

Sharing Information and Progress Report 2019

# Principles of Responsible Management in Education



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Chester  
Business School



University of  
Chester

# Letter of commitment from Chester Business School

We are delighted to pledge our ongoing and deeply felt commitment to Responsible Management Education and the six PRME principles. These underpin our mission and our values, and are relevant across all our activities.

During times of constant change within higher education, these principles offer guidance to our teaching and learning, our research, our collaborative work, and support our commitment to our communities at local, national and international levels. We also greatly value our engagement with our colleagues in the PRME community.

This report highlights our achievements since the last report, and identifies our goals for 2021 which are both wide-ranging in scope and specific in focus. The PRME principles form a core part of our identity, and as such we embrace them with enthusiasm.

I would like to thank everyone involved for their tireless work to date to ensure the principles are supported, and wish them good luck going forward over the next two years.



A handwritten signature in black ink that reads "Meriel D'Artrey".

Dr Meriel D'Artrey  
Associate Professor  
Associate Dean  
Chester Business School



# Developments since 2017 and our Goals for 2021

2017

## Objective 1:

Recognise excellence amongst staff and students in developing impacts relevant to the SDGs.

**(See Principles 1 and 2)**

Since 2017, we have awarded annual research awards which recognised the research and impact of staff and students undertaking work aligned to the SDGs. The awards were showcased in the local press thereby raising awareness of SDGs locally and with partners.

2019

## Objective 1:

Further develop our promotion of the SDGs by extending SDG awards to staff and students who have made significant contributions to SDGs in business school life.

2017

## Objective 2:

Integrate sustainability into staff development, training and research opportunities.

**(See Principles 3 and 4)**

Since 2017, we have integrated a range of public lectures and seminar series for staff, students and our wide partner network. Examples of topics include regarding poverty reduction (Carole Parkes), climate change and business collaboration (Petra Molthan-Hill), responsible management and learning (Tony Wall), and ethics (Paul Manning). We also co-delivered, with the NUS, an IEMA-approved course which was built around the SDGs - the first of its kind in the UK. SDGs are now integrated into doctoral research training provision.

2019

## Objective 2:

Extend the integration of the SDGs by encouraging ethical practices through training, review of procedures, and behaviours

2017

## Objective 3:

Increase the integration of the SDGs within partnership working.

**(See Principles 5 and 6)**

Since 2017, we have focused collaborative work to enhance focus on SDGs, including as examples, (1) contributions to the West Cheshire Poverty Truth Commission, (2) well-being consultancies with local government organisations, and (3) an ESRC seminar on methodologies for socially responsible ways to engage hard to reach communities. Strategically, we also updated our strategic vision through 5 core themes: relevant and responsible in our thinking, ethically oriented, community oriented, a fulfilling and rewarding place to study, a fulfilling and rewarding place to work, recognised as a market leader for employment focused learning.

2019


## Objective 3:

Extend the integration of SDGs through taking a collaborative approach to deciding how to embed SDG priorities within faculty infrastructures.

# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<p><b>Principle 1: Purpose</b></p> <p><i>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</i></p>	<p>Example: In 2018, we updated our strategic vision through 5 core themes: relevant and responsible in our thinking, ethically oriented, community oriented, a fulfilling and rewarding place to study, a fulfilling and rewarding place to work, recognised as a market leader for employment focused learning.</p> <p><b>(See also, SDG16)</b></p>
<p><b>Principle 2: Values and Principle 3: Method</b></p> <p><i>We will incorporate into our academic activities and curricula the values of global social responsibility.</i></p> <p><i>We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</i></p>	<p>Example: We have engaged PRME specific experts in our curricula (for example, Professor Carole Parkes regarding poverty reduction and business pedagogy, Associate Professor Petra Molthan-Hill regarding climate change and business collaboration, Professor Tony Wall regarding global management education and sustainability, and Professor Paul Manning on business ethics).</p> <p><b>(See also, SDG2, SDG4, SDG5, SDG10, SDG12, SDG13 and SDG17)</b></p>
<p><b>Principle 4: Research</b></p> <p><i>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.</i></p>	<p>Example: 8 researchers (AH, TW, KC, VE, MM, LR, LM, NJ) contributed 10+ chapters to the largest sustainability encyclopedia in the world: "The Encyclopedia of the Sustainable Development Goals".</p> <p><b>(See also, SDG3, SDG8, SDG9)</b></p>
<p><b>Principle 5: Partnerships and Principle 6: Dialogue</b></p> <p><i>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.</i></p> <p><i>We will facilitate and support dialog 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.</i></p>	<p>Example: Introduced stakeholder debate and dialogue as innovative pedagogy to discuss the use of plastics in tourism</p> <p><b>(See also, SDG1, SDG9, SDG11, SDG14 and SDG17)</b></p>
<p><b>Principle 7: Organisational Practices</b></p> <p><i>We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.</i></p>	<p>Example: We have re-configured undergraduate programmes with a common commitment to creativity, futures, and data storytelling, to deal with complexity.</p> <p><b>(See also, SDG6, SDG7, SDG12, SDG15, SDG13)</b></p>

# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 612 450">SDG1 Poverty Reduction</h2>  <p>The icon for SDG 1, 'No Poverty', features a red square with the number '1' and the text 'NO POVERTY' at the top. Below the text is a white silhouette of a family consisting of two adults and two children.</p>	<p>We are part of the West Cheshire <b>Poverty Truth Commission</b> and are working with a wide diversity of regional stakeholders to tackle the complex issues of poverty and to drive change for people experiencing poverty. <b>(See Principles 5 and 6)</b></p> <p><b>'Slum tourism' and 'Tourism and poverty'</b> are integrated into Tourism and Global Society, a 2nd year module at Chester Business School. Students learn about the critical challenges facing vulnerable communities in destinations. <b>(See Principle 3)</b></p> <p><b>Learning in the Wider World</b> provides the opportunity for students to gain credit towards degrees by participating in various projects around the world. This includes engaging with issues such as poverty in a different cultural, linguistic and/or social environment to that of University study. Students critically reflect on their experience of living and working within a developing country. <b>(See Principle 3)</b></p>



# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG2 Zero hunger




A Caring Cups campaign encouraged staff and students to fill re-used disposable coffee cups with loose change to raise funds for **ShareAid**. The Chester charity provides a valuable outreach service with food, hot drinks, sleeping bags and clothing for those living rough on the streets of Chester. **(See Principle 2)**

Creative Support's Halton Lodge is a local **homeless charity**. In 2017, Chester Business School staff donated food for the Christmas and New Year period. Residents also benefitted from donations of clothes and Christmas decorations. **(See Principle 2)**




# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 627 450">SDG3 Health &amp; wellbeing</h2>  <p>The icon for SDG 3, 'Good Health and Well-being', features a green square with the number '3' in white, the text 'GOOD HEALTH AND WELL-BEING' in white, and a white graphic of a heartbeat line ending in a heart shape.</p>	<p>We have recently commissioned student artwork to improve study environment with emphasis on sustainability. <b>(See Principle 2)</b></p> <p>We have hosted 4 “Sustainable Development Goal Huddles” and 4 “Writing Retreats” to promote research in inclusive environments focusing on wellbeing. <b>(See Principle 4)</b></p> <p>We hosted an international consultation for a professional framework to govern the use of creative practices to promote wellbeing. <b>(See Principles 5 and 6)</b></p> <p>Faculty staff underwent a training course in <b>Mental Health Awareness</b> and students undertook a research project where <b>therapy dogs</b> visited campus. <b>(See Principle 2)</b></p> <p><b>Lunchtime walks</b> have been introduced to encourage staff to leave their desks and <b>fitness classes</b> including HIIT, balance and circuit training have been introduced. <b>(See Principle 2)</b></p>



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 596 450">SDG4 Quality education</h2> 	<p data-bbox="751 315 1469 371">Developing new models of collective business school education to be more ethical and responsible. <b>(See Principles, 2, 3 and 7)</b></p> <p data-bbox="751 409 1469 663">The Level 6 <b>Sustainable Entrepreneurship</b> business module explores the role of the entrepreneur and the ecopreneur with regard to sustainability. It examines how organisations and entrepreneurs approach the sustainable development of business and, in so doing, how they impact upon social costs and benefits. Key to the content of this module is the “green economy” along with the consideration of the environment and the government’s influence upon this. <b>(See Principle 3)</b></p> <p data-bbox="751 696 1469 786"><b>Climate change</b> has been integrated across all <b>undergraduate levels</b> of the International Tourism Management programme. <b>(See Principle 3)</b></p> <p data-bbox="751 819 1342 909">We have 7 <b>doctoral researchers</b> studying aspects of <b>sustainability and responsibility</b> in organisations. <b>(See Principle 4)</b></p>





# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG5 Gender equality




In May 2019, Co-Chair of the Staff LGBT+ Group and Faculty member Sandra Hopkins, accepted the charter mark award from the **Navajo Merseyside and Cheshire LGBTIQA**. Gaining the mark is said to be an indication of “good practice, commitment and knowledge of the specific needs, issues and barriers facing lesbian, gay, bisexual and transgender (LGBT) people” and we are one of just two higher education institutions in the North West to have been awarded a charter mark. **(See Principles 2, 3 and 7)**

Chester Pride, is an event to celebrate and promote **LGBT+ (Lesbian, Gay, Bisexual, Trans and other sexual identities)** equality and inclusion. In August 2018, staff from Queen’s Park Campus joined the parade to help show that the University is a proud supporter of LGBT+ inclusion in the workplace. **(See Principles 2 and 3)**

In May 2018, coinciding with **International Day against Homophobia, Biphobia and Transphobia**, rainbow lanyards were distributed as a mark of support, without expectation or obligation. **(See Principles 2 and 3)**



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 496 521">SDG6 Clean Water &amp; Sanitation</h2> 	<p data-bbox="751 315 1469 595">To provide easy and free access to chilled water for staff and students, <b>water fountains</b> were installed on each floor of the buildings at the Queen's Park campus. This has also encouraged staff and students to switch to long-life water bottles, rather than buying individual plastic water bottles. To date the water fountains have saved 211,752 plastic bottles being used. Reflecting the change from plastic bottle purchases to the water fountains, water consumption at Queen's Park increased by 598m3 in the last year. <b>(See Principle 7)</b></p> <p data-bbox="751 629 1453 689"><b>As part of Sustainability Week</b> the following programme was made available to students...</p> <p data-bbox="751 696 1461 882"><b>Fashions Dirty Secrets: Stacey Dooley Investigates.</b> Synopsis: uncovers the hidden costs of the addiction to fast fashion. Toxic chemicals are released by the garment industry, which pollute waterways that millions of people rely on. The former Aral Sea, once one of the largest bodies of fresh water, is now reduced almost entirely to dust. <b>(See Principles 2, 3 and 7)</b></p>



# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG7

## Affordable and clean energy



The University's **electricity supply tariff** to Queen's Park campus is **carbon free**. Energy efficient LED lighting upgrades were installed including **intelligent lighting controls**. The solar **PV installations** generated 87,000 kWh in 2017/18, equating to 13.5% of the total campus consumption in 2017/18 (650,000 kWh). **(See Principle 7)**

Dr. Petra Molthan-Hill delivered a public lecture on **climate change and business collaboration** at Chester Business School. **(See Principles 5 and 6)**



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 598 521">SDG8 Decent work &amp; Economic Growth</h2> 	<p data-bbox="751 315 1461 562"><b>Enhancing Employability through Work Based Learning</b> is an undergraduate placement-based experiential module. Tourism student Olivia Jones completed an eight-week degree placement with adventure travel company EDGE Travel Worldwide. Olivia worked on their ethical tourism strategy and was highly praised for applying her skills and helping to put the company's practice in place further in the countries it visits. <b>(See Principles 3 and 5)</b></p> <p data-bbox="751 600 1469 882">The Sheriff of Chester, Councillor Stuart Parker, presented <b>volunteers from the Events Society</b> with certificates, for their contribution to events with the Cheshire West and Chester Council Events Team. Patsy Cliffe, an Events Management student, is President of the Events Society and she was instrumental in coordinating volunteers for the events including the Chester Christmas Lights Switch On, Chester Lantern Parade, the Frodsham Christmas Festival, the Winter Watch Parades and the Roman Saturnalia. <b>(See Principles 3 and 5)</b></p>



# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG9 Industry, Innovation & Infrastructure




Designed innovative and collaborative **Social Enterprise Project Design Sprint** process to help support an integrated approach to regeneration – including construction, social enterprise, recruitment, and faith based organisations in Flintshire. **(See Principle 5)**

As part of a level 6 module students critically evaluated the role that **technology and innovation** can play in **reducing the carbon footprint of the tourism industry**. **(See Principle 3)**

Students were encouraged to be innovative when deciding how technology could contribute towards making Chester a “Smart City” Destination. The **solutions to real-world tourist problems** were expressed through visual media, with the resulting concepts using virtual reality; augmented reality and smartphone apps. **(See Principle 3)**



