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Sharing Information on Progress Report

November 2022

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Introduction

Loughborough University joined the Principles for Responsible Management Education (PRME) in July 2016 and we are pleased to submit our third 'Sharing Information on Progress' (SIP) report. This report presents an update on our activities from the period 2020-2022 and outlines our aims for the future.

In previous 'Sharing Information on Progress' (SIP) reports we have cited numerous examples of excellence within Loughborough Business School (LB) in Ethics, Sustainability and Social Responsibility (ESSR) research, teaching and external engagement from our diverse and multinational community of researchers, teachers, research students and our student body at both postgraduate and undergraduate level.

For 2022, new leadership at School and Institutional level has brought a new focus on ESSR to build on our significant existing good practice. This has included a new University Strategy, with emphasis on ESSR throughout, while a new School strategy building on it is currently being finalised. For the purposes of this report, we have conducted an audit of our research outputs and teaching practice for SDG relevant content. We are pleased to find that about a third of our modules and a quarter of our published research articles are SDG related. We have also considerably revised presentation, with reference to sustainability reporting guiding principles and best practice.

We are delighted to re-affirm our strategic commitment to PRME and look forward to our growing active participation at regional, national and international level in the coming years.

Our reporting methodology

In this SIP report we have revised presentation in accordance with best practice highlighted by UN PRME and guidance offered by the Global Reporting Initiative (GRI). The GRI Standards represent global best practice for reporting publicly on a range of issues related to ESSR. This report has been produced with GRI's key principles in mind, ensuring that information is:

- Relevant to ESSR context
- Material but also complete
- Accurate and verifiable
- Balanced and clear
- Comparable and timely.

Further information

For all PRME enquiries please follow this [link](#). The report was published in November 2022. We would like to thank all colleagues across LB that helped produce this report.

Please consider our environment before printing this report.



What is PRME

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007.

PRME is a global platform and network designed to encourage and inspire responsible management education by creating dialogue between its members and supporting collaborative learning experiences for stakeholders.

“The PRME Initiative was launched to nurture responsible leaders of the future. Never has the task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals”

Antonio Guterres
United Nations Secretary-General

Working through Six Principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact.

As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organised relationship between the United Nations and management-related higher education institutions.



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.



Principle 2 | Values

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



Principle 3 | Method

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



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.



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.



Principle 6 | Dialogue

Highlights of prominent or impactful events (e.g., forums, workshops, roundtables, conferences), including an assessment of their impact.

A Letter from the Vice-Chancellor



Loughborough University is a successful, research intensive and globally connected university with excellent links to industry.

We lead research and practice in responsible management through our application of the six PRME principles: developing student capability as responsible leaders, incorporating the values of global social responsibility into our activities and curricula, enabling learning processes for responsible leadership, engaging in research for sustainability, working with our commercial and educational partners, and facilitating dialogue on critical issues related to global social responsibility and sustainability.

Creating our new university strategy has reaffirmed that our purpose and values are at the heart of what we do. Our purpose is to advance knowledge, wisdom and understanding through our research, education and scholarship; to inspire empower and enrich the lives of our staff and students; to create regional, national and global impact by working in partnership with organisations across the private, public and voluntary sectors. This is underpinned by our core values: to be honest, trustworthy and open; respecting one another and building confidence across our community; and being accountable for our actions, caring for ourselves, others and our environment.

Ethics, sustainability and social responsibility (ESSR) are central to the way we work: in our culture of respect and celebration of diversity; in the way we recognise and reward excellence in our staff for their contribution and commitment; in how we are inclusive and value the views of our staff, students, alumni and partners; how we manage our estate and resources; how we respect the communities and environments in which we operate; how we work together as a team with professionalism and integrity. Overall, how we take pride in being the very best we can be.

The three institutional-level themes identified in our strategy reflect the way we work and our priorities for the future: sport, health, and wellbeing; climate change and net zero; and vibrant and inclusive communities. These themes will influence our curricula, our research, our strategic partners, our operation, our culture, and they will drive our international reputation.

As a member of the Environmental Association of Universities and Colleges (EAUC) and a signatory of the United Nations' Sustainable Development Goals (SDGs), we aim to ensure that our own organisational practices should serve as examples of the values and attitudes we convey to our students. The recent appointment of Professor Charlotte Croffie as our first Pro Vice-Chancellor for Equity, Diversity and Inclusion (EDI) and publication of our first EDI report, including action plans on addressing our Gender and Race Pay Gaps, is further evidence of our genuine commitment to change. We will continue to embed SDGs in every aspect of the University's practice.

As Vice Chancellor and President, I am delighted to make an institutional commitment to support the Principles for Responsible Management Education. I will continue to encourage Loughborough Business School to lead best practice in teaching, research, and enterprise in respect of ESSR. My congratulations on your continuing success.

Prof Nick Jennings CB FREng FRS
Vice-Chancellor and President

Loughborough University Overview

- *Established:* 1909
- *Students:* 19,500 (91% FT, 9% PT)
- *Employees:* 3,950 (65% FT, 35% PT)
- *Located:* Loughborough and London, UK



1966
Loughborough College of Advanced Technology becomes Loughborough University of Technology, after being awarded a Royal Charter

1994
The University wins the first of seven Queen's Anniversary Prizes for Higher and Further Education

1996
The University is renamed Loughborough University



2015
Loughborough University London Opens

Our History



1909
A Technical Institute is established in Loughborough

1920
Newly named Loughborough College is granted its own Armorial Bearings



2017
Olympic legend Lord Sebastian Coe is named as the University's Chancellor

2022
Loughborough is named the best university in the world for sports-related subjects in the QS World University Subject rankings for the sixth year running.

Our achievements

University League Tables

UK University of the Year for Sport

Times and Sunday Times Good University Guide 2022

UK top 10 in the 'Table of Tables' 2022

Times Higher Education

10th in the Guardian League Table 2023

7th in the Complete University Guide 2023

11th in the Times and Sunday Times Good University Guide 2023

Research and Innovation

Awarded 5 stars for research

International QS Stars Scheme 2020

Awarded seven Queen's Anniversary Prizes

Over 90% of Loughborough's research is 'world-leading' or 'internationally-excellent'

Research Excellence Framework 2021

Student experience

UK University of the Year

Whatuni Student Choice Awards 2020

1st in the UK for University Facilities

Whatuni Student Choice Awards 2022

2nd in the UK for student experience

Times and Sunday Times Good University Guide 2022

4th in England for overall satisfaction

*National Student Survey 2021
(based on English HEIs excluding specialists, FECs and alternate providers)*

Employability

No. 1 in the UK for employer-student connections and within the top 25 Globally

QS Graduate Employability Rankings 2022

2nd in the UK for Job Prospects

Whatuni Student Choice Awards 2020

Four-star rating for careers service and job prospects

Best UK Universities 2022, StudentCrowd

Awarded 5* for employability

International QS Stars Scheme 2020

Our sporting heritage

Sport is widely considered to be one of the most cost-effective and versatile tools to promote United Nations values and achieve the SDGs. Since the inception of the Millennium Development Goals (MDGs) in 2000, the predecessor of SDGs, sport has played a vital role in enhancing all Goals.

Loughborough University is ranked as the world's number one University for sport-related academia by the QS Rankings. It's also home to the UK's largest concentration of world-class facilities across a wide range of sports. Loughborough University's sporting reputation over decades precedes itself, not only because we produce some of the highest performing athletes in the UK – but because we've created a supportive and inclusive environment which makes sport accessible to all.

We have been champions of British Universities and Colleges Sport (BUCS) for 41 years running, and our unbeaten record is something we are extremely proud of. We have over 55 sports clubs for students to participate in, with all having very high standards of performance. We actively encourage athlete progression from our social and recreational sports programmes into BUCS teams.

Best University in the World for sports-related subjects

Six years running – QS University Rankings by Subject 2017 – 2022

1st in the UK for Societies and Sport

Whatuni Student Choice Awards 2020

British Universities and Colleges Sport (BUCS) champions

Unbeaten for 41 years running (2022)

If Loughborough was a country, it would have finished sixth in the overall 2022 Commonwealth Games medal table – ahead of South Africa, Jamaica, and Nigeria.

Due to the broad and inspiring development opportunities available at our university, Loughborough is home to one of the largest populations of Para athletes in the UK. We aim to empower this community through recreational and performance sport activities, and we offer a range of exciting Para sport placements, volunteering and research opportunities.



A Statement from the Dean



This is our Third Sharing Information on Progress (SIP) Report. Loughborough Business School is proud to continue to uphold the values of, and be a signatory to, the Principles for Responsible Management Education (PRME).

Indeed, Ethics, Sustainability and Social Responsibility (ESSR) are guiding principles behind our new School Strategy *Progress with Purpose*, which is currently being finalised. We are a research-led school and our Academic Groups, Research Centres and Research Interest Groups are the principal focus of our activity with numerous research projects focusing on sustainability and responsible leadership. At the same time, ESSR practice is embedded in our academic programmes and our engagement with external organisations, staff volunteering, student projects and internships.

In our first report in 2018 we aimed to give a flavour not only of the scope and diversity of activities relating to Ethics, Sustainability and Social Responsibility led by Loughborough Business School, but also to the distinctive culture of the School which we believe is a key contributor to our success. Our second SIP Report (2020) aimed to demonstrate how our research, teaching and external engagement in respect of ESSR had advanced in the last two years, including challenging goals and aspirations.

This report presents an update on our activities from the period 2020-2022 and outlines our aims for the future. An audit of our research published outputs and teaching practice for SDG relevant content finds that about a third of our modules and a quarter of our published research articles are SDG related. Our new School strategy *Progress with Purpose* will mark a major step change in our commitment to PRME. Indeed, the Principles for Responsible Management Education and the United Nations Sustainable Development Goals (SDG's) will become even more deeply embedded in our research, teaching and external engagement. We are proud of what our colleagues have achieved so far and look forward to a continuing partnership with PRME.

Prof Jan Godsell
Dean, Loughborough Business School

Key facts about LB

Loughborough Business School (LB) is increasingly recognised as one of the brightest and best business schools in the UK. It seeks to provide high quality management education and research that is tailored to the demands of today's business environment.

At a glance

- 1,800 + Undergraduate Students
- 650 + Postgraduate Taught Students
- 100 + Doctoral Research Students
- 140 + Academic Faculty
- 9 Undergraduate Courses
- 17 Master's Programmes
- 2 MBA Programmes
- 25 + Partner Universities
- 6,000 + Alumni Network
- 2000 + Global Corporate Connections
- 7 Academic Groups
- 5 Research Centres



Triple-Accreditation

LB is proud to hold triple-accreditation (AACBS, EQUIS, AMBA).

- The Association to Advance Collegiate Schools of Business ([AACSB](#) International)
- EQUIS accreditation from the European Foundation for Management Development ([EFMD](#))
- The Association of MBAs ([AMBA](#))

Small Business Charter

LB is among an elite group of business schools to hold the Small Business Charter Award from the [Chartered Association of Business Schools](#).

The award recognizes the depth and effectiveness of business engagement and business support that we offer and our commitment to supporting small businesses, local economies and student entrepreneurship.

These prestigious international accreditations validate the quality of education offered, from teaching and research to student support and facilities.

