PRME
an initiative of the
United Nations Global Compact

2025 Sharing Information on Progress (SIP) Report

University of Sussex Business School

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About the Principles for Responsible Management Education (PRME)

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

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

"

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

"

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

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

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

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

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

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

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

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

The Sustainable Development Goals (SDGs)

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

Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 University of Sussex Business School Mission and Vision

Provide supporting context

Our vision is to be a leading business school that collaborates across disciplines to shape global issues in business, management and society, making an impact on policy, practice and people.

With this vision, set out in late 2018, we aspire to lead in interdisciplinary research, with a particular focus on sustainability, digital transformation, and societal wellbeing. This vision set a clear long-term aspiration for the School and has been widely communicated internally and externally. Our progress towards achieving this vision is evidenced by our strong research performance, consistent ranking improvements, and growing international partnerships. As we move forward, investments in faculty development, digital infrastructure, and research centres such as the Bennett Institute for Innovation and Policy Acceleration support our journey towards this ambitious goal.

To realise our vision, our mission is to:
• carry out high-quality research that addresses real-world issues, pressing global policy agendas and business practices;
• develop current and aspiring leaders who will champion critical and original thinking;
• work internationally with businesses, governments, and others to deliver innovative approaches to management.

Interdisciplinarity is central to how we achieve our mission. It involves the integration of academic disciplines, diverse methodologies, and stakeholder perspectives to address complex global challenges. This ethos underpins our identity as a business school rooted in Sussex's pioneering interdisciplinary tradition and deep engagement with technology and innovation. Our research combines insights from fields such as management, economics, science, technology, and innovation studies, delivering practical and impactful solutions that inform policy and practice to address global challenges such as climate change and international trade. In our education portfolio, this approach enhances programmes such as the MSc in International Business and Development; this programme blends business principles with social and environmental considerations. Such interdisciplinary integration prepares students to navigate and solve multifaceted issues, equipping them with the diverse skills needed to drive transformative change within organisations and communities. By engaging with businesses, governments, and global partners, we ensure our interdisciplinary ethos is

embedded across research, teaching, and engagement. This approach is authentic to us as we transcend traditional business school boundaries and deliver meaningful impact for policy, practice, and society.

Our core values align with those of the University and guide all aspects of our work:
• **Collaboration**: We place partnerships and teamwork at the centre of our approach, recognising that collaborative efforts drive impactful research and innovative education.
• **Courage:** We embrace bold, forward-thinking approaches, encouraging our community to challenge norms and address complex global challenges.
• **Inclusion**: We are dedicated to fostering a diverse and inclusive environment, ensuring that all voices are heard and valued.
• **Integrity:** We uphold ethical standards across our teaching, research, and community interactions, promoting transparency, fairness, and respect.
• **Kindness**: We prioritise the well-being of our staff, students, and partners, promoting a culture of empathy, support, and care.
• **Openness:** We value transparency and open dialogue, sharing our knowledge and research widely to benefit the broader community.

These values are not merely aspirational; they are integrated into our daily operations and decision-making processes. For example, we foster collaboration through partnerships with businesses, government, and international organisations to maximise our societal impact. Our inclusion efforts are reflected in our commitment to widening participation, ensuring diversity in our student body and faculty. Our focus on integrity is embedded in ethical research practices, reflected in our curriculum and research outputs that address real-world ethical challenges. Further, our values explicitly support ethical and socially responsible behaviour, aligning with the broader goals of the University of Sussex. All members of our community are expected to embody these values that are integrated into our curriculum, research initiatives, and community engagement activities. By prioritising sustainability and ethical leadership, we ensure that our graduates are prepared to lead with integrity in a rapidly changing world.

2. Vision

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3. Strategy

3.1 University of Sussex Business School Strategy

Upload or select a document

University of Sussex BS - Strategy	View document ↗ Download document ⬇

4. Strategy Alignment

4.1 Strategy Alignment

Provide supporting context

The University of Sussex was established to bring together forward-thinking researchers and educators to address the world's most pressing challenges. From its inception in 1961, the University pioneered an interdisciplinary approach, developing a distinctive reputation for advancing understanding through bold interventions that challenge established thinking. With a global outlook from the start, Sussex has built an international community of over 200,000 staff, students, and alumni from more than 170 countries, united by a shared commitment to mobilising knowledge, creativity, and cultural understanding to make the world a better place.

In the past year, Sussex has demonstrated this commitment through a range of tangible initiatives – restoring local marine ecosystems through the Kelp Recovery Project in Sussex Bay, expanding affordable housing for low-income students, and developing open access resources for sustainability education that benefit learners worldwide. These actions sit alongside a major programme of campus transformation designed to cut the University's carbon footprint, reverse ecological damage, and strengthen local economies.

Across teaching, research, and operations, Sussex continues to advance the United Nations Sustainable Development Goals (SDGs) through concrete action and innovation. As one of its four academic faculties, the University of Sussex Business School is fully embedded in and actively contributes to these priorities. Our vision is to shape global debates in business, management, and society through interdisciplinary collaboration, placing sustainability at the heart of our teaching, research, and partnerships. This is reflected in programmes such as our MSc in International Business and Development, Sustainable Development MSc, Strategic Innovation Management MSc, and Globalisation, Business and Development MA – many of which offer paid project opportunities with UK employers, enabling students to address real-world sustainability challenges.

We are also proud to be the first UK business school recognised as a Sulitest Change Leader, embedding TASK™ sustainability literacy testing into our programmes, with over 1,000 completions last year. Initiatives such as Climate Fresk workshops and our award-winning Rewired Earth collaboration further equip students to become critical, ethical leaders committed to the SDGs. Our Sustainability Strategy (2022–2027) sets ambitious targets for carbon reduction, ethical operations, and inclusive education, aligning our work with both institutional goals and global imperatives.

As a PRME signatory and member of the UN Global Compact, we are committed to responsible management education that fosters global citizenship and prepares students to lead meaningful change. Our strategic priorities – grounded in interdisciplinarity, sustainability, and global engagement – directly support the advancement of sustainable development, the common good, and quality education, fully aligning the Business School and the University of Sussex with the values and ambitions of PRME.

5. Institutional History

5.1 Institutional History

Provide supporting context

The University of Sussex Business School (USBS), established in 2009, builds on the University's long-standing tradition of interdisciplinary and socially engaged scholarship dating back to its founding in 1961. From its earliest days, the School positioned itself as a hub for innovative research and teaching in economics, management, and sustainability, drawing on the University's reputation for challenging convention and addressing pressing global issues, making it a natural home for Responsible Management Education (RME).

Over the past decade, successive strategic plans have placed sustainability, ethics, and social impact at the heart of curricula and operations. This vision has gathered pace in recent years, supported by a University whose mission is deeply centred on sustainability. The Two new Associate Deans, one for Culture, Equality and Inclusion (CEI) and another for Global and Civic Engagement (GCE), now hold responsibility for advancing RME within the School. Dr Lilith A. Whiley, whose research and teaching critically interrogates power structures through feminist, queer, and decolonial perspectives, focuses on ensuring inclusive and safe spaces for students and staff. Dr Xiaoxiang Zang leads on expanding the School's civic and international engagement. Both Associate Deans report directly to the University's Deputy Vice-Provosts for CEI and GCE respectively, ensuring full alignment between School and institutional ambitions.

The School's RME journey has been shaped by both institution-wide initiatives and the dedication of key academic and professional colleagues. In 2023, USBS became the first UK business school to join the TASK™ Change Leader programme, embedding sustainability literacy across the student body. Led by Gabriella Cagliesi and Alison Bailey, with contributions from Madina Tash and Estela C. F. Pilz, TASK™ was launched during the Festival of Sust(AI)nable Education, with keynote input from Jean Christophe Carteron. Integration into both undergraduate and postgraduate curricula – from first-year business management modules to dissertation preparation – ensured that sustainability became a shared language across the School. Within its first year, engagement exceeded expectations, expanding from an undergraduate pilot to strong demand from final-year and postgraduate students, ultimately leading to 850 completions in 2023–24. This created a measurable baseline for sustainability literacy and embedded sustainability competencies across programmes.

As PRME members, the School's co-leads – Drs Katerina Psarikidou, Madina Tash, and Alejandro Luna – also contributed significantly to the School moving from a strategy of raising awareness to one focused on concrete action. They also participated in international initiatives such as the *Inspirational Guide on SDG Integration* and the Impactful Five (i5) Project, developed with the LEGO Foundation. Faculty members have showcased Sussex's RME work at the PRME UK & Ireland Conference, the EFMD Annual Conference, and other international platforms, influencing best practice and bringing back insights that enrich the learning environment for students and staff.

While discussed elsewhere in this report, the past year also saw the launch of the Bennett Institute, a world-leading research centre focused on accelerating urgently needed policies and practices to address society's greatest challenges. Its mission to catalyse societal impact and human progress directly supports the School's aim to develop concrete, innovative solutions to the most difficult problems in society. Let by Professor Benjamin Sovacool, the institute is already exerting considerable impact on our Integrated PhD programme.

Through these milestones, the School has strengthened its culture of responsible management education, aligning academic delivery with the SDGs and embedding sustainability and ethical leadership into its identity. As Vice-Chancellor Professor Sasha Roseneil has affirmed, sustainability remains central to the University's mission: "We aspire to be one of the most sustainable and biodiverse universities in the world, with environmental sustainability and human flourishing at the core of our new Sussex 2035 strategy." This ten-year strategy, *Creating Progressive Futures – Flourishing, Sustainability and Progress for the Whole World*, commits the University and the School to three strategic themes – environmental sustainability, human flourishing, and digital and data futures – providing a strong institutional framework for the Business School's continued RME leadership.

