-profit and not-for-profit organisations, and tickets were made available for both faculty and students.

BUSINESS NETWORK SPONSORSHIP



We maintain active membership of Sussex Chamber of Commerce, Gatwick Diamond for Business, Coast to Capital Local Enterprise Partnership, Southeast Local Enterprise Partnership, Wired Sussex and the Scale-Up Institute, amongst others. We sponsor two local business awards (the Sussex Business Award and the Gatwick Diamond Business Awards).

Membership of the Chartered Association of Business Schools (CABS) provides us with access to professional development opportunities and professional networks, as well as benefitting from CABS' influence in lobbying and advocacy on behalf of its members with business and government bodies.

STUDENT ENTREPRENEURS

We encourage our students to take part in labs and competitions to promote business and social impact start-ups, with Business School students reaching the finals in 2019/20 and 2020/21.

Business School graduate Sam White (BSc Business and Management, 2019) and current final year student Tristan Collin (BSc Business and Finance with a placement year) teamed up to develop Marco,⁶⁴ a new platform to connect budding student entrepreneurs.

During 2020/21, we researched options to develop a Venture Creation Year initiative to further support opportunities for students to spend a year developing their business ideas (as an alternative placement year). We now plan to develop the offer in collaboration with our business network partners, such as Gatwick Diamond Business, the Sussex Chamber of Commerce and the co-working and start-up hub Platf9rm.

To further link our students' business education to business entrepreneurship and business practice, we provide opportunities for our students to link with professional business practitioners through the Business School Mentoring Programme.

PROFESSIONAL PLACEMENT



MILA JOVIC

BSc Business and Management Studies with a professional placement year (with intermediate proficiency in Spanish).

Professional Placement at Canon as a Marketing Coordinator

How did your degree influence your choice of placement?

As a Business and Management student, I studied an array of modules in my first year, which gave me a broad understanding of the field. I was eager to develop my knowledge of marketing beyond the theoretical understanding of the industry and explore my analytical yet creative approach to my work.

What did you learn from this experience?

Managing a varied workload contributed towards to my skill development as well as presenting various challenges, which subsequently enhanced my ability to adapt and solve problems effectively. I have learnt to be dependable and maintain a strong work ethic over the year,

during a time of relocation for the organisation and adapting to working from home when the coronavirus hit.

How did your placement prepare you for your current role?

Completing a placement has given me deeper understanding of the world of work, developing skills that are suited to the career that I am interested in pursuing in the future, and enhancing my employment prospects. I have strengthened my ability to prioritise work effectively, which has been extremely valuable in my current role as a Vacancies and Internships Administrator at the University of Sussex.

What was your biggest achievement from your placement?

Starting a successful independent podcast series that presented a deeper insight to the techniques account managers used to win large corporate deals. This project was recognised as a core training tool within the marketing and sales department and has been carried on by my successor.

REFLECTION ON 2020 OBJECTIVES

Through a very difficult period, the principles of PRME helped to manifest and galvanise our response to our external partners. It was challenging and necessary to apply research to the immediate and specific challenges the pandemic caused. Throughout the past two years, we maintained our invitation to the world of business to work with us, to link the world of practice to our scholars, students and our professional service staff, and to uphold and develop mutually beneficial opportunities.

As we emerge from what we all hope was the worst of the global pandemic, we build on successful elements of our partnership approach to facilitate interactions with diverse stakeholders on critical issues related to global social responsibility and sustainability, and to develop our students into world-ready citizens, equipped to engage in international networks that promote sustainable developments.

KEY OBJECTIVES 2022-2024

We will maintain our active involvement in relevant networks and championing research partnerships that advance the SDG agenda. In alignment with the University, we will be strengthening our support for entrepreneurial activities, with a specific focus on developing social enterprises, an area in which we have distinct expertise. We will become further engaged with local and regional SMEs to help strengthen resilience and to realise opportunity and growth towards 2050 net-zero targets.



Principle 6: Dialogue



6

We will continue to stimulate, initiate and facilitate dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups on critical issues related to global social responsibility and sustainability.

Such dialogue is essential for achieving effective knowledge exchange, disseminating our research findings, and engaging key stakeholders with our research – not just with its outcomes, at the end of the process on the pathway to real-world impact, but increasingly at its inception, as a vital input to the research process itself.

STIMULATING DISCUSSION

As a School we devote considerable time and attention to generating informed debate around PRME issues both internally, as part of a healthy research culture, and externally, as a vital part of our knowledge exchange strategy. One of the main ways we do this is via our long-running seminar series. We currently run half a dozen regular (usually weekly) seminar series throughout term time. All of them regularly feature PRIME-related topics and some of them – such as our series in Energy & Climate, Accounting & Society, and Responsible Business – do so exclusively. All are open to staff and students of the School and University and feature a mixture of internal and guest speakers; and most are also open for much wider academic engagement, with colleagues often joining virtual sessions from universities and research institutes the world over. (See the Appendix for PRME-related research seminars that took place over the period).

PRME-related topics are regularly debated in our public-facing seminars and feature heavily in our large showcase events, memorial lectures and annual research away days.

For example, guest speaker Prof. Agnieszka Chidlow (University of Birmingham) addressed the School's annual Research Away Day on the topic 'Responsible Management & the RRBM Network', building on our work as a Pioneering member of the RRBM (of which Prof. Chidlow is a Board Member).

Other recent events include the 2021 conference 'Sustainable Futures for Project Delivery: Project X'; the final workshop of the STRINGS (Steering Research & Innovation for Global Goals) project: 'Perspectives & Policies to Steer Science, Technology & Innovation for the SDGs'; a STRINGS Side Event at the UN STI Forum, focusing on science, technology and innovation for sustainable transitions; an EU-SPRI Minicourse on technology and sustainability titled 'Technology, Policy and Pathways to Possible Worlds: Imagining Year 2050 Now'.

