



Nottingham  
Business School  
Nottingham Trent University

# Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report 2021





# Highlights in the reporting period 2019-2021



## **Principle 1: Purpose**

**5**

Nottingham Business School (NBS) has a strategic commitment to responsible business and management education. The School has been recognised as a PRME Champion for the second time.

## **Principle 2: Values**

**9**

Sustainable Development Goals (SDGs) are integrated into every programme at NBS. First year students are introduced to these values from Day one via a core personal development module and these are weaved throughout their degree until completion.

## **Principle 3: Method**

**15**

NBS is an exemplar for mainstreaming sustainability and SDGs into all its programmes. Every student can choose further curricular and extra-curricular activities to focus more on sustainability, in addition to the personal development modules where SDGs are part of the core curriculum.

## **Principle 4: Research**

**21**

Sustainability is at the heart of NBS research enabling change in organisations and communities for a sustainable society. NBS has an internationally recognised Responsible and Sustainable Business (RSB) Lab, that plays a key role in SDGs related research with impact.

## **Principle 5: Partnership**

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NBS collaborates with a range of public, private, and not-for-profit organisations to integrate the principles of SDGs to bring transformative change into organisations and communities for a sustainable society.

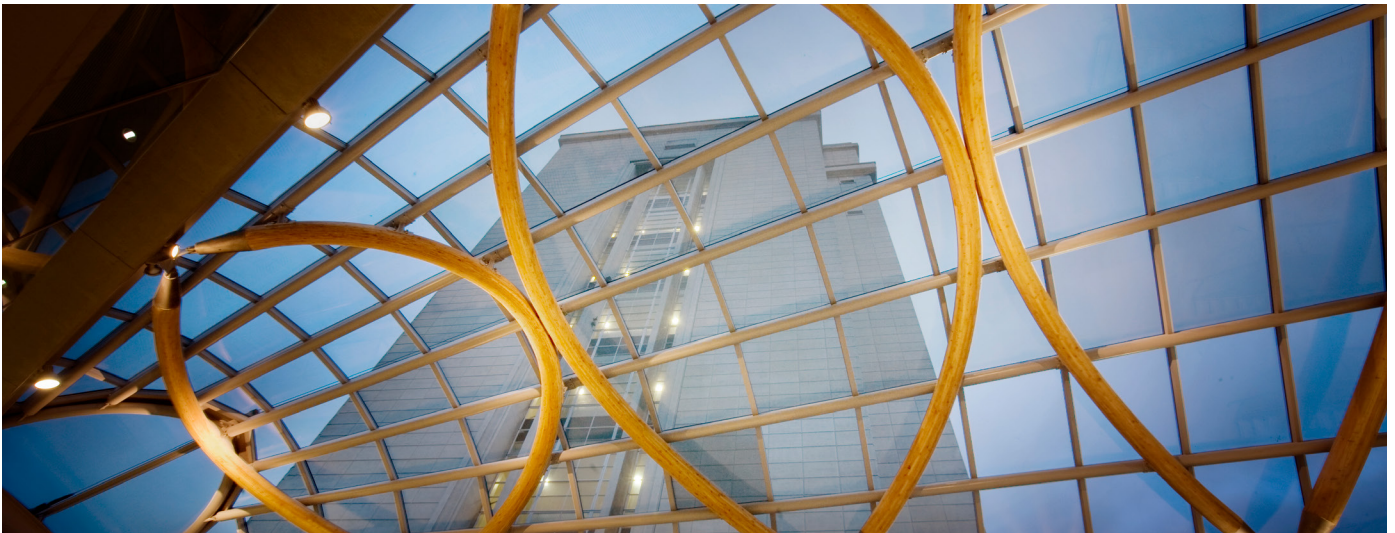
## **Principle 6: Dialogue**

**32**

NBS is engaged in a dialogue with its internal and external stakeholders on critical issues related to sustainability. This is done through various activities, for example, academic outputs such as books, articles, reports, conferences, seminars, workshops, trainings, and other forums.

## **Nottingham Trent University's Sustainable Operations 41**

NBS is supported by two award-winning teams at Nottingham Trent University (NTU): Green Academy (Curriculum) and the Sustainable Development Team (Estate and Operations). NTU is ranked as the fourth most sustainable university in the global UI GreenMetric World University Ranking (2020) and third in the UK based People and Planet University League (2019).



# Introducing Nottingham Business School

Nottingham Business School (NBS) at Nottingham Trent University (NTU) is internationally recognised as one of the world's leading business schools, providing education and research that combines academic excellence with impact on business and society.

**NBS is quadruple crown+ school** by EQUIS, AACSB, Small Business Charter and EFMD Accreditation as well as being a UN's PRME Champion. The accreditation bodies recognise NBS as the leaders in personalisation of education, experiential learning, high impact research, sustainability, and connectivity to business. In all our work, we aim to combine excellence in research, education and external engagement and deliver a positive impact on people, business, and society.

The School was re-accredited by EQUIS in 2021 and AACSB in 2016, EFMD Programme Accreditation of BA (Hons) International Business Programme Suite (5 years) followed by the Small Business Charter (re-accredited for

five years) and the BSIS impact label in 2019. For the last three years, NBS has been ranked in the Financial Times Top 95 European Business Schools and Top 100 Global Masters in Management (MiM) rankings. The highly respected Guardian Good University Guide 2020 ranks NBS' Accounting and Finance at 4th place, Economics at 7th and Business, Management and Marketing at 11th place nationally. The same rankings place NBS graduate prospects 4th for Economics, 5th for Accounting and Finance, and 6th for Business, Management and Marketing nationally.

Nottingham Trent University (NTU) was awarded The Guardian University of the Year 2019, alongside its previous accolades of Modern University of the Year in The Times and The Sunday Times Good University Guide 2018 and the Times Higher University of the Year award 2017. It holds Gold rating in the UK national Teaching Excellence Framework which aims to encourage excellent teaching in universities and

colleges. NTU won the University of the Year at the UK Social Mobility Awards in October 2019.

NTU has developed robust sustainability credentials with its sector leadership in ethics, responsibility and sustainability and investment in this area. NTU has been ranked as the fourth most sustainable university in the global UI GreenMetric World University Ranking and third in the UK based People and Planet University League.

NBS is proud of being awarded the role of PRME Champion for two consecutive terms (2018-2022) due to its strategic commitment and leading work in responsible business and management education. The mission of the PRME Champions group is to contribute to thought and action leadership on responsible business and management education in the context of the United Nations (UN) sustainable development agenda.





# Message from the Dean

For over a decade, responsible business and management education and research have been at the heart of everything we do at Nottingham Business School.

Our approach has been to integrate ethical leadership, responsible management and sustainability into our curriculum, research, partnerships, and everyday practice. This has been recognised by global accreditation bodies and has led us to become a PRME Champion since 2018.

Our students and colleagues are intensely aware that responsible management and sustainable business is good business. We take a long-term view of how our everyday activities have a lasting impact on our environment, long-term health, long-term vitality of the economy, private and public arenas of business, society, and people's lives. That's why we have developed a systematic approach to mainstreaming the UN SDGs in all our curriculum for developing future transformational leaders. For this purpose, we also invest in developing meaningful impact from our world leading research.

NBS' mission is to deliver research and education that combines excellence with a positive impact on people, business and society.

NBS is at the forefront of Nottingham Trent University's strategy of being recognised as the most environmentally responsible and sustainable University in the world. Indeed, our university consistently ranks in the top 5 of league tables for sustainability such as UI GreenMetric World University Ranking and the UK based People and Planet University League.

As a PRME Champion, we take our responsibility and commitment of demonstrating best practice in all aspects of education, research, and partnerships, as one of the most important pillars of our work and hope to help inspire others to follow suit. This commitment to responsible education is part of the character of NBS, which has evolved over the last four decades. Our graduates have the capabilities to generate sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

This report highlights important examples of our work and I hope it opens opportunities for greater partnerships for us to work together for a better and sustainable world.

**Professor Baback Yazdani**  
**Executive Dean of Nottingham Business School,**  
**Nottingham Trent University.**





# 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.

Nottingham Business School (NBS) has a strategic commitment to responsible business and management education. The School has been recognised as a PRME Champion for the second time.

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**NBS has a long-standing commitment to sustainability and responsible management education, as reflected in its mission, strategy, educational provision, and major research strength. NBS' purpose is to provide education and research that combines academic excellence with positive impact on people, business and society.**

NBS has been recognised as world leading in Ethics, Responsibility and Sustainability (ERS) in its recent EQUIS accreditation by the European Foundation for Management Development (EFMD) and by becoming a PRME Champion for the second time. As part of the PRME Champions group, NBS contributes to thought and action leadership on responsible management education.

NBS' work on ethics, sustainability, and the UN sustainable development goals (SDGs) in education and research has influenced and led the wider university strategy and practice. The University developed its Strategic Plan 2015-2020 – 'Creating the University of the Future' to set its future direction. This had five key themes: Creating Opportunity, Valuing Ideas, Enriching Society, Connecting Globally and Empowering People. Implementation of NTU's strategy on sustainable development is underpinned by the SDGs as a key fundamental framework and this is reflected in a wide variety of curriculum, research, and operational activities. Recently, NTU launched its new strategy 2020-25, University reimaged, where 'Embracing Sustainability' is added as one of the main strategic pillars. This builds on the commitment to the UN Global Compact for 2030 and gives sustainability higher visibility within the University and beyond. Specifically,

**the 'Embracing Sustainability' theme has the ambition that by 2025 "we will have curated an intergenerational conversation with our students, colleagues, and stakeholders and are recognised as the most environmentally responsible University in the UK"**

NBS has a strategy with commitments and resources to contribute towards the university wide Embracing Sustainability 2025 theme. Although NBS has been focused on education for sustainability for a number of years now, this new strategic focus will help NBS to take responsible and sustainable business education a step further. NBS has taken its responsibility for developing responsible managers, practitioners, and business leaders by mainstreaming the values of sustainability and social responsibility in all its core business activities.



## As a PRME Champion, the School commits to:

- **Working collaboratively to achieve higher levels of performance in transforming business and management education in five key areas: curricula, research, educational frameworks, sustainability-based partnerships, and thought leadership.**

NBS has mainstreamed sustainability in its core curriculum and the UN SDGs are used as a framework. Experiential learning and personalisation are in our DNA and this is used to provide students opportunities to solve real world business problems and develop their sustainability knowledge, skills, and competencies by working with partners to produce future transformational leaders. In research, one of NBS' research centres, Responsible and Sustainable Business (RSB) Lab, plays a leading role in SDGs related research creating impact in organisations and societies.

- **Serving the broader PRME community through active engagement with existing PRME Chapters, PRME Working Groups, Global Compact LEAD, and other global opportunities, as well as supporting the broader and deeper implementation of sustainability principles in the institutional context of the PRME initiative.**

NBS has been active in the global PRME community through engagement with existing PRME Chapters (UK and Ireland), Working Groups (Climate Change and Environment), and other PRME forums. The aim is to encourage collaboration to support the wider implementation of sustainability and PRME principles. Sharing good practice, lessons learnt, and Carbon Literacy Training for academics are key in this journey. NBS staff hold key positions in PRME community, for example, PRME Chapter UK & Ireland and PRME Working Group on Climate Change and Environment. Professor Baback Yazdani, Dean of NBS, is the Chairman of the Board of Directors of The Academy of Business in Society (ABIS). The membership of ABIS includes over one hundred organisations: academic institutions, companies, corporate networks and NGOs.

- **Contribute to broader UN goals and issues, particularly helping to realize the Sustainable Development Goals.**

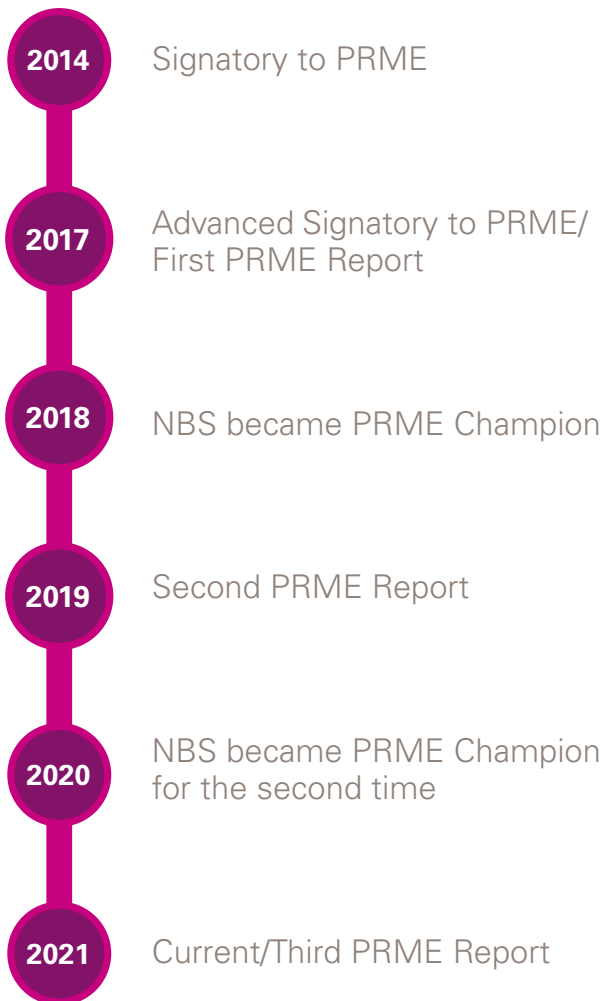
NBS has adopted a holistic approach to sustainability by addressing the SDGs in teaching, research, operations, and partnerships. NTU was one of the first universities to sign up to the SDG Accord and to report annually against all 17 SDGs, which has in turn been consolidated into the higher education report for the United Nations. NTU is ranked as the fourth most sustainable university in the UI GreenMetric World University Ranking (2020) and third in the People and Planet University league (2019).



