



LEICESTER CASTLE
BUSINESS SCHOOL
DE MONTFORT UNIVERSITY

PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

SHARING INFORMATION ON PROGRESS (SIP)

INAUGURAL REPORT 2023

EXECUTIVE

SUMMARY

De Montfort University's (DMU) five-year Strategic Plan makes the UN Sustainable Development Goals (SDGs) the prism through which we will explore new and exciting possibilities in our teaching, research and student support. All research carried out by academics at DMU now has to align to at least one of the SDGs, as do all our volunteering and public engagement projects. We are delighted to have become signatories of Principles for Responsible Management Education (PRME) in early 2021. This not only recognises the inspiring work our staff and students at DMU currently do but reinforces our commitment to embedding responsibility and sustainability in all our future endeavours.

This inaugural report reaffirms our ongoing investment in PRME with messages of commitment from

the Dean and Deputy Dean of our Faculty of Business and Law. (BAL). As this is our initial Sharing Information of Progress (SIP) Report we have included background information on the University and the Faculty. The report is aligned with the Six PRME principles:

- 1 PURPOSE**
- 2 VALUES**
- 3 METHOD**
- 4 RESEARCH**
- 5 PARTNERSHIP**
- 6 DIALOGUE**

We have also introduced a seventh section to the report, 'Organisational Practices and Prizes', highlighting our engagement with awards, competitions and practices that recognise and promote the UN SDGs across the Faculty and the University.

The purpose of this report is to introduce the breadth and depth of activities we engage in across DMU and BAL that promote PRME and the UN SDGs. We discuss our alignment with each of the six principles, drawing on recent evidence (our Education 2030 curriculum mapping and integration of the SDGs, and REF2021 results) and engagement activities dating back over a decade.

We are proud to share the many great activities, initiatives and partnerships that have helped

Shape DMU and BAL, and that drive our vision to build a vibrant, inclusive community of future leaders: inspired by our values, committed to a just, peaceful and sustainable world. We have used this report as an opportunity for the Faculty to identify areas for improvement and continued progress against each of the six principles. These form the basis of our ongoing PRME actions and targets for the period 2023-2025.

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CONTENTS

INTRODUCTION

- 5 A message from the Dean of Business and Law, Professor Heather McLaughlin
- 5 A message from Deputy Dean and Academic Lead for PRME, Dr Leanne de Main
- 6 About the Principles for Responsible Management Education

ABOUT US

- 7 About De Montfort University
- 8 About the Faculty of Business and Law
- 8 Mission, Vision and Values
- 9 About Leicester Castle Business School – ‘Snap Shot’

PRINCIPLES

10-12 Principle 1 | **PURPOSE**

- 13 Our Commitment to PRME

13-16 Principle 2 | **VALUES**

- 13 Sustainability and the UN SDGs at De Montfort University
- 14 Impacting the SDGs and developing purposeful UN partnerships
- 15 Education for Sustainable Development
- 15 Sustainable Campus Operations and Activities
- 16 PRME within the Faculty of Business and Law
- 16 Principle 2 – Future Goals and KPI's

17-25 Principle 3 | **METHOD**

- 17 Education for Sustainable Development
- 18 PRME and Assurance of Learning
- 19 Case Study: Embedding PRME within our Curriculum
- 20 PRME and Education 2030
- 21-23 Examples of Embedding PRME Across our Curriculum
- 24 Global ‘Teach In’ Campaigns
- 25 QAA Collaborative Enhancement Project : ESD and Academic Quality
- 25 Principle 3 – Future Goals and KPI's



PRINCIPLES CONTINUED...

