



Nottingham University  
**Business School**

UK | CHINA | MALAYSIA

# A tri-campus SDG footprint

Principles for Responsible Management Education  
2021 Sharing information on progress report



**PRME**  
**CHAMPIONS**  
2020-2021

# Executive summary

## What is PRME?

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in universities and business schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow.

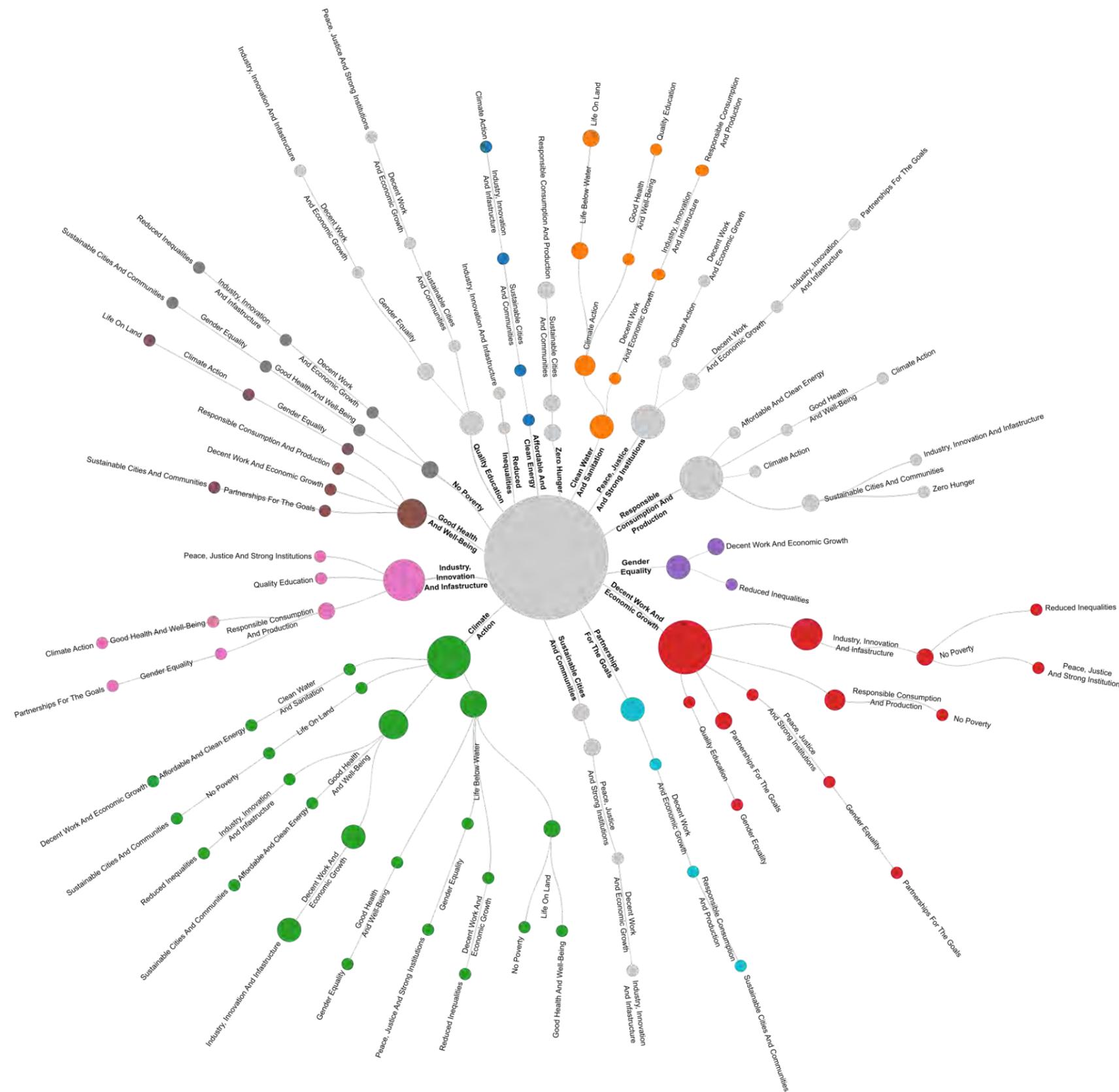
As a voluntary initiative, with over 650 signatories worldwide, PRME (pronounced 'prime') has become the largest organised relationship between the United Nations and management-related higher education institutions. Working through six principles, PRME engages business and management schools to ensure 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.



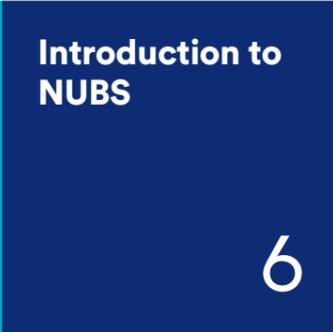
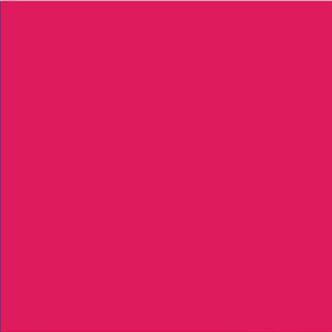
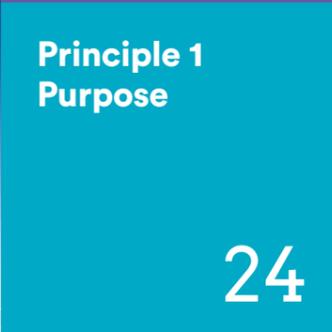
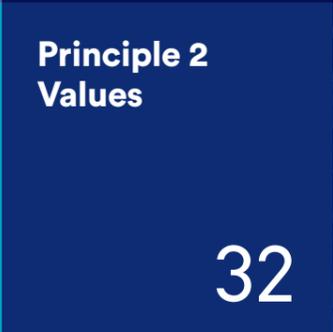
## PRME and Nottingham University Business School: Mapping our SDGs footprint

Nottingham University Business School's 2021 report demonstrates our efforts and contributions towards the achievement of the 17 SDGs across our three campuses, in the UK, China and Malaysia. We have been able to identify our strengths in terms of SDG impact as well as the interlinkages between the SDGs through our research and teaching portfolio. The development of the report has provided an invaluable opportunity to take stock of our achievements globally, but also to look ahead as we continue to develop our approach to embedding PRME and the SDGs in all we do.

The visual [left] shows how the SDGs interlink through our research and teaching and how the publications and modules cover the whole spectrum of the SDGs.



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# > Introduction to NUBS

Nottingham University Business School (NUBS) has a unique configuration with comprehensive offerings across the university's three international campuses: Nottingham, UK; Kuala Lumpur, Malaysia and Ningbo, China. **We currently serve just under 7,000 students and employ over 300 faculty across our three locations.** Throughout the three campuses we deliver University of Nottingham degrees for our students, with quality assurance based on the UK Quality Assurance Agency standards and overall guidance from the UK.

The University of Nottingham was described by *The Times Good University Guide 2016* as 'the closest the UK has to a truly global university' and was awarded 'International University of the Year' in 2019. The strategic choice made by the university to invest in and develop its international campuses has given it a unique platform. Within NUBS, the Deans' Council and Global Advisory Board have formalised and strengthened the strategic connections between the campuses. We have a shared vision and mission and a strategy built upon common principles and comprising both local and cross-campus activities and initiatives.

We have a long-standing reputation in business ethics, responsibility and sustainability (ERS) encompassing teaching, research and engagement activities. A concentration of expertise resides in the International Centre for Corporate Social Responsibility, established in 2002, and there is wider expertise throughout the School at all campuses. ERS is embedded across our programmes and we extend our commitment to ERS through continued efforts to embed it in core activities overseen by the Social and Environmental Responsibility Groups (SERGs) at each campus. As a PRME Champion, we have established a PRME lead as a distinct role, who steers the tri-campus group that supports PRME initiatives.

In 2020, we were able to showcase our contributions to communities as an invited contributor to the 'Business Schools; A Force for Good' initiative led by the Chartered Association of Business Schools. Our emphasis on a strong and supportive community is built on shared values of mutual tolerance and respect, on recognition of the diversity of individual contributions to collective success and on a commitment to a support structure that allows individuals to maximise their potential. This sense of community and joint enterprise is a distinctive asset of the School and a central feature of our identity.

Our philosophy:

## Collegiality and collaboration



## Vision

**“Shape the future of responsible business and management in an increasingly inter-connected world.”**

## > Mission

The School's mission is: **“To utilise our unique global footprint to enable our faculty, partners and students to shape the future of business and management”.** We aim to achieve this through:

- **producing and communicating ground-breaking and impactful research** that informs innovative and responsible business and management
- **developing our students** so they can realise their potential contribution to business, economy and society
- **educating and influencing leaders, managers and citizens** from across the world to achieve success in a sustainable way
- **acting responsibly** as an organisation and embracing diversity in all our activities

Our distinctive contribution is made possible through our international 'tri-campus' footprint, which enables us to understand challenges that may be locally distinct or globally shared. We understand both our partners' and students' economic, cultural and political environments, as well as the inter-connected world of contemporary business.

Our distinctive contributions to the future of business and management are realised through recognised areas of research and teaching excellence such as: (i) ethical and responsible business, (ii) innovation and entrepreneurship, (iii) banking, finance and risk, (iv) public and healthcare leadership and (v) international business.

Our mission defines our purpose and rationale and underpins the range of activities and anticipated outcomes with which we are involved, and which collectively define our contribution within and beyond the institution, across all stakeholders and audiences with which we engage. Our mission offers a fundamental, clear and consistent point of reference and guidance to those who work either with or within the School, at whatever level, in whatever role and across all campuses.

We pride ourselves on our philosophy of collegiality and collaboration. We recognise that we live in an increasingly inter-connected and inter-dependent world. Our ability to thrive and meet the challenges facing business and management requires us to work together towards mutually beneficial and sustainable goals. We nurture responsible and influential global citizens through our faculty, partnerships and students.

“Our ability to thrive and meet the challenges facing business and management requires us to work together towards mutually beneficial and sustainable goals.”

As part of the University of Nottingham, we share the values of the university, applying them in the context of an international business school. Our values are:

**Inclusivity**  
**Ambition**  
**Transparency**  
**Fairness**  
**Respect**  
**Quality**

The current NUBS mission and vision were developed in 2015/16 following the university's *Strategy 2020* and were reviewed in December 2017. With the university's *Strategy 2020* coming to an end, the university issued a new strategy for roll out across schools during 2020/21. It was our intention to review our mission and vision and to engage in a strategy refresh in the second half of 2020/21 following the arrival of the new Dean at NUBS UK and taking account of the new university strategy. However, the arrival of Covid-19 soon after meant this plan was put on hold until the situation stabilised in terms of student numbers and university finances. It is estimated that stability will return during 2021/22 when we intend to engage in a local strategy refresh exercise. This will involve an extensive consultation with many relevant stakeholders including PVCs, faculty and staff, students and advisory boards. There would then be a need to update the tri-campus strategy, engaging all three Deans and their relevant stakeholder groups.

# > NUBS in numbers

Across our campuses, we offer 17 undergraduate (BSc/BA) degrees, 28 MSc programmes, a suite of MBA programmes including a full-time MBA and an Executive MBA, and up to four PhD pathways.



**17**  
 undergraduate  
 (BSc/BA) degrees

**28**  
 MSc  
 programmes



**A suite of MBA  
 programmes**  
 including a full-time MBA  
 and an Executive MBA



**Up to  
 4  
 PhD pathways**

NUBS UK  
 staff  
**230**

NUBS China  
 staff  
**133**

NUBS Malaysia  
 staff  
**38**

## Students

Number of students enrolled	2018-19	2019-20	2020-21
<b>NUBS UK</b>			
Undergraduate	1,764	1,725	1,878
Masters	1,205	1,190	775
MBA	77	65	88
PhD	65	73	99
<b>Total</b>	<b>3,111</b>	<b>3,053</b>	<b>2,840</b>
<b>NUBS China</b>			
Undergraduate	2,578	2,562	2,681
Masters	343	265	295
PhD	66	88	152
<b>Total</b>	<b>2,987</b>	<b>2,915</b>	<b>3,128</b>
<b>NUBS Malaysia</b>			
Undergraduate	586	657	693
Masters	24	24	36
MBA	124	118	115
PhD	19	14	19
<b>Total</b>	<b>753</b>	<b>813</b>	<b>863</b>

## Staff

Number of staff (December 2020)	NUBS UK	NUBS China	NUBS Malaysia
Academic staff	190	111	28
Non-academic staff	40	22	10
<b>Total</b>	<b>230</b>	<b>133</b>	<b>38</b>

## PRME tri-campus team

The PRME efforts are coordinated by a team based across the UK, China and Malaysia comprising of eight members.

### Academic team



#### Anne Touboulie, PRME Lead NUBS UK

Anne is an Associate Professor of Operations Management, and her work focuses on driving change towards more ecologically resilient and socially equitable food production and consumption systems.



#### Michal Lemanski, NUBS China

Michal is an Assistant Professor of International Business, and his current research is concerned with data-driven exploration of responsible leadership and responsible consumption in the context of emerging economies.



#### Mohan V Avvari, NUBS Malaysia

Mohan is an Associate Professor of Strategy and Innovation, and his work focuses on Innovation Systems looking at inter-organisational linkages for driving innovation and focusing on business organisation linkages with non-government organisations for sustainability and innovation.



#### Judy Muthuri, NUBS UK

Judy is an Associate Professor of Corporate Social Responsibility, and she works with multi-sectoral partners mainly in Africa and Europe to influence business positive impact on society.

### Accreditation and Quality team



#### Anna Spicer, NUBS UK

Anna is our Quality, Systems and Accreditation Officer and supports the School's accreditation and reporting projects.



#### Sally Hopkinson, NUBS UK

Sally is our Quality, Systems and Accreditation Manager and is responsible for the Systems Team, who are involved in a wide range of activities across the School and university.



#### Sallie Seymour, NUBS UK

Sallie is our Assurance of Learning and Quality Manager for the Business School, a post she has held for over four years.

#### Sayantana Chowdhury

Data Analysis and Visualisation (March – June 2021).

# ➤ NUBS PRME journey

**NUBS became a signatory to UN PRME in 2008 and as we write our 6th SIP report, we reflect on our journey of embedding PRME principles over the last decade.**

The establishment of the International Centre for Corporate Social Responsibility (ICCSR) in 2002 was a catalyst for responsible management education at NUBS. Today the centre has members across our three campuses and for over two decades has been a hub of specialist expertise on business ethics, responsibility and sustainability. ICCSR faculty, past and present, have made significant contributions to both research and teaching in the field. In the School, they have led innovations in pedagogy and developed specialist programmes, pathways and modules. Perhaps more valuable, however, is that the interest in, and mindset for, responsible and sustainable management has transmitted across the School and has become progressively embedded in all our academic departments and activities. It has engaged our staff, students and partners, stimulating a plethora of initiatives year on year as documented in our SIPs. They are too numerous to mention here but, by way of example, societal benefit has been a central theme for new research centres established over this period such as the Centre for Health Innovation, Leadership and Learning and the Neo-demographic Laboratory for Analytics in Business, and pervades their educational endeavours, research and knowledge exchange. To bring dynamism to our continuous improvement in these areas, a Social and Environmental Responsibility Group (SERG) was set up at the UK campus in 2011 with similar groups established at the Malaysia and China campuses in 2016. Our PRME leads, who are members of the SERGs, steer a tri-campus group to ensure that the PRME Principles are embedded in all we do.

**Figure 1: NUBS PRME journey – embedding PRME principles since 2008**

“For over two decades NUBS has been a hub of specialist expertise on business ethics, responsibility and sustainability.”

## Central themes and activities

### Societal benefit

A central theme for new research centres established over this period

Centre for Health Innovation, Leadership and Learning

Neo-demographic Laboratory for Analytics in Business

Research and knowledge exchange

### Outreach activities

NUBS colleagues promoting sustainability and UN SDGs in industry and community

### Stakeholders and ingenuity

Through the School’s Ingenuity competition, stakeholders from across communities imagine novel and scalable solutions to pressing social and economic challenges

### Creating inspiring social enterprises

Our students continue to strengthen their SDG track record to address local and international challenges such as:

- education inequalities
- environmental impacts of food production
- food insecurity

As the integration of responsible and sustainable management has matured, we have been able to deepen the impact of this activity. Our faculty in departments and research centres increasingly carry out projects in collaboration with various stakeholders and capture how their research projects have led to change in policy or practice. We embed diverse learning experiences related to sustainability, UN SDGs, social responsibility and ethics within our programmes. Our students continue to strengthen their track record of creating inspiring social enterprises to address local and international challenges such as education inequalities, the environmental impacts of food production and food insecurity. NUBS’ colleagues continue to be involved in outreach activities for promoting sustainability and UN SDGs in industry and community. We have engaged managers in dialogue on responsible and sustainable business through workshops and executive education. Through the School’s Ingenuity competition, stakeholders from across communities imagine novel and scalable solutions to pressing social and economic challenges.

## ➤ Highlights and key achievements

Our 2019 PRME SIP report highlighted the excellent and numerous research, teaching and student experience initiatives taking place across the School around the SDGs. This work continues with many colleagues from the faculty involved in interdisciplinary collaborations, notably through the university’s Beacons of Excellence and Interdisciplinary Research Clusters, engaging in work specifically to address social and ecological grand challenges. Research and teaching partnerships linked to ERS span diverse types of organisations from the civil society sector, business/industry including regional SMEs and the public sector.

**In the UK,** we have been coordinating several student campaigns to stimulate engagement with the SDGs in partnership with external organisations such as Wikirate. These campaigns take the form of workshops and student-led competitions. In addition, a new Chair in Sustainability – Professor Mihaela Kelemen – has been appointed as part of the ICCSR. Her work is critical and engaged and leverages arts-based methodologies to work with communities around the globe on SDG challenges. Mihaela is providing leadership and mentoring in NUBS on how to deliver impactful and collaborative research.