## Governance and Structure in NBS

Governance structure and resources are in place in NBS to extend our work in relation to sustainability and SDGs and engage faculty widely. The School has a **Sustainability Coordinator** (Dr Muhammad Mazhar), and all five departments have **Sustainability/PRME Representatives** to assist the Sustainability Coordinator and help academic staff in their respective departments on how they can integrate SDGs and sustainability into the curriculum. Departmental Sustainability/PRME Representatives are Dr Alexandra Arntsen (Economics), Dr Rachel Welton (Marketing), Matthew Wallis (Human Resource Management), Robert Hartley (Accounting & Finance) and Dr Muhammad Mazhar (Management). NBS has an **Academic Lead for PRME** (Professor Petra Molthan-Hill) with a role to integrate the PRME principles and SDGs strategically in curriculum, research, and partnership activities. These members of staff foster dialogue on PRME-related topics across departments and disciplines whilst encouraging NBS academics to be part of the PRME community. They also play a key role in quality and standards aspects of the courses/modules at various forums.

## NBS PRME Timeline



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“Throughout my time as the Undergraduate School Officer for NBS, dedication to embedding sustainability and the UN SDGs into student curricula has been evident. Staff at NBS seek out and genuinely value student feedback on how to increase engagement with these topics both in core modules and extra-curricular opportunities. For instance, students are able to complete Carbon Literacy Training and Sustainability in Practice (SiP) Certificate as part of their personal development modules and engage with real industry problems related to sustainability. Student feedback is overwhelmingly positive in response to these opportunities allowing them to develop sustainability knowledge, skills, and competencies”.

**Katherine Fagg**  
NBS Undergraduate School Officer



In the next two years, we will build on our mission “to combine academic excellence with impact upon business and society” and deliver our commitments as part of the Embracing Sustainability strategic pillar so that it has transformational impact on students, organisations and wider set of stakeholders we engage with.



# 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.



Sustainable Development Goals (SDGs) are integrated into every programme at NBS. First year students are introduced to these values from Day one via a core personal development module and these are weaved throughout their degree until completion.

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## Integrating the UN Sustainable Development Goals within the core curriculum

The Sustainable Development Goals (SDGs) are the Global Goals and were adopted by all United Nations Member States in 2015. SDGs are the blueprint to achieve a better and more sustainable future for all. SDGs act as a universal call for urgent actions to end poverty, protect the planet and safeguard that all people enjoy peace and prosperity by 2030. There are 17 SDGs in total addressing the social, environmental, and economic issues being faced by us in the global society. The 17 SDGs are integrated, and they recognize that action in one area will affect outcomes in others, and that development must balance social, economic, and environmental sustainability in a holistic manner. The interdisciplinary and interconnected SDGs are a useful tool for the current envisioning and future development of sustainability in teaching and learning.

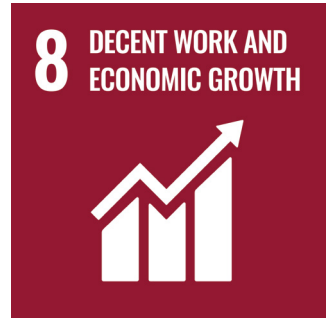
Business schools have a key leadership role for sustainability/SDGs, and they should do more to promote sustainability in curriculum, research, partnership, and practice. Businesses are looking to recruit graduates with sustainability skills and competencies; therefore, business schools can equip them with the 21st century skills to be successful. NBS is doing the same and helping students to 'Future-proof' their degree by explicitly linking sustainability to employability. NBS has embedded these principles into all levels of its undergraduate and postgraduate portfolio.

NBS has been committed to integrating the SDGs specifically in all its programmes since 2016. The advantages of using SDGs as a framework for sustainability, rather than just focusing on the concept itself, has proven to be an effective approach to curriculum development in NBS. NBS has ensured that our students are exposed to and can engage with the ideas of sustainable development and the values of social responsibility.

**One of the School's seven learning goals** states students should be able to

**“critically evaluate ethical and sustainability-based issues within their field of study”**

Our ambition to prepare future-thinking and responsible graduates is delivered through both the formal curricula and the provision of co-curricular opportunities such as volunteering and public engagement. By focusing on the identification of graduate outcomes and an inclusive and innovative teaching, learning and assessment environment, all NBS programmes contextualise sustainability within the discipline the student is studying.





Experiential Learning provides us with a host of opportunities to bring learning about the SDGs to life through practical projects.

## Experiential Learning and Sustainability

The prominence of the SDGs in our curriculum at all levels is aligned with our aspiration to continue to be recognised as a leading business school for responsible and sustainable education. The School's simultaneous commitment to experiential learning provides us with a host of opportunities to bring learning about the SDGs to life through practical projects. Whilst our aspiration to provide a personalised student experience has prompted the introduction of compulsory personal development (PD) modules at each level of study, these modules are instrumental in ensuring responsible and sustainable business education is fully embedded in the core curriculum.

The PD modules introduce students to the SDGs as soon as they embark on their studies with us, and ensure incremental learning is accomplished year on year, adding to the students' knowledge and their power to critically engage with the ethical and sustainability issues impacting business and society. To support our personalisation strategy, the concept of continuing personal development (CPD) is threaded through all the PD modules. Students

are required to choose from a wide range of extracurricular activities to enhance their academic, personal and professional development and align with their career aspirations. A significant proportion of CPD activity addresses ethics, responsible leadership, and the sustainability agenda, providing multiple ways for students to engage with the SDGs and reflect upon their personal ethical code as future managers and leaders. For example, students can sign up to volunteer and/or participate in activities with local community organisations to contribute to the implementation of SDGs. Some of the example CPD activities are presented in Principle 3.

The dual approach of embedding responsible and sustainable business education within the PD modules and providing additional opportunities for students to engage with the SDGs through CPD activities, ensures that we achieve our aim of developing forward thinking and responsible graduates and business leaders. This approach is supplemented by the inclusion of ethical, responsible, and sustainable education in other core and optional modules designed to address targeted SDGs. Table below presents the PD modules in NBS.



NBS Personal Development modules	
Undergraduate: First year	Personal and Academic Development
Undergraduate: Second year	Employment and Enterprise
Undergraduate: Third/Final year	Developing Professional Impact
Postgraduate	Transformational Leadership Development
Post-experience	Personal and Professional Leadership Development

## Sustainability in Practice (SiP) Certificate – Essential Learning

The online Sustainability in Practice (SiP) Certificate celebrates its 8th year in 2020-21, having been on offer to all NTU students and staff since 2013-14. Housed within the institutional Virtual Learning Environment (VLE) and usually undertaken as an extra-curricular option, SiP continues to be integrated into core curriculum.

**In 2020/2021, the SiP was integrated as an essential learning package for all undergraduate students in NBS.** All NBS undergraduates have to take the SiP course and demonstrate their learning by passing an online test. Students can then choose to submit their individual assessment, where they demonstrate how they would solve a sustainability challenge within their discipline. Upon being marked as a pass, the SiP is entered on students' HEAR (Higher Education Achievement Record). Our introduction of an entirely flexible assessment format in 2018-19 was intended to facilitate personalisation and provide a unique opportunity for participants to create a showcase piece to practice certain skills for their course and share with potential

employers. In the past two years, innovative submissions have included posters, mood boards, videos, business proposals, poetry, podcasts and even a fashion shoot. Examples of NBS student SiP projects from 2019-20 are below:

Exemplary in its use of VLE capabilities to provide an interactive personalised experience, prior to Coronavirus, SiP offered many NBS students their first experience of a fully online course and it continues to offer a useful exemplar as we move to more online learning. SiP continues to set the bar across the sector. Several institutions offer sustainability-themed undergraduate and postgraduate degree courses or MOOCs (Massive Open Online Courses). SiP may be unique in its interdisciplinarity, breadth of access, personalised assessment format and focus on the SDGs. It continues to attract praise and offers of purchase from across the globe.

SiP was designed as a supra-disciplinary enquiry with a 'MOOC' feel i.e. students

study at their own pace at a depth of their choosing; they gain at least a baseline level of sustainability literacy whilst further enhancing other aspects of their academic and professional development. Through SiP, students grapple with some of the most challenging contemporary issues as framed by the UN SDGs such as poverty, climate change, economic concerns and public health issues, with the certainty that for the most part, solutions will not arrive in discrete disciplinary packages. Four online sessions take participants on an exploration of personal, disciplinary, and multi-disciplinary perspectives before a final focus within the assessment on creating solutions as a response to the supra-disciplinary question. Each year students vote for the 'best' final projects using the Nottingham Trent Students' Union (NTSU) voting platform and students are presented with certificates at an annual award ceremony.





## Examples of Modules integrating SDGs

Selected examples are presented to provide insights into how different modules/projects are integrating the UN SDGs and how our values are shared with the student community as part of the curriculum.



### Corporate Governance and Accountability

Corporate Governance and Accountability is a core module in MSc Finance and Accounting. Associate Professor Stéphanie Giamporcaro leads the class through a theoretical and topical applied journey in the world of corporate governance and sustainable finance. The module uses case studies as teaching methods that help students to connect sustainability to current business dilemmas and opportunities. For example, the mentoring postgraduate program last year required all students to prepare posters on companies dealing with SDGs challenges. The poster event was a great success among students and was a great introduction for all MSc Finance students about the SDGs. Student feedback on the module is:

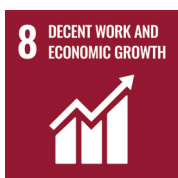


*"I am writing you this email on behalf of my entire accounting class. You made all the lectures and workshops, above all, entire Corporate Governance module look easy and interesting by your teaching, by sharing your experiences and making us participate everyday with presentations. This has boosted our confidence on standing in front of fellow mates and speaking"*



### Coaching and Mentoring Project - BA International Business

NBS is renowned for its experiential learning opportunities which provide a mechanism for engaging different stakeholders to provide mutually rewarding initiatives for students, businesses, and communities. **The NBS BA International Business (BAIB) Coaching and Mentoring project** led by the Course Leader Dr Rachel Welton offers opportunities for students to enhance their employability skills via development of responsible leadership. This project is particularly well received by undergraduate students from diverse backgrounds, specifically from BME (Black and Minority Ethnic) and widening participation groups (disadvantaged groups under-represented in higher education internally defined by a combination of geodemographic data and household income). Students develop strong theoretical knowledge of coaching and mentoring and can practise their coaching skills in safe environments gaining feedback from professional coaches. Several students commented on the value of understanding 'coaching in my career progression', which was one to the project team's aims. The coaching scheme has been running for three years and 360 students have successfully been through the programme. Students opt to complete a voluntary Chartered Management Institute (CMI) accredited coaching qualification and approximately 30% of the cohort complete this additional award. This demonstrates that NBS delivers teaching and learning that is purposeful in line with SDG 4, SDG 8 and SDG 10.



### Managing Culture Across Borders

Managing Culture Across Borders is a second year BA International Business module. In this module, one week is dedicated to exploring sustainability as a cross cultural business topic recognising the importance of managing interdependence, sustainability, shared value, and CSR. The lecture explores the academic theories and practical examples. This includes a section introducing the role of UN in social responsibility and ethical behaviour. This is connected to the SDGs with organisational examples given on two SDGs to ensure the students understand how such large commitments can be delivered through a global business. Two short videos are played, one being a further explanation of the SDGs and the second video being famous stars stating their commitment to them. This gives connection back to the real-world assuring students the SDGs are indeed a reality. The seminar that follows focuses on the students chosen global organisation and its commitments to sustainability, CSR, and the SDGs; do the businesses have values that reflect these, what are their promises/commitments and are they delivering them.





### International Development Economics

This is a final year module for students on Business Management and Economics. During this module, students examine the common problems confronting the developing world and suggested solutions. By examining examples and case studies, students cover vital subjects such as theories of economic growth, economic inequality, poverty and malnutrition, population growth and trade policy. This module provides students with the history of previous N initiatives and how they have evolved and developed into the SDGs. The module proceeds to focus on a wider set of social goals, more specifically goal 1, 2, 3, 4, 5, 8, 9 and 16.

### Equality, Diversity, and Inclusion



NTU and NBS are firmly committed to sustaining a highly effective learning and working environment characterised by values such as fairness, equality of opportunity and diversity. The Equality, Diversity and Inclusion training for staff has been designed aiming to embed equality and inclusivity throughout the organisation, enabling the University to excel in equality, dignity, and diversity practice. NTU as an organisation is committed at the highest level to ensuring that equality, diversity, and inclusion remain at the heart of all we do. NTU has Equality, diversity and inclusion policy which sets out the NBS' commitment to sustaining an inclusive and supportive learning and working environment characterised by inclusivity, respect, and dignity, and free from discrimination, harassment, and bullying.

### Staff Course: Future Thinking and the United Nations Sustainable Development Goals (SDGs)

Based on the need for staff development and barriers to integrating the values of SDGs into academic activities, curricula, and organisational practices, Organisational Development and NTU Green Academy developed an online SDGs course. This half hour online course which NTU academic staff are encouraged to complete to develop understanding of the concept of sustainability and SDGs. The aim is to facilitate learning among staff regarding the integration of sustainability into their academic practice and curriculum using SDGs as a framework and with examples from across the institution of how SDGs are being embedded into the academic experience. Both academic and administration staff in NBS are encouraged to complete this online course. NBS aims to increase the number of faculty members completing this training course.



### Athena SWAN Charter

NTU is proud to hold an Athena SWAN Institutional Bronze Award. Athena SWAN is a charter managed by Advance HE which recognises and celebrates good practices in higher education and research institutions towards the advancement of gender equality: representation, progression, and success for all. NTU's Athena SWAN Champions play a central role in leading each School's (including NBS) efforts in addressing local level challenges identified in relation to gender equality and associated intersectionality, so that staff and students feel valued and treated fairly. These efforts will be concerned with all aspects of the Equality, Diversity & Inclusion, but will have a primary focus on delivering against the Athena SWAN Charter ambitions of the School and the University. NBS appointed an Athena Swan Champion in November 2018 to oversee School's journey towards achieving an Athena Swan Bronze award. Work has included collecting data on progression and on the distribution of workload hours according to grade and gender. A cultural survey is being conducted across all staff in the academic year 2020-21 and the results of this will be used to design and implement a Strategic Plan to move towards achieving gender equality and progression for all.