Our Achievements

School rankings

- 16th in the UK for Accounting and Finance
- 10th for Business and Management Studies
- 16th for Economics

Complete University Guide 2023

- 9th in the UK for Business, Management and Marketing
- 16th for Accounting and Finance
- 14th for Economics

The Times and Sunday Times Good University Guide 2022

- 7th in the UK for Business, Management and Marketing
- 12th for Accounting and Finance
- 20th for Economics

Guardian University Guide 2022

Top 150 in the world for Business and Management Studies

QS World University Subject Rankings 2022

Research and Innovation

86% of our Business and Management research is 'world-leading' or 'internationally-excellent'

Research Excellence Framework 2021

83% of our Business and Management research has 'outstanding' or 'very considerable' impact

Research Excellence Framework 2021

Graduate prospects

- 12th in the UK for Accounting and Finance
- 5th for Business and Management Studies
- 15th for Economics

Complete University Guide 2023

- 14th in the UK for Accounting and Finance
- 10th for Business, Management and Finance
- 15th for Economics

The Times and Sunday Times Good University Guide 2022

- 8th in the UK for Business, Management and Marketing
- 18th for Accounting and Finance
- 24th for Economics

Guardian University Guide 2022

Student experience

- 9th in the UK for Business, Management and Marketing
- 26th for Accounting and Finance
- 12th for Economics

The Times and Sunday Times Good University Guide 2022

- 91% overall satisfaction in Business Studies
- 2nd for overall satisfaction in Finance
- Top 10 for overall satisfaction in Management Studies

*National Student Survey 2022
(excludes FECs and alternate providers)*

PRME Highlights 2020-2022



Feb 2020
Loughborough commits to the UN's Sustainable Development Goals



Apr 2020
LB alumni entrepreneurs bring innovation to global pandemic



Feb 2020
Sustainability newsletter is relaunched along with a new blog for staff, students and the wider community



May 2020
Loughborough's new waste strategy is launched



Feb 2020
LB welcomes Year 12 students for a taster day



Jun 2020
LB researchers awarded grant to research refugee entrepreneurship in Kenya



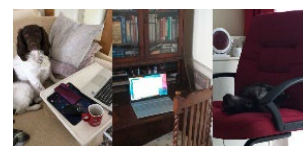
Feb 2020
Partnership with Wing Yip offers Loughborough students opportunity to present projects at Board level



Jul 2020
Loughborough experts awarded UKRI funding to explore and enhance local-level responses to COVID-19



Mar 2020
Loughborough undertakes staff survey focused on Equality, Diversity and Inclusivity (EDI)



Aug 2020
Researchers use Facebook to learn more about people's experience of working from home during lockdown



Mar 2020
Loughborough's CALIBRE awards celebrate EDI

Aug 2020
Loughborough establishes race and anti-racism reading and reflection group



Sep 2020
LB students make top ten in TARGETjobs Undergraduate of the Year Awards

Feb 2021
Loughborough establishes new committee focused on EDI



Sep 2020
Loughborough joins over 130 business and organisations to support the transgender community



Mar 2021
Research shows how female leaders are held back by receiving less actionable developmental feedback than men

Oct 2020
Loughborough offers range of measures in recognition of race-based Covid-19 stress and anti-Black violence



Mar 2021
LB professor tasked with tackling BAME and gender issues in the UK motor industry



Nov 2020
Loughborough awarded £1m to research alternatives to single-use plastic packaging

Apr 2021
Loughborough launches two innovative new master's programmes on climate change

Dec 2020
Loughborough's EDI blog and annual report are introduced



May 2021
Loughborough launches Voices of Diversity: BAME Speaker Series



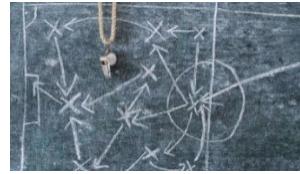
Jan 2021
Loughborough celebrates LGBT+ History Month



May 2021
LB appoints two world-leading figures in sustainability



May 2021
Business student raises almost £1,000 for India appeal



Oct 2021
Researchers publish recommendations to enhance diversity of UK's sports coaches



May 2021
Alumnus donates £2 million to support student access and success at Loughborough



Oct 2021
Research into Emerging Health Threat Management wins top award



Jun 2021
Sustainable energy expert appointed Chair of UN group dedicated to increasing solar energy uptake



Oct 2021
Loughborough launches campaign to highlight research linked to COP26



Aug 2021
Loughborough academics contribute to the Ten Point Plan for Green Growth in the Midlands Engine



Nov 2021
New £80m research centre will empower countries in the Global South to lead a sustainable energy shift



Sep 2021
Loughborough celebrates Bisexual Awareness Week



Nov 2021
Loughborough launches campaign on consent, sex and relationships to coincide with 16 Days of Action to End Violence Against Women



Sep 2021
LB academics win top award for research that has transformed health and social care in Leicestershire



Nov 2021
Research links financial strain and poor health



Nov 2021
Loughborough academic to co-direct a network to support environmental innovation in UK manufacturing



Feb 2022
Loughborough shows visible allyship to LGBT+ community across its East Midlands campus



Dec 2021
Loughborough alumna and staff celebrate double win at British Psychological Society Book Awards



Mar 2022
LB students reach the final of the Universities Business Challenge 2022



Dec 2021
New Institute of Technology will lead the UK's digital and green revolution



Mar 2022
Loughborough to host inaugural Black in Sport Summit

Jan 2022
Loughborough publishes information about its Race and Gender Pay Gap



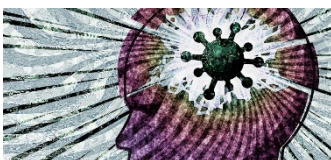
Mar 2022
Loughborough's new strategy is approved by University Council



Jan 2022
Loughborough to create first-of-its-kind zero carbon loss manufacturing system



Apr 2022
Loughborough appoints its first Pro Vice-Chancellor for EDI



Feb 2022
Online tool will help reveal problem hotspots for mental health caused by COVID-19



May 2022
Loughborough marks Mental Health Awareness Week with programme of events



May 2022
Loughborough Lightning wheelchair basketball team wins inaugural women's Premier League title

Jul 2022
Loughborough introduces a new Employee Code of Conduct



May 2022
Loughborough is awarded the Race Equality Charter Bronze Award



Aug 2022
Top six finish for Loughborough in 2022 Commonwealth Games medal table



May 2022
REF2021 underlies wide-ranging positive impacts of Loughborough's research



Aug 2022
Alumna makes history as Lionesses win thrilling Euro 2022 final



May 2022
Sustainability online training course launched for staff



Aug 2022
New report analysing UK's COVID-19 response says technology is key



May 2022
Loughborough student wins TARGETjobs Black Heritage Undergraduate of the Year Award 2022

Oct 2022
Loughborough develops financial wellbeing website and announces one-off payments to help address cost of living crisis



Jul 2022
LB alumnus takes gold at the World Championships



Oct 2022
LB researchers urge organisations to tackle digital decarbonisation

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.

Principle 2

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Our strategy and institutional standpoint on ESSR are presented in this section. A new university strategy has recently been introduced, reaffirming that our purpose and values are at the heart of what we do. Our new School Strategy *Progress with Purpose* will also mark a step change in our commitment to PRME.

Our mission and vision

Advancing and sharing knowledge, impacting practice

- To further knowledge and understanding through internationally recognised research
- To provide a high quality, comprehensive educational experience that prepares our graduates for their future lives and the global workspace
- To influence the economic and social development of individuals, businesses, the professions and communities
- To shape national and international policy and practice.

Our vision for the School is of creating an internationally recognised community of learning, of knowledge creation and of practice, which prepares individuals and organisations for the challenges and opportunities of the global economy of the 21st century.

Our values and ethos

We strive to be authentic to the core values and ethos of the School and the University in our strategic direction, the way we are organised and operate, and the way in which we engage with all members of our community. Our values are:

- **Collegiate** – active community of staff, students and alumni
- **Innovative and enterprising** – fostering enterprise, facilitating change
- **Intellectually excellent** – cutting edge conceptually driven research
- **Responsible** – promoting ethical behaviour and practice
- **Inspiring** – enable and develop students
- **Relevant to practice** – engaged research and teaching
- **Collaborative and interdisciplinary** – breaking boundaries and partnered
- **Globally oriented** – in students, in learning experience, and in research

Loughborough's Strategy 2030

Loughborough's new strategy *Creating Better Futures. Together* will guide the University over the next decade. ESSR values are reflected throughout the strategy's expressed purpose, vision, values, aims and the strategic institutional level themes, which include:

- Sport, health and wellbeing
- Vibrant and inclusive communities
- Climate change and net zero.

These themes will guide what we prioritise and how we operate and behave. The University also introduced an Energy Strategy, and within this we are committing to reach net zero greenhouse gas emissions by 2050 or before.

UN Sustainable Development Goals (SDGs)

Loughborough is committed to embedding SDGs into all our activities and operations at both institutional and school levels. The University became a signatory of the UN SDGs in February 2020 while LB committed to embedding SDGs in our research, teaching and external engagement when joining PRME in 2016.

UK and Ireland PRME network

We are an active member of the PRME UK and Ireland Regional Chapter and regularly attend and contribute to events. We attended PRME UKI 8th Annual Conference, hosted by Hull Business School in June 2022. We are also one of the founder members of the Midlands PRME local network and regularly attend meetings and support activities.

We actively participated in PRME's global consultation exercise on the future of the PRME SIP report and championed the development of a comprehensive set of Key Performance Indicators (KPIs), which should be based on the concept of 'core (mandatory) and more (optional)', reflecting the Global Reporting Initiative (GRI). Our views were echoed by several other members as reflected in the distributed consultation report.

Mapping exercise

For the purposes of this report, we have conducted an audit of our published research outputs and teaching practice for SDG relevant content. We are pleased to find that about a third of our modules and a quarter of our published research articles are SDG related. Detailed findings of this exercise are presented in the next sections.

SUSTAINABLE DEVELOPMENT GOALS



Creating Better Futures. Together



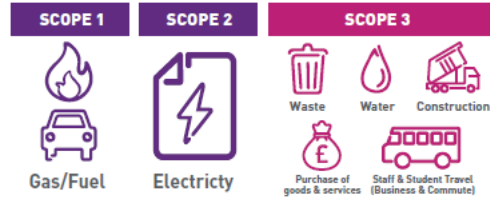
OUR JOURNEY TO NET ZERO



KEY

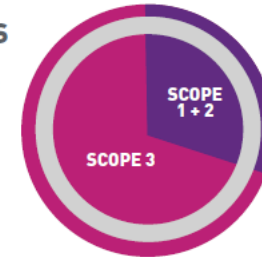
- Scope 1 + 2 Carbon Emissions (GAS, ELECTRIC, LU FLEET AND GENERATOR FUEL)
- Scope 3 Carbon Emissions (WATER, WASTE, TRAVEL, SUPPLY CHAIN)

TYPE OF EMISSIONS



CURRENT EMISSIONS

Total Emissions 96,638 t/CO2
 (FUEL USE, GAS, ELECTRIC, VEHICLE FUEL)
Scope 1 15,303 t/CO2 (16%)
Scope 2 2,881 t/CO2 (3%)
 (WATER, WASTE, TRAVEL, SUPPLY CHAIN)
Scope 3 78,454 t/CO2 (81%)



SCOPE 3 BASELINE

2008

- Universities First Sustainability Manager employed

2009

- It's Better OFF energy awareness launched
- Main Boiler House CHP installed
- Sports Park BREEAM Excellent

2010

- Eco campus Bronze
- Green Gown Highly Commended Carbon Reduction
- BITC Award Carbon Positive Pioneer

2011

- Eco campus Silver
- Fruit Routes Launched
- Green Gown Winner Positive Behaviour Change
- (2011-2013) Operated Green impact award scheme
- Lboro Design school BREEAM Excellent
- Voltage optimisation installed

2012

- 1st Electric Car charging points on campus
- Eco campus Gold
- Emissions based Car Parking Management Strategy

2013

- Green Gown Awards Finalist - Fruit Routes
- British Heart Foundation Collaboration begins - 'The Big Clear Out!'

2014

- Eco campus Platinum
- ISO14001 accreditation achieved
- Guardian University Awards Fruit Routes wins Sustainability Project Award
- University apiary launched with three colonies

2015

- University Strategy "Building Excellence" "we will embed sustainability and social responsibility considerations into all of our processes, operations and developments"

2016

- Sustainability Charter Launched
- Ditch the disposables Campaign launched with the introduction of the Lboro Cup.
- Fruit routes celebrate 5 years

2017

- ISO14001:2015 re-certification and transition London and Image added
- Bees produced 200lbs of honey
- Green Gown Awards Finalist Ditch the Disposables

2018

- Green flag award (1st of many!)
- Ditch the disposables Removed single use boxes from catered halls.
- Alumni (Dan Dicker) designed rCUP Launched with a campus talk by Dan 23 years after graduating

2019

- Climate Emergency response
- Green Gown Awards Finalist Fruit Routes
- Signed up to the SDG accord

2020

- Single Use Supplement cup levy (Latte Levy) charges introduced.
- Waste Management Strategy 2020 - 2025 launched
- Estates Strategy 2020-2040 launched
- BSIF award Water Pollution prevention
- WARPiT reuse portal reintroduced
- Covid-19 pandemic hit



2021

- Sustainable Travel plan 2021 – 2025 launched
- Biodiversity action plan updated
- Green Gown Awards Finalist Research that Matters

2022

- Significant world events impacted utility supplies and costs
- LUNZ Committee Formed (LU Net Zero Committee) to formulate the Decarbonisation plan
- 80 Electric Vehicle charge points by the end of 2022
- 'Creating Better Futures' University Strategy

PLANNED ACTIONS

- Embed Sustainable Development Goals
- First Passive Haus Building to be completed
- Carbon Action Planner Tool to be launched
- New Sustainable Food Policy to be launched
- New Environmental Policy to be launched
- Loughborough to host EAUC conference and Green Gown Awards
- Supporting the Students Unions new Sustainability Strategy
- Green Business Travel policy launch
- ISO14001:2015 re-accreditation for Loughborough, London and image
- New Sustainability Strategy development and launch
- CHP's to be decommissioned by 2030

TARGET NET ZERO

Scope 1 + 2 Emissions by 2035

OUR CHALLENGES

- Embedding SDG's into all our activities and operations:
- How do we work and teach in the future?
- What does the campus of 2035 look like?



