Nottingham University Business School
UK | CHINA | MALAYSIA

PRME Principles for Responsible Management Education
an initiative of the United Nations Global Compact

Sharing information on progress report 2023

Principles for Responsible Management Education

Our tri-campus vision – driving change for a better world

> Interest and ideas permeating throughout the school have generated a wealth of research on **diverse sustainable development challenges** emanating from the range of **business subjects, inter-disciplinary collaborations** and **partnerships.”**
>
> — Lin Wu, PRME lead

PRME CHAMPIONS 2023

PRME: Sharing information on progress report 2023

Executive summary

What is PRME?

Founded in 2007, the Principles for Responsible Management Education (PRME) is the largest organised relationship between the United Nations (UN) and management-related higher education institutions around the globe. PRME has over 800 signatories worldwide, with the shared aim of raising the profile of sustainability in management education and equipping today's business students for delivering change tomorrow.

PRME provides a platform where members work through six principles 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

Nottingham University Business School’s 2023 report highlights our continued commitment and contributions to the achievement of the SDGs through localised and coordinated efforts at our three campuses in the UK, Malaysia and China. As a responsible Business School with a strong research and teaching portfolio, our staff have demonstrated a steady increase in their awareness and initiative to expand the impact of what we do through diverse activities and partnerships.

In this report, we are proud to highlight our key achievements related to the SDGs since 2021 and demonstrate the agreed goal of moving forward as a committed PRME Champion. Over the last four years, we have significantly invested in developing the way in which we gather data and information regarding PRME-related activities across our three campuses. The report details activities carried out in all three campuses along the Six Principles of PRME - purpose, values, method, research, partnership and dialogue.

> Over the last four years, we have significantly invested in developing the way in which we gather data and information regarding PRME-related activities across our three campuses.”

Contents

Executive summary 3
- What is PRME? 3
- PRME and Nottingham University Business School 3

Introduction 7
- Vision 7
- Mission 7
- Headline facts and figures 8
- Meet our PRME tri-campus team 9

Our PRME journey 10
- Highlights and key achievements since 2021 11

Our pledge 12
- Principle 1 **Purpose** 12
- Principle 2 **Values** 12
- Principle 3 **Method** 13
- Principle 4 **Research** 14
- Principle 5 **Partnership** 14
- Principle 6 **Dialogue** 14

Messages from our Deans 15

Introduction 18
- Our approach for this report 18
- Key findings – our SDG strengths 18
- Results from module tagging 19

Principle 1 | Purpose 20
- Introduction 20
- Social and Environmental Responsibility Group (SERG) 21
- Careers 21
- Ingenuity programme 22

PRME: Sharing information on progress report 2023

Principle 2 | Values 23
- Introduction 23
- Athena Swan 24
- Carers' champion: enhancing support for and giving voice to carers 25
- Inclusive approaches to teaching and learning 26
- Supporting our students 27
- Supporting colleagues and their career development 27

Principle 3 | Method 28
- Introduction 28
- Field trips 28
- Competitions 29
- Creative exercises: 29
- Entrepreneurship for Social Change 29
- Experiential learning – problem-based learning activities 30
- Competency-based learning 30
- Supporting hands-on learning or learning by doing 30
- Impactful-five (i5) project 32
- Curriculum mapping 33
- Nottingham Advantage Award modules 34
- SDGs Journalism Summer School and Winter School, China 35
- Assurance of Learning 35

Principle 4 | Research 36
- Introduction 36
- Our research and the SDGs 38
- Research centres and Institutes 39
- Doctoral research 42
- Research and impact across multiple SDG intersections 54

Principle 5 | Partnership 55
- Introduction 55
- Tri-campus highlighted stories 55
- PRME Midlands local network 56
- Global Compact Malaysia 56
- External partners 57
- Green technologies 59
- Renewed and extended collaboration with Business in the Community, UK 60

Principle 6 | Dialogue 61
Introduction 61
Tri-campus highlighted stories 62
Tackling modern slavery 62
Events and workshops in the UK, China and Malaysia 64
UN Global Compact Network Malaysia and Brunei 64
Environmental Sustainability Week, China 66
Drama workshop 67
REthink workshop 67
SDGs Journalism Reporting Exhibition: Paying Tribute to the Power of Youth 67
Clear-your-plate campaign 67
Workshop on circular agriculture in the UK 67
Plant workshop 67
External connections and outreach 67

Looking ahead 68

Appendices 70
Appendix 1: Current PhD research 70
Appendix 2: Funded Projects July 2021 – July 2023 76
Appendix 3: Modules relating to responsible management 85

Introduction

Nottingham University Business School has a long-standing engagement with PRME's global community. This is our seventh SIP report and the process of reviewing our progress over the last two years, and as part of a long-term trajectory, affords a valuable opportunity for reflection. The challenges of sustainable development, at local, national and global levels are daunting and change is often frustratingly slow but, at the same time, the inventiveness of a new generation that is thinking differently about society and ways to approach change is a source of optimism.

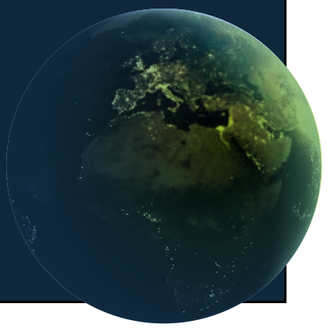
Over the years that our school has been engaged with PRME, there has been significant evolution in responsible management education. We are indebted to both the expert faculty who provided the footing and championed the cause and to teams across the school who have embraced it over a period of twenty years. Interest and ideas permeating throughout the school have generated a wealth of research on diverse sustainable development challenges emanating from the range of business subjects, inter-disciplinary collaborations and partnerships. There have been concomitant developments in student education and experience, from the early days when ethics, responsibility and sustainability were introduced and later embedded into the curriculum to the emergence of a rich combination of learning and engagement opportunities, many led by the student themselves.

In the current SIP report, our PRME team sets out key developments in the school as we work to embed the University of Nottingham's new strategy, with a particular focus on workstreams around culture, future skills, partnerships and engagement and tri-campus collaboration. Alongside these core developments, the SIP illustrates a wide variety of recent innovations and activities across our three campuses that continue to shape the school as an environment for embracing sustainable development.

Vision

The University of Nottingham launched a new strategy in 2020, which the Business School is working to embed across its three campuses in the UK, Malaysia and China.

At the University of Nottingham our vision is to be a **university without borders**, where we embrace the opportunities presented by a changing world, and where ambitious people and a creative culture will enable us to change the world for the better.



Mission

Our vision is underpinned by three additional high-level **mission** statements:

- **We have inspiring campuses in three countries,** energising us to be a globally engaged university that is also committed to making a difference in our cities and regions.
- **We empower and support students and staff** to collaborate in learning, scholarship and discovery across all realms of knowledge, solving problems and improving lives.
- **We are stewards** of a pioneering and entrepreneurial tradition of creativity and innovation.

Headline facts and figures

Across our campuses, we offer 17 undergraduate (BSc/BA) degrees, 27 MSc programmes, a suite of MBA programmes, and up to eight PhD pathways.

17 Undergraduate

27 MSc programmes

Up to **8** PhD pathways

Plus a suite of MBA programmes across all campuses

Students

Number of students enrolled	2019-20	2020-21	2021-22	2022-23
Nottingham University Business School UK				
Undergraduate	1,725	1,878	1,996	2,006
Masters	1,190	775	1,266	1,089
MBA	65	88	88	92
PhD	73	99	99	61
Total	**3,053**	**2,840**	**3,449**	**3,248**
Nottingham University Business School China				
Undergraduate	2,562	2,681	2,885	2,758
Masters	265	295	350	356
PhD	88	152	166	193
Total	**2,915**	**3,128**	**3,401**	**3,307**
Nottingham University Business School Malaysia				
Undergraduate	657	693	627	524
Masters	24	36	31	27
MBA	118	115	160	140
PhD	14	19	24	27
Total	**813**	**863**	**842**	**718**

Staff (March 2023)

Number of staff	UK	China	Malaysia
Academic staff	198	95	27
Non-academic staff	82	16	8
Total	**280**	**111**	**35**

Meet our PRME tri-campus team

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

Lin Wu, PRME Lead, UK

Lin is an Assistant Professor in Operations Management and the PRME lead for the Business School in the UK.

David Park, UK

David is the Dean of Nottingham University Business School UK. He originally joined the university as a Professor of Practice and is an experienced entrepreneur and mentor across multiple sectors and countries.

Isobel O'Neil, UK

Isobel is an Associate Professor of Entrepreneurship and the Athena Swan lead for the Business School in the UK.

Lee Matthews, International Centre for Corporate Social Responsibility, UK

Lee is an Assistant Professor in Business and Society. He teaches Business Ethics and Sustainability and researches ethical sourcing and sustainable supply chain management.

Anne Touboulic, Social and Environmental Responsibility Group Lead, UK

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

Xiaochen Mu, China

Xiaochen is Assistant Professor of Business Law at our China School. His research area includes the intellectual property protections in the digital era, data protection in Big Data and sustainability in environmental law.

Jayalakshmy Ramachandran, Malaysia

Jayalakshmy is Associate Professor of Auditing and Accounting and the Deputy Director for Undergraduate Programmes. Her areas of specialisation include governance, ethics and sustainability.

Anna Spicer, UK

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

Our PRME journey

Nottingham University Business School has a long tradition of being responsible, environmentally-aware, and diverse. Since 2008 when we became a signatory to PRME, we have been striving to incorporate sustainability in our daily operations and development strategy. To ensure wide reach of our principles and impact, the School's tri-campus PRME working group with members from the UK, Malaysia and China, meet regularly to reflect on what we do locally, coordinate activities, and initiate new programmes that deepen the integration of sustainability in our operations.

School and university support plays an essential role in successfully carrying out activities and programmes related to the SDGs. There is a wide range of research funding opportunities, such as the International Research Collaboration Fund, to support researchers' international partnerships for research. Sustainability-related topics, such as labour practice in the Blue Mountain coffee supply chain, tourism inclusivity, and value creation and distribution in the Pu'er Tea supply chain, received awards in 2023. Through these international collaboration projects, we aim to engage in meaningful conversations about sustainability with other parts of the world and strengthen the partnership for more impactful efforts.

To develop the next generations of responsible managers and citizens, we actively communicate sustainability and responsibility to our students in and out of class. Our teaching highlights this to students and all subjects can contribute to the SDGs. As a result, we are witnessing a growth of taught modules with sustainability elements. Our staff also encourage research students to engage in study relating to sustainability, providing the basis for their own efforts and contributions to the SDGs. For further details of our research topics and modules, please refer to the Appendices.

From an operational point of view, there is an impetus from the university to support innovative ideas and projects that can be scaled up across our campuses. For instance, in the most recent round of the internal Strategic Innovation Funding competition, Nottingham University Business School UK was part of two successful pilot projects in collaboration with other schools at the university (Education and Geography) and the sustainability team.

The aims of these were to:

- develop staff and students' awareness and capacity to address socio-ecological challenges
- pilot an 'edible campus' approach - bringing together a range of local community organisations and stakeholders.

These projects started in August 2023 and are evidence of a practical commitment towards driving change in how we address SDG-relevant issues in our operations.

Highlights and key achievements since 2021

Our 2021 report, at the time of the global pandemic, highlighted our efforts across all campuses towards the SDGs despite disruptions and limitations. With the easing of Covid-19 related restrictions in most contexts, we can continue with our projects and start new initiatives.

In the UK, the past two years have witnessed a transition to a combination of online and hybrid teaching and operations and then back to face-to-face. We are proud that most activities, such as teaching, research, and recruitment, were able to be maintained online. As a result, our student numbers and research output remained largely unaffected during the pandemic. In April 2023, the recruitment group led by the Associate Dean for Global Engagement, Professor Jimmy Huang, made its first trip to China since the pandemic to meet partners and prospective students. Our PRME lead, Dr Lin Wu, and Postgraduate Careers Consultant, Teresa Corcoran, were also invited to talk about our PRME journey and the SDG-related student volunteering opportunities with charities and businesses, aiming to communicate our values and principles to students and partners and attract those who share the same.

In China, we continue to deepen our partnerships with various stakeholders. The University of Nottingham Ningbo Campus (UNNC) Environmental Sustainability Committee led by the Dean of Nottingham University Business School China, Professor Kok Wei Khong, successfully held the 2023 Environmental Sustainability Week event working closely with students, academic staff, staff clubs and external partners. The SDGs are highlighted as a key theme in the 2023 UNNC Open Day, demonstrating our efforts to involve students at an early stage to deliver our sustainability values. In addition, our collaboration with government and business also continues to strengthen. Ningbo is one of the most vibrant entrepreneurial cities in China, and private enterprises represent a pillar of the economy. Through the initiative of the Regional Centre of Excellence in Education for Sustainable Development, we strive to help entrepreneurs develop a sustainability mindset and learn sustainability practices, which can then be embedded in their business operations.

In Malaysia, regional collaborations remain the key means for us to carry out our sustainability activities. Our staff are actively working with colleagues from other universities for curriculum development and research projects. In 2022, we released the *Malaysia Businesses Sustainability Pulse Report*, which was the outcome of joint efforts by multiple stakeholders including government agencies, businesses, universities, and the UN Global Compact Network Malaysia & Brunei. This report offers important insights on how local businesses currently perceive sustainability and points out opportunities for further executive education programmes we can offer.

Our pledge

In the 2021 report, we laid out goals for each of the six principles:

Principle 1 Purpose

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

The school aims to drive change for a better world through extended impact, and one of the most important channels to achieve this is through our prior and current students. With the easing of Covid-19-related restrictions, we are resuming in-person events, aiming to engage alumni working in various sectors and geographical areas. In April 2023, the first alumni gathering was held in Beijing, with more than 100 alumni who had graduated across a span of 12 years attending.

The purpose of the event was to bring Nottingham University Business School students together and explore opportunities for co-developing a more sustainable future through regular events. The Beijing alumni gathering was the first time that the voice of past students was sought to establish a strong connection between alumni and existing students. We are devoting significant financial, human and material support for more events in the near future across other locations.

Principle 2 Values

PRME will become more visible as part of the identity of the school. We will develop a specific PRME page on the School's 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. A web page related to **sustainable business** has been established. The tri-campus working group, in collaboration with IT staff, is exploring how we can engage a wider audience through web design.

The PRME working group has reviewed the scope of PRME-related activities and identified resources needed for future work. Especially in China and Malaysia campuses where the local working groups are relatively small, we will develop a proposal where the extra capacity needed for all areas of PRME activities is clearly outlined and submitted it to the school.

Driven by the Social and Environmental Responsibility Group (SERG) and PRME working groups, we have introduced innovative ways of gathering and recording data that are important for us to formalise our PRME activities. With the help of our internal Business School Accreditation Management (BSAM) system, modules and research outputs related to the SDGs can be captured.

Principle 3 Method

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

Sulitest supports universities and schools to integrate sustainability into their programmes and courses. We launched a pilot project with Sulitest in our China campus, which was a success. It is evident that an increasing number of modules have dedicated sessions on sustainability in the form of lectures, case-based seminars, or coursework elements. Sustainability literacy is being developed here at the school, and the next step we will take is to make all efforts systematic, preferably through established programmes such as Sulitest. Currently, an evidence-based proposal is being prepared in the UK for another test launch in the UK campus. More evidence of success will drive the full roll out of Sulitest across all three 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.

Since 2021 when we first started the Nottingham University Business School tri-campus conference, a segment has been dedicated to sustainability-related research for both staff and students to present their work. In the 2023 tri-campus conference, sustainability-related studies on modern slavery, poverty in Kenyan artisanal gemstone mining, and the impact of supply chain finance on ESG performance were presented and discussed. In the following years we aim to deepen our collaboration with the tri-campus conference committee and further encourage sustainability research. An award will be introduced at the conference to recompense the impact of our staff and students' research. We will also hold other forms of tri-campus events to exchange ideas in teaching, partnerships, and internal operations. One of the School's strategic aims is to embed sustainability as part of our identity.

Principle 5 Partnership

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

The assessment of impact of our work is a long-term endeavour. The impact study is a priority goal for our work. So far, we have collected information on activities that relate to sustainability partnerships and are discussing ways of collecting perspectives of the partners. Impact will be assessed primarily on depth, through the change that has been caused to the partners by the collaboration, and insights from the quantified indicators they use. Sustainability partnerships are a key way for us to achieve our strategy and realise our vision, and are a crucial step in using our expertise to fuel a better future for all.

Principle 6 Dialogue

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

We acknowledge that interactions with key stakeholders, such as staff, students, and businesses, is not enough for us to achieve our strategy. A wider range of stakeholders, as outlined in PRME Principle 6, needs to be actively engaged for us to extend our impact. A series of events have been held across our three campuses, as shown later in Principle 6, and recorded on our social media to reach an even wider audience. In Malaysia, we continue to work with the UN Global Compact Network Malaysia and Brunei and organised a forum on the relationship between business schools and industry in promoting sustainability and the SDGs. In China, the Environmental Sustainability Week was held in 2023 with a theme of 'earth hour', where a wide range of stakeholders were involved exchanging ideas related to climate change and the nature. In the UK, colleagues have organised various events with external partners including local schools to discuss how research output can be used to educate the next generation and applied in practice.

Messages from our Deans

Nottingham University Business School UK
David Park

I am delighted that our school continues to deliver such an external impact linked to the SDGs and the PRME principles. We have been world-leading pathfinders for decades: developing and delivering innovative teaching and research activities linked to the key issues that must be addressed to drive positive change in the areas of sustainability, corporate social responsibility and ethics.

As we approach our 25th Anniversary Year, Nottingham University Business School is looking forward to how we will continue to ensure that future leaders have the skills needed to balance economic and sustainability goals.

In this report, you will read examples demonstrating the breadth of activities undertaken by our students and staff, across multiple countries, and the measurable impact this is having on both people and planet.

Initial preparations are also now underway to move the Business School to the University of Nottingham's newly acquired city centre location, Castle Meadow Campus. This opportunity is already driving change within our organisation and promises exciting opportunities for our staff, students and external partners to engage more extensively with our city and region in pursuit of positive change.

Here's to the next 25 years of positively making a difference.

Nottingham University Business School Malaysia
David Goodwin

Nottingham University Business School in Malaysia is committed to producing high-quality graduates that are global in outlook, renowned for their focus on sustainability and ethical business practices.

We are proud to be a research and knowledge exchange leader in uplifting environmental protection and sustainable development throughout the ASEAN region, and beyond. By creating heightened levels of awareness and culture, leveraging our expertise and that of our industry partners, we can make a real difference to outcomes in our corner of the globe.

In all our activities, we are guided by the Principles for Responsible Management Education and the frameworks of the United Nations Sustainable Development Goals.