We have mapped the journey of each individual student throughout his/her course with regards to the SDGs and will further increase opportunities for them to learn more about sustainable development and the SDGs in line with their future career plan. We will provide academic staff with opportunities to develop their own scholarship with regards to the SDGs and curriculum.



# Principle 3: Method

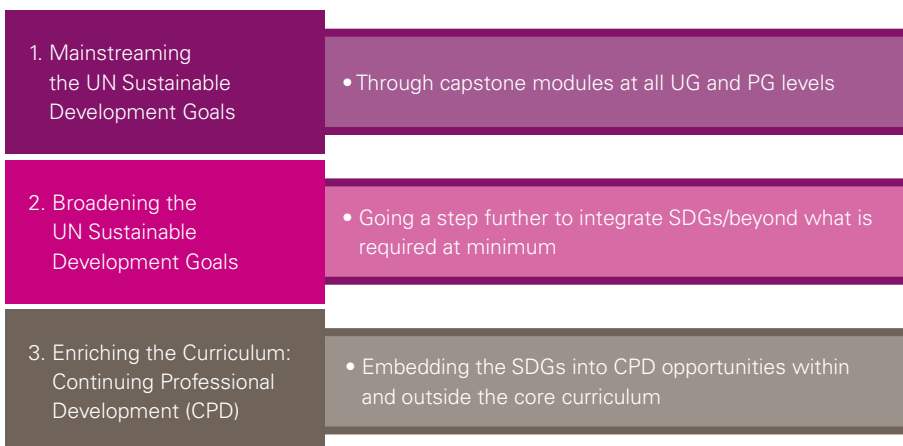
We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.



By creating a vibrant, inclusive, and innovative teaching, learning and assessment environment, NBS supports students to incrementally develop the necessary knowledge, skills, and behaviours to be able to critically review business practices through the lens of ethics, responsibility and sustainable development. From the outset, the School provides real life cases and examples to enable students to 'learn by doing' and embeds reflection in assessment strategy such that students capture critical learning points and consider their future actions for responsible leadership.

## NBS Approach to Integrating SDGs in Curriculum

NBS has adopted a three-tier approach for integrating sustainability and the UN SDGs into teaching and learning for both undergraduate and postgraduate portfolio: 1) Mainstreaming, 2) Broadening and 3) Enriching.



NBS is an exemplar for mainstreaming sustainability and SDGs into all its courses. Every student can choose further curricular and extra-curricular activities to focus more on sustainability, in addition to the personal development modules where SDGs are part of the core curriculum.

## 1. Mainstreaming the UN Sustainable Development Goals

NBS has been committed to mainstreaming the UN SDGs in all its programmes since 2016. The School is ensuring that students are exposed to, and engage with, the ideas of sustainable development and responsible management from the earliest possible stage in their university studies. Our goal is to develop forward thinking and responsible graduates and business leaders. SDGs are mainstreamed through the core personal development modules at undergraduate and postgraduate level. At undergraduate level, these include: first year Personal and Academic Development (PAD), second year Employment & Enterprise (E&E) and third/final year Developing Professional Impact (DPI) (formerly Leadership and Employability- L&E) modules. At postgraduate level, Transformational Leadership Development (TLD) is the capstone module where SDGs are mainstreamed in its delivery and assessment. Postexperience (level 7) module is Personal and Professional Leadership Development. Capstone modules give students an opportunity to reflect. For example, in DPI module, there are a number of critical reflections, one of which asks the students to write a critical personal reflection on ethical and responsible, sustainable business, diversity and global citizenship issues with a critical understanding of how this relates to their chosen profession or degree discipline. Furthermore, NTU wide Curriculum Refresh project played a key role in mainstreaming SDGs in the curriculum. It is anticipated that Curriculum Refresh will have far-reaching impacts, alongside the new 'University, reimagined' strategy, and will ensure that all students leave NBS with the right set of skills to tackle future sustainability challenges in business world.

## Personal and Academic Development - #NBSDiscover

All new undergraduate students entering the School undertake a common induction project based on a contemporary business issue. The project provides an opportunity for students to work in small groups to discover Nottingham, discover NBS and discover business. The theme of the project is selected to exemplify the School's mission, to provide education and research which impacts business and society. Inspired by news and social media coverage of the throwaway clothing culture, #NBSDiscover 2019 and 2020 challenged students to research the fast fashion industry and examine ways in which organisations in Nottingham, and themselves as consumers of fashion, support or resist the unethical and unsustainable facets of this global industry. The project compelled the students to learn about fast fashion and impact it has on people and planet. To contextualize the task, students accessed two keynote lectures, the first of which summarized the size and reach of the fast fashion industry and focused on the ways in which consumer behaviour drives the growth and success of the industry. The second keynote, delivered by **Sharewear Clothing Scheme**, highlighted the problem of clothing poverty and clothing waste. Students were supplied with an electronic resources bank to support their enquiry.

NBS became a sponsor of Sharewear in 2020, contributing greatly to the cause and allowing the organisation to open new premises in Sheffield. Sharewear not only offers practical support for those facing clothing poverty, it stands alongside those who struggle against poverty, powerlessness and injustice in the local community. In prior years, #NBSDiscover has called on students to review plastics use and consumption in Nottingham and consider ways in which businesses and consumers can recycle, reuse, repurpose and replace plastics. In this earlier iteration of the project, all first-year students took to the city's streets to observe how organisations and the public use plastics in everyday life, and track what happens to plastics waste generated within the city center. Groups were encouraged to consider the different types of plastics used, facilities for disposing of plastic waste, signs of plastics substitutes, and evidence of initiatives to help combat the environmental challenges that extensive use of plastics generates. Students visited bars and restaurants, museums

and galleries, parks and public spaces to observe the extent of the problem. A follow up CPD activity later in the year, named SeaChange involved groups of students solving plastics waste challenges.

Each year evidence gathered from the #NBSDiscover induction activity is taken forward within the core Personal Development module 'Personal and Academic Development' and forms the basis of an assessed report that the students write and submit which contributes to their overall grade for the module. CPD activities promoted within the Personal and Academic Development module stimulate students to learn more about the #NBSDiscover theme and take part in associated activities. For example, in 2019-20, students took part in a series of CPD activities linked to fast fashion, aptly named 'The Spring Collection'. The collection involved a clothing donation scheme for Sharewear, a clothes swap event, upcycling workshops, a film showing of *The True Cost* and a fashion detox pledge.



*NBS Spring Collection  
launches Wednesday 12<sup>th</sup> February 2020*

Update your CPD with a series of events 12<sup>th</sup> Feb to 18<sup>th</sup> March

Guest lectures  
Film showings with free popcorn!  
Upcycling workshops  
Clothes swap event  
Fast fashion detox pledge

Look out for further details



**"#NBSDiscover is a unique induction project and is specifically designed to immerse all new NBS undergraduates in a highly relatable current issue which has implications for business and society. The project ensures NBS students start their degree courses with exposure to responsible sustainable business education. In 2019 and 2020, #NBSDiscover challenged students to learn about the fast fashion industry and the impact it has on people and planet. The topic proved an ideal platform to introduce the SDGs and discuss issues such as materials, manufacturing, supply chain, working conditions and pay, transport and distribution, consumption, and waste. The content was brought to life with video footage of the Rana Plaza garment factory collapse in Bangladesh and a screening of 'The True Cost' plus direct input from organisations in the industry. By embedding #NBSDiscover in the personal development module, which is core for all first-year students, the School provides students with a wide and deep exposure to the issues and truly lays the foundations for ethical, responsible and sustainable business education."**

**Amanda Thompson**

**Head of Personalisation and Experiential Learning, NBS**



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NTU works with over 50 community partners offering students a wide range of volunteering opportunities in the local community and these are open for NBS students

## Employment and Enterprise – Volunteering and Community Engaged Learning Projects (CELPs)

In the second year, the personal development module, Employment and Enterprise (E&E), requires students to undertake a minimum of 20 hours of work or work like experience and to use this platform to consider how theory around key themes such as communication, sustainability, organisational culture and team working is translated in practice. Different routes are available to support students to gain this exposure to the work environment, including volunteering and Community Engaged Learning Projects (CELPs).

**Volunteering** in the context of the E&E module requires students to secure a volunteering role for the benefit of: a) society and the community; and/or b) the environment; and/or c) individuals outside the student's immediate family or circle of close relatives. In terms of community volunteering NTU works with over 50 community partners offering students a wide range of volunteering opportunities in the local community and these are open for NBS students, e.g. Arts, Sport and Culture; Crime and Justice; Education and Attainment; Environment and Sustainable Futures; Health and Wellbeing. [www.ntu.ac.uk/volunteering](http://www.ntu.ac.uk/volunteering)

**ClickSilver @NTU** – ClickSilver is an award-winning programme that has been featured on ITV1's This Morning programme. Clicksilver connections addresses the issue of social isolation and digital division for the older generation and now other vulnerable people in Nottingham's local community. To do this, we use computer savvy students as mentors and pair them with a vulnerable person to guide them through learning the basics of computing, using the internet, and learning more about social media. Our aim is to raise their confidence and help them overcome any barriers they have to continue learning beyond the end of the course.



The Prince's  
Responsible  
Business Network

### A Community Engaged Learning

**Projects (CELP)** is an organised project that meets identified needs of a local community organisation in the not-for-profit sector. CELPs are provided by Business in the Community (BITC) and NTU Community Partners. BITC is the UK's largest and oldest responsible

business network. A member-led, not-for-profit charity with over 800 progressive business members in England, Wales, Scotland, and Northern Ireland. BITC works with members to create healthy communities with successful businesses at their heart. The CELPs are developed so that they are of mutual benefit to NBS students and the community organisation i.e., to meet the needs of the community organisation and provide an opportunity for students to use and develop their academic knowledge and skills in real world situations. Each CELP involves a team of 5 NBS students working collaboratively to address the requirements of the CELP brief. The CELP projects are around social responsibility where students get involved and some of the examples are First Steps Eating Disorder, Pulp Friction and Bulwell Forest Garden. First Steps Eating Disorder is an award-winning and quality assured specialist eating disorder and mental health charity. Pulp Friction is a vibrant social enterprise supporting young people with learning disabilities. Bulwell Forest Garden is a community green space focusing on growing food, wildlife conservation and biodiversity.

## Developing Professional Impact – #NBSBright Challenge

The new final year personal development module, Developing Professional Impact (DPI), embeds an assessed group consultancy challenge for students (worth 40% of the module grade). This real-world business challenge calls on students to work with an organisation to help address 'real-life' organisational issues. Sustainability proved to be a key theme in many of the business challenges the students tackled in 2020-21 academic year.

### #NBSBright Challenge Example

#### E.ON - new residential heating system – improving homeowner conversion rate

E.ON's Residential Solutions manages a range of projects that are committed to improving the energy efficiency of residential homes. This includes acting as one of three delivery contractors on a flagship BEIS (Business, Energy and Industrial Strategy) programme the 'Electrification of Heat' as part of climate change mitigation. E.ON is delivering 250 heat pumps (air source, ground source and hybrids) in Newcastle. This includes managing the full end to end journey, BEIS wish to discover how homeowners can be convinced to switch their heating from gas to electric heat pumps. The business challenge is converting expressions of interest (EOIs) into actual installs- with over 500 EOIs to date, the currently conversion rate to installation is approx 5% (even though BEIS are fully funding this brand-new heating system). The primary reason for drop-out is that customers don't want the disruption (approx. 1/3 drop out for this reason). E.ON commissioned an #NBSBright challenge calling on NBS students to generate ideas/changes to improve the conversion rates of EOIs to installations.

## Transformational Leadership Development

Transformational Leadership Development (TLD) is a core module that NBS MSc students undertake. Personal and professional development and transformational leadership are two main streams of this module. TLD is divided into three interrelated components: (Part 1) A journey of self-discovery, (Part 2) Gain a greater knowledge of the type of careers available to them, and (Part 3) The importance of ethical and responsible management. In Part 3, students participate in workshops that explore the UN SDGs and transformational leadership theory, with the expressed intention of shifting student paradigms surrounding global challenges and opportunities. Business organisations are expected to play a crucial role in the realisation of the SDGs. But how do business leaders create an environment, which motivates, inspires, and enhances the actions and ethical values that are urgently needed in these challenging circumstances? TLD encourages students through workshops to share and examine their personal values, engaging in a series of thought-provoking ethical activities, sharing their thoughts on the ethics of their discipline of study, and exploring what it means to be a transformational leader. Successful engagement in this part of the module means students gain an additional Transformational Leadership in Practice (TLiP) Certificate by the NTU Green Academy. The final TLD assessment is a presentation of the student's personal and professional development journey and an interview related to the SDGs.



## Global Responsibility Week

Each year all taught postgraduate students in NBS take part in Global Responsibility Week. During this week, around twenty visiting faculty members from NBS' international partner schools are invited to deliver sessions for students which develop their understanding of the most fundamental challenges facing businesses and society from the perspectives of responsible management, ethics, sustainability and SDGs across all disciplines, including:

- Developing sustainable and responsible business models
- Embedding sustainable innovation
- Evolving models for responsible finance
- Developing a values-led purpose
- Leading through ethical dilemmas
- Responsible consumption and ethical marketing
- Challenges and solutions for dealing with waste
- Building sustainable supply chains
- Redesigning economies for sustainable and ethical growth.



## 2. Broadening the UN Sustainable Development Goals

Alongside mainstreaming SDGs in core/capstone modules, NBS adopts an approach to broaden the SDGs in a range of modules across the undergraduate and postgraduate programmes. There is evidence and examples of how different SDGs are embedded in different modules and disciplines beyond what is required in capstone module as a step further. The School has exhibited a wide range of examples on how to integrate SDGs in learning and teaching. In 2018, the SDGs mapping exercise in NBS evidenced that all SDGs are integrated into modules across the disciplines.