5.2 Significant events in the history of University of Sussex Business School

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PRME_ Significant events in the history of the School- 2025

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6. Graduates

2454

7. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)

8. Faculty & Staff at the University

3665

9. Faculty & Staff at the Institution

414

10. Student Enrollment at the University

16380

11. Total Student Enrollment at the Institution

4282

12. Undergraduate Student Enrollment at the Institution

3022

13. Graduate Student Enrollment at the Institution

1185

14. Doctoral Student Enrollment at the Institution

75

15. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

0

16. Undergraduate Degree Programmes

16.1 BSc Accounting & Finance

Degree Type

   • Bachelor of Science (B.S. or B.Sc.)

Department

   • Accounting

Degree Programme Subject

   • Accounting

Director Full Name

Sami Adwan & Yuqian Zhao

16.2 BA Economics

Degree Type

   • Bachelor of Arts (B.A)

Department

   • Economics

Degree Programme Subject

   • Economics

Director Full Name

Adnan Fakir

16.3 BSc Business & Management Studies

Degree Type

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

Department

- Management

Degree Programme Subject

- Management

Director Full Name

Armany Elbanna

16.4 BSc Marketing and Management

Degree Type

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

Department

- Marketing

Degree Programme Subject

- Marketing and Management

Director Full Name

Kieran Rice

16.5 BSc International Business

Degree Type

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

Department

- Marketing

Degree Programme Subject

- International Business

Director Full Name

Tom Buckley

17. Masters Degree Programmes

17.1 MSc Sustainable Development

17

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • SPRU

Degree Programme Subject

  • Sustainable Development

Director Full Name

Sung Kyu Kim & Divya Sharma

17.2 MSc Accounting and Finance

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • Accounting

Degree Programme Subject

  • Accounting

Director Full Name

Dr Seun Osituyo

17.3 MSc International Finance and Economics

Degree Type

  • Master of Science (M.Sc. or M.S.)

Department

  • Economics

Degree Programme Subject

  • Economics

Director Full Name

Shilan Dargahi

17.4 MBA Master of Business Administration

Degree Type

• Master of Business Administration (M.B.A.)

Department

• Management

Degree Programme Subject

• Business Management Administration

Director Full Name

Maja Golf Papez / Benjamin Everly (deputy)

17.5 MSc Marketing and Consumer Psychology

Degree Type

• Master of Business Administration (M.B.A.)

Department

• Marketing

Degree Programme Subject

• Marketing

Director Full Name

Dr. Yeseul Kim

18. Postgraduate Degree Programmes

18.1 iPhD

Degree Type

• Doctor of Philosophy (Ph.D.)

Department

• Business Administration

Degree Programme Subject

- Integrated PhD

Director Full Name

Michael Hopkins

19

Purpose

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

19. Letter of Commitment

19.1 Letter of Commitment

21

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Letter of Commitment_Professor Ingrid Woolard

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20. Define Purpose

At Sussex, we define Purpose as cultivating ethically responsible, sustainability-literate leaders through critical inquiry, interdisciplinary research, and inclusive education. As a PRME signatory and the UK's first TASK Change Leader, we embed sustainability and social impact into management education to address global challenges and foster equitable, thriving futures.

21. Institutional Engagement

51% - 75%

Values

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

22. RME Lead

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

23. Define Values

The University of Sussex Business School (USBS) was established within an institution that prioritises ethics, responsibility and sustainability, placing organisational responsibility and accountability to society and the planet at the heart of all its activities. the School is guided by the University's values of kindness, integrity, inclusion, collaboration and courage. USBS does not simply espouse these values but acts as a central agent for their enactment in teaching, research and engagement.

24. Student Awareness

76% - 100%

25. Student Voices

25.1 Values_Student Voices_Sussex Business School Student Testimonials on RME and Sustainability

Provide supporting context

Sussex Business School Student Testimonials that showcase how RME has influenced their academic journey and personal growth.

"Social responsibility and sustainability were integral parts of our teaching at the Business School. We learned about the importance of ethical business practices, environmental conservation, and social impact. This awareness has been invaluable in my current role, as it enables me to make informed decisions that consider the broader impact on society and the environment. By understanding the principles of sustainability, I can contribute to creating more

responsible and sustainable business strategies. This not only aligns with societal expectations but also fosters long-term success by addressing environmental and social challenges proactively".

Ved, BSc Economics

"I am now more environmentally aware than ever before; through learning about the circular economy and corporate social responsibility. This has given me the motivation to contribute positively to the environment".

Jude, BSc Marketing Management with Psychology

"It is carefully woven into many of the modules taught at the Business School. Whilst in interviews for my placement year and graduate scheme thereafter, I was asked frequently by employers about my knowledge on social responsibility and sustainability, and I felt incredibly well equipped to answer their questions with confidence. Social responsibility and sustainability is built into many of the business modules, and it also has its own dedicated module, which I have studied and enjoyed immensely. The Business School truly cares about equipping its graduates with the correct, most up to date knowledge needed to thrive in industry, and its extensive research and industry case studies of the topics of social responsibility and sustainability are carefully woven into your weekly studies. This makes learning engaging, practical, and thought provoking. The teaching staff are constantly feeding in the most up to date research and industry insights into the classroom, which makes for incredibly engaging learning".

Matthew, Marketing Management BSc with Placement Year

"This year the Business School has introduced the opportunity for students to take part in the TASK certificate by Sulitest based on the UN Sustainable Development Goals (SDGs). As the University of Sussex Business School is the first UK university to offer the TASK Certificate award, there is an opportunity to demonstrate our knowledge of sustainability and have yet another unique experience. Alongside this, due to the nature of the degree, International Business BSc places sustainability and social responsibility at the core of several modules. As someone who would like to start their own business one day, this has taught me about the importance of incorporating sustainability and acting ethically when embarking on business ventures".

India, International Business BSc with Italian

"There are many social responsibility and sustainability modules within the business and management course at the university of Sussex, however, even if the module isn't specifically CSR related, there are always elements of this included. I feel the continuous incorporation of social responsibility and sustainability into teaching and learning throughout my time at the university of Sussex business school has helped me a great deal. This is through enhancing my awareness and when it came to applying for placement and graduate roles it enabled me to filter out companies and roles that didn't align with socially responsible and sustainable practises that I

was able to understand due to the incorporation of this within my course, this saved me a great deal of time and made sure I only applied to companies and positions that aligned with a socially responsible and sustainable vision".
Maisie, BSc Business and Management Studies

"In my third year at the Business School, I took a sustainability reporting module that significantly shaped my understanding of social responsibility and sustainability in business. This course was expertly designed to weave these essential concepts into our learning process, emphasizing the importance of sustainable practices in today's business landscape.
This practical experience has proved invaluable in my current role. The skills I developed enable me to actively contribute to sustainability initiatives within my company. I am now proficient in sustainability reporting and advising on best practices, which allows me to guide my company towards more environmentally and socially responsible behaviors. This knowledge also enhances my ability to engage with stakeholders who prioritize sustainability.
Overall, the sustainability reporting module was a critical component of my educational journey, equipping me with the tools to make a meaningful impact in my career and assist my company in meeting the increasing demands for corporate responsibility".
Mateo, BSc Accounting and Finance

26. Celebrating Values

26.1 Celebrating Values

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| 3. Sussex_Celebrating Values | View document ↗ Download document ⬇ |

27. Student Engagement

76% - 100%

28. Values Voices

28.1 Sussex Values Voices_Narrative provided by Associate Dean

Provide supporting context

The University of Sussex Business School Faculty values are built upon and advance our University of Sussex values of kindness, integrity, inclusion, collaboration, and courage. We actively celebrate these values by demonstrating them to staff, students, and the wider community and embedding them in our policies, practices, teaching, and research.

We embrace the rich and diverse faiths and beliefs of our students through a wide array of faith-based societies supported by the Student Union including Christianity, Islam, Judaism, Sikhism, Hinduism and more. Our University Chaplaincy offers pastoral care to all members of our Sussex community, regardless of faith. We hold in-person and/or online meditation sessions at the Chapel during lunch hours to provide opportunities for quiet reflection and mindfulness.

In recognition of our practical impact on sustainability and creating positive change, the Business School won a Bronze Award in the 2024-2025 Green Impact Programme. We also engage students directly, for example, we hosted Climate Fresh workshops to deepen understanding about climate change and its impact. Over 320 students participated in just one week. We were also the first UK institution to become a UK Change Leader in sustainability. The Sulitest, consisting of the The Assessment of Sustainability Knowledge (TASK) based on the United Nations Sustainable Development Goals (SDG), is integrated into our curriculum and offered to all our first students in their 'Introduction to Business Management' module. Our students receive a certificate on completion that be added to their CVs and professional profiles.

Our commitment to our values is celebrated in many other ways too. For example, we host weekly Community Cafés during term time, open to all staff and students to foster inclusivity, belonging, and communication. We celebrate community-building events, groups, and spaces such as Black At Sussex, the Carers' Network, Pride etc. In these ways and many more, we ensure that our values are lived, practiced, and shared with our community and beyond.