The UN Sustainable Development Goals (SDGs) are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face including poverty, inequality, climate change, environmental degradation, peace and justice.



Decarbonisation of the heating network
CIRCA 15,000 t/CO2 (2020/2021)

- Hydrogen as a fuel?
- Thermal efficiency of buildings?
- Living Labs?



Zero Carbon Electricity
CIRCA 3,000 t/CO2 (2020/2021)

- Solar Farm / Renewables?
- New Technologies?
- Space Management?



Aspirational Projects

- Hydrogen/Duel Fuel Heating
- Small Holding - Grow Our Own Food
- Student Village Redevelopment Passive House/Net Zero
- Green Zones/Pedestrianisation of campus
- ULEV - Salary Sacrifice



TARGET NET ZERO



Some offset will be required to meet Net Zero target

Assessment of outcomes and looking ahead

We have revisited assessment of outcomes with reference to best practice. We now set objectives and assess outcomes in every section of the report. The top three objectives in this section are new. We more explicitly state our goal to improve information sharing about ESSR (both internally and externally). The current re-organisation developments in the School offer the opportunity to further strengthen our related activities. As regards our previously stated objectives, we will continue to engage with PRME at national and international fora and, in consultation with PRME as well as our central University team, we aim to develop an appropriate set of indicators to measure LB's ESSR performance.

GOAL	STATUS IN 2022	2024 TARGETS
Improve internal information sharing about ESSR	We aim to develop an internal sustainability newsletter to share information about ESSR. At the moment related information is sporadically provided in emails, research and teaching bulletins and on the web. The newsletter will also help us with periodically collecting information for our biannual PRME report in a more systematic manner.	<p>Targets:</p> <ul style="list-style-type: none"> • Develop an ESSR newsletter to periodically send to professional services staff, faculty and doctoral students • Ensure relevance and inclusivity of information published in the newsletter
Improve external information sharing about ESSR	The PRME report is published biannually, and we regularly publish sustainability news on our website, which do not however link to all identified key areas of the report.	<p>Targets:</p> <ul style="list-style-type: none"> • Consolidate information related to ESSR in a single dedicated website • Ensure website is regularly updated
Improve organisation of ESSR work	LB is currently in the process of developing sub-committees dedicated to sustainability and health and safety and wellbeing to align with the main institutional committees and better coordinate ESSR activities. This is also expected to benefit ESSR reporting as more support will be provided with collecting information and preparing reports.	<p>Targets:</p> <ul style="list-style-type: none"> • Complete reorganisation of ESSR work • Ensure appropriate support for ESSR reporting
Engage with PRME at national and international fora and implement metrics for ESSR performance evaluation	Although in previous reports we have discussed these objectives separately, these are considered together as currently a PRME global consultation on the future of the PRME SIP reporting is taking place, which also includes development of KPIs. We will continue to engage with PRME at all levels and will work towards implementing metrics for ESSR performance evaluation in line with PRME recommendations, and LB and University practice. As previously suggested, we will also continue to explore the possibility of hosting a national conference on ESSR in the near future.	<p>Targets:</p> <ul style="list-style-type: none"> • Continue to engage with PRME • Develop appropriate indicators to measure ESSR performance

Principle 3

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

ESSR is an all-pervasive theme that runs throughout our programmes. This section demonstrates how we embed SDGs in our curriculum. It also provides details on our student activity and organisational and EDI impacts.

Curriculum

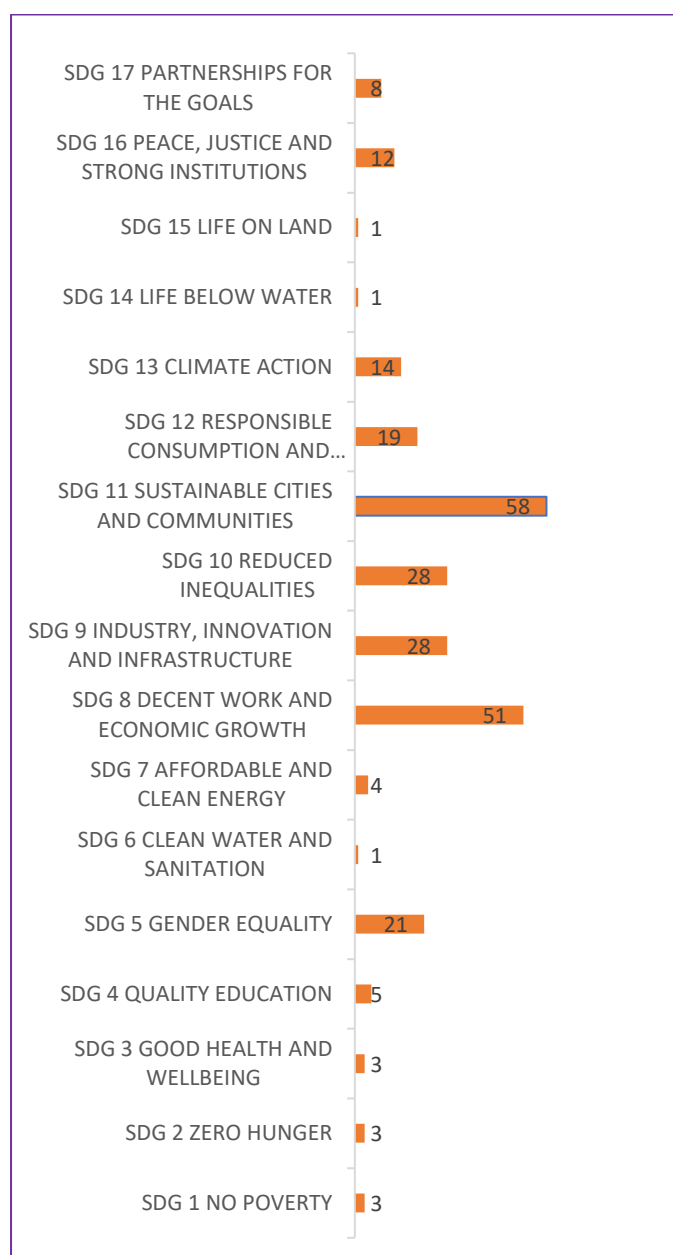
LB continues to take a two-level approach to embedding ESSR across all of our taught programmes by including specific modules in the range of choices available as well as by embedding ESSR within a range of different modules from a range of different disciplinary perspectives.

We have reviewed the module descriptors of all our modules for SDG relevant content to monitor progress. Abbreviated findings in this section show the number of identified modules contributing to each SDG. Details of SDG relevant modules are provided in the appendix. We find that:

- **A third of our modules are SDG related (25% of our UG and 40% of our PG modules)**
- **All 17 SDGs are covered in curriculum**
- **Modules most frequently focus on SDGs 5, 8, 9, 10, 11, 12, 13 and 16.**

SDG 4 Quality Education is naturally our prime area of contribution and an overarching goal, which is nevertheless challenging to quantify (the assigned number in the abbreviated findings only represents modules with specific emphasis on skills).

SDGs with lower frequency scores are typically covered in specialised modules, such as those presented in the next page.



Selected modules with ESSR focus

Module, level (Under Graduate: UG; Post Graduate: PG) and content	Module Leader
<p><i>22BSB006 Ethics in Finance and Accounting</i> (UG). Identifies and evaluates ethical theories underpinning behaviour, reviews professional codes of conduct and evaluates their effectiveness and explores ethical questions that may be encountered on professional context.</p>	YAM Eliwa, MC Gong
<p><i>22BSB150 Business Ethics and Corporate Social Responsibility</i> (UG). Increases awareness of the theoretical and practitioner arguments behind CSR within organisations and explores ethical questions encountered on work placement or other work experience.</p>	DJ Sage
<p><i>22ECB030 Energy Economics</i> (UG). Helps students learn how to apply economic methods for the analysis of energy supply and demand, and to identify the implications of economic theory and concepts in the context of energy sector transition.</p>	M Giulietti
<p><i>22ECB035 and 22ECC017 The Economics of Social Issues</i> (UG). Modules provide an understanding of the connection between social objectives and economic activity by inter alia looking at the nature of market systems, measures of poverty and inequality and role of government.</p>	AR Gourlay
<p><i>22ECC139 Environmental Economics</i> (UG). Illustrates students how to analyse a range of environmental issues using economic theory and statistical techniques and shows how this analysis can inform environmental policy debates.</p>	M Adetutu
<p><i>22BSP071 Global Social Entrepreneurship and CSR</i> (PG). Introduces students to social entrepreneurship and the ways it tackles complex societal problems and helps them develop a better understanding of how social entrepreneurship and CSR can work in tandem.</p>	M Aitken
<p><i>22BSP401 Employee Engagement, Motivation and Voice</i> (PG). Focuses on implications of different motivation approaches to organisational stakeholders and develops an understanding of how work can be shaped to be engaging and fulfilling.</p>	IJ Coyne
<p><i>22BSP402 Well-being and Work</i> (PG). Focuses on psychological and physical well-being of employees, including the impact of a range of work and organisational practices that develop well-being and how this can be evaluated, managed, and developed.</p>	E Selenko
<p><i>22BSP434 Corporate Governance and Responsibility</i> (PG). Takes a wider perspective on corporate governance and looks at ways and established mechanisms for organisations to be governed in the best interests of both shareholders and other stakeholders.</p>	P Vourvachis
<p><i>22BSP455 Employment Relations:</i> (PG). Considers labour exploitation, labour representation and voice, international aspects of ethical practise in relation to employee relations, employee rights in developing economies.</p>	P Beszter
<p><i>22ECP900 Transforming Energy Systems: Economics and Business</i> (PG). Identifies and assess how complex economic, regulatory, engineering, institutional and environmental factors influence the potential feasibility for new technologies to transform energy systems.</p>	DS Saal
<p><i>22ISP493 Ethics and the Trust Economy</i> (PG). Reviews ethical issues associated with digital technologies, the elements that build trust, how these are measured and their impact both societally and economically.</p>	GA Smith, M Sykora

Student activity

Within the University community, our students are very active in respect of action on ESSR.

LSU Rag is the charity and fundraising section of the Students Union. For nine consecutive years, Rag has raised over £1million annually for local, national and international charities. With regular events ranging from on-campus colour-runs to climbing Mount Kilimanjaro, Rag provides plenty of exciting fundraising opportunities for students, all in the name of charity. LSU Rag has won Student Fundraising Group of the Year 3 times, most recently in the 2019-20 academic year.

Within LB, one way in which this is recognised is in the *Deans Award for Corporate Social Responsibility (CSR)*. The award recognises any UG, PG or PhD student, who has demonstrated exceptional achievement in relation to ESSR. The most recent winners were Jon Sweeting and Ruby Appiah – Campbell.

Personal Best

Personal Best is a unique skills development programme for Loughborough students. It is structured around the University motto *Veritate, Scientia, Labore* with each word recognising development in a particular dimension of a students' life at Loughborough – academic, professional and personal. Sustainability and Social Responsibility is particularly incorporated into the Global Citizenship element of the framework.

It has become an integral component of LB's first-year core undergraduate module on Skills Development. There is also a personal best app which features as part of the award winning MyLboro app which all Loughborough students can access to help their understanding of mental well-being and many other skills and attributes.

2022 Ruby Appiah-Campbell

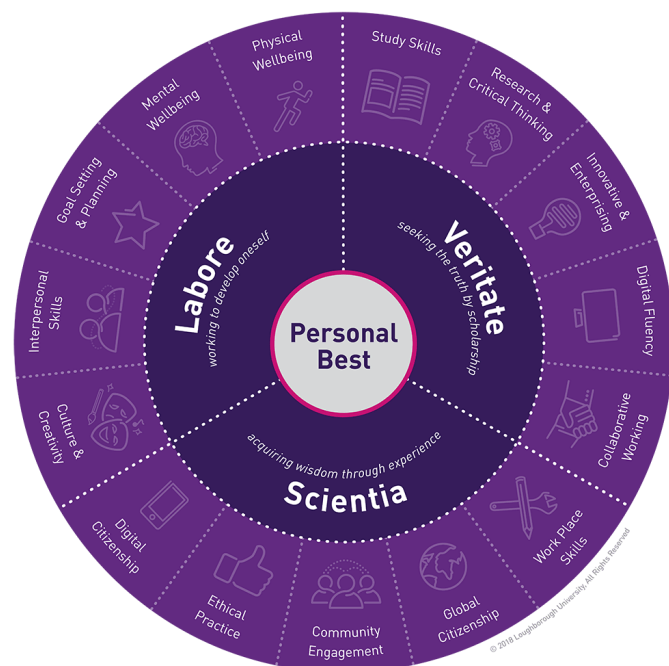


Ruby is a PhD student. She set up Life Beacon International, a group of volunteers who work hard to help young people from underprivileged backgrounds reach a more sustainable future and be the best they can be in life.