### Examples of Broadening

- The MBA programmes (full-time, executive, and online) include capstone modules in **Responsible Leadership and Values-Led Organisations** which cover aspects related to ethics, sustainability, and the SDGs. A number of Executive MBA students have focused **Business Research Projects** on sustainability and ethics, including on recycling within an Ambulance Service, BAME representation in Family Courts and ensuring effective pain medication dispensing in health. Further, the **Strategic Change and Consultancy** module has focused on a number of consultancy projects with themes around responsible leadership and social change, including working with Nottingham City Council on a range of social projects, and the **International Consultancy Experience** module has also focused on similar aims. Students have undertaken projects in France in partnership with ESSCA Business School (a project for air quality measuring stations) and in partnership with Stellenbosch University, Cape Town where students provided consultancy to a range of small businesses in the townships of Cape Town. **The Cross-Cultural Management** module covers responsible decision making as one of the themes. This module addresses ethics at an individual level including ethical decision-making theories and giving voice to values. Ethics at a stakeholder level and ethics-based stakeholder strategies are also explored.
- **Essentials of Business Development** module addresses the themes of business ethics, sustainability, and the UN SDGs. In this first-year module, for selected case study companies, practices are identified that address the SDGs and identify where in the value chain these occur. This is done through a group work and each group identifies 3-4 specific company practices and report back using a framework of: What is the company activity (and if identified, what is the impact)?; Where in the value chain does the activity sit? And Which SDGs does the activity contribute to?.

### • Contemporary Issues in Management:

As part of the work-based learning, final year undergraduates from BA (Hons) Business Management (In-Company) run a student-led conference on Contemporary Issues in Management. The conference theme in 2021 was 'Sustainability and Corporate Social Responsibility' where student groups presented on contemporary issues related to sustainability and corporate social responsibility. Students presented their work, and this was part of the assessment where each group had 15 mins for the presentation and 5 minutes for questions. After the presentations, there was an opportunity to interact with students and seek more information. In 2020, the conference was face to face, however, 2021 conference was virtual using MS Teams. Some of the topics of the presentations as examples can be seen in the conference flyer.

**2021 Contemporary Issues In Management Conference**  
Friday 26th March 2021

**Agenda**

09:00	Introduction
09:15	Sustainable strategies and policies- Are they worth it?
09:35	Should businesses change to sustainable energy usage for profit enhancement?
<b>Supporting information/Break</b>	
10:15	How is working from home working for you?
10:35	Biophilia- How can you improve productivity and reduce workplace stress?
<b>Supporting information/Break</b>	
11:15	Diversity, Equity and Inclusion.
11:35	Mental health: Are there gender differences in the workplace?
<b>Supporting information/Break</b>	
12:15	Are you conscious of your unconscious biases?
12:35	Why should we and how can we improve absenteeism within our workplace?
<b>Supporting information/Break</b>	
13:15	Closing Address

**Final access to supporting information**

**COMPERE**

James Lawton      Lauren Hopson

John Rich

BA (HONS) BUSINESS MANAGEMENT IN COMPANY

**SUSTAINABLE DEVELOPMENT GOALS**

### 3. Enriching the Curriculum: Continuing Professional Development

In parallel with in-curricular activities and broadening of SDGs, the School encourages students to contribute to the SDGs as part of their Continuing Professional Development (CPD) activities. NBS offers a wide range of CPD opportunities both within and outside the curriculum in relation to SDGs to further enrich the student's experience. Through sustainable development related CPDs, students not only develop knowledge and understanding, but this can potentially enhance their employability by making them stand out in a competitive market. Sustainability can be a unique selling point for students in terms of employability where they can demonstrate themselves as future transformational leaders. In addition, students are more likely to adapt their own actions and practice ethical and sustainable behaviour. Some examples of CPD opportunities promoted in NBS are below.

### Resources and Support for Staff

Resources and support are in place for academic staff in NBS. This can include educational tools, materials, processes, and guidance. 'Education for Sustainable Development: Future Thinking' Learning Room is an online resource Library by NTU Green Academy accessible by all members of staff. There are over 1000 hand-picked resources that can be used as teaching materials. School and discipline specific resources are available and include items such as journal articles, websites, books, films, ideas for tutorials, YouTube playlists, and information on how to access physical learning resources such as games and other activity-based resources. NTU ESD Intranet is a central database for education for sustainable development. **SDG Online** and **SDG Academy Library** are also introduced to NBS staff where a large number of readymade resources and videos are publicly available according to SDGs and subjects. Annually, staff development sessions are organised to support the integration of sustainability in teaching and research. For example, as part of the NBS Staff Development Week. Furthermore, Sustainability Coordinator and the Departmental PRME/Sustainability Representatives are available to provide one to one advise and support to staff.



#### Student Challenges and Competitions

- GeeBiz (Global Enterprise Experience)
- Universities Business Challenge (UBC)
- Global Masters Challenge
- Global University Climate Forum
- ArcGIS Story Maps Competition for Sustainable Development Goals
- FTxBocconiTalent Challenge

#### Student Essay/Writing Competitions

- Institute of Business Ethics (IBE) Student Essay Competition
- PRME UK and Ireland Responsible Business and Management Writing Competition

#### Events & Conferences

- NTU Green Week and Global Week
- Climate Action Summit
- EAUC Global Climate 2020 Conference
- NTSU Student Enterprise Week 2020
- NTU Sustainability Action Week
- Student Sustainability Forum
- Women's Development Programme
- Getting to Net Zero Carbon Event
- Sustainability & Employability Workshop
- Working Sustainably Workshop

#### Community Engagement and Volunteering

- Volunteering opportunities offered by NTU Volunteering Team
- Clicksilver Connections
- Foodshare Allotment Volunteers
- NTU Enactus



NBS is using a three-tier approach for integrating sustainability and SDGs into teaching and learning. This systematic approach will guide us to integrate more discipline-specific aspects of sustainability into the curriculum and adapt our assessment strategy.



# 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.

Sustainability is at the heart of NBS research enabling change in organisations and communities for a sustainable society. NBS has an internationally recognised Responsible and Sustainable Business (RSB) Lab, that plays a key role in SDGs related research with impact.

Sustainable development and SDGs have been integrated in the School's research activities. Sustainable development constitutes a major focus for research, which is delivered mainly but not exclusively through the RSB Lab led by Professor Mollie Painter. NBS aims to 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. Academics in NBS are integrating sustainable development in the school's research and publication agenda. The School is proud to report that in the current REF period, 131 of 3\* and 4\* papers were produced in responsible and sustainable business, with further outputs of 2\* and 1\* quality. As such, sustainability research not only makes an important contribution to the School and University's research reputation, but it also proves that research on sustainability is very publishable in top-tier journals. In future, the School continues to do so.



RSB Lab Team

## The Responsible and Sustainable Business (RSB) Lab

The purpose of the RSB Lab is to pull together transdisciplinary teams of experts across NBS as well as across the University to address complex research questions in the area of sustainable development and to develop interdisciplinary grant proposals and research papers. As such, its research is broad in scope, and most of the RSB Lab members belong to another, more discipline-focused research group as well, making the Lab fully interdisciplinary. Research interest in sustainable development themes extends beyond the RSB Lab and there is significant research in the Centre for Economics, Policy and Public Management (CEPPM), particularly in the fields of sustainable energy, housing, transport and cities and more generally in the School. The RSB Lab develops and disseminates research across four interrelated research streams, with staff typically aligned to the centre falling within one or more of these streams:

- Ethics, Innovation and Entrepreneurship
- CSR and Corporate Governance
- Energy and the Environment
- Teaching and Learning



**Professor Mollie Painter leads the RSB Lab.** Mollie Painter is Professor of Ethics and Organisation in NBS and she writes on a broad spectrum of topics across the fields of business ethics, CSR, sustainability, and responsible leadership. In addition to her leadership of the RSB Lab, she leads a programme on developing Values-Driven Leadership on the African continent, with executive education courses running in Egypt, Kenya, South Africa, and the UK. She also holds a part-time extraordinary professorship at the Gordon Institute of Business Science, University of Pretoria, South Africa. Professor Painter's current research focuses on Values-Driven Leadership, gender and ethics, ethics within complex organizational environments and innovative pedagogies to enable Values-Driven action. In dealing with these topics, she draws on the conversation between European philosophy and organizational studies.

Each stream of the RSB Lab is discussed with projects as indicative examples within the Lab and beyond.

## RSB Lab Research Streams

### Ethics, Innovation and Entrepreneurship

This research stream focuses on critically evaluating current mindsets, habits, and lifestyles with a view to providing some fresh perspectives and viable alternatives. Our team studies the processes and dynamics that may undermine ethics and sustainability to understand why certain unethical practices and unsustainable habits persist. We then challenge business practitioners to question ingrained ways of thinking and being. Inspired by philosophical thinking and interested in practice, we challenge everyday assumptions to show how they trap us in certain everyday modes of being that may be questioned and transformed

**Financialization and algorithmic trading:** The impact of algorithmic trading and the emergence of the gig economy on individuals' working lives and on society in general is being critically evaluated through a variety of papers and grant projects that are in the making. Dr Karakilic wrote a book chapter for The Oxford Handbook of Hedge Funds. Also 'Job Security and Autonomy in the Gig Economy: The Case of Uber' (Dr Karakilic, Professor Clark)



**Digital innovation:** Various members of the team are working on the role and impact of social media and other digital technologies in shaping identities, values, and behaviours. How does the community use of a locally developed digital platform connect to Social Inclusion? Lessons from South Africa- Dr Abubakre, Dr Vivier and Anna Ozolina investigate how a digital platform intermingles with marginalized communities' organizing practices to support local efforts towards social inclusion.



## CSR and Corporate Governance (including Sustainability Management and Accounting)

This RSB Lab stream engages, explains, and transfers CSR, Corporate Governance, and sustainability management related research findings to the business community, translating research into user-friendly formats. This is an ongoing knowledge exchange activity, which delivers direct tangible and demonstrable benefits to end users, particularly businesses. We translate research outputs around CSR and Corporate Governance into impactful executive summaries for use in business and government decision-making for sustainability.

**Systems of Governance for Sustainability:** This research focusses on the configuration and resulting effectiveness of multi-level systems of governance for sustainability. Relational governance and complementarity between actors in relation to hierarchical governance structures are explored. Successful systems lead to “co-governance” and collaboration between different actors within the system (business, civil society, government, communities).

**CSR in Asia:** A Seven-Country Study of CSR Web Site Reporting” by Dr Chapple (and Professor Moon- Copenhagen Business School, and Professor Christian Herzig-Kassel University) has just (2021) been chosen as a spotlighted paper in the Business and Society 60-year celebration. Current work is assessing how national patterns of CSR in 6 Asian countries have evolved since the first Asia study, 15 years ago.

**Sustainability Impact:** Dr Chapple with Anna Ozolina and Dr Russon- University of Nottingham, is currently working on sustainability impact, analysing the theoretical construct of sustainability impact within the business subdisciplines, analysing how sustainability impact is theoretically and empirically framed within disciplines and the epistemic bubbles emerging. This work will be expanded to look across broader disciplines to:

- a) develop an inter-disciplinary theoretical framing of the concept relevant to businesses
- b) an exploration of the implications of impact thinking for business strategic decision making and measurement
- c) through the study of epistemic bubbles, develop insights as to how to develop interdisciplinary sustainability impact research and the disciplinary and institutional barriers and enablers to this process.

## Energy and the Environment

The RSB Lab manages this stream in collaboration with other NBS colleagues. This collaborative engagement helps to ensure that interdisciplinary perspectives are fully integrated in its research on energy and the environment, and sustainability management and strategy. Research priorities include:

- Sustainable Mobility
- Cooperative group modelling, and social and environmental strategy
- Accountability and enterprise risk management.
- Integrating sustainability across the value chain and global production networks
- Developing sustainability models for business of various sizes across the globe
- Understanding integrated reporting formats and other dimensions of sustainability accounting and control.

In this stream, we also cover social and environmental strategy, accountability and enterprise risk management and responsible investment etc.





**Smart Value Generation by Building Efficiency and Energy Justice for Sustainable Living: EU Horizon 2020 Marie-Curie Innovative Training Network Smart-BEEJS**

Dr Kostas Galanakis secured £3.3m (€4m) EU grant funding under the Marie Skłodowska-Curie Actions programme which comprises 24 academic and non-academic partners in the training of 15 PhD students over four years period. NBS is the Coordinator and leading other partners to deliver ‘Human-Centric Energy Districts: Smart Value Generation by Building Efficiency and Energy Justice for Sustainable Living – Smart-BEEJS’. NTU received over £800k (€936K) funding. This project is focused on the establishment of Positive Energy Districts with a particular focus on energy justice. Eleni Stathopoulou is Co-Investigator (Work Package Leader and Supervisor) and Professor Robert Ackrill is the Scientific Manager for the project.

**Citizen Engagement for Co-Creating Low Carbon Smart Cities**

Dr Muhammad Mazhar has been conducting research on citizen engagement in the context of low carbon smart cities in collaboration with the Energy Services teams at Nottingham City Council and the School of Architecture, Design, and the Built Environment at NTU (Professor Richard Bull). The project is aimed at exploring the role of citizens in smart city development and understanding how citizens can be effectively engaged for co-creating smart cities. Good citizen engagement practice and lessons learnt are captured in the city of Nottingham and the learnings from two EU funded Horizon 2020 projects, REMOURBAN (REgeneration MOdel for accelerating the smart URBAN transformation) and eTEACHER, were also captured. Both these projects aimed to empower citizens to reduce energy consumption/carbon emissions and co-create smart city solutions.