Lilith Whiley, Associate Dean in Culture, Equality and Inclusion
University of Sussex Business School

Teach

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

29. Define Teach

The University of Sussex Business School is deeply committed to the United Nations Principles for Responsible Management Education (UN PRME), ensuring that themes of Ethics, Responsibility, and Sustainability (ERS) are explicitly embedded across the curriculum.

30. Courses

30.1 Business Analysis and Consulting

Course code

974N1

Department

 • Management

The duration of my course is:

 • 11 weeks

My course session format is:

 • 2-hour lecture and 1-hour seminar

My course learning outcomes are:

 • Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
 • Designed to develop analytical and problem-solving skills
 • Encouraging of active learning and student engagement
 • Grounded in core business and management methodologies
 • LO1: Critically evaluate the opportunities and challenges for a generalist business consultant in a dynamic and international business context. LO2: Autonomously analyse a business by collecting relevant data and carefully analysing complex (large and semi-structured) data using relevant tools and techniques to identify key business problem areas, especially in terms of strategy, performance, and operations. LO3: Creatively develop multidisciplinary solutions by making sound judgments in the absence of complete data in a complex business environment. LO4: Clearly communicate identified problems and developed solutions through professional business consultation reports.
 • LO2: Autonomously analyse a business by collecting relevant data and carefully analysing complex (large and semi-structured) data using relevant tools and techniques to identify key business problem areas, especially in terms of strategy, performance, and operations.
 • LO3: Creatively develop multidisciplinary solutions by making sound judgments in the absence of complete data in a complex business environment.

- LO4: Clearly communicate identified problems and developed solutions through professional business consultation reports.

My course touches on the following concepts:

- Selling and buying consultancy
- consulting services
- project management
- effective writing for consultants
- frameworks for business cases
- analytical tools and frameworks for management consulting

My course implements the following pedagogies:

- Case Method
- Collaborative Learning
- Learner-Centered Pedagogy
- Active Learning
- Inquiry-Based Learning

Course Description

Convenor: Dr Mirela Barbu The "Business Analysis and Consulting" module exemplifies the bridge between academic training and practical management consulting skills. Central to its success is the valuable support from the Estates, Facilities and Commercial Services, which annually provides real-world topics for our student assessments. This partnership is unique; it enriches student learning by enabling them to undertake consulting roles directly on campus, but also provides EFCS with insightful feedback on on-campus services as perceived by students. Over the past five years, our students have undertaken diverse projects, ranging from evaluating on-campus catering services and proposals for a new supermarket to enhancing sports facilities, assessing energy consumption in on-campus residences, and evaluating student awareness of sustainable transportation and food options. Students receive a consultancy brief in week 2 and begin working in teams to gather data on campus. They use various methods, including surveys, semi-structured interviews, and ethnographic observations. During the "Meet Your Client" session in week 5, students have the unique chance to interact directly with EFCS managers, who answer their questions in class, creating a realistic consulting environment. The project culminates in the submission of consultancy reports in week 8, with the top three groups presenting their findings to EFCS senior management at the end of the term. This module not only equips students with essential consulting skills but also contributes significantly to our campus community, demonstrating the valuable relationship between faculty and staff in fostering a sustainable and collaborative learning environment. The value of this collaboration was recognised with the Education Award 2024 in the category 'Employability and World Readiness'.

Relevant SDGs addressed through the course

30.2 Sustainable Marketing

Course code

N1640

Department

- Strategy and Marketing

The duration of my course is:

- 11 weeks

My course session format is:

- 1hr weekly lecture and 2hour weekly seminars

My course learning outcomes are:

- Display knowledge of how marketing and society influence each other and how firms and marketing systems can consider stakeholders
- Demonstrate an understanding of the nature of citizenship and stewardship in relation to marketing activity, including the concepts of conservation, natural resource systems and the common good
- Critically engage with the roles of sustainable leadership within firms and sustainable entrepreneurship, through a combination of academic study and practical approaches
- Demonstrate an awareness of a range of criticisms of marketing activity from different areas of the marketing mix

My course touches on the following concepts:

- Corporate Social Responsibility
- Services Dominant Logic
- Triple Bottom Line
- Macromarketing
- • Stakeholder Theory
- • Corporate Citizenship and Stewardship
- • Doughnut Economics
- • Aggregate Marketing System

My course implements the following pedagogies:

- Systems Thinking and Complexity Pedagogy
- Transformative Learning and Critical Pedagogy
- Experiential and Problem-Based Learning
- Multi-stakeholder Engagement and Collaborative Learning
- Reflection and Purpose-Focused Inquiry

Course Description

Course Convenor: Alison MacGregor This module explores the marketing discipline from a Macromarketing perspective and seeks to explain how business can benefit from taking a more holistic approach to the marketplace by taking a systems view of the interplay between marketing and society. Focusing on an enterprise approach it explores how marketing can operate in the marketplace with a social conscience and achieve profits whilst also addressing reservations about sustainable business practices. It provides Macromarketing as a frame for understanding what is occurring in marketplaces, such as market dynamism, empowered consumers and globalisation, as well as engaging with concepts such as citizenship and stewardship in relation to business activity. The module explores sustainable leadership, changing appreciation of business and marketing structures in addressing sustainability challenges, as well as the role of entrepreneurship and new approaches to address concerns identified within the Macromarketing discipline and for marketing sustainability.

Relevant SDGs addressed through the course

30.3 Macroeconomic Analysis

Course code

807L1

Department

- Economics

The duration of my course is:

- 10 weeks

My course session format is:

- two hours of pre-class recorded weekly lectures and three hours of instructor-guided weekly workshops

My course learning outcomes are:

- • Analyse classical and modern macroeconomic models in open and closed economy settings
- • Evaluate the effects of fiscal and monetary policy under varying inflation and exchange rate regimes
- • Apply Romer's IS-MP-AD-IA framework to both advanced and developing economies
- • Investigate labour market frictions and persistent unemployment using modern theories
- • Critically assess macroeconomic issues such as inflation surges, the zero lower bound (ZLB), and policy effectiveness
- • Understand macro-financial linkages in areas such as debt sustainability and green finance

My course touches on the following concepts:

- • Classical and Keynesian macroeconomic models
- • IS-MP-AD-IA frameworks for short- and medium-run analysis
- • Aggregate Supply (AS) modelling and dynamic adjustment
- • Labour market theories: search, efficiency wages, and monopsony
- • Inflation targeting and central bank policy credibility
- • Exchange rates and capital mobility
- • Debt sustainability and fiscal constraints in developing countries
- • Green finance, climate shocks, and the macroeconomics of transition risk
- • Sustainable and inclusive growth strategies
- • Applications of contemporary research, including the Bernanke-Blanchard model

**My course implements the following pedagogies:**

- Flipped Classroom
- Collaborative Learning
- • AI-Supported Learning and Assessment
- Team-based Learning (TBL)

Course Description

Course Convenor: Gabriella Cagliesi This module explores advanced macroeconomic frameworks used to analyse long-run equilibrium, short-run fluctuations, and policy responses in open economies. Students will engage with contemporary macroeconomic issues such as

inflation dynamics, exchange rate regimes, debt sustainability, and green growth. Emphasis is placed on applying models—such as the IS-MP-AD-IA framework—to real-world challenges including fiscal shocks, climate-related risks, and structural constraints in developing economies. Taught through a flipped classroom and Team-Based Learning approach, the module integrates AI tools for scenario simulation, policy analysis, and critical engagement with digital outputs. Students develop analytical rigour, economic reasoning, and digital competencies relevant for careers in economic policy, consultancy, and research.

Relevant SDGs addressed through the course
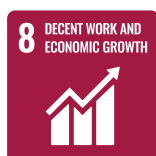
30.4 Climate Finance

Course code

122N1

Department

- Accounting and Finance

The duration of my course is:

- 11 weeks

My course session format is:

- 2-hour Lectures and 1-hour Workshops

My course learning outcomes are:

- Demonstrate knowledge in the key theoretical and technical areas of environmental management
- Critically analyse and distinguish firms with environmental investments, and their implications for their financial performance
- Work individually and in teams and present financial solutions to investors using appropriate green revenue data models.
- Critically evaluate the environmental policy and carbon markets, and its implications for the firm's management
- Demonstrate systematic and comprehensive understanding of the complex climate change risks for investors

My course touches on the following concepts:

- Economic theory for carbon pricing
- Carbon Markets

My course implements the following pedagogies:

- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Lectures, workshops and formative assessments, carbon market design, its problems and the proposed solutions, investment performance of renewable energy funds, green bonds and we will analyse green revenues models.

Course Description

Course Convenor: Sarada Krishnan The module provides a foundation in economic theory for carbon pricing, and a detailed understanding of carbon markets. Initially, we will distinguish between climate finance and sustainable finance, as the latter is a broad category of topics, including climate finance. In addition, the module will provide insights in the practice of carbon market design, its problems and the proposed solutions. Empirical methods for appraising the effectiveness and efficiency of carbon markets as policy instruments for mitigating climate change will be discussed. Moreover, we will explore the investment performance of renewable energy funds, green bonds and we will analyse green revenues models. The group assessment of the module is related to the green revenues model. Data from FTSE green revenue dataset will be given to students and they will be asked to analyse them and provide investment solutions. We will also cover the role of different participants within emissions trading schemes, the implications of the Paris Agreement and we will discuss the recommendations of IPCC for climate change mitigation. Particularly, the module will cover topics such as sustainable finance and climate finance, environmental policy, energy finance, carbon markets, green bonds, climate risk analysis, low carbon investment portfolio, environmental and financial performance, and green revenues data model.