2021 Jon Sweeting



Jon was an Executive Education PG student who also worked for the Bath Building Society. He became the 'vulnerable customer champion' for the Society, by actively cooperating with the local Citizens' Advice Bureau and financial education charities to service financially excluded communities.



Operations

As part of the wider university structure, LB plays an active role in supporting environmental initiatives that help the sustainability of University operations.

At the University level good progress is being made in some areas as follows:

- In 2020 the University signed up to the Sustainable Development Goals Accord.
- A new Energy Strategy 2020-2050 was launched in 2020 with a commitment to achieve Carbon Net Zero by 2050.
- The University has established a new Net Zero Advisory Group with a focus of developing the Decarbonisation Plan and delivering the Carbon Net Zero
- A new Sustainability Sub-Committee is being developed to deliver on the wider Sustainability Agenda in support of the new University Strategy.
- We are currently undertaking Travel surveys to update our Travel Plan and Car Parking Management Strategy.
- A new Waste Management Strategy 2020-2025 was launched in 2020.

37% reduction in carbon emissions

Relative to student numbers compared to 2010

Awarded bronze

As part of the Hedgehog Friendly Campus Initiative

Campus bees produced 1,300 lbs of honey since 2016

It takes 12 bees to produce one teaspoon of honey, we have around 500,000 in our apiary

Since 2016/17 LB has taken an active strategy to reduce the amount of printed material. This has resulted in a 75% drop in the expenditure on paper and printing costs in this period, from £65k in 2016/17 to approximately £15k in 2021/22.

The last 2 years have been significantly disrupted by COVID-19 so data pertaining to waste and energy usage has been distorted and cannot be used as a comparison analysis of performance. We do however continue to achieve high levels of recycling and waste diversion and food waste has dropped.

Loughborough University Waste per year 2016 -2021

Academic years	2016/17		2017/18		2018/19		2019/20		2020/21	
Recycled	1428.4	63.7%	1156.8	60.95%	1154.9	60.8%	741.69	57.10%	835.5	60.7%
Incineration	0.0%	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%
Composting	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%
Anaerobic Digestion	264.4	11.8%	288.8	15.2%	302.8	15.9%	270.8	20.9%	147.8	10.7%
Landfill	123.2	5.50%	101.6	5.35%	99.00	5.21%	64.28	4.95%	88.27	6.41%
Used to Create Energy	425.7	18.9%	350.9	18.5%	342.0	18.0%	222.1	17.1%	304.9	22.2%
Other	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%	0.00	0.00%
All Wastes Total	2241.6		1898.13		1898.7		1298.83		1376.52	
Adjusted recycling figure		75.5%		76.2%		76.8%		77.9%		71.4%

Note: The adjusted recycling figure takes into account the addition of the 'Recycled' row and the 'Anaerobic Digestion' row.

Navigating the pandemic

The University took several measures to help staff and students navigate the pandemic. These measures were used as an exemplar for others by both Universities UK and the Universities and Colleges Employers' Association. The Department for Education also referenced our work as an example of good practice.

- Testing programmes were established for asymptomatic and symptomatic individuals.
- Fast-turnaround testing was introduced on campus ahead of the Christmas break, to allow students and staff to travel home safely.
- Over 300 staff and student volunteers supported individuals isolating both on and off campus, by collecting prescriptions and parcels, food shopping, and books from the library.
- 1,936 isolation requests were completed through Loughborough Students' Union's COVID Community Champions initiative.

Researchers across Loughborough changed the direction of their work, to provide answers and guidance to one of the biggest challenges of recent time.

- Loughborough engineers designed and built a unique low-cost, non-electric ventilator, designed for under-resourced areas with unreliable electricity supply and limited specialist knowledge.
- Technology developed at Loughborough to test for contaminants in the drinks industry could be used for pre-screening and diagnosis of COVID-19.

Around 90% of students were accessing campus testing every week – higher than any other UK University

(Spring 2021)

The catering team provide more than 120,000 meals for students living on campus, free of charge, during their period of isolation

University Connect and Protect service launched to track possible and confirmed cases on campus and ensure individuals were supported

Over 105,000 tests carried out on campus between December 2020 and May 2021 (PCR and lateral flow)

Loughborough University was shortlisted for the Times Higher Education University of the Year award for its response to the Covid-19 crisis

- Loughborough expertise has helped shape the public response to the pandemic in the UK and internationally. This includes contributions to the UK government's SAGE groups, guidance for NHS staff engaged in difficult conversations with COVID-19 patients and families and tackling the harmful effects of misinformation.
- A Loughborough-led study helped create guidance on how to design and operate non-domestic buildings to minimise the risk of airborne transmission of COVID-19 and other viruses. Trials took place at several 'test' venues including the O2 arena, Wembley Stadium.

Equality, Diversity and Inclusion (EDI)

We continue to be committed to achieving equality for all those who learn and work at Loughborough. The establishment in 2020 of the School's EDI Committee leads ongoing work in the area.

This drive from within LB is aligned with the new University EDI Action Plan and has set out key tailored objectives to embed inclusive practice. A new pro-vice Chancellor for EDI (Professor Charlotte Croffie) was appointed in Spring 2022 and will provide renewed institutional leadership on this work. The establishment of this Pro Vice-Chancellor for EDI position is further evidence of the University's genuine commitment to change.

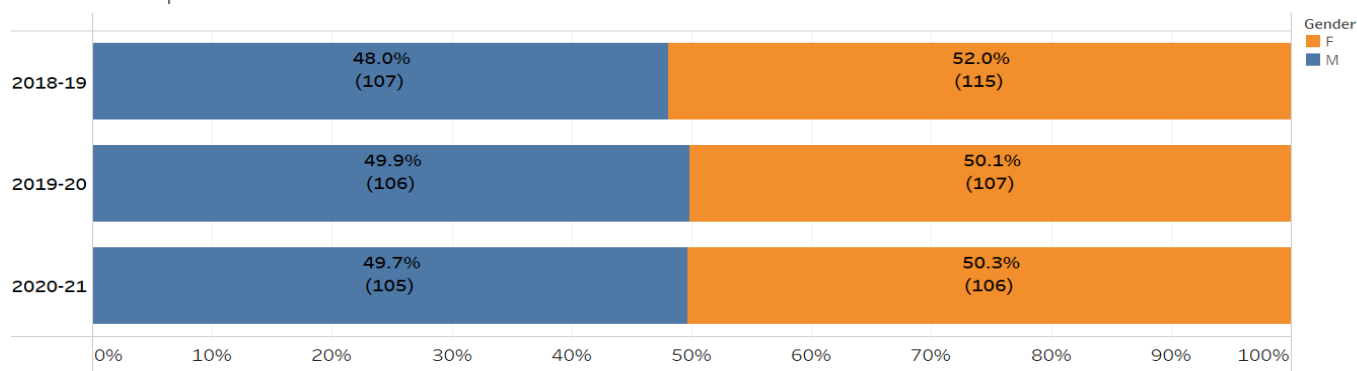
All staff members must attend Respecting Diversity and Unconscious Bias training, usually during a staff induction programme, to engender an atmosphere that recognises and respects diversity and promotes equal opportunities within the school and the university at large. Furthermore, the ongoing commitment to EDI is reflected from the 2021 Personal Development Review (PDR) process whereby EDI development for all LB staff was established as a mandatory training objective on an annual basis.

In LB the EDI committee is chaired by Dr Suzana Grubnic and includes the Dean, Head of Academic Staff, Academic Promotions Lead, School Union Representative, a BAME representative, School's HR Partner and University EDI Planning Officer. The formation of the School's EDI committee and associated development of an action plan has provided a clear framework for activities. There is now greater transparency in relation to the allocation of administrative roles. There was also a staff workshop on promotions that included a discussion of EDI aspects in promotion processes and practice. LB recognizes there is still much to do, however, with the forthcoming appointment of a Director of EDI, activities are likely to accelerate from the foundation laid in recent years.

There has also been progress in relation to recognizing diversity in students resulting in ongoing monitoring of gender and ethnic minority representation on our UG, PG and Postgraduate research programmes. The School, supported by University initiatives, identifies degree awarding gaps, and is seeking to reduce these where they exist. Student support services have been significantly boosted with the addition of a school wellbeing office.

Staff population profile by gender

All School Staff | SBE



The initial focus of LB’s EDI committee was on gender issues, but we are increasingly focusing on Race. The University was recently awarded a Race Equality Charter Bronze Award and also holds an Athena SWAN Bronze Institutional Award. Work on an Athena SWAN application will help in setting School KPIs on gender, and progress on fulfilling commitments in the Race Equality Charter will aid in reducing gaps between racialized minority and racialized majority groups.

The University has recently published its first EDI report. It also published information about Gender and Race Pay Gaps. At the institutional level women’s hourly pay rate is 23.4% lower than men’s pay rate. This also reflects that at the university level women occupy 34.8% of the highest paid jobs and 67.3% of the lowest paid jobs. At the institutional level the mean BAME staff hourly rate is 7.3% lower than that for white staff. At Loughborough University, BAME staff occupy 22.0% of the lowest paid jobs and 15.2% of the highest paid jobs.

Preliminary work at School level finds that pay gaps are in parallel with Time in Post (TIP): there are gender pay gaps in favour of females for grades 4, 6, and 8 (where TIP is higher for females than males) and a gender pay gap in favour of Males at grade 9 (where TIP is higher for males than females).



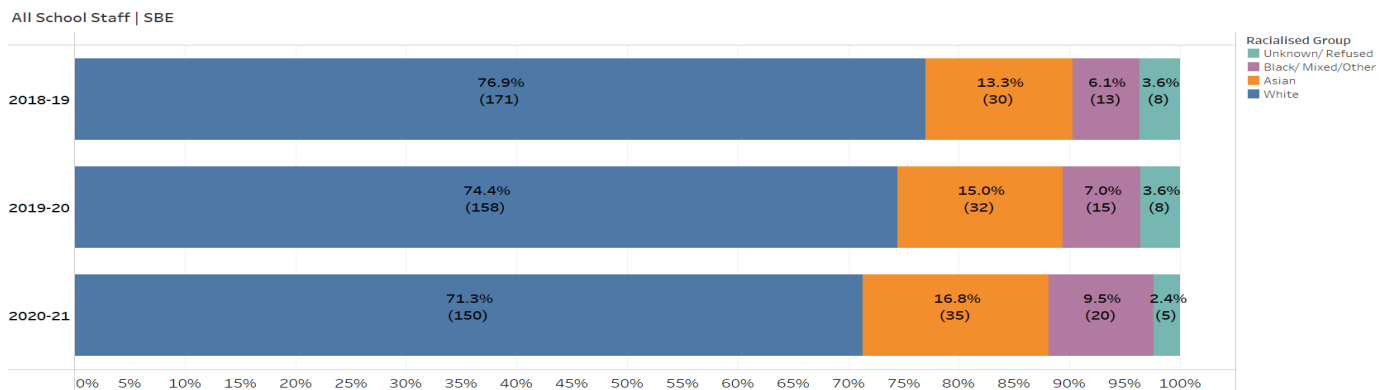
Maia is Loughborough University’s Women’s Network. Maia unites all women staff and Doctoral Researchers, including trans women and non-binary people comfortable in a female-centred community. As a network, Maia seeks to make change happen across the University by creating a forum to share experiences, providing meaningful interventions, and offering training and support. Launched in May 2020 during the COVID-19 pandemic, Maia now has over 550 members with representation from every area of our two campuses.

A number of other staff networks have been established so that members can support each other, raise any concerns and influence the University’s Strategy.

Ethnicity pay gaps exist for grades 4, 5, 6, 7 and 9 in favour of White staff. The number of staff, and TIP, are significantly higher for White than BAME staff across these grades.

We will continue to work closely with the University to address LB’s Gender and Race Pay Gaps in line with our published action plans. We will also set appropriate KPIs in the area in line with PRME recommendations and the Athena SWAN and Race Equality Charter initiatives.

Staff population profile by ethnicity



Assessment of outcomes and looking ahead

We are pleased to find that a third of our modules are SDG-related. We are committed to further embedding the UN SDGs in our curricula. Remaining objectives in this section are new. We more explicitly state our goals to increase student engagement with SDGs, strengthen and support EDI across LB and achieve carbon neutrality. Developing an appropriate set of indicators will be critical in measuring our related performance.