**In China,** our faculty, staff and students continued to develop engagement with SDGs and the broader sustainability agenda in a number of projects and initiatives at the university and the School level, and at international fora. Given the nature of our mission as a university, we contribute especially through publications, public lectures, reports for practitioners and policymakers, and presentations at local and international events.

**The first distinctive feature of our operations in China is that we advanced cooperation with government agencies at different levels: national, provincial, and municipal.** Our faculty members provide consultations and reports to inform policymakers with research to support sustainable development of our city, province, and country. The most recent development





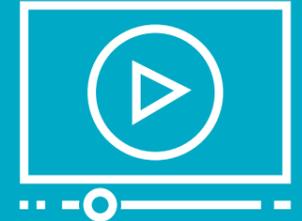
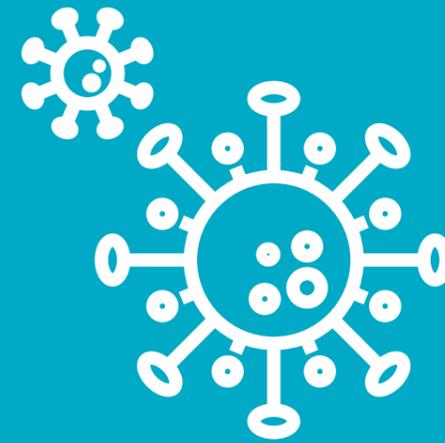
that took place in June 2021, is the establishment of the Ningbo Research Base on Dual Circulation and Economic Development, in which our faculty members – Patrick Chau and Martin Liu – play prominent roles. Government has also extended support to our research through various grants and scholarships, which enable us to acquire more talent from less-privileged backgrounds, including students from least developed countries who have a chance to complete their degrees at a world-class university in China.

**The second notable feature is a very high involvement of students in sustainability-related projects.** In addition to our PhD students who pursue SDG-related projects listed at the end of this report, some of our master's and bachelor students dedicate their dissertations to research on SDGs. For example, our bachelor students have explored issues of gender inequality, while our master's students conducted both local and international research on such topics as responsible leadership, responsible consumption, microfinance, and sustainable supply chain management.

**In Malaysia, we have been working in collaboration with UN Global Compact Malaysia and Brunei (GCMYB) in this realm through co-organisation of CEO roundtables, panel sessions in the Malaysian parliament, through webinars and involving our students through their research projects.** We have now agreed a MoU with GCMYB to synergise our resources for our common agenda of responsible management education.



Through teaching, research, a myriad of engagement activities with students, business and society, NUBS' colleagues are continuously evolving in promoting the UN SDGs and responsible business values. We believe both as a global leader in higher education and as an important contributor to the education community, we are an inspiration for other business schools through our well-rounded PRME activities in the regions in which we are located.



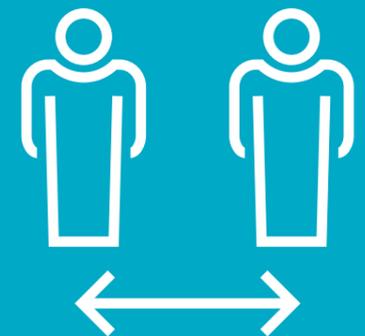
## > Covid-19 impact

The impact of Covid-19 has seen a combination of major disruption and significant and rapid innovation in online teaching. This innovation has resulted in our students being able to study from anywhere in the world.

Recruitment activities are being handled via digital channels. For example, we are running virtual open days and online counselling sessions. These have proved successful and responses from local and overseas prospective students have been positive as well as making open days more environmentally friendly.

Covid-19 has meant a shift away from in-person conference attendance, meetings and accreditation visits to virtual meetings and events, significantly reducing the School's overseas travel. This, combined with staff working from home during lockdown and the university's agile working review, should see a long-term reduction the need for staff to commute to work.

The impact of the pandemic was unevenly felt across internationally dispersed campuses. China was the first to be hit by the emerging pandemic, but also the first one to recover from it. While NUBS China had to suspend offering one module which was based on company visits, currently all modules are taught in class again. To accommodate needs of students who due to various circumstances were not able to return to China, NUBS China offers all modules also in a hybrid format, allowing international students to attend their classes and take exams online.



# > Our pledge

In the 2017-2019 report, we laid out three goals for the 2019-2020 development plans.

## 1. Promote PRME principles in the School and embed PRME principles further through the mission and vision of the School.

The School continues to devote financial, human and material resources to fulfil our social and environmental responsibilities at the global, national (UK, China, Malaysia) and local (Nottingham, Ningbo, Kuala Lumpur) levels. Our tri-campus SERG continues to support the work of PRME Global where they participate actively in different PRME initiatives and NUBS UK continue to support the PRME UK and Ireland chapter activities at the national level. We support our students to actively engage with the PRME SDG Student Engagement platform with great success. Three of our MBA students (named Team SOS Eco-Green) beat stiff global competition to emerge winners of the 2018/19 PRME Innovation Challenge. Our SDGs integration effort is championed and supported by NUBS Research Centres like the International Centre for Corporate Social Responsibility and the Haydn Green Institute.

## 2. Gathering and reporting qualitative and quantitative evidence of PRME in our teaching and learning activities.

We are continuously evaluating our teaching and learning activities to identify gaps and areas of improvement in our curriculum portfolio across our undergraduate and postgraduate programmes.

We have long included ethics, responsibility and sustainability amongst the learning outcomes on our programmes. To deepen this evaluation, we have initiated the SDGs tagging

project with the aim of systematising the data gathering around efforts to embed the SDGs in our research, curriculum, operations, and external engagement. We now have a system in place where staff provide evidence of how the SDGs are embedded in their research and teaching. The evidence is collated through the Business School Accreditation Manager database. The inputting of data by all individuals in the School is an ongoing process, and in the future, we will be able to provide a comprehensive account of our aggregate and individuals contributions on the SDGs.

We continuously challenge ourselves and seek to improve our teaching and student learning experiences. The systematic evaluation of NUBS programmes has led to the development of new undergraduate modules: for example, *Business, Human Rights and Sustainable Development*, and *Business and Environmental Sustainability*. The ICCSR continues to support the School's strategy to further embed sustainability within NUBS postgraduate programmes with the goal to have all postgraduate students aware of, and engaged with, the SDGs during their time at NUBS.

In this report, we have tested ways of gathering and reporting evidence of PRME in our teaching and learning activities. We will endeavour to systematise this effort by including modules at all levels, across the three campuses, as well as at postgraduate research level (PhD projects and dissertations). We will aim to capture both quantitative and qualitative evidence to support our reporting efforts.

## 3. Promote international tri-campus team experiences.

The three NUBS campuses work independently and collaboratively to embed the PRME principles across our teaching and learning, research, community engagement, and operational matters. For example, the ICCSR held a virtual tri-campus sustainability conference in December 2020. We have hosted several local and international events focused on the UN SDGs and specific issues such as the Future Food Symposium (June 2019) and the EurOMa Sustainable Operations and Supply Chains Forum (February 2020).

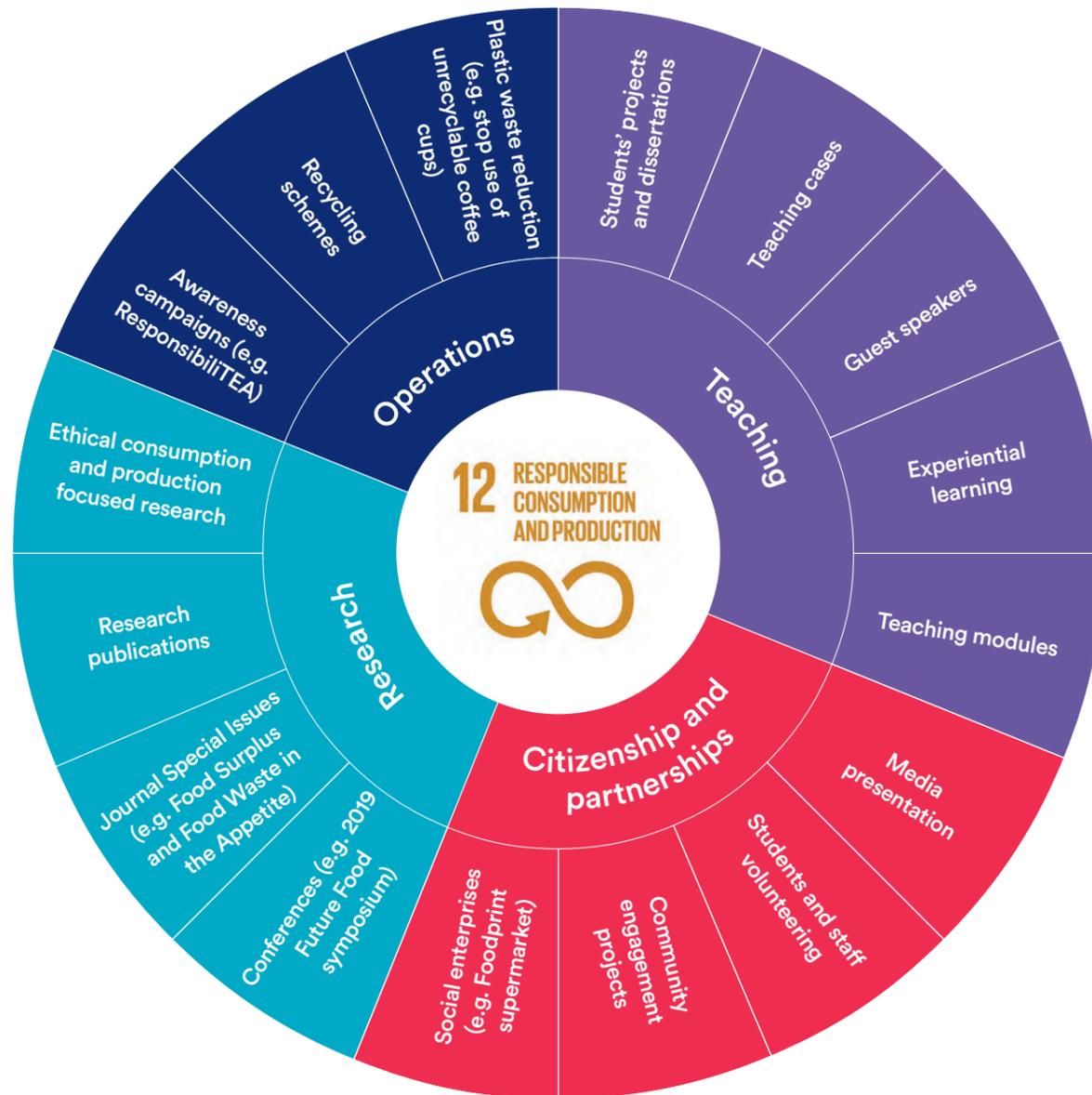
Following the experience of working together as an international tri-campus team, we are committed to continue to consider the ways in which we can contribute to the SDG agenda across the board. We will specifically encourage our colleagues to share their experiences and experiment with novel approaches to address challenges under the SDGs.

Our tri-campus common projects are also uniquely implemented to respond to the local context. In our last report 2017/18, we reported the launch in September 2018 of the university-funded #ResponsibleNUBS campaign which aimed at creating awareness and increasing SDGs action around the School. The campaign ran successfully until August 2019. This was replicated in 2019/20 academic year with a focus on mobilising student engagement in SDG actions through volunteering in the local community, engaging in SDGs action around the university campus (for example, Student Switch Off project to save energy and water), and supporting students to engage more with the PRME global and UK and Ireland Chapter initiatives such as the Innovation Competition. In response to the Covid-19 pandemic, the 2020/21 #ResponsibleNUBS campaign moved online and was delivered through the Moodle platform. We continue to develop and promote monthly challenges around specific themes (for example, Climate action, health and well-being, community history). Our approach is to sensitise our staff and students to a theme, build and create awareness and to follow this with a call to action. These challenges have been positively received. We recently asked our MBA cohort to share their experiences of the monthly challenges; all students had received the messages and the majority had taken some action in response to the call to action.



Figure 2: Examples of how NUBS is helping achieve the UN's Sustainable Development Goal 12: Responsible consumption and production

# #ResponsibleNUBS



## Letters from the Deans



**Duncan Angwin**  
**Nottingham University Business School UK**

As Dean of Nottingham University Business School in the UK, I can confirm our continued strong commitment to the implementation of PRME principles. The vision of the School is to shape the future of responsible business and management in an increasingly interconnected world, and we benefit greatly from our involvement in PRME as we progress our transformative actions integrating the UN Sustainable Development Goals in three key areas of research, teaching and engagement.

Our report aims to showcase the activities that have been developing and our substantial achievements in these three areas. In terms of research, we report significant publications and impact in SDG 8 (Decent work), SDG 12 (Responsible consumption and production), SDG 9 (Industry, innovation and infrastructure), SDG 13 (Climate action) and SDG 16 (Peace, justice and strong institutions). We have strong research capacity around SDG 8 and SDG 3 (Modern slavery and health and well-being) and Covid-19 has also resulted in positive achievements as colleagues have been able to leverage their expertise to win substantial research funding around SDG 5 and SDG 10 (Gender equality and reduced inequalities). From a teaching perspective we address a wide range of SDG issues and challenges in our modules, particularly in terms of SDG 8 (Decent work), SDG 12 (Responsible consumption and production), SDG 9 (Industry, innovation and infrastructure), SDG 13 (Climate action), SDG 16 (Peace, justice and strong institutions). We continuously evaluate our teaching activities to further improve our curriculum, and this has led to the development of new undergraduate modules. The International Centre for Corporate Social Responsibility plays an important role in the School as a specialist hub of expertise that helps embed sustainability, business ethics and responsibility in our current and new curricula.

In terms of engagement and impact, much of the research of the School is aimed at transformational change, such as our Neo-demographic Laboratory for Analytics in Business's work on mapping food poverty and working with Olio to tackle the problems of food distribution, research into improving the lives of Artisanal mining communities in East Africa and supporting farming communities in rural China. In addition, we have a highly successful not-for-profit student-led organisation, Enactus Nottingham, that transforms lives through social enterprises such as Foodprint and Ecologeco. Enactus Nottingham have won the UK finals seven times, the world cup three times and took second place in 2021. The School's emphasis on responsible business making an impact on social communities was showcased in 2020 in our invited contribution to the Chartered Association of Business School's initiative, 'Business Schools; A Force for Good'.

We are also reporting our first-time effort in gathering data systematically on the integration of the SDGs in our publications and modules. We are currently trialling the approach and are achieving good outcomes, however learning continues and we will embed these as we go forwards on a rolling basis.

Looking ahead we will continue to seek to address environmental, business and social welfare challenges through our research and education. Through further engagement with the SDGs, we will continue to aim to develop the mind set and skills of staff, students and partners to enable them to act and think responsibly as they pursue new pathways towards a more sustainable future.

## Dr Chee Kwong Lau Nottingham University Business School Malaysia



We are pleased to report on our continuing progress in contributing to the goals of the United Nations' Principles for Responsible Management Education at Nottingham University Business School (NUBS) Malaysia over the last two years.

NUBS Malaysia colleagues with interests in teaching and research in Sustainability and CSR, who were part of the Sustainability in Business Research Group are now active members of the International Centre for Corporate Social Responsibility, which has evolved into a tri-campus centre. Our faculty have been very successful in research in business ethics and sustainability. We are particularly active in SDG 9 (Industry and innovation) and SDG 12 (Responsible consumption and production) with our faculty being involved in research projects related to effective ways of managing sustainability in business organisations, consumer behaviour, and resilience of small and medium enterprises during the pandemic. We also contribute to other SDGs like SDG 8 (Decent work and economic growth), with a colleague involved in an international project on tackling modern slavery through social innovations and SDG 16 (Peace, justice and stronger institutions) with a project on Corporate Governance in ASEAN. These studies were supported by national and international grants, and some of the work is published and ready to be published in reputed international journals.

In our teaching, we have increased the modules for students to engage in learning activities related to sustainability, UN SDGs, social responsibility, and ethics. We have regular guest lectures from industry relating to ethics and sustainability in business to expose the practical aspects of these issues. Our colleagues have published case studies of local companies. We have colleagues who have developed and delivered executive education programmes with sustainability and ethics-related issues. We continue to have strong student engagement through clubs like Enactus and through projects that have inter-school linkages and engagement with external organisations. NUBS Malaysia students participate (and are emerging as the winners) in regional and international competitions related to business ethics and sustainability. Our students are also involved with other schools' students in organising entrepreneurial contests within the university with themes like 'Trash to Cash'.

NUBS colleagues continue to be involved in outreach activities for promoting sustainability and UN SDGs in industry and the community. We have been working in collaboration with UN Global Compact Malaysia and Brunei (GCMYB) and have now agreed a MoU with GCMYB.

## Professor Martin Lockett Nottingham University Business School China



I am pleased to report on the progress of Nottingham University Business School China towards more responsible management education, and our work within the structures of United Nations' Global Compact PRME.

We are engaged in work for society and natural environment both internationally and locally, with colleagues involved in research and educational projects for stakeholders in our region, and across the world. Through the International Centre for Corporate Social Responsibility, our faculty are connected to leading researchers in sustainability. While our staff have been addressing all SDGs, a large part of our work is concentrating with issues of sustainability in global supply chains; the city of Ningbo where our campus is placed, is one of the largest ports in the world as well as a manufacturing centre.

In terms of teaching, SDGs have been increasingly integrated into our curricula. During the academic year 2020/21, we extended the module *Business Ethics and Sustainability* from one semester to a whole-year module, to give our final-year students more exposure to the social and environmental dilemmas facing managers and entrepreneurs.

NUBS China has also organized a number of high-profile events aimed at promoting sustainability and responsible business in general, and specifically the Sustainable Development Goals. One of the recent developments is funding of a strategic initiative aimed at increasing sustainability literacy among our students and staff. A group of administrative and teaching staff from various organisational units developed a project to introduce the Sulitest, a tool promoted for sustainability education by the United Nations' Global Compact. Various tools available at the Sulitest.org platform are used in this project. Already more than 400 students and staff members have completed the core module of the Sulitest. This initiative won enthusiastic support from senior leaders of the School and the university, serving as a pilot project for institutional rollout. One potential outcome is using the Sulitest as a key instrument of education for sustainability among all year one undergraduate students.