A key focus for us has been achievement of tri-campus alignment and leadership in the implementation of responsible management education across the University of Nottingham's Business Schools in Nottingham (UK), Ningbo (China) and Kuala Lumpur (Malaysia). Our aim has been to embed a culture of environmental sustainability as a common and reinforcing thread within all the activities of our university, with our schools acting as provocateurs and custodians of best practice. This is being achieved.

We look forward to the major contributions our graduates can be expected to play over the decades ahead in ensuring our Earth is a sustainably cleaner and better planet.

PRME: Sharing information on progress report 2023

Nottingham University Business School China
Kok-Wei Khong

As the Dean of Nottingham University Business School China, I am proud to affirm our commitment to the Principles for Responsible Management Education (PRME).

At Nottingham University Business School China, sustainability is a critical issue that requires urgent attention. We recognise that business education plays a critical role in developing responsible future leaders who can contribute to the sustainable development of society. By incorporating the principles of PRME, we strive to integrate sustainability into our curriculum, research, outreach, and institutional practices. We aim to instil in our students the values of social responsibility, environmental consciousness, and ethical decision-making.

Our school is actively involved in supporting the SDGs, to achieve a better and sustainable future for all. We engage with the wider community, including businesses, NGOs, and policymakers, to promote the adoption of sustainable practices and drive social and environmental change. In 2023, we started the process of establishing the foundation for a Regional Center of Expertise in Education for Sustainable Development. It is a platform to empower enterprises in corporate sustainability development, but more importantly, a firm step for us to closely engage with the boost of circular economy in a local, national and global level.

As part of our commitment to PRME, we aspire to continuously refine our practices and reflect on our impact as an institution. We believe that the challenges we face require collective action and collaboration. We are proud to be part of the PRME community and will continue to work towards a more sustainable future.

Introduction

Our approach for this report

As with the process of developing previous reports, we found one of the biggest challenges in writing this report to be the comprehensive inclusion of data. We have combined different approaches, ranging from voluntary self-reporting to the use of module and publication tagging on our School's digital system. This gives us the chance to track our modules and research outputs with sustainability elements. For instance, from the module and research output tagging data, our current strengths lie in SDGs 8, 9 and 12 for teaching and SDGs 3, 8, and 9 for research (please see the table below for details). While it is good to see consistency on SDGs 8 and 9 in both areas, we acknowledge that other SDGs, such as 2, 6, 14 and 15, are fields where more effort is required.

We acknowledge that this quantitative data does not provide us with the quality or depth of information we require. Therefore, the PRME team invited all staff in the three campuses to self-report teaching, research, and external engagement activities that they wish to highlight in the report. As a result, we have received a good number of responses, and the quantitative and qualitative data jointly made this report possible. We acknowledge that the data we have is by no means exhaustive and complete, and it remains a priority for us to develop ways of data gathering for future reports.

Key findings – our SDG strengths

> “The PRME team work closely with the IT team of the school to add the SDGs to the system, inviting staff to tag the relevant SDG(s) when updating their profiles. This gives us the chance to track our modules and research outputs with sustainability elements.”

Results from module tagging

Diagram shows module connections identified to SDGs (dated 2021 to March 2023)

Sustainable Development Goals (SDGs)	Modules (%)	Percentage of all publications with SDG focus (%)
SDG 1 No poverty	3.6%	1.6%
SDG 2 Zero hunger	0.6%	0.6%
SDG 3 Good health and well-being	6.2%	12.3%
SDG 4 Quality education	4.2%	2.4%
SDG 5 Gender equality	6.4%	5.1%
SDG 6 Clean water and sanitation	1.4%	0.4%
SDG 7 Affordable and clean energy	2.2%	2.5%
SDG 8 Decent work and economic growth	13.7%	14%
SDG 9 Industry, innovation and infrastructure	2.3%	22%
SDG 10 Reduced inequalities	5.6%	7.1%
SDG 11 Sustainable cities and communities	5.0%	5.0%
SDG 12 Responsible consumption and production	12.6%	9.0%
SDG 13 Climate action	7.8%	4.8%
SDG 14 Life below water	2.8%	0.2%
SDG 15 Life on land	2.5%	0.8%
SDG 16 Peace and justice, strong institutions	7.0%	3.0%
SDG 17 Partnerships for the goals	5.9%	3.2%

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

Our mission clearly emphasises the strategic importance of ethics, sustainability and social responsibility, as exemplified in our high-profile endorsement of the Principles for Responsible Management Education.

We can evidence an increasing variety of examples of how staff embed the SDGs in curricula and actively 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. The examples detailed in this year's report are new and add to those previously reported. Many existing initiatives continue and actively advance the PRME goals but are not repeated here. Examples from our earlier PRME reports that are still major areas of Principle 1 activity in the school include:

- Delivery of a core module on Business Ethics and Sustainability in the third year of all undergraduate degrees, and optional modules for most students on our taught master's degrees on Managing for Sustainability and Business Ethics and Human Rights.
- The MBA programme includes a sustainability 'golden thread' that is explicitly embedded in core modules including the capstone Sustainable Decisions and Organisations module. Students wishing to enhance that element of their degree can also select Business Ethics as an elective.
- The school hosts the International Centre for Corporate Social Responsibility.

We see Principle 1 and Principle 2 as underpinning our approach to responsible management research and education as well as our external engagement strategy.

Social and Environmental Responsibility Group (SERG)

SERG UK is led by Dr Anne Touboulic and currently includes academic staff, professional services staff and student representatives. SERG concerns itself with influencing our strategy around social and environmental challenges and shaping policies and practices within the school around research, teaching, external engagement and internal operations.

The relationship with Business in the Community (BiTC) is overseen by SERG and this has been renewed and expanded as discussed later under Principle 5. The plan for SERG over the coming years is to focus on several priority actions to drive change for positive social and environmental impact. The working group meets once a month and is currently developing a Student Sustainability Consultancy initiative and collaborating with other schools at the university and the central Sustainability Team around two themes: Embedding Sustainability Education (with Geography) and Edible Campuses (with the School of Education). Several members of SERG UK are also part of the Environmental University of Nottingham group, an initiative by Professor Andreas Bieler (School of Politics and International Relations) which seeks to promote activism on ecological challenges across the university.

UNITY IN THE COMMUNITY

Careers

Our UK Careers team, led by Julie Blant, explicitly seeks out SDG-related student volunteering opportunities with charities and businesses through the School's partnership with BiTC. For example, partnership with the Digital Content Creation for Unity in the Community initiative (https://uitc.co.uk/) has led to several of the School's postgraduate student projects researching the take-up of health services by young, black males in Nottingham.

SDG 3 | Good health and well-being

We host external experts from the UN to engage with staff and students' potential careers through the United Nations Development Programme (for example Jean-Luc Marelin, Partnerships and Talent Acquisition Specialist – November 2022)

SDG 8 | Decent work and economic growth

Ingenuity programme

The Ingenuity Programme provides start-up skills and training, networking, mentoring, and routes to funding for early-stage impact driven businesses to make social and environmental change. The programme focuses on supporting business ideas that can build stronger communities, improve health, and tackle climate change. In 2022, the Ingenuity Programme delivered over £750,000 of net social impact, engaged 264 changemakers in 400 hours of enterprise training and awarded £89,000 in seed funding.

Ingenuity is open to all, including students and graduates from participating UK universities as well as local community members of the public and unincorporated community organisations from across six UK regions: East Midlands, West Midlands, Yorkshire & Humber, South West, South Coast and South East of England. The programme supports participants to turn ideas for change into exciting new ventures and adopts an agile and flexible approach to ensure we are diverse, inclusive, and accessible. The programme is sponsored by Nuffield Health, and supported by Shakespeare Martineau, Engineers in Business and Santander Universities.

Delivered
£750,000
net social impact

Engaged **264** changemakers in **400 hours** of enterprise training

Awarded
£89,000
in seed funding

SDG 5 | **Gender equality**
SDG 8 | **Decent work and economic growth**
SDG 10 | **Reduced inequalities**
SDG 11 | **Sustainable cities and communities**
SDG 17 | **Partnerships for the goals**

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

We consider the PRME values in three ways. First, within our teaching and student experience work. We strive to develop the knowledge and mindsets for our graduates to become socially responsible managers and business leaders of the future, and support our students in being integral members of our community. Second, values will take centre stage in the planned move to Castle Meadow Campus to achieve growth and quality enhancement plans. Third, culture, in the form of the behaviours, interactions (formal and informal) and language we adopt to foster an inclusive and responsible working environment within the school.

In relation to teaching and the student experience in the school, we are proud to highlight several of our initiatives in the Inclusive Approaches to Teaching and Learning section. These include work on decolonising the curriculum and authentic assessment. In the Supporting our Students section we highlight the investment we have made in our personal tutoring approach amongst other efforts.

At the level of strategic planning for future growth and development, our UK Investment Case outlines a promising set of developments for securing previous work developed in the Culture Workstream. Throughout 2021, colleagues gathered insight across the university's six values:

- **inclusivity**
- **ambition**
- **openness**
- **fairness**
- **respect**
- **quality**

Effort continues to further cement these values, which form the cornerstone of the university's Building a Culture for Success, into our role profiles, recruitment, performance review, and development conversions with all members of staff. A refreshed workstream is being developed under Helen McNamara, the university's Director of Organisational and People Development, and her team will explore the culture of the school with the aim of ensuring that inclusion and belonging, teamworking, and trust remain central to its more implicit

processes. This culture workstream is a key enabler for Castle Meadow and will move us towards improved and more inclusive ways of working. By laying this groundwork, we will have a strong foundation for new academic investment and future growth; the identified six values will form the cornerstone of the plan for quality enhancement and performance improvement.

To understand and track staff sentiment about culture, especially around inclusivity, access to career support, mentoring and overall working environment, we carry out regular staff surveys and engage in careful analysis of both the quantitative data and the open-ended comments. We have an active Equality, Diversity and Inclusion committee that meets quarterly (see feature EDI Committee). In addition, we devote resource and attach importance to the processes around accreditation; a core team track and monitor progress towards our goals as a triple-crown accredited Business School, as a Bronze Award Athena Swan recipient (see feature Athena Swan) and as a PRME champion. Taken together, these activities secure our pathway to being a values-led Business School that reflects and adapts to the needs of our staff and student communities.

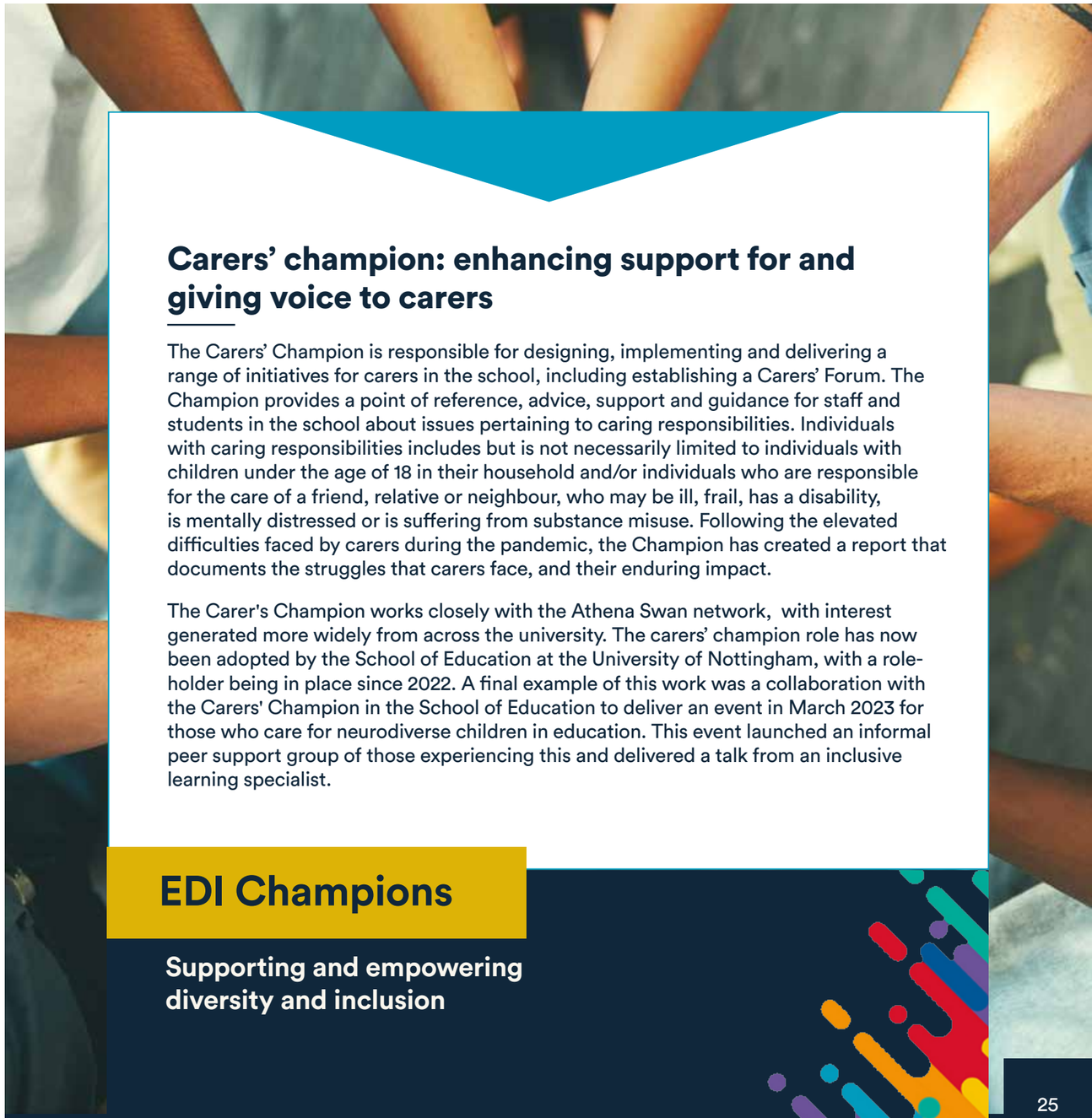
> “...teamworking, and trust remain central to its more implicit processes.”

Athena Swan

The UK School achieved the Bronze Award for Athena Swan in September 2020 (valid until September 2025), which placed us as a relatively early business school to achieve the accreditation. The current action plan has 26 clearly identified goals across the key criteria. Progress is reviewed four times a year by the Athena Swan self-assessment group (SAG) which reports to the school’s EDI (Equality, Diversity and Inclusion) committee. The SAG leads efforts towards re-accreditation and operates with a distributed leadership model with section leads acting as champions to build bridges between the commitments in the action plan and other role-holders in the school. The SAG focuses on three to five clusters of actions each year and, with the assistance of the Head of Operations, these priorities are further embedded within the daily business of the school for the relevant role holders. This way of working provides a clear structure and focused steps to implement the action plan, and secures the resources needed to support that implementation. Taken together, this continuation of effort builds strategically on the wide-ranging and inclusive Athena Swan process we have undertaken. In summary, we have safeguarded our commitment to Athena Swan, and the values of inclusivity, to ensure that we embed gender equality in everything that we do.

> “We have safeguarded our commitment to Athena Swan, and the values of inclusivity, to ensure that we embed gender equality in everything that we do.”

Key areas of success emerging from Athena Swan to date include the creation of the Carers’ Champion role, tailoring of guidelines and checklists for leave-takers and returnees with a dedicated workload allocation for returnees following a career break. 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, a new system has been established to track staff engagement with training, and a new induction workshop on EDI for new starters in the school.



Carers’ champion: enhancing support for and giving voice to carers

The Carers’ Champion is responsible for designing, implementing and delivering a range of initiatives for carers in the school, including establishing a Carers’ Forum. The Champion 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 individuals with children under the age of 18 in their household and/or 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. Following the elevated difficulties faced by carers during the pandemic, the Champion has created a report that documents the struggles that carers face, and their enduring impact.

The Carer's Champion works closely with the Athena Swan network, with interest generated more widely from across the university. The carers’ champion role has now been adopted by the School of Education at the University of Nottingham, with a role-holder being in place since 2022. A final example of this work was a collaboration with the Carers' Champion in the School of Education to deliver an event in March 2023 for those who care for neurodiverse children in education. This event launched an informal peer support group of those experiencing this and delivered a talk from an inclusive learning specialist.

EDI Champions

Supporting and empowering diversity and inclusion

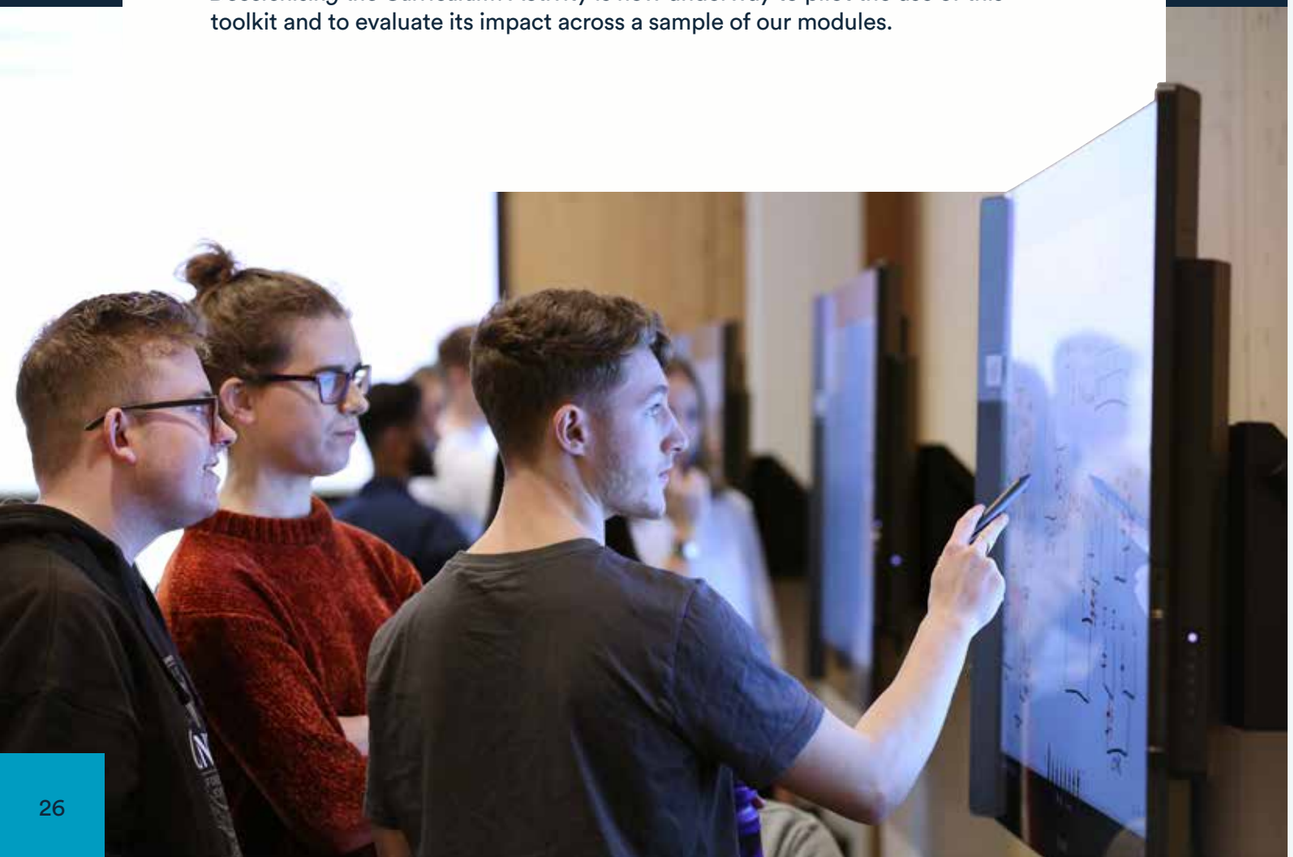
Inclusive approaches to teaching and learning

Our emphasis on responsible education is exemplified through several initiatives relating to inclusive teaching and learning.