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="124 315 683 450">SDG10 Reduced inequalities</h2> 	<p data-bbox="754 315 1465 562">The Goat Tree, Young Enterprise winners UK. Two entrepreneurs from the University of Chester are jetting off to Norway to represent their country in the European Finals of the Young Enterprise Start-up Challenge, after winning the UK finals. Both Directors have many connections in Morocco <b>and 20% of profits go to fund the education of Berber women, who are working in the co-operative, most of whom cannot read or write. (See Principle 3)</b></p> <p data-bbox="754 600 1473 943">The Live Event is a 2nd year module that provides students with a detailed and practical understanding of the approaches to planning, managing and evaluating events. Students engage with charities to come up with appropriate concepts that can directly benefit the community where possible. Events teams have raised money for many local charities. These include <b>Chester Women's Aid</b>, who work to raise awareness of domestic abuse and support women and their families in the local area; <b>Music Alive</b>, which aims to improve access to music for disabled people and ultimately support them to achieve more independent, fulfilled and integrated lives. <b>(See Principle 3)</b></p>



# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG11 Sustainable cities and communities




A guest lecture from local **Supertrees** champion Steve Hughes was integrated into a level 6 module. Steve had spearheaded an impressive campaign to bring Supertrees to Chester and inspired tourism students to think big. The students had already looked at the Singapore Supertrees as an example of innovation in visitor attractions and were then privileged to hear first-hand how Chester may soon have its very own Supertrees. Steve explained how he was inspired by Sir David Attenborough and the BBC's Planet Earth II '**Cities**' episode, to increase biodiversity in Chester, through the use of Supertrees. **(See Principle 3)**

Church Stretton is a small market town. As elsewhere, its shopping centre faces a challenge from the growth of on-line shopping. Church Stretton Town Council wants to be more proactive in supporting local businesses and, where possible, to grow more local employment opportunities, especially for its young people. Business students carried out research and produced a report to help the town council in its decision-making process. **(See Principles 3, 4, 5 and 6)**



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="119 313 534 593">SDG12 Responsible Consumption and Production</h2> 	<p data-bbox="751 313 1452 560"><b>The Goat Tree Young Enterprise winners UK.</b> The Fairtrade co-operative will produce sustainably sourced 100% argan oil with no additives. Their idea is to re-invest profits back into the farm where the argan kernels are cold-pressed by a stone mill. With donkeys being the main mode of transport, Jessica and Ayoup are looking to plough profits back into the animals' wellbeing and improving the lives of members of the co-operative in Morocco. <b>(See Principle 5)</b></p> <p data-bbox="751 600 1476 660"><b>As part of Sustainability Week</b> the following programmes were made available to students...</p> <p data-bbox="751 667 1444 784">... <b>"Plastic: Can you Live Without It?"</b> (ITV Tonight) Synopsis: The UK government has announced a 25-year plan to crack down on it, but could something be done faster and how can the public rethink their reliance on plastic?</p> <p data-bbox="751 790 1468 974">... <b>"Costing the Earth"</b> (BBC Radio 4) Synopsis: Palm oil is in hundreds of products, from detergents and cosmetics to biscuits and now biofuels. The burning of forests is destroying the habitat of endangered wildlife and releasing carbon dioxide. Some manufacturers have pledged to source sustainably. How sure are they their oil is untainted? <b>(See Principles 2, 3 and 7)</b></p>





# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG13 Climate action



We developed a new module in Tourism Futures, which considered various Sustainable Development Goals including climate change. Within this, we created educational experiences at (1) Airbus to examine how **carbon emissions reductions** can be achieved through the construction of wings that limit drag and the use of lighter composite materials (2) Mill Hotel & Spa to examine sustainability in the hospitality and tourism sector. **(See Principles 2 and 3)**

Skills shares on campus have included Bicycle maintenance to help **reduce** reliance on cars; Stitching, so clothes are mended and **reused**; and **recycling** tired products by up-cycling. **(See Principle 7)**

New recycling opportunities have been implemented on campus: (1) crisp packet bins (2) coffee cups. **(See Principle 7)**

The newly formed campus GIFT team (Green Impact Futures Together) has been encouraging staff and students to **turn lights off** when leaving offices or workspaces empty. **(See Principle 7)**



# Our Developments by PRME Principles

## PRME PRINCIPLES

## What we have done or experimented with over the last 2 years

### SDG14 Life below water




Integrated into Tourism and Global Society, a 2nd year module at Chester Business School, students learn about the critical challenges facing our oceans and seas. Through the use of industry case studies, students discuss the issues around **orcas being bred in captivity in tourist attractions** around the world, which has an impact on species diversity and behaviour. There also issues around **international regulations on hunting and capturing wild orcas, dolphins and whales** for these attractions. They consider animal welfare, living conditions, food and training practices and more, all under the guise of a selling a once in a life time experience.