Relevant SDGs addressed through the course

30.5 Sustainability Accounting and Reporting

Course code

120N1

Department

- Accounting and Finance

The duration of my course is:

- 11 weeks

My course session format is:

- 1 hour Lectures and 2 hour Workshops

My course learning outcomes are:

- Demonstrate knowledge and understanding of the origins and development of social and environmental reporting in practical and theoretical terms.
- Critically evaluate social and environmental reporting in the context of the limitations of traditional corporate reporting models.
- Develop professional skills to enable the application of sustainability accounting techniques that facilitate decision-making in organisations.
- Critically evaluate sustainable development, CSR strategies of businesses as well as stakeholder responses to evolution of corporate reporting in the context of social and environmental reporting.

My course touches on the following concepts:

- Carbon and climate change accounting
- social accounting
- water accounting
- corporate sustainability footprints as well as financial consequences of climate change impacts and adaptation

My course implements the following pedagogies:

- Case Method
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)

Course Description

This module focuses on the non-financial reporting practices adopted in both the public and private sectors, specifically in the context of sustainability. Examples of key topics covered include carbon and climate change accounting, corporate sustainability footprints as well as financial consequences of climate change impacts and adaptation. Along with a focus on the ongoing standardization process in sustainability accounting, this module being research-informed, also explores the role of institutional actors in the standard-setting processes of sustainability accounting standards and the multi-dimensional actor-networks that drive such processes. The module explores issues related to reporting standards framed by standard-setting agencies such as the GRI as well as the latest standards framework on sustainability

being developed by the ISSB. It also examines, the practices of measuring and reporting social and environmental performance such as social accounting and TBL (Triple Bottom Line) reporting as well as the role of capital market stakeholders in shaping the development of these standards and practices. Case studies will be used to examine and analyse the emergence and development of standards and practices in sustainability reporting. The discourse surrounding these issues will be framed using theories such as agency theory, stakeholder theory and institutional theory for critical analysis.

Relevant SDGs addressed through the course

31. Teaching Awards

31.1 University of Sussex Teaching Award 2 - Environmental Sustainability Award

Award Granter

University of Sussex Business School

Award Grantee

The Climate Fresk Team (Alexandra Pearson, Claire Tymoshyshyn, Alison Bailey)

Description of Award

The Climate Fresk team was awarded for embedding climate awareness into the curriculum through Climate Fresk workshops. Over 500 students were trained in the autumn term, with more than 20 going on to become facilitators.

[Award link](#)

31.2 Business School Teaching Grant 1

Award Granter

University of Sussex Business School

Award Grantee

Malgorzata Sulimierska

Description of Award

Sustainable Finance Education Project. Dr Malgorzata Sulimierska was awarded a small grant to advance education in sustainable finance.

31.3 Business School Teaching Grant 2

Award Granter

University of Sussex Business School

Award Grantee

René Moolenaar, Gabriella Cagliesi, Rashaad Shabab, Seun Osituyo

Description of Award

SAISA (AI Student Academic Success Advisor) Project – René Moolenaar, Gabriella Cagliesi, Rashaad Shabab, Seun Osituyo This innovative project enhances academic advising using AI to provide inclusive, timely, and personalised student support. SAISA is designed for scalability across faculties, promising wide-reaching impact.

31.4 University of Sussex Teaching Award 1

Award Granter

University of Sussex Business School

Award Grantee

Alison Bailey

Description of Award

Title of project: Community Impact, Scholarship and Social Responsibility award. Alison Bailey was recognised for her collaboration with Rewired Earth during the second-year Leadership Foundation module. Students participated in a sustainability challenge offering £1,000 and internships to the winning team. Guided by mentors from Rewired Earth and other

organisations, students applied their leadership skills to local sustainability issues and presented their solutions at the House of Lords. Two Sussex teams emerged as competition winners.

[Award link](#)

32. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Financial incentives
- Institutional recognition events
- Pedagogical innovation grants
- Professional development opportunities
- Student-nominated teaching awards

33. Teaching Voices

33.1 Teaching Voices 1

Provide supporting context

Sussex Business Schools educators are embedding innovative teaching approaches and methods to support student learning on the field of Responsible Management and Sustainability Education. In this Teaching Voices contribution, you can find two examples from two Business School academics outlining their innovative approaches in teaching and learning that support students prepare to meet global challenges.

Professor Gabriella Cagliesi, Department of Economics, University of Sussex Business School As part of my teaching innovation, I have integrated Artificial Intelligence (AI) into both undergraduate and postgraduate macroeconomics modules through a combination of **Team-Based Learning (TBL)** and **AI-augmented instruction.** This approach repositions AI not as a passive content generator, but as an active participant in the learning process—functioning as a *classmate, tutor, mentor, simulator,* and *Socratic guide.*

AI is embedded into team-based classroom tasks and assessments in ways that deepen critical thinking and promote responsible digital fluency. In line with TBL principles, students, during the application workshops (that follow the flipped classroom lectures and the readiness quizzes) work in diverse teams to solve macroeconomic problems, engage with data, and critique policy scenarios to depen their understanding of the topic. Here, AI plays multiple roles: it challenges assumptions (as a teammate), guides conceptual understanding through questioning and analogies (as a tutor), helps synthesize research and detect misinformation (as a mentor), generates synthetic data and dynamic policy simulations (as a simulator), and provokes analytical debate by prompting students to question and critique economic models (as a Socratic guide).

Assessment has also evolved: students use AI to create and critique simulated economic scenarios, draft policy memos, detect misinformation, and reflect on the ethical dimensions of AI in economic analysis. These tasks are designed to maintain academic integrity while fostering originality, analysis, and digital competence.

This model not only cultivates higher-order thinking and inclusive collaboration but also prepares students for an AI-integrated future in research, policy, and industry. Crucially, it allows the educator to move beyond content delivery toward deeper facilitation, and it redefines the classroom as a space for active, interdisciplinary dialogue grounded in real-world macroeconomic challenges.

This pedagogical experiment reflects broader institutional priorities: ethical innovation, inclusive learning, and sustainable development—all cornerstones of our PRME commitments.

Dr Angela Gao, Department of Accounting and Finance, University of Sussex Business School
My teaching approach integrates real-world relevance, applied learning, and forward-thinking content by embedding **AI and sustainability** into business finance education. I designed and developed the postgraduate core module *121N1 Sustainable Business Finance*, now in its third year, to help students understand the financial dimensions of sustainable development. This includes analysing the impact of corporate finance decisions on long-term environmental, social, and governance (ESG) outcomes.

The course is structured using **blended pedagogy**, combining lectures with case-based workshops, simulation activities, and interactive discussions to engage students actively in solving practical problems. I also integrate **AI tools** into the learning environment, equipping students with digital literacy while ensuring they follow responsible use policies aligned with academic integrity.

Assessment methods are designed to reflect both critical thinking and professional relevance, including scenario-based evaluations, investment appraisals with ESG implications, and sustainability-linked budgeting tasks. Students are encouraged to consider not just profitability but also the broader implications of financial decisions on society and the environment — directly addressing **UN Sustainable Development Goals** such as **SDG 8 (Decent Work and Economic Growth)** and **SDG 12 (Responsible Consumption and Production), as well as SDG 17 (Partnerships for the Goals)**, by highlighting the role of finance in fostering collaboration and sustainable development at organisational and global levels.

Beyond module delivery, my role as **Founder of the Sustainability and AI Business Action Centre (SABAC)** allows me to bring fresh insights from consultancy and training work with businesses into the classroom. This ensures that students benefit from up-to-date, practice-informed learning that prepares them to lead responsibly in a rapidly evolving business environment.

34. Barriers to Innovative Curriculum

- Compliance and legal concerns
- Faculty resistance
- Learning curve for faculty
- Time constraints

35. Barriers to Innovative Pedagogy

- Administrative hurdles
- Budget constraints
- Change resistance
- Compliance concerns
- Faculty resistance
- Learning curve for faculty
- Time constraints

36. Fostering Innovation

To a great extent

41

37. Experiential Learning

A lot

38. Learning Mindset

A lot

39. Method of Teaching and Learning

In person

Research

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

40. Define Research

Our research tackles pressing economic, social, and environmental challenges through collaborative, interdisciplinary inquiry. By connecting scholarship with practice, we generate actionable insights that influence policy, shape organisational strategies, and improve lives. Grounded in rigor and relevance, our work advances knowledge while addressing urgent global and local issues.

41. 2024 Publications

600

42. Research Barriers

• Funding challenges
• Time constraints

43. 2024 Publications on Sustainable Development and/or RME

420

44. Research Funding

• International
• National
• Local
• Regional

45. Socializing Research

• Community organizations
• Government and policy makers
• Industry and business networks
• International media
• Local media
• National media
• Open-access platforms

46. Research Projects
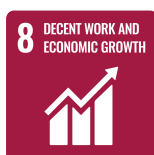
46.1 Shoreham Port Industrial Decarbonisation

Who is involved in the project

- Postdoc students
- Faculty
- PhD students

Department

- Management

This research project covers:

Period covering

September, 2021 - July, 2025

Describe the research project

The School co-directs the Industrial Decarbonisation Research and Innovation Centre (IDRIC), a program that works across industry and government to influence infrastructure and system planning for net-zero clusters, with a focus on policy implementation. The initiative aims to support UK industries in lowering costs, enhancing energy efficiency, and protecting jobs during the green economy transition. Sussex's expertise has been cited in government reports, training materials, and strategy proposals by organizations like UKRI, the Department for Energy Security and Net Zero, and multiple Local Enterprise Partnerships, as well as various local authorities and ministerial sub-committees.