Within the school, our Disability Liaison Officer advocates for teaching and learning materials to adhere to accessibility requirements. For example they have hosted an event to gain students' perspectives, deployed resources to correct captions on videos used for teaching purpose, developed staff training, and a resource for staff about inclusive teaching and accessibility.

Our online learning platform benefits from a bespoke Virtual Learning Environment (Moodle) template that delivers best practice for accessibility. In addition, some of our modules are now early adopters of the Brickfield plug-in which is an accessibility diagnostic tool for Moodle content. We have an active Community of Practice (Teaching Innovations) which hosts regular training and discussion sessions, allowing staff to reflect on the changing context of higher education. Recent events have covered academic misconduct and the use of AI, and reviewed examples of where colleagues are deploying authentic assessment in our modules. Overall, we are making firm progress toward accessibility and the high levels of our awareness was praised by the school's recent Educational Enhancement and Assurance Review.

A further exemplar of values-led teaching and learning effort stems from colleagues' contributions to a wider faculty group tasked with decolonising the curriculum, with notable leadership from Dr Terri Holloway and Professor Judy Muthuri. This team has created *A Guide for Critical Reflection and Action towards Decolonising the Curriculum*. Activity is now underway to pilot the use of this toolkit and to evaluate its impact across a sample of our modules.



Supporting our students

Throughout the school, we prioritise creating quality learning environments where learning objectives are transparent and where all students are supported to achieve their potential through:

- **built-in lecture engagement activity across all modules**
- **availability of module convenors and teaching colleagues**
- **support from Education and Student Experience staff in the UK, by Student Services in Malaysia and the Faculty Office and Hub staff in China.**

Personal tutors: Every student is allocated a Personal Tutor. They support, encourage and guide students to maximise their academic potential, personal development and gain professional and employability skills. The Personal Tutor can signpost to other student support and development services within the school and the university.

Support and Wellbeing Managers: In the UK, each Faculty has dedicated Support and Wellbeing Managers to provide pastoral support and signpost students to the university's qualified counsellors. Central support from Education and Student Experience staff 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 our Malaysia School, or the Counselling Service and Mental Health Advisers in China.

Supporting colleagues and their career development

As the Athena Swan accreditation and EDI committee's actions and achievements highlight, the school seeks to shape a collegial and inclusive working environment, where colleagues achieve success in their careers. While many positive features are recognised, there are some areas for future action especially with the future campus move and the creation of a new Culture Workstream to support the accompanying period of expansion and growth.

In relation to initiatives already in place to support colleagues' individual ambitions, we hold Appraisal and Development Conversations annually. These help colleagues to identify their goals, objectives and development needs, and provide clarity and support through the promotions process. In a recent staff survey, 69% of colleagues agreed or strongly agreed that they have had a positive conversation in relation to their career development. This support for career development often stems from the colleagues' line managers, and from others from within their departments and immediate teams who encourage each other to engage in CV building activity and other career development opportunities. Indeed, the departmental structure can be celebrated as an effective mechanism to ensure that we are perceived to be a place to 'get along' in a role; within some departments we find collegiality at its best. For example, from the outset of the pandemic, the Haydn Green Institute held weekly catch-up meetings on Teams. This provided the team opportunities to celebrate their successes and good news, to raise EDI events and information, and to review teaching and learning together. 77% of school survey respondents agreed, or strongly agreed, that their department or team promotes a supportive working environment.

Not all aspects of the school survey achieved such positive feedback – areas such as mentoring, especially for professional services staff signal a need to reflect and create better support for colleagues' career development and progression. Mentoring and role modelling are key areas of the Athena Swan action plan and will be a focus in the new Culture Workstream, demonstrating that we respond to shortfalls to ensure that we reflect our values.

Athena SWAN Bronze Award
GENDER CHARTER

Principle 3 | Method

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

Introduction

Our students learn about sustainability in a variety of engaging ways, including field trips, competitions, problem-solving activities, creative exercises and competency-based learning. As a school we will continue to enable effective learning experiences for responsible leadership through innovative teaching approaches.

Field trips

Students taking the Sustainable Tourism Module (available to MSc International Business, MSc International Tourism Management, MSc Management and MSc Marketing students) can benefit from two types of field trip. Students take photographs, make notes and recordings, which are then be used in their assessments.

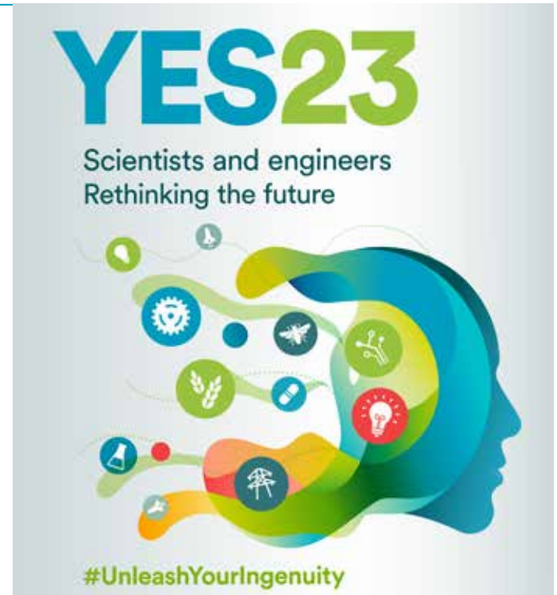
The first field trip is based on the dérive strategy for experiencing city spaces. Students are encouraged to explore the familiar Nottingham cityscape and view it with fresh eyes, and experience it by tuning into the sensory and psychological experiences of aimless wandering. On the second field trip, students visit a sustainable tourism destination, such as Welney Wetland Centre. Students reflect on the rise of nature tourism and the operational challenges faced by environmental organisations and private sector operators that provide access to conservation sites in modern Britain.

Competitions

The award-winning global Your Entrepreneurs Scheme (YES) is organised by the Haydn Green Institute in collaboration with Biotechnology and Biological Sciences Research Council (BBSRC), GlaxoSmithKline plc, Stevenage Bioscience Catalyst, Syngenta and Midlands Innovation TALENT.

Now in its 28th year it has enabled over 6,300 researchers (53% female) to develop an understanding of commercialisation by deploying novel science and engineering to address environmental and societal challenges.

Reviews of the competition have shown it to develop valuable transferable skills, including: commercial leadership and communications skills, creative problem solving, financial awareness, entrepreneurial mindset and teamwork. Past participants consistently stating YES as the key driver for them to realise their research impact potential through endeavours such as spin out companies, broker licensing deals with multi nationals, new social enterprises and award winning outreach programmes.



Enabled over **6,300** researchers

53% female

Creative exercises: Entrepreneurship for Social Change

Using taught social entrepreneurship frameworks, undergraduate students work in groups to create a social impact venture. First they identify the beneficiary’s needs and then proceed to identify the purpose, mission and vision of the project, develop a business model, identify sources of funding and finance, and finally, they decide how social impact will be measured and reported. This creative approach to studying entrepreneurship for social change enables students to develop their social entrepreneurship competencies, which will stand them in good stead for creating real social impact ventures.

Annabel Mair, a third year Business School student:

“My group is working on a project that tackles social inequalities within the university and through setting up a social enterprise that redistributes preloved work clothes to students from low socioeconomic backgrounds helping them feel confident when applying for jobs and placements. The module has been fantastic helping the team stick to our mission and offering support and ideas to drive our project plan forward ready for implementation.”

enactus

This project has since been incorporated into Enactus Nottingham’s portfolio as Suits. It partners with students and businesses to provide donated work clothes to be sold at a discounted price.

Experiential learning – problem-based learning activities

On Sustainable Decisions and Organisations, a core module on our MBA programme, students in both the UK and Malaysia engage in experiential learning to develop a sustainability strategy for a fictional clothing business.

For the teaching week, students form a Sustainability Team consisting of a Chief Sustainability Officer and various Sustainability Manager roles (Operations, IT, Human Resources, Marketing and Finance). The team produces a sustainability strategy for the company, which they present to the company's board. They manage a crisis, culminating in the presentation of their crisis management strategy to real journalists in a press conference. Through these experiences, students gain experiences of sustainability leadership, developing and reflecting upon the skills needed to make sustainable decisions and create responsible organisations. The module integrates and reflects upon the interdisciplinary nature of the MBA programme and challenges students' understanding and application of the material presented on the core MBA modules.

On our undergraduate Business Ethics and Sustainability module, across all three campuses, students are introduced to theories and practices of business ethics and social responsibility in national and global contexts. They also consider frameworks for decision-making and issue management, as well as sustainable business models. Industry guest speakers provide valuable real-life illustrations bridging theory and practice. Class discussions and coursework are centred around simulated real-life situations of ethical dilemmas in business and how business decisions impact the SDGs.

Competency-based learning

In the Managing for Sustainability module, MSc students develop their responsible management competencies through engaging in experiential learning. Students work towards the eight key competencies for sustainability set out in UNESCO's 2017 *Education for Sustainable Development: Learning Objectives* guide. The module encourages students to understand which competencies are needed to be a responsible leader and reflect on their progress towards developing their competencies for sustainability through class activities.

Supporting hands-on learning or learning by doing

Enactus Nottingham is a social enterprise set up and run by students at the University of Nottingham. It represents a unique opportunity for students to learn how to responsibly manage a real business. Students are supported in their learning by a team of university advisors (UAs), who share their insights and advice with the Enactus managers and the Skills and Development Manager.

Enactus Nottingham participates in the annual Enactus UK competition, winning it in 2022. At the Enactus UK national finals in April 2023, Jacqueline Andrews was awarded University Advisor of the year.

New module on Food Systems Futures, UK: An action-learning approach

A new optional undergraduate module has been developed by Dr Anne Touboulic based on her decade-long work around supporting socio-ecological transitions in food systems.

This module considers the critical issues related to transitioning to sustainable food production and consumption systems. Sustainable transition here refers to advancing towards systems that are equitable and can work within ecological limits, and includes:

- food poverty and security agendas
- contribution to emissions and climate change
- connection to land systems and usage
- biodiversity
- socio-economic organising rooted in post-colonial and power imbalanced approaches

Food systems are complex and extended networks set up to bring goods to our table, which consist of interconnections between food producers, manufacturers, retailers and consumers. Globalisation and industrialisation have irrevocably shifted the way our food production and consumption systems are organised.

With the climate crisis unfolding before our eyes and the complex nature of the ecological challenge it represents, we need to ask vital questions and these underpin the module:

How will we rethink our relationship with the natural environment?
How then will we organise our production and consumption systems to ensure that we live within ecological limits?
What models of organising will emerge, which will be promoted, which will become redundant?
Who will win and who will lose in the process?

The module adopts a multi-level perspective from systemic trends to the role of national and international regulation and governance, global supply chains and organisations.

The module is grounded in an action-learning approach and is delivered in collaboration with a range of organisational partners operating in the local and international foodscape. These present challenges to students who apply knowledge and techniques from the module to explore and address these challenges and offer recommendations.

Impactful-five (i5) project

The university has successfully fostered an innovative environment for students to develop as responsible leaders, but we also know that the transition towards sustainability is in its early stages and there is much work to be done to create an education system that fully supports this transition.

As part of our commitment to continuously develop as a provider of responsible leadership education, we are participating in the Impactful-five (i5) program, which aims to *"develop pedagogical adoption of playful learning for holistic development among the PRME network of global leadership educators"* (PRME, 2023).

The five characteristics of the i5 pedagogy are:

- make learning meaningful
- facilitate active engagement
- design for iteration
- develop supportive social interaction
- foster joy and well-being

As a PRME Champion, we were invited to join this three-year programme. We hope that through our participation we will increase the effectiveness of our responsible education and contribute towards the development of PRME's pedagogic methodology through sharing our experiences delivering responsible education in innovative and engaging ways.

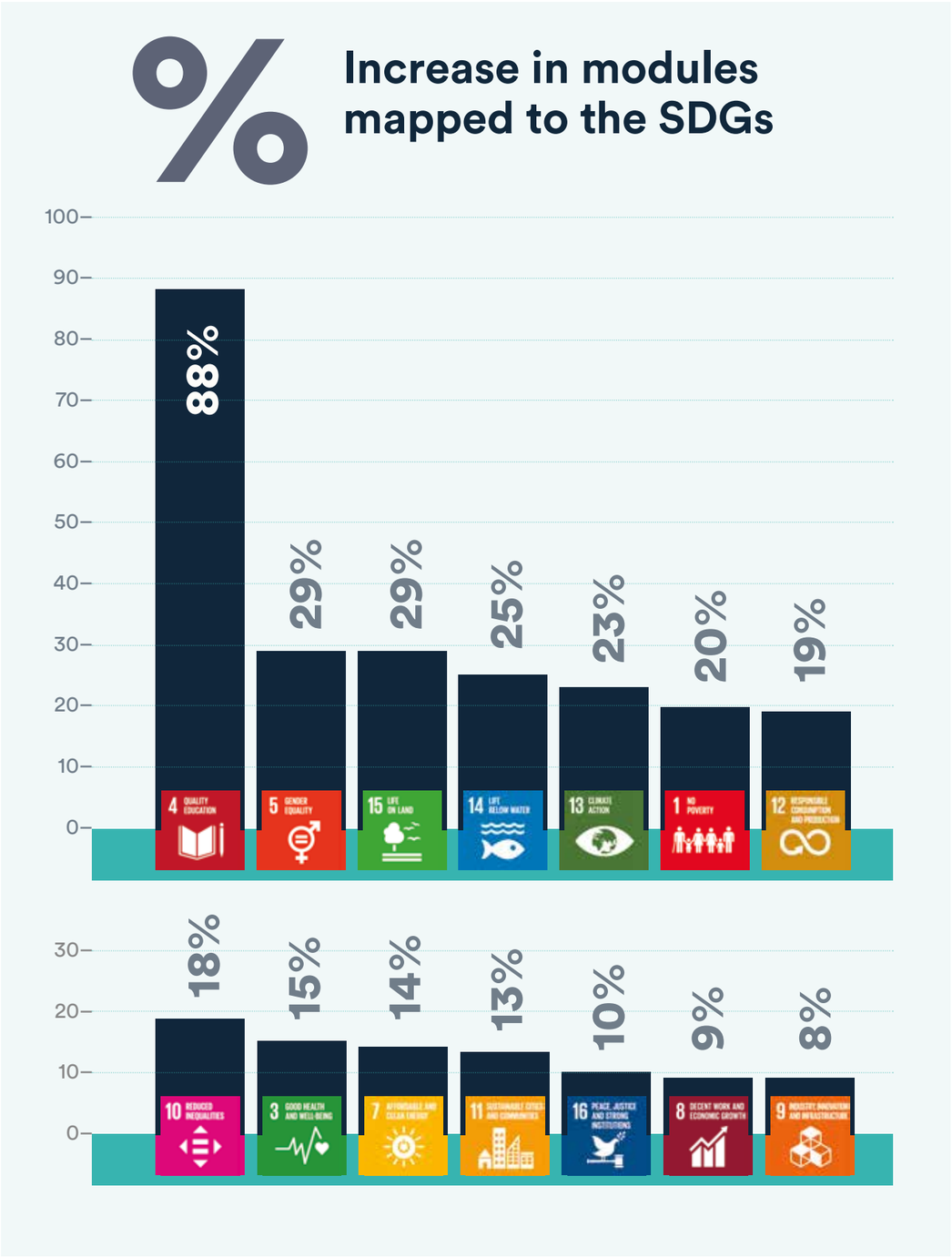
Dr Lara Bianchi, International Centre for Corporate Social Responsibility, i5 participant:

"I convene a popular UG Module on Business, Human Rights and Sustainable Development. While some of the principles of the i5 system are already part of the teaching offer - including guiding students in critical reflection about their values and learning journeys on the role of business in society, and their respect for human rights and sustainable development – the teaching team aims to adopt other i5 practices.

For the academic year 2023-24, our priority will be on facilitating active engagement, strengthening direct connections with communities and impacted stakeholders to examine Business and Human Rights and sustainable development issues. In a guided discomfort that crosses the boundaries of mainstream business theories, students will be invited to adopt a deep multi-disciplinary approach to develop more impactful problem-solving skills for the achievement of the SDGs. Having the i5 is helpful guidance for lecturers, with the aim of building a more meaningful teaching in business schools for the benefit of society."

Curriculum mapping

We continue to develop our processes for mapping our modules to the SDGs. Our systems now record links to the SDGs as essential information. In the diagram below, you can see the growth across all three campuses in the number of modules mapped to the SDGs since our 2021 PRME report:



Nottingham Advantage Award modules

The Nottingham Advantage Award (NAA) is the university's employability award. The aim of the NAA is to ensure that students can develop a range of attributes and skills by engaging in activities that enhance their overall learning experience and employability.

In today's rapidly changing and converging media environments, it is essential to integrate the SDGs and digital technology as an output of the goals in the Journalism Reporting project. Co-funded by the Erasmus+ Programme of the European Commission, the University of Nottingham Ningbo China (UNNC) initiated an NAA module – Reporting SDGs – introducing up-to-date concepts and best practices in SDG journalism. This module involves discussing the role of journalism in raising awareness of SDGs and analysing key issues and challenges in reporting SDGs across contemporary society. It includes engaging discussions and analysis of pressing issues and challenges in reporting SDGs and exploring best ways to champion SDGs in the global and digital era.

To expose students to sustainability values and global challenges of the world, UNNC offers students the sustainability strand in their curriculum in the form of NAA Sustainability module.

It aims to encourage students to be proactive and become sustainability-conscious in their consumption options and life choices. The module also trains students to critically evaluate the challenges of the world and work with others in a simulation exercise.

Around 100 students were registered in autumn 2022-23. The first semester focused on the general knowledge of sustainability, the SDGs, and global challenges. It was delivered through three lectures, an online simulation game, short personal reflection statement and an online sustainability knowledge test.