We also hosted the following symposia: 'Housing, Energy & Affordability: How can we Act in a Time of Crisis?' by Sussex Energy Group; 'Developing Country Trade After Brexit: How will the UK's Tariff Plans Affect Access?' by the UK Trade Policy Observatory (UKTPO); and 'How do Evidence Based Models Contribute to the SDGs' by the STRINGS project team. Finally, in collaboration with colleagues from partner institutions, the Accounting & Society group held 'NGO Day 2021: NGO Performance, Governance and Accountability in the Era of Digitalisation'.

In addition to seminars, conferences, public lectures and events, we use a diverse range of mechanisms and communication channels to share our expertise in PRME subjects and engage a broad audience. Major research stories are seeded out through social and conventional media channels, both directly from the Business School and from the University. Our academics regularly provide interviews to a range of print and broadcast media, author opinion pieces and editorials, and appear on radio and TV news and current affairs programmes as experts in these fields (e.g. BBC Radio 4, BBC Newsnight, national news). These activities serve to generate further dialogue, making important contributions to existing and emerging debates on issues in global social responsibility and sustainability.

Further vehicles for engagement include podcasts, blogs, virtual exhibitions, international symposia, and film screenings. For example, 'Agricultural Voices Syria (AVS)' is a unique experiment in conflict zone podcasting: a podcast series that aims to support, connect and empower farmers in northwest Syria, following years of armed conflict. AVS is co-produced by Sussex researchers Dr. Mirela Barbu & Prof. Martin Spinelli.

The STEPS (Social, Technological & Environmental Pathways to Sustainability) Centre launched a new blog, 'The STEPS Centre's Final Year: Reflections on a 15-Year Journey'. 'Seeing Pastoralism' was an online exhibition launched by the PASTRES project of the STEPS

Centre. The website uses stories and images to explore how pastoralists understand, experience and respond to uncertainty.

‘Evidence for Action: Aligning the Climate and SDG Agendas’ was a highly international virtual symposium by SSRP. The online event ‘The Atom: A Love Affair - Virtual screening & Round Table Discussion’ explored the West’s controversial relationship with nuclear power since the end of the Second World War. The School edited the Sussex-Emerald PRME Open Access Special Issue on ‘Leaving No One Behind for the 2030 SDGs: the Old and the New Challenge’, bringing together a host of cutting-edge research papers on a variety of topics addressing the SDGs.

More large-scale PRME-related events are planned for the next reporting period. The EurOMA (European Operations Management Association) 2022 conference taking place in Berlin will be hosted by University of Sussex Business School, with the theme ‘Brilliance in Resilience: Operations & Supply Chain Management’s Role in Achieving a Sustainable Future’. The British Academy of Management’s 2023 conference will also be hosted by us, with a thematic focus on ‘disruptive sustainability’.

INFORMING DEBATE

In addition to our major research groups and centres, over the past two years the School has expanded its range of multi-disciplinary Research Mobilisation Groups (RMGs).⁶⁵ These groups catalyse and facilitate research activity in specific areas, including sustainability and the SDGs, and are among the principal mechanisms for structuring debate around key topics. For example, our Artificial Intelligence RMG⁶⁶ fosters debates on how AI policies are designed and implemented in a way that enhances the development of balanced economic, ethical and societal considerations, and how

AI impacts on employment and the workforce. These issues are discussed internally within the group but are also communicated in dialogue with the community via public fora, such as Shoreham Wordfest⁶⁷ and Barclays Eagle Lab.⁶⁸

Academics within the Science Policy Research Unit (SPRU) provided a detailed response to the publication of the UK Government’s Transport Decarbonisation Plan⁶⁹. Our Deep Transitions research programme⁷⁰ produced a series of podcasts⁷¹ to introduce key concepts and explain how an understanding of gradual structural change can be applied to a world of investment banking obsessed with quarterly profits.

Another important way we use our PRME-related expertise to inform debate is through engaging with policy-makers via events and by giving written and oral evidence to Commons and Lords Select Committee hearings. We also work with the Parliamentary Office for Science & Technology (POST) and the Cabinet Office, along with various government departments, such as the Foreign, Commonwealth & Development Office (FCDO). We thus make expert contributions to important public policy debates and help inform decision-making at the highest levels. In 2021, the School ran an event at the Palace of Westminster, titled ‘BAME Researchers & the UK Parliament: Advancing Race Equality, Building Equity & Increasing BAME Researchers’ Impact & Engagement at the UK Parliament’.

The creation and dissemination of policy briefs is another key mechanism through which we engage stakeholders – particularly policy actors and the press – with our research. But there are others too, including making use of widely publicised international forums, such as CoP26, and contributing to high-level initiatives by international bodies such as the World Health Organisation, United Nations, World

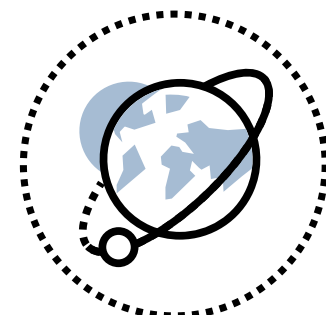
Bank, World Economic Forum, and the European Commission.



For example, in 2020 Prof. Benjamin K Sovacool contributed to the UK’s first nationwide Citizens’ Climate Assembly.⁷² The 110 assembly members considered how net zero can be achieved by 2050 and made recommendations on what the Government, businesses, the public and wider UK society should do to reduce carbon emissions.

ENGAGING WITH COMMUNITIES

Below is a case study demonstrating how we engage in dialogue with our broad communities and how the SDGs are embedded within our research.



CASE STUDY

MASTERCLASS SERIES – USING SYSTEM THINKING TO CREATE A CIRCULAR AND HOLISTIC BUSINESS, FROM FASHION TO WIDER SECTORS.

The objectives of the project were threefold: i) develop a strategic resource; ii) organise impact related events and knowledge mobilisation activities; and iii) industry engagement.

To fulfil these objectives, an existing partnership with a local social enterprise was extended to co-create and co-design the activities and to reach out to wider consumers, including business school students, researchers, practitioners, citizens, enterprises, and prospective entrepreneurs. We produced learning resources in the form of short thought-provoking videos, integrating graphics and textual information covering various aspects of fashion, but linking to wider challenges due to the current linear production and consumption system.