Provide any supporting materials

Shoreham_Port_Industrial_Cluster_Local_Industrial_Decarbonisation_Plan   View document ↗ Download document ⬇

[Additional materials](#)

46.2 Responsive Organising for Low Emission Societies (ROLES)

Who is involved in the project

- PhD students
- Postdoc students
- Faculty

Department

- Management

This research project covers:

Period covering

September, 2023 - August, 2025

Describe the research project

Responsive Organising for Low Emission Societies created a toolkit for local councils and EU policymakers, providing strategies for accelerating decarbonisation in European city-regions.

Provide any supporting materials

SLES COMIC PRINT-compressed	View document 🔗 Download document ⬇

[Additional materials](#)

47. Research Awards

47.1 PMI Research Achievement Award

Award Granter

Project Management Institute

Award Grantee

Professor Andrew Davies

Description of Award

Celebrates an individual or group of individuals whose work has significantly advanced the concepts, knowledge, and practices of Project Management.

[Award link](#)

Provide supporting materials…

| Andrew Davies receives the prestigious .. | View document ↗ | Download document ⬇ |

47.2 Financial Times Award for Academic Research with Impact

Award Granter

Financial Times

Award Grantee

Professor Matthew Agarwala

[Award link](#)

Provide supporting materials…

| Bennett Institute's Matthew Agarwala re.. | View document ↗ | Download document ⬇ |

48. Share Publications

48.1 Transformative Innovation Policy Consortium

This is a

- Regular article

Authors

- Victoria Shaw, Programme Manager, University of Sussex

Date of publication

September, 2025

What conference was this presented at?

- National or international issue or theme-specific conference

Abstract or Summary of Publication

This policy brief examines global public research and development (R&D) funding trends between 1990 and 2020, focusing on climate change, energy, transport, and industrial decarbonisation, with implications for Africa. Analysis of over 150,000 projects from 165 agencies shows heavy concentration of funding in the UK, EU, and US, leaving African and other Global South regions underrepresented. Investment is skewed towards adaptation (36%) and energy systems (28%), with industrial decarbonisation (11%) and geoengineering (12%) lagging. While engineering and social sciences receive comparable funding, fields such as neuroscience and theology remain underfunded despite their relevance to behavioural and ethical dimensions of climate action. Encouragingly, 74% of projects demonstrate transdisciplinary engagement. The study recommends rebalancing funding geographically, boosting neglected technologies (hydrogen, carbon capture, geoengineering), strengthening interdisciplinary collaboration, and leveraging public–private partnerships. Addressing these gaps is critical to ensuring that climate R&D advances not only technological progress but also inclusive, locally relevant innovation for sustainable futures.

What would be the ideal impact of this research in the field and/or in society?

The ideal impact of this research is to catalyse a global reallocation of public R&D that empowers Africa and other underfunded regions to leapfrog towards just, sustainable transitions. By informing funders, policymakers, and international bodies, the findings could shape more equitable investment strategies, foster transdisciplinary collaboration, and embed social, cultural, and ethical insights into climate innovation—ensuring that transformative solutions are globally inclusive and locally impactful.

This research covers (Department):

  • Management

This research covers (SDGs):

Is this available through open access?

  • Yes

[Publication link](#)

Attachment

5762_Transformative_Climate_Sept_2025_1st   View document [↗]   Download document [⤓]

48.2 Work indifference: a sign of burnout for agile workers that reduces staff support and empathy

This is a

- Regular article

Authors

- Dr Emma Russell, University of Sussex
- Dr Smadar Cohen-Chen, University of Sussex
- Deepali D'Mello, University of Sussex

Date of publication

September, 2025

Abstract or Summary of Publication

This report explores *work indifference*—a flat, disengaged emotional state—as a potential late-stage indicator of burnout among NHS agile workers. Phase one research showed that expressions of indifference provoke hostility and low empathy from colleagues, unlike other emotional responses. Phase two, a survey of 321 workers, confirmed that indifference is strongly associated with burnout, particularly the depersonalisation/cynicism dimension, and is exacerbated when workers strongly identify with their roles. Phase three tested whether an awareness intervention could improve empathy and support. While participants trained to recognise indifference as a burnout signal were more likely to signpost colleagues to help, they remained unwilling to offer personal support, continuing to judge indifferent colleagues as ungrateful or undeserving. Findings suggest that NHS workers may lack the personal capacity to support peers showing indifference due to their own strain. The report recommends treating indifference as a "red flag" for burnout, integrating it into staff wellbeing monitoring, and directing organisational—not peer—support towards affected workers. A RESET strategy (Raise awareness, Encourage empathy, Support, Embed in burnout advice, Track) is proposed to help NHS Trusts recognise, respond to, and prevent burnout linked to work indifference.

What would be the ideal impact of this research in the field and/or in society?

The ideal impact of this research would be threefold:

1. **Early detection of burnout** – By recognising *work indifference* as a measurable "red flag," NHS organisations (and other employers) could identify staff at risk before they reach severe stages of burnout. This would improve workforce health, retention, and patient care quality.

2. **Shift in responsibility** – Instead of relying on already overstretched colleagues to provide empathy and support, the findings highlight the need for organisational and managerial structures to intervene. This could lead to new wellbeing policies, redesign of work practices, and targeted support systems.

3. **Cultural change** – The research reframes indifference not as a personal failing but as a legitimate psychological signal of strain. This could reduce stigma, encourage self-recognition, and foster more compassionate organisational responses to staff wellbeing.

If fully embedded, the research could shape NHS workforce policy, inform wellbeing monitoring tools (e.g. staff surveys), and act as a model for other high-pressure sectors—helping organisations to *reset* how they respond to signs of burnout and ultimately safeguard both staff wellbeing and service delivery.

This research covers (Department):

· Management

This research covers (SDGs):

Is this available through open access?

· Yes
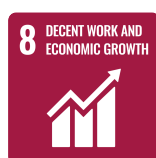
[Publication link](#)

Attachment

Indifference-report-agilab	View document 🔗 Download document ⬇

Partner

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

49. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- EFMD (European Foundation for Management Development)
- Financial Times
- Local institutions and associations
- Quacquarelli Symonds (QS)
- Sulitest
- Times Higher Education (THE)
- University Councils

50. Define Partner

At Sussex Business School, a Partner is a business, policymaker, civil society organisation, or academic network that works with us to address global challenges. Through collaboration, we co-create knowledge, embed sustainability in education and research, and deliver impact in line with our mission and values.

51. Student Partners

- Enactus
- Sikh Students Association
- Hillel International
- Hindu Students Council
- Muslim Student Association
- Students for Global Health

52. Partnerships

52.1 Business School aligns efforts for fairer food systems in Brighton and Hove

Period this affiliation covers

September, 2024 - September, 2025

This organization is a:

- Non-Profit

Purpose of work with this organization

- Faculty and Scholar Exchange
- Entrepreneurship and Innovation Ecosystems

Describe your work with this organization

Over 6,000 people in Brighton and Hove rely on weekly food support. To help tackle this and other pressing food-related issues, the University of Sussex Business School brought people from across the University and the city into a room on Wednesday, 18 June 2025, to identify clear-cut actions to take together.

The event, led by Professor Adrian Ely and Dr Katerina Psarikidou, and sponsored by the UKRI-funded FoodSEqual project, focused on the city's new Food Strategy and Action Plan (2025–2030), which Sussex research helped to inform at another event last year. It sought to find out how the University's various food initiatives — from campus catering to sustainability research — could align with the Strategy to help address rising food inequality and insecurity.

Food practitioners, local businesses, students and academics, including Professor Robin Banerjee, Pro-Vice-Chancellor, Global and Civic Engagement, University of Sussex, attended the event alongside Ali Ghanimi, Senior Manager, Brighton & Hove Food Partnership. Other participants included members of the Black and Minority Ethnic Community Partnership as well as stakeholders from Brighton & Hove City Council. Banerjee, in his welcome remarks, highlighted how the work benefits society, reinforcing the University's commitment to social good.

On launching the Food Strategy, Ghanimi highlighted some of the city's planned actions for improving food systems, including prompting major city caterers to adopt sustainable food practices.

Watch Ali Ghanimi on the University's role in the city's food strategy

An interdisciplinary panel discussion and audience break-out session then considered practical ways of aligning the Strategy with the University's food initiatives. Sandra Juan Delgado, Sustainability Manager at Chartwells, the University's caterer, highlighted the success of the "Sussex Saver" that offers £2 healthy meals on campus. Dr John Thompson, Deputy Director, Sussex Sustainability Research Programme (SSRP), emphasised the need to strengthen links with local food producers and shared SSRP's plan for regional research hubs. Dr Katerina Psarikidou, the policy lead of the FoodSEqual project, emphasised the power of community-led research. PhD student Viola King Forbes advocated for deeper student engagement in food initiatives, and Adam Batchelor from the Sustainability Team recommended looking into tested strategies, like London's "School Superzones", which limit fast food outlets near schools. Angela Blair (Brighton and Hove City Council) contributed to discussions on city-level food policy.

Reflecting on the event and the Strategy, Ely noted: "The University has an important part to play, not only through research and teaching, but also through the food decisions we make every day as consumers and as citizens of Brighton and Hove."