Around 30 students registered for the spring module 2022-23. Students worked in groups and student-led sustainability projects were performed on campus to promote the sustainability goal of the university. The progress of the group was supervised by a staff member and supported by NottinGreen, the UNNC student club.

More than
130 **students attracted to the NAA SDG module**

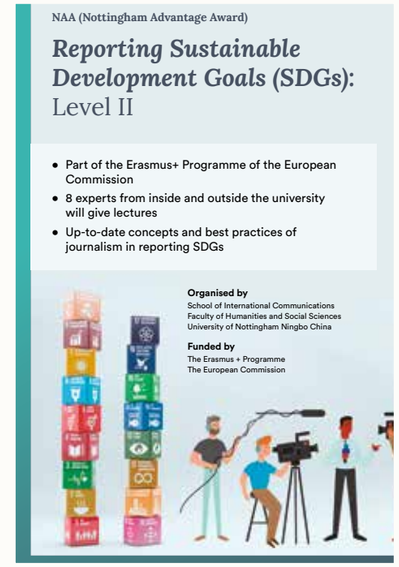
PRME: Sharing information on progress report 2023

SDGs Journalism Summer School and Winter School, China

In early summer 2022, the *SDGs Journalism Summer School (SJSS)* was held at UNNC. This one-week-long intensive course was a test-run for the delivery of a NAA module on Reporting SDGs. The objective was to help students understand the important role journalism plays in achieving the United Nations' Sustainable Development Goals, in addition to developing knowledge and skills in producing multimedia news reports.

In total, 24 students from three Faculties (China, Faculty of Humanities and Social Sciences, and Faculty of Science and Engineering) participated in this interdisciplinary course.

The SDGs-focused online taught *Journalism Winter Workshop* held in January 2023, was led by five UNNC professors and hosted 51 students from eight universities. Topics included: Introduction to SDG journalism, Localising SDGs, Sustainable Cities and Communities, Communicating the SDGs, and Communicating SDGs Stories the Innovative Way.



In total, the courses attracted
75 **students from eight universities**

Assurance of Learning

The School's Assurance of Learning process enables the effective evaluation and improvement of student learning. Through collaboration with course directors we have developed AoL curriculum maps for each course. This approach has enabled us to align our assurance of learning and curricula management in line with our mission and vision.

In 2021, we incorporated a measure that asks students to discuss the importance of sustainability issues, explain the challenges and opportunities for the present and future and to identify effective management approaches to make business practice more sustainable and responsible. This is being rolled out across our programmes and where it is assessed, students have demonstrated competency 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

We have a vibrant organisational culture with a strong focus on sustainability, and as a result, a healthy pipeline of sustainability-related research initiatives and output is being nurtured. In line with our mission – educating and influencing people from across the world to become leaders in sustainable business and management – the impact of our research is increasingly established and strengthened in a wider coverage through our unique tri-campus configuration.

Since our last report, **in the UK** we have witnessed a surge of sustainability-related research efforts and outcomes, including those from established and early career researchers, and those from doctoral students. School-wide topics cover food waste reduction, food resilience and security, equity in supply chains, tourism inclusivity, green entrepreneurship, workforce diversity, the impact of sex education, modern slavery, rural sustainability, and ecological economy, among others. Findings of our research have appeared in a range of academic journals, conferences, and policy and industry outlets.

In China, colleagues continue to deepen the understanding of SDGs through a wide range of research topics, including behaviour on health apps, labour protection, the effect of the Russia-Ukraine war on mental health and justice in supply chains, among others.

In Malaysia, we continue to expand the impact of our research through collaborations and connecting research to practice. We are proud to see research topics such as green innovations and sustainable development of enterprises being advanced steadily.

Our research makes a positive contribution to management practices, policy, and society, often in conjunction with the achievement of the SDGs. It informs, influences and leads to positive changes in policies and practices in business and management, at local, national and international levels.

Our research and the SDGs

Research centres and Institutes

Africa Research Group

Our 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. Our recent research projects focus on adapting international labour practices for them to best serve local contexts such as Kenya, Tanzania and Nigeria workplace.

Centre for Health Innovation, Leadership and Learning

Our Centre for Health Innovation, Leadership and Learning is an internationally renowned research centre focused on improving healthcare management and leadership to better serve the interests of patients and staff. Our research is currently focusing on the mental and physical health of people who have returned to work following the pandemic, and those who are more vulnerable and have various medical needs.

Centre for Private Equity and MBO Research

The CMBOR database is a unique data set of about 48,000 private equity backed buyout investments in Europe. The database is used to provide unique and bespoke intelligence on private equity investments to the media and industry practitioners. CMBOR has an unrivalled reputation in producing aggregated market data and industry analysis. A wide network of academics use the database for publication in prestigious academic journals.

Centre for Research in the Behavioural Sciences

Our Centre for Research in the Behavioural Sciences is an interdisciplinary forum for integrating research by experts in different areas of economics and management to promote a holistic view of business phenomena. The Centre draws its expertise from staff in different disciplines across our three campuses. This international reach provides us with rich opportunities to study business phenomena and collect data in different cultural contexts and to reach different business and academic communities. Our goal is to collaborate with scholars, prospective research students, practitioners and policy makers to develop behavioural business research, to share and apply our findings, and to inform public policy and management practice.

China Research Group in Environment, Society and Governance

In 2023, our Nottingham University Business School in China initiated a Regional Centre of Excellence programme in Education for Sustainable development (ESD). The ESD aims to empower private enterprises to advocate ESG (environmental, social and governance) practices. We aim to add value to the ESGs and sustainability development using our multi-disciplined background in social responsibility, management, technology, engineering, sciences, and training.

The Global Centre for Banking and Financial Innovation

Our Global Centre for Banking and Financial Innovation (GCBFI) is a global research centre of excellence with links across all three campuses. The vision of GCBFI is to remain a leader in bridging theory and practice through cross-disciplinary research collaboration that is underpinned by the research areas of banking, finance and financial services.

Haydn Green Institute for Innovation and Entrepreneurship

Supported by the Haydn Green Foundation, the Haydn Green Institute (HGI) is at the forefront of creating a culture of entrepreneurship and innovation at the University of Nottingham. With entrepreneurial education taught by both academics and business experts at undergraduate and postgraduate level - as well as the university's start-up hub, the Ingenuity Lab - HGI provides a stimulating and supportive experience for the budding entrepreneur.

International Centre for Corporate Social Responsibility

Founded in 2002, our 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. Our recent research looks at biodiversity and human rights in business, education for sustainability and sustainable supply chain management.

N/LAB

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

Projects include Zanzibari government-led nationwide health program 'Communities are Health' in partnership with D-Tree (a global organization committed to equality of health systems) and Enable (Belgian Development Agency). The project is designed to improve community health service delivery and management through digital tools. Empowered by its strong expertise in digital technologies, N/LAB has developed AI risk and machine learning models that are integrated in a mobile phone app, allowing community health workers to better understand the risk of negative pregnancy outcomes and tailor care pathways for high-risk patients to mitigate the risks.

Work, Employment and Organisation Research Group

Hosted by the Organisational Behaviour and HRM Department at the school, WEORG is an open and outward-looking research community that is dedicated to improving work and employment policies and practices. We support employees, employers, managers and human resources management professionals, policy makers and a variety of organisations like non-governmental organisations, trade unions and charities by investigating how society's grand challenges translate into the practical, everyday reality of work, employment, and organisation.

SHAping Sustainable Futures Hub

The work of several academics from our UK School is featured on the newly launched SHAping Sustainable Futures Hub. This new online research hub aims to demonstrate how social science at the University of Nottingham is helping to share a more sustainable future.

Visit the website:
nottingham.ac.uk/policy-and-engagement/net-zero

Doctoral research

Our early career researchers are a strong driving force for a proactive move towards sustainability.

SDG 2 Zero hunger

Shuang Tian, a third-year UK doctorate student in the Operations Management and Information Systems department, **co-supervised by Dr Lin Wu** and **Professor Kulwant Pawar,** aims to investigate how digital platforms such as Olio can help reduce food waste and achieve a sustainable food supply chain. So far, her work has been presented at international conferences such as the International Conference on Information Systems and the International Symposium on Logistics. Despite serious issues of food waste in China, the advanced platform economy is currently missing a sharing platform dedicated to food. Therefore, to extend the impact of her research, Shuang plans to examine the possibilities of establishing such a platform in China from multiple stakeholders' perspective.

Pictured: Shuang Tian at International Symposium on Logistics, July 2022 in Cork.

Miguel Angel Munoz Harrison PhD research is titled 'Bridging the gap between policy and practice: The Chilean case of managing psychosocial risks and promoting mental health at work'. Miguel's research aims to contribute to the Sustainable Development Goals, specifically to goals 3.4 – Promoting and treating mental health and wellbeing to reduce mental-ill problems in the general population, goals 8.5 and 8.8 – Promoting mental health in the workplace to achieve decent work and establishing safer working environments.

SDG 4 Quality education

Khyati Jain is a second year PhD student in the Marketing Department at our UK School. Her research topic is the role of parents as consumers and value co-creators in private international schools. In an ideal world, international education in schools should be accessible for all, but is not the case at present, owing to the relatively high tuition and private structure of international schools. Khyati's research explores the demand for international schools, hoping to enable further research in responsible consumption through a value co-creation lens.

SDG 5 Gender equality

Sahattaya Achtzehn is a recent PhD graduate from the Haydn Green Institute for Innovation and Entrepreneurship (HGI). Her PhD research aims to tackle the lower rate of women entrepreneurs within the STEM sectors. Her research evaluated the impact of the Young Entreprenuers Scheme early career women scientists (PhD students and post-doctoral researchers), especially on their perceived gender barriers to starting a business.

Sahattaya found that the YES programme has increased women's intentions to start a business and their confidence in their ability in doing so. It has also reduced several perceived gender barriers to entrepreneurship, including:

- their perceived negative stereotypes towards themselves as an entrepreneur
- their perceived conflict between childcare and work-life balance of an entrepreneur

However, these women still perceived higher barriers than their male counterparts in perceived sex discrimination in entrepreneurship and the lack of entrepreneur role models and mentors.

Sahattaya Achtzehn

SDG 10 Reduced inequality

PhD student Jianing Han is working on Inclusive employment for people with intellectual and developmental disabilities (IDDs). The work analyses the impact of hiring people with IDDs on the attitude and satisfaction of stakeholders such as parents and customers, as well as putting forward suggestions to provide help for promoting the enterprise practice of employing people with IDDs.

> Quality education is the right of every child, and international schools should aim to reduce inequalities rather than enable social reproduction"

SDG 11 Sustainable cities and communities

Suppharutchaya Chongutsah, a third year PhD student at our UK School, is working on a project titled *Dynamic electric vehicle adoption behaviour: a case of Thailand*. The research aims to support sustainable mobility by exploring the electric vehicle adoption, which is an alternative engine.

SDG 12 Responsible consumption and production

At our School in China, **Professor Pingping Fu** and her **student Jianing Ha**n are working on family culture practices implementation in organisations and the SDGs. Their work introduces the eight modules from Good-Ark Electronics Corp. Ltd. in China on Introduction of Family Culture Construction. These were developed to build an organisation into a happy enterprise. The work looks at how the modules have directly contributed to the fulfillment of the SDGs. The research offers inspiration for sustainability research as well as insights for business leaders who are interested in contributing to the fulfilment of the SDGs.

SDG 13 Climate action

Gu Yingbo, a new PhD student in our Malaysia School, supervised by Dr Jayalakshmy Ramachandran and **Dr Hung Woan Ting**, is aiming to measure and test dynamic network capability frameworks on low carbon innovation in Chinese agricultural enterprises. The need for this research spurs from the concern that the Chinese agricultural sector contributes to the highest percentage of carbon emissions in the world and a higher proportion of greenhouse gases in China (about 17% of total emission) than the world's average level (about 11% globally). At the same time, Chinese agricultural enterprises are believed to have great potential to promote low carbon innovation in China and mitigate global climate change.

The study intends to contribute significantly by providing a practical basis and reference for the Chinese central and local governments to formulate relevant agricultural low carbon development policies.

SDG 16 Peace, justice and strong institutions

Zahra Madjlesi Taklimi, supervised by Dr Myint Moe Chit, Dr Jayalakshmy Ramachandran and **Dr Tang Kin Boon**, has successfully completed her second-year annual review and is exploring the impact of FinTech adoption on banks consumer lending, bank credit risk, and bank financial performance. This means the outcome of her research is expected to help banks in reducing their credit risk and so improve their financial performance which means turning disruptive FinTech threats into FinTech Adoption opportunities by providing early warning signals to bank managers.

Publications

Since the last report, we have achieved significant research output that relates to the SDGs. In the UK, China and Malaysia, up to March 2023, there were 829 research publications, including journal articles, conference contributions, book chapters and book reviews.

Significant research output with **829 research publications** including journal articles, conference contributions, book chapters and book reviews, between 2021 and March 2023

Research stories

A team made up of female researchers from the Operations Management and Information Systems department, including **Dr Altricia Dawson, Dr Caroline Emberson, Dr Anne Touboulic, and Dr Lin Wu,** is editing a book with the publisher Elgar on supply chains and the SDGs. All four researchers are dedicated to sustainability-related topics with impactful output. Acknowledging that we are currently dependent on socially inequitable and environmentally degrading global supply chains that are failing to deliver the SDGs, the researchers aim to advance our understanding regarding the multi-dimensional relationship between supply chains and the SDGs and the importance of an interdisciplinary supply chain lens to address the SDGs.

The researchers are actively communicating the idea with a wider audience and are searching for potential contributors to the book. Activities include hosting an incubator session in the EUROMA Sustainability Forum, attending the Production and Operations Management Society conference, and leveraging personal contacts. This project potentially relates to all SDGs.

SDG 1 No poverty

Dr Bin Wu is Senior Research Fellow in the Haydn Green Institute for Innovation and Entrepreneurship whose research work focuses on rural sustainability. Based upon successful design and delivery of two projects, supporting cooperatives to empower small farmers in China (Nottingham GCRF pilot project, 2019-20) and systematic innovation for food security and rural sustainability in China (Newton ECR Links project 2021-22), Bin has created a platform, Consortium of Future Food Studies (CFRS), for early career researchers and students from all disciplines across natural and social science boundaries, both UK and China, to develop their understandings and competences along the line of rural innovation and sustainability in the global south. Over 1,000 young researchers and students have attended online training courses via webinars, methodological salons or workshops to develop:

- a global-local knowledge system for local challenges and good practices in the developing world
- a challenge-oriented and stakeholder-engaged research/learning process
- a systematic innovation approach to interconnecting technological, societal and policy systems to identify best use of all resources and opportunities, both internally and externally, for constructive solutions

Scan to view CFRS online

More than
1,000
researchers and students attended
online training courses via the webinars, methodological salons and workshops

Dr Jing Zhang is Assistant Professor in Industrial Economics at our UK School and a development economist. Her ongoing work covers a range of SDGs such as poverty reduction, inequality reduction and climate action. In collaboration with colleagues and external scholars, her work titled *Poverty Reduction Strategies in Sub-Saharan Africa: Microfinance as An Alternative to State-funded Subsidies in Tanzania* is being considered for publication by the Journal of Development Studies.

PRME: Sharing information on progress report 2023

SDG 3 Good health and well-being

Dr Samathika Gallage, Assistant Professor in Marketing, has several ongoing research projects focusing on consumer health and wellbeing in the pharmaceutical context. Her work aims to understand challenges experienced by marginalised consumers and attempts to give a voice to unheard consumers. Currently she is working on consumer vulnerability when facing large pharmaceutical companies, and value co-destruction in the condom marketplace.

David Paton is Professor of Industrial Economics at our UK School. David's research tackles issues such as gambling taxation, economics of teenage pregnancy, and economics of cricket, closely engaged with SDG 3. He is currently working on the following research projects:

- *The impact of sex education mandates on teenage pregnancy: international evidence*
- *The impact of assisted suicide on suicide rates*

Dr Xi Chen whose research focuses on how individuals' defence of their self-worth influences their self-management, performance, and well-being. She also investigates how to communicate organisational change to overcome individuals' defence of their social systems.

The development of digital technologies has brought novel solutions to health issues. A team of Information Systems researchers in China led by Zhao Cai, has carried out a large-scale survey among Health App users to understand their behaviours.

Their research paper titled *Advancing Health-Related Abilities and Behaviours via Health Apps: A Large-Scale Survey from Self-Regulation Perspective* was published in Internet Research in 2022.

> Dr Xi Chen's research focuses on how individuals' defence of their self-worth influences their self-management, performance, and well-being."

SDG 4 Quality education

A team led by **Professor Meryem Duygun from our UK School** received a grant from the Royal Academy of Engineering for the research project *Financial education for rural communities in Africa: a digital approach*. The project will evaluate an innovative digital financial education programme targeted at underserved rural communities in the Rwenzori region of Uganda. It will also inform farmers of climate change and possible mitigations they could consider.

SDG 5 Gender equality

Equality in the workplace has been an important topic under SDG 5. **Assistant Professor Gary Chapman and his collaborators** are working on diversity of the workplace and have achieved significant output. In 2022, they published the paper *Workforce diversity, diversity charters and collective turnover: long-term commitment pays* in the British Journal of Management, tackling the issue of motivating businesses to have a diversified workforce.

Professor Tracey Warren, Professor of Sociology at our UK School, is an internationally-recognised expert in the study of working lives. Her research focuses on work-life balance, work time, job quality, atypical working, the division of domestic labour, and the impact of the Covid-19 pandemic on work in/equalities. As a highly productive researcher with significant impact, Tracey has achieved an ESRC-funded project which started in January 2023 to examine underemployment in the UK. Tracey has also written three reports, joint with a project partner about Covid-19 and women and men's working lives.

Read the reports online ›

View reports

Unemployment and job loss in the COVID-19 UK: Exploring gender, ethnicity, and class

How has the risk of precarious work evolved in the COVID-19 UK?

How has self-employment changed since the COVID-19 pandemic in the UK?

> “...the current gender imbalance in mining in Africa ...explores ways in which women can benefit more economically and socially from the mining sector.

Judy Muthuri, Professor of Sustainable Business and Development and **Dr Luis Torres, Assistant Professor in Organisational Behaviour, Business and Society,** co-authored a book chapter titled *Gender mainstreaming for sustainable mining in sub-Saharan Africa* with a researcher from University of Fort Hare. The chapter discusses the current gender imbalance in mining in Africa and explores ways in which women can benefit more economically and socially from the mining sector.