**Understanding local choice in policy mixes: strategies to tackle urban air pollution in contrasting English cities**

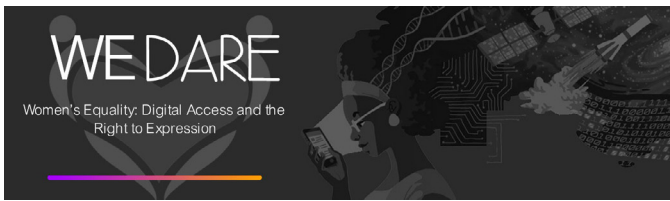
Dr Peter Eckersley (NBS) has been working on a project with Oliver Harrison and Marianna Poberezhskaya in Social Sciences, which focuses on the policy instruments that Nottingham and Westminster have adopted to combat air pollution. Much of the literature on policy mixes has focused on the national level and highlighted how governments select various instruments to tackle complex problems. This layering of initiatives can be counter-productive or result in conflicts that hinder the achievement of policy objectives. This research draws on in-depth stakeholder interviews to understand why two English cities chose a similar mix of air pollution policy instruments, despite their contrasting political and economic contexts.

**Teaching and Learning**

Led by Professor Mollie Painter and Dr. Elmé Vivier, the Teaching and Learning stream integrates research on ethical organizational culture, ethical decision-making, and leadership, with the design and delivery of executive development programmes. Research in this stream focuses on enabling managers and employees to speak up in the face of ethical wrongdoing, and to find responsible and systemic solutions to ethical dilemmas. Research priorities include:

- Understanding moral behaviour and decision-making
- Giving voice to values in everyday business practice
- Speaking out and whistleblowing
- Ethical leadership in the African context
- Finding ways to collaborate across organisations and sectors
- Talent Management





**WE-DARE! (Women's Equality: Digital Access and the Right to Expression)**

The network-building project, titled WE-DARE explores the intersection of women's rights and digital innovation in Africa. The RSB Lab launched the project in June 2020, in partnership with the Gordon Institute of Business Science, University of Cape Town, Stellenbosch Business School and Lagos Business School, alongside several civic and tech organisations including:



The main goal of the research is to explore how access to digital platforms and innovation can protect and further basic women's rights in Africa, focusing on addressing violence against women in the South African context. The RSB Lab has been building the network and running engagements online, but plan to run some 'in person' community focus groups in South Africa and Nigeria through their NGO partner networks. (Project led by Professor Painter, Anna Ozolina, Dr Vivier and Dr Abubakre)

**NBS PhD student Etienne Develay wins prize**

Doctoral programmes in NBS include research projects related to sustainability. PhD students are engaged in SDGs and PRME-related research themes. The PhD Research Grant from the FIR/ PRI academic prize has been awarded in October 2020 to Etienne Develay, one of the PhD students in NBS for his thesis "Managerial Incentives and the Ethics of Corporate Governance". When receiving the prize, Etienne Develay says:

**“Thanks to the FIR-PRI research grant, I have now the means to dedicate myself to my doctoral thesis and to focus on a field of study that is valuable for our common future: The Ethics of Corporate Governance.”**

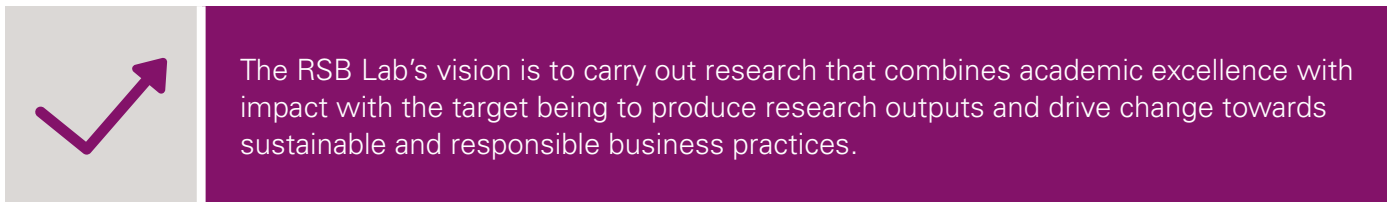
Etienne Develay is supervised by Associate Professor Yan Wang and Associate Professor Stephanie Giamporcaro. Etienne also won the Tony Beasley Best Paper Award – BAM PhD Symposium 2020 for his first conference submission dedicated to the pay-gap ratio between CEO and employees' remuneration. A second topic of research explored through this PhD research is the question of tying environmental, social and governance goals with executive pay.

**Winners of 2021 PRME UK & Ireland Research Seed Funding Competition**

Two members of staff in NBS were winners of PRME UK & Ireland Chapter 2021 research seed funding competition. The project details are:

**Shajara UI-Durar:** Sustainable Education: Academic's role in reducing climate change through Carbon literacy to pave Pakistan on the road of financial development.

**Elmé Vivier:** Tracing social accountability in urban development decisions: the case of Broadmarsh in the City of Nottingham



The RSB Lab's vision is to carry out research that combines academic excellence with impact with the target being to produce research outputs and drive change towards sustainable and responsible business practices.



# 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.

NBS collaborates with a range of public, private, and not-for-profit organisations to integrate the principles of SDGs to bring transformative change into organisations and communities for a sustainable society.

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**NBS actively engages with other universities/ business schools, corporate practitioners and community for sustainable development focused collaborative research, education, thought leadership and policy insights. Throughout this report, NBS' partnership approach with its breadth and**

**depth is reflected in various projects and initiatives. Some of the key example projects are presented here to provide more insights into how NBS is collaborating with business corporations to address organisational and societal challenges.**

## **Priority Skills for D2N2 - Sustainability and Inclusive Leadership (SAIL)**

The SAIL programme and Priority Skills for Derby, Derbyshire, Nottingham, and Nottinghamshire (D2N2) is part-funded by the European Social Fund. The project supports SMEs in accessing free bespoke, employer-led training, career coaching and advice to up-skill their employees in vocational and high-level technical skills. One example of the SME support offered by NTU is the Sustainability and Inclusive Leadership (SAIL) course. This explores the global climate crisis, the real impact that this will have on the economic landscape, and how important it is for businesses to be more sustainable as they work towards COVID-19 recovery. Participants are invited to consider their personal values, ethical decision-making and health and wellbeing, before taking a more focused look at sustainability through the lens of the SDGs, climate action and carbon literacy. The course introduces SME delegates to look at the circular economy – an economic system emphasising minimal waste through re-use, sharing, repaid and recycling – and the 'doughnut economy' – a visual framework for sustainable development. The SAIL course is accredited by NTU, and participants receive 10 credits towards a Level 4 (degree level) qualification. SAIL delegates are assisted in developing an action plan for their business, and upon being successful, they receive a full certificate issued by the Carbon Literacy Trust. 54 individuals employed by SMEs have completed the course and we have further 10 waiting to complete the next module. Of those, 39 have so far completed the Carbon Literacy certificate.



“Spenbeck is committed to working towards Nottingham City Council’s 2028 Carbon Neutral Pledge. We hoped that the SAIL course would help us both improve our knowledge in sustainable practises and the UN SDGs. We also wanted to achieve carbon literacy and have the opportunity to network with like-minded people. The course has boosted our passion for sustainability. It has given us far greater knowledge to embed sustainability and inclusion across all aspects of our company and ensure that our decision-making is made through this lens”

**Becky and Victoria**  
Co-owners of Spenbeck

## Sustainability in Enterprise

The Sustainability in Enterprise (SiE) project aims to drive sustainable growth in SMEs through a focus on the three key areas of business performance: process, premises, and design. The objective of this project is to achieve low-carbon growth through improving the overall sustainability of the local economy. This will be achieved through five strands of support available at no cost to eligible SMEs.

- **Sustainability consultancy** from NTU’s Sustainability team, providing a site audit, a diagnostic report and action plan with recommendation for improving sustainability, including advice about costings. This will be complemented by free consultancy from students in NBS and the School of Architecture, Design, and the Built Environment.
- **Sustainable product design** aimed at achieving greater productivity, innovation, reducing carbon emissions and designing out waste. Our academics can provide expert advice and students can be embedded within businesses to complete projects to achieve this.
- **Carbon literacy workshops** delivered by academics and specialists will help SMEs to embed low-carbon and sustainable practices. We will share knowledge on the basic science, the impact of different sectors on the environment, solutions with the highest impact, and implementing action plans.
- **A sustainability grant scheme** to support businesses in implementing the recommendations or ideas coming out of the above support, acknowledging that a lack of funds is a major barrier to achieving sustainable growth.
- **Graduate placements and the Sustainability Community Lab** will place 86 graduates into SMEs to undertake specific agreed projects, act as sustainability champions, and improve knowledge and awareness of sustainability in the local economy.

**Dr Muhammad Mazhar is the Lead for NBS Strand of the project.** For more information about this project and the support available to businesses from NTU, [visit our website](#). The support available through the SiE project is available to SMEs based in the Greater Nottingham Sustainable Urban Development Strategy (SUDS) area and is part-funded by the European Regional Development Fund (ERDF).

## Values Driven Leadership (VDL) training programme, impact research and the REAL Network

**Impact of Values-Driven education-** (Professor Painter, Professor Chmura, Dr Abubakre and Dr Perezts-Em-Lyon) and critical pedagogy (Dr Karakilic)

Various papers to explore the impact of Values-Driven education in Africa and its impact on society are under development. This includes papers rethinking traditional conceptions of rationality, game theoretical contributions towards understanding changes in behaviour, and the employment of digital technologies in disseminating Values-Driven education. Research on Ethical African Leadership Network (REAL-Network) is a maturing partnership between academics and practitioners in African DAC countries committed to combating ethical failures that can undermine service-delivery in various sectors. A key activity of the network is the delivery of the Values-Driven Leadership executive leadership training programme, which addresses the problem of systemic ethical failure in low and middle income (LMIC) economies.

External collaborators include:

- ABIS (the Academy of Business in Society)
- University of Stellenbosch Business School, South Africa
- Gordon Institute of Business Science, South Africa
- Strathmore Business School, Kenya
- Personnel from business and third sector organisations in Egypt, Kenya, South Africa and Nigeria.

The VDL programme is the result of collaborations between academic and non-academic partners (business, government and NGOs) in South Africa, Kenya and the UK and it seeks to empower leaders to give 'voice to their values' (GVV) when confronted with systemic pressures to act unethically. (It draws upon Mary Gentile's novel GVV pedagogical approach that equips leaders to develop levers of influence, persuasive responses, and alternative scripts that help them counter the rationalisations of unethical behaviour that they may face.) The VDL Programme and REAL-Network is led and managed by Professor Mollie Painter and Dr Elmé Vivier.)



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**The VDL programme seeks to empower leaders to give 'voice to their values' (GVV) when confronted with systemic pressures to act unethically.**



# REAMIT - Improving Resource Efficiency of Agribusiness supply chains by Minimising waste using Big Data and Internet of Things sensors

[www.reamit.eu](http://www.reamit.eu)



The REAMIT project proposes to adapt and apply existing innovative technology to food supply chains in North-West Europe Region (NWE) to reduce food waste and improve resource efficiency. Reducing food waste is of highest priority for the EU (88Mt or € 143B wasted per year). The REAMIT focus on fruits, vegetables, meat, and fish as these are wasted in large quantities. The supply chain includes farms, packaging sites, food processors, distribution, logistics, wholesalers and retailers. The project is being carried out in five NWE countries namely Ireland, Germany, France, UK, and the Netherlands due to the amount of interconnected food supply chains and huge food waste in these countries. The REAMIT adapt existing Internet of Things and Big Data technologies to best fit the needs of the food supply chain management system in NWE. Through testing and adaptation, these technologies will be enabled to continuously monitor and record food quality and signal potential food quality issues. Through analytics, owners of 'food to be at risk of becoming waste' will be provided with decision support options to minimise food waste including redistribution to nearby customers.

As an example, we showcase a Smartphone APP developed by the REAMIT partner, Levstone. The 'LEVstone GPS Vehicle Tracker' app helps food companies to plan their supply chain operations while monitoring food quality in trucks. To receive continual live sensor alerts and updates whilst a truck is in



motion, the mobile phone in the truck or cab transparently and seamlessly route the sensor data up to the internet. This low-cost technology helps saving several tonnes of food from waste and also reducing CO2 emissions which will create both social and environmental impact. The REAMIT project aims to save 1.8Mt of food waste or €3B per year in NWE, avoid 5.5Mt/yr of CO2 emissions, test and operationalise 8 solutions, and, support 20 enterprises.

Prof Usha Ramanathan from NBS is leading as Communication partner on the REAMIT project, 2019-2022. Total project value is €4.88m. The University of Bedfordshire, the lead partner of the REAMIT project, universities and technology partners across North-West Europe are working collaboratively to achieve the objective of reducing food waste in NWE region. This project is part funded by Interreg North-West Europe (ERDF).





## Participatory Design of New Spaces for Skateboarding for the 2021 Nottingham Festival of Science and Curiosity (FOSAC)

In collaboration with local charity engaging young people in science and creativity, Ignite! Futures, and social enterprise Skate Nottingham, Chris Lawton has a UK Research & Innovation (UKRI) grant to provide positive experiences of research into the built environment, society, and economy for local young people not currently in Higher Education. This has three main strands: 1) a largescale participatory design project linking young people's ideas and creative practices to the physical development of three new spaces for skateboarding prior to the Tokyo Olympics in Nottingham city centre (in line with SDGs 3, 5, 9, 11 and 15); 2) international collaboration between projects in Nottingham, Tampere, and Bordeaux (in line with SDG 17), particularly in connecting local young people with similar communities in Europe at a time when physical travel is difficult; and 3) a student bursary project through the NTU Scholarship Programme for Undergraduate Researchers (SPUR) to establish a multidisciplinary research team of second year undergraduates across the disciplines of economics, architecture, sports science and sociology (related to SDG 4 and 10).

All strands of activity are complementary, for example, with international collaborators (strand 2) providing inspiring 'selfie videos' for Instagram of their careers in landscape architecture, civil engineering, architecture, social history and performance studies and how their skateboarding inspired them on these career and educational paths, in order to raise aspirations amongst participants in strands 1 and 3. The Instagram phase of the project (strand 1) started on the 6th October 2020 with a deadline for submission on the 2nd of December. 47 design ideas were uploaded by participants of all ages, with 25 individual participants creating their ideas in CAD, clay, drawings and through photo and video montage. Instagram posts, including the inspiring careers videos, received between 150 and 250 'likes' per day. Participants' work for strand 1 and international contributions from strand 2 will be exhibited publicly at the 2021 Nottingham Festival of Science and Curiosity (FOSAC) between the 8th and 17th of February.