Provide supporting materials...

Broadcast	View document ↗ Download document ⤓

52.2 Sussex–Ghana Exchange: Strengthening gender equity through cross cultural mentoring

Period this affiliation covers

September, 2024 - August, 2025

This organization is a:

• Education organization

Purpose of work with this organization

• Thought Leadership and Knowledge Sharing

Describe your work with this organization

The University of Sussex's EDI Unit and Gender Equality Steering Group are leading work to improve gender equity at Sussex. This includes actions in our Athena Swan plan and the wider Inclusive Sussex strategy. As part of this work, Sussex is running a cross-cultural reciprocal mentoring project with the University of Ghana. The project is funded by the British Council's *Going Global Partnerships* programme. It was supported in its early stages by the, [Sussex Global Partnerships team](#) who helped facilitate the relationship between the two institutions. The project brings together over 40 participants across both universities. It is jointly led by Professor Sarah Guthrie, Chair of the Gender Equality Steering Group, and Professor Deborah Atobrah from the University of Ghana. Through mentoring partnerships and peer learning, the project helps staff advance their careers, build leadership skills, connect across cultures, and create change based on lived experience.

How do you measure success and impact

N/A

Provide supporting materials...

Sussex-Ghana Exchange	View document ↗ Download document ⤓

53. Partner Voices

53.1 Sulitest: University of Sussex Business School Case Study

Provide supporting context

The case study overview has been written by the School's partner Sulitest. The full article is available vis this link https://www.sulitest.org/news/sussex-embedding-sustainability-assessment

The University of Sussex Business School is committed to integrating the values of social responsibility, ethical practice, and sustainability into curricula, teaching, and research. To enhance this effort, the School was the first British institution to join the TASK™ Change Leader program!

"This is an excellent opportunity for us to enhance our sustainability literacy in pursuing our School's vision and strategy to align our education with the global challenges and opportunities of the 21st century," stated Gabriella Cagliesi, Professor in Economics and former Associate Dean For Education and Students.

Upon joining the community, and in line with the Sulitest mission to mainstream sustainability literacy, the school quickly analysed its programmes and how it could reach the majority of their students with TASK™. This work was led by Gabriella Cagliesi and Alison Bailey, Senior Lecturer, in collaboration with key teaching and professional services staff. TASK™ was then **officially launched at the School during their "Festival of Sust(AI)nable Education"**, with Jean-Christophe Carteron, Sulitest's co-founder, contributing through an insightful keynote presentation, highlighting the urgency of sustainability literacy and competencies in an era of AI-driven challenges and opportunities.

Moreover, Alison Bailey and Madina Tash, PRME Lead at Sussex, presented this case study at the latest **PRME UK & Ireland Conference**, alongside our Account Manager, Estela C F Pilz. Additionally, Farai Jena, Associate Dean for Education & Students contributed to the panel organised by Sulitest at the **EFMD Annual Conference** discussing assessment as a lever for driving positive change. These two occasions, besides bringing visibility to the inspiring initiatives taking place at Sussex, provided a great opportunity to exchange best practices with the academic community.

The first year of deployment was focused on raising awareness about TASK™ and setting a foundation for sustainability education, which engaged many of the University of Sussex Business School students. **For undergraduate students**, TASK™ is offered to **first-year, first semester students through the core module "Introduction to Business Management"** which incorporates a business simulation through which SDGs must be applied. This enables both the school and the students to establish a baseline of their initial sustainability knowledge level.

For their **exit-assessment**, the School will **include assessments based on completion of TASK™ in a range of core and non-core modules** requiring them to reflect and discuss sustainability in different ways, depending on the programme they are following. By adopting this approach, the vast majority of undergraduate students will take TASK™.

At **postgraduate level**, TASK™ is offered **as students prepare for their dissertation** through an ethics assessment. TASK™ allows them to reflect and position their research in the context of the global environmental and social challenges.

54. Additional Evidence

54.1 Transformative Innovation can help tackle local sustainability challenges, says Business School at UNECE forum

This is a

- Conference paper/proceedings

Authors

- Transformati

Date of publication

May, 2025

What conference was this presented at?

- Regional or local issue or theme-specific conference
- United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development

Abstract or Summary of Publication

The Transformative Innovation Policy Consortium (TIPC), based at the University of Sussex Business School, hosted a high-level side event this month at the United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development. The event

introduced the Transformative Innovation Policy (TIP) approach, which focuses on shifting entire socio-technical systems – such as those for energy, transport, healthcare, or food – towards more sustainable and equitable futures. Regional leaders and researchers shared the wide-ranging local challenges they are facing, including wetlands degradation, stormwater flooding, watershed management, rising temperatures, youth mental health, construction waste, and housing shortages. Panellists explored how TIP can be applied to these diverse, place-based issues.

Ferran Dalman and Chaimae Essousi from the Government of Catalonia shared how they use [system mapping tools](#) developed by Sussex researchers to support local people in addressing rural depopulation, resilient landscapes, and sustainable livelihoods. Meanwhile, Cristian Matti from the European Commission's Joint Research Centre outlined how TIP can act as a driver for climate adaptation within regional development strategies.

Contributors stressed the need for new thinking and networks, highlighting that traditional approaches to innovation policy are inadequate for tackling today's interconnected challenges. The event was organised in collaboration with UNECE's Transformative Innovation Network (ETIN), which Sussex is partnered with through TIPC to accelerate transformative change across the region. Anders Jönsson, ETIN lead and Chief of the Innovation Policy Development Section at UNECE, opened the session by highlighting the importance of connecting ideas with implementation. 'Where we can provide value is to think about practice…' said Jönsson. 'We want to bring together people who are thinking in this way – people who really want to act.' This message was echoed by Victoria Shaw, TIPC Programme Director at Sussex and ETIN Core Group member. 'Local policy makers recognise the need for system change – the question is how to make this happen. We're delighted to be collaborating with UNECE, the European Commission and partners in Catalonia to share real-world learnings and build communities of practice.'

Professor Ingrid Woolard, Dean of the University of Sussex Business School, welcomed the partnership-based approach. 'The Business School is proud to be at the forefront of shaping innovation policy that responds to the urgent challenges facing regions today,' she said. 'Through TIPC and our collaboration with UNECE, we're helping to equip practitioners with the tools and thinking to drive transformation, starting at the community level.'

What would be the ideal impact of this research in the field and/or in society?

Traditional innovation policy focused on economic growth, competitiveness, and technological advancement. TIP, as developed by the Sussex group (drawing on SPRU traditions), reframes innovation as a tool to achieve systemic transformations towards sustainability, equity, and resilience.

This is a significant intellectual shift, pushing beyond the "linear" or "market failure" model of innovation policy. Their work on **"transformative outcomes"** provides frameworks for assessing whether experiments in innovation are leading to system change — widely cited in policy and academic circles.

It bridges science, technology, and innovation studies (STIS) with sustainability transitions research. It introduces new evaluative criteria not just efficiency or growth, but inclusivity, equity, resilience, and sustainability. It contributes to global academic networks (e.g., Transformative Innovation Policy Consortium, TIP Africa Hub, TIP Latin America). TIP developed practical tools (e.g., the TIP "radar", outcome frameworks, co-creation methodologies) that scholars can use in empirical research. This is influencing how researchers design and assess interventions in energy, mobility, housing, food, and water systems. For example, https://tipresourcelab.net/resource/pentagonal-map-for-system-analysis-individual-version/

TIP is embedded into conversations at UNECE, UNDP, UNESCO, the EU (Horizon Europe missions), and the OECD. Their frameworks guide governments in re-orienting innovation funding and experimentation (e.g., missions, living labs) towards sustainability goals. Several countries (South Africa, Colombia, Sweden, Finland, the Netherlands) have piloted TIP approaches in national or regional innovation policies.

The Sussex UNECE case highlights how TIP is used to address place-based challenges: housing shortages, wetland degradation, stormwater flooding, climate adaptation. It strengthens city-region partnerships, helping policymakers design interventions that are not just incremental fixes but aim for long-term systemic change.

Societal outcomes
- Supports fairer and more inclusive transitions: e.g., ensuring climate policies don't exacerbate inequality.
- Encourages participatory governance: bringing community voices, civil society, and local actors into innovation planning.
- Builds resilience in local systems (urban food, housing, water, energy).
- Positions innovation not as a technocratic exercise, but as part of democratic, inclusive transformation**.**

This research covers (Department):
- Social Policy Research Unit (SPRU)

This research covers (SDGs):

Is this available through open access?

- Yes

[Publication link](#)

Attachment

Transformative_outcomes-1	View document ⧉	Download document ⤓

Practice

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

55. Define Practice

The University of Sussex Business School was established within an institution that prioritises ethics, responsibility and sustainability, placing organisational responsibility and accountability to society and the planet at the heart of all its management, governance and operational practices. This reputation attracts staff and students who seek such an environment and remains a source of pride for the USBS community.