We adopted a holistic perspective in producing learning resources and have addressed a number of sustainability practices and approaches, providing evidence that will facilitate in revaluing citizens’ beliefs (recycling, reuse), knowledge, and consumption practices. By intention, radical titles were chosen to set these videos apart from existing materials and use them as the key campaigning tool to inform and educate consumers and promote citizen action. In total, nine videos have been created, each 4-7 minutes long.

Three impact activities were organised to engage with wider stakeholders: first, at the University of Sussex, targeting academics and students; second at the Sew Fabulous⁷³ event at the Open Market in London Road, Brighton, targeting citizens and practitioners; and third, a hackathon-style event organised by the School in partnership with RubyMoon and Brighton & Hove Circular Economy Club. The output of this engagement was used to produce an open letter for delegates at COP26.

The Circular Economy RMG brings together scholars and practitioners from a wide range of fields, including marketing, supply chains, design, engineering, law, politics, and development studies, to challenge the extractive processes of industrial economies and stimulate a fresh approach to long-established topics in sustainable development, materials management, and value retention.

Similarly, the SDGs are fundamental to the work of our Sustainability RMG, promoting the deep changes necessary to help the world realise diverse pathways to sustainability. The same is true of the Supply Chain 4.0 RMG, where, for example, research has been produced demonstrating how BlockChain technology can be used to enhance the traceability of end-to-end supply chains, providing firms with visibility of unethical supply chain practices such as the use of modern slavery and conflict minerals.

NETWORKING AND CONNECTING FOR DEBATE

By facilitating networking and connecting stakeholders we play a key role in advancing debates and enabling spaces for the development of collaborative partnerships to emerge. One example of a highly interdisciplinary approach to this is SSRP.

Knowledge Exchange Networks provide transparent channels for debate and discussion between academic and non-academic stakeholders. For example, Policy@Sussex is cross-campus initiative that serves to develop more effective ways of engaging policy makers and packaging research in a manner appropriate to policy processes (for example, framing research findings in a way that is particularly accessible and useful for Select Committees).



THE SUSSEX SUSTAINABILITY RESEARCH PROGRAMME (SSRP)



Theo Clarke (Co-chair of APPG on Global Goals) presenting Saving Resources report to Dan Albas (Canadian Shadow Minister for Environment and Climate Change) at COP26

The Sussex Sustainability Research Programme (SSRP) was established to help mobilise the research community to play its part in achieving global SDGs. Supporting dialogue, SSRP runs many events and activities throughout the year including an Annual Symposium, seed funding opportunities and early career researcher support.

Particularly noteworthy activities of 2021 include an online international conference 'Evidence for Action'⁷⁴ aligning the climate goals with the SDGs. Over the course of three-day conference, 279 people participated in the Symposium, including international academics and stakeholders from 40 countries. More than 50% of participants were from the Global South, and special sessions were devoted to research results from India, Indonesia, South Africa, and Bangladesh.

The event featured 9 plenary sessions with 15 well-known keynote speakers from around the world: and 18 parallel sessions with more than 50 presentations. The Symposium was co-hosted by 12 partner organisations from 10 countries, including 7 organisations in low-and medium-income countries.

Continuing with the theme of advancing the climate and SDGs SSRP co-produced a report for the All-Party Parliamentary Group (APPG) on UN Global Goals. The report entitled 'Saving Resources: Actions that achieve both climate goals and the SDGs' compiled evidence of policies and measures aligning these two agendas and outlined the actions that governments, businesses and civil society can take to simultaneously advance both.

BRIGHTON AND SUSSEX UNIVERSITIES FOOD NETWORK

The Brighton and Sussex Universities Food Network (BSUFN) is a multi-disciplinary network, established in 2012 to bridge the gap between researchers and practitioners working in local community food initiatives.

The (international) NEXUS network fosters thinking about the interdependencies, tensions and trade-offs between food, water and energy security, in the broader context of environmental change.

ENGAGEMENT AT CONFERENCES AND KEYNOTE LECTURES

We continue to engage prestigious, high-profile experts to join our academic conferences and deliver Keynote lectures across a broad range of relevant topics that reach large groups of internal and external stakeholders. We annually host or partner with conferences and symposia related to PRME-related topics (primarily addressing SDGs 5, 7, 8, 9, 11 and 12 to reflect our core expertise).

In November 2021 we held a conference addressing climate finance, challenges and lessons for the future, addressing key developments within the financial and capital markets industry and the current processes in leading institutions, strategic considerations, product development and regulatory challenges that will be central in governing climate finance over the next decade.

The Sussex Energy Group Keynote Lecture 2021,⁷⁵ 'Technological Change in Energy and Green Industrial Policy' was delivered by Prof. Laura Diaz Anadon, Chair of Climate Change Policy at the University of Cambridge, Director of the Cambridge Centre for Environment, Energy and Natural Resource Governance (C-EENRG), and

a Research Associate at the Belfer Center for Science and International Affairs at Harvard University. The lecture⁷⁶ detailed how, and to what extent, different policies incentivise energy technology innovation for a just energy transition and examined the trade-offs in policy design, the need to analyse technological change along the supply chain, the impact of emerging economies, technology characteristics, and approaches to uncertainty.



We are engaged in delivering various collaborative public seminars. In 2021 Prof. Andy Stirling, Director of the STEPS Centre,⁷⁷ and Natalie Burns, Strategy Director at United Us,⁷⁸ produced an open seminar, talks, podcasts and roundtable discussions on The Politics of Uncertainty,⁷⁹ looking at ways to develop more effective and socially useful approaches to technology innovation.

COMMUNITY EVENTS

We coordinate and collaborate on events held within the community to engage stakeholders with issues emerging from our PRME-related research.

▶ Festival of Social Science

We return annually to the ESRC Festival of Social Science, and in 2021 we organised and delivered a number of events involving faculty, including 'Unravelling the challenges of structural change in relation to decarbonisation'.⁸⁰ Dr. Anthony Alexander, Lecturer in Operations Management, spoke at the event 'Social & Environmental Impacts of Food: Global Policy, Local Practice'.⁸¹ Further developments were made relating to the climate finance conference, which was reformatted into an event for anyone interested in financial developments related to climate risks, sustainable finance and policy transformation, and practical change for climate action.⁸²

PUBLICATIONS

Publications allow us to connect a global audience with our research. We are committed to responsible publishing and have outlined an extensive list of PRME-related publications at the end of this report.