26-34 Principle 4 | **RESEARCH**

- 26-27 Research at DMU
- 28-29 Research within the Faculty of Business and Law
- 30 Equality
- 31 BAL Research and the UN SDG's
- 32 Examples of Externally Funded BAL Research Projects
- 33 Examples of BAL Research Collaborations and Partnerships
- 34 Case Study: The Centre for Law, Justice and Society
- 34 Principle 4 – Future Goals and KPI's

35-37 Principle 5 | **PARTNERSHIP**

- 35 Sustainability Audits
- 36 Carbon Literacy Audit
- 36 PRME Midlands Group
- 37 Universities' Partnership – A Historic, First Ever Regional Commitment
- 37 Principle 5 - Future Goals and KPI's

38-43 Principle 6 | **DIALOGUE**

- 39 Examples of Dialogue and Debate Among Educators, Students, Business, Government, Consumers And Other Stakeholders'
- 40 Enactus DMU
- 41 Enactus Projects
- 42 Case Study – World Human Rights Day
- 43 DMU as Academic Hub for SDG 16
- 43 DMU SDG 16 Projects
- 43 Principle 6 – Future Goals and KPI's

44-47 7 | **PRIZED ORGANISATIONAL PRACTICES**

- 44-46 EAUC and Green Gown Awards
- 47 People and Planet
- 47 Responsible Futures
- 47 7- Prized Organisational Practices – Future Goals and KPI's

48 8 | **CONCLUDING REMARKS**



MESSAGES FROM

Professor Heather McLaughlin

PVC Dean Faculty of Business & Law



The Principles for Responsible Management Education is core to the work of Leicester Castle Business School and serves to guide our future development. This active commitment helps inform our vision of 'Building a vibrant, inclusive community of future leaders: inspired by our values, committed to a just, peaceful and sustainable world'. PRME aims to transform management education, research and thought leadership globally through innovative educational frameworks, deep learning communities, and by raising awareness of the United Nations Sustainable Development Goals (SDGs). We are proud to offer education and create knowledge which embeds these important principles as we focus on the future of leadership, business, management and wider society.

I am also delighted to share with you that in the just released Times Higher Education (THE) Impact Rankings 2023, DMU has been ranked 16th in the world for its commitment to responsible consumption and production (SDG16). This centres on the efficient use of resources and minimising waste. This ranking recognises our commitment to placing the SDGs and sustainability at the heart of our operations; from managing buildings to embedding sustainability into teaching and learning, to engaging staff and students on global issues.

Dr Leanne de Main

Associate PVC, Deputy Dean & Academic Lead for PRME



In becoming PRME signatories, DMU had to demonstrate that it had integrated sustainability across the curriculum and promoted a socially responsible approach. To do this we drew on evidence of our existing and well-established strong commitment to the principles. For example, DMU is the only UK university to be chosen as a hub for SDG 16 - to promote peace, justice and strong institutions. We do that by sharing best practice with other higher education institutions around the world and embedding the SDGs throughout the curriculum. DMU has committed to run three projects a year during its tenure as the global hub for SDG 16.

By gaining PRME accreditation for the Faculty of Business and Law, we were able to demonstrate immediate impact by becoming one of the founding members of the Midlands PRME Chapter. We also submitted eight student assignments to the annual writing competition led by the UK PRME Chapter. A number of academic staff have joined global PRME working groups, including those focused on the challenge of poverty, gender equality and business for peace. Being part of a global network allows us to learn from each other and to share ideas with staff and students in DMU.

Our commitment to PRME is reflected through the incorporation of sustainability as a key learning outcome for our new programme portfolio, through the extensive range of student and staff engagement activities we have undertaken here at DMU and with our overseas partners, and through the development of DMU led partnerships and connections with the UN.



ABOUT PRME

The Principles for Responsible Management Education ('PRME') is a United Nations supported, UN Global Compact-backed initiative with the mission to inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration among the United Nations, the Global Compact, and academia. It was founded in 2007 as a platform to raise the profile of sustainability in business schools around the world.

Like the **UN GLOBAL COMPACT**, PRME is a multi-stakeholder platform with a dynamic network of local and global learning communities, including thematic working groups and regional chapters, which collaborate on projects and events. Since its official launch in 2007 by UN Secretary-General Ban Ki-Moon, the PRME initiative has grown to more than 600 leading business schools and management-related academic institutions from over 80 countries across the world.

Higher education institutions that become signatory to PRME make a public commitment to knowledge creation and education that supports and develops leaders who can manage the complex challenges faced by business and society in the 21st century.

The Six Principles of PRME are based on internationally accepted values endorsed by UN Member States and provide an engagement framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement.

Learn more: WWW.UNPRME.ORG

Source: PRME (n.d.), A Basic Guide to the Sharing Information on Progress. For current and prospective signatories of the Principles for Responsible Management Education.