56. RME Practices

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

57. RME Policies

57.1 Sussex Sustainability Strategy

Upload or select a document

Sustainability_strategy_FINAL_30june_2nd   View document 🗗   Download document ⬇

57.2 Sussex Sustainability Strategy Action Plan

Upload or select a document

Sustainability_strategy_ACTION_PLAN1st   View document 🗗   Download document ⬇

57.3 Active and Sustainable Commuting Policy

Upload or select a document

Active and sustainable Commuting
Policy_AW   View document 🗗   Download document ⬇

57.4 Decarbonising the Economy_policy

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Decarbonising_the_economy   View document 🗗   Download document ⬇

57.5 Carbon Management Plan

Upload or select a document

Carbon_Management_Plan_FINAL   View document 🗗   Download document ⬇

57.6 Biodiversity policy

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Biodiversity_policy   View document 🗗   Download document ⬇

57.7 Food and Agriculture Policy

Upload or select a document

Sustainability_Food and Agriculture Policy_AW   View document ↗   Download document ⬇

57.8 Waste, Reuse and Recycling Policy

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Waste, Reuse and Recycling Policy_AW (1)   View document ↗   Download document ⬇

57.9 Water management policy

Upload or select a document

Water_management_policy_final   View document ↗   Download document ⬇

57.10 Procurement and Purchasing Policy

Upload or select a document

Procurement and Purchasing Policy - Aug 2024   View document ↗   Download document ⬇

57.11 EDI Policy

Upload or select a document

EDI Policy   View document ↗   Download document ⬇

57.12 Modern Slavery Act

Upload or select a document

Modern Slavery Act Statement   View document 🔗   Download document ⬇

57.13 Access and Participation Policy

Upload or select a document

Access and Participation
Plan_2025-26-2028-29   View document 🔗   Download document ⬇

57.14 Socially Responsible Investment Policy

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socially_responsible_investment_management_policy   View document 🔗   Download document ⬇

57.15 Volunteering Policy

Upload or select a document

VolunteeringPolicy-March23   View document 🔗   Download document ⬇

57.16 Sustainable Events Policy

Upload or select a document

Sustainable events policy 2020   View document 🔗   Download document ⬇

57.17 Code of Practice for Research

Upload or select a document

Code of Practice for Research June 2018   View document ↗   Download document ⬇

57.18 Staffing Policies Overview

Upload or select a document

staffingpoliciesoverview   View document ↗   Download document ⬇

57.19 The Sussex People Strategic Plan

Upload or select a document

The Sussex People Strategic Plan 2022 - Accessible version   View document ↗   Download document ⬇

57.20 Open Research Statement

Upload or select a document

Open Research Statement   View document ↗   Download document ⬇

57.21 Curriculum Development Handbook

Upload or select a document

Curriculum Development Handbook 24-25   View document ↗   Download document ⬇

58. Practice Awards

58.1 People and Planet

Award Granter

People and Planet

Award Grantee

University of Sussex

Description of Award

University of Sussex has been ranked top 5th University in the UK for Staff and Student Engagement by People and Planet.

[Award link](#)

58.2 Sussex Chambers Green Business of the Year award

Award Granter

Sussex Chamber of Commerce

Award Grantee

University of Sussex

Description of Award

The University of Sussex was awarded the 2nd Place as Green Business of the year by the Sussex Chamber of Commerce. For more information please see the link provided: https://www.linkedin.com/feed/update/urn:li:activity:7344983341571424257/

[Award link](#)

58.3 Ecocampus Award

Award Granter

Ecocampus Award

Award Grantee

University of Sussex

Description of Award

University of Sussex has been awarded with a Bronze Award for EcoCampus to demonstrate its commitment to Environmental Sustainability through introducing the first phase of an Environmental Management System. For more information, please see the link provided below, including the bronze award logo provided at the end of this page.

[Award link](#)

Share

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

59. Define Share

In the UN PRME context, Share means exchanging knowledge, values, and practices that advance responsible management education. At the University of Sussex Business School, Share reflects our commitment to collaboration with students, staff, and partners, ensuring research insights, teaching innovations, and community engagement contribute to positive societal impact.

60. Transparent Engagement

- https://staff.sussex.ac.uk/news/article/65650-celebrating-the-un-sdg-flag-campaign-at-the-university-of-sussex-business-school?utm_source=chatgpt.com
- publicly reported data
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Community events and consultation forums
- Partnerships with local organizations

61. Transparency Barriers

- Donor sensitivities

62. Audiences

- Government and policy makers
- Alumni and donors
- Faculty and staff
- Media and public relations channels
- Research and academic networks
- Accreditation bodies
- Boards and advisory committees
- Chamber of commerce and local communities
- Business and industry partners
- Prospective and current students
- Non-governmental organizations (NGOs)

63. Sharing Voices

63.1 Launch of the Sustainability & AI Business Action Centre

Provide supporting context

Serena Mitchell - Communications Manager, USBS

Staff profile https://profiles.sussex.ac.uk/p75640-serena-mitchell

Serena Mitchell introduces in the USBS news the establishment of the Sustainability and AI Business Action Centre at the University of Sussex Business School. The Centre was launched in May 2024. The article emphasises the Centre's ambition to become a hub for advancing sustainable business practices through the strategic use of artificial intelligence. It will provide training, consultancy, and platforms for knowledge exchange, supporting organisations in aligning commercial strategies with sustainability goals. Serena highlights the role of Dr Angela Gao, Founder of the Centre, who underlines its vision to address complex global challenges by combining expertise in ESG, AI, and business transformation. The article further details contributions from international thought leaders who stress the importance of innovation and responsible AI in achieving sustainability objectives, particularly in relation to small and medium-sized enterprises (SMEs). Overall, the article presents the Centre as a significant initiative to foster collaboration between academia, business, and society, aiming to equip organisations with the tools and insights necessary for sustainable growth in an AI-driven future.

Follow this link for more information https://www.sussex.ac.uk/broadcast/read/65189

63.2 Changing the conversation: students share sustainability solutions at fourth Pitch for the Planet competition

Provide supporting context

Lauren Ellis- Media Relations Manager at University of Sussex

https://www.sussex.ac.uk/lasi/presspack/presscontacts

In the below press release Lauren highlights student-led Pitch for the Planet Competition, where students design and implement projects addressing real-world sustainability issues. Communication and Student Experience teams highlight these initiatives through newsletters, blogs, and social media, sharing detailed case studies of student innovation, collaboration with

local communities, and measurable social impact. This approach not only disseminates knowledge but also empowers students to become active contributors to responsible management practice.

In alignment with the Share Principle, the University of Sussex Business School actively engages students in sustainability through initiatives like the Pitch for the Planet competition. This annual event invites students to propose innovative solutions addressing global sustainability challenges. In 2024, finalists presented projects ranging from sustainable materials to food sustainability, with two winners selected by a panel including former Sussex student Lucy Hughes, founder of MarinaTex, and Dr. Shova Karki, Senior Lecturer in Entrepreneurship and Sustainability at Sussex. These student-led projects exemplify the integration of sustainability into the curriculum and the promotion of responsible management practices. Additionally, students participate in consultancy projects that contribute to real-world sustainability efforts. For instance, a recent student consultancy project developed a proposal now being implemented, projected to save 475kg of CO_2 emissions and 250kg of plastic waste annually. This hands-on experience not only enhances students' employability but also fosters a culture of sustainability within the business community. These initiatives underscore the Business School's commitment to the Share Principle by facilitating transparent communication of sustainability efforts and encouraging collaborative knowledge exchange among students, faculty, and external stakeholders.

Follow this link for more information https://www.sussex.ac.uk/broadcast/read/64673?utm_source=chatgpt.com

63.3 Broadcast: Join Sophia the AI Robot and Global Leaders at the Business School's Festival of SustAInable Education 8 May 2024

Provide supporting context

Serena Mitchell is a communications professional at the University of Sussex. She writes for the university to share news and events, often highlighting initiatives that connect research, teaching, and public engagement. In this article, she writes about the University of Sussex's Festival of SustAInable Education, scheduled for May 8, 2024. The festival aimed to explore how sustainability, technology, and education intersect, showcasing innovative ideas and encouraging dialogue across disciplines. One of the standout features of the event was the participation of Sophia the AI Robot, which added a futuristic and tech-focused angle to the discussions.

Serena highlights key speakers and global leaders who contributed, including experts from education, development, and AI. The article emphasizes the festival's interactive and cross-disciplinary nature, showing that it's not just a lecture series but an event designed to stimulate conversation and collaboration. It also mentions practical details like how to attend and register, making it easy for readers to engage.

Follow this link for more information https://www.sussex.ac.uk/broadcast/read/63806

63.4 René Moolenaar on what we can learn from nature on the Sussex MBA

Provide supporting context

In an environment where students spend so much of their time inside at their desks looking at screens, René Moolenaar, Associate Professor in Strategy at the Business School, is taking a new approach to guiding the development and execution of marketing campaigns.

In the context of marketing, where innovation and originality are highly valued, nature provides a conducive environment for students to think beyond conventional ideas and actively engage in more innovative problem-solving." R**ené Moolenaar**
Associate Professor in Strategy at the Business School

The Digitally Disconnected and Mindfulness task on the Marketing Management module is a unique teaching session where MBA students are encouraged to ditch their laptops and phones, allowing them to focus entirely on feeling connected to the natural world around them. Taking full advantage of the beautiful South Downs National Park and leafy Sussex campus, MBA students step into a new type of classroom. After finding a quiet space, students use their senses to explore their surroundings. Using their chosen case-study company from their main assignment, René Moolenaar asks students to either develop an eco-friendly version of a product, create a brand story, or create an experiential marketing campaign – all inspired by nature.