GOAL	STATUS IN 2022	2024 TARGETS
Strengthen and support development of modules that include SDG-relevant content	We are committed to further embedding the UN SDGs in our curricula. Our module audit revealed that a third of our modules are SDG related. This was determined through a review of module descriptors, which only provide brief summaries of content. It is likely therefore that more modules than those identified include SDG-relevant content, which can be explored by engaging with staff (this also links to our earlier stated objective of improving information sharing).	<p>Targets:</p> <ul style="list-style-type: none"> • Increase staff awareness of relevance of modules to SDGs. • Encourage the further development of modules that include SDG-relevant content
Increase student engagement with SDGs	Within the University community our students are very actively engaging with charity and fundraising. Personal best, which is now fully integrated in Year 1 teaching provision, is also encouraging students to engage with ESSR. There is room for more relevant events and workshops to be arranged. Student awareness of teaching/research activities relevance to SDGs can also be improved.	<p>Targets:</p> <ul style="list-style-type: none"> • Organise relevant events and workshops • Increase student awareness of relevance of staff research and modules to SDGs.
Strengthen and support EDI across LB	As the related section details, EDI is now an area of focus across both the University and LB. Considerable progress has been made in recent years however, as collected information in relation to gender and race pay gaps reveals, there is still much to do. We are committed in setting appropriate KPIs in the area in line with PRME recommendations and the Athena SWAN and Race Equality Charter initiatives	<p>Targets:</p> <ul style="list-style-type: none"> • Continue to work on an Athena SWAN application, and progress on fulfilling commitments in the Race Equality Charter • Address gender and race pay gaps • Identify appropriate KPIs to monitor performance
Achieve carbon neutrality by 2050	The university has expressed its commitment to reach net zero greenhouse gas emissions by 2050. LB has started developing an environmental plan and is in the process of establishing a sustainability sub-committee.	<p>Targets:</p> <ul style="list-style-type: none"> • Formulate sustainability sub-committee • Identify appropriate KPIs to monitor performance

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.

Research at LB is integral to who we are and why we are here: to shape and influence the wider world, making it a better place. This section demonstrates how we embed SDGs in our research: through our research groups, projects and grants, and published peer-reviewed articles.

Research outputs

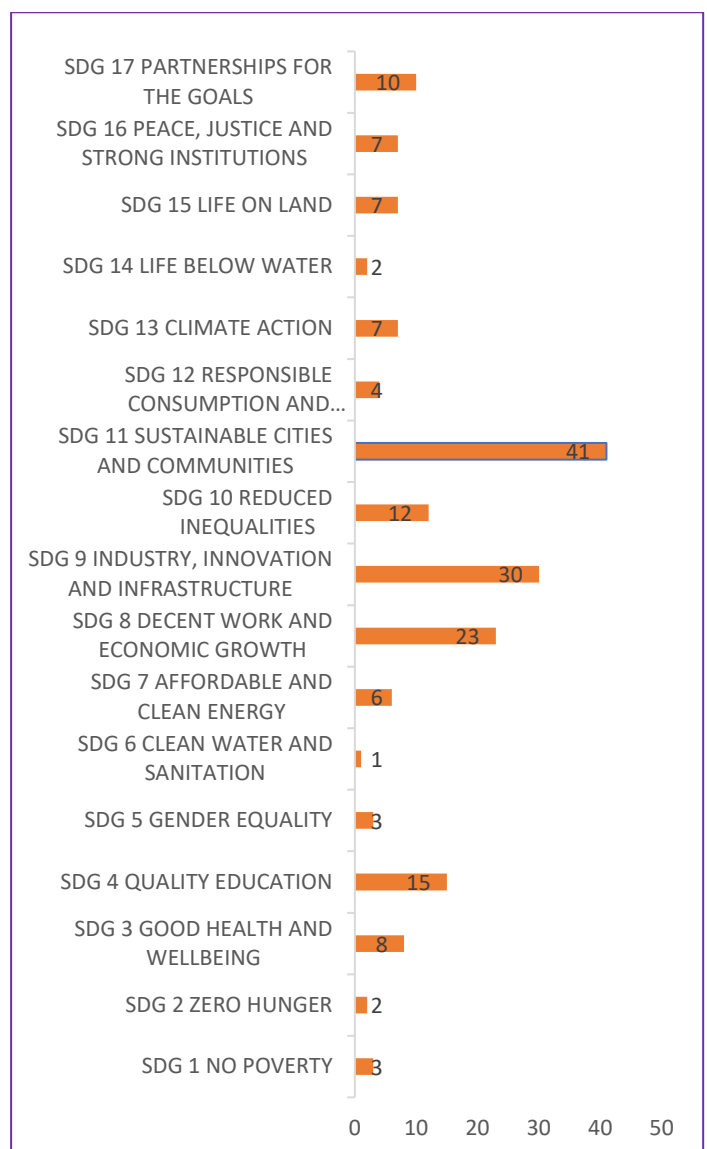
LB is a research-led School with ESSR relevant research projects and research activity present in all of our discipline areas. All research in the School follows the codes of practice on research and teaching recommended by the University's Committee on Ethics.

We have reviewed the research outputs published in 2020 and 2021 for SDG relevant content to monitor progress. Abbreviated findings in this section show the number of identified published articles contributing to each SDG. Details of peer-reviewed articles with SDG emphasis are provided in the appendix.

We find that:

- **A quarter of published outputs (over 110 articles) are SDG related**
- **40% of our Faculty have SDG related published outputs**
- **Published outputs contribute towards all 17 SDGs**
- **They most frequently focus on SDGs 4, 8, 9, 10, 11 and 17.**

Examples from our published research on SDGs of focus are presented in the next page.



SDG 4

Multimedia learning methods and affective, behavioural and cognitive engagement: a universal approach to dyslexia?

D Roberts (2021)

Journal of Further and Higher Education

This article investigates the potential for a universal (but not sole) approach to teaching dyslexic learners across disciplines, institutions and academic content. The article finds that multimedia learning enhances engagement across all dimensions (primarily affective and behavioural but also cognitive). It also shows that dyslexic learners' engagement across the spectrum is greater when exposed to multimedia methods than monomedia.

SDG 8

More evidence on the latent benefits of work: bolstered by volunteering while threatened by job insecurity

E Selenko (LB) et al. (2020)

European Journal of Work and Organizational Psychology

This article examines whether volunteering would grant an alternative route to latent benefits of work, even in times of job insecurity. Two longitudinal studies conducted in Germany and the UK show that volunteering was related to more latent benefits in general, though the specific relationships varied: in Germany volunteering led to more collective purpose and social contacts over time, while in the UK, it increased time structure and activity.

SDG 9

How simulation modelling can help reduce the impact of COVID-19

Robertson D, Tako A (LB) et al (2020)

Journal of Simulation

In this article researchers identify challenges resulting from the COVID-19 pandemic and discuss how simulation modelling could help to support decision-makers in making the most informed decisions. Modellers should see the article as a call to arms and decision-makers as a guide to what support is available from the simulation community.

SDG 10

Making the world a better place with fintech research

A Lagna and M N Ravishankar (2021)

Information Systems Journal

This article provides a framework for guiding Information Systems research on financial technology (fintech) – led inclusion. It identifies five areas of research that can illuminate fintech's contributions to financial inclusion, including business strategies for, digital artifacts of, business environment of, and micro-foundations of, fintech- led inclusion, and developmental impacts of fintech. These five areas offer opportunities for impactful research on fintech towards building a financially inclusive society.

SDG 11

Welfare losses of road congestion: Evidence from Rome

A Russo (LB) et al. (2021)

Regional Science and Urban Economics

This article estimates the marginal external cost and welfare losses due to congestion for a large number of roads in Rome, Italy. It shows that the marginal external cost is substantial, equalling about two thirds of the private time cost of travel. About one third of this cost is borne by public transport users. The results imply that policies designed to reduce congestion can result in important welfare gains.

SDG 17

Residual government ownership in public-private partnership projects

S Coleman, K Sirichard (LB) et al (2021)

Journal of Government and Economics

This article examines the significance of governments' residual ownership in determining the failure of infrastructure projects that started as Public-Private Partnerships (PPP). It finds that assigning the residual ownership of infrastructure projects to the government reduces the probability of project failure. Assigning the risk of residual ownership to governments potentially makes the project more affordable to end users.

Grants and projects

LB academics regularly achieve funding for SDG- relevant research from research councils, government, professional bodies and industry. Examples of funded projects from two of our academic groups are presented below.

Work and Organisation

- ESRC: Careers of allied health professionals in and outside the UK National Health Service, **John Arnold**, John Loan-Clarke, **Crispin Coombs**.
- T Richie Rodger Research Fund of the British Psychological Society four-year grant: Examining anomalous cases in person-occupation fit', **John Arnold**
- European Commission Horizon 2020 programme: Communities of Practice for Gender Equality, **Sarah Barnard**
- Leadership Foundation for Higher Education: Longitudinal Study on Women's experiences of leadership in higher education, **Sarah Barnard**
- ESRC: Making the Zero-Carbon Standard Home: Project-Firm Innovation in UK Housebuilding, **Dan Sage**
- ESRC: Enhancing the use of Resilience Direct in the Covid-19 response: a comparative analysis of Local Resilience Forums, **Dan Sage**

International Business, Strategy and Innovation

- The Society for the Advancement of Management Studies (SAMS) and British Academy of Management (BAM) Collaborative Research and Capacity Building Grant: Evaluating the impact and transferability of refugee entrepreneurship interventions in Africa, **Michelle Richey** and **M.N. Ravishankar**
- British Academy: Co-creation and the Casualization of Sport and Fitness Participation: Does Neoliberalism Produce Solutions to Social inclusion and Public Well-Being? **Ian Hodgkinson**
- ESRC: Development Implications of Digital Economies, **M.N. Ravishankar**
- Institute for Small Business and Entrepreneurship (ISBE) Research and Knowledge Exchange (RAKE): The Influence of Family Firms on the Sustainability of Start-up/Nascent Enterprises, **Mat Hughes**
- Chartered Association of Business Schools (C-ABS): An Analysis of Strategic Groups – UK Business Schools, **Alex Wilson**
- JOINT Fund, LUL: Business, design and intellectual challenges linked to energy poverty and energy access in low-income communities worldwide, **Mat Hughes**

Our Research Centres and Research Interest Groups continue to drive the School's research agenda and aim to be instrumental in shaping policy and practice in ESSR across both the public and private sector.

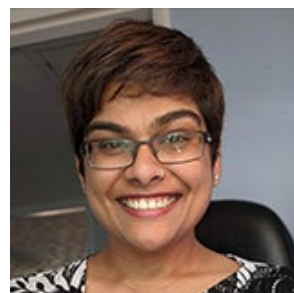
Responsible Management Research Interest Group

This group was founded by Dr Andrew Rothwell in June 2019 in response to a perceived demand for a cross-School forum.

Responsible Management relates to practically every discipline within LB. The Responsible Management Research Interest Group (RM - RIG) aims to be a cross-School peer support network for researchers in Responsible Management and Sustainability, to offer a forum for regular meetings include engagement with external networks and speakers, to reach out to the wider University research community with the potential for inter-disciplinary funding bids.

External networks include the regional, national and international communities related to PRME; EAUC (the Environmental Association for Universities and Colleges); and the many professional and academic communities that relate to our work. Examples of the latter include organisations such as the CIPD (Chartered Institute for Personnel and Development) and SRHE (the Society for Research in Higher Education).

Overall, the RM - RIG aspires for excellence in research related to Responsible Management and Sustainability, with the intention to reach out to professional and academic communities through publications and practice-relevant research collaborations. RM - RIG members have contributed to several of the SDG – relevant outputs listed in the appendix.



Dr Vidya Sukumara Panicker

Vidya is a Lecturer in International Business. Her research explores corporate governance and firm level strategies in emerging market firms. More specifically, she examines the impact of different ownership groups such as institutional investors, family owners, and government on the strategic decisions of firms such as internationalization, innovation, M&As, and sustainability.



Dr. Angelika Zimmermann

Angelika is a Senior Lecturer in International Business and Strategy. Her research centres on socio-psychological processes in cross-boundary collaborations, spanning three main areas: international collaborations, international human resource management, and stakeholder collaborations.

Dr Vidya Sukumara Panicker and Dr. Angelika Zimmermann are members of the RM - RIG.

Doctoral research

LB continues to attract a significant number of high-quality research students to match our staff expertise in ESSR. Our PhD students currently work on several SDG-relevant research projects.