From an organisational perspective, **Dr Xi Chen** carried out research on *Change Communication, Construal Level and Reactions to Organizational Change* and *How Do Different Religions Influence Women's Entrepreneurial Choices? The Mediating Role of Gender Identity.*

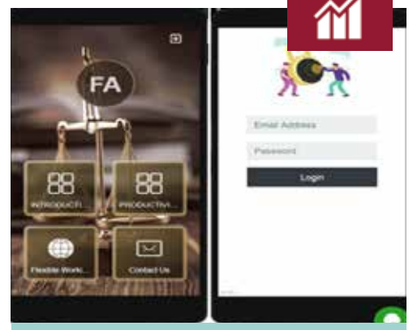
PRME: Sharing information on progress report 2023

SDG 8 Decent work and economic growth

Associate Professor Jayalakshmy Ramachandran from our Malaysia School collaborated with staff from other universities in Malaysia to develop a *FlexiWork App – An Innovative Way to Measure and Monitor Productivity* for academics while working from home.

FlexiWork App is a self-monitoring application designed for an academic to self-measure the impact of workplace flexibility on productivity and secondly, for the institution to monitor the academic's key performance indicator (KPI) achievement. Hence, this application intended to benefit both the academics and universities in monitoring the KPI of the staff.

This project was awarded a Gold medal for best innovation at the *2021 Invention, Innovation and Design Exposition (iidex2021)*, the annual International Exhibition and Innovation Competition organised by Universiti Teknologi MARA (UiTM). The focus of this event is aligned with Malaysia's aspiration for an Innovation Ecosystem.



Awarded Gold medal for best innovation at the 2021 Invention, Innovation and Design Exposition (iidex2021)

University of Nottingham
Rights Lab

Dr Caroline Emberson, enterprise fellow at our UK School and **research fellow at the Rights Lab**, has a strong research interest in investigating domestic servitude in the developed world, looking specifically at home-based personalised social care. Her current work focuses on:

- Vulnerability to modern slaver of paid, migrant, live-in care workers in London
- Reducing domestic servitude risk in the developed world
- Ensuring quality care through decent work in newly-emerging personalised care networks.

Caroline has published her work widely in a range of leading academic journals, which has reached a wide audience in different parts of the world.

Dr Luis Torres is deepening his research on labour inequalities and human rights from a data-driven and policy-relevant perspective through a wide range of output. He has also been awarded a research grant to undertake a sociological investigation of underemployment and the lived experiences of underemployed workers.

SDG 9 Industry, innovation and infrastructure

Associate Professor Myint Moe Chit based at our Malaysia School, secured a grant to investigate the role of digital transformation in medium, small and micro enterprises (MSME) adopting Green Economy practices. The aim was to identify the required resources of MSME and to formulate a framework to develop skills and capabilities of MSME to utilise digital transformation to successfully implement Green Economy practices.

Professor Kim Hua Tan, based in the UK, has several ongoing works on IS assets and sustainability and business model innovation for sustainability in collaboration with scholars in US, France and China. Targeting the Chinese manufacturing sector, the research aims to identify how the use of modern digital technologies can support the achievement of the SDGs and what organisational support is needed during the process of digital transformation.

Dr Xiaolan Zheng, from our China School, focuses her research on capital structure, debt maturity, dividend policy, cost of capital, trade credit, corporate governance, banking, international finance, corruption, and the influence of culture on financial decisions. She is working on a series of papers on the influence of labour protection on firm capital structure and financing. Her project *The influence of employment protection on dividend policy, trade credit, and leverage adjustment speed: International evidence* has received RMB 300,000 funding from National Natural Science Foundation of China, Young Scientists Fund.

Professor Hing Kai Chan carried out a project *Impact mechanism and strategy of supply chain resilience based on digital platform in the COVID-19 context*. To promote the development of digital intellectual property protection and intelligent manufacturing, Professor Hing Kai Chan and **Dr Xiaochen Mu** organised the *Intelligent Manufacturing and Digital Intellectual Property Protection Nottink 3DP Authentication Platform Conferenc*e which was held at the Sofitel Ningbo Hotel and Fudan University in Shanghai in March 2023.

SDG 10 Reduced inequalities

Professor Jimmy Huang at our UK School, is investigating how inclusivity in tourism can be enhanced through the digital ecosystem, in partnership with researchers from Yunnan Normal University, China. Even though tourism resources should belong to all, they find that financial constraints have led to a sense of not deserving among young people when it comes to traveling to psychologically and physically far destinations. Fortunately, the situation is improving with the development of the digital ecosystem including various social media and tourism-oriented sharing economy platforms. The research team therefore attempts to examine to what extent inclusivity can be enhanced through such digital ecosystems.

Dr David Morris is Assistant Professor in industrial economics at our UK School. His recent work titled *Towards a regional approach for skills policy* was published in Regional Studies in 2022, aiming to offer a critical discussion on current approaches for skills policy in the increasing spatial imbalances that characterise advanced economies. Through this work a framework is proposed that identifies synergies across skills and regional development policies, aiming to enhance resilient structural change across sectors.

SDG 11 Sustainable cities and communities

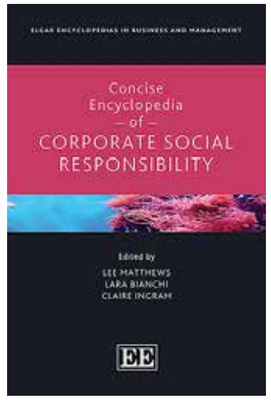
Associate Professor Dr Hung Woan Ting from our Malaysia School, secured a grant for a project titled *Firm's Contribution and Impacts on Sustainable Development (UN-SDG): Developing a measure-to-manage concept approach* from the Malaysian Ministry of Higher Education.

The objectives are to investigate the extent to which firms' sustainability initiatives may contribute towards the attainment of the national priority areas that supports the related 17 SDGs, and to develop a sustainable development management framework based on the measure-to-manage approach.

SDG 12 Responsible consumption and production

Professor Jing Dai is a Professor in Operations Management based at our China School. She has been awarded two National Natural Science Foundation of China grants as principal investigator. Over years of research experience on green and sustainable supply chain management, Jing has supervised several doctorate students and established a diversified network with leading scholars in sustainability, which delivers high-quality and high-impact research output in a range of world-leading journals.

Edited by **Dr Lee Matthews, Dr Lara Bianchi** and **Dr Claire Ingram** the *International Centre for Corporate Social Responsibility, the Concise Encyclopaedia on Corporate Social Responsibility* discusses the evolution of, and future for, Corporate Social Responsibility (CSR). Written in a critical and reflective style, it has 46 entries grounded in ongoing debates on CSR.



The Concise Encyclopaedia presents the state of the art within the field of CSR and situates it in relation to the themes of sustainability, governance, and human rights. It highlights the political dimension with entries on Business and Human Rights, Compliance, Corporate Citizenship, Degrowth, Government and CSR, Politics and CSR, and Taxation, as well as entries on the responsibilities of businesses towards Places and Public Goods. Readers will get a contemporary understanding of society's evolving expectations on the social responsibility of businesses.

We acknowledge the resource constraints that SMEs are facing and the support they will need to be able to compete with their large counterparts. **Dr Robert Wapshott, Associate Professor in Entrepreneurship and Innovation** at our UK School, has been actively involved in research topics related to SMEs. As part of the university's strategic partnership agreement with East Midlands Chamber of Commerce, Robert and his team is currently investigating the business support needs of SMEs in the UK.

Dr Subhan Ullah, Associate Professor in Accounting at our UK School, has a strong research background in corporate sustainability reporting and ESG information disclosure. He has successfully led or participated in several impactful research projects such as women's voice in fragile contexts.

SDG 13 Climate action

Publications by **Professor Arijit Mukherjee** on environmental economies were highlighted by the university in its blog *Securing a fairer global economy will help achieve our carbon targets*. The blog was based on his research on environmental economics for the university's COP26, Glasgow 2021, campaign.

Dr Gary Chapman, Assistant professor in Innovation and Entrepreneurship in the Haydn Green Institute, is working on the antecedents of green start-ups. His co-authored work *Green start-ups and the role of founder personality* was recently published in the *Journal of Business Venturing Insights*.

Driven by the need for more information disclosure on environmental management in the business, a research team consisting of school staff, **Dr Jing Zhang** and **Dr Kun Jiang**, and partners in China, is currently working on the topics *Green Securities Policy and the Environmental Performance of Firms: Assessing the Impact of China's Pre-IPO Environmental Inspection Policy* and *Incorporating Environmental Information into the Credit Rating System: The Impact on Green Innovation through Access to Bank Loans and Market Monitoring*.

Dr Wei Cai from our China School, published a paper called *Implementing environmental protection tax in China: an alternative framework* which is relevant to environmental sustainability.

SDG 16 Peace, justice and strong institutions

Regional Centre of Excellence in Education for Sustainable Development (ESG)

ESG is a framework that helps stakeholders understand how an organisation manages risks and opportunities around sustainability issues. There is a growing need for ESG since the 2030 Agenda as the ecological civilization promotes energy efficiency, domestic consumption, digital transformation and sustainable industrial practices. There is also a focus from western countries and the ASEAN union demanding ESG compliance on products and services. As private enterprises in China make up 68% of the exports of the country, the need becomes more crucial.

Seeing the growing need from Chinese enterprises on ESG compliance, management and reporting, our China School initiated the Regional Centre of Excellence programme on Education for Sustainable development. The project is composed of four sub-projects:

- **Regional Centre of Expertise Greater Ningbo**
- **Development of Comprehensive ESG Reporting for China private enterprises**
- **University Circular Economy and Distinct Urban Mine**
- **ESG Executive Education**

It aims to empower enterprises in China to advocate ESG practices and add value to ESG and sustainability development using our multi-disciplined background in social responsibility, management, technology, engineering, sciences, and training.

Honorary Professor Tim Gocher (CEO of Dolma Impact Fund, a non-profit organisation focused on alleviating poverty by investing in education, health and sustainable businesses) worked with **Chan Wen Li** and **Associate Professor Jayalakshmy Ramachandran** on identifying practices employed by an international financial institution (IFI) with ESG focus. This deals with corruption in the banking industry of least developed countries (LDC) by analysing the practices of Standard Charted Bank in Nepal.

The output of this study contributed greatly to understanding the practices of an IFI that can influence the banking industry of the LDC in which they operate, in addressing issues related to corrupt behaviour. The article is currently under review with the A*sia Pacific Sustainable Development Journal,* a journal published by the United Nations Economic and Social Commission for Asia and the Pacific.

SDG 17 Partnerships for the goals

The Malaysia Businesses Sustainability Pulse Report 2022 is a multi-stakeholder research project where University of Nottingham Malaysia, through our school, was the knowledge partner working together with UN Global Compact Network Malaysia & Brunei, alongside government agencies and private organisations.

The report was released in conjunction with the British Malaysian Chamber of Commerce's Climate Action Week. The report suggests that survey respondents were looking at sustainability as a risk factor, rather than an opportunity. Some key takeaways from this report include:

- **45% of Malaysian companies** did not allocate a budget for sustainability initiatives
- **less than 20% of Malaysian businesses** had a commitment to SDGs and 47% of the surveyed private sector indicated no commitments to SDGs
- **40% of Malaysian private sector respondents** felt that environmentally concerned practices were not relevant to their businesses or that they were still considering adopting them.

The report collected survey responses from 261 businesses, including 88 publicly listed companies and 21 multinational companies. Of the 17 SDGs listed, six fall directly under the environmental umbrella, emphasising the importance of addressing environmental concerns for a sustainable future. Investing in long-term sustainable practices may not translate into profits now, but can benefit businesses in the long run, by influencing public opinion and ensuring a more resilient future for the business. The report suggests that survey respondents were looking at sustainability as a risk factor, rather than an opportunity. This project was delivered by **Dr Hung Woan Ting** (principal investigator), **Dr Jayalakshmy Ramachandran,** and **Dr Mohan Avvari** (former Malaysia School Research Director).

Impact:

261 businesses surveyed
including
88 publicly listed companies

21 multi-nationals

Research and impact across multiple SDG intersections

Most of the research carried out across our three campuses crosses over multiple SDGs, highlighting the tight interconnections and inherent complexity of socio-environmental challenges. Focusing on a stream of research can shed light on this. We have a particular research strength around transitions to sustainable supply chains, with experts sitting across various departments including strategy, marketing, operations management, and information systems. Our work contributes to advancing our understanding of how to organise our production and consumption systems in a way that works in harmony with nature and that delivers equitably for society.

Researchers who are active in this area include **Dr Wafaa Ahmed, Dr Lara Bianchi, Professor Thomas Chesney, Dr Caroline Emberson, Dr John Harvey, Professor Sally Hibbert, Professor Bart MacCarthy, Dr Lee Matthews, Dr Anne Touboulic, Professor Alexander Trautrims and Dr Lin Wu.**

To make research on this topic more accessible to the public, **Dr Anne Touboulic** and her collaborator **Dr Lucy McCarthy** from the University of Bristol were supported by the University of Nottingham Institute for Policy and Engagement to create a short video. In the video, they discuss some of the impacts caused by our global food supply chains. They focus on the where, when and how of food supply chains to show how they work and the potential impact of policy, business practices and consumer choices. They highlight some of the changes that can help to create a more sustainable system for the future.

Watch the video online: **nott.ac/foodsupplychains**

Research staff and PhD students at our China School are involved in a series of teaching and research activities linked to sustainability. In research activities, there are many outcomes related to this area including two of conference papers. The first was titled *Inclusive Employment across Nations: Challenges, Progress, and Prospects,* presented at the Academy of International Business held in Miami, May 2022. The second was titled *Inclusive Employment for People with IDDs: A Comparison between China and Nigeria,* presented December 2022 online.

Professor Hing Kai Chan, Professor Martin J Liu, Professor Jie Wang and **Professor Tiantian Zhang** published a book *Responsible Innovation Management,* which has had a significant impact on other researchers.

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

We have always prioritised practice-relevant learning experiences for students and practice-relevant research experiences for staff. This has motivated our staff and students to interact with various key stakeholders such as business leaders, specialists, government bodies, and non-government organisations to improve research as well as the teaching-learning experience. Our three campuses have leveraged their relationships with businesses and other stakeholders to provide unique learning experiences for the students and have provided platforms for research collaborations with other universities.

Tri-campus highlighted stories

The Malaysia School's International Centre for Corporate Social Responsibility and the Indian Institute of Management Visakhapatnam (IIMV), both institutions of which are signatories to the PRME, held an inaugural research roundtable on topics related to sustainability in business in September 2021.

The session revealed various complementary areas for collaborations amongst the two institutions in the realm of sustainability and responsible business, including:

- marketing, consumption and customer engagement
- governance
- national culture and innovation
- regional institutions and entrepreneurship
- environmental and climate action

Our Malaysia School looks forward to working together with colleagues at IIMV.

11 institutional network members and collaborators

PRME Midlands local network

The PRME Midland local network in the UK consists of 11 institutional members, including:

- Nottingham University Business School
- Nottingham Trent University
- University of Derby
- Loughborough University
- University of Lincoln
- University of Birmingham
- Birmingham City University
- Coventry University
- Aston University
- University of Leicester
- Arden University

Representatives from each institution have regular meetings and events, exploring opportunities for improved PRME work. For example, the recent event held in May 2023 focused on new reporting practices and collaboration opportunities.

Global Compact Malaysia

Nottingham Business School Malaysia and UN Global Compact Malaysia and Brunei signed a Memorandum of understanding in May 2021 to promote sustainability and the SDGs in business and society. This will be achieved through joint activities related to research, executive education and training, hosting of seminars and conferences, and business leaders' sessions in diverse topics on sustainability.

Our Malaysia School conducted a *Malaysia Businesses Sustainability Pulse survey,* and the report was released in conjunction with the British Malaysian Chamber of Commerce's Malaysia Climate Action Week. The report was a six-month multi-stakeholder research project in which our Malaysia School served as the knowledge partner working together with the UN Global Compact Network Malaysia and Brunei, alongside other government agencies and private organisations.

Project leaders Malaysia:

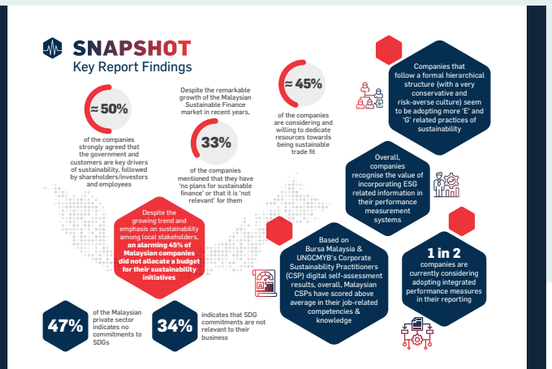
Dr Hung Woan Ting Associate Professor of Management Accounting

Dr Jayalakshmy Ramachandran, Associate Professor of Auditing and Accounting

Dr Avvari V Mohan, former Director of Research at our Malaysia School

Other contributors include:

- MDEC
- MATRADE
- Bursa Malaysia, with support from:
  - Axiata Group Berhad
  - HSBC Amanah
  - Malaysia Berhad
  - Sarawak Energy
  - Tata Consultancy Services Malaysia



PRME: Sharing information on progress report 2023

External partners

Our UK academics are leading new, externally funded, projects exploring the key issues underpinning many of the SDGs in partnership with external partners from across the UK.

A new collaborative Economic and Social Research Council (ESRC) funded project started in January 2023 to examine the issue of underemployment in the UK. This is a joint activity in partnership with Bristol One City, Citizens UK Nottingham, Poverty Alliance Glasgow, Salford City Council as well as external advisors including the Chartered Institute of Personnel and Development and the Trades Union Congress. Outcomes and recommendations will be widely circulated once the project delivers on its goals.

SDG 5 | **Gender equality**
SDG 8 | **Decent work and economic growth**
SDG 10 | **Reduced inequalities**
SDG 11 | **Sustainable cities and communities**
SDG 17 | **Partnerships for the goals**

Professor Tracey Warren worked on an ESRC funded Covid-19 project, jointly with the UK Women's Budget Group exploring how working-class women in the UK carried the burden of the Covid-19 pandemic.

There was significant interest from external stakeholders and the final report can be found on the website.

SDG 5 | **Gender equality**
SDG 8 | **Decent work and economic growth**
SDG 10 | **Reduced inequalities**

Vengadeshvaran Sarma, Associate Professor of Business Economics at our School in Malaysia, is the thematic lead on a project focused on educational inequality in Sri Lanka. The work is part of a larger report *A Retrospect on Poverty and Inequality* produced by the Centre for Poverty Analysis. The study focuses on inequality in access to quality education in Sri Lanka, what factors contribute to educational inequality in Sri Lanka, and how heterogeneity in access to quality education affects later life outcomes. The main findings indicate that there is a strong link between income, geographical location and the quality of education received by students. The study, through interviews with key policy makers, also explores strategies to reduce educational inequality.

SDG 4 | **Quality education**

Local communities

University of Nottingham Business School UK staff are pro-actively leading on several local initiatives that directly impact a variety of SDGs in our communities across the East Midlands region.