While we have substantial achievements as an institution and made important contributions to support sustainable development of the local society, we appreciate the current pandemic has revealed an even greater need for a responsible business conduct. We therefore cooperate closely with our UK and Malaysian colleagues, and with PRME, to address the environmental and societal challenges of our time.



# Introduction

## Our approach for this report

In our last PRME report, we made a commitment to improve the way in which we evidenced the great work going on in the School and hence to engage in a more systematic data gathering effort. There has been a lack of organised data collection; extensive data exists but in unsuitable formats and in multiple platforms. In line with our commitment, the PRME team in the School has developed a three-pronged approach to ensure that we provide the most comprehensive picture possible of our research, teaching and engagement activities as well as rich examples to bring the evidence to life.

To achieve this, we asked all colleagues in NUBS involved in research and teaching activities to help us understand how our activities align with the SDGs. Specifically, they were asked to provide the following inputs:

1. As authors, they were encouraged to tag their publications in relation to the SDGs, identifying one or more SDGs that aligned with the publication.
2. As module convenors, they were encouraged to tag their modules in relation to the SDGs.
3. As people engaged in research and scholarship, they were encouraged to share examples and stories of SDG-related projects.

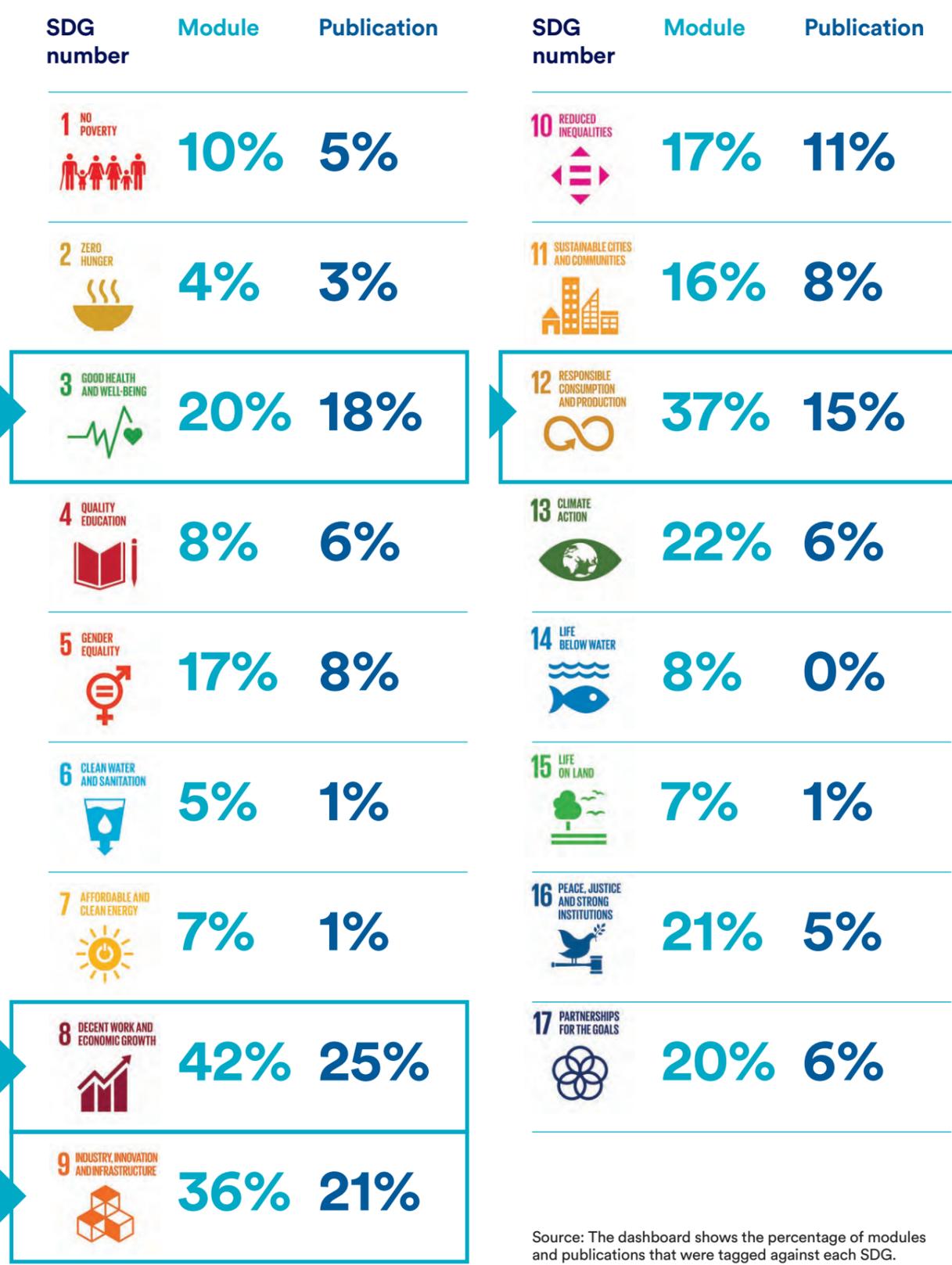
The approach and input are completely voluntary but enabled us to create a baseline from which to map our research, teaching and engagement activities against the SDGs. The mapping helped us to understand and visualise the strengths and weaknesses of the outputs in relation to the SDGs. In the future we aim to have a structured dataset for algorithmic learning with a classifier to automatically tag publications and modules.

The data gathered is by no means complete and comprehensive but is a starting point for the PRME team to embed SDG tagging more systematically into NUBS' processes.

## NUBS SDG strengths



# Key findings: Our SDG footprint



Source: The dashboard shows the percentage of modules and publications that were tagged against each SDG.

# Principle 1 | Purpose

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

## Introduction

The School’s mission clearly emphasises the strategic importance of ethics, sustainability and social responsibility, as exemplified in our high-profile endorsement of the Principles of Responsible Management Education (PRME).

There are an increasing variety of examples of how we have actively developed the “capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy” (Principle 1).

For example, we have a core module on *Business Ethics and Sustainability* in the third year of undergraduate degrees and we offer options for students on most of the taught master’s degrees with modules such as *Managing for Sustainability* and *Business Ethics and Human Rights*.

The MBA programmes include sustainability explicitly embedded in core modules including the capstone *Sustainable Decisions and Organisations* module. Students wishing to enhance that element of their degree can select *Business Ethics* as an elective, which further explores matters of sustainable development against a backdrop of different philosophical perspectives within a political-economic framework.

We also host the International Centre for Corporate Social Responsibility (ICCSR) and have a very active Social and Environmental Responsibility Group (SERG), which concerns itself with policies and practices within the School as well as the incorporation of social, environmental and sustainability issues into teaching.



## Engagement examples

### SDGs at the core of the professional and academic development module

The undergraduate *Professional and Academic Development* module – taken by all first-year students – has included a project around the SDGs since 2018. In the lecture sessions we explain what the goals are and explicitly celebrate the university’s engagement with the PRME. The students work in teams to explore how a social business could be started that would help to tackle a local, national or international issue. Students either create a Business Model Canvas for this business or in other years they have selected an issue and created a poster to explain the issue and how it relates to the SDGs and provide possible solutions. The aim is to introduce the students to the SDGs, the PRME initiative and to encourage them to think about other forms of sustainable business and social enterprises from the start of their degree journey.

### Enactus Nottingham – enactusnottingham.org

Enactus Nottingham is a not-for-profit, student-led organisation that exists within the University of Nottingham. The Business School provides a lot of operational support for the Enactus Nottingham team, for example through staff working closely with the students and funding bid support.



The students in Enactus Nottingham work in teams in an effort to transform the lives of people in need through the power of business. They do this by setting up social enterprises that provide employment in the context of doing both social and environmental good. Enactus Nottingham is part of the global Enactus Organisation that has put UN SDGs at the heart of their operations and all teams must explicitly be able to link their projects and plans to specific SDGs.

#### Enactus Nottingham:

Over 100 students working on around 10 projects.

Details can be found at [enactusnottingham.org/projects](https://enactusnottingham.org/projects)

Some of the recent projects include:



[foodprint.io](https://www.foodprint.io)

### Foodprint

This is currently the largest project and is a social supermarket in Nottingham that provides locals in a deprived area with very cheap food to help tackle food poverty (<https://www.foodprint.io/>). Through the Covid-19 period, Foodprint have also supported schools’ breakfast clubs in the more deprived Nottingham area and provided food and local care homes with food packages.



## Bread Brew'd

This project produces beer from bread to save the bread being wasted and disposed.

## U-cycle

This project hires out bikes to students at Nottingham to provide a sustainable and cheap source of transport. During the lockdown these bikes were lent free of charge to staff at the Queen's Medical Centre.

## Ecologeco

This is one of the most recent projects and is working with ASDA and Arla to reduce the methane emissions produced and released by ruminant livestock around the world; the specific focus is currently on cows. They aim to achieve this through introducing a seaweed-based food supplement into the diet of the cattle, which will eliminate the enzymes that produce methane in their stomach. Long-term goals include the running of educational programmes in schools and working with dairy farms to produce low-carbon products, alongside shifting consumer mindsets to a low-carbon diet. Shorter-term goals include the raising of finances to help fund the project, through the creation of a carbon calculator and a 'Sponsor-A-Cow' initiative.



“

In the past five years Nottingham Enactus have won the World Cup three times”

Enactus Nottingham has been very successful over the years. The projects are judged by external experts from corporations and the third sector and we have won the UK competition seven times, going on to represent the UK at the Enactus World Cup. **In the past five years Nottingham Enactus have won the World Cup three times and the students have represented the UK in Toronto, San Jose and in 2020, online due to Covid-19.** In 2021 the team took second place in the World Cup.



## Cross disciplinary, extracurricular SDG challenges

Staff from the Business School's Haydn Green Institute run annual **SDG Challenge** events as an extracurricular activity. Sometimes this is between specific groups of University of Nottingham students as a way of encouraging networking whilst raising awareness and skills. For example, a recent undergraduate event paired up groups of students from the Business School and the School of Biosciences to work together to address specific challenges within SDG 12 (Responsible consumption and production). These events can include international teams, for example, the March 2019 event saw seven teams from the UK, Mexico and China exploring SDG 7 (Affordable and clean energy).



The core activities remain very similar throughout these various challenges:

Put students into **multi-disciplinary** (sometimes international) teams.

**Explore** a specific SDG in more detail, **understand some of the root causes**.

Use the Haydn Green Institute-created **Ingenuity Process** to **develop novel solutions** to address a specific root cause.

**Produce a credible business plan** around this potential solution and pitch this to an external judging panel who assess the **originality** of the proposed solution, the **potential impact** on the SDG root cause, **practicality** and **scalability** and the **effectiveness** of the pitch/communication.

There is also a **peer assessed award**.

The students who take part always give very positive feedback - “*mind-opening*”, “*challenging*”, “*exciting*” - and appear to particularly enjoy the opportunity to work under time-pressure with new peers whilst competing against other students. Quotes from participating students include:

“

A perfect opportunity to work with like-minded students from all across the university. It was great coming across people with the same passion and work ethic who are now close friends.”

NP, Physics

“

This competition really does connect Nottingham with the world! It has developed not only my business skills but also allowed me to work with innovative people who study a range of different subjects. I would definitely recommend participating in the project and it is a rewarding experience when your product comes together.”

KM, History and Russian

“

If you were looking for something to work on in uni that is actually worth your CV, this is it, buddy.”

JM, International Management

“

The competition was a great opportunity to work alongside new people, share creative ideas and begin to solve real world issues faced by global communities”

JW, Economics

## Reducing the university's carbon footprint The Contractors Health and Safety Assessment Scheme challenge

The Contractors Health and Safety Assessment Scheme (CHAS) is a body whose work involves health and safety compliance, and developing standards and benchmarks that drive responsible and sustainable supply chain management for contractors.

The CHAS 2021 challenge required students to write an essay that offered solutions on how universities can reduce their carbon footprint. One of our MBA students proposed the use of blockchain to create a front-end gamified application and a back-end infrastructure network, on micro and macro levels, to capture energy consumption within the campus and affiliated accommodations. It is hoped that his proposed quantitative proof and incentive model would nudge students and staff into making sustainable and conscious decisions.

He made it into the top four entries received (from students all over the UK) and received a special mention from the CHAS 2021 team:

“ We found your entry inspiring and creative, presenting an idea with the genuine potential to benefit sustainability within university life. While you did not win the competition on this occasion, we are pleased to inform you that your idea was shortlisted as one of our contest's top entries. You finished within the top four entries of all the essays we received, which ranged across many students from all over the country.”



## Helping solve period poverty in our local community

'Once a Month Nottingham' is a new student-led volunteer project (set up during lockdown 2020/21) whereby volunteers come together to package sanitary items and various other hygiene products to distribute across charities in Nottingham.

A final year BSc Management student leads the project, which aims to fight period poverty on a local level and is a sister project of the original branch at the University of Manchester. All four of the project leaders are part of the Business School, and as a new student group, they managed to raise £1,027 in their first three weeks of fundraising activities; greatly exceeding their original £500 target.

Once a Month Nottingham have partnered with incredible charities across Nottingham, including Framework and the Women's Centre and have an active Instagram and Facebook following. Future plans include the recruitment of even more volunteers, which will ensure the longevity of the project and enable students in the Business School to continue to make a difference in the community.



## NUBS Malaysia students SDG competition champions

In the last three years, our students in Malaysia have actively engaged with a variety of SDG-related competitions and challenges with global brands and corporates including:

- CFA Society Malaysia Ethics Challenge 2020** – National champion and 2nd runner-up in regional challenge
- CFA Institute Research Challenge 2019/20** – 1st runner up
- P&G CEO Challenge 2019/20** – National champion
- Unilever Future Leaders League 2019** – 1st runner up and 2nd runner up
- ICAEW Malaysia Business Challenge 2019** – National champion
- PwC Trust Builders Challenge 2019** – National champion
- L'Oréal Brandstorm Malaysia 2019** – National champion
- HSBC Business Case Competition 2019** – 3rd runner up
- KPMG Innovation & Collaboration Challenge 2019** – 2nd runner up

## NUBS tri-campus and PRME engagement project Linking the curricula to the SDGs

As PRME Champions, NUBS UK, China and Malaysia committed, in this PRME 2019-2021 cycle, to work collaboratively with other PRME Champions around the world to achieve higher levels of performance in transforming business and management education.

To advance the development of curriculum and education frameworks, the SERG tri-campus leads have been actively involved in two global PRME projects led by Copenhagen Business School:

1. Developing a KPI framework for impact measurement in Responsible Management Education
2. Linking the curricula to the SDGs and university strategy

Project two is of specific relevance to Principle 1: Linking the curricula to the SDGs and university strategy.

The NUBS team are now reviewing the extent to which 'sustainability' is embedded throughout NUBS curriculum. The project is ongoing and has already progressed to the stage of identifying the key words (based on the UN SDGs) and the research design for the project. The research will use NVivo software to review our modules to establish the extent to which SDGs are embedded in the curriculum.

Key outputs will include:

- Research report to PRME and NUBS
- Short case studies for internal use for professional development, and continuous sustainability strategy development/operationalisation
- Short message for use in marketing
- Tri-campus teaching pedagogy journal article

The project will help us review the state-of-play in the sustainable management education agenda as we seek to educate and influence leaders, managers and citizens from across the world to achieve success in a sustainable way.

The research will also contribute to the development of a comprehensive Blueprint for SDGs Integration in Business Schools, which will be available to the wider PRME community. It will give insights into the extent to which NUBS is integrating sustainability in the curriculum across the different programmes. We plan to use this information to develop and strengthen our strategy towards embedding sustainability in our teaching and curriculum.

It is hoped that the data and outputs will provide concrete evidence that we are at the vanguard of responsible business and management education internationally and this will be actively communicated to our different stakeholders including NUBS's PRME reporting, EQUIS/AACSB/AMBA Accreditation reports and prospective students.



# Principle 2 | Values

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

## Introduction

### PRME values:

1. Strategic priorities
2. Teaching portfolio: to enable and motivate
3. Culture and behaviour and the working environment

We consider the PRME values in three ways. First, as part of the School’s strategic priorities, where these values are written into the School’s strategic plan, informed by SERG. Second, within our teaching portfolio that enables and motivates graduates (and future managers) to promote responsible management in organisations. Third, as a matter of culture, in the form of behaviours, interactions (formal and informal), language, and making sense of the working environment. We examine and reflect on these more implicit processes through our regular staff surveys, at faculty and School level, and in a regular series of focus groups. For example, during the recent Growth Programme, we discussed ‘culture’ in a dedicated workstream, and ran a series of 15 focus group sessions in which 85 members of staff took part. This participation was representative across all departments and job roles. We examined views across the six values identified earlier in this report – inclusivity, ambition, openness, fairness, respect and quality. These values are based on the university’s *Building a Culture for Success*, which informs our role profiles, recruitment, performance review, and development conversions with all members of staff.



In sum, the School is an agreeable and friendly place to work where working relationships are extremely positive and where colleagues are supportive of each other, especially showing kindness to each other in times of difficulty. Colleagues respect each other, and each other’s professional and academic expertise. There is a strong sense of social inclusion, and great progress in embedding inclusivity as a defining feature of the School. This lived experience in the School is strongly evident at an individual and team level, across all job families. There are strong initiatives in place to support our ambition, including the Appraisal and Development Conversations process, which helps colleagues to identify their goals, objectives and development needs, and provides clarity and support through the promotions process.

The School responds to staff views in surveys and focus groups. For example, in the recent round of focus groups, we identified areas of improvement in our self-evaluation and ambition, which were highlighted by our NUBS UK Athena SWAN action plan. This is an important milestone in our ongoing efforts to embed gender equality, with care, openness, collegiality and inclusivity, in everything we do. The School’s leadership accepted the key recommendation from the focus group to make decision-making more open. This has been achieved by expanding the membership of School Executive, which meets on a weekly basis. This demonstrates that the School responds to where it might fall short in terms of living up to its values. Another example is when perceived issues of transparency and fairness in workload allocation were identified during the survey and focus groups that we conducted in support of our Athena SWAN applications. As a result, a summary of academic administrative roles and their load allocations has been made visible to all staff in the School. Since September 2018, all School-level administrative roles have been advertised and early career academics have specifically been invited (via the ECA forum) to express interest in relevant administrative roles.