Financial Inclusion for Inclusive Growth and Economic Development in West Africa: Evidence of Women in Northern Ghana	Portia Akoglo
Life Satisfaction and Unemployment: Implications for Future Policy Decisions	Aycan Akoglu
Do Conflict Mineral Disclosures Financially Matter?	Babikir Bechir Mahamat
Advanced Analytics for Carbon Efficient and Resilient Supply Chain Decision Making	Luke Bellamy
The Determinants of Tax Avoidance: Evidence from the UK	Syed Chowdhury
Predicting the Impact of Natural Disasters to Supply Chain Recovery Plans of Large Businesses	Zirui Feng
Design, Development and Evaluation of a Dignity at Work Toolkit	Chloe Gough
Exploring the Bright and Dark Side of Narcissism at Work	Narmin Guliyeva
BAME Employees' Perceptions of Cultural Diversity Management Training and De-velopment Practices, their Delivery and Effectiveness'	Jessica Ijebor
Human Rights, Accounting and Accountability of NGOs in Bangladesh	Ruma Khanam
The Impact of the UK's Modern Slavery Act (2015) on the Disclosure of the FTSE 350 Companies	Mai Nam
Empowering Organisations to Recognise and Take Responsibility for their Societal and Environmental Obligations	Selena Surguy
The Role of Digital Technologies in Refugee Integration	Mette Von-Deden
Exploring the Impact of the Three-child Policy on China's Women's Careers Advancement	Jiahao Zhao



Loughborough students benefit from an extensive doctoral training programme. We strive to offer tailored SDG-relevant training with research partners that share our values.

Sustainable Hydrogen (SusHy) Centre for Doctoral Training

LB's Prof Monica Giuletti and Prof David Saal are Co-Directors of SusHy, a collaboration between the Universities of Nottingham, Loughborough, Birmingham and Ulster.

The SusHy CDT has four overarching centre objectives:

1. Deliver high quality transdisciplinary training, covering fundamental science, applied engineering, and systems issues and build an appreciation of societal barriers to innovation.
2. Through innovation opportunities, build initiative and stimulate an entrepreneurial mind-set.
3. Deliver "industry ready" doctorates who have a comprehensive skill set and experiences.
4. Co-create research ideas and undertake in partnership with its stakeholders, cutting edge investigations of hydrogen-based solutions to deep decarbonisation of the energy system.

The Centre is supported by the **Engineering and Sciences Research Council** and industrial partners and is seeking to train at least 67 PhDs across five years of intake to achieve the mass uptake of hydrogen technologies in the UK and beyond.

The Centre is also a proud partner of the **Women's Engineering Society** a charity and professional network of women engineers, scientists and technologists offering inspiration, support and professional development.

As a member of **Women in Science and Engineering** the Centre is supporting their campaign for gender balance in science, technology and engineering.



Prof. David Saal
Co-Director: Support



Prof Monica Giuletti
Co-Director: Stakeholder
Engagement



Assessment of outcomes and looking ahead

We are pleased to find that over quarter of our peer-reviewed published outputs are SDG-related. We are committed to further embedding the UN SDGs in our research. We more explicitly state our goals to increase the visibility of our SDG-relevant research and attract external research funding and PhD students to foster SDG-relevant research. As in previous sections, developing an appropriate set of indicators in line with University and PRME recommendations will be essential in measuring our related performance.

GOAL	STATUS IN 2022	2024 TARGETS
Strengthen and support research relevant to reaching SDGs and increase its visibility	<p>We are committed to further embedding the UN SDGs in our research. Our review of peer-reviewed articles for 2020 and 2021 revealed that over a quarter of our publications are SDG related. This was determined through a review of article titles and occasionally abstracts, which only provide an indication of research focus. It is likely therefore that more articles than those identified (as well as outputs in alternative forms, such as books, book chapters, blogs, podcasts and project reports) include SDG-relevant content, which can be explored by engaging with staff (this also links to our earlier stated objective of improving information sharing).</p> <p>SDG-relevant research currently takes place through Academic Groups, Research Centres and Research Interest Groups. We aim to further develop new, or expand the relevance of existing, research centres promoting SDG-relevant research.</p> <p>We are committed in setting appropriate KPIs in the area in line with University and PRME recommendations.</p>	<p>Targets:</p> <ul style="list-style-type: none"> • Increase staff awareness of relevance of research to SDGs • Improve mapping of our related research activities • Promote SDG – relevant research through established or new research centres • Identify appropriate KPIs to monitor performance.
Attract external research funding and PhD students to foster SDG – relevant research	<p>LB academics regularly achieve funding for SDG- relevant research from research councils, government, professional bodies and industry. Several of our existing PhD students also work on SDG-relevant projects.</p>	<p>Targets:</p> <ul style="list-style-type: none"> • Encourage external funding applications related to SDG-relevant research • Encourage the further recruitment of PhD students working on SDG – relevant projects

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.

Principle 6

Dialogue: Highlights of prominent or impactful events (e.g. forums, workshops, roundtables, conferences), including an assessment of their impact.

We aim to create regional, national and global impact on ESSR by working in partnership with organisations and individuals across the private, public and voluntary sectors. This section demonstrates how ESSR is embedded in our external engagement and enterprise activities.

Our strategic commitments

Loughborough's new strategy *Creating Better Futures. Together* reaffirms our commitment to developing meaningful partnerships locally, regionally, nationally and internationally, and to intensifying and extending the reach of our international engagement and impact. It particularly prioritises international engagement and partnerships which advance our institutional themes of

- Climate change and net zero;
- Vibrant and inclusive communities; and
- Sport, health and wellbeing.

Loughborough's new strategy also calls for forming strategies with world-renowned universities and organisations, fostering strong connections with alumni, utilising partnerships to support students and enhancing impact by working together across interdisciplinary and functional boundaries.

LB's evolving strategy similarly identifies challenging practice, policy and performance as part of our purpose. This is to be achieved by bringing together deep partnerships with purposeful organisations.

LB interacts with the industry through our work-based learning activities, executive education programmes, alumni engagement, research partnerships and in the form of volunteering.

Throughout this report we describe how we facilitate and support dialogue on ESSR both internally and externally, by e.g. highlighting related action over the review period (pp. 11-15), engaging with our UK and Ireland PRME network (p. 17), discussing our related student activities (p. 24), EDI impacts (pp. 27-28), staff networks (p. 28), research activities pp. 30-35), alumni engagement and lectures (p. 41) and local community engagement (p. 43).

Work-based learning

LB was one of the first business schools in the UK to establish a placement year for undergraduate business students.

LB has partnered with hundreds of organisations across the UK, Europe and globally in order to ensure our students have an outstanding range of opportunities that teach the practical side of business and management.

The majority of our undergraduate students spend their third year either in a salaried professional or industrial placement – usually 12 months in one position, but sometimes in two or three placements over the course of the year, or in study at one of our prestigious partner institutions around the globe, listed in the appendix.

Students also have the option for a **placement year in enterprise**, turning their business ideas into a reality with the support of LB. Several of these ideas are SDG-related as the next page illustrates, drawing examples from the year 2021-2022.



Placement Case Study: Ryan Boorman

Degree programme: Economics with Geography

Company: EY

Job Role: Assurance: UK&I FIDS Trainee

Roles and achievements:

- Worked on a variety of client facing projects
- Took on a leading role on a CPO proposal producing work to an executive level
- Helped contribute to the growth in net revenue of over 300% from the previous financial year
- Received 11 Impact Awards based on his outstanding performance within Winning in the Market, People, Quality and Operations
- Secured a graduate role at EY
- Attended external networking events including The EY Annual Dinner





Ben Boardman Sportshare

SportShare is a dedicated sport social media application focused on creating connections at all levels in sport, including athletes and sports professionals, and organising individuals and teams more easily.



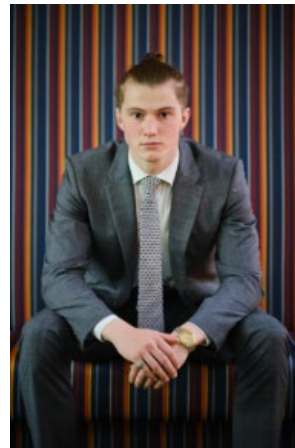
Amie Douglas APXI

APXI is a brand that hand-paints fabric to design and up-cycle second-hand clothes. It aims to offer a non-exploitative brand of clothing, better for the environment by sourcing from charity and vintage stores.



Isaac Finn Kokoon

Kokoon is a wellbeing platform, which aims to tackle misinformation that is spread online within the health and wellbeing service by sharing content of 'Kokoon approved' academics and professionals.



James Finn The Gaia Labs

The Gaia Labs is a sustainability consultancy that aids companies achieve more sustainable operations and processes. It helps companies understand how sustainable they currently are and works with them to realise their purpose and move into the sustainable economy.



Chloe Sperry Embroider-I

Embroider-I is a sustainable embroidery brand that specialises in providing personalised embroidered designs to customers. The main focus is on supplying sustainable sourced and produced tote bags in order to reduce plastic consumption.



Gurupma Singh The G Team

The G Team helps young people feel more fulfilled by providing the skills, knowledge, and resources they need to effectively work on their ambitions. It utilises podcast, social media, online resources, and workshops, to improve productivity so that young adults can work effectively on accomplishing their dreams.

Executive education

LB offers experiential learning events tailored to each company's needs for maximum impact. For over 25 years the School has partnered organisations to support them in developing their leadership.

Through our Executive Education we create and deliver relevant experiential development programmes to deliver impact, raise individual and team performance and achieve specific business goals. LB offers accredited programmes (on Strategic Leadership and The Loughborough MBA), short courses and Apprenticeships. In recognition of our engagement with business, the School was awarded the Small Business Charter in 2014.

LB, partnering with Lane4, recently worked with Anglian Water – geographically the largest water and water recycling company in England and Wales – in designing and delivering a transformational leadership development programme.



Anglian Water wanted a programme that covered the key leadership areas such as: Change and Transformation, Personal and Organisational Resilience, Innovation and Collaboration, and Commercial Acumen. The programme needed to be delivered efficiently and effectively to an audience of over 150 executives (including its Directors). Being Loughborough, the team drew on insights and scenarios from the world of elite sports performance as a context for learning, incorporating activities such as hammer throwing and basketball. Our sports coaches showed how to create an encouraging and nurturing environment.

Learning was not just restricted to Loughborough's sporting environment. The team worked with colleagues in other Schools and took delegates outside their comfort zone with exercises in music and drama, fine art and design and illustration. The results of the award-winning programme were outstanding, with employees across the company describing the positive internal changes, such as sharing of best practice, having a common language around leadership, increased engagement and better overall leadership.



Alumni engagement

Loughborough's alumni association has over 140,000 members. Our graduates have a unique and extremely strong bond with the university. Our alumni often offer guest lectures, real life case studies, mentoring and networking opportunities to our existing students. Our alumni's generous donations to Loughborough support students through scholarships, enable research projects and fuel entrepreneurial spirit.

Masterclasses and Public Lectures from Industry Speakers

All our postgraduate students have the opportunity to attend a range of extra-curricular masterclasses and public lectures. These cover a wide range of business-related topics often with an ESSR focus, by speakers from e.g. the Bank of England, Shazam, Shell and Dell and often alumni. A list of selected SDG – relevant events is provided in the appendix.



Loughborough Student Managed Fund (LSMF) was established in 2022 thanks to a generous founding donation of \$250,000 from alumna Margaret (Meg) Dawson. LSMF aims to equip Loughborough University students with real-world, socially responsible, investment management experience and to deliver excess returns to fund academic hardship scholarships.

The LSMF is run by the Fund Management Committee of students, which draws upon the collective research capability of Loughborough's Finance and Investment Society to make quarterly investment decisions. The activities of the fund are overseen by the Board of the LSMF to ensure smooth running and adherence to Loughborough University's Ethical Investment Policy. In Meg Dawson's words:

"I believe all students who qualify for a university place should not be denied by lack of funds. The initial capital contribution (\$250,000) is intended to develop a sustainable model to financially support students in need while encouraging students to be socially responsible investors as they develop their business finance skills".



A recent International Management alumni event gave students insight into graduate schemes

Research partnerships for the Goals

Our academics collaborate with businesses, social enterprises, policymakers and academic institutions around the world to conduct impactful research that helps address Sustainable Development challenges.

UKRI Interdisciplinary Circular Economy Centre for Mineral-Based Construction Materials

LB's Prof Andrew Vivian, Prof Peter Kawalek and Dr Suzana Grubnic are Co-Investigators of the Interdisciplinary Circular Economy Centre for Mineral-based Construction Materials (ICEC-MCM). The Centre is also supported by their LB-based Post-Doctoral Researchers Dr Longxiang Zhao and Dr Linh Truong.

ICEC-MCM is funded by UKRI and EPSRC through the Strategic Priorities fund, established in 2018. It is a collaboration of six UK Universities and the British Geological Survey (BGS). The ICEC-MCM is a collaboration between world-class investigators from a wide range of disciplines, including: biology, geology, soil science, environmental engineering, materials science, materials engineering, civil engineering, structural engineering, architecture, construction management, information management, mathematics, accounting, finance, economics, policy, law and archaeology.