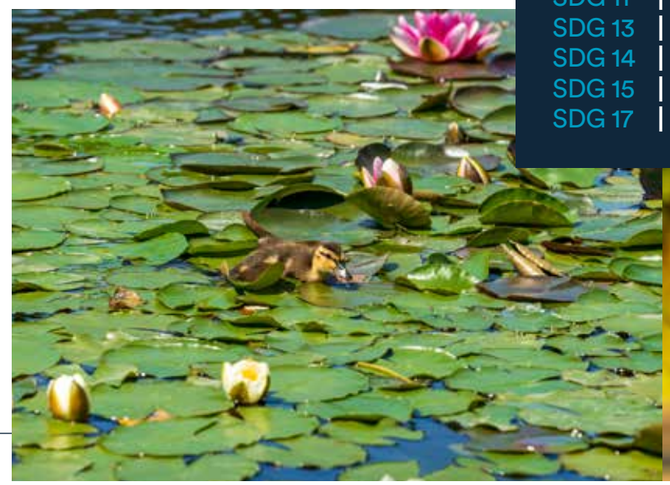
Professor David Paton is a Trustee of Belvoir Countryside and Cricket Trust (BCCT). The aim of the BCCT is to encourage participation in cricket in rural communities and to create access to cricket and the countryside for disadvantaged young people. The target groups are young people who want to play cricket and enjoy the countryside, adults who want to develop their coaching skills, and families who want to strengthen their community ties through sport.

The Charity also helps to reduce inequalities in access to sporting opportunities for children living in isolated rural communities and through its special needs programme for children with severe disabilities. It also targets inequalities in access to the countryside experienced by children in inner city schools. More details are available here: https://www.bcctrust.org.uk/

SDG 3 | **Good health and wellbeing**
SDG 5 | **Gender equality**
SDG 10 | **Reduced inequalities**

Dr Rob Lambert is a highly active Vice-President of Nottinghamshire Wildlife Trust, charged with reinvigorating a 50-year relationship between the University of Nottingham and Nottinghamshire Wildlife Trust for the benefit of all in the city and county. He is also Community Ambassador for Leicestershire and Rutland Wildlife Trust.

SDG 3 | **Good health and wellbeing**
SDG 11 | **Sustainable cities and communities**
SDG 13 | **Climate action**
SDG 14 | **Life below water**
SDG 15 | **Life on land**
SDG 17 | **Partnerships for the goals**



Green technologies

Our staff are innovating new models and frameworks to help encourage the take up of sustainable, green technologies. For example, **Dr Jing Zhang** is currently working on a project with an Oxford-based social enterprise, OxValue.AI, to establish a framework and model for the valuation of early-stage green technologies via machine learning. Once the model is established, it will be used to predict the monetary value of the intangible assets of companies with clean energy technology or pollution treatment technologies. The aim is to help these new firms or patent owners who want to incorporate, to raise funds and use the valuation as a reference to negotiate with their partners in fundraising or mergers and acquisitions.

SDG 7 | **Affordable and clean energy**
SDG 9 | **Industry, innovation and infrastructure**
SDG 13 | **Climate action**

CN28
Carbon Neutral 2028

Collaboration to address grand challenges

Colleagues from across all three campuses are part of the university's Beacons of Excellence as well Research Centres and Interdisciplinary Research Clusters. Together they have developed successful partnerships and collaborations with external organisations to address grand challenges such as the future of food (UoN Food Systems Institute will be launching in the autumn 2023), modern slavery and human rights, clean energy and inclusive mobility.

An example of a particularly successful partnership is one with Nottingham City Council, which extends across several themes and has involved dialogue across schools and faculties in the university and research co-production with members of the council.

The city of Nottingham is committed to ambitious sustainability targets, including carbon neutral status by 2028. The council has been working with our academics and other schools to unpack implications in terms of local policy and practice. For example, The Nottingham Food Systems Mapping initiative brings together members of the council as well as academics to explore the current food provision landscape in the city and map untapped opportunities.

> The Nottingham Food Systems Mapping initiative brings together members of the council as well as academics to explore the current food provision landscape in the city and map untapped opportunities."

Renewed and extended collaboration with Business in the Community, UK

Nottingham University Business School UK has been a member of Business in the Community (BiTC) for over 15-years. The strength of this relationship has enabled us to create and nurture links with the business community around sustainability challenges, most notably through the joint delivery of Business Practice Week for our MBA cohort each year.

We have won five funded research projects within a four month period. Organisations involved in this, include:

- Unity in the Community
- The Northampton Hope Centre
- Diversify Education and Communities CIC
- The Lewis Foundation

These projects have provided much needed research and support to local community groups in addition to shaping opportunities to develop high level skills for our master's students. The projects range from research into the needs of minority groups, the reasoning behind why certain groups are not accessing NHS health care services, research into the needs of carers and cancer patients, research to help a charity with assessing their market position in order to grow and develop as well as research into the policies and processes needed for a newly opened premises for a local community group. All of these projects aim to support the organisations to grow and develop.

There are many other opportunities to expand our working relationship with BiTC notably as part of our external engagement and responsible management curriculum agendas.

Dr Anne Touboulic, Professor Andrew Bacon, Associate Dean for External Engagement and Laura-Mae Browne, Relationship Manager at BiTC, have discussed ways to renew our approach to collaborating.

We will be piloting several new initiatives over the next year including company-based challenges through BiTC as well as professional development opportunities around external engagement and sustainability for our staff, for example coaching and leadership.

> The strength of this relationship has enabled us to create and nurture links with the business community around sustainability challenges."

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

Our colleagues are proactive in promoting dialogue around sustainability and SDG related issues through the organisation of, and participation in, local and international events. These include external events, conferences, workshops and research sharing sessions. We do this by demonstrating a culture of social responsibility and promoting community outreach programmes that are integral to an 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.

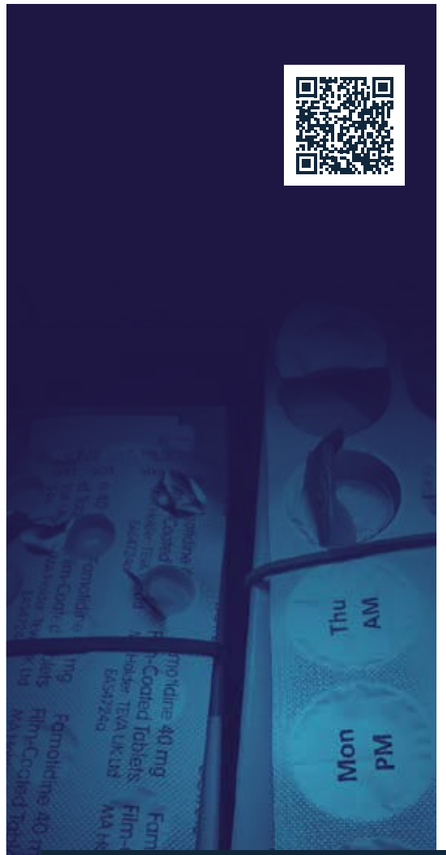
In addition to the supportive culture for community outreach within the university, formal systems encourage staff contributions to the community, such as the university's Staff Volunteering Scheme, staff appraisal and development, and promotion criteria. Examples of engagement with local organisations for assessed student projects include sitting on advisory boards, assisting local schools to participate in sustainability related activities, and judging competitions. These structural mechanisms are supported by our 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.

Tri-campus highlighted stories

The British Malaysian Chamber of Commerce Malaysia Climate Action Week was held in October 2022. During the one-week event, **Dr Jayalakshmy Ramachandran** spoke on a panel discussing ESG-engaged organisations.

Our Malaysia School in their mission to nurture future leaders, also championed a Youth Action Video Competition. The event encouraged high school students across Malaysia to submit videos of their self-started or school-led initiatives to address climate action.

At Nottingham University Business School China, **Professor Jie Wang** was the keynote speaker with a speech titled *Sustainable Human Resource Management* at the 3rd International Human Resource Management Conference in November 2021.



Tackling modern slavery

Dr Luis Torres from our UK School was on the committee that recently developed the British guidance on modern slavery: *BS 25700: Organizational Responses to Modern Slavery – Guidance* which is now published. This is the world's first national standard to help organisations within the UK and globally to eradicate modern slavery in their supply chains. More details can be found at: https://www.bsigroup.com/en-GB/standards/bs-25700/.

Professor David Park, Dean of the School, is also the Chair of the university's Modern Anti-Slavery Committee.

During 2022-2023, a grant from the University of Nottingham Capabilities in Academic Policy Engagement scheme was used by our UK School academic **Dr Caroline Emberson** to develop modern slavery risk assessment and due diligence guidelines for adult social care in the UK.

Workshops were held with three participating local authorities: Nottinghamshire County Council, Portsmouth City Council and East Riding.

Based upon their experiences, co-branded guidelines are now being developed, and with the support of the Local Government Association are due to be published and promoted nationally in autumn 2023.

SDG 8 | **Decent work and economic growth**

Convening human rights stakeholders

Supported by funding from Trust for London, UK School academic **Dr Caroline Emberson** co-convened a series of stakeholders' group meetings involving participants from government, unions, charities and academic organisations with an interest in addressing the vulnerability of paid, migrant, live-in care workers in London to modern slavery.

Stakeholders included representatives drawn from civil society special interest groups representing workers' rights, care sector and domestic workers and specific migrant communities, national training and regulatory bodies, live-in and home care employers, local and regional government bodies, and public sector unions.

Through a series of workshops, participants created a briefing document. This was prepared, circulated and discussed with representatives from the Home Office's Migration Advisory Committee and the Independent Anti-Slavery Commissioner and included in project partners' responses to the Office of the Directory of Labour Market Enforcement Strategy 2023 to 2024 consultation.

It was also included in evidence published by the UK joint parliamentary committee on Human Rights: https://committees.parliament.uk/writtenevidence/40507/pdf/.

Stakeholder group recommendations were also included in the final project report.

The report enjoyed mainstream media interest in the UK from *The Observer,* a Sunday newspaper, with a reach of over 3 million readers. Findings from our interim briefing and final report also directly informed policymaking by the Home Office Migration Advisory Committee, Independent Anti-Slavery Commissioner (IASC), a consultation report on the Global Contract for Migration (GCM). Our evidence has been included in an Independent Anti-Slavery Commissioner policy paper on visa systems and long-haul recruitment in the agriculture and care sectors.

SDG 5 | **Gender equality**
SDG 8 | **Decent work and economic growth**
SDG 11 | **Sustainable cities and communities**
SDG 16 | **Peace, justice and strong institutions**

Mainstream media reach of over

3 million

readers of *The Observer* Sunday newspaper

Events and workshops in the UK, China and Malaysia

SDG 3 | Good health and well-being
SDG 9 | Industry, innovation and infrastructure

Luxi Cai, a year two student of BSc International Business and Management at Nottingham University Business School China, discussed China's drug control at the United Nations Office on Drugs and Crime Youth Forum 2023, as one of the two representatives for China.

Above: United Nations Office on Drugs and Crime Youth Forum 2023

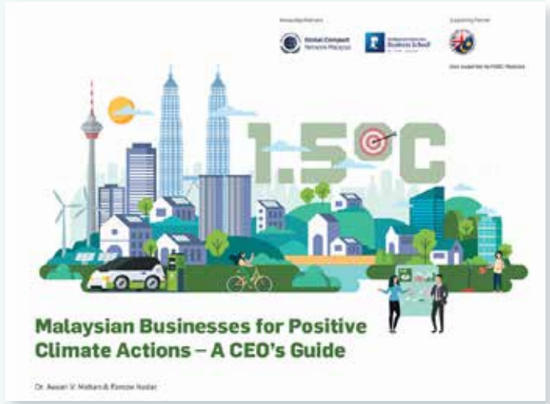
Luxi Cai (left), a year two student of BSc International Business and Management at our China School

UN Global Compact Network Malaysia and Brunei

UN Global Compact Network Malaysia and Brunei, in partnership with our Malaysia School, organised a forum during #SDGAmbitionMonth on relationships between business schools and industry in promoting sustainability and the SDGs. The forum, held in November 2021 covered topics including *How Malaysian business schools can work with industries to promote the SDGs* and *Blueprint for SDG integration into curriculum and research*.

Key speakers and panellists included:

- **Dr Lau Chee Kwong**, former Dean, Malaysia School
- **Dr Mohan Avvari,** former Malaysia Director of Research
- **Professor Sally Hibbert,** UK School



UN Global Compact Network Malaysia and Brunei (UNGCMYB) and Nottingham University Business School Malaysia launched the publication *Malaysian Businesses for Positive Climate Actions – A CEO's Guide* during the Malaysia Climate Action Week organised by the British Malaysian Chamber of Commerce (BMCC) and the British High Commission in Malaysia.

The launch of the CEO's Guide took place at the session on *Incorporating ESG Into Your Business* in October 2021. This CEO's Guide, authored by Dr Avvari Mohan and Mr Faroze Nadar (Executive Director of UNGCMYB) provides an easy reference to leaders of businesses who wish to transition their companies towards a net-zero carbon future.

The development of the CEO's Guide was supported by HSBC Malaysia. The guide is based on discussions in a series of CEO roundtables organised by UNGCMYB along with Tata Consulting Services Malaysia, HSBC Malaysia, BMCC, Malaysian-German Chamber of Commerce and Industry, and our Malaysia School.

Dr Vengadeshvaran Sarma, Associate Professor of Business Economics at our Malaysia School, delivered two workshops on *Sustainable Labour Practices: Opportunities and Challenges for Malaysian Start-ups* as part of the MRANTI ESG Masterclass 2022 series.

The workshops were aimed at government agencies, start-ups and related stakeholders. In the half-day workshops, participants discussed topics related to decent work, modern-slavery, use of blockchain technology and IoT solutions to track modern-slavery in business, certifications as signalling tools, social enterprises, and the nexus of international and local standards and best practices.

Environmental Sustainability Week, China

In March 2023, the University of Nottingham Ningbo Campus Environmental Sustainability Committee, led by **Professor Kok Wei Khong**, the Dean of Nottingham University Business School, China, held the *2023 Environmental Sustainability Week* event. In alignment with the *Earth Hour* theme in 2023, the event focused on nature, its role in tackling climate change, how we can shape our future and take time out for nature.

Thanks to the support from students, academic groups, staff clubs and external partners, a series of activities were held during the week, including:

- **Cycling in nature**
- **Sustainability movie screening**
- **Clear-Your-Plate**
- **Bring-Your-Own-Cup campaigns**
- **SDGs exhibition**
- **REthink**
- **Plant cultivation workshops**

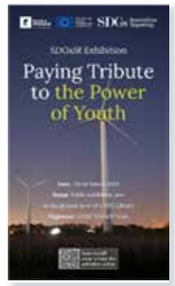
Highlight activities:

Drama workshop

Through improvisation and theatre games, participants experimented with the magic of theatre using simple recycled pieces of fabric to express emotions and tell stories. They discovered how everyday objects can be reinvented, enhanced their creativity, and gave discarded objects a new life.

REthink workshop

SDGs Journalism Reporting Exhibition: Paying Tribute to the Power of Youth



Students have showed their attention and contribution to the SDGs in their own way, and their creativity and enthusiasm were incorporated into multimedia reports. These reports covered various aspects of the SDGs, from gender equality to eliminating hunger, from education to environmental protection. The exhibition was held in the Ningbo campus library in March 2023, giving people the opportunity to feel the passion and wisdom of these young people. At the same time, people were able to interact with these projects on-site, watch and listen to their understanding and exploration of SDGs, and join hands to support the future of sustainable development.

Plant workshop

External connections and outreach

Dr Anne Touboulic acted as the Public Engagement co-lead for the UK Universities Climate Network in 2022-23 and is also the current Chair of the Executive Committee of the EurOMA Forum on Sustainable Operations and Supply Chains.

Clear-your-plate campaign

Our *Clear-your-plate* campaign aimed to get people into the habit of saving food. Participants received gifts from a lucky draw after posting daily clear plate pictures from 18 to 26 March 2023. A total of more than 130 students and staff participated in this campaign.

Workshop on circular agriculture in the UK

In January 2023, **Dr Anne Touboulic** and **Ursula Davis** from our UK School, **Dr Lucy McCarthy** from the University of Bristol and **Dr Reem Muaid** from Coventry University hosted stakeholders from the UK food and agriculture sector, including farmers and cider makers, charities, academia and industry. They discussed a vision for the future of agriculture and specifically around the question of circularity and its implications in terms of practice and policy.

Looking ahead

The tri-campus team has agreed on the following goals for the next reporting cycle 2023-2025.

As highlighted in our strategy, we will continue our path towards a sustainable future through efforts made internally and externally. We will reflect on what we are doing and assess the outcomes against our school strategy. We also aim to initiate new activities that can power more radical and innovative changes.

- ✓ Develop future generations of responsible leaders and citizens.
- ✓ Apply for resources to support student-led initiatives.
- ✓ Continue to make our operations more sustainable, inclusive, fair, and transparent.
- ✓ Roll out an eco-induction programme to all our new students and staff across our UK School.

The tri-campus team will continue to prioritise work on creatively improving the effectiveness of data collection for future projects. The quality of data determines the quality of our input into the school strategic plans. This challenge includes increasing the use of cloud technologies (such as MS OneDrive) to enable all staff and students to use the reporting systems with ease. This will resolve many of the collating issues, and provide greater time flexibility for individuals who use the system. To encourage greater disclosure of data, we will introduce awards and other incentive schemes. However, we will also respect the willingness of each individual to share information.

As the goal of PRME is to develop future generations of responsible leaders and citizens, we will also introduce initiatives to encourage student-led activities that can help nurture their sustainability mindset.

- ✓ Engage students with socio-ecological challenges especially in collaboration with practitioners.

The PRME teams across all three campuses will discuss and put in proposals applying for school resources to support student-led initiatives. We will evaluate existing initiatives and look to engage students with socio-ecological challenges especially in collaboration with practitioners (for example company-based challenges). Rolling out an eco-induction programme to all our new students and staff across our UK School from autumn 2023 with the aim of scaling up this initiative over the following years.

We will continue to expand the impact of our teaching, research, and partnerships, and develop an approach of assessing the impact. As Covid restrictions are now significantly eased in most parts of the world, we will resume our plans of holding regular communication events among campuses and with external stakeholders to explore more opportunities related to the SDGs.

We will co-create a roadmap for impact tracing in collaboration with colleagues across our three campuses and local partners.

- ✓ Make better use of technologies such as cloud-based systems.
- ✓ Expand our contributions to the wider community.
- ✓ Strive to reduce our footprint, create socio-ecological value, and engage more stakeholders for joint efforts.

We will expand our contributions to the wider community and continue to make our operations more sustainable, inclusive, fair, and transparent.

Our UK School will move to a new campus in Nottingham city centre in 2026, where we will strive to reduce our footprint, create socio-ecological value, and engage more stakeholders for joint efforts. China and Malaysia campuses will work towards the same goal through other initiatives.