OPEN ACCESS PUBLISHING

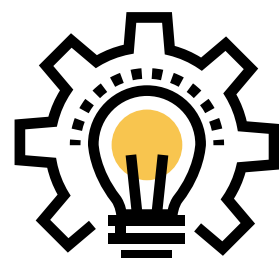
Open Access (OA) publishing is a primary responsibility in the democratisation of knowledge. The social and economic benefits of open access publishing align with the Government's commitment to transparency of data and making ethical use of the tax paying public's money.

Open access to the latest research is beneficial for professionals, patients, journalists, politicians, civil servants and interested individuals who will be better informed. Universities play a lead role in this, and we believe OA should be set as the default publication option, delivering financial sustainability for research organisations and value for money on public investment in research.

Our commitment to this cause is demonstrated by our promotion of OA publishing to our faculty and our active involvement in Open Access Week,⁸³ an annual global event broadening awareness and understanding of OA to scholarly research results and celebrating open access to data, publications and more.

We are a member of Emerald Open Research⁸⁴ and since June 2020 have published free-to-access case studies, opinion articles, research and method articles in the Responsible Management Gateway (there are six gateways, each publishing research aligned to the SDGs).

We also actively promote awareness of and access to our research insights, engagement activities and publications both through our website and by targeted marketing efforts. Further, many of the School's faculty engage the wider public in dialogue on issues related to global social responsibility and sustainability via their own webpages, social media and other publicly accessible media.⁸⁵



THE SUSSEX PRME OPEN ACCESS SPECIAL ISSUE

The Sussex PRME Open Access Special Issue theme “Leaving no one behind in the 2030” confirms the University’s commitment to Open Access publishing and demonstrates our active engagement in facilitating and supporting dialog and debate among educators, students, businesses, government, consumers, media, civil society organisations, and other interested groups and stakeholders on critical global social responsibility and sustainability issues.

The alarming reports of the United Nations and World Bank on poverty and hunger prompted this Sussex Emerald PRME Open Access Special Issue project. On current trends, the triple threat of coronavirus, climate change, and conflict is derailing the ambitious goal to end poverty by 2030 (SDG2, Zero Hunger by 2030). For the first time in a generation, the reversal of the poverty trend gives renovated urgency to the PRME project and the need to transform business and management education, research, and leadership in concerted efforts and actions to advance SDGs in academia. Published material are available on line.^{86 87}

Further details on the papers are also available in Principle 4: Research.

WIDER EDUCATION, SOLUTIONS DEVELOPMENT AND ACTION-PLANNING

A final step in engagement is to develop solutions that lead to action and implementation. These activities collectively enable us to build capacity in our stakeholder communities as well as providing the skills, knowledge, tools and platforms necessary to put insights and expertise into action.

For example, in June 2021, the School hosted an East Sussex schools programme event online with Sixth-Form students from four East Sussex schools and colleges, to give taster sessions in Business School subjects. Student ambassadors and faculty gave talks and pre-recorded presentations on marketing, economics, management, and accounting and finance.

STUDENT SOCIETIES

Students at the School are active in 44 student societies that relate to PRME and the SDGs more broadly.



ENACTUS Society

A prominent example is the Sussex chapter of Enactus, an international community of students, academics and business leaders committed to using entrepreneurial action to create a more sustainable world. Its initiatives include:

- The SOCIAL project to support the development of local charities and social enterprises by improving their presence in and use of social media.
- RED, a project developing sustainable power generation methods in Zimbabwe and Malawi.

The Enactus chapter has received several awards for its activities, including Enactus UK Nationals Semi-finalists and Green Gown Award Finalists, and has raised over £17,000 for projects.



Other social action societies at the University include Women in Finance, Amnesty International and Wellbeing Economics. We have an active, student led Food Waste Café,⁸⁸ that collects surplus ingredients to reduce food waste, an activity the School actively promotes throughout social media channels.

MENTORING

The School promotes mentoring through a variety of different schemes, aligning with our commitment to responsible management education.

- ASPIRE, BAME staff/student mentoring
- Student Mentor scheme
- Business mentors
- Connect+ University Alumni mentoring platform

PRME INTEGRATED STUDENT LEARNING

We continue to actively facilitate our students’ interaction with external stakeholders throughout their studies. All undergraduate students can undertake a professional placement year between their second and final years of study. As a means of engaging students in thinking about PRME-related topics, students are required to describe corporate social responsibility and sustainable development issues in relation to their placement organisation in their final assessment report.

SHORT COURSES

We have further developed our short non-credit bearing courses and have five courses about to launch, providing affordable access to subjects such as sustainable finance, lean 6 sigma and business improvement, digital marketing skills, family finance skills, and on negotiations. Our STEPS Centre published a free Pathways to Sustainability online self-access course⁸⁹ and a summer school programme,⁹⁰ a two-week immersive course on theories and practical approaches to sustainability, through creative, interactive and participatory learning.

REFLECTIONS ON 2020 OBJECTIVES

We continue to fulfil our objective to work with a broad range of stakeholders on critical issues related to global social responsibility and sustainability. We have committed funds for external stakeholder engagement activities, related either to research, teaching or generation of societal impact, as detailed above; and we increased our administrative capacity to assist our dialogue engagement work.

CURRENT OBJECTIVES

We plan to continue with our ambitious and impactful activities that reach diverse stakeholders and cover a broad spectrum of PRME-related issues. This includes growing our short courses and developing bespoke training.