Photo by Simon Bernacki.

### #InspiredBySkateSpots

**WHAT NEW SKATE SPOTS DO YOU WANT TO SEE IN NOTTINGHAM?**

Post photos of your favourite skate spots in Nottingham and around the world and tag them with #inspiredbyskatespots

## Practitioner Engagement with Sustainable Development

There are various innovative ways of practitioner engagement for sustainable development. NBS staff and students engage with external partner organisations as part of their curriculum, student projects, extracurricular activities for continuous professional development, volunteering, research, consultancy and wider social responsibility. The list below presents some key examples and a variety of partner organisations to illustrate the nature of partnerships.

Academy of Business in Society (ABIS)	Business in the Community (BITC)	Association of Universities and Colleges (EAUC)
National Union of Students (NUS)	United Nations Global Compact – PRME	Globally Responsible Leadership Initiative (GRLI)
Oikos International	National Health Trusts (NHS)	Nottingham City Council
Nottingham Energy Partnership	Northamptonshire County Council	Nottinghamshire Fire and Rescue Services
ENACTUS	Sri Lanka Tourism Development Authority	Castle Rock Brewery
Nottinghamshire Wildlife Trust	Groundwork Greater Nottingham	Nottingham Energy Partnership
British Heart Foundation	Canal & River Trust	Lindhurst Engineering Ltd
Diversity Creative	Green’s Windmill Trust	Onswitch
Scientific Laboratory Supplied Ltd	Experian	Jaspers
Jigsaw24	Highways England	Willmott Dixon



NBS will continue its partnerships with public, private, not-for-profit sector organisations and policymakers to bring positive change in organisations & society and offer experimental learning opportunities to students.



# 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.

NBS is engaged in a dialogue with its internal and external stakeholders on critical issues related to sustainability. This is done through various activities, for example, academic outputs such as books, articles, reports, conferences, seminars, workshops, trainings, and other forums.

## **PRME Champions' Project 'Carbon Literacy Training for Business Schools'**

**NBS is leading the PRME Champions' project 'Carbon Literacy Training for Business Schools' (CL4BS); since its launch in October 2019, over 500 Academics from over 100 business schools in 42 countries on all continents have been trained.**

The Climate Emergency is one of the most pressing issues of present time. However, the general public including students and staff in business schools have limited understanding of climate change mitigation and adaptation. The Carbon Literacy Training for Business Schools (CL4BS) is addressing this problem by accelerating this understanding across institutions using a 'train the trainer' approach and providing high impact climate solutions that everyone can implement in daily life and work. Business Schools have not been at the forefront of embedding climate change mitigation education into their curricula nor their research. This is even more surprising as the business sector is through products and processes is responsible for human

induced greenhouse gas emissions and therefore best positioned to lead the effort to reduce these. Research into climate change mitigation tools for any discipline such as accounting, finance, operation and human resources, could significantly increase our chance to adopting high impact climate solutions in business; while integrating climate change mitigation education in all curricula could equip current and future managers and leaders to be the change makers we desperately need worldwide.

The CL4BS addresses this gap so that learners can explore high impact climate solutions that could be easily embedded in their private and professional life, in teaching, research and/or partnerships. This training was developed by NBS in collaboration with the UN PRME Champions, Oikos International and the Carbon Literacy Project. It includes an introduction to En-ROADS developed by Climate Interactive in collaboration with MIT Sloan and Ventana Systems.

This virtual interactive eight hour Carbon Literacy training for Business Schools was inspired by the Carbon Literacy training developed by the BBC and ITV for the television industry and has been taken by over 500 academics worldwide in 2019-2021, with many of them embedding the carbon literacy training in their own business schools or/and research activities.

**The CL4BS is now offered three times per year to all PRME signatories. To sign up, please contact Sophie Kacki at [kacki@unglobalcompact.org](mailto:kacki@unglobalcompact.org)**

In our dialogue with stakeholders, we have been seeking to exchange good practice and learn from each other. We share our projects more widely through the PRME community and other national and international forums.

#### Topics covered in CLT4BS:

- Positive Futures Scenarios and Climate Justice
- Climate Science and the matching high impact climate solutions
- Carbon calculation and individual action
- Climate Change Mitigation: a systems approach
- Your own Action Plan

More info: <https://www.ntu.ac.uk/study-and-courses/courses/our-schools/nbs/carbon-literacy-training-for-business-schools>



Professor Petra Molthan-Hill delivered NBS' Carbon Literacy Training to students from across the world as part of the **Global University Climate Forum, led by Yale University, US**. The Forum brings together 500 student activists from 44 countries to work in teams on projects which make a meaningful contribution to tackling climate change. NBS was one of only two UK universities being part of the Forum and its unique Carbon Literacy Training programme formed part of a series of workshops delivered by a range of international universities and climate-focused organisations, including a keynote interview with Christiana Figueres and Tom Rivett-Carnac, co-founders of **Global Optimism**, co-authors of the book, *The Future We Choose: Surviving the Climate Crisis*.

[www.globaloptimism.com](http://www.globaloptimism.com)

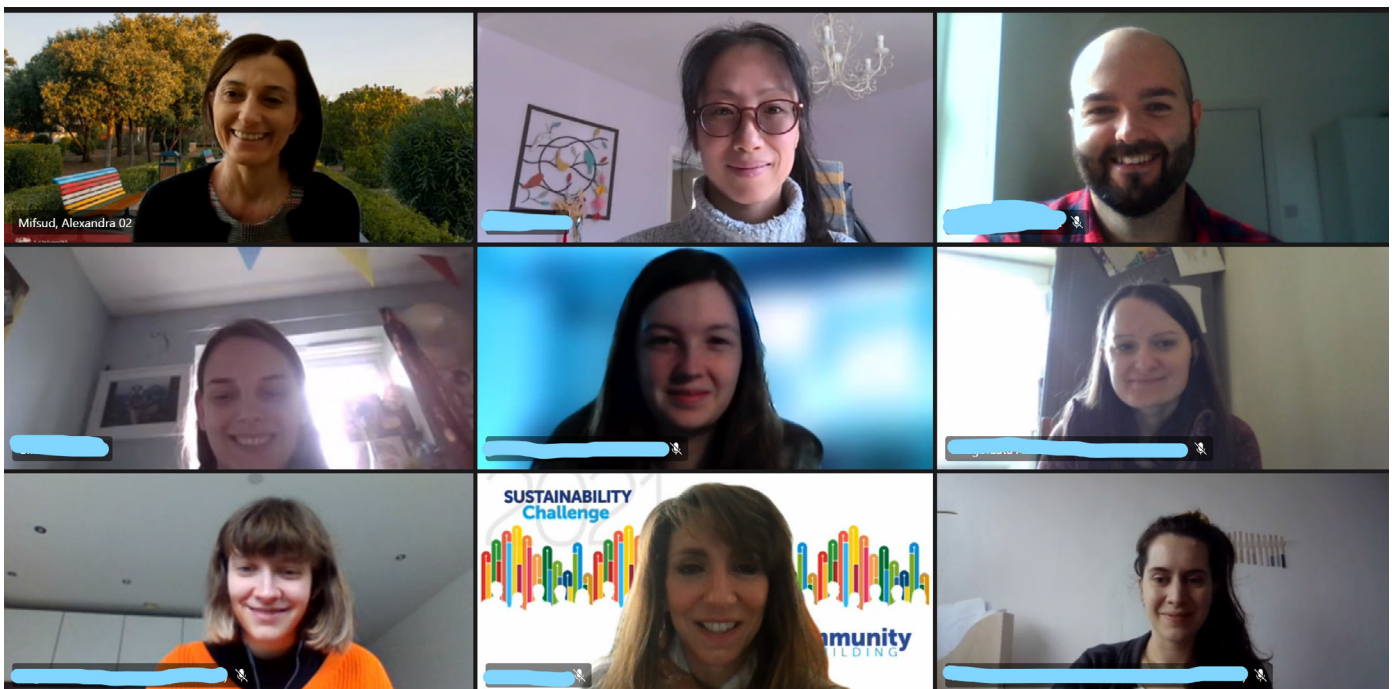
**“I really enjoyed the training and got a huge amount out of it. It is one of the best courses that I have ever sat, and I am really looking forward to learning more.”**

**Prof. Andrew O'Loughlin**  
Professor of Management, Federation Business School,  
Federation University, Australia

## Carbon Literacy Training for Staff and Students

All staff and students at NBS can take part in the Carbon Literacy training offered internally.

NTU Green Academy offers the Carbon Literacy training (CLT) to staff and students within NTU. Between November 2019 and March 2021, NTU Green Academy has offered the Carbon Literacy training first as a full day training (8 times) and since May 2020 as a fully online Carbon Literacy training to staff and students (4 times). In total, the Carbon Literacy Training course has been delivered 12 times between 2019-2021 with more than 60 participants awarded the Carbon Literate Certificate from the Carbon Literacy Trust. Additionally, the training was offered twice exclusively to NBS students.



Carbon Literacy Training Session for NTU  
Staff and Students – March 2021

## Open-source Carbon Literacy toolkit for the Higher Education Institutions in the UK

Professor Molthan-Hill and Dr Alex Mifsud/NTU Green Academy developed this training further into a **free open-source Carbon Literacy toolkit for the Higher Education Institutions (HEIs) sector in the UK**, funded by the Department for Business, Energy & Industrial Strategy (BEIS), which will support universities to tackle the climate emergency, reduce emissions in line with legislation and local targets, and boost student employability. The NTU Carbon Literacy Course for Staff and Students at Universities was launched in January 2021 and enables anyone with training experience and knowledge of climate change to teach university staff and students from all departments and disciplines.



Students in NBS have the chance to take the Carbon Literacy Training in connection with work related experience as demonstrated in these two examples:

### 1. Nottingham City Council Carbon Neutral 2028 Challenge

Nottingham has committed to become carbon neutral by 2028, aiming to reduce the City's emissions and its carbon footprint to play our part in preventing a dangerously warmer world. Already, Nottingham has reduced city wide CO2 emissions by above 42% since 2005, surpassing previous carbon reduction targets. However, the city still emitted 1.17 million tonnes of CO2 in 2017, enough to drive the average car 6 billion miles. NBS students were invited to join members of the Council's Carbon Neutral Policy Team on Friday 12th February 2021 and had the opportunity to design solutions to real life challenges. Several solutions the students proposed were praised by the Policy Team and are on the way to become reality on Nottingham's journey to 2028.



### 2. International Work Experience with eduCCate Global

NBS students worked with eduCCate Global to become one of the first Certified Carbon Literacy Specialist Facilitators in the world. eduCCate Global aims to make systemic changes in the way schools learn and deliver climate change information, with the goal of training 100 million Certified Carbon Literacy Specialist Teachers. Connor Davey who is a BA (Hons) Business Management and Accounting and Finance student worked with a school in the UK to introduce carbon-reduction strategies by using what was learned in the Carbon Literacy Training.



“Being part of the first group of students participating in the carbon literacy training with Professor Molthan-Hill and eduCCate Global is an amazing opportunity. The project helps you develop your knowledge on carbon emissions and sustainability, but it also allows you to improve your skills in groupwork and communication. As an International Business Student at NBS interested carbon emissions it's the perfect occasion.”

**Manon Eliayan**  
Student BA (Hons) International Business with French

“Prior to attending university, I developed a strong interest in sustainability and climate change while working and travelling around the world. Alongside my studies, I took advantage of a fantastic opportunity with NTU Green Academy to participate in Carbon Literacy Training while gaining international work experience. As a result of the training, I was able to gain a deeper understanding of climate change mitigation tools and high-impact solutions. Since learning about the impact food has on the environment, I've reduced my meat consumption and experimented with new plant-based recipes to reduce my own carbon emissions.”

**Connor Davey**  
Student BA (Hons) Business Management and Accounting and Finance

## UN75 Dialogue - Theme: Living Securely

In its 75th year, the UN is working with partners to initiate dialogues within and across borders, sectors, and generations. The aim was to reach as many people as possible: to listen to their hopes and fears; learn from their experiences; and empower them to think and act globally. Running over three days from Tuesday 24 November – Thursday 26 November 2020, the UN75 Conference hosted by NTU's Virtual Institute for Advanced Studies aimed at understanding the importance of security for the human condition and project key themes for a secure global future.



Dr Ofelia Palermo and Professor Ursula Ott coordinated the NBS contribution. It centred on the undergoing of transnational migrants in high and low skilled work operating in an uncertain environment while dealing with risk, hardship, and the need for resilience and support from the international community. Our NBS contribution to the UN75 Dialogue also aimed at spotlighting how participants' research and experience affect students' mindset, educating them to recognise the value of knowledge as the driving force of leadership, as the medium to strengthen originality of thought, and as the richness society must draw on for a sustainable future. We promoted discussion on the issues of: Living Securely (Meshkat Hossain Akanda), SDGs Impact in Research, Teaching and Consultancy (Luciana Manfredi), Informal Worker Vulnerability, (Lina Martinez) and Transnational Capacity Building (Maria Elo). Special institutional partners were ICESI Business School and the Observatorio de Politicas Publica POLIS both based in Colombia. SDGs discussed were 4, 8, 10.