### Athena SWAN

The UK School achieved the Bronze Award for Athena SWAN in September 2020 (valid until September 2025), one of only 21 business schools to achieve Athena SWAN accreditation. This award recognises the hard work put in over three years in our pursuit of gender equality and inclusivity in everything we do.

There were a number of initiatives stimulated by the School’s previous application, for instance the creation of an Equality, Diversity and Inclusion Committee (EDIC), with representation on the School’s Management Group; unconscious bias training that has been introduced for Associate Professors and Professors that serve on recruitment panels; all School-level administrative roles are now advertised; the School’s diverse new Hall of Fame; and the distributed leadership model adopted for the SAT, which itself has a better gender balance (14 female, 11 male), helping to provide critical challenge and raise the profile of EDI issues across the School. Furthermore, in 2019, our Ingenuity Competition specifically and successfully targeted under-represented groups, including women, to bid for business start-up funding.

“ Initiatives stimulated by the School’s previous application, for instance the creation of an Equality, Diversity and Inclusion Committee (EDIC), with representation on the School’s Management Group”



The successful Athena SWAN re-submission identified two key strategic areas that demanded the School's attention. First, overall our gender balance, while above average for the sector, has remained unchanged, with some relatively modest increases in female faculty at level 6 (Associate Professor) and level 7 (Professor). We are addressing this specifically by seeking to develop colleagues' career aspirations, including through role modelling, further challenging perceptions of unconscious bias in the recruitment process, assessing our recruitment material, integrating training and development as part of the Appraisal and Development Conversations, and providing more tailored training opportunities to support career progression. Second, as part of our work to address the below-average proportion of female students at undergraduate level, which can be attributed principally to fewer female applicants, we will ensure that gender balance has become part of the annual review and reporting process for each degree programme, as well as undertaking a formal review of our marketing and conversion activity and improving the gender balance in our guest speaker series.

One consequent action from our submission was to ensure that there is a clear structure in place to implement the action plan, and to provide the resources needed to support that implementation, in a way that builds strategically on the wide-ranging and inclusive self-assessment process the School has undertaken. In this way we work with the entire School community, with the full support of our colleagues at faculty and university level, to ensure that we embed gender equality in everything that we do.

The Athena SWAN action plan has 26 clearly identified goals across the key criteria, with named individuals responsible for leading the action, and clear deadlines. Progress is reviewed four times a year by the Athena SWAN Project Group which reports to EDIC.

## Carers' Champion Officer

The Carers' Champion Officer (CCO) is a new role in the School, arising from the Athena SWAN process. The CCO is responsible for designing, implementing and delivering a range of initiatives for carers in the School, including establishing a Carers' Forum and a buddy system. The CCO provides a point of reference, advice, support and guidance for staff and students in the School about issues pertaining to caring responsibilities. Individuals with caring responsibilities includes but is not necessarily limited to one) individuals with children under the age of 18 in their household and/or two) individuals who are responsible for the care of a friend, relative or neighbour, who may be ill, frail, has a disability, is mentally distressed or is suffering from substance misuse. We have already shared this initiative with colleagues across the faculty and the wider university and within the Athena SWAN Business School network.

We have held three Carers' Forums in the School, as opportunities to come together as colleagues and focus on issues that have arisen. The Carers' Forum held in the summer of 2020 focused specifically on the challenge that Covid-19 has produced. For some, school closures and increased vulnerability of many people due to the pandemic, has resulted in caring becoming ever more complex and intense over the last few months. This has also affected those with official as well as unofficial caring responsibilities. We have also been challenged in terms of looking after each other and ourselves. Here we provided a forum to share our thoughts on the additional challenge Covid-19 has provided and to generate some common themes that can inform the School's response going forward.

“...school closures and increased vulnerability of many people due to the pandemic has resulted in caring becoming ever more complex and intense over the last few months. This has also affected those with official as well as unofficial caring responsibilities.”

This will supplement the Athena SWAN action points, feed into the School's EDI agenda as well as, potentially, the faculty's EDI Sphere working groups.

All students receive academic support from the module convenor and other faculty who contribute to the delivery of modules with faculty having weekly office hours available to students on their modules. All students are also supported by Student Services staff in Malaysia or the UK, or the Faculty Office and Hub staff in China. All students are allocated a personal tutor, who acts as a gateway to other student support and development services available within the School and the university. Scheduled meetings take place between tutors and students and in the UK, the senior personal tutor offers regular drop-in sessions. Barriers to learning and progression can be identified at an early stage through such engagement. Counselling and disability support are provided by individuals who are qualified in their respective roles. In the UK, a Support and Wellbeing Manager is based within the School to provide pastoral support and signpost students to the university's qualified counsellors. Central support from Student Services is available to deal with issues around counselling, academic support, disability support, financial support and English language education. In China and Malaysia, equivalent support is provided centrally (for example, the Wellbeing Services unit at NUBS Malaysia, or the Counselling Service and Mental Health Advisers in China). Resources are provided at all campuses to assist disabled students where needed.

## EDI committee

Our School's UK EDI committee is supporting the development of an inclusive School culture that values and respects the contribution and diversity of all staff, students, alumni and wider stakeholders. The School has an embedded approach to EDI, encouraging automatic consideration of and commitment to EDI to support a positive and collaborative working environment. The EDI committee has a membership that spans staff job families and levels, and with student representatives from a range of taught and research programmes, we work collaboratively to promote EDI matters. Key recent achievements include Athena SWAN success, the establishment of our Carer's Champion, and leadership in the university's Bronze Sphere Programme at faculty level around decolonising the curriculum and supporting women through Covid-19.

In our China campus, EDI is a university-level committee, and NUBS staff members take an active part in it, both as members of the committee and as participants in EDI projects. One such project is EDI Dialog, a series of workshops on topics including racism, sexual harassment at multicultural campuses and conflict in a multicultural workplace.



## Blended learning

Our emphasis on responsible education is exemplified through several initiatives. For the past few years, the decision has been made to move to paperless teaching and avoid mass printing of teaching material. There has also been an emphasis on accessibility and inclusive teaching through training and the production of guides for faculty. Additionally, the transition to blended learning that the pandemic has accelerated has provided an opportunity to exemplify best practice by ensuring a consistent quality student experience. This has been through the creation and adoption of a bespoke Virtual Learning Environment (Moodle) template across the School, the implementation of an extensive training programme, the production of resources and regular newsletters and general cross-campus collaboration in the teaching and learning area.

# Principle 3 | Method

“We will extend the piloting of the Sulitest at the China campus for a potential rollout across all campuses.”

## Introduction

### Strategic staff initiative: sustainability-literate staff and students of NUBS

The purpose of this project is to transform the NUBS teaching curricula in taught programmes to ensure all graduates achieve sustainability-literacy. At the same time, it aims to develop awareness of sustainability in staff members both administrative and academic. This effort is undertaken to ensure those who work for the School are sustainability-literate and capable of promoting sustainable development on their job, as well as in interaction with various stakeholders of NUBS.



The project comprises international cooperation with business schools in Europe, a promotional campaign, adaptation of the already existing material and creation of new resources for teaching and staff development. The main instrument used is the Sulitest (the Sustainability Literacy Test). The Sulitest was launched to measure students' knowledge on the key issues of sustainable development and use the results to drive changes in the teaching methodology and the curriculum. It has also been adopted by organisations around the world for employee development. The initial pilot version that was trialled during the spring semester of 2021 at NUBS China will be extended over the next two years for potential roll out across our campuses.

Currently the project involves staff from NUBS China, representing all academic departments and administrative organisational units. The selection of participants was based on their competence and ability to make an impact for the purpose of this project due to their position or experience working on sustainability. The project team consists of Carol Chen, Senior Manager for External Relations, Francis Hong, Faculty Officer in charge of master's programmes and six faculty members of all ranks and different areas of expertise: Alim Beveridge, Jing Dai, Rajan Gaikwad, Michal Lemanski, Yingfa Lu, and Michael Mooney.

### Curriculum maps

The following visual illustrates the emphasis given to different SDGs in our modules and teaching. This is based on the mapping exercise where module convenors tagged their modules in relation to SDGs. A full list of modules relating to all SDGs can be found in the appendices.

Figure 3: Modules alignment to the Sustainable Development Goals



## Haydn Green approach

Led by the Haydn Green Institute, in 2018 NUBS UK colleagues were involved in the establishment of an international consortium (with partners in Malaysia, China, Bangladesh, Brazil, India). The consortium promotes research, knowledge exchange and student training in social information for sustainable agriculture and rural development in the developing countries. Core elements of outreach activity for NUBS students include participation in several competitions run by the Haydn Green Institute for Innovation and Enterprise focused on social responsibility and sustainability.

## MBA Sustainability Project

The key goals of this recently-launched project are:

<b>To reinforce alignment with NUBS vision to “shape the future of responsible business and management” as well as our commitments as UN PRME champions.</b>
<b>Avoid ‘sustainability silos’ within the (E)MBA programme and encourage a truly integrated approach to sustainability across the programme.</b>
<b>Showcase, celebrate and augment the many MBA colleagues who are already doing a great job on sustainability in their own modules.</b>
<b>Improve and streamline internal sustainability reporting requirements for Assurance of Learning purposes; for PRME and external accreditation bodies such as AMBA, AACSB and EQUIS.</b>
<b>Reinforce and advance our position at the vanguard of responsible business and management education internationally.</b>

The immediate task has involved clarifying terminology. For example, when someone refers to ‘sustainable/responsible/ethical business/management/leadership’ education, they are generally referring to the same thing. That is, educating students about the need for the business sector’s recognition of:

<b>the range of environmental and social impacts of their activities</b>
<b>their need to be responsible and accountable for these impacts (also known as ‘corporate social responsibility’)</b>
<b>the benefits and challenges associated with this (the ‘business case’)</b>
<b>the need to develop innovative management and leadership strategies, processes and procedures to address all of this</b>

There is clearly a recognised need to establish a common lexicon as we move to deliver our goals.

At **programme level** the term ‘sustainability’ is used to refer to environmental and social issues in the context of economic/business activity. It is acceptable to use the terms ‘sustainable’ and ‘responsible’ business and management (and leadership) education interchangeably.

At **module level** it is recognised that further terminology may be applicable, and this is left to Module Convenors’ discretion (with the proviso that they make it clear to students that it is ‘overlapping’, ‘discipline specific’ terminology with sustainable/responsible business and management). For example, in *Strategic Management*, the terms ‘Business and Society’ and ‘Shared Value’ are relevant; in Finance modules, ‘Environmental, Social and Governance’ is used to describe sustainability; and *Business Ethics* may seek to emphasise specific ethical paradigms and approaches.

In the short/medium term, the choice has been made to align the (E)MBA Programme with SDG 4 (Quality Education), Target 4.7. While SDG 4 will remain the ‘constant’ of the Programme for alignment with all core and elective modules, Module Convenors will be given the flexibility to choose to align their own modules with other SDGs most fitting to them and to also change those as they wish overtime.

An early output of the project is a draft sustainability framework to enable a relatively quick and easy assessment of a specific module against the PRME Principles.

**Figure 4: Sustainability principles framework**

Bronze “Introduced”	Silver “Emphasised”	Gold “Reinforced”
<b>Teaching and curricula (UN PRME Principles 1, 2 and 3)</b>		
Partial (less than 1hr) discussion of sustainability issues in one lecture	One whole (3hr) lecture on sustainability	At least one whole (3hr) lecture on sustainability - additional in form of e.g. guest seminar
Discipline specific content, but no challenge made to dominant paradigms and contexts	Discipline specific content and partial challenge made to dominant paradigms and contexts	Discipline specific content and challenge made to dominant paradigms and contexts
Basic sustainability reading list: Less than three references	Adequate sustainability reading list: 3-5 references	Robust sustainability reading and case study list: 5-10 references
Partial alignment of curricula with SDGs (i.e. SDG 4)	Adequate alignment of curricula with SDGs (i.e. ‘high-level’ goal alignment with 1-2 SDGs)	Advanced alignment of curricula with SDGs (i.e. ‘deeper’ indicator alignment with 1-2 SDGs)
<b>Engagement and partnerships (UN PRME Principles 5 and 6)</b>		
Internal: No module connections made to NUBS sustainability events/campaigns etc	Internal: Possible module connections made to NUBS sustainability events/campaigns etc	Internal: Module connections made to NUBS sustainability events/campaigns etc
External: No sustainability-related tours/visits No sustainability-oriented business partnerships	External: Possible sustainability-related tours/visits. Possible sustainability-oriented business partnerships	External: Sustainability-related tours/visits Some form of sustainability-oriented business partnerships
<b>Assessment (UN PRME Principle 3)</b>		
No module alignment with sustainability oriented QAA Learning Objectives	Partial module alignment with sustainability oriented QAA LOs (i.e.1-2 of those identified)	Full module alignment with all sustainability oriented QAA LOs
No inclusion of sustainability / SDGs in an assignment/exam question	Partial inclusion of/link to sustainability/SDGs in an assignment/exam question	One full assignment/exam question (option) on sustainability/SDGs

## Highlights on modules

### NUBS Malaysia – Sustainable Decisions and Organisation MBA Module

Twice a year, NUBS Malaysia runs the *Sustainable Decisions and Organisations* module for executives in the MBA programme in Malaysia and Singapore. As in every year, in 2021 there were business briefings by guest speakers: Dr Jay Desan (Cofounder of BoomGrow) shared her insights of how a ‘machine farming’ start up addresses market requirements while contributing to multiple SDGs and Mr Chandramohan (Director at Cargill) spoke about how large businesses can work with and learn from NGOs to solve supply chain issues.

The MBA executives visited One Tech International’s ‘The Green Factory’ (<https://www.onetechinternational.com/company-overview>). The visit was hosted by the company’s Managing Director Mr Harith Ridzuan, who is an alumnus of NUBS UK and his wife Aiqa, who is alumna of the University of Nottingham, UK. The executives were given a tour of the factory that showcased the sustainability initiatives; this was followed by a session to understand how Mr Ridzuan embeds a myriad of sustainability elements into his business.

In groups, the executives developed exciting presentations on sustainability strategies, which were presented to a real board panel. The executives also ran a media conference for a crisis they were ‘thrown into’.





HOME ABOUT SERVICES BRANDS PROJECTS

# GREEN FACTORY

In keeping with our sustainable processes, OTSB has established four key principles that it believes are vital for it to become a world-class green lifestyle solutions provider. This includes:

- Design (Function & form)
- Durability (Use of heavy-duty material)
- Sustainability (Eco materials and processes)
- Community and industry engagement

At 13,000 sqft, our factory practices 5S and LEAN management in order to reduce waste and maximise efficiency. In 2017, OTSB was recognised as a Top 10 LEAN SME company in Malaysia by the Malaysia Productivity Corporation (MPC). In the same year, OTSB was awarded for its excellent business performance by the Malaysian Timber Industry Board (MTIB) in recognition of its sustainable practices.



Pictured above: The MBA executives visited One Tech International’s ‘The Green Factory’. Below: The One Tech ‘Green Factory’ online [www.onetechinternational.com](http://www.onetechinternational.com)

## Assurance of Learning (AoL)

AoL has been introduced by the School to meet external accreditation standards and, more importantly, to allow the School to evaluate and improve student learning. The School has developed a mission-driven and programme-directed approach to designing our AoL processes. Programme directors in conjunction with other senior School faculty initially identified our AoL goals, based on our mission and vision. The goals were revised and modified through a series of workshops and cross-campus collaboration and once we had agreed our goals, we developed learning objectives. Generic rubrics were developed to work across each of our programmes, using Bloom’s taxonomy to develop descriptors for learning objectives at undergraduate, postgraduate and doctoral levels. The learning objectives were disaggregated into ‘traits’ (i.e. tasks or performance dimensions) and we developed measures for each trait. Finally, we engage course directors and module faculty to identify the specific learning objectives that reflect the aims of a given course, developing AoL curriculum maps for each course to identify which core module measure which learning objective, and how this will be measured.

This approach to AoL has enabled us to align our assurance of learning and curricula management with our mission and vision, and to provide the flexibility to respond to the specific objectives of individual degrees in terms of curricular focus, skills development and level of the degree awarded. Our process has allowed us to develop learning goals that are designed to reflect our strategy of developing highly employable graduates who have an international mind-set.

One of our AoL goals relates to ethics and we aspire our students to demonstrate the ability to recognise ethical dilemmas and determine how these impact on decision making in organisations. This goal is assessed across most of our undergraduate programmes and our students have demonstrated a consistently high level of competence in this area. It is also assessed across our MSc and MBA programmes, and again, where it is assessed, our students have demonstrated competence in this goal.



# Principle 4 | Research

“We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.”

## Introduction

In line with our strategy to lead research in responsible and sustainable business and management, our research seeks to have a transformative impact on global development challenges including modern slavery, sustainability and growth, equality and inclusion, productivity and innovation. NUBS faculty are actively and widely contributing to addressing the SDGs in their research efforts. In the UK, the impact of our research is assessed through the Research Excellence Framework, which assesses the reach and significance of research produced. This goes beyond the impact of the research outputs on the academy and the influence of our research in terms of citations, to assess how research has relevance outside the Business School. For example, in the period since 2015, the Haydn Green Institute has continued to have a wide impact through its research and associated programme to develop and train entrepreneurs, called YES. It has developed links with global organisations including P&G, biotechnology company Syngenta, and international business network, BDO, as well as national (UK) companies such as GlaxoSmithKline and Santander. Similarly, our Centre for Health Innovation, Leadership and Learning has improved patient safety by working together with NHS England. Other research has impacted on the WHO, the ILO, transport in Europe and elsewhere, health infrastructure in Tanzania and food poverty in the UK.