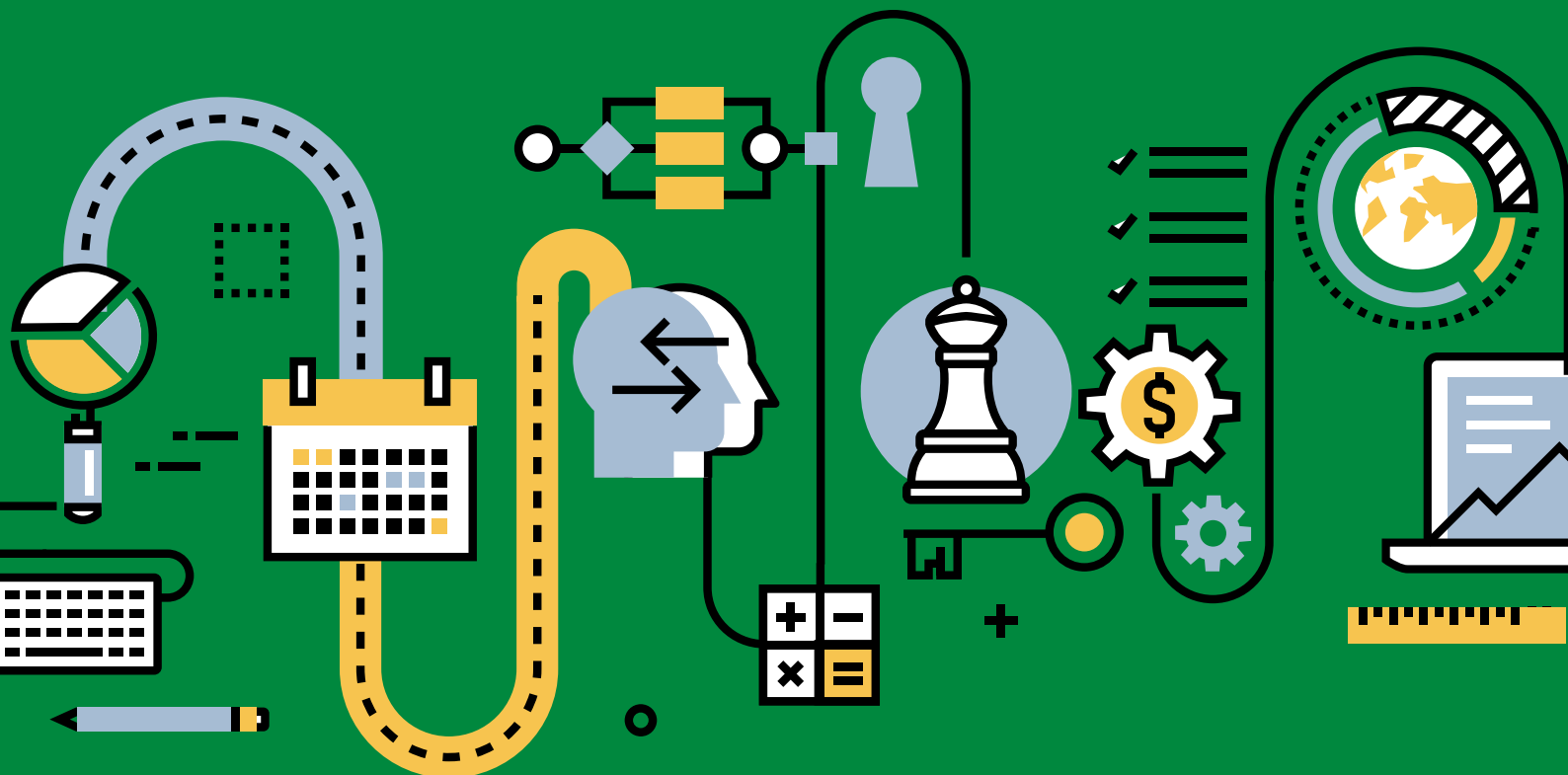
Whilst we have strong research centres that underpin our activities, we will also continue to cultivate our coherent research identity by actively promoting emerging areas and high-performing research groups, consistently championing areas of core research strength in PRME-related fields.

Our three key dialogue *objectives* are to:

- Raise awareness of global social responsibility and sustainability issues through online and face-to-face events, such as keynote lectures, open learning sessions and seminar series, alongside web and media publications (including podcasts and YouTube broadcasts) and social media.
- Network, connect and engage with key stakeholders in immersive debates around these topics, facilitating collaborative partnerships through conferences and symposia, and encouraging and supporting student-led initiatives.
- Advance and widen education opportunities on SDG topics through our workshops, short courses, summer schools and bespoke training series, facilitating the development of collaborative solutions and action planning.



Principle 7: Organisational Practices



7

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

The University is fully committed to modelling its values through its actions. The strategic goal is for the University of Sussex to be one of the most sustainable universities in the world.

‘We will show global leadership in demonstrating and promoting all forms of environmental, social and economic sustainability at a local, regional, national and international level.’

A new University Sustainability Strategy was published in June 2021.⁹¹ The action plan has four clear objectives:

- Objective 1:**
Ethical educators
- Objective 2:**
Decarbonising the economy
- Objective 3:**
Civic leaders and partners
- Objective 4:**
Environmental champions

These objectives complement the work that the Business School is undertaking to continue to embed the PRME into our practices.



The University continues to work towards various equality charters. These provide a framework to structure work across the University and to measure progress in each area as well as supporting the development of plans at the intersection of two or more protected characteristics.

REFLECTION ON 2020 OBJECTIVE

The School has worked closely with the University to develop the University’s action plan.

KEY OBJECTIVES 2022-2024

The implementation of the University’s strategy and associated action plan will help Sussex to become one of the top 10 most sustainable universities in the world as measured by the Times Higher Education Impact Ranking. The University’s inaugural ranking in April 2021 ranking was 41st in the world.



Key Objectives 2022–2024

PRINCIPLE 1 PURPOSE

The PRME steering group will work to develop proposals and track the School's progress against its PRME objectives.

PRINCIPLE 2 VALUES

To accelerate our activities to further embed the values of global social responsibility into our operations and interactions, we will:

- Support a widening of access to higher education through our work with schools and the admissions process
- Ensure that awarding gaps of all types, including ethnicity and gender, continue to narrow
- Further embed inclusive curriculum practices by default
- Work with colleagues across the University towards a sustainable campus

PRINCIPLE 3 METHOD

We will diversify our pedagogies for teaching PRME-related content and skills:

- Design and deliver a service-learning module in which students volunteer with a community organisation as part of their degree
- Restart field trips following the pandemic
- Engage with collaborative online international learning (COIL) projects

We will organise training related to inclusive learning, decolonising the curriculum and embedding ethics.