For more details please see https://www.sussex.ac.uk/business-school/study/discover-mba/learn-from-nature

64. Additional Evidence

64.1 Annual Sustainability Reports

Provide supporting context

The university produces annual reports showing how teaching, research, innovation, and community outreach contribute to the UN Sustainable Development Goals. These reports are public and show areas for improvement. This enables stakeholders to see progress and commitments, and possibly engage through feedback.

https://www.sussex.ac.uk/about/sustainable-university/performance/annual-reports?utm_source=chatgpt.com

64.2 Sustainability in Accounting, Finance & Economics" Seminar

Provide supporting context

In May 2024, the USBS hosted a SAFE (Sustainabality in Accounting, Finance and Economics) Seminar with external speakers (e.g. from Charles University) on topics like board compensation & investment efficiency—issues connected with ESG/sustainability. The seminar was open to students and staff, in person and online.

https://www.tickettailor.com/events/universityofsussex8/1227715?utm_source=chatgpt.com

64.3 Transformative Innovation can help tackle local sustainability challenges, says Business School at UNECE forum

This is a

- Conference paper/proceedings

Authors

- Transformati

Date of publication

May, 2025

What conference was this presented at?

- Regional or local issue or theme-specific conference
- United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development

Abstract or Summary of Publication

The Transformative Innovation Policy Consortium (TIPC), based at the University of Sussex Business School, hosted a high-level side event this month at the United Nations Economic Commission for Europe (UNECE) Regional Forum for Sustainable Development. The event introduced the Transformative Innovation Policy (TIP) approach, which focuses on shifting entire socio-technical systems – such as those for energy, transport, healthcare, or food – towards more sustainable and equitable futures. Regional leaders and researchers shared the wide-ranging local challenges they are facing, including wetlands degradation, stormwater flooding, watershed management, rising temperatures, youth mental health, construction waste, and housing shortages. Panellists explored how TIP can be applied to these diverse, place-based issues.

Ferran Dalman and Chaimae Essousi from the Government of Catalonia shared how they use [system mapping tools](#) developed by Sussex researchers to support local people in addressing rural depopulation, resilient landscapes, and sustainable livelihoods. Meanwhile, Cristian Matti from the European Commission's Joint Research Centre outlined how TIP can act as a driver for climate adaptation within regional development strategies.

Contributors stressed the need for new thinking and networks, highlighting that traditional approaches to innovation policy are inadequate for tackling today's interconnected challenges. The event was organised in collaboration with UNECE's Transformative Innovation Network (ETIN), which Sussex is partnered with through TIPC to accelerate transformative change across the region. Anders Jönsson, ETIN lead and Chief of the Innovation Policy Development Section at UNECE, opened the session by highlighting the importance of connecting ideas with implementation. 'Where we can provide value is to think about practice…' said Jönsson. 'We want to bring together people who are thinking in this way – people who really want to act.' This message was echoed by Victoria Shaw, TIPC Programme Director at Sussex and ETIN Core Group member. 'Local policy makers recognise the need for system change – the question is how to make this happen. We're delighted to be collaborating with UNECE, the European Commission and partners in Catalonia to share real-world learnings and build communities of practice.'

Professor Ingrid Woolard, Dean of the University of Sussex Business School, welcomed the partnership-based approach. 'The Business School is proud to be at the forefront of shaping innovation policy that responds to the urgent challenges facing regions today,' she said. 'Through TIPC and our collaboration with UNECE, we're helping to equip practitioners with the tools and thinking to drive transformation, starting at the community level.'

What would be the ideal impact of this research in the field and/or in society?

Traditional innovation policy focused on economic growth, competitiveness, and technological advancement. TIP, as developed by the Sussex group (drawing on SPRU traditions), reframes innovation as a tool to achieve systemic transformations towards sustainability, equity, and resilience.

This is a significant intellectual shift, pushing beyond the "linear" or "market failure" model of innovation policy. Their work on "transformative outcomes" provides frameworks for assessing whether experiments in innovation are leading to system change — widely cited in policy and academic circles.

It bridges science, technology, and innovation studies (STIS) with sustainability transitions research. It introduces new evaluative criteria not just efficiency or growth, but inclusivity, equity, resilience, and sustainability. It contributes to global academic networks (e.g., Transformative Innovation Policy Consortium, TIP Africa Hub, TIP Latin America). TIP developed practical tools (e.g., the TIP "radar", outcome frameworks, co-creation methodologies) that scholars can use in empirical research. This is influencing how researchers design and assess interventions in energy, mobility, housing, food, and water systems. For example, https://tipresourcelab.net/resource/pentagonal-map-for-system-analysis-individual-version/

TIP is embedded into conversations at UNECE, UNDP, UNESCO, the EU (Horizon Europe missions), and the OECD. Their frameworks guide governments in re-orienting innovation funding and experimentation (e.g., missions, living labs) towards sustainability goals. Several countries (South Africa, Colombia, Sweden, Finland, the Netherlands) have piloted TIP approaches in national or regional innovation policies.

The Sussex UNECE case highlights how TIP is used to address place-based challenges: housing shortages, wetland degradation, stormwater flooding, climate adaptation. It strengthens city-region partnerships, helping policymakers design interventions that are not just incremental fixes but aim for long-term systemic change.

Societal outcomes
- Supports fairer and more inclusive transitions: e.g., ensuring climate policies don't exacerbate inequality.
- Encourages participatory governance: bringing community voices, civil society, and local actors into innovation planning.
- Builds resilience in local systems (urban food, housing, water, energy).
- Positions innovation not as a technocratic exercise, but as part of democratic, inclusive transformation**.**

This research covers (Department):

· Social Policy Research Unit (SPRU)

This research covers (SDGs):

Is this available through open access?

· Yes

[Publication link](#)

Attachment

Transformative_outcomes-1	View document [↗] Download document [↓]

64.4 NEST 2025: A Global Forum for Sustainability Transitions

Upload or select a document

News Broadcast	View document [↗] Download document [↓]

64.5 Celebrating South Asian Heritage Month 2025: Roots to Routes

Upload or select a document

Equality	View document [↗] Download document [↓]

64.6 Developing a trading simulation to promote UN SDGs: A pedagogic approach to enhancing student teamwork and decision-making skills

Upload or select a document

Developing a trading simulation to promote UN SDGs
View document ⬈   Download document ⬇

64.7 Broadcast: Sharing the benefits of sustainability education with others

Provide supporting context

When the PRME (Principles for Responsible Management Education) UK & Ireland conference took place in June in Belfast, among those addressing delegates was Kristabel Lanham-New, a Year 1 Management student, who co-presented with Alison Bailey, Associate Professor of Management from the Business School.

Alison has been instrumental in leading the University's partnership with Sulitest, an international organisation that measures, improves and certifies sustainability knowledge: its TASK test is an online tool that measures the level of sustainability knowledge of individuals and groups, inspired by the 17 Sustainable Development Goals (SDGs).

There were 1,041 TASK assessments completed in the past academic year here at Sussex over 17 sessions.

Kristabel and Alison were joined on stage by Estela Castelli Florino Pilz from Sulitest and Konstantine Skritsovali, senior lecturer within the Business School at Liverpool John Moores University at the conference, which had the theme 'Partnering for Progress: Enhancing Collaboration, Building Communities, and Navigating Conflict to Accelerate Agenda 2030'.

Kristabel told delegates how gaining the TASK certificate has boosted her employability skills and given her a unique asset for her CV: "It has enabled me to develop critical sustainability skills for my future career and strengthened my knowledge of sustainability, which contributes to global impact in the future."

Creating green leaders of the future

In another summertime speaking success, a group of Sussex students joined Alison at the National Teaching Fellowship (NTF) Conference in May.

She had co-ordinated a partnership with Rewired Earth during the second-year Leadership Foundation module, where students tackled a sustainability challenge for a chance to win £1,000 and internships. Ben Foreman, Monica Deakin and Emily Johnston, from Sucseeds, one of the winning teams in the collaboration, presented the initiative at the NTF congress in Hereford and received a great response.

"They were outstanding and received positive comments on their professional presentation, with being very interested and supportive of the Rewired Earth collaboration," said Alison, who won a Sussex Award earlier this year for Community Impact, Scholarship and Social Responsibility for the partnership.

She has also joined forces with Alexandra Pearson and Claire Tymoshyshyn to introduce climate awareness into the curriculum by hosting Climate Fresk workshops. Over 500 students were trained to understand and address climate change, and the team took home the Environmental Sustainability Sussex Award for this work.

Please see full article https://www.sussex.ac.uk/broadcast/read/68596

64.8 Athena Swan Bronze Award

Award Granter

Advance HE

Award Grantee

University of Sussex Business School

Description of Award

he University of Sussex Business School is proud to receive the prestigious Athena Swan Bronze Award. This is in recognition of our work in advancing gender equality and our commitment to fostering an inclusive environment for all staff and students. The Athena Swan Bronze Award is a significant milestone for the Business School. It highlights the School's dedication to promoting diversity, addressing gender disparities, and implementing effective policies that support women in academia. This achievement not only reflects the hard work and dedication of the entire School community but also sets a strong foundation for future progress in gender equality initiatives. We have identified priority areas for our five-year action plan, with a particular focus on recruitment and representation, and progression and career development. We are proud of the work that is ongoing in these areas and will continue to refine policies that promote equality and deliver our commitments. We will engage in ongoing self-assessment, learn, and improve our practices with innovative solutions. Our focus remains on fostering an inclusive culture.

Award link

University of Sussex Business School

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Website

https://www.sussex.ac.uk/business-school/