Cases also explore the impact overtourism can have on water quality in beach and coastal destinations. Did you know that something as innocent as sun-creams, when multiplied by hundreds and thousands of tourists, can pollute sensitive bay areas and can **impact on marine biodiversity, coral reefs** and more. **Single use plastics** can also end up in the sea and have a devastating impact on marine life and water quality and tourists are prolific in their use on consumables in destinations. **(See Principle 3)**




# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 448 450">SDG15 Life on Land</h2> 	<p data-bbox="751 315 1453 506"><b>Biodiversity</b> is being increased in the gardens at the rear of Queen's Park campus. With advice and guidance from the Wildlife Trust and the help of staff volunteers, zones have been created. These include a quiet wildflower area for rest and contemplation and a grass area for exercise or relaxation. <b>(See Principles 2 and 7)</b></p> <p data-bbox="751 539 1469 696">Recycled tetra-packs have been used to create <b>feeding stations</b> for birds and for <b>growing herbs</b>, vegetables and flowers. A <b>bee-hive</b> installation is imminent and workshops for staff &amp; students are already planned for making <b>bird nesting boxes</b>. <b>(See Principles 2 and 7)</b></p> <p data-bbox="751 730 1453 920"><b>As part of Sustainability Week</b> the following programme was made available to student <b>'The Secret Life of Landfill: A Rubbish Story'</b>. Synopsis: Using one of the UK's largest landfill sites this explores how what we throw away tells us about the way we live our lives and chart the evolution of our throwaway society. <b>(See Principles 2, 3 and 7)</b></p>



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<h2 data-bbox="121 315 309 371">SDG16</h2> <h3 data-bbox="121 394 639 528">Peace &amp; Justice and Strong Institutions</h3> 	<p data-bbox="751 315 1461 371">Working with the <b>regional police forces</b> to develop ethical perspectives and policies (Prof Paul Manning). <b>(See Principle 6)</b></p> <p data-bbox="751 412 1445 501">Initiated research into <b>activism and riots</b> in public spaces and the role of business school academics in academic activism for driving change (Prof Tony Wall). <b>(See Principle 6)</b></p>



# Our Developments by PRME Principles

PRME PRINCIPLES	What we have done or experimented with over the last 2 years
<p><b>SDG17</b> Partnerships for the Goals</p> 	<p>Member of the <b>Inter-University Sustainable Development Research Programme</b> and the newly formed <b>European School of Sustainability Science Research</b> (Lead by Prof Tony Wall). (See Principle 4)</p> <p>We co-delivered, with the <b>NUS</b>, an <b>Institute of Environmental Management &amp; Assessment</b> approved course (built around the Sustainable Development Goals) for Level 6 tourism students. The first of its kind in the UK. (See Principles 2 and 3)</p> <p>We hosted an '<b>International Pathways to Impact Workshop</b>' with colleagues from the UK and Denmark – specifically focusing on ways to promote change in health, wellbeing, climate change, and equality. (See Principles 5 and 6)</p> <p>Established and facilitated the <b>Washington Ethical Leadership Summit</b> to drive change with a wide range of practitioners including politicians, scientists, journalists, and educational professionals. (See Principles 5 and 6)</p>



# Sustainability Related Publications

## Dr. Ann Hindley

Hindley, A. & Wall, T. (2019) **Markets, Festivals and Shows: Sustainable Approaches to Gastronomic Tourism Through Collaboration**. In Saurabh Kumar Dixit (Ed.) The Routledge Handbook of Gastronomic Tourism. Abingdon, Oxford, United Kingdom: Routledge.

Hindley A., Marmion M. (2019) **Tourism and Health, Risks, and Challenges**. In: Leal Filho W., Wall T., Azeiteiro U., Azul A., Brandli L., Özuyar P. (eds) Good Health and Well-Being. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham

Leal Filho, W., Doni, F., Vargas, W. R., Wall, T., Hindley, A., Rayman-Bacchus, L., Emblen-Perry, K., Boddy, J., & Viegas Avila, L. (2019). **The integration of social responsibility and sustainability in practice: exploring attitudes and practices in Higher Education Institutions**, Journal of Cleaner Production.