ICEC-MCM's aim is to develop the scientific and socio-economic understanding and technological basis for design and implementation of systems, processes and policy that will support the transition to a sustainable Circular Economy, particularly for built environment infrastructure, using case studies for mineral-based construction materials. Academics at Loughborough are all contributing to Challenge 3, which is orientated to supporting 'Systemic Enablers for MCM Circularity'.

ICEC-MCM is supported by a network of more than 60 national and international partners from all sectors of the construction industry (clients, designers, contractors, suppliers, consultants), local and national government, non-governmental organisations (NGOs) and other academics.



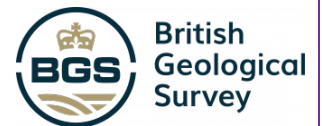
Prof Andrew Vivian



Dr. Suzana Grubnic



Prof Peter Kawalek



Reaching out to the local community

We aim to work with the local community to deliver an environment in which the inter-related communities of the University, the locality and the region can thrive.

With almost 4,000 staff and 20,000 students, the University is Loughborough town's largest employer and contributes significantly to the local economy. Throughout the year the University and the Students' Union organise a variety of events which are open to the local community to attend.

The University works closely with a range of external partners on matters relating to the presence of the University in Loughborough, by working with several community forums and local resident groups. It also offers financial support (up to £45,000 per year) through its Community Donations Fund. The University is also a major provider of sports and arts activities in the local community.

Staff involvement

LB is both pro-active and reactive in its management of community relations. It is proactive in terms of liaising with the Student Union, the student representatives and in its encouragement to staff to get involved in activities such as school governance. It is reactive in the sense that it will respond to appeals for speakers, or charity events as requested, although the University takes the lead in managing the community programme.

Staff are encouraged to be involved in community activities. In a recent survey around 15% of all LB staff reported some voluntary activity, not related to their subject area. A substantial proportion of this was in local education, such as Schools or pre-schools, and also in organisations such as Girl Guiding or Scouts. There was also activity in fundraising and charities, both nationally and locally. Colleagues have taken on the role of Hall Wardens, and many are involved in their local community and church organisations, servicing the local communities in various ways at a personal level.

In 2021 Loughborough town received £17 million of funding under the Government's Town Deal scheme, to enable it to support initiatives that regenerate the town centre, boost businesses and improve infrastructure and connectivity.

As part of this package, Loughborough Town Deal has awarded the University a grant of £2.5 million which will help us to drive forward a number of initiatives in sport, business, and health and wellbeing. Some of the Town Deal funding will also be used to support 60 new businesses through a New Business Wayfinder programme that provides office space, access to coaching, training, expertise, and innovation and prototype labs on campus and in town.

A further portion of our funding will help us to support the health of the local communities and improve the connectedness between the railway station, the town centre and the University.

Loughborough Town Deal



"The Town Deal funding is a good example of the 'Partnerships' aim in our strategic plan, particularly our ambition to accelerate our impact through collaborations with businesses and other organisations."

*Prof Nick Jennings CB FREng FRS
Vice-Chancellor and President*

Assessment of outcomes and looking ahead

This section showcased how ESSR is embedded in our engagement with external organisations, alumni, through student placements, staff volunteering, and in research partnerships. We are committed to further embedding the UN SDGs in our external engagement and enterprise activities. We more explicitly state our goals to strengthen our relationships with, and increase our impact on, business and society, and to encourage opportunities to develop knowledge through research cooperation and executive education. As in previous sections, developing an appropriate set of indicators will be essential to monitor our related performance.

GOAL	STATUS IN 2022	2024 TARGETS
Strengthen our relationships with, and increase our impact on, business and society.	<p>We are committed to further embedding the UN SDGs in our external engagement and enterprise activities. Both types of activities take a multitude of forms and it is particularly challenging to develop operational measures. One way of assessing external engagement could have been staff research presentations. However, our research audit revealed that these tend to be very similar to findings from research outputs. As in the previous sections, therefore, it is particularly important to increase staff awareness of relevance of external engagement and enterprise activities to SDGs to facilitate visibility.</p> <p>We also aim to further strengthen our relationships with partners and society by more actively encouraging staff involvement in community activities and by organising more SDG-relevant events.</p> <p>We are committed in setting appropriate KPIs in the area in line with University and PRME recommendations.</p>	<p>Targets:</p> <ul style="list-style-type: none"> • Increase staff awareness of relevance of external engagement and enterprise activities to SDGs • Improve mapping of our related activities • Encourage staff involvement in community activities • Organise SDG-relevant events • Identify appropriate KPIs to monitor performance.
Encourage opportunities to develop knowledge through research cooperation and executive education	<p>We are committed to further promoting SDG-relevant research partnerships and to strengthening our engagement with our alumni, particularly in relation to SDG-relevant activities.</p>	<ul style="list-style-type: none"> • Identify new SDG-relevant partnerships and initiatives • Encourage alumni engagement for SDG-relevant activities

Concluding comments

This has been LB's third 'Sharing Information on Progress' (SIP) report. It has taken a more strategic focus, by presenting our new University Strategy 2030 and our evolving School Strategy commitments. It has also focused on presenting the findings of an audit of our published research articles and teaching practice for SDG relevant content.

We have updated presentation and the way we set objectives based on inspiring best practice suggested by PRME. Special thanks to our partners Hanken in Finland and to colleagues at BI in Norway for the very useful benchmarks offered. We have also made an effort to follow the Global Reporting Initiative's key principles when determining what information to include and how to present it.

The University and LB have made considerable progress in ESSR in recent years. We are very pleased to find that about a third of our modules and a quarter of our published research articles are SDG-related. It's also particularly important that all three suggested strategic institutional level themes (i.e. sport, health and wellbeing; vibrant and inclusive communities; and climate change and net zero) are related to ESSR, as this will guide future research, teaching and enterprise priorities. Our new School Strategy *Progress with Purpose*, which is currently being finalised, builds on the University's Strategy and will mark a major step change in our commitment to PRME.

EDI has been a particular area of focus for both the University and LB. The University has appointed its first Pro Vice-Chancellor for EDI and was recently awarded a Race Equality Charter Bronze Award. The School has developed an EDI committee, will be appointing a Director of EDI and has initiated work on an Athena SWAN application. It is also particularly important that the School works closely with the University to address existing Gender and Race Pay Gaps.

Looking ahead, we now more explicitly state our goals to improve information sharing about ESSR; increase student engagement with SDGs; strengthen and support EDI across the School; achieve carbon neutrality by 2050; and increase visibility of relevant teaching, research and enterprise (by also improving mapping of our related) activities. The launch of the new School strategy along with related re-organisation attempts in the School offer the opportunity to further strengthen our ESSR activities. We will continue to participate in PRME consultations and will work more closely with our central University team to develop an appropriate set of indicators to measure our ESSR performance.

We are delighted to re-affirm our commitment to PRME. We continue to embed the principles in our curricula, on research and our external engagement. We look forward to further extending our involvement in PRME regionally, nationally and internationally.

Dr Petros Vourvachis
PRME Liaison
Loughborough Business School
Loughborough University
2022.

Appendix

Selected peer-reviewed articles with SDG emphasis (LB staff in bold):

- Adetutu M, Odusanya K**, Weyman-Jones T 2020 Carbon tax and energy intensity: assessing the channels of impact using UK microdata *Energy Journal* 10.5547/01956574.41.2.made
- Adetutu MO**, Stathopoulou E 2020 Information asymmetry in voluntary environmental agreements: theory and evidence from UK climate change agreements *Oxford Economic Papers* 10.1093/oep/gpaa018
- Adetutu MO**, Ajayi V 2020 The impact of domestic and foreign R&D on agricultural productivity in sub-Saharan Africa *World Development* 10.1016/j.worlddev.2019.104690
- Agnello L, **Castro V**, Hammoudeh S, Sousa R 2020 Global factors, uncertainty, weather conditions and energy prices: on the drivers of the duration of commodity price cycle phases *Energy Economics* 10.1016/j.eneco.2020.104862
- Ahmad AH**, Green C, Jiang F 2020 Mobile money, financial inclusion and development: A review with reference to African experience *Journal of Economic Surveys* 10.1111/joes.12372
- Alsubaiei B, **Calice G, Vivian A** 2020 How does mutual fund flow respond to oil market volatility? *European Journal of Finance* 10.1080/1351847X.2020.1842784
- Alzuabi R, Brown S, Gray D, Harris M, **Spencer C** 2021 Household saving, health, and healthcare utilization in Japan *Oxford Economic Papers* 10.1093/oep/gpab025
- Arena C, Petrides Y, **Vourvachis P** 2020 Determinants of CSR disclosure in Mexico *International Journal of Banking, Accounting and Finance* 1755-3849
- Argyris N**, Karsu Ö, Yavuz M 2021 Fair resource allocation: using welfare-based dominance constraints *European Journal of Operational Research* 10.1016/j.ejor.2021.05.003
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- Arsenovic J, De Keyser A, Edvardsson B, Tronvoll B, **Gruber T** 2021 Justice (is not the same) for all: The role of relationship activity for post-recovery outcomes *Journal of Business Research* 10.1016/j.jbusres.2021.05.031
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- Babu N**, De Roeck K, Raineri N 2020 Hypocritical organizations: Implications for employee social responsibility *Journal of Business Research* 10.1016/j.jbusres.2019.07.034
- Baekstrom Y, Marsh I, **Silvester J** 2021 Financial advice and gender: wealthy individual investors in the UK *Journal of Corporate Finance* 10.1016/j.jcorpfin.2021.101882
- Barnard S, Arnold J**, Bosley S, Munir F 2021 The personal and institutional impacts of a mass participation leadership programme for women working in Higher Education: a longitudinal analysis *Studies in Higher Education* 10.1080/03075079.2021.1894117
- Barnard S**, Rose A, Dainty A, Hassan T 2021 Understanding social constructions of becoming an academic through women's collective career narratives *Journal of Further and Higher Education* 10.1080/0309877X.2020.1865523
- Bayat A, **Kawalek P** 2021 Digitization and urban governance: The city as a reflection of its data infrastructure *International Review of Administrative Sciences* 10.1177/00208523211033205
- Beltrami F, Fontini F, **Giulietti M**, Grossi L 2021 The zonal and seasonal CO2 marginal emissions factors for the Italian power market *Environmental and Resource Economics* 10.1007/s10640-021-00567-9
- Bennato AR**, Davies S, Mariuzzo F, Ormosi P 2021 Mergers and innovation: Evidence from the hard disk drive market *International Journal of Industrial Organization* 10.1016/j.ijindorg.2021.102755
- Bennato AR, Gourlay A, Wilson C** 2020 A classroom experiment on the causes and forms of bounded rationality in individual choice *Journal of Economic Education* 10.1080/00220485.2019.1687374

- Bisht N, **Trusson C**, Siwale J, **Ravishankar MN** 2021 Enhanced job satisfaction under tighter technological control: the paradoxical outcomes of digitalisation *New Technology, Work and Employment* 10.1111/ntwe.12222
- Bouguerra A, Mellahi K, Glaister K, **Hughes M**, Tatoglu E 2020 Revisiting the concept of absorptive capacity: The moderating effects of market sensing and responsiveness *British Journal of Management* 10.1111/1467-8551.12398
- Bouncken R, **Hughes M**, Ratzmann M, Cesinger B, Pesch R 2020 Family firms, alliance governance and mutual knowledge creation *British Journal of Management* 10.1111/1467-8551.12408
- Broadhurst K, Berkeley N, **Ferreira J** 2021 Shapers or schemers of collaborative governance: network management in England's Local Enterprise Partnerships *Local Government Studies* 10.1080/03003930.2021.1895769
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- Cheng X, Sun J, **Zarifis A** 2020 Artificial intelligence and deep learning in educational technology research and practice *British Journal of Educational Technology* 10.1111/bjet.13018
- Choudhary A**, De A, Ahmed K, **Ravishankar MN** 2021 An integrated fuzzy intuitionistic sustainability assessment framework for manufacturing supply chain: a study of UK based firms *Annals of Operations Research* 10.1007/s10479-019-03452-3
- Choudhary D, **Choudhary A**, Shankar R, Hicks C 2021 Evaluating the risk exposure of sustainable freight transportation: A two-phase solution approach *Annals of Operations Research* 10.1007/s10479-021-03992-7
- Coombs C**, **Stacey P**, **Kawalek P**, **Simeonova B**, Becker J, Bergener K, Carvalho JÁ, Fantinato M, Garmann-Johnsen NF, Grimme C 2021 What is it about humanity that we can't give away to intelligent machines? A European perspective *International Journal of Information Management* 10.1016/j.ijinfomgt.2021.102311
- Corsi S**, Feranita F, De Massis A 2021 International R&D partnerships: the role of government funding in reducing transaction costs and opportunistic behavior *R and D Management* 10.1111/radm.12497
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- Ebner K, Soucek R, **Selenko E** 2021 Perceived quality of internships and employability perceptions: the mediating role of career-entry worries *Education and Training* 10.1108/ET-02-2020-0037
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- Zahoor N, **Donbesuur F, Nwoba A**, Khan H 2021 Regional expansion of emerging market SMEs: the roles of domestic market environmental uncertainty and international alliance partner diversity *Asia Pacific Journal of Management* 10.1007/s10490-021-09799-1
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- Zawadzki M, **Montibeller G**, Cox B Belderrain C 2021 Deterrence against terrorist attacks in sports-mega events: A method to identify the optimal portfolio of defensive countermeasures *Risk Analysis* 10.1111/risa.13794
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- Zirar A, Trusson C, Choudhary A** 2020 Towards a high-performance HR bundle process for lean service operations *International Journal of Quality and Reliability Management* 10.1108/IJQRM-10-2019-0330