We will report on the first year of student-led investment fund.

PRINCIPLE 4 RESEARCH

We will enhance and consolidate student engagement with PRME by undertaking substantial revisions to our postgraduate research offering, ensuring the principles are embedded in the design of a new MRes degree, and reiterated throughout an enhanced PhD programme.

We will continue developing our expertise in core PRME research subjects and generating knowledge for the creation of sustainable social, environmental and economic value.

PRINCIPLE 5 PARTNERSHIP

We will maintain our active involvement in relevant networks, including sponsorships, and championing research partnerships that advance the SDG agenda.

In alignment with the University, we will be strengthening our support of entrepreneurial activities, with a specific focus on the development of social enterprises, an area in which we have distinct expertise.

PRINCIPLE 6 DIALOGUE

Raise awareness of global social responsibility and sustainability issues through online and face-to-face events, such as keynote lectures, open learning sessions and seminar series, alongside web and media publications (including podcasts and YouTube broadcasts) and social media.

Network, connect and engage with key stakeholders in immersive debates around these topics, facilitating collaborative partnerships through conferences and symposia, and encouraging and supporting student-led initiatives.

Advance and widen education opportunities on SDG topics through our workshops, short courses, summer schools and bespoke training series, facilitating the development of collaborative solutions and action planning.

PRINCIPLE 7 ORGANISATIONAL PRACTICES

The implementation of the University strategy and associated action plan will help Sussex to become one of the top 10 most sustainable universities in the world as measured by the Times Higher Education Impact Ranking. The University's inaugural ranking in April 2021 ranking was 41st in the world.





Appendix

Outputs

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Research Grants

Between 2020-2022 the Business School won a total of 50 grants worth £17,564,406 in PRME-related research funding.

Anthony Alexander

ForestMind
European Space Agency
£120,292

Rocio Alvarez Tinoco

Land use based mitigation for resilient climate pathways (LANDMARC)
European Union
£271,147

Lucy Baker

Sustainability, Inclusiveness and Governance of mini-grids in Africa (SIGMA)
ESRC/GCRF
£120,656

Mirela Barbu

Welcome to the Syrian Farmers Podcast! Promoting sustainable agri-food value chains in Syria through podcasting
University of Sussex
£24,967

Frederique Bone

Advancing therapeutics projects through UKSPINE's pipeline: Evaluation of a new multi-centre model for academic drug discovery
UK Spine/Research England
£65,891

Ingo Borchert & Mattia Di Ubaldo

Unlocking the potential for future India-UK trade and development
ESRC
£329,870

Marie Claire Brisbois

Whole Place Energy Solutions for net zero neighbourhoods
UKERC
£94,958

Donal Brown

LGA Net Zero Innovation Programme
Local Government Association
£6,900

Donal Brown

Facilitating a just, fair, and affordable energy transition in the Asia-Pacific
British Academy
£23,788

Tommaso Ciarli

Assessment of Science, Technology and Innovation Metrics in Africa
ACTS/DFID
£11,197

Claire Copeland

Effectiveness of energy systems models in local government policy making
EPSRC/Newcastle
£7,077

Jonathan Dolley

Living Together: a study of Hansalim as a model for solidarity pathways towards sustainable food systems
European Union (Marie-Curie)
£228,551

Rachael Durrant

Eco-feminist migrations and women's civil labour on the land
Leverhulme Fellowship
£75,000

Rachel Durrant

Eco-Rural Feminism: a new generation of women heading back to the land
Leverhulme Trust
£102,308

Sonja Fagernas

Spatial educational inequalities in Peru
British Academy
£46,085

Tim Foxon

Local Green New Deals: a sustainable and equitable path for post Covid-19 recovery
UK Centre for Research into Energy Demand Solutions (UK CREDS)
£166,797

Rali Hiteva

Environmental impacts of digital services for health and wellbeing in the home
EPSRC
£889,060

Michael Hopkins

Successful models for academic drug discovery
UK Spine/Research England
£55,758

Michael Hopkins

Optimising Covid-19 Testing System (OCTS)
ESRC
£629,872

Michael Hopkins

Orphan Drugs – High prices, access to medicines and the transformation of biopharmaceutical innovation
University of Sheffield
£38,320

Michael Hopkins & Frederique Bone

UK SPINE Knowledge Exchange Evaluation
University of Oxford/Research England
£52,651

Michael Hopkins

Covid-19 international comparative research and rapid knowledge exchange hub on diagnostic testing systems
UKRI
£208,156

Farai Jena

Engaging students as co-creators of teaching and learning in a Business School

British Academy/Leverhulme Trust

£10,000

Palitha Konara

FD Disinvestments

Department for International Trade

£73,000

Max Lacey-Barnacle

Democratising the Just Transition: the role of Community Wealth Building

Leverhulme Trust

£114,310

Matthew Lockwood

Going Dutch? Governance of heat transitions in the UK and the Netherlands.

UKERC

£192,328

Matthew Lockwood

The politics of industrial decarbonisation policy

EPSRC

£162,234

Gordon Mackerron (Claire Copeland)

Socio-technical community energy model

EPSRC/Newcastle

£7,077

Abigail Martin

Sustainable OPERATION of post-combustion Capture plants (SCOPE)

Department for Business, Energy & Industrial Strategy

£182,770

Mari Martiskainen

Post-COVID-19, Net Zero, Heating of Buildings

UK Centre for Research into Energy Demand Solutions (UK CREDS)

£24,386

Mari Martiskainen

Fuel and transport poverty in the UK's energy transition

UK Centre for Research into Energy Demand Solutions (UK CREDS)

£1,000,000

Chidi Ogonnaya

Poverty, vulnerability and crime: What does Covid-19 mean for Nigerian street vendors?