Marmion M., Hindley A. (2019) **Tourism and Health: Understanding the Relationship**. In: Leal Filho W., Wall T., Azeiteiro U., Azul A., Brandli L., Özuyar P. (eds) Good Health and Well-Being. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham

Wall T., Clough D., Österlind E., & Hindley A. (2019) **Conjuring a 'Spirit' for Sustainability: A Review of the Socio-Materialist Effects of Provocative Pedagogies**. In: Leal Filho W., Consorte McCrea A. (eds) Sustainability and the Humanities. Springer, Cham.

Hindley A. & Wall T. (2018) **A Unifying, Boundary-Crossing Approach to Developing Climate Literacy**. In: Leal Filho W. (eds) Implementing Sustainability in the Curriculum of Universities. World Sustainability Series. Springer, Cham.

Wall, T., & Hindley, A. (2018). **Work integrated learning for sustainability education**. In The Encyclopedia of Sustainability in Higher Education. Cham: Springer.

Wall, T. & Hindley, A. (2018) **Work-based and vocational education as catalysts for sustainable development?** Higher Education, Skills & Work-Based Learning, 8(3), 226-232.

Hindley, A., & Font, X. (2017). **Ethics and influences in tourist perceptions of climate change**. Current Issues in Tourism, 20(16), 1684-1700.

Wall, T., Hindley, A., Hunt, T., Peach, J., Preston, M., Hartley, C., & Fairbank, A. (2017). **Work-based learning as a catalyst for sustainability: a review and prospects**, Higher Education, Skills and Work-Based Learning, 7 (2), 211-224.

## Dr. Andy Lyon

Lyon, A., Hunter-Jones, P., & Warnaby, G. (2017). **Are we any closer to sustainable development? Listening to active stakeholder discourses of tourism development in the Waterberg Biosphere Reserve**, South Africa. Tourism Management, 61, 234-247.

## Professor Paul Manning

Manning, P. (2018). **Madoff's Ponzi investment fraud: a social capital analysis**. Journal of Financial Crime, 25(2), 320-336.

Manning, P. (2018). **Exploiting the social fabric of networks: a social capital analysis of historical financial frauds**. Management & Organizational History, 13(2), 191-211.

Manning, P., Stokes, P. J., Visser, M., Rowland, C., & Tarba, S. Y. (2018). **Dark open innovation in a criminal organizational context: the case of Madoff's Ponzi fraud**. Management Decision, 56(6), 1445-1462.

Manning, P. (2017). **Embedding Anti-Corruption in the MBA Curriculum: Reflections on a Case History Analysis of Affinity Fraud**. Journal of Global Responsibility, 9(1), 111-129. <https://doi.org/10.1108/JGR-06-2017-0035>

## Dr. Maeve Marmion

Hindley A., Marmion M. (2019) **Tourism and Health, Risks, and Challenges**. In: Leal Filho W., Wall T., Azeiteiro U., Azul A., Brandli L., Özuyar P. (eds) Good Health and Well-Being. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham

Marmion M., Hindley A. (2019) **Tourism and Health: Understanding the Relationship**. In: Leal Filho W., Wall T., Azeiteiro U., Azul A., Brandli L., Özuyar P. (eds) Good Health and Well-Being. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham

## Langton Mburayi

Mburayi, L., & Wall, T. (2018). **Sustainability in the professional accounting and finance curriculum: an exploration**. Higher Education, Skills and Work-based Learning, 8(3), 291-311.

## Professor Tony Wall

Cregan, K., Rowe, L., & Wall, T. (2019). **Resilience Education and Training**. In Leal Filho, W. (ed.), Encyclopedia of the United Nations Sustainability Goals: Good Health & Wellbeing. Springer.

Tran, L. T. & Wall, T. (2019). **Ubuntu in adult vocational education**: Theoretical discussion and implications for teaching international students, International Review of Education, <https://doi.org/10.1007/s11159-019-09776-3>.

Wall, T., Fries, J., Rowe, N., Malone, N., Osterlind, E. (2019) **Drama and theatre for health and wellbeing**, in Leal W.L. (Ed) Encyclopedia of the United Nations Sustainability Goals: Good Health & Wellbeing, Springer Nature.

Wall, T. and Bellamy, L. (2019 - in press) **Redressing Small Firm Resilience: Exploring Owner-Manager Resources for Resilience**, International Journal of Organizational Analysis.

Leal Filho, W., Doni, F., Vargas, W. R., Wall, T., Hindley, A., Rayman-Bacchus, L., Emblen-Perry, K., Boddy, J., & Viegas Avila, L. (2019). **The integration of social responsibility and sustainability in practice**: exploring attitudes and practices in Higher Education Institutions, Journal of Cleaner Production.

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