A team of researchers in Operations Management and Information Systems has helped identify and eradicate modern slavery within supply chains internationally, for example in Brazil, and research in our ICCSR has supported the development of more responsible and inclusive gemstone mining in Kenya.

There is a distinct encouragement to develop interdisciplinary (for example data analytics, entrepreneurship, economics, rural restructuring) research based geographically – particularly in Africa and China. Whilst most of the highest profile

impact activity takes place within the six research centres, we are supporting a range of initiatives to develop emerging impactful research across the Departments, in recognition of the value we place on the relevance of our research on responsible business and management practice and industrial policy. In China, the Centre for Inclusive Finance, partly funded by the People’s Bank of China, demonstrates impact relating to emerging synergies in research around fintech and financial innovation. The Blockchain Lab has already developed applications that are in use on a pilot basis, for example detecting suspicious patterns in cash handling and a business database that integrates financial information and innovation potential.

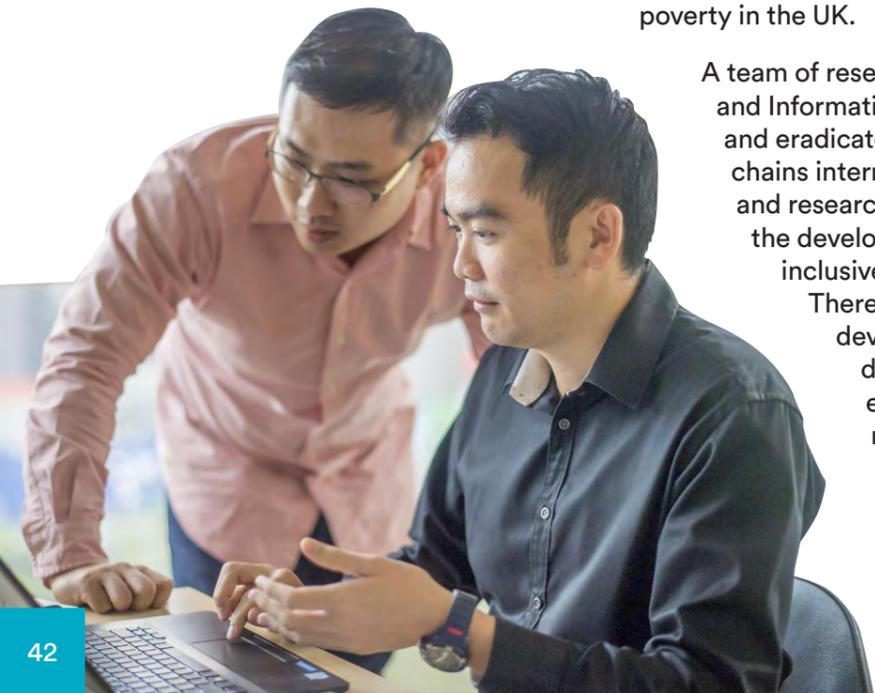
## Our research and the SDGs: the big picture

Thanks to the approach we adopted in this report, we have been able to build a much more comprehensive picture of how research activities address the SDGs. Below we specifically focus on showing how the SDGs are embedded in our research centres and institutes, through the work conducted by our PhD students, as part of our publications, and our funded projects.

### Research centres and institutes

Covering a broad range of subjects such as data modelling techniques, fintech and banking, consumer behaviour, the issues facing businesses in Africa and China, healthcare management and entrepreneurship, our School’s research centres and institutes bring together staff with interests and expertise in distinct fields. The centres and institutes enable interdisciplinary research projects, collaborate with business and industry partners, and enhance the School’s international research reputation.

 	<p><b>Africa Research Group</b></p> <p>Established in 2012, the Africa Research Group is an international and interdisciplinary community of scholars interested in furthering the understanding of the management, organisational, socio-economic, investment, innovation and entrepreneurial issues relevant to African countries.</p>
	<p><b>Centre for Health Innovation, Leadership and Learning (CHILL)</b></p> <p>CHILL is an internationally-renowned research centre dedicated to improving and innovating healthcare management and leadership. CHILL helps healthcare providers respond to, and meet, the challenges of changing policy, service reorganisation and care delivery.</p>
 	<p><b>Centre for Research in the Behavioural Sciences (CRIBS)</b></p> <p>CRIBS is an interdisciplinary forum for integrating research by experts in different areas of economics and management to promote a holistic view of business phenomena. CRIBS connects researchers who share an interest in understanding human behaviour and decision-making using theories and methods from management, economics, and psychology.</p>
  	<p><b>China Research Group (CRG)</b></p> <p>The China Research Group is an international community of scholars undertaking evidence-based research on Chinese business and economics.</p>





### The Global Centre for Banking and Financial Innovation (GCBFI)

GCBFI supports, enhances and facilitates cohesive research activities led by a group of highly motivated academics along with practitioners in banking and finance. GCBFI, as a recognised think-tank, shifting the boundaries of knowledge in banking and finance and related cross-disciplinary research.

GCBFI transforms that knowledge into tangible benefits for the academic community, students and practitioners. GCBFI maximizes effective use of intellectual capacity and financial resources to further promote and encourage cross-disciplinary research excellence in line with the mission of the School and the university.



### Haydn Green Institute for Innovation and Entrepreneurship (HGI)

Supported by the Haydn Green Foundation, HGI is at the forefront of creating a culture of entrepreneurship and innovation at the University of Nottingham.

HGI provides a stimulating and supportive experience for the budding entrepreneur. Entrepreneurship education combines theory and practice and courses are taught by both academics and business experts that equip students with 'real-world' experiences.

The Ingenuity Lab supports business start-ups and offers not only a fantastic space for businesses to get off the ground, but also a complete support package that includes mentoring from business-leaders, advice on how to grow your business and networking opportunities.

The world-leading research covers entrepreneurship education, innovation, and inclusive and sustainable entrepreneurship. The researchers are investigating a wide range of topics, such as barriers to women becoming entrepreneurs, empowering farmers in rural China and using social media as an entrepreneurial tool.



### International Centre for Corporate Social Responsibility (ICCSR)

Founded in 2002, the School's International Centre for Corporate Social Responsibility is one of the largest and most influential centres of its kind, producing world-class research in the field of business and society.



### Neo-demographic Laboratory for Analytics in Business (N/LAB)

N/LAB is a centre of excellence at the University of Nottingham in International Analytics. The centre researches the use of Big Data and Machine Learning to augment social policy and business decision making. It derives novel forms of demographic intelligence that is generated from digital footprint data streams.

The research focuses on the development of behavioural segmentation and predictive modelling techniques via novel computational and clustering methods applied to a rich range of data sources, from retail data to communications.

### Doctoral research

Currently more than 30 PhD students in the School are engaged in research contributing to the achievement of a range of SDGs. One key theme is related to achieving SDG 8, including decent job creation, entrepreneurship, end of modern slavery, protecting labour rights, and promoting safe and secure working environments for migrant workers, women, refugees and precarious workers in different sectors and countries. The second theme falls in SDG 9, particularly enhancing R&D and encouraging innovation and sustainability performance in various industrial sectors, as well as promoting financial inclusion through fintech and other services. Some PhD students work on topics that enhance corporate social responsibilities, particularly those related to sustainable practice and sustainability information disclosure in their reports (SDG 12). Several PhD students also focus on poverty alleviation (SDG 1), food security (SDG 2), income inequality reduction (SDG 10), and the health and well-being of vulnerable populations (SDG 3) in Africa and Asia. In addition, a few PhD students research on how to overcome sustainability problems in smart cities and manage urban heritage tourism (SDG 11).



Currently **more than 30 PhD students** in the School are engaged in research contributing to the achievement of a range of SDGs."



## Publications

The figure illustrates the School's focus in relation to publications and SDGs. The illustration is based on the data we gathered after asking faculty to tag their recent publications (2019-2021) identifying one or more SDG aligning to their research.

Figure 5: Publications alignment to the Sustainable Development Goals



## Research stories: Impactful and challenge-led research

NUBS provides a thriving research environment, and many faculty are working towards addressing societal grand challenges encompassed within the SDGs through their research activities. For the report we asked colleagues across UK, China and Malaysia to share details about the research projects in which they had been involved in 2019 and 2020 and to identify the most closely linked SDG. These research stories are presented below under the most closely associated SDG (primary SDG); if they link to another SDG, this is also indicated.

From these reported stories, we have research strengths in relation to SDG 3 and SDG 8. It is also worth noting that NUBS faculty have been able to leverage their research expertise to address specific challenges arising from the Covid-19 crisis; three of the stories below specifically address this.



### SDG 1 No poverty

#### Cooperative ecosystem to empower small farmers in the poor areas of China: case studies of Sichuan (Global Challenges Research Fund pilot project)

This project aims to understand challenges facing small farmers and rural communities in the poor areas of China, reveal different types of cooperative ecosystems and impacts on farmers' organisation, local pillar industries and livelihood security for poverty alleviation and rural sustainability.

Other associated SDGs: SDG 2 Zero hunger



### SDG 3 Good health and well-being

#### Fighting fatty liver pandemic: developing effective protocols and local expertise to deliver and evaluate diet/lifestyle interventions for better liver metabolic health in India (Global Challenges Research Fund)

South Asians are at higher risk of developing non-alcoholic fatty liver disease, diabetes and consequent mortality at a lower BMI than Caucasians. This is due to a combination of genetic and lifestyle factors that lead to an increased susceptibility to metabolic syndrome. Previous studies have shown that lowering dietary Glycaemic Index (GI) improves glucose response and reduces liver fat and suggests that lowering GI is a potentially beneficial lifestyle intervention

to improve liver health. This type of intervention could be particularly valuable in situations where high GI carbohydrate foods, such as white rice, make up the majority of energy intake in the diet (as is the case in many South Asian Countries). In this study, funded by Global Challenges Research Fund (GCRF), the effectiveness of lowering GI over a longer period whilst introducing regular Yoga sessions was evaluated in a community-based intervention study in Kerala, South India. Participation in this study did produce improvements in metabolic health for all subjects. There was a trend for the dietary intervention to result in lower liver fat although this was not significant. Future studies are needed to consider longer interventions or larger groups to increase statistical power. One of the main goals of GCRF is to support cutting-edge research that addresses the challenges faced by developing countries. During this study, new techniques were acquired, and software written to further this development in India and increase research capacity.

### **Big medical data use in primary care: an ethnographic, socio-technical, investigation of challenges and opportunities - e-infrastructures and the divergent assetization of public health data: expectations, uncertainties, and asymmetries; resisting big data exploitations in public healthcare: free riding or distributive justice?**

Big medical data analytics is a new and unique opportunity for national health systems to reduce costs and improve population health management. The processing of vast amounts of medical histories from electronic patient records can provide researchers, clinicians, policy makers and the biomedical sector with invaluable insights into all aspects of health and illness. However, there are still many political, economic, social, technical and ethical challenges to overcome which this project aims to identify and theorise.



*Other associated SDGs: SDG 9 Industry, innovation and infrastructure; SDG 16 Peace, justice and strong institutions*

### **Loneliness in work: exploring loneliness from the individual psychosocial perspective as a situated concept**

The phenomenon of loneliness in work is an under-researched area, despite recently receiving increased scholarly interest considering increased levels of remote working precipitated by the Covid-19 pandemic. Remote working “increased by 80% in 20 years to reach 5.3% of workers” (CIPD, 2020: 3) and the ONS (2020) reported that in April 2020, 46.6% of people in employment did some work from home with 86% of these people working remotely because of Covid-19. These statistics highlight the pressing need for and the relevance of this study; loneliness is a significant factor in relation to mental health and wellbeing (Peplau and Perlman, 1979) and there may be ramifications for how workers act both at work and at home (Gabriel *et al.*, 2020).

### **Belief in conspiracy theory about Covid-19 predicts mental health and well-being: a study of healthcare staff in Ecuador**

An investigation into how the conspiracy theories in which people believe are related to the mental health of healthcare workers in Ecuador, and its implications for the public communication about Covid-19.

*Other associated SDGs: SDG 5 Gender equality*

### **Diagnosing disease with shopping data**

The aim of this doctoral research is to create a framework for using shopping data in medical research by investigating the issues surrounding the use of an individual’s personal transactional data in public health research projects. The research question is how can personal transactional data be collected and analysed for the purposes of health research in a way that is acceptable to society, works for infectious and chronic disease, and can be successfully implemented in a clinical setting? The project focuses on ovarian cancer and Covid-19 and uses mixed methods.

### **Bridging the gap between policy and practice: the Chilean case of promoting mental health in the workplace**

This doctoral research aims to systematise the Chilean experience in implementing a psychosocial risk management policy to examine its impact in promoting mental health in the workplace and provide lessons to optimise the translation of policies into the organisational context.

*Other associated SDGs: SDG 8 Decent work and economic growth*

### **Improving medicines adherence in chronic illness**

The outcome of the New Medicine Service review, led by University of Nottingham researchers, underpinned the decision by NHS England to adopt the service delivered by community pharmacists. This led to increased medicine adherence which has provided £558,000,000 long-term cost savings to the NHS and 213,952 quality adjusted life years (QALYs) gained.

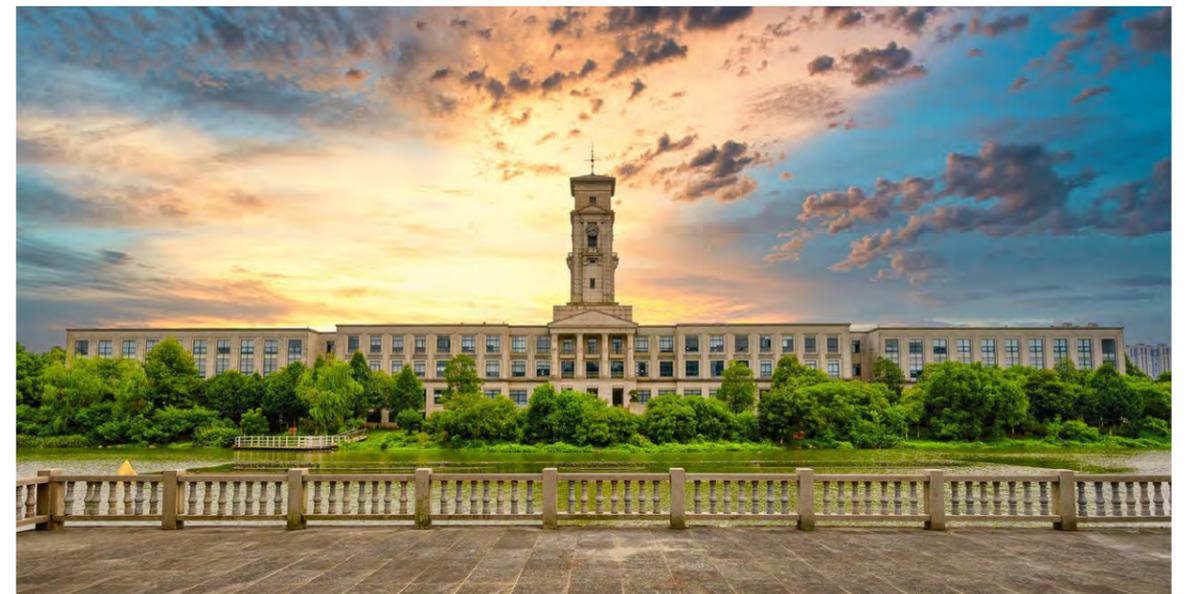
### **Informing the policy and practice of safer hospital discharge**

Research shaped national and regional policies to improve the organisation and planning of hospital discharge with the goal of enhancing the safety of care transition through supporting better inter-professional communication.

### **Informing policy development to promote employee well-being and organisational performance, in Europe and beyond**

Research on managing work organisation (psychosocial risks) to promote employee well-being and organisational performance has informed the development of policy initiatives in Europe and internationally.

*Other associated SDGs: SDG 8 Decent work and economic growth*





**SDG 4 Quality education**

**Ingenuity programme: mainstreaming impact-based student entrepreneurship and innovation education**  
[www.ingenuityimpact.org](http://www.ingenuityimpact.org)

Research led by University of Nottingham faculty enabled global challenge-based entrepreneurial learning to be mainstreamed to 2,122 innovators from 102 institutions across the UK, China and Malaysia, creating 1,071 new jobs. Within the university incubator alone, 104 impact-based student ventures created through these 'Ingenuity' programmes reported a combined turnover of over £83 million in 2018/19. New ventures, stemming from Ingenuity, included a low-cost social supermarket which, by 2019, 700 people used each week, and which saved the equivalent of over 132,000kg of CO2 by taking on food that would otherwise end up in landfill. Another enterprise from Ingenuity is an inclusive global cosmetic brand, whose products are currently stocked in Boots, QVC and other leading retailers and their profits have provided workshops to help over 1,000 people who lost physical features through illness and transgender people who are transitioning.

*Other associated SDGs: SDG 3 Good health and well-being; SDG 13 Climate action*



**SDG 5 Gender equality**

**Carrying the work burden of Covid-19: working class women in the UK**

This project is focusing on identifying and responding to the difficulties experienced by working class women across the UK during the Covid-19 pandemic. It is delivering a significant contribution to the understanding of, and response to, the pandemic. With the Women's Budget Group, it is disseminating findings and urgent policy solutions to employers, unions, government, key charities and lobby groups. Addressing these findings is crucial if working class women are to continue to carry the additional strain of increased work and home demands during the pandemic.

*Other associated SDGs: SDG 8 Decent work and economic growth; SDG 10 Reduced inequalities*

**The impact of board gender diversity and national culture on corporate innovation: a multi-country analysis of multinational corporations operating in emerging economies.**

This study uses gender-innovation data for 472 multinational corporations operating in 21 emerging economies, to examine the relationship between boardroom gender diversity and corporate innovation. The study findings reveal that gender diversity is positively associated with corporate innovation. Local factors such as national norms, cultural values, and country-level institutional quality influence boardroom gender diversity, level of investment in research and development, and corporate innovation.