Sculpture made from recycled plastic bottles collected as part of the NBS grand upcycling challenge





## NBS Oath Project Evolves

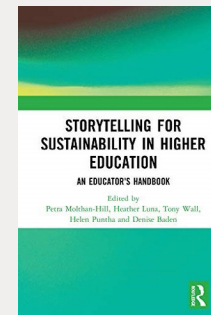
The Oath Project gives a group of final year BA International Business students the opportunity to engage in extracurricular activities that work towards changing business to be sustainable and responsible. This year the project is centred around waste reduction, recycling, and poverty alleviation. These goals were derived from both the motivations of the students involved and the UN Sustainability Goals, most specifically Goal 2: Zero hunger and Goal 13: Climate Action. Students have considered how their actions can be continued in the future and have built a friendship with a local community centre charity called Trussell Trust. So far, students have made multiple visits to their site to help prepare food for the disadvantaged community and mindmapped ideas as to how they can use their employment skills to help their community. There are exciting plans in the pipeline with Trussell Trust and we are hoping these can be taken further in years to come. In response to achieving Goal 13, we have plans to educate and raise awareness, throughout the university campus, of ways students can follow simple steps to recycle, reduce waste and inspire each other to bring about long-lasting sustainable change. One of the students' reflections on the Oath Project offer insight into to impact of our work:

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**“The oath project has been a brilliant way for the team to develop skills as well as be an example of amazing members of the community. By coming together not only have we been able to share our skills and knowledge, but we have been able to learn so much from each other as well as use these skills to affect real world change. Members of the oath project have acted as leaders and ambassadors to the university, in such a difficult time for everyone they have gone above and beyond to demonstrate their passion for sustainability and their combined vision for change.”**

The Oath project has been part of the International Businesses degrees for several years, but the committee decided to widen the remit and make the project available to all NBS students and are in the advanced stages of registering it as Nottingham Oikos chapter.

## Storytelling for Sustainability in Higher Education



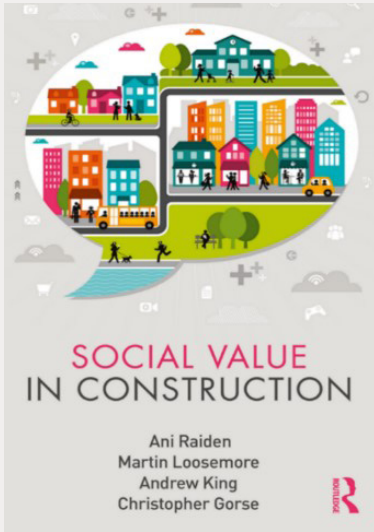
This book initiated by the research of Joanna Jones in NBS and edited by her Director of Studies Professor Petra Molthan-Hill has inspired other academics to use storytelling in management education. This book offers unique and powerful insights into how stories and storytelling can be utilised within higher education to support sustainability literacy. Stories can shape our perspective of the world around us and how we interact with it, and this is where storytelling becomes a useful tool for facilitating understanding of sustainability concepts which tend to be complex and multifaceted. Written by academics and storytellers, the book is based on the authors' own experiences of using stories within teaching, from a story of “the Ecology of Law” to the exploration of sustainability in accounting and finance via contemporary cinema. Practical advice in each chapter ensures that ideas may be put into practice with ease.

**“This much-needed volume will prove an invaluable and inspiring go-to reference for educators seeking to integrate story-telling into the classroom practices in a purposeful way. I have certainly missed having a resource like this to draw on in teaching sustainability-related issues in a management education context, in a way that can touch students' hearts, not just their minds.”**

**Associate Professor Maribel Blasco  
Copenhagen Business  
School, Denmark**



## Social Value in Construction



In collaboration with academics and practitioners across the globe, Dr Ani Raiden has published the first book on social value in construction. It explores the emerging concept throughout the entire life cycle of from planning, design, construction, operations, and facilities management. The book sets out the principles and conceptual foundations to social value and presents a range of good practice case studies. It has been widely cited by professional bodies and commercial providers in their guidance documentation on social value. The interest in the book inspired the publisher, Routledge, to commission Ani Raiden to edit a book series on Social Value in the Built Environment with other academics.

In addition, the book Social Value in Construction supported a successful application for a Construction Industry Training Board (CITB) funded research project on Innovation Driven Procurement that is ongoing with an NTU strategic partner organisation in industry, Morgan Sindall, a leading UK construction and regeneration group of nine companies, NTU Estates, and colleagues from the School of Architecture, Design, and the Built Environment. The project focuses on innovative and sustainable procurement practices within the construction supply chain, especially engaging small and medium sized organisations to work in partnership with main contractors.

## PRME Working Group on Climate Change and Environment

PRME Working Group on Climate Change and Environment is focused on SDG 13: Climate Action and connecting this to all the other SDGs. The aim of the Working Group is to enable business schools and universities worldwide to achieve low carbon transition by supporting them in their efforts to manage and reduce their own carbon emissions, provide their staff and students as future decision makers with tools to mitigate climate change and encourage research and further partnerships to develop the best climate change mitigation tools. The PRME Working Group on Climate Change and Environment is active in three broad areas: 1) Policies/Strategies, 2) Teaching and 3) Cooperation.

**NBS contributes strongly to the work of the PRME Working Group on Climate Change and Environment.** Professor Petra Molthan-Hill is Co-Chair of the PRME Working Group on Climate Change and Environment, Dr Rachel Welton is Vice Chair and Dr Muhammad Mazhar leads the activities around carbon policies and strategies within this PRME Working Group. Dr Alexandra Mifsud and Dr Ani Raiden are Carbon Literacy Trainers for the PRME Working Group; more info [www.unprmeclimate.org/carbon-literacy](http://www.unprmeclimate.org/carbon-literacy)

## Carbon Literacy training to tackle the climate crisis and promote climate solutions

Are you concerned about the climate crisis? Are you concerned about how businesses and societies will be affected by the climate crisis and want to find out ways you could still mitigate the risks? Do you want to link the Covid-19-recovery with a transition to a low-carbon economy addressing social inequalities simultaneously?

The climate crisis is one of the greatest challenges we are currently facing, and it will affect all aspects of business and society and all other areas we might be concerned about such as economic recovery poverty or loss of biodiversity. Consequently, graduates and employees with the know-how in tackling environmental and social issues to cope with future challenges have a competitive advantage in the job market.

The Carbon Literacy Training is now available in a virtual interactive format!

[View More](#)

### Meet The Trainers



*Professor Petra Molthan-Hill*



*Dr Alex Mifsud*



*Dr Alex Hope*



*Dr Rachael Welton*



*Dr Caroline Aggestam Pontoppidan*



*Dr Ani Raiden*



*Dr Muhammad Mazhar*



**PRME** Principles for Responsible Management Education  
 CHAPTER  
**UK AND IRELAND**

## PRME Chapter UK & Ireland

NBS has been playing an active role in PRME UK & Ireland Chapter. Main activities of the Chapter include working with higher education institutions and sector bodies to support the integration of the PRME principles in the UK and Ireland. This includes promoting PRME through networking events, conferences, publications, and associated activities.

**Dr Rachel Welton was elected on to PRME Chapter UK & Ireland Steering Committee in 2020.** As part of this role, Dr Rachel is working with colleagues on the Steering Committee to reinvigorate PRME Regional networks. To this end, she and Dr Muhammad Mazhar from NBS have launched a regional Midland PRME group, and this supports colleagues from 20 universities across the Midland region. NBS utilises its reach through the UK & Ireland Chapter of PRME. Dr Rachel Welton is also organising the 2021 Doctoral Colloquium, aimed at supporting doctoral researchers working to inform the knowledge base on the impact of the six principles of PRME and the SDGs.

## Speaking-out against ethical failures: whistle-blowing practices and support structures in developing country contexts

The RSB Lab (Professor Painter and Dr Vivier) and the Gordon Institute of Business Science (GIBS) in South Africa collaborated on a critical research project: Speaking out against ethical failures. The project sought to better understand the experiences of people who have challenged ethical failures in their organisations. It aimed to develop practical insights and recommendations, identifying how to more effectively enable and encourage employees to speak out. The project emerged out of a cross-sectoral roundtable as part of the Values-Driven Leadership programme outreach in South Africa, co-hosted by the RSB Lab and the Ethics and Governance Think Tank at GIBS.

UNDERSTANDING WHISTLE-BLOWING EXPERIENCES AND IDENTIFYING LEVERS FOR SUPPORT IN SOUTH AFRICA

# SPEAKING-OUT AGAINST ETHICAL FAILURES

RESEARCH FROM NOTTINGHAM BUSINESS SCHOOL (NBS) AND THE GORDON INSTITUTE OF BUSINESS SCIENCE (GIBS)

### REASONS FOR SPEAKING-OUT

- Personal sense of right and wrong
- Empathy & care for others
- Professional ethics & standards
- Professional role & purpose
- Social & cultural upbringing
- Company Interest
- Personal justice/sense of betrayal
- Personal gain

"I would rather be jobless and proud of myself, than be a victim for the rest of my life."

### CHALLENGES TO SPEAKING-OUT

- Fear for financial/job insecurity
- Fear of intimidation/victimisation
- Fear breach of anonymity
- Belief that nothing will be done
- Cultures of fear & loyalty
- Social & cultural upbringing
- Personal gain

"I have 20 years' experience, not even looking for a salary that I used to earn... and I still can't get a job."

### THE PRICE OF SPEAKING-OUT

The whistle-blower as 'pariah', 'trouble-maker', 'volatile', bringing 'too much integrity'

- "You are guaranteed to lose your job"
- "It is the loneliest journey I have been through"
- "It manifests in your body"
- "I lost everything. I had to sell my house"
- "I had death threats, I was harassed. There was no protection"

### LEVERS TO SUPPORT WHISTLE-BLOWING & SPEAK-OUT CULTURES

Conversations  
 Third-party-hotlines  
 Celebrate Regulators Empathy  
 Consequences  
 Reward Professions Legal  
 Protection Support Unions  
 Auditors Red-flags  
 Confidentiality  
 Finance Training  
 Leadership Academia Care  
 Awareness

This research was funded by a UK-Global Challenges Research Fund Grant. Please contact the Responsible & Sustainable Business Lab at Nottingham Business School for more information.



## East Midlands Leadership Academy

### Integrated Care System: Senior Leadership Programme

In 2019-20, NBS and the RSB Lab (Professor Painter, Dr Vivier and Dr Wendy Chapple) delivered a leadership development programme for the NHS East Midlands Leadership Academy. The programme brought together senior leaders from across the Nottinghamshire Integrated Care System. The programme aimed to develop systems leaders, support collaborative leadership across health and social care, provide a platform for multi-professional engagement, relationship-building, and facilitate organisational development. The offering included seminars, workshops, coaching and action learning.

### Teaching Sustainable Finance

In January 2021, Associate Professor Stéphanie Giamporcaro's work on the subject of sustainable finance is featured in a PRME report on Teaching on Sustainable Finance among 50 leading sustainable finance scholars and lecturers. Dr Stéphanie Giamporcaro was praised "for her wise suggestions on an earlier version of this report". The global growth of sustainable finance markets and jobs has triggered an increase in practitioner and student demand for sustainable finance education. The report gives an overview of the current state of teaching sustainable finance in universities. Its purpose is to identify crucial elements in building sustainable finance expertise and to support the further development of skills in the field.

### Green Human Resource Management

Dr Douglas Renwick (Associate Professor of Sustainable Workforce Management) is a highly cited researcher in green human resource management. Doug shows research leadership in directing green (ecological & environmental) human resource agenda. He is the Editor of 'Contemporary Developments in Green Human Resource Management Research: Towards Sustainability in Action?'

### Seminar series

The RSB Lab hold regular events with guest speakers throughout the year, with the aim of supporting early researchers, encouraging interdisciplinary working and allowing a platform for enriching research debate.

Throughout 2020 and 2021, The RSB Lab and the Work Futures Research Group (School of Social Sciences NBS) are collaboratively running a new interdisciplinary seminar series, called the Subversive Seminar Series (ISSS). The seminars focus on provocative and polemical ideas/works, aimed at challenging contemporary orthodoxies in various fields, allowing us to listen and learn from our colleagues working in different disciplines or departments.

Seminars in this series in 2020/21 included:

- Professor André Spicer from City, University of London-Business School (formerly CASS)  
**Topic:** Cluster\*\*\*s: A Theory
- Professor Hugh Willmott from Cardiff Business School & CASS, City, University of London  
**Topic:** The problematisation of the blinded peer review in academic publishing.

Other research seminars hosted by the RSB Lab in 2020/21 included:

- Seminar on Action Research: Ethics and Participation (Professor Robert Davison- City University of Hong Kong)
- 'Research Applications at NTU, Best Practice' led by Stella Fuller (NTU Pre-Award Coordinator).



In our dialogue with both internal and external stakeholders, we seek to share good practice and learn from each other. In the next two years, we aim to share our projects with PRME community and beyond. NBS will lead the further worldwide distribution of the PRME Champions' Project 'Carbon Literacy Training for Business Schools' and develop packages for different disciplines and industries.



NTU is one of the most sustainable universities in the world enabling a culture of sustainable development in all its operations whilst enhancing the staff and student experience and creating a global legacy.

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# Nottingham Trent University's Sustainable Operations

In addition to integrating SDGs across curriculum and research activities, NTU and NBS integrate sustainability across operations. With regards to estates and operations, NBS is being supported by the central NTU estates team.

As one of the UK's largest Universities, with 32,000 students, 4,000 members of staff and 4 campuses, NTU acknowledges its activities will significantly impact the environment at both local and global levels and we believe in leading by example through our estate and operational practices. We are proud of our world-class campuses complete with green spaces, sustainable buildings (including the Newton building which is the home of NBS) and transport infrastructure. **Our 2020-25 strategy commits NTU to reducing our environmental footprint, targeting net zero carbon has become an Institutional KPI and NBS works with the central Sustainable Development team in Estates to support this.**

The University's Environmental Policy sets out the approach taken to minimising negative impacts, against the environmental themes, including waste, water, energy, biodiversity and promoting sustainable construction and procurement. As a major tool to help minimise the environmental impact, the University has implemented ISO 14001, the internationally recognised environmental management system, being one of the first universities to do this, as well as Eco-Campus Platinum. In working towards meeting the aims of each sustainability theme, the University is continuing to implement sustainable solutions at local and community levels supporting the global effort to meet the SDGs by 2030; examples from NBS have been given throughout this report.