Newton Agile

£194,003

Dominic Piehlmaier

Using data to improve public health: COVID-19 secondment

MRC

£98,015

Matias Ramirez

Collaboration with Latin American HUB of the Transformative Innovation Policy Consortium

UNAULA

£40,000

Matias Ramirez

UNAULA/TIPC Collaboration (Year Two)

£45,000

Maria Savona & Tommaso Ciarli

Pathways to Inclusive Labour Markets (PILLARS)

European Union

£540,332

Susan Smith

Contributors to the international award gap: a comparative analysis of the capitals of both UK and China domiciled students

British Academy/Leverhulme Trust

£9,660

Steven Sorrell

Design Principles and Responsible Innovation for a Sustainable Digital Economy (Paris-DE)

EPSRC

£13,522

Ben Sovacool

Just transitions for industrial decarbonisation in the UK

EPSRC

£297,298

Ben Sovacool

Smart policy and governance for industrial decarbonisation

EPSRC

£268,822

Benjamin Sovacool

Carbon Intensive Regions in Transition (CINTRAN)

European Union

£330,774

Benjamin Sovacool

Toward Just, Ethical and Sustainable Arctic Economies, Environments and Societies (JUSTNORTH)

European Union

£717,429

Ed Steinmueller

Deep Transitions Futures: Global Investors Panel Deliverables

Baillie Gifford & Co. Ltd

£300,000

Ed Steinmueller

Deep Transitions Futures: Creating a Global Expert Panel for Scenario Analysis

Baillie Gifford & Co. Ltd

£1,000,000

Andy Stirling (Patrick Van Zwanenberg)

Tran-Reg

European Union (Marie-Curie)

£178,518

Nachi Subramanian

Remanufacturing E-Marketplace for a Circular Digital Supply Chain (REMP)

Innovate UK

£33,761

Shqiponja Telhaj

Autonomous schools and the teacher labour market: evidence from English academies

Nuffield Foundation

£10,472

Alan Winters

Centre for Inclusive Trade Policy

ESRC

£8,131,734 (total Centre funding)

Mirela Xheneti

Building resilient local economies and communities post-pandemic through entrepreneurial action in the Circular Economy

British Academy/Leverhulme Trust

£9,660

Xiaoxiang Zhang

Sustainable investing by mutual funds and their transparency level to end investors

British Academy/Leverhulme Trust

£10,000

PRME Research Seminars

Speaker: Sumohon Matilal – University of Sussex

Title: Representative Democracy and Disaster: Insights from Bhopal

Speaker: Sarada Krishnan – University of Sussex

Title: IFRS Convergence in India - Two-way Interactive Dynamics of the Decision-Making Process

Speaker: Fransizka Gasmann – Maastricht University and Bonn-Rhein-Sieg University of Applied Science

Title: Do we need a new social contract? Social protection and the future of work

Speaker: Aaron Gain – University of Sussex.

Title: Employee Ownership as Magic Bullet of Alternative Organizing? Insights from UK Health and Social Care and Social Care

Speakers: Vikrant Shirodkar (University of Sussex) – Impact of Voluntary environmental certifications (ISO 14001) on pollution reduction

Vasiliki Bamiatzi (University of Sussex) – CSR as insurance against cyber threats in consumer-sensitive industries

Terri Herron (College of Business, University of Montana) – An Ethical Perspective of Business CSR and the COVID-19 pandemic

Title: Business Responses to Change: An ethical perspective

Speaker: Daniel Kinderman – University of Delaware

Title: Corporate Social Responsibility as a Substitute for Institutionalized Social Solidarity

Speaker: Bruno Strulovici – Northwestern (Kellogg)

Title: Can Society Function Without Ethical Agents? An Informational Perspective

Speaker: Benedetta Crisafulli – Birkbeck, University of London

Title: “Just look the other way”: Job seekers’ reactions to the irresponsibility of market-dominant employers.

Speakers: Joke Dufourmont & Esther Goodwin Brown – Circle Economy, Amsterdam

Title: Putting people at the heart of the circular economy: An Introduction to the Circular Jobs Initiative by Circle Economy

Speaker: Valentina Lichtner – UCL

Title: A journey into collective mindfulness and health IT in oncology, beyond a standardisation/resilience dichotomy

Speaker: Francis Dennig – Yale-NUS College

Title: Differential fertility and the dynamics of inequality

Speaker: Andreas Rasche – Copenhagen Business School

Title: Which firms leave multi-stakeholder initiatives? An analysis of de-listings from the United Nations Global Compact

Speaker: Dennis De Widt – Cardiff Business School, Cardiff University

Title: Small is beautiful? A study of small firms in local public audit in England and the Netherlands

Speaker: Diana Bonfim – Bank of Portugal

Title: Sovereign-Bank Diabolic Loop: The Government Procurement Channel

Speaker: Paul Thompson – University of Stirling

Title: Work Futures: Before, during and after the pandemic

Speaker: Peter Zubcsek – Tel Aviv University

Title: Social Media Use and Psychological Well-Being

Speaker: Paul Mansell

Title: Think Global – Act Local: Measuring Infrastructure projects’ Sustainable Development Goals Impact’ (MISI)

Speaker: Vittoria Scalera – University of Amsterdam

Title: The managerial responses to post-pandemic world: The new role of connectivity in global value chains

Speaker: Andy Crane – University of Bath

Title: Hybrid freedom: Worker hostels and the problem of freedom and unfreedom in garment supply chains

Speaker: Giovanni Marin - University of Urbino

Title: The Employment Impact of Green Fiscal Push: Evidence from the American Recovery Act

Speaker: Francesco Grillo - Vision

Title: The Innovation paradox in a post-covid world

Speaker: Tanusree Jain – Trinity Business School

Title: Corporate Social Responsibility in Developing Countries

Speakers: Zahira Jaser – University of Sussex

Title: Democratising leadership by studying connecting leaders: serving concurrently as a leader and a follower

Speaker: Marianna Marra - University of Sussex

Title: Do research assessment exercises bias research innovation?