**I am my dignity - women's rights in fragile contexts (Global Challenges Research Fund)**

The project develops a Moral Capability Assessment Tool that puts women's voice and agency at the centre of sustainable peace and development for all. An inter-disciplinary research team from the UK and the Philippines employs both traditional and innovative arts-based methodologies of knowledge co-production to develop a digital platform that aims at 'training the trainers' and at fostering meaningful and transformative engagement with women in communities affected by conflicts and natural disasters. <https://mcatnottingham.org/>

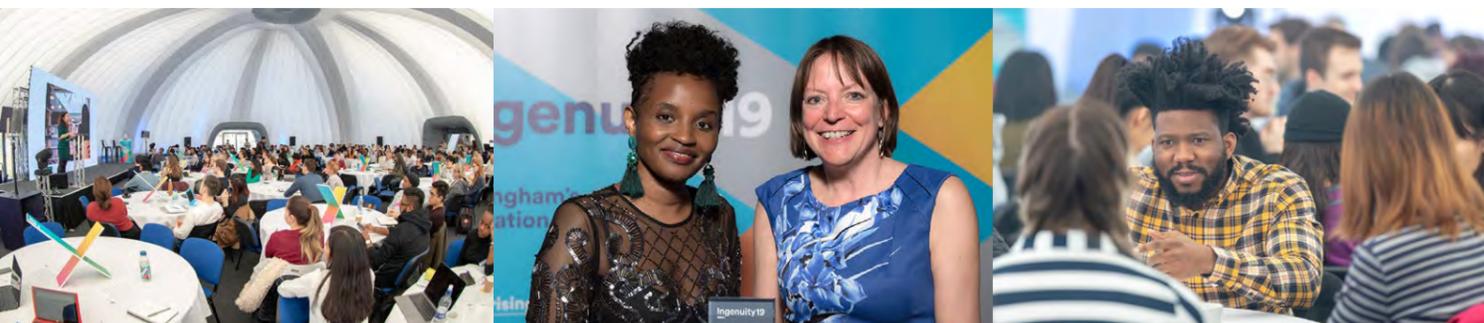
*Other associated SDGs: SDG 8 Decent work and economic growth; SDG 16 Peace, justice and strong institutions*



**SDG 8 Decent work and economic growth**

**UK-Australia modern slavery research, policy and practice network: barriers to protection and recovery for undocumented migrant workers**

This project aims to foster a transnational dialogue between survivors and key stakeholders in research, policy and practice around critical issues of protection, support and recovery for undocumented migrant workers vulnerable to, or experiencing, modern slavery. For vulnerable undocumented migrant workers, it provides the foundations for transformation of interventions regarding victims/survivors and in so doing will also transform our understanding of modern slavery.



### Access to legal advice and representation for survivors of modern slavery

This research focused on access to legal advice specifically related to trafficking and the National Referral Mechanism (NRM) for trafficked people. For those who are not UK citizens, one of the most pressing legal problems faced is the need to gain a secure immigration status. For this reason, the project primarily explored the role of legal practitioners whose main specialism is immigration law in advising and representing people who have experienced trafficking. It was clear from the research findings that the need to secure immigration status can be the main precipitator of the pursuit of legal advice and representation. However, it was also apparent that it is rarely the only legal issue that requires attention. Legal advice and representation are also significant due to the impact it has on the ability of people to navigate the NRM itself, and to gain formal acknowledgement of the trafficking experience. Academic Partners: University of Liverpool and the Rights Lab, University of Nottingham.

### Tackling modern slavery through shared accountability and innovation in the Sri Lankan tea plantation industry

This research explores how companies take responsibility for human rights abuse in their supply chain. The research draws on social innovation initiatives led by tea companies to reduce modern slavery and develops a framework for adoption by the industry for sustainable and ethical labour practices. This research will complement national and international labour policies by bringing to the fore industry driven good practice that can be incorporated into policymaking.

### How can we reduce domestic servitude risk in the developed world? (Nottingham Research Fellowship)

This comparative international research project examines the role of public bodies in the reduction of domestic servitude risk in the provision of home-based, personalised, social care services.

### Protecting child domestic workers in Tanzania: evaluating the scalability and impact of the drafting and adoption of local district byelaws (funded by Anti-Slavery International)

This consultancy project evaluated the scalability and impact of the drafting and adoption of local district byelaws to protect the rights and highlight the responsibilities of child domestic workers and their employers in two districts of Mwanza, Tanzania.

### Beyond the walls: microdata on domestic workers in northeast India (supported by the Arise Foundation)

This secondary data analysis of nearly 12,000 surveys of domestic workers in northeast India revealed the vulnerability of those engaged in this legally unregulated work and the hidden dangers of labour exploitation that they face on a day-to-day basis.



### Tackling slavery in supply chains: lessons from Brazilian-UK beef and timber (funded by the British Academy)

This cross-disciplinary analysis of the supply chain effectiveness of modern slavery legislation in Brazilian-UK beef and timber supply chains examined the effects of the UK's 2015 modern slavery legislation on transnational supply chain practices.

### From a social movement to organisational practice - the case of degrowth organisations in Europe

This research focuses on discourses of growth critique and in particular the movement around degrowth in relation to alternative forms of organisation. This is relevant to the SDGs as it offers a valuable critique of the pursuit of economic growth and its sustainable variant of green growth. While the goals of degrowth and the SDGs align, the degrowth discourse argues that the focus on further growth is neither feasible, necessary nor desirable given the current circumstances of environmental overshoot, widening social inequalities, economic crises and political instability. This is not to disregard the SDGs, but to refine their focus to achieve ecological sustainability, social justice, and a good life for all on this planet.

### Ningbo Pan 3315 innovation talent

This project is aimed at improving our understanding of start-ups' inter-organisational tie formation using a new method of machine learning i.e., heterogeneous network representative learning. While prior studies have emphasised the importance of social network perspective to predict start-ups' development of inter-organisational ties such as being invested by venture capitalists or joining alliance with large firms, most of them focused on homogeneous and static networks. Less attention has been paid to exploring the cross-level network linkages that may drive networks' dynamic evolution and how can cross-level and dynamic networks affect start-ups' likelihood of forming new ties in different contexts. To bridge this critical research gap, this project draws on super-network theory, builds multi-layered networks between people and organisations, and employs heterogeneous network representative learning methods to predict the success of start-ups to form new ties with external partners, being it investment partner or alliance partner. Theoretically, going beyond a single, static network view adopted by prior studies, this project develops a new research paradigm based on a multi-layered and dynamic network view. Practically, this project offers insights for start-ups to better leverage networks for success and provides implications to policy makers to better cultivate start-ups of high potential.

Other associated SDGs: SDG 17 Partnership for the goals

### Reducing the risk of labour exploitation in high-risk UK sectors

Research reduced the risk of labour exploitation in two of the UK's most high-risk sectors, construction and hand car washes. This helped to achieve a new business licensing scheme, changes in practice by major companies, and the reporting of thousands of exploitation cases to law enforcement.

### Improving governmental responses to modern slavery risk in supply chains

Research changed how international, national and local government bodies tackle modern slavery in supply chains. The research helped to change the public procurement processes and policies of the Organization for Security and Co-operation in Europe (OSCE), the UK Government, and UK local councils.



## SDG 9 Industry, innovation and infrastructure

### Foreign entry liberalization and export quality: evidence from China

This research examines the impact of foreign entry deregulation in China on the export price and quality of firms through input-output linkage. It showed that foreign entry deregulation can encourage manufacturing firms to use their resources more efficiently in producing higher quality goods and services. The effect is more prominent in the manufacturing sector than the services sector.

### Inspiring science and engineering researchers: entrepreneurial career development and economic impact from the YES programme

Research by Nottingham academics led the pedagogical and structural innovation of the Young Entrepreneurs Scheme (YES), an integrative learning intervention for early career researchers to experience how to commercialise research and be inspired to explore more entrepreneurial career paths.



## SDG 10 Reduced inequalities

### Multinational corporations and human rights violations in emerging economies: does commitment to social and environmental responsibility matter?

This publication reported a comprehensive list of various human right violations committed by multinational corporations, that are also signatories to the UN Global compact. The corporations have also reported compliance with International Labour Organisation. The study uncovered 273 violations committed by 160 multinational corporations mostly from developed countries; 90% of the sample firms have social responsibility/sustainability committees.



## SDG 11 Sustainable cities and communities

### Sustainable production of biocoal from food waste using novel HTC (hydrothermal carbonization) technology

NUBS Malaysia worked with an interdisciplinary team led by the School of Biosciences, in the Faculty of Sciences and Engineering of University of Nottingham Malaysia, and private firms winning a grant bid by Innovate UK for the Newton-Ungku Omar Fund Grand Challenge 2019. The study was based on the premise that potential solutions needed to be found to minimize food waste as Malaysian landfills were overwhelmed with food waste. HTC technology is a liquid phase thermal conversion of waste/biomass into a biocoal; it is similar to coal formation but instead of taking millions of years, the heat and pressure can make the same in hours. The biocoal can potentially be used for energy needs of industries and the country. NUBS led the consumer study to examine food waste behaviours amongst Malaysian consumers, and industry and regulatory views on the use of alternative energy sources in the Malaysian context. The project garnered an in-depth understanding of food waste behaviours as well as challenges towards its effective management, as well as acceptance of food waste as an alternative energy source in the country.

*Other associated SDGs: SDG 3 Good health and well-being; SDG 7 Affordable and clean energy.*



## SDG 12 Responsible consumption and production

### Co-production for sustainable artisanal and small-scale mining (ASM) in Kenya: a cultural animation approach

The Sustainable Artisanal and Small-Scale Mining project is funded by the Global Challenges Research Fund and aims to develop more responsible and sustainable ASM in Taita Taveta County, Kenya. Taita Taveta has abundant gemstone resources, but its miners and mining communities suffer extreme poverty, poor working and living conditions, weak governance and under-developed market and value addition infrastructure. The project team is cross-disciplinary with faculty from the social sciences, engineering, health and humanities in the UK and Kenya. The project draws on the local knowledge, skills and technologies of miners and mining stakeholders (i.e. the national and local governments, mining associations, community-based organisations, non-governmental organisations, local communities and religious organisations) to co-create context driven bottom-up solutions that mitigate the impact of ASM activities on the natural environment, occupational health and safety, and the social inclusion and well-being of miners and local communities. Project website: <https://www.sustainable-asm.com/>

*Other associated SDGs: SDG 1 No poverty; SDG 3 Good health and well-being; SDG 4 Quality education; SDG 8 Decent work and economic growth and SDG 13 Climate action*

### Reducing food waste and food insecurity through computational social science

Research undertaken on computational social science analysis of consumer behaviour led to a knowledge transfer partnership with OLIO which has helped to secure the financial performance of the platform and has enhanced practice for supporting poverty alleviation.

*Other associated SDGs: SDG 2 Zero hunger*





**SDG 13 Climate action**

**A demonstration of symbiotic academic-social enterprise in subsistence marketplaces: researching and designing customised sustainability literacy education in Tanzania**

The study was focused on piloting a sustainable literacy programme in Tanzania. It took a bottom-up approach in designing and delivering this programme and highlighted the importance of mutual – directionality between research and practice.

*Other associated SDGs: SDG 4 Quality education and SDG 12 Responsible consumption and production*

**Carbon border tax adjustments and firm competitiveness: the cost of steel mills in Europe**

The project aims to examine the potential impact of different policy design options of carbon border tax adjustments in Europe on key segments of the steel industry. It considers a range of major product types, heterogenous energy and carbon efficiencies, and plant technologies, as well as underlying net of carbon competitive dynamics between domestic producers and importers. It looks at the impact on steel prices, production, profits margin across European regions and importers.

*Other associated SDGs: SDG 4 Quality education*



**SDG 14 Life below water**

**Sustainable supply chain management and ‘Life Below Water’**

This project is at its earliest stages, in the project definition stage. The initial aim is to understand how sustainable supply chain management can contribute towards the development of sustainable fisheries globally.



**SDG 16 Peace, justice and strong institutions**

**A win-win situation for both managers and shareholders: a study of ASEAN corporate governance**

The study examined the impact of corporate governance on cost of capital and financial distress in the ASEAN countries. The paper suggests that Board independence, promulgating good corporate governance, leads to better access to capital at lower cost, thus providing growth opportunities for companies in the ASEAN region. This is one of the niche studies that has incorporated the difference between civil and common law rule in the study of corporate governance and its impact on financial measures of firms in the ASEAN countries.

**Advancing trade facilitation: informing policy, developing understanding and facilitating international Trade**

Research on, and conceptualisation of, the topic of trade facilitation has informed debate at global, regional and national policy levels. Debate surrounds how best to reduce friction between public and private sector stakeholders as well as improve upon the quality of controls for the benefit of wider society and business competitiveness.

*Other associated SDGs: SDG 17 Partnerships for the goals*



**SDG 17 Partnerships for the goals**

**Neo demographics – informing UN Sustainable Development Goals via ‘big’ consumer data and AI techniques**

A multi-disciplinary research programme using mass consumer and citizen activity data produced otherwise inaccessible socio-demographic indicators for UN SDGs. This programme has underpinned large transportation programmes, led to establishment of new systems and best practices in local government, and contributed to health and wellbeing.

*Other associated SDGs: SDG 2 Zero hunger; SDG 3 Good health and well-being; SDG 5 Gender equality; SDG 8 Decent work and economic growth; SDG 11 Sustainable cities and communities; SDG 12 Responsible consumption and production; SDG 17 Partnerships for the goals*



# Principle 5 | Partnership

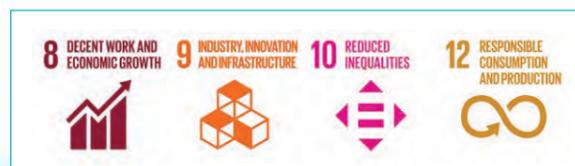
“We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

## Introduction

The School has always interacted with managers of business, government and civic society organisations and corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges. We have demonstrated that we strive to develop partnerships in what we do, and specific examples of our successes are discussed in previous sections of this report.

## Highlighted stories

Here, we highlight further projects with which our colleagues across our three campuses have been involved. Working with partners, these initiatives address SDGs 8, 9, 10 and 12.



## UK

### Voices from Below

Professor Mihaela Kelemen, Dr Judy Muthuri and Dr Lara Bianchi organised *Voices from Below*, an interactive community-based research exhibition displayed on Jubilee campus from 24 February to 6 March 2020.

The exhibition, curated in collaboration with the award winning New Vic Borderlines, the outreach department of the New Vic Theatre, Staffordshire, brought to life the stories and experiences of artisanal miners and other mining stakeholders from Taita Taveta, Kenya. The exhibition displayed various artifacts co-created with such fringe stakeholders during Cultural Animation workshops conducted in Taita Taveta in November 2019. This interactive multi-media exhibition was the culmination of a university GCRF project that aimed to support the development of responsible and sustainable Artisanal and Small-scale mining in Taita Taveta by using Cultural Animation. Cultural Animation is a creative art-based methodology of knowledge co-production and stakeholder engagement which puts centre-stage the experiences, knowledge and aspirations of marginalised communities and other fringe stakeholders whose voices are usually ignored by policy makers and legislators.

### Business, the SDGs and Covid-19 in Africa

Dr Judy Muthuri worked with the project *Business, the SDGs, and Covid-19 in Africa* ([www.business-sdgs-africa.com](http://www.business-sdgs-africa.com)). This project aims to shine a spotlight on how businesses in Africa are responding to long-term sustainable development aspirations, while also responding to the Covid-19 crisis. Studies were focused on the national context in Kenya, Nigeria, Mauritius and South Africa. The project will contribute to knowledge on how SDG-specific processes of strategy-making and implementation may be supported. A particularly important need is to better understand – and to address practically – both synergies and trade-offs among the SDGs in corporate responses.

The project was in partnership with researchers from Lagos Business School, University of Cape Town's Graduate School of Business, University of Edinburgh Business School and University of Mauritius.



## Malaysia

### CEO Guide to Sustainability Centric Decision Making

Dr Avvari V Mohan worked with UN Global Compact Malaysia and Brunei (GCMYB) supported by Capital Markets Malaysia to develop a 'CEO Guide to Sustainability Centric Decision Making'.

The CEO Guide, jointly authored by Dr Avvari and Mr Nadar (Executive Director of UN Global Compact Malaysia), aims to provide initial thoughts to CEOs and leaders of organisations for starting the sustainability journey within their organisations. The guide was developed based on the gleanings from a CEO roundtable and individual interviews on what were the sustainability issues faced by these Malaysian leaders, some challenges to keep in mind, and the approaches to organise sustainability.



## China

### Humanistic Management

Professor Pingping Fu has been doing research in Humanistic Management for many years. In 2019, she and a few research collaborators, including Dr Joon Park from NUBS China, founded the China Chapter under the Humanistic Management Network based in Geneva. The Chapter invited Good Ark Electronics Corp. Ltd., Fotile Kitchenware Corp. Ltd, Xinyulou Department Store and Wahl Clippers to work as collaborators. These companies have been applying traditional Chinese values into business management and managing their workforces humanistically. Professor Fu started a course for undergraduate students on *Humanistic Philosophy in Modern Business* in 2017 to help students understand the role humans play in business and the ultimate purpose of businesses. She has taken her students to visit these companies; some of her students have worked in consulting projects in humanistic management or used their learnings from the companies in their course work.

### Sustainable Supply Chains

In a series of projects, colleagues specialising in supply chains and operations management, Professor Jing Dai, Professor Hing Kai Chan and their collaborators, work with the local authorities and businesses linked to the port of Ningbo-Zhoushan on green and sustainable supply chain management. The port is the busiest in the world in terms of cargo tonnage. The cooperation includes scholarly research projects with collaborators from leading academic institutions across the world and it received significant local and national funding. It has resulted in research publications in leading scholarly journals, as well as publications for practitioners.

### Students turn food waste into soil fertiliser

“In cooperation with local entrepreneurs, as part of the waste sorting plan, members of the NottinGreen student organisation collect fruit peels from the fruit shops on campus every week and compost them at the farm to be used as a soil fertiliser.”