Selected SDG-relevant modules

Module code	Module title	Academic group	Module Leader
UNDERGRADUATE			
22BSA007	Skills for Study, Placement and Employment	IB	A Berry
22BSA008	Skills for Study and Employment	IB	P Alexopoulou
22BSA053	Organisations in the International Context	IB	ML Clarke
22BSA506	Management of Human Resources	WO	C Coupland
22BSB006	Ethics in Finance and Accounting	AF	YAM Eliwa, MC Gong
22BSB007	Financial Reporting	AF	YAM Eliwa
22BSB040	Human Resource Management	WO	N Black
22BSB046	Organisation Studies	WO	N Black
22BSB052	International Management	IB	D Roberts
22BSB100	Operations Management	MSO	MA Azhashemi
22BSB125	Retail and Service Operations	MR	K Ifie
22BSB135	Consumer Behaviour	MR	S Mousavi
22BSB150	Business Ethics and Corporate Social Responsibility	WO	DJ Sage
22BSB510	Human Resource Management in Sports Organisations	WO	AK Attom
22BSB580	Operations Management	MSO	J Gwa
22BSB590	The Contemporary Business Environment	IB	ML Clarke
22BSB710	Leading and Developing Others	WO	AK Attom
22BSB711	Psychological Approaches to Human Resource Management	WO	CJ Travers
22ECB030	Energy Economics	EC	M Giulletti
22BSC009	Strategic Management Accounting & Performance	AF	S Grubnic
22BSC021	Issues in Financial Reporting	AF	EA Conway
22BSC024	International Economics	EC	B Gao
22BSC030	Corporate Governance	AF	C N OSullivan
22BSC051	International Corporate Governance and Firms	IB	A Lagna
22BSC053	International Negotiations	IB	E Georgiadou
22BSC063	Decision and Efficiency Analysis	MSO	N Argyris
22BSC080	Analysing Careers	WO	SH Barnard
22BSC085	The Changing Work Organisation	WO	CJ Travers
22BSC100	Advanced Interpersonal Skills	WO	CJ Travers
22BSC105	International Human Resource Management	WO	DJ Sage
22BSC115	International Marketing	MR	AL Souchon
22BSC127	Information and Knowledge Management	IM	C Ravenwood
22BSC171	Contemporary Issues in Retailing Channels	CSM	C Talay
22BSC522	Entrepreneurship and Innovation	IB	S Corsi
22BSC575	Leadership & Interpersonal Skills	WO	AK Attom
22BSC722	Consumer Behaviour	MR	RA Mabe
22ECB030	Energy Economics	EC	M Giulletti
22ECB035	The Economics of Social Issues	EC	AR Gourlay
22ECB136	Transport Economics	EC	AA Russo
22ECC017	The Economics of Social Issues	EC	AR Gourlay
22ECC139	Environmental Economics	EC	M Adetutu
22ISC002	Information Management Project	IM	C Ravenwood

POSTGRADUATE

22BSP007	Management of Human Resources in the Sport Industry	WO	AK Attom
22BSP008	Accounting for Decision Making	AF	EA Conway, MR Wordley
22BSP015	International Semester	IB	A Zimmermann
22BSP020	Human Resource Management	WO	AT Rothwell, SH Barnard
22BSP023	Operations Management	MSO	D Li
22BSP024	Business Economics	EC	TH Edwards
22BSP028	Global Strategic Management	IB	A Zimmermann
22BSP030	Personal Development for Employability	IB	NM Sermon
22BSP032	International and Cross Cultural Management	IB	M Simmons, A Zimmermann
22BSP033	International Business Environment	IB	V Sukumara Panicker
22BSP036	Working in International Teams	IB	A Zimmermann
22BSP040	International Marketing	MR	AC Nwoba
22BSP047	Global Logistics and Supply Chain Management	MSO	J Gwa
22BSP060	International Financial Management	AF	S Yfanti
22BSP061	Innovation and Entrepreneurship	IB	N Barker
22BSP064	Digital Marketing and Social Media	MR	FE Ellis-Chadwick
22BSP070	International Business Negotiations	IB	E Georgiadou
22BSP071	Global Social Entrepreneurship and CSR	IB	M Aitken
22BSP072	International Entrepreneurship and Migration	IB	M Richey
22BSP073	International Company Project	IB	Q Hu
22BSP074	Fintech and Global Markets	IB	AP Gurca
22BSP112	Information Systems: Strategy and Management	IM	P Kawalek
22BSP115	Advanced Management	MR	K Ifie
22BSP150	Personal Effectiveness	WO	SFJ Cromie
22BSP154	Managing Innovation	IB	AJ Berry
22BSP155	Managing People	WO	AL Harrington
22BSP156	Operations Management	MSO	D Li
22BSP157	Strategic Marketing	MR	RA Mabe
22BSP158	Leading the Organisation: Leading People	WO	E Dietl
22BSP159	Leading the Organisation: Strategy, Governance and Markets	WO	M Aitken
22BSP160	Leading Strategic Change	IB	M Aitken
22BSP163	Managing the Global Firm	IB	A Chizema
22BSP164	Work Based Learning Project and Research Methods	WO	K Grant
22BSP165	Work Based Learning Project and Research Methods (Sports Management)	WO	K Grant
22BSP204	Managing Sports Organisations	MR	VM Story
22BSP220	Managing Corporate Reputation	MR	VM Story
22BSP293	Global Strategy	IB	M Hughes
22BSP301	Strategic Marketing	MR	B Dewsnap
22BSP303	Management of Human Resources	WO	AT Rothwell
22BSP304	Business Economics	EC	C Unver-Erbas
22BSP305	Operations Management	MSO	D Li
22BSP308	Corporate Finance	AF	HH Liu
22BSP314	Managing Innovation	IB	AJ Berry
22BSP321	Contemporary Perspectives on Leadership	WO	J Silvester
22BSP401	Employee Engagement, Motivation and Voice	WO	IJ Coyne
22BSP402	Well-being and Work	WO	E Selenko
22BSP403	Work Design, Organisational Change and Development	WO	CJ Travers, N Babu, AK Attom
22BSP404	Gathering and Using Evidence in Work Psychology	WO	IJ Coyne

22BSP405	Psychological Assessment in Organisations	WO	IJ Coyne
22BSP406	Career Development	WO	JM Arnold
22BSP407	Learning, Development and Knowledge Management	WO	CR Trusson
22BSP424	Corporate Finance	AF	J Leng
22BSP434	Corporate Governance and Responsibility	AF	P Vourvachis
22BSP450	Human Resource Management: Theory and Practice	WO	AT Rothwell
22BSP451	Developing Skills for Business Leadership	WO	CR Trusson
22BSP452	Strategic Human Resource Management	WO	AT Rothwell
22BSP453	Research Methods for Human Resource Management	WO	SH Barnard
22BSP454	Employment Law	WO	PF Beszter
22BSP455	Employment Relations	WO	PF Beszter
22BSP547	Occupational Health and Safety Management Project	WO	PE Waterson
22BSPA10	Personal Values and Effectiveness	WO	K Grant
22ECP900	Transforming Energy Systems: Economics and Business	EC	M Giulietti
22ISP493	Ethics and the Trust Economy	IM	GA Smith, M Sykora

Selected SDG-relevant masterclass presentations

Subject	Presenter(s)
2021	
<i>Sustainability Risk: what really matters? Who cares? How does it impact? How to measure it?</i>	Professor Robert Klassen, Ivey Business School, Canada
In collaboration with the UK Forum for Supply Chain Sustainability	Tony Roy, Head of Sustainability and Governance, BT procurement Group, UK
10 February	Helko Bailer, Head of ESG Quantitative Investments, RepRisk AG, Switzerland
	Dr Alok Chowdhary, Reader in Supply Chain Management (LB).
<i>The value of Supply Chain Carbon Footprinting</i>	Martin Barrow, Director, Carbon Trust – UK, Visiting Professor of Footprinting and Sustainability
27 April	
<i>Sustainable Procurement at BT Group</i>	Cyril Pourrat, Chief Procurement Officer, BT Group.
10 May	
<i>Mega Trends, Digital Transformation and Sustainability at DHL Supply Chain</i>	Jim Hartshorne, Managing Director (Retail and Consumer), UK & Ireland, DHL
20 May	Alex Hislop, Vice President (Retail and Consumer), UK & Ireland DHL Supply Chain
<i>Annual Sustainable Hydrogen CDT Stakeholder Engagement Event</i>	The Sustainable Hydrogen (SusHY) Centre for Doctoral Training
11 October	Universities of Nottingham, Loughborough, Birmingham and Ulster
2022	

<i>Tips on choosing a career in the Graduate Employment Market</i>	Amy Ward
7 February	
<i>Net Zero: What is it? How will it impact my business? What do I need to do?</i>	Martin Barrow, Director, Carbon Trust – UK, Visitint Professor of Footprinting and Sustainability
28 February	
	Prof Alok Choudhary, Director of Alumni Relations (LB)
<i>Tips on a Career in Healthcare Technology</i>	Peter Bailey, Diginal Manager, My Dentist UK
7 March	
<i>Confidence in the digital age: do you trust your news; do you trust your phone?</i>	Neil Stansfield, Head of Strategy, Digital Sector, Resilience and Security, National Physical Laboratory
7 April	
<i>5th Loughborough Workshop on Macroeconomic Policies in Emerging and Developing Countries</i>	Prof Victor Murinde, SOAS London Prof David Fielding, Global Development Institute, Manchester University and Otago University, New Zealand
6 June	
<i>The Power of Nurturing Refugee Businesses</i>	Julienne Oyler, CEO and Founder of Inkomoko Dr Michele Richey (LB)
30 September	
<i>Why has there been such a large energy price shock? What can be done about it?</i>	Prof Alistair Milne and Prof Moica Giuletti (LB) Paul Hallas, Halsette Energy Consulting
10 October	

List of international partners

Aarhus University, DENMARK	Universidad de Chile, CHILE
Audencia Business School, FRANCE	Università Bocconi, ITALY
Catolica-Lisbon, PORTUGAL	Universitat de Valencia, SPAIN
Chulalongkorn University, THAILAND	Universität zu Köln, GERMANY
City University of Hong Kong, CHINA	Université Catholique de Lille, FRANCE
EDHEC Business School, FRANCE	Université Laval, CANADA
ESSCA Group, FRANCE	University of Montevideo, URUGUAY
Grenoble Ecole de Management, FRANCE	University of Western Australia, AUSTRALIA
Hanken School of Economics, FINLAND	UQAM, CANADA
HEC Lausanne, SWITZERLAND	Virginia Tech, USA
HEC Montréal, CANADA	Vrije Universiteit, NETHERLANDS
Hong Kong Baptist University, CHINA	XLRI, INDIA
Indian Institute of Technology, INDIA	ZHAW School of Management and Law, SWITZERLAND
Karl-Franzens-Universität Graz, AUSTRIA	University of Queensland, AUSTRALIA
Kedge Business School, FRANCE	Curtin University of Technology, AUSTRALIA
Ludwig-Maximilians-Universität München, GERMANY	University of Technology, Sydney, AUSTRALIA
National Chengchi University, TAIWAN	Victoria University, AUSTRALIA
NEOMA Business School, FRANCE	Kansai University, JAPAN
Pompeu Fabra University, SPAIN	Nanyang Technological University, SINGAPORE
SILC Business School, CHINA	Purdue University, USA
Solvay Brussels School of Economics and Management, BELGIUM	Oklahoma State, USA
The University of Nottingham Ningbo, CHINA	New Mexico State University, USA
Toulouse Business School, FRANCE	Zhejiang University, CHINA
Universidad Carlos III de Madrid, SPAIN	