Internally, we will ensure inclusivity and transparency and make sure all staff are given equal opportunities.

Overall, we will continue to make Nottingham University Business School a great place to work and drive change for making the world a better place.

Appendices

Appendix 1: Current PhD research

Nottingham University Business School UK PhD research topics

Research title	SDGs
The mass development of wobble rooms for frontline healthcare staff in the NHS: The politics of space and communities of coping	SDG 8: Decent work and economic growth
Enhancing supply chain resilience through digital twin adoption	SDG 12: Responsible consumption and production
Dynamic electric vehicle adoption behaviour: a case of Thailand	SDG 11: Sustainable cities and communities
Moral encounters in tourism: the role of regret	SDG 12: Responsible consumption and production
Loneliness in work: how individuals make sense of loneliness in work in the situated context of remote and hybrid working	SDG 8: Decent work and economic growth
Bridging the gap between policy and practice: The Chilean case of managing psychosocial risks and promoting wellbeing in the workplace	SDG 3: Good health and well-being
Implementation of internet of things in Iraqi SMEs: A framework	SDG 10: Reduce inequality within and among countries
CEO narcissism and firm innovation	SDG 9: Industry, innovation and infrastructure
Digital transformation as a process model: Conceptualisation and development from evidence of the food industry	SDG 2: Zero hunger
The impacts of institutional investors in financial markets: Governance, share repurchases and socially responsible investments	SDG 12: Responsible consumption and production
The impact of ownership and board structures on stock price crash risk: A cross-country analysis	SDG 12: Responsible consumption and production
Transfer pricing risk management of intangible assets for multinational enterprises	SDG 12: Responsible consumption and production
A critical analysis of citizen participation processes in smart governance of Nottingham city	SDG 11: Sustainable cities and communities
Assessing the sustainability gaps of food sharing platforms: A mixed-method approach	SDG 2: Zero hunger SDG 10: Reduced inequalities
TMT characteristics and innovation performance: the role of imprinting effects	SDG 9: Industry, innovation and infrastructure

Research title	SDGs
Contextualising value co-creation through stakeholder engagement in the mHealth service ecosystem	SDG 3: Good health and well-being
Shariah corporate governance and risk management in Saudi Arabian banks	SDG 12: Sustainable consumption and production
The moderating effect of government subsidy on firm innovation efficiency, further affecting enterprise competitiveness: Evidence from China	SDG 9: Industry, innovation and infrastructure
A Systematic examination of the dynamic relationships between motives, adjustment and outcomes of Chinese expatriates	SDG 3: Good health and well-being
Exploring a new paradigm shift in environmentally sustainable supply chain management: A multi-method approach	SDG 12: Responsible consumption and production SDG 13: Climate action
Environmental policy, anti-corruption and firm behaviour	SDG 12: Responsible consumption and production SDG 13: Climate action
Examining value co-creation practices and liminality of the smart tourism experience	SDG 12: Responsible consumption and production
Diagnosing disease with shopping data	SDG 3: Good health and well-being
Organisational formation: an ethnographic study on Chinese online fan organisation	SDG 12: Responsible consumption and production
A roadmap towards digital transformation for SMEs: The case in Indonesia	SDG 10: Reduced inequalities
The green financial policy, green technological innovation efficiency and stock price crash risk: Evidence from the Green Finance Reform and Innovation pilot zone policy in China	SDG 12: Responsible consumption and production SDG 13: Climate action
Exploring the role of government regulation and motivational factors on digital technologies adoption in supply chains: The case of Saudi Arabia	SDG 12: Responsible consumption and production
The use of homemade food selling and delivering applications: The case of Saudi females micro-entrepreneurs	SDG 5: Gender equality
Determinants of human rights in corporations around the world	SDG 3: Good health and well-being
Tourists' emotions in a group experience: An exploratory study in the context of adventure holidays	SDG 12: Responsible consumption and production
Effects of fintech adoption, ESG activities and macroprudential regulatory policies on global sustainable banking	SDG 12: Responsible consumption and production
Cryptocurrency returns, volatility and investor attention: An empirical analysis using econometric and machine learning techniques	SDG 9: Industry, innovation and infrastructure

Research title	SDGs
CEOs' career concerns and firm R&D investment	SDG 9: Industry, innovation and infrastructure
Parents as consumers in private international schools	SDG 4: Quality education
The two-tier board in China: Its dynamics and functions	SDG 12: Responsible consumption and production
Stakeholders' readiness toward technology-based change initiatives: The case of blockchain technology adoption in the healthcare sector	SDG 3: Good health and well-being SDG 9: Industry, innovation and infrastructure
Practices of engaging in regulatory consultations	SDG 16: Peace, justice and strong institutions
The possibilities and limits of CSA co-ops in prefiguring degrowth	SDG 17: Partnerships for the goals
Measuring, understanding, and modelling consumer systematic purchase behaviour across online and offline channels	SDG 12: Responsible consumption and production
Knowledge sharing of expatriate academics in Chinese state universities	SDG 4: Quality education SDG 10: Reduced inequalities
Ownership and control, corporate social responsibility, and the institutional context in East Asia	SDG 12: Responsible consumption and production
Essays on institutional environment and banking	SDG 12: Responsible consumption and production
The psychology of excessive 'Viewing on Demand': How might platforms be designed to optimise user autonomy of VOD consumption?	SDG 12: Responsible consumption and production
Corporate hedging and default risk	SDG 12: Responsible consumption and production
Patient safety in home care: Exploring the impact of human resource management practices on the care quality and patient safety of home care in England.	SDG 3: Good health and well-being
User experience in two-sided digital platforms: Supply-side user perspective	SDG 12: Responsible consumption and production
Blockchain's impact on financial reporting quality	SDG 9: Industry, innovation and infrastructure
Towards a resilient society: insurance and the financing of mega-scale natural disasters	SDG 11: Sustainable cities and communities
Changing eating practices in a low middle income country	SDG 1: No poverty SDG 2: Zero hunger
Exploring the development of entrepreneurial competencies in social enterprises	SDG 12: Responsible consumption and production
Digital marketplace: reimagining e-commerce for rural micro-enterprises in postcolonial communities	SDG 10: Reduced inequalities

Research title	SDGs
Optimisation of medical waste collection	SDG 3: Good health and well-being SDG 13: Climate action

Nottingham University Business School China PhD research topics

Research title	SDGs
Family culture practices implementation and SDGs	All SDGs
Inclusive employment for people with intellectual and developmental disabilities (IDDs)	SDG 9: Industry, innovation and infrastructure
Collaboration as a structural aspect of proactive social sustainability: The differential moderating role of distributive and procedural justice	SDG 16: Peace, justice and strong institutions
Actions speak louder than words? The impact of subjective norms in the supply chain on green innovation	SDG 9: Industry, innovation and infrastructure
Systematic literature review of reverse logistics for e-waste: overview, analysis, and future research agenda	SDG 12: Responsible consumption and production
Mobile marketing and innovation: Saviours for tourism during the pandemic	SDG 12: Responsible consumption and production
Socially responsible consumption and marketing in practice: collection of case studies	SDG 12: Responsible consumption and production
An introduction to socially responsible sustainable consumption: issues and challenges	SDG 12: Responsible consumption and production
Vicarious learning: how entrepreneurs enhance a firm's international competitiveness through learning from interlocking director network partners	SDG 8: Decent work and economic growth
An efficient framework for data aggregation in smart agriculture	SDG 2: No hunger
Influence of environmental values on the typhoon risk perceptions of high school students: A case study in Ningbo, China	SDG 13: Climate action
An overview of flood-induced transport disruptions on urban streets and roads in Chinese megacities: Lessons and future agendas	SDG 11: Sustainable cities and communities
Urban flood risks and emerging challenges in a Chinese delta: The case of the Pearl River Delta	SDG 11: Sustainable cities and communities
Integrated inventory control and scheduling decision framework for packaging and products on a reusable transport item sharing platform	SDG 12: Responsible consumption and production

Nottingham University Business School Malaysia PhD research topics

Research title	SDGs
Influence of generation X leadership attributes and personality traits on generation Y employee loyalty and intention to stay	SDG 8: Decent work and economic growth
Value co-creation and capture via value networks: A framework for innovation – A case of Malaysian Mobile Network Operators (MNOs)	SDG 9: Industry, innovation and infrastructure
Mobile commerce strategy on logistic and its optimisation on omni-channel retailing	SDG 9: Industry, innovation and infrastructure
Leading authentically - A prosocial engagement model for middle level bureaucrats in Malaysia	SDG 16: Peace, justice and strong institutions
Market sentiments and IPO under-pricing	SDG 8: Decent work and economic growth
The influence of transformational leadership and talent management practices in improving employee engagement in the Malaysian public sector: The mediating role of public service motivation	SDG 16: Peace, justice and strong institutions
Organisational intelligence and digital government service quality: The mediating role of occupational stress among Malaysian service providers	SDG 9: Industry, innovation and infrastructure
Managing the implementation of planned change initiatives in the Malaysian public sector: An administrative change leadership perspective	SDG 16: Peace, justice and strong institutions
Real-time interactivity for engaging mindsets and attracting online viewership of self-sponsored marketing by realtors' credibility via social media for offline results	SDG 8: Decent work and economic growth
Examining the impact of fintech on bank lending, credit risk, and financial performance: A comparative analysis between USA and China	SDG 9: Industry, innovation and infrastructure
The impact of fintech on green finance in China	SDG 13: Climate action
Understanding the use of futures thinking and scenario planning in the Malaysian public sector: Evaluation of Scenarios using the Comprehensive Scenario Intervention (CSI) Framework	SDG 16: Peace, justice and strong institutions
The determinants of digital piracy participation by digital native consumers in Malaysia	SDG 8: Decent work and economic growth
Workforce diversity in public sector: Inclusive talent management for female middle managers in Malaysian public sector	SDG 5: Gender equality
The utility of e-government public services for China's information-disadvantaged groups	SDG 10: Reduced inequalities
Supply chain finance, financing constraints and business performance of SMEs in China	SDG 8: Decent work and economic growth

PRME: Sharing information on progress report 2023

Research title	SDGs
Examining the acceptance and problematic use of online games: A longitudinal model	SDG 3: Good health and well-being
Measuring and testing the dynamic network capability framework on low carbon innovation in Chinese agricultural enterprises	SDG 13: Climate action
Seasoned equity offerings and listing rule changes in Hong Kong	SDG 8: Decent work and economic growth
How local government debt affect listed companies' R&D productivity	SDG 9: Industry, innovation and infrastructure
The impact of fintech on banking competition and the efficiency of commercial banks: Evidence from China	SDG 9: Industry, innovation and infrastructure
The impact of human capital policies on organisational citizenship behaviour post-Covid	SDG 3: Good health and well-being SDG 4: Quality education SDG 8: Decent work and economic growth SDG 10: Reduced inequalities

Appendix 2: Funded Projects July 2021 – July 2023

Nottingham University Business School UK

Title	Researchers UK	SDG
Managing at the margins: Women making it work in precarious times	Warren, Tracey	SDG 5: Gender equality
Variable-temperature thermochemical energy storage system and heat networks for decarbonising the buildings sector	Noke, Hannah; Muthuri, Judy	SDG 9: Industry, innovation and infrastructure
Decarbonisation of food cold chain through integrated hydrogen technologies	Ling, Sanliang	SDG 2: Zero hunger SDG 9: Industry, innovation and infrastructure
The mass development of wobble rooms for front-line healthcare staff in the NHS: The politics of space and communities of coping	Korczynski, Marek	SDG 3: Good health and well-being
What changes following the launch of the Patient Safety Incident Response Framework in the English NHS? A formative and summative evaluation of the implementation of a national patient safety policy	Macrae, Carl	SDG 3: Good health and well-being
Wider scale-up of the Falls Management Exercise (FaME) programme: The FLEXI Study	Orton, Elizabeth	SDG 3: Good health and well-being
Investigating the combined effects of multiplex ties on community participation; An application of Social Network Analysis	Galehbakhtiari, Sara	SDG 11: Sustainable cities and communities
Consumer data and price discrimination in digital markets	Choveanu, Ioana	SDG 12: Responsible consumption and production
A critical narrative approach to food safety in the UK: A (hi)story of milk	Touboulic, Anne	SDG 2: Zero hunger
Innovation for African universities	Muthuri, Judy	SDG 4: Quality education
Underemployment from a sociological perspective	Warren, Tracey; Torres-Retamal, Luis	SDG 8: Decent work and economic growth
China-4E: Eviction, Ethnicity, Environment and Economy	Tan, Kim	SDG 9: Industry, innovation and infrastructure SDG 10: Reduced inequalities
Entrepreneurship for social change: Developing and evaluating a framework and portfolio approach for social impact enterprise education	O'Neil, Isobel; Smith, Elizabeth; Noke, Hannah; Datta Bhatt, Punita; Donaldson, Claire	SDG 4: Quality education
HyJet - Hydrogen Jet Ignition for High Performance Rescue Vessels	Cairns, Alasdair; Cluley, Robert	SDG 9: Industry, innovation and infrastructure
African SCENe: Sustainable Community Energy Networks	Rodrigues, Lucelia; Abdo, Hafez; Stirk, Michelle	SDG 11: Sustainable cities and communities
Integrating finance and biodiversity for a nature positive future	Field, Richard; Mateut, Simona; Timmons, Stephen	SDG 14: Life below water SDG 5: Gender equality
Health Inequalities in Nottingham: historical trajectories of the wider determinants	Jonathan Tallant; Kelemen, Mihaela	SDG 3: Good health and well-being SDG 10: Reduced inequalities
Screening for preterm pre-eclampsia	Daniels, Jane; Timmons, Stephen	SDG 3: Good health and well-being
Exploring remanufacturing practices and business models in the aerospace industry: insights from SMEs	Lamb, Rachael	SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production
Experiences and knowledge of pharmacists, nurses, occupational therapists and physiotherapists certifying fit notes	Kettlewell, Jade; Timmons, Stephen	SDG 3: Good health and well-being
Leadership for community enterprise	Michael J. Mustafa; Gonzalez Lopez, Jose; Mosey, Simon; Elizabeth Smith; (Ingenuity Programme) Tracey Hassall-Jones (Young Entrepreneurs Scheme)	SDG 11: Sustainable cities and communities
Financial education for rural communities in Africa: a digital approach	Duygun, Meryem Han, Tian	SDG 4: Quality education SDG 10: Reduced inequalities

PRME: Sharing information on progress report 2023

Title	Researchers UK	SDG
The gender financing gap in STEM entrepreneurship	Chapman, Gary Treanor, Lorna	SDG 5: Gender inequality
Improving the prevention of surgical site infection in caesarean section in Brazil	Timmons, Stephen	SDG 3: Good health and well-being
Autonomous incidents: Exploring strategies for monitoring, understanding and learning from failure in autonomous systems	Macrae, Carl	SDG 12: Responsible consumption and production
The anatomy of consumer purchase decision making in the era of pervasive analytics	Smith, Andrew	SDG 12: Responsible consumption and production
Reducing modern slavery in the health sector's supply chains for personal protective equipment	Trautrims, Alexander	SDG 3: Good health and well-being SDG 10: Reduced inequalities
Monetisation & securitisation of natural capital assets	Beatson, Sam	SDG 9: Industry, innovation and infrastructure
Enabling business models innovation for sustainability in the UK glass and ceramics sectors	Torres-Retamal, Luis	SDG 9: Industry, innovation and infrastructure
Circular business model innovation in the UK cement, glass and ceramics industries	Karafyllia, Maria Wild, Andrew Wang, Jinmin Lucas, Gerardus	SDG 9: Industry, innovation and infrastructure
Launching a charter for inclusive entrepreneurship - Engaged scholarship in action	Treanor, Lorna	SDG 10: Reduced inequalities
Net zero emissions aerospace supply chain	Serhiy Bozhko Lamb, Rachael	SDG 12: Responsible consumption and production
Establishing the extent, severity and drivers of nutritional insecurity in Nottinghamshire to identify the most effective policies for its alleviation	Simon Welham Harvey, John Hibbert, Sally	SDG 2: Zero hunger SDG 10: Reduced inequalities
Establishing the UK Institute of Technical Skills and Strategy	Kelly Vere; Noke, Hannah	SDG 16: Peace, justice and strong institutions
Influencing injury prevention policy	Elizabeth Orton; Timmons, Stephen	SDG 3: Good health and well-being
Salient and evolving human rights risks partnership: Sainsbury's & Nottingham Rights Lab	Todd Landman; Trautrims, Alexander	SDG 10: Reduced inequalities

Nottingham University Business School China

Title	Researchers China	SDG
Addressing the incentives toward modern slavery through the right to just and favourable conditions of work	Birchall, David	SDG 8: Decent work and economic growth
Multilevel research on leader relationship-based territorial behaviour and team, leader, and employee creativity	Mao, Jim	SDG 8: Decent work and economic growth
An investigating on platform operation strategy in omni-channel retailing	Fang, Jie	SDG 12: Responsible consumption and production
An investigation into the influencing mechanism of IT-enabled multi-tier supply chain visibility on supply chain resilience	Pu, Jenny	SDG 9: Industry, innovation and infrastructure
An Investigation on the influencing mechanism of digital platform algorithmic management on SMEs' resilience	Cai, Zhao	SDG 9: Industry, innovation and infrastructure
A road to employee brand ambassadorship? The psychological impacts of sharing platform's technological innovation	Yuan, Russa	SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure
A social ecological model of social entrepreneurship approach to helping people with IDDs	Fu, Pingping	SDG 8: Decent work and economic growth SDG 10: Reduced inequalities
A study of digital innovation mechanisms for digital start-ups extension	Liu, Martin	SDG 9: Industry, innovation and infrastructure
Blockchain technology frontier, application expansion and inspiration from Ningbo	Hua, Xiuping	SDG 9: Industry, innovation and infrastructure
Boosting the financial performance of the servitisation manufacturing firms the paradox management mechanism based on the organisational paradox and digital affordance-actualisation theories	Luo, Jun	SDG 9: Industry, innovation and infrastructure
Bringing big data analytics, AI and human behavioural research together: A new frontier for IS research	Pu, Jenny	SDG 9: Industry, innovation and infrastructure
Comparison study of talent strategy in Ningbo leading companies and international bench-marking companies	Feng, Xuan	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure

Title	Researchers China	SDG
Corporate science and radical innovation: a multilevel perspective based on science-technology knowledge interplay	Yu, Xiaodan	SDG 9: Industry, innovation and infrastructure
Countermeasure research on the introduction of international talents in Ningbo under the new situation	Feng, Xuan	SDG 8: Decent work and economic growth
Cultural diversity and team creativity: A moderated mediation model integrating informational benefits and social costs	Wang, Jie	SDG 16: Peace, justice and strong institutions
Customer perception of robot anthropomorphism and their evaluation of value co-creation and co-destruction experience	Jiang, Yangyang	SDG 12: Responsible consumption and production
Development of a mobile training app “Skills Up Pocket” for nursing informatics development in Chinese healthcare system	Leow, Fui Theng	SDG 3: Good health and well-being SDG 9: Industry, innovation and infrastructure
Do centralised fiscal transfers reduce regional inequality in China?	Ong, Kian Howe	SDG 10: Reduced inequalities
Examining the pathways and mechanisms of digital servitisation in Zhejiang manufacturing firms	Jiang, Yangyang	SDG 9: Industry, innovation and infrastructure
Exploring a morally desirable and sustainable corporate governance system of private firms in China	Li, Lei	SDG 8: Decent work and economic growth
Feasibility study for aging research initiative	Lockett, Martin	SDG 3: Good health and well-being
How can state institutions and state-owned enterprises innovate? Evidence from technological catch-up and innovation in complex product systems	Zhu, Zhijing	SDG 9: Industry, innovation and infrastructure
Impact mechanism and strategy of supply chain resilience based on digital platform in the Covid-19 context	Chan, Hing Kai	SDG 9: Industry, innovation and infrastructure

Title	Researchers China	SDG
Individual and cross organisational diffusion of electronic healthcare records: from the perspective of goal attainment theory and team learning behaviour	Chong, Alain	SDG 3: Good health and well-being SDG 8: Decent work and economic growth
Licensing system for 3D printing in China - impact follow on	Chan, Hing Kai	SDG 9: Industry, innovation and infrastructure
Market entry modes by platform owner to enter complementary markets: Antecedents and impacts	Pu, Jenny	SDG 9: Industry, innovation and infrastructure
Physical-virtual integration with AR technology: Investigating its innovative marketing practices and the underlying mechanisms	Phang, David	SDG 9: Industry, innovation and infrastructure
Policy research on financial talent acquisition and development in Ningbo	Feng, Xuan	SDG 16: Peace, justice and strong institutions
Procurement planning and pricing optimisation strategy	Ma, Qing-Ping	SDG 8: Decent work and economic growth SDG 12: Responsible consumption and production
Rejected by AI: consumer counterfactual thinking and switching	Huang, Bo	SDG 9: Industry, innovation and infrastructure
Research based on Ningbo dual circulation and new economic development	Liu, Martin	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure
Research on application scenarios of Ningbo sci-tech innovation digital reform	Jiang, Yangyang	SDG 9: Industry, innovation and infrastructure
Research on bi-objective and multi-scenario collaborative manufacturing scheduling methods considering carbon emissions	Tan, Zhen	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure
Research on improving supply chain information sharing effectiveness in the digital manufacturing era: A multi-agent approach	Chan, Hing Kai	SDG 9: Industry, innovation and infrastructure
Research on the development of infrastructure construction in Ningbo supported by private capital	Hua, Xiuping	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure

Title	Researchers China	SDG
Research on the methodologies and applications of data-driven dynamic career path planning based on the transferable value of skills	Meng, Qingxin	SDG 9: Industry, innovation and infrastructure
Research on what drives Zhejiang and China's firms to create original innovations	Zhu, Zhijing	SDG 9: Industry, innovation and infrastructure
Studies on how personalisation algorithms in social media affect the opinion dynamics of social media users	Xu, Youzong	SDG 9: Industry, innovation and infrastructure SDG 16: Peace, justice and strong institutions
Studying hidden champions or niche leaders in Ningbo Yong River Social Science Young Talent Programme 2022	Zhou, Steven	SDG 8: Decent work and economic growth
Studying the dissemination of online health misinformation: from the perspective of textual-pictorial falseness	Li, Boying	SDG 3: Good health and well-being
Study on digital media use and identification with Ningbo city image: Using expatriates and Chinese returners from overseas to Ningbo as the example	Thadani, Dimple	SDG 11: Sustainable cities and communities
The impact of blockchain technology on firms' environmental and economic performance in the "Dual Carbon" context: Based on the perspective of multiple stakeholders	Shao, Jinan	SDG 9: Industry, innovation and infrastructure SDG 13: Climate action
The impact of mentoring on the career development of new employees in hospitality industry	Zhou, Jingzi	SDG 8: Decent work and economic growth
The influence of blockchain-based traceability on consumer preference: a dual-process perspective	Huang, Bo	SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production
The influence of employment protection on trade credit, dividend policy and leverage adjustment speed: China and international evidence	Zheng, Xiaolan	SDG 8: Decent work and economic growth SDG 10: Reduced inequalities
The process model of swift resilience: the role of digital resourcefulness	Luo, Jun	SDG 9: Industry, innovation and infrastructure
The psychological impacts of technological innovation on internal branding	Yuan, Russa	SDG 9: Industry, innovation and infrastructure

Title	Researchers China	SDG
The research on the construction of Ningbo International Scientific Organisation and the Union of Scientists	Hua, Xiuping	SDG 9: Industry, innovation and infrastructure
The study on the Chinese innovation eco-system: From the perspective of multi-stage and multi-dimensional Infrastructure	Liu, Martin	SDG 9: Industry, innovation and infrastructure
The use of data and AI as a tool to achieve organisational renewal	Chen, Jin	SDG 9: Industry, innovation and infrastructure
Triangular conceptual framework for rural revitalisation and resilience	Wang, Yi	SDG 11: Sustainable cities and communities
Uncertainty and entrepreneurial overconfidence during crises	Chen, Xi	SDG 9: Industry, innovation and infrastructure SDG 10: Reduced inequalities
Understanding the approach and mechanism of business model innovation enabled by digital technologies in Zhejiang Province	Cai, Zhao	SDG 9: Industry, innovation and infrastructure
Understanding the dissemination of online health-related fake rumours under the public health emergency: From the perspectives of information features and source persona	Li, Boying	SDG 3: Good health and well-being
Unravelling platform competition strategy in multihoming	Fang, Jie	SDG 8: Decent work and economic growth
Untangling the performance effect of green practices in Chinese logistics industry: The role of digital technologies	Shao, Jinan	SDG 13: Climate action
Value co-creation for sharing economy agricultural platforms in China	Yuan, Russa	SDG 9: Industry, innovation and infrastructure

Nottingham University Business School Malaysia

Title	Researchers Malaysia	SDG
Reinvigorating elderly population in post Covid-19 pandemic era through digital inclusion strategies: A Malaysian case study	Maniam Kaliannan	SDG 3: Good health and well-being
Understanding student engagement in different delivery modes and strategies to enhance it during and post Covid-19	Myint Moe Chit	SDG 4: Quality education
UNMBuddy – An integrated platform for improving student engagement in higher education	Michael J Mustafa	SDG 4: Quality education
Tackling modern slavery through shared accountability and innovation in the Sri Lankan tea plantation industry	Vengadeshvaran Sarma	SDG 3: Good health and well-being SDG 8: Decent work and economic growth SDG 16: Peace, justice and strong institutions
Firm's contribution and impacts on sustainable development (SDG): Developing a measure-to-manage concept approach	Hung Woan Ting	All SDGs
Benchmarking Malaysia's performance in coping with Covid-19 phenomena using survival data analysis	Maniam Kaliannan	SDG 11: Sustainable cities and communities SDG 16: Peace, justice and strong institutions
Stakeholder perspectives on safe media reporting for suicide prevention in Malaysia	Chan Wen Li	SDG 3: Good health and well-being SDG 16: Peace, justice and strong institutions
An integrated model of B40 talent analytics in enhancing inclusiveness towards equitable society for IR 4.0	Maniam Kaliannan	SDG 10: Reduced inequalities
First time adoption of IPSAS: Challenges and practical considerations	Lau Chee Kwong	SDG 17: Partnerships for the goals
Sustainability Pulse study In Malaysian private sector organisations	Hung Woan Ting	All SDGs

Appendix 3: Modules relating to responsible management

Undergraduate modules	Sustainable Development Goals
Advanced Corporate Reporting and Analysis	SDG 8: Decent work and economic growth SDG 16: Peace, justice and strong institutions
Advanced Management Accounting	SDG 8: Decent work and economic growth
Audit and Assurance Services	SDG 4: Quality education SDG 16: Peace, justice and strong institutions
Business Ethics and Sustainability	SDG 1: No poverty; SDG 3: Good health and well-being; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG Climate action 13; SDG 14: Life below water; SDG 15: Life on land; SDG 16: Peace, justice and strong institutions
Business Finance	SDG 4: Quality education SDG 8: Decent work and economic growth
Business Law	SDG 1: No poverty; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 16: Peace, justice and strong institutions; SDG 17: Partnerships for the goals
Business, Government and Public Policy	SDG 8: Decent work and economic growth
Business, Human Rights and Sustainable Development	SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 16: Peace, justice and strong institutions; SDG 17: Partnerships for the goals
Computers In Business	SDG 3: Good health and well-being; SDG 4: Quality education; SDG 5: Gender equality; SDG8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action, SDG 14: Life below water; SDG 15: Life on land
Consumer Behaviour	SDG 12: Responsible consumption and production
Contemporary Issues in Accounting	SDG 8: Decent work and economic growth SDG 17: Partnerships for the goals
Economics of Organisation and Innovation	SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production

Undergraduate modules	Sustainable Development Goals
Economics of Regulation and Public Choice	SDG 3: Good health and well-being; SDG 4: Quality education; SDG 6: Clean water and sanitation; SDG 7: Affordable and clean energy; SDG 10: Reduced inequalities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 16: Peace, justice and strong institutions
Entrepreneurship: Theory and Practice	SDG 9: Industry, innovation and infrastructure SDG 10: Reduced inequalities
Financial Accounting and Reporting 1	SDG 8: Decent work and economic growth
Financial Accounting and Reporting 2	SDG 8: Decent work and economic growth
Financial Markets: Theory and Computation	SDG 4: Quality education
Firm Strategy and Internationalisation	SDG 9: Industry, innovation and infrastructure
Fundamentals of Financial and Management Accounting	SDG 8: Decent work and economic growth
Industrial Economics III: Market Structure and Competition Policy	SDG 4: Quality education
Industrial Economics IV: Games and Strategies	SDG 4: Quality education
Intermediate Corporate Reporting	SDG 4: Quality education; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 11: Sustainable cities and communities; SDG 16: Peace, justice and strong institutions; SDG 17: Partnerships for the goals
International Business	SDG 1: No poverty; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 12: Responsible consumption and production; SDG 16: Peace, justice and strong institutions
International Entrepreneurship	SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities
Introduction to Economics	SDG 1: No poverty; SDG 3: Good health and well-being; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action
Introductory Econometrics	SDG 5: Gender equality
Management Accounting	SDG 8: Decent work and economic growth
Management Strategy	SDG 1: No poverty; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 16: Peace, justice and strong institutions

Undergraduate modules	Sustainable Development Goals
Managing Business Operations	SDG 1: No poverty; SDG 2: Zero hunger; 3: Good health and well-being; SDG4: Quality education; SDG 5: Gender equality; SDG 6: Clean water and sanitation; SDG 7: Affordable and clean energy; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 16: Peace, justice and strong institutions; SDG 17: Partnerships for the goals
Managing Equality, Diversity and Inclusion	SDG 5: Gender equality; SDG 10: Reduced inequalities
Managing Headquarters-Subsidiary Relationships	SDG 3: Good health and well-being
Managing Tourism and the Environment	SDG 3: Good health and well-being; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 17: Partnerships for the goals
Marketing and Society	SDG 3: Good health and well-being; SDG 8: Decent work and economic growth; SDG 12: Responsible consumption and production; SDG 13: Climate action
Marketing Management	SDG 3: Good health and well-being; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 17: Partnerships for the goals
Marketing Services	SDG 9: Industry, innovation and infrastructure
Microeconomics for Business Spring	SDG 1: No poverty
Organisational Behaviour	SDG 3: Good health and well-being, SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 13: Climate action; SDG 15: Life on land; SDG 16: Peace, justice and strong institutions;
Organisational Theory and Practice	SDG 1: No poverty; SDG 5: Gender equality; SDG 10: Reduced inequalities; SDG 13: Climate action; SDG 16: Peace, justice and strong institutions
Public Services Management	SDG 3: Good health and well-being; SDG 11: Sustainable cities and communities; SDG 17: Partnerships for the goals
Purchasing Strategies and Techniques	SDG 16: Peace, justice and strong institutions

Undergraduate modules	Sustainable Development Goals
Technology and Organisation	SDG 7: Affordable and clean energy; SDG 9: Industry, innovation and infrastructure; SDG 11: Sustainable cities and communities; SDG 13: Climate action
Technology Entrepreneurship in Practice	SDG 3: Good health and well-being; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action
Tourism Futures: The Challenge of Sustainability	SDG 1: No poverty; SDG 7: Affordable and clean energy; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 16: Peace, justice and strong institutions
Work and Society	SDG 4: Quality education; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure

MSc Modules	Sustainable Development Goals
Advanced Issues in Financial Reporting	SDG 12: Responsible consumption and production SDG 13: Climate action
Advanced Management Accounting and Strategy	SDG 8: Decent work and economic growth
Audit and Assurance	SDG 16: Peace, justice and strong institutions
Behavioural Economics and Decision Making	SDG 9: Industry, innovation and infrastructure
Business Economics	SDG 1: No poverty; SDG 6: Clean water and sanitation; SDG 7: Affordable and clean energy; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 12: Responsible consumption and production; SDG 13: Climate action
Business Planning: Taxation	SDG 9: Industry, innovation and infrastructure
Consumer Behaviour and Analytics	SDG 12: Responsible consumption and production
Contemporary Developments in HRM/OB	SDG 3: Good health and well-being; SDG 5: Gender equality; SDG 10: Reduced inequalities; SDG 13: Climate action; SDG 14: Life below water
Corporate Entrepreneurship and Innovation Management	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure
Corporate Governance	SDG 9: Industry, innovation and infrastructure SDG 16: Peace, justice and strong institutions

MSc Modules	Sustainable Development Goals
Critical Marketing	SDG 3: Good health and well-being; SDG 6: Clean water and sanitation; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 11: Sustainable cities and communities; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 12: Responsible consumption and production
Employment Relations	SDG 1: No poverty; SDG 4: Quality education; SDG 8: Decent work and economic growth; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 16: Peace, justice and strong institutions
Entrepreneurial Creativity	SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production
Essentials of International Marketing	SDG 8: Decent work and economic growth SDG 12: Responsible consumption and production
Financial Reporting	SDG 9: Industry, innovation and infrastructure
Fixed Interest Investment	SDG 4: Quality education; SDG 5: Gender equality
Foundational Business Analytics	SDG 9: Industry, innovation and infrastructure
Innovation and Technology Transfer	SDG 3: Good health and well-being; SDG 7: Affordable and clean energy; SDG 9: Industry, innovation and infrastructure SDG 11: Sustainable cities and communities; SDG 13: Climate action
Launching an Entrepreneurial Business	SDG 9: Industry, innovation and infrastructure
Management Accounting and Control	SDG 8: Decent work and economic growth SDG 17: Partnerships for the goals
Managing Contemporary Operations: Fundamentals and Challenges	SDG 12: Responsible consumption and production
Managing People	SDG 3: Good health and well-being; SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 16: Peace, justice and strong institutions; SDG 17: Partnerships for the goals
Marketing Management in the Digital Economy	SDG 12: Responsible consumption and production
Marketing Strategy	SDG 3: Good health and well-being; SDG 9: Industry, innovation and infrastructure; SDG 10: Reduced inequalities; SDG 12: Responsible consumption and production; SDG 13: Climate action
Operations and Supply Chain Strategy and Practice	SDG 12: Responsible consumption and production

MSc Modules	Sustainable Development Goals
Principles of Marketing	SDG 8: Decent work and economic growth SDG 12: Responsible consumption and production
Procurement and Purchasing	SDG 16: Peace, justice and strong institutions
Quantitative Research Methods for Finance & Investment	SDG 4: Quality education; SDG 5: Gender equality SDG 8: Decent work and economic growth
Quantitative Risk Management	SDG 12: Responsible consumption and production
Research and Professional Skills in OB/HRM	SDG 4: Quality education; SDG 9: Industry, innovation and infrastructure
Strategic Business Management	SDG 11: Sustainable cities and communities SDG 16: Peace, justice and strong institutions
Strategic Entrepreneurial Growth	SDG 9: Industry, innovation and infrastructure
Strategic Human Resource Management	SDG 3: Good health and well-being; SDG12: Responsible consumption and production
Strategies for Corporate Social Responsibility	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure SDG 12: Responsible consumption and production
Sustainable Tourism Management	SDG 3: Good health and well-being; SDG 4: Quality education; SDG 6: Clean water and sanitation; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 15: Life on land; SDG 17: Partnerships for the goals
Technology Entrepreneurship	SDG 8: Decent work and economic growth SDG 9: Industry, innovation and infrastructure
The Economics of Strategy and Market Structure	SDG 9: Industry, Innovation and Infrastructure

MBA Modules	Sustainable Development Goals
Accounting and Finance	SDG 17: Partnerships for the goals
Business Ethics - Executive	SDG 1: No poverty; 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
Entrepreneurship and Creativity	SDG 8: Decent work and economic growth; SDG 5: Gender equality; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production
Entrepreneurship and Creativity - Executive	SDG 2: Zero hunger; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production

PRME: Sharing information on progress report 2023

MBA Modules	Sustainable Development Goals
Ethics, Governance and Risk - Executive	SDG 3: Good health and well-being
Finance and Accounting	SDG 17: Partnerships for the goals
Innovation Management - Executive	SDG 9: Industry, innovation and infrastructure
Leadership, People and Organisational Capability	SDG 5: Gender equality; SDG 8: Decent work and economic growth
Leading Change and Managing Risk	SDG 13: Climate action
Marketing	SDG 7: Affordable and clean energy; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 11: Sustainable cities and communities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 17: Partnerships for the goals
Marketing - Executive	SDG 3: Good health and well-being; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 17: Partnerships for the goals
Responsible Business: A Strategic Approach	SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 10: Reduced inequalities; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 14: Life below water; SDG 17: Partnerships for the goals
Strategic Management	SDG 8: Decent work and economic growth
Sustainable Decisions and Organisations	SDG 5: Gender equality; SDG 8: Decent work and economic growth; SDG 9: Industry, innovation and infrastructure; SDG 12: Responsible consumption and production; SDG 13: Climate action; SDG 17: Partnerships for the goals
Sustainable Decisions and Organisations - Executive	SDG 8: Decent work and economic growth; SDG 12: Responsible consumption and production; SDG 13: Climate action, SDG 17: Partnerships for the goals

Nottingham University Business School
UK | CHINA | MALAYSIA

PRME Principles for Responsible Management Education
an initiative of the United Nations Global Compact

Get in touch

nottingham.ac.uk/business/connect-with-us
nottingham.ac.uk/business
twitter.com/NottmUniBschool
linkedin.com/school/nottingham-university-business-school

© University of Nottingham 2023. All rights reserved.
Published September 2023.