## Global Compact Malaysia and Brunei GCMYB

### Nottingham University Business School Malaysia and UN-GCMYB sign MoU to promote sustainability and SDGs

A Memorandum of Understanding (MoU) between Nottingham University Business School (NUBS), University of Nottingham Malaysia (UNM) and UN Global Compact Malaysia and Brunei (UNGCMYB) was signed on 6 May 2021.



The MoU expresses a convergence of NUBS Malaysia and UNGCMYB's common agenda of promoting sustainability and the UN SDGs in business and society. The promotion of the UN SDGs will be through collaborations in activities related to research, executive education and training, hosting of seminars and conferences, and business leaders' sessions in various topics related to sustainability for business and society.

The MoU was announced in an online event in the presence of UNM academics: Professor Andy Chan, Interim Vice Provost for Research and Knowledge Exchange; Dr Jason Pandya-Wood, Dean of the Faculty of Arts and Social Sciences; Dr Lau Chee Kwong, Dean of NUBS Malaysia; and Dr Avvari V Mohan, Director of Research, NUBS Malaysia. Also present were Faroze Nadar, Executive Director of UNGCMYB and members of UNGCMYB and NUBS faculty.

The MoU aims to enhance the university's engagement with industry and the community in sustainability, as well as with UN SDG-related research and knowledge exchange activities of NUBS Malaysia. The MoU will bring synergy to, and create more impact in, sustainability-related activities that NUBS and UNGCYMB have already been doing.

UNGCMYB's formal partnership with NUBS will envision ways and solutions to close the gap between sustainability aspiration and actions from both thought leadership and practical aspects. Both partners are confident that this collaboration will result in a growth in the body of Malaysian centric corporate sustainability knowledge that will inspire actions.

“The promotion of the UN SDGs will be through collaborations in activities related to research, executive education and training, hosting of seminars and conferences, and business leaders' sessions”

# Principle 6 | Dialogue

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

## Introduction

The School's colleagues have been dynamic in promoting dialogue around issues related to sustainability and UN SDGs through the organisation of, and participation in, local and international events. We seek to develop a culture in the School in which social responsibility and community outreach are integral to the organisation's values and organisational activity. Students are encouraged to engage in extracurricular activities with non-profit organisations through a process of setting personal development goals, which is part of the tutoring system, led by the Senior Tutor. In addition to the supportive culture for community outreach within the university, formal systems such as the university's Staff Volunteering Scheme, staff appraisal and development, and promotion criteria encourage staff contributions to the community. As core service, this would include, for example, engagement with local organisations for assessed student projects; as additional service, it would include sitting on advisory boards. These structural mechanisms are supported by the School's communications around social responsibility and sustainability. In the following pages we present events and outreach activities in which students and staff across the three campuses are involved.



## Events and workshops

Our UK School launched an annual SDGs Symposium in 2018 to celebrate the School's commitment to the SDGs and to allow staff and students to share best practices and to showcase how they are engaging with the SDGs through the formal and informal curriculum. We have hosted several local and international events focused on the UN SDGs and ERS issues that are open to participants from academia, practice and the community. These include the SDG Roadshow 'Making global goals local' (May 2017), the FinTech conference (December 2018), the Future Food Symposium (June 2019) and the EurOMa Sustainable Operations and Supply Chains Forum (February 2020).

The tri-campus collaboration in research was also driven across academic departments through the first NUBS tri-campus research conference in December 2020. The ICCSR, with members in the three campuses, has some cross-campus collaborative projects and will have an ICCSR tri-campus online symposium with the aim of developing further linkages among colleagues and with former ICCSR colleagues in different institutions. The ICCSR tri-campus symposium is aimed not only to bring together colleagues from the three campuses but also developing links to scholars who used to be attached with ICCSR/NUBS to provide an international position to this pillar of the School.

NUBS China joined the world to celebrate the 'Earth Hour' in March 2021, to increase awareness and spark a global conversation on protecting nature. Non-essential lighting was shut off across the campus.

## Promoting SDGs and sustainability in the Malaysian Parliament (2019)

Director of Research Dr Mohan V Avvari moderated a panel discussion on 'Realizing the Value of SDGs – The ROI of Good Business' at the 'Financing the SDGs: Malaysian Private Sector Role in Bridging the Gap from Goals to Actions' event, organised by Global Compact Network Malaysia. The event was held at the Malaysian Parliament.

The Panel consisted of YB Steven Sim (Deputy Minister, Ministry of Youth and Sports and MP, Bukit Mertajam), Datin Seri Sunita Rajakumar (Chairperson of Caring Group and Founder, Climate Governance Initiative Malaysia), Dzuleira Abu Bakar (CEO, MaGIC), and Rizal Ishak (Director, RRJ Capital).



Pictured above: From left - Froze Nader (Exec Director of UN Global Compact Malaysia), Rizal Ishak (Director, RRJ Capital), Dr Mohan V Avvari (NUBS Malaysia - Panel Moderator); a Senior Member of Parliament, Stefan Priesner (UN Resident Coordinator), Datuk Mohd Rashid Hasnon (Dy Speaker - Malaysia Parliament), Datin Seri Sunita Rajakumar (Chairperson of Caring Group and Founder, Climate Governance Initiative Malaysia) and Dzuleira Abu Bakar (CEO, MaGIC). Pictured left: Mohan V Avvari opening the panel discussion.

Some examples of events that NUBS staff and students are involved in to promote dialogue and discussion on all sustainability and SDG related matters:

- NUBS UK has run a widening participation and civic engagement initiative since 2012, working with black youth in Nottinghamshire schools to celebrate the annual Black History Month. As part of the Black History Month 2020, the School's UK online competition dubbed 'The Name Change' was successfully held with staff running a workshop on culture and identity, and research. Six primary school children were awarded prizes for their creativity and awarded certificates as 'Young Diversity and Inclusion Champions'.
- Ms Chan Wen Li, from NUBS Malaysia, leads an interdisciplinary research project that explores perspectives of stakeholders on how safe reporting on suicide in Malaysian media can be effectively implemented. Ms Li works closely with mental health professionals and academic experts in media studies to advocate the importance of safe media reporting and to prevent imitative suicidal behaviour amongst vulnerable individuals, and how this relates to the ethics and social responsibilities of media organisations. In April 2020, she was interviewed on Malaysia's national television about mental health and suicide prevention matters during the Covid-19 lockdown.
- Dr Mohan V Avvari, from NUBS Malaysia, was invited to do a guest session on 'Inclusive Leadership through Stakeholder Engagement – perspectives from Malaysian SMEs during the pandemic', for the Centre for Inclusive Leadership, Ritsumeikan Asia Pacific University, Japan in May 2020.
- NUBS China continued work with the Labour Union in Ningbo on the adoption of Corporate Social Responsibility by regional small and medium-sized enterprises following an ICCSR conference at the China campus. NUBS China colleagues organised successful public lectures and webinars focused on sustainable consumption, SDGs and Economy of Communion. Several other high-profile international guests, for example Ernst von Kimakowitz, the founder of the global NGO called the Humanistic Management Network, were invited to give public lectures on sustainability, ethics and responsible business topics.
- In 2019, NUBS China held webinars for Executive MBA students, alumni, and business partners in Singapore, and a presentation of sustainability in NUBS and a related discussion with the University of Nottingham alumni in Hong Kong. [Pictured below middle: Michal Lemanski].
- Internally, NUBS China was involved in and supported various sustainability-related initiatives such as a talk series for SDGs organised by the Centre for English Education, in which colleagues gave talks on SDG topics, and promoted sustainability at such events as the Digital Learning Forum. In summer 2020, NUBS China organised the Supervisory Board meeting with focus on sustainability. During the academic year 2020/21, NUBS China colleagues gave a public lecture in the series 'Lectures for Future' at the University of Natural Sciences in Vienna, Austria, and a public lecture on sustainable supply chains during an international event 'When Ningbo Meets Budapest', which connected NUBS China and Budapest Business School.

## External connections and outreach

Our Social and Environmental Responsibility Group (SERG), chaired by Dr Judy Muthuri at the UK campus, oversees engagement and partnership activities across the School and promotes new initiatives. Examples of these are participation in Business in the Community, Friends of Jubilee Campus and the 'Cheese Matters' financial literacy volunteering programme. The SERG committee manages their Moodle page, which has been developed to provide an avenue for students and staff to independently learn about the SDGs and provides useful information and key resources on sustainability and the SDGs.

Colleagues from all three campuses have also chaired conference tracks related to sustainability, ethics and social responsibility. In China, colleagues chaired the International Business and Sustainable Development Goals in Emerging Economies Track of Academy of International Business CEE Chapter; Special Interest Group for Sustainability of the Academy of International Business.

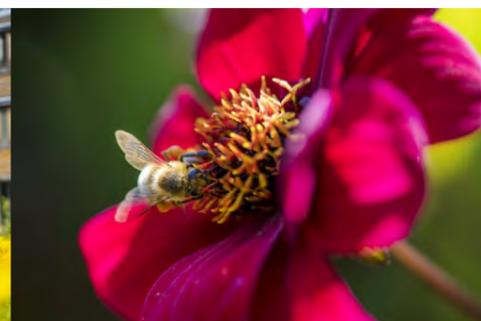
School faculty members sit on trustee, advisory boards and committees for a variety of civil society organisations, public bodies and professional bodies. These include Professor Jane Frecknall-Hughes sitting on the Board of Trustees of Alcohol Research UK and Dr Robert Lambert being the Vice-President of Isles of Scilly Wildlife Trust, and the National Ambassador for The Royal Society of Wildlife Trusts. Dr Lambert is also the Vice-President of Nottinghamshire Wildlife Trust, charged with enhancing and building upon a connection between the Trust, the university and the City that goes back 50 years. Professor Sally Hibbert is part of the Nottingham City Public Health Physical Activity, Obesity and Diet Strategic Group and the ACCA Sustainability Reporting Awards Scheme.

In China, our faculty are founding members, and sit on the board, of the China Chapter of the Humanistic Management Network, and regularly engage with this organisation both in China and globally in conferences and research projects.

From 2014 to 2019, Dr Dirk Moosmayer and Dr Oliver Laasch from China organised Responsible Management Education in Action, a professional development workshop at the annual Academy of Management conference.

Students of the NottinGreen organisation on the China campus, as a continuation of the Community outreach project, organised four environmental protection sessions at the Youth Palace of Yinzhou District. The lectures introduced resources, natural disasters, sponge city, and sustainable development to children, aiming to stimulate the children's awareness of ecological environment protection and care for life.

NUBS Malaysia faculty members are involved in several voluntary activities such as providing personal financial management, ethics and governance training for single working mothers. The Covid-19 pandemic was a challenging period and staff from NUBS Malaysia were involved with distribution of food and other necessities like sanitisers and face masks for lower income people through supply chain volunteers.



# Looking ahead | Goals

The tri-campus team has agreed on the following goals for the next reporting cycle 2021-2022:

## Principle 1 Purpose

We will develop a process to link current NUBS students with University of Nottingham alumni to influence/reverse mentor those already in decision making positions in the workplace about the importance of building an inclusive and sustainable global economy.



## Principle 2 Values

PRME will become more visible as part of the identity of the School. We will start work on a specific PRME page on the School's new website.

We will review the scope of the PRME activities across the three campuses and develop a strategic plan with regards to governance and roles related to PRME. We will explicitly identify the capacity needed to deliver all aspects of PRME (reporting, internal commitment and activities, external activities) and how this can be better reflected into formalised PRME roles.

During the next reporting cycle, we will investigate ways in which the process of SDG tagging of modules and publications could be automated in the School's systems. We will identify other activities that could be mapped, for example seminars, and invest in resources to help with data visualisation.

## Principle 3 Method

We will make further pilot projects with Sulitest at the China campus for a potential rollout across all campuses.



## Principle 4 Research

To capture and appreciate all SDG activities across the three campuses, we will run a yearly tri-campus PRME event to feature the best research and teaching work across all campuses.

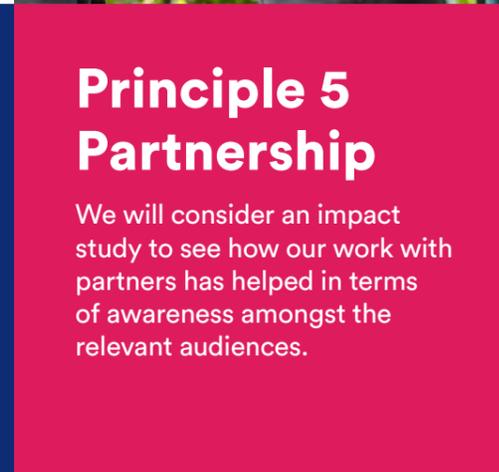
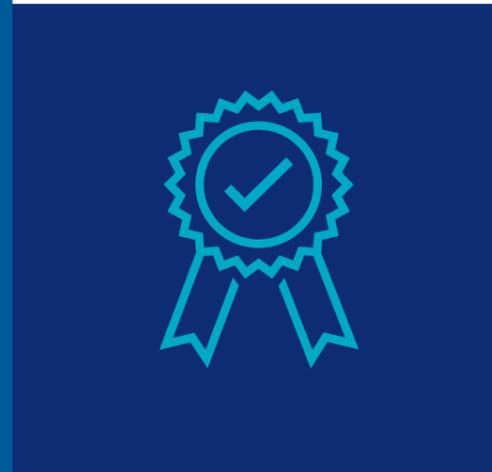
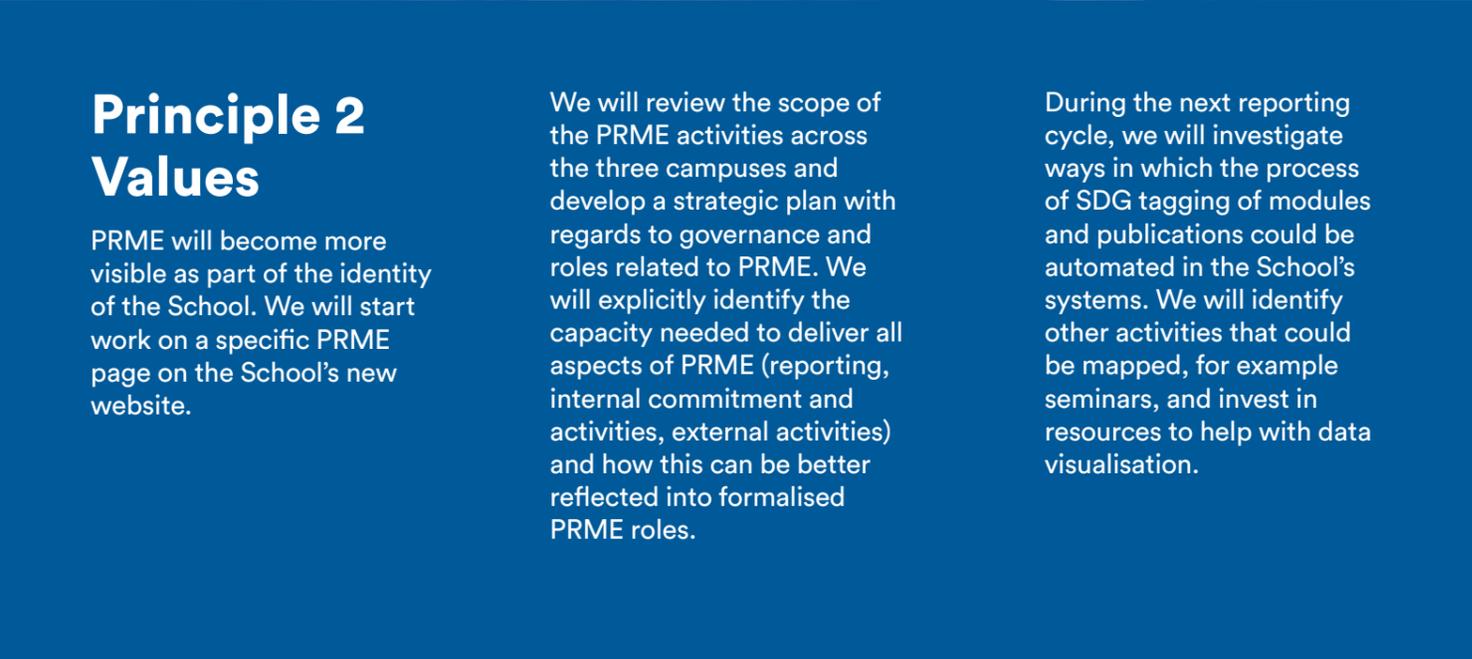
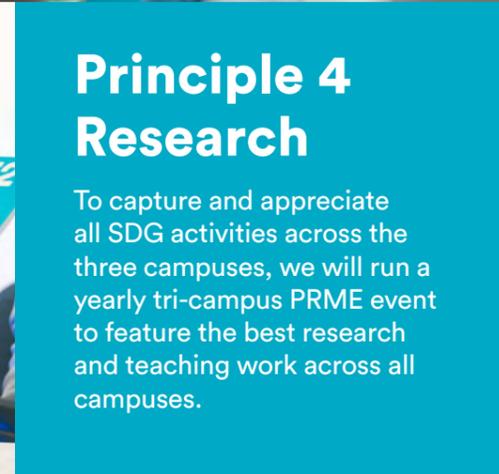


## Principle 5 Partnership

We will consider an impact study to see how our work with partners has helped in terms of awareness amongst the relevant audiences.

## Principle 6 Dialogue

We will host an event for public engagement around the SDGs with a series of short podcasts featured in our social media.