Speaker: Paola Tubaro – Laboratoire de Recherche en Informatique

Title: Remote listeners and virtual assistants: data labour and privacy issues in the production of smart technologies

Speakers: Tobias Polzer, University of Vienna, & Galina Goncharenko, University of Sussex

Title: The Legitimation of Digital Innovations and Accountability Relationships between Government and Citizens: A Case of COVID-19 Contact Tracing Apps in the UK

Speaker: Marina Puzakova & Amir Grinstein – Lehigh Business & D'Amore-McKim – School of Business at Northwestern University

Title: Are Robots in Service of Brands' Socially Responsible Image?

Speaker: Elizabeth David-Barrett – University of Sussex

Title: Private-sector collective action against corruption in international business

Speaker: Eli Revelle Yano Wilson – University of New Mexico

Title: Front of the House, Back of the House: Race and Inequality in the Lives of Restaurant Workers

Speaker: Richard Fairchild – University of Bath

Title: Patterns of Corporate Fraud: reputations, superegos and emotions – a manager-regulator game analysis

Speaker: Simel Eşim Head – Cooperatives Unit, ILO

Title: Cooperatives and the Wider Social Economy Response to the Future of Work

Title: Showing Life Opportunities: Increasing Opportunity-Driven Entrepreneurship and STEM Careers Through Online Courses In Schools.

Speaker: Pablo Munoz – University of Liverpool Management School

Title: Social impact measurement: A governance and accountability mechanism in social entrepreneurship

Speaker: Grazia Cecere – Institut Mines Telecom, Business School

Title: Trade-offs in Automated Political Advertising Regulation: Evidence from the COVID-19 Pandemic

Digit Debates: Protecting workers in the digital age

Speaker: Janine Berg, Senior Economist, International Labour Office, Geneva

Title: Are We All in This Together? Alleviating the Childcare Constraint for Women in Economic Crises

Speaker: Mary-Ann Bronson – Georgetown University

Title: The Wage Growth and Within-Firm Mobility of Men and Women: New Evidence and Theor

Speaker: Madeleine Rauch – Copenhagen Business School

Title: From 'Publish or Perish' to societal impact: Organisational repurposing towards responsible innovation through creating a medical platform

Speaker: Marco Grazi – Università Cattolica di Milano

Title: For Whom the Bell Tolls: The Effects of Automation on Wage and Gender Inequality Within Firms

Speaker: Rocco D'Este – University of Sussex

Title: Universal Credit and Crime

Speaker: Menelaos Tasiou – Portsmouth Business School, University of Portsmouth

Title: CISEF: A composite index of social, environmental and financial performance

Speaker: Bobby Bannerjee – Cass Business School

Title: Stakeholder Management in International Business: Interculturality and the Decolonial Project

Speaker: Matthew Agarwala – University of Cambridge, Bennett Institute for Public Policy

Title: Investments for a sustainable future: the wealth economy approach

Speaker: Jan Eckhout – BGSE/UPF

Title: Market Power and Wage Inequality

Speaker: Ileana Steccolini – University of Essex

Title: Moral sentiments and collective action: performing accountability at the time of a crisis

Speaker: Ozgu Karakulak – University of Sussex

Title: The effect of framing the idea of refugees in shaping social partnerships' activities

Speaker: Hamish Low – Oxford University

Title: Disability Insurance: Error Rates and Gender Differences

Speaker: Andre De Silva – Federal Reserve Board

Title: Pirates without Borders: the Propagation of Cyberattacks through Firms' Supply Chains

Speaker: Tom Potoms – University of Sussex

Title: A House and a Spouse are all we need? Housing demand, labour supply and divorce over the lifecycle

Speaker: Danielle McConville – Queen's University, Belfast

Title: Accounting at the margins? A structured literature review of nonprofit accounting research and future opportunities

Speaker: Vikrant Shirodkar – University of Sussex

Title: Corporate Political Activity and Internationalisation

Speaker: Mats Alvesson – Lund University

Title: Return to Meaning: For a social science with something to say

Speakers: Francesca Ciulli, Tilburg University, & **Ans Kolk**, University of Amsterdam

Title: International Business, Climate Change and the Energy Transition

Speaker: Giacomo de Giorgi – University of Geneva

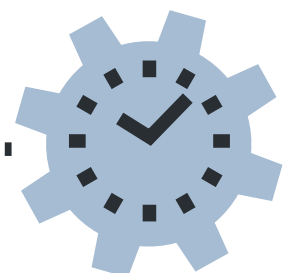
Title: Lifecycle Inequality: Blacks and Whites Differentials

Speaker: Qizhi Tao – Southwestern University of Finance & Economics

Title: Board Social Networks, Risk-Taking, and Firm Performance

Speakers: Zahira Jaser – University of Sussex; **Gabriele Zedlmayer** – Former Hewlett Packard Chief Progress Officer; **Natalia Baldizzone** – Senior Design & Construction Manager for KFC Central & Eastern Europe

Title: Female Leaders in Global Firms



References

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- ² <https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy>
- ³ Clark, M., McDonnell, A., Joy Valentine, S., Lui, Y., Trought, M., O'Reilly, J. and Hattersley-Mitchell, C. (2021). Closing the Awarding Gap: Students of Colour Perceptions of Learning, Support and Cultural Environments at the University of Sussex Business School. University of Sussex Business School, pp.1–66.
- ⁴ BAME is a statistical term used by the Higher Education Statistical Agency in its measuring of student outcomes
- ⁵ International awarding gap is the difference in outcomes between all UK domiciled and all non-UK domiciled students
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- ⁸ <https://www.rrbm.network/taking-action/exemplary-practices/pioneering-institutions/university-of-sussex-business-school/>
- ⁹ <https://www.sussex.ac.uk/about/sustainable-university/policy-and-strategy>
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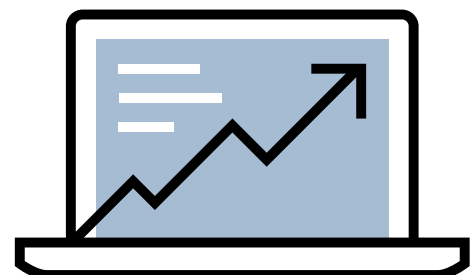
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