Professor Edward Peck  
Vice-Chancellor and President

“Nottingham Trent University is one of the most sustainable universities in the world and ‘Embracing Sustainability’ is a strategic priority in everything we do as an organisation. I am very proud of the work Nottingham Business School (NBS) is doing to mainstream sustainability and the United Nations Sustainable Development Goals (SDGs) in curriculum, along with its clear commitment to provide sustainable and responsible management education. This is supported by our cutting-edge research, partnerships and high-performing estate. NBS becoming a PRME Champion for the second time is a fantastic recognition of the way it is developing responsible leaders with capabilities to generate sustainable value for business and society”

## Partnering with our local community

**'The University plays a very active role in the city of Nottingham and the wider region and has gained recognition nationally for its leadership and advocacy in sustainability.'**

NTU has built strong links with the University of Nottingham, recognising the positive impacts we can make by working in collaboration. The two universities were recently ranked in the top **five most sustainable institutions** in the world according to UI Green Metric, an international ranking of more than 900 universities, with NTU also winning the award of "Most Sustainably Improved".

The recently established Universities for Nottingham civic agreement is a pioneering collaboration which brings together the combined strength and missions of Nottingham Trent University and the University of Nottingham, with Environmental Sustainability being one of the five areas of focus. The Civic Agreement, the first of its kind in the country, was launched in July 2020 and contains more than a dozen initiatives to take place over the coming year, harnessing the collective will of the City and County's biggest institutions to deliver meaningful change for the people and place of Nottingham and Nottinghamshire. This civic agreement will ensure Environmental sustainability and collaboration with local government and the two universities, implementing projects that improve sustainability and reduce carbon emissions in our region and beyond.



## Award Winning Sustainable Development at NTU

Below are some of the most recent awards that NTU have received.



### Green Gown Awards – Outstanding Leadership Team of the Year

NTU has won several highly prestigious Green Gown Awards, presented by the Environmental Association of Universities and Colleges (EAUC). In 2019, NTU was awarded the **Outstanding Leadership Team of the Year Award**, recognising the outstanding efforts of staff and students across the university to embed sustainability into curriculum, operations, research and civic engagement.

In 2019, NBS was shortlisted in the Student Engagement category for its #NBSdiscover project, while the Sustainable Development team and Nottingham Trent Students' Union also received a nomination for NTU Enterprise Week. In 2018, NTU were a Finalist in the Sustainability Institution of the Year Award.



### Green Flag Award for Clifton and Brackenhurst Campuses

For the 9th year running, NTU has been awarded the Green Flag Award in recognition of the outstanding natural and green spaces at our Brackenhurst and Clifton Campuses. As one of only four universities to hold a Green Flag simultaneously for two campuses, NTU is in prestigious company – other notable green spaces with the award include Buckingham Palace Garden, Hyde Park in London and Nottingham’s Arboretum in the city centre.



### UI Green Metric—4th Most Sustainable University in the World

NTU has been ranked as the **fourth most sustainable university in the world**. The UI GreenMetric World University Ranking is an initiative of Universitas Indonesia. Universities from around the world are invited to take part, with over 900 institutions ranked in 2019. Universities are ranked using six indicators: setting and infrastructure, energy and climate change, waste, water, transportation, and education.



### THE Impact Rankings

NTU has been ranked 57th globally and 11th in the UK in Times Higher Education’s **Impact Rankings**, which scores universities on their success in addressing the UN SDGs. The ranking demonstrates NTU’s commitment to supporting the SDGs through its teaching, research, and knowledge transfer, and in embodying them in its internal practices, policies and procedures and providing verifiable evidence of its activities. The university’s highest ranking was for SDG 12, Responsible Consumption and Production, where it was fourth from 360 universities submitting on that SDG. This considered all the important work NTU does around sustainable procurement, plastics minimisation, recycling, engagement with staff and students regarding sustainability and its transparency around reporting through its annual sustainability report.



### Silver Food for Life award for NTU catering.

NTU’s catering has been accredited Silver Food for Life Served Here award from The Soil Association since November 2011. We are very proud at NTU to be the first University to achieve the Food for Life Silver Catering Mark on a Large Volume for Students. With at least 75% of catering dishes freshly prepared the catering team is committed to sourcing produce from local suppliers as much as possible. All coffee served on campus is Fairtrade, organic, and certified by the Rainforest Alliance. Tea served is also Fairtrade and sourced from certified plantations where workers’ basic rights are protected.

In 2019, Ivan Hopkins, Head of Hospitality and Catering at NTU, was awarded the ‘Further and Higher Education Champion Award’ by the Soil Association’s Food for Life programme in recognition of his commitment to going above and beyond in sourcing and serving food that’s better for the environment and made with sustainable practice in mind.



## Sustainable development projects

This section describes just a handful of ways that NTU leads by example to contribute to the UN's 2030 Agenda for Sustainable Development. NBS students and staff have been participating in these opportunities.

## Engagement on Climate Action

### 1) Getting to Net Zero Carbon Event

NTU's Sustainable Development Team regularly hosts events on sustainability for students and staff, including the Nottingham Sustainability Conference 2019 and the Getting To Net Zero Carbon event prior to lockdown in 2020 (Photograph). This event was a panel discussion and workshop that brought together staff and students from NTU, the University of Nottingham, both Students' Unions and Nottingham City Council along with members of the general public, to explore pathways to carbon neutrality through individual and collective action. Approximately 110 people attended the event which included a lively panel discussion, where over 130 questions were submitted to the partner institutions, and a workshop focused on the themes of Nottingham City Council's Carbon Neutral 2028.

#### **Feedback from the event**



### 2) Nottingham Sustainability Conference 2019

The Nottingham Sustainability Conference 2019 was a collaboration between NTU's Sustainable Development Team and NTSU, which was attended by elected sabbatical officers from across the UK, as well as NTU students.

### 3) Climate Action Summit 2020:

More recently, NTU's Sustainable Development Team, together with NTSU teamed up in hosting the Climate Action Summit, this time virtually. The event included workshops on Plastics Reduction, Ethical Fashion, Climate Action as well as a live cooking demonstration with NTU Veg Society. Further details can be found here:

<https://www.ntu.ac.uk/about-us/sustainability/news-and-events/climate-action-summit>



## NTU Supports Cycling

Cycling to university provides a cheap, green, and healthy alternative to other modes of transport- making it the best option for sustainable transport. The Sustainable Development Team manages the NTU bike hire scheme and Cycle Workshop where students and staff can hire a bike for just £49 per year and have it maintained too. There are almost 1,000 cycle storage spaces across NTU campuses with many of these enclosed with smart card access for staff and students. NTU further supports staff cycling with the Cycle to Work scheme to help with the purchase of cycling equipment, along with access to showers and changing facilities available on campus to all cyclists.





## Enterprise Week

For the last three years, we've been working collaboratively with the NTU Students' Union throughout Enterprise Week, to nurture, promote, support and reward enterprise amongst students, providing a series of activities for students in helping them with their business ideas. These culminate in a dragon's den style competition, where there is prize money awarded for different categories including the Green Dragon's Prize of £1,000 awarded in a ceremony at the end of the week.



## Fairtrade

As part of a global community, we want to ensure that all those involved in the production of the products consumed on our sites are paid fairly for their services. This gives them extra funds to improve their lives, such as sending their children to school, investing in community facilities, or securing safe water supplies, in developing countries. NTU is proud to be an accredited Fairtrade University, serving only Fairtrade tea and coffee along with a range of many other Fairtrade certified items in our catering and shops. To raise awareness we host events, talks and activities during Fairtrade Fortnight in collaboration with other teams at NTU. Fairtrade accreditation is a collaboration between NTU and its Students' Union.



## Plastic Planet

In April 2018, NTU's Sustainable Development Team launched the Plastic Planet campaign with engagement stalls at the City, Clifton and Brackenhurst campuses. The aim of the campaign is to work with other departments, as well as with students and staff, to encourage positive behaviour changes that reduce the amount of unnecessary single use

plastic used around NTU. Since its launched several hundred students and staff have signed the pledge. Our catering teams have dramatically reduced the amount of single use plastics utilised in serving food by eliminating 116,000 plastic cups, 169,000 items of plastic cutlery and 18,000 plastic straws as a result. NTU's Print Shop also eliminated PVC binding covers and plastic coil binding and achieved a 90% reduction in heat binder covers which require plastic.



## NTU Green Rewards

Launched in 2019, NTU Green Rewards is an innovative online platform and app to reward and incentivise more sustainable and wellbeing lifestyle choices among NTU's student and staff. Staff and students record and earn points for their positive green actions and top performers receive prizes on a monthly basis. Monthly challenges provide new and exciting content, challenging even the most sustainably minded to take further action. Through the platform staff and students also vote for their favourite charity which receives a termly donation on behalf of the winning staff team. Since its launch more than 2,500 staff and students have completed over 130,000 sustainability and wellbeing actions which have collectively resulted in 130,000 kg of avoided carbon emissions.





## Supporting Biodiversity

With over 240 hectares of land across our four campuses, ranging from city centre to farmland, NTU is committed to supporting and enhancing biodiversity. Through our **Biodiversity Policy** and hard work of dedicated teams across the university we're proud to say that our campuses are home to several protected species including Great Crested Newts, Badgers and Peregrine Falcons.

Our pair of breeding Peregrine Falcons have called the roof of NTU's Newton Building home for the last 20 years and have fledged nearly 40 chicks in that time. In partnership with the Nottinghamshire Wildlife Trust, a webcam has been set up to allow people from around the globe watch the hatching of chicks each year. Last year was a record year with over 500,000 people watching the falcon cam—a welcome respite from the realities of lockdown for many.

NTU has recently committed to becoming a Hedgehog Friendly campus, working to make sure our campuses allow Britain's vulnerable species thrive. We have also made strides in enhancing our natural and greenspaces through initiatives such as Greening the City, planting of wildflower meadows and the planting of 18,000 trees in the last four years.



## Clifton Campus Foodshare Allotment

Since 2015, NTU has been home to a campus allotment which provides volunteering opportunities to staff and students whilst also supply fresh fruits and vegetables to communities in need. Since the project began, hundreds of volunteers have grown 30 different types of produce which have been donated to local charities that aim to bring people together around social eating. The site has a polytunnel which is watered from water collected in water butts and includes an outdoor classroom.



## Environmental Management System

NTU is proud to be one of the first Universities to obtain ISO 14001 certification in 2012. The internationally recognised certification makes us confident that we have an Environmental Management System needed to reach our ambitious energy, waste, transport, procurement, and biodiversity targets. NTU's Environmental Policy sets out the University's commitment direction to reducing its environmental impacts and the EMS sets out how we will achieve our ambitious targets.







## Campus as a Living Lab

NTU understands that our own organisational practices should serve as an example of the values and attitudes we convey to our students. That's why we are keen to use our campus and operations for curriculum challenges, allowing students an opportunity to work on real world challenges we face in our operations. One example of this is the crowd sourced recycling project led by Daniel Shin, Senior Lecture in Product Design. The project, which is delivered in collaboration with our team and NTU's waste contractor, Enva, invites final year product design students to research staff and student recycling behaviour using a crowd-sourced technique in the span of one day.

Additionally, the Sustainable Development team hosts student placements allowing students from a range of disciplines to work on aspects of embedding and advancing sustainable development projects at the university, whilst providing valuable experience for students. Through the master's level consultancy project, postgraduate students from NBS have worked to provide insight and recommendations for understanding our stakeholder's interests and expectations.



## Net Zero Carbon

NTU recognises the important role we can play in addressing climate change and as a result, we have committed to achieving Net Zero Carbon emissions across all three carbon scopes by 2040 in order to create a Zero Carbon culture across the NTU community. This strategic, institution-wide Net Zero target was spearheaded by the Embracing Sustainability Strategic Board. This Strategy Board includes the Executive, representatives from the student community and senior management, covering Education, Operations and Research.

Achieving Net Zero Carbon will be challenging and will require the input and participation from our entire community working toward a shared goal. Within these challenges there will also be many opportunities. Opportunities to go beyond just reducing our impacts to identifying how we can ensure we are fostering a zero-carbon culture that empowers our people to be bold in taking climate action and doing the right thing for our community. We will work alongside our partners in Nottingham City Council, University of Nottingham, and others to work toward the shared vision of a carbon neutral Nottingham.





## NTU Green Academy Pioneering Education for Sustainable Development

NTU is one of a handful of pioneers in Education for Sustainable Development (ESD) with a team dedicated to supporting ESD at NTU and NBS, the Green Academy.

The purpose of Green Academy is to shape an institutional understanding of ESD and how it relates to our delivery of world-class education and scholarship. The team work closely with NBS as well as the other nine academic schools of NTU. This report has detailed several of the workstreams wherein NBS and Green Academy collaborate, including the Sustainability in Practice (SiP) course, Carbon Literacy Training and the Future Thinking staff development course. Green Academy provides consultancy and training for academic teams to contextualise ESD to academic disciplines and career paths whilst utilising and promoting evidence-based practices to support the success of all NTU students including active collaborative learning, work-based learning, online and blended learning, systems thinking and values-based education. The team support colleagues in their scholarship and practice and they also publish regularly.

The team takes a collaborative approach to working with NTU/NBS staff and student communities as well as external colleagues from industry and the third sector. Some examples of cross-departmental working are: supporting the university-wide Sustainable Development Academics' Forum; chairing the TILT 'Education for Sustainable Futures' Practice and Scholarship Group; participating in a joint steering group with employability managers for sustainability-themed student work experience; collaboratively developing teaching resources (e.g. a climate negotiation game), collating community and estate case studies (living lab approach), and utilising storytelling and gamification in teaching; and externally, engaging with Business in the Community and other local stakeholders through projects such as the Nottingham Food Poverty and Climate Change Project.

# For further details

If you would like more information related to sustainability and PRME at NBS, please contact us at [nbsprme@ntu.ac.uk](mailto:nbsprme@ntu.ac.uk) or alternatively contact the team on the details below.



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