# Appendices

## Appendix 1: Current PhD research

### NUBS UK PhD research topics:

Research title	SDGs
Negotiating identities: the intersectional identity work of refugee women entrepreneurs	8. Decent work 10. Reduced inequalities
Analysis of processes of sustainable citizen co-production and co-design to overcome urban development problems in the UK smart cities	11. Sustainable cities
Value-added tax policy and income inequality: the case of Indonesia	1. No poverty 10. Reduced inequalities
Corporate Ownership, control and social responsibility; evidence from East Asia	12. Responsible consumption and production
Constructing the social value of public-private partnership in maternal and child healthcare in Ghana: a practitioner's perspective	3. Good health and well-being
Detection of vulnerable communities in east Africa via novel data streams and dynamic stochastic block	1. No poverty 10. Reduced inequality
Loneliness in work and how individuals make sense of loneliness in work in the situated context of remote working	8. Decent work
Understanding care homes safety: culture and safety in non-mainstream care settings	3. Good health and well-being
Are sustainability disclosures informative or tautological	12. Responsible consumption and production
CEO characteristics and innovation performance: the role of funding	9. Industry, innovation and infrastructure
Investing value platform evolution in service innovation ecosystems: a paradoxical tensions perspective	9. Industry, innovation and infrastructure
Enhancing the competitiveness of containers seaports through sustainability: a case study of Thai port	9. Industry, innovation and infrastructure
Independent and migrant-led unions: workers' struggle among private hire drivers	8. Decent work
The role of foreign patents within the Chinese innovative ecosystem	9. Industry, innovation and infrastructure

Research title	SDGs
Exploring British Muslim women's experiences of entrepreneurship through the intersectionality of gender, race and religion	8. Decent work 10. Reduced inequalities
Corporate sustainability in emerging economies	12. Responsible consumption and production
Three essays on the interaction between public policies, productivity, risk, rural finance, and welfare development	1. No poverty 3. Good health and well-being 10. Reduced inequalities
Communicating the science of functional food for Indonesian obese adolescents with diabetes predisposition: exploring talks, availability and acceptance of functional foods at home	3. Good health and well-being
Factors influencing end-users' acceptance of mobile health services in developing countries: A study on the telecommunication sector of Bangladesh	3. Good health and well-being
Sustainability: non-financial information reporting and performance	12. Responsible consumption and production
Healthcare resilience improvement using collaborative care in responding to disasters	3. Good health and well-being
The determinants of climate change exposure	12. Responsible consumption and production 13. Climate action

### NUBS China PhD research topics:

Research title	SDGs
Hope, gambling or insurance? How do individuals categorize boundary resources in sharing economy platforms	3. Good health and well-being
Too much of a good thing or too little of a bad thing: unravelling the effectiveness of sustainability communication	17. Partnerships for the goals
Rural consumption upgrading within the context of 'Internet Plus' - taking Zhejiang as an example	9. Industry, innovation and infrastructure
An investigation of co-operation in social dilemmas: the role of contextual factors	17. Partnerships for the goals
Healthcare supply chain optimization in emerging countries during high dynamics and uncertainty of epidemic conditions	3. Good Health and well-being
Do female managers improve firm performance in China?	5. Gender equality

Research title	SDGs
Walk the walk: in promoting Chinese corporate social responsibility engagement and its authenticity	8. Decent work and economic growth 9. Industry, innovation and infrastructure
Motivations of the elderly's participation in online communities	3. Good health and well-being
Abusive supervision social comparison and its outcomes: with the perspective of social network	3. Good health and well-being
Optimization of emission reduction strategies based on inter-regional trade	12. Responsible consumption and production 13. Climate action
Study on the effect of rural finance on poverty alleviation in China	1. No poverty
Essays on the moderation and mediation effects of the relationship between corporate social responsibility and financial performance	8. Decent work and economic growth
Transition from irresponsible to responsible management	12. Responsible consumption and production 16. Peace, justice, and strong institutions
Analysing antecedents of stakeholders' CSR attributions	12. Responsible consumption and production 17. Partnerships for the goals

### NUBS Malaysia PhD research topics:

Research title	SDGs
An integrated model of B40 talent analytics in enhancing inclusiveness towards equitable society for IR 4.0	8. Decent work 10. Reduced inequalities
The antecedents of ethical leadership among JUSA officers Malaysian public sector and its effects in shaping moral identity between the leaders	16. Peace, justice and strong institutions
Making Sense of CSR and Sustainability in Business Organisations: Bridging Intuitionism & Individualism	16. Peace, justice and strong institutions

## Appendix 2: Funded projects

Title	From	To	Researchers	SDGs
Exploring green supply chain management in China: strategy-structure-capability-performance perspective	January 2017	December 2020	Dai, Jing	SDG 9; SDG 12; SDG 13
InsurTech Innovation: UK and China as hotspots of the global world	January 2019	November 2021	Duygun, Meryem	SDG 8; SDG 9
Increasing participation of people with disabilities & people from BAME communities in business innovation	February 2019	August 2019	Coogan, Tom	SDG 9; SDG 10
Evaluation of ACP programme	April 2019	April 2020	Timmons, Stephen Kettlewell, Jade	SDG 3
Stage 2: Patient and family involvement in serious incident investigation: a co-design approach to develop national and local guiding processes	June 2019	August 2022	Macrae, Carl	SDG 3
A project to better understand, model and predict food sharing behaviour of users through the use of data analytics	July 2019	June 2021	Harvey, John Goulding, James	SDG 12
Readiness assessment of cloud-based manufacturing systems	July 2019	December 2020	Pawar, Kulwant	SDG 9
Gender specific risks and responses to labour exploitation: the challenge of transferability	August 2019	July 2020	Trautrim, Alexander	SDG 5; SDG 8
Analysis and use of data on domestic workers in North East India collected between 2015 and 2019	August 2019	February 2020	Goulding, James	SDG 8
The BLAST OFF (Bisphosphonate alternative regimens for the prevention of osteoporotic fragility fractures) study	September 2019	August 2021	Bishop, Simon	SDG 3
Evaluation of the by-law component of Anti-Slavery International	September 2019	November 2019	Emberson, Caroline	SDG 8; SDG 16

Title	From	To	Researchers	SDGs
The transnational governance and accountability effects of EU sustainable finance regulation: The case of Irish occupational pension schemes	September 2019	September 2021	O'Sullivan, Niamh	SDG 9; SDG 16
Evaluating a multi-level participatory psychosocial safety climate intervention	September 2019	September 2022	Jain, Aditya	SDG 8
Risk prediction for women's health and rights in Tanzania: Novel statistical methodology to target effective interventions	October 2019	September 2021	Muthuri, Judy Goulding, James Smith, Gavin	SDG 3; SDG 5
Modern slavery and labour exploitation risks in road freight transport and warehousing: An East Midlands case study of risks and prevention	October 2019	September 2020	Trautrim, Alexander	SDG 8
Harnessing collective intelligence for sustainability: Coordination and cooperation in a resource depletion simulation experiment with evolving and overlapping agent neighbourhoods	March 2020	December 2020	Chesney, Thomas	SDG 11; SDG 15; SDG 17
Visiting your "compatriots"? Risk and identity conflicts of Chinese tourists to Hong Kong	May 2020	December 2021	Zhang, Carol	SDG 8; SDG 12
Using AI and machine learning to personalize and improve perinatal health in Zanzibar	June 2020	September 2021	Goulding, James Smith, Gavin	SDG 3
Using and evaluating different forms of engaged scholarship to explore emotional sense-making in small firms	June 2020	September 2020	Touboulic, Anne	SDG 9; SDG 12
Covid-19: Carrying the work burden of the Covid-19 pandemic: Working class women in the UK	July 2020	July 2021	Warren, Tracey	SDG 5

Title	From	To	Researchers	SDGs
Improve accessibility and flexibility of counselling through digitally enhanced counselling service delivery models during and beyond Covid-19	August 2020	February 2021	Toth, Zsofia	SDG 3; SDG 10
Covid-19: The CIVIC Project: Predicting Covid-19 impact on vulnerable individuals and communities via health, deprivation, and loyalty-card data	September 2020	August 2021	Goulding, James Harvey, John Smith, Andrew	SDG 3; SDG 10
To enable academic and career development through publishing, networking and enhancing professional skills within NHS Maternity Services	October 2020	September 2021	Timmons, Stephen	SDG 3; SDG 8
Tackling modern slavery in Malaysian medical gloves factories using a whole-systems approach to the supply chain	October 2020	March 2021	Trautrim, Alexander	SDG 8; SDG 12
UK SMEs: Quantifying their pandemic risk and credit risk exposures in the wake of the Covid-19 crisis	October 2020	April 2022	Duygun, Meryem Wang, Huamao Barakat, Ahmed	SDG 9
Implications of Covid-19 for modern slavery challenges in supply chain management	November 2020	March 2021	Trautrim, Alexander	SDG 8; SDG 9; SDG 12
'I Am My Dignity': Women voices in developing a Moral Capability Assessment Tool (MCAT) for fragile contexts	December 2020	July 2021	Bianchi, Lara Caruana, Robert Kelemen, Mihaela	SDG 5
Vulnerability of live-in care workers in London to modern slavery	January 2021	June 2022	Emberson, Caroline	SDG 8
A blockchain-enabled digital twin for leather traceability: from farm to vehicle	January 2021	June 2021	MacCarthy, Bart	SDG 9; SDG 12
How is Covid-19 impacting women and men's working lives in the UK? Expanding an existing award (on the working lives of working-class women) to explore all workers	January 2021	June 2021	Warren, Tracey Torres, Luis	SDG 5; SDG 10

## Appendix 3: NUBS Modules relating to responsible management

Undergraduate Modules	Sustainable Development Goals
Work and Society	Quality education; gender equality; decent work and economic growth; industry, innovation and infrastructure
Organisational Behaviour	Good health and well-being; gender equality; climate action; life on land; peace, justice and strong institutions; decent work and economic growth
Fundamentals of Financial and Management Accounting	Decent work and economic growth
Business Law	Decent work and economic growth
Entrepreneurship: Theory and Practice	Reduced inequalities; industry, innovation and infrastructure
Business Law	Peace, justice and strong institutions; decent work and economic growth; industry, innovation and infrastructure; partnerships for the goals; reduced inequalities; no poverty; gender equality
Introduction to Economics	Decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production; no poverty
Introductory Econometrics	Gender equality
Managing Tourism and the Environment	Climate action; life below water; life on land; good health and well-being; responsible consumption and production; partnerships for the goals
Tourism Futures: The Challenge of Sustainability	Climate action; life on land; no poverty; sustainable cities and communities; peace, justice and strong institutions; decent work and economic growth; industry, innovation and infrastructure; reduced inequalities; responsible consumption and production; life below water; affordable and clean energy
Financial Accounting and Reporting 1	Decent work and economic growth
Business, Human Rights and Sustainable Development	Climate action; life below water; gender equality; peace, justice and strong institutions; decent work and economic growth; industry, innovation and infrastructure; reduced inequalities; partnerships for the goals; life on land; sustainable cities and communities; responsible consumption and production
International Entrepreneurship	Gender equality; decent work and economic growth; reduced inequalities
Financial Accounting and Reporting 2	Decent work and economic growth
Management Strategy	Decent work and economic growth; industry, innovation and infrastructure; no poverty; peace, justice and strong institutions; reduced inequalities

Undergraduate Modules	Sustainable Development Goals
Managing Business Operations	Clean water and sanitation; climate action; life below water; life on land; no poverty; zero hunger; good health and well-being; quality education; gender equality; affordable and clean energy; sustainable cities and communities; peace, justice and strong institutions; decent work and economic growth; industry, innovation and infrastructure; reduced inequalities; responsible consumption and production; partnerships for the goals
Public Services Management	Good health and well-being; partnerships for the goals; sustainable cities and communities
International Business	Responsible consumption and production
Management Accounting	Decent work and economic growth
International Business	Decent work and economic growth; industry, innovation and infrastructure; no poverty; reduced inequalities; peace, justice and strong institutions
Intermediate Corporate Reporting	Decent work and economic growth; peace, justice and strong institutions; gender equality; partnerships for the goals
Marketing Management	Climate action; good health and well-being; decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production; partnerships for the goals
Firm Strategy and Internationalisation	Industry, innovation and infrastructure
Technology and Organisation	Affordable and clean energy; sustainable cities and communities; industry, innovation and infrastructure; climate action
Marketing and Society	Decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production
Consumer Behaviour	Responsible consumption and production
Business, Government and Public Policy	Decent work and economic growth
Purchasing Strategies and Techniques	Peace, justice and strong institutions
Consumer Behaviour	Responsible consumption and production
Marketing Services	Industry, innovation and infrastructure
Contemporary Issues in Accounting	Decent work and economic growth; partnerships for the goals
Managing Equality, Diversity and Inclusion	Gender equality; reduced inequalities

Undergraduate Modules	Sustainable Development Goals
Advanced Corporate Reporting and Analysis	Peace, justice and strong institutions
Economics of Regulation and Public Choice	Clean water and sanitation; climate action; good health and well-being; quality education; peace, justice and strong institutions; reduced inequalities; responsible consumption and production; affordable and clean energy
Technology Entrepreneurship in Practice	Industry, innovation and infrastructure; responsible consumption and production; good health and well-being; climate action
Business Ethics and Sustainability	Climate action; life below water; life on land; no poverty; gender equality; sustainable cities and communities; decent work and economic growth; reduced inequalities; responsible consumption and production; peace, justice and strong institutions
Advanced Management Accounting	Decent work and economic growth
Business Ethics and Sustainability	Responsible consumption and production; good health and well-being; climate action
Advanced Corporate Reporting and Analysis	Peace, justice and strong institutions; decent work and economic growth; partnerships for the goals
Managing Headquarters-Subsidiary Relationships	Good health and well-being
Managing Business Compliance	Peace, justice and strong institutions; climate action; decent work and economic growth

MSc Modules	Sustainable Development Goals
Accounting and Finance	Partnerships for the goals
Finance and Accounting	Partnerships for the goals
Responsible Business: A Strategic Approach	Climate action, life below water; decent work and economic growth; reduced inequalities; responsible consumption and production; partnerships for the goals; gender equality
Strategic Business Management	Sustainable cities and communities; peace, justice and strong institutions
Audit and Assurance	Peace, justice and strong institutions
Business Planning: Taxation	Industry, innovation and infrastructure
Advanced Management Accounting and Strategy	Decent work and economic growth
Critical Marketing	Clean water and sanitation; decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production
Advanced Issues in Financial Reporting	Responsible consumption and production; climate action

MSc Modules	Sustainable Development Goals
Management Accounting and Control	Decent work and economic growth; partnerships for the goals
Corporate Governance	Industry, innovation and infrastructure; peace, justice and strong institutions
The Economics of Strategy and Market Structure,	Industry, innovation and infrastructure
Quantitative Risk Management	Peace, justice and strong institutions
Launching an Entrepreneurial Business	Industry, innovation and infrastructure
Entrepreneurial Creativity	Responsible consumption and production; sustainable cities and communities; zero hunger
Procurement and Purchasing	Peace, justice and strong institutions
Marketing Management in the Digital Economy	Responsible consumption and production
Business Economics	No poverty; decent work and economic growth; industry, innovation and infrastructure; reduced inequalities; responsible consumption and production
Principles of Marketing	Climate action; good health and well-being; decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production; partnerships for the goals
Employment Relations	Quality education; sustainable cities and communities; decent work and economic growth; peace, justice and strong institutions; reduced inequalities; no poverty
Strategic Human Resource Management	Good health and well-being; responsible consumption and production
Contemporary Developments in HRM/OB	Climate action; life below water; good health and well-being; gender equality; reduced inequalities
Research Methods in OB/HRM	Industry, innovation and infrastructure; quality education
Consumer Behaviour and Analytics	Responsible consumption and production
Marketing Strategy	Climate action; good health and well-being; industry, innovation and infrastructure; reduced inequalities; responsible consumption and production
Critical Marketing	Responsible consumption and production; sustainable cities and communities; industry, innovation and infrastructure
Managing Contemporary Operations: Fundamentals and Challenges	Responsible consumption and production

Title	From	To	Researchers	SDGs
Systematic innovation for food security in China	January 2021	December 2021	Wu, Bin	SDG 2; SDG 9; SDG 12
Signs of the Times: Examining the intended and unintended consequences of shop closure communications during the pandemic in 2020	April 2021	April 2022	Toth, Zsofia McKechnie, Sally Koporcic, Nikolina	SDG 12

MSc Modules	Sustainable Development Goals
Fixed Interest Investment	Quality education; gender equality
Corporate Entrepreneurship and Innovation Management	Decent work and economic growth; industry, innovation and infrastructure
Financial Reporting	Industry, innovation and infrastructure
Business Economics	Climate action; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production; reduced inequalities
Strategies for Corporate Social Responsibility	Decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production
Innovation and Technology Transfer	Climate action; good health and well-being; affordable and clean energy; sustainable cities and communities; industry, innovation and infrastructure
Managing for Sustainability	Partnerships for the goals; decent work and economic growth; responsible consumption and production; sustainable cities and communities; peace, justice and strong institutions; industry, innovation and infrastructure
Quantitative Research Methods for Finance & Investment	Decent work and economic growth; quality education; gender equality
Technology Entrepreneurship	Decent work and economic growth; industry, innovation and infrastructure
Sustainable Tourism Management	Clean water and sanitation; climate action; life below water; life on land; good health and well-being; quality education; sustainable cities and communities; responsible consumption and production; partnerships for the goals
Strategic Entrepreneurial Growth	Industry, innovation and infrastructure

MBA Modules	Sustainable Development Goals
Marketing	Climate action; good health and well-being; decent work and economic growth industry, innovation and infrastructure; partnerships for the goals; responsible consumption and production
Strategic Management	Decent work and economic growth
Marketing – Executive	Climate action; good health and well-being; decent work and economic growth; industry, innovation and infrastructure; responsible consumption and production; partnerships for the goals
Personal Development – Executive	Good health and well-being; decent work and economic growth
Business Ethics – Executive	No poverty; good health and well-being; gender equality; sustainable cities and communities; decent work and economic growth; responsible consumption and production; partnerships for the goals
Managing People	Gender equality; decent work and economic growth
Ethics, Governance and Risk – Executive	Good health and well-being
Sustainable Decisions and Organisations	Industry, innovation and infrastructure; responsible consumption and production; gender equality; partnerships for the goals
Accounting and Finance	Partnerships for the goals
Marketing	Responsible consumption and production; affordable and clean energy
Entrepreneurship and Creativity	Zero hunger; sustainable cities and communities; responsible consumption and production
Entrepreneurship and Creativity – Executive	Zero hunger; sustainable cities and communities; responsible consumption and production
Innovation Management – Executive	Industry, innovation and infrastructure



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