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.



2 VALUES

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



3 METHOD

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



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.



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.



6 DIALOGUE

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

ABOUT DMU

De Montfort University

“ We will lead by example on exploring issues of social justice through our platform as the UK's only hub for the United Nations' Sustainable Development Goal 16.

De Montfort University ('DMU'), now in its 153rd year, has grown into the inclusive, diverse, and global institution seen today - with 34,000 students, 2,600 staff, and friends, partners and positive influence across the world. DMU is a global university, with over 6,000 students studying overseas, and significant numbers of international students. Growing campuses in Dubai and Kazakhstan focus on management education provide opportunities for propagating responsible management education across international campuses and into societies at large.

At De Montfort University, we are committing to becoming an 'empowering university', one that will enable staff, students and

partners to develop to their full potential. We are a bold, unapologetically ambitious and outward-looking institution, and will use innovative education and research methods to inspire and empower.

We will lead by example on exploring issues of social justice through our platform as the UK's only hub for the United Nations' Sustainable Development Goal 16. We'll expand our reach with knowledge collectives, engaging our community in mental health practice, equality and sustainability. **Through this, we will create a fairer and more sustainable society.**

Our strategy is delivered through four key pillars:

Learning for Life, Knowledge Creation, Empowering People and Partnerships with Purpose.

We will respond to local, national and global business needs to provide flexible ways to upskill our students. Our research will focus on creating and applying knowledge for social benefit. We won't be afraid of doing things differently. As an empowering university, our staff, students and partners will actively be part of a diverse community that will strive for equality

150
YEARS
1870 - 2020

De Montfort University ('DMU'), now in its 153rd year, has grown into the inclusive, diverse, and global institution seen today



Growing campuses in Dubai and Kazakhstan focus on management education provide opportunities for promulgating responsible management education across international campuses and into societies at large.

STUDENTS
34,000



international
6,000

STAFF



2,600

With 34,000 students, 2,600 staff, and friends, partners and positive influence across the world

DMU is a global university, with over 6,000 students studying overseas, and significant numbers of international students.

ABOUT THE FACULTY OF

BUSINESS AND LAW

“ Our aspiration is for Leicester Castle Business School (LCBS) to become a world-leading business school, distinguishing itself by its professional development and applied learning for students and societal impact through student initiatives, research and community engagement.

The Faculty of Business and Law comprises two leading professional schools: Leicester Castle Business School (LCBS) and Leicester De Montfort Law School (LDLS). As a Faculty, our aim is to undertake a set of key business activities that will ensure we continue to provide transformational teaching and research and enterprise in the areas of business and law as well as contributing to the broader strategic aims of the University.

We work to deliver an unrivalled student experience; make ourselves a workplace

community that people want to be a part of; carry out world-leading research activities and contribute to the development of an informed, fair and sustainable society. Diversity is a particular strength of the faculty both in our student and staff base.

We have recently revised our vision and mission to align with the Empowering University Strategy and better reflect who we are as a modern university Faculty of Business and Law.

THE LCBS VISION

Building a vibrant, inclusive community of future leaders - inspired by our values; committed to a just, peaceful and sustainable world.

THE LCBS MISSION

To develop confident, curious, ambitious graduates to become compassionate, responsible leaders and global citizens of the future. Through empowering education, research and engagement with the business community, we will address societal challenges fostering an entrepreneurial and agile mindset to deal with the complexity and ambiguity of our contemporary world.

OUR VALUES

We support each other, we value difference and are honest and compassionate towards others. Together we will be courageous in exploring possibilities, breaking down barriers and re-imagining new horizons.

Following two years of adaption to the operational and market challenges posed by the global pandemic, LCBS is now in a strong position to build on the substantial work of our transformational [EDUCATION 2030](#) plan and our [REF 2021](#) outcomes in pursuit of a quality agenda with international recognition. We believe that this focus will build our reputation seeing us rise in national and international league tables. We will work to deliver an unrivalled student experience; make ourselves a workplace community that people want to be a part of; carry out world-leading research activities and contribute to the development of an informed, fair and sustainable society.

We want to be known for our relevant and well-designed courses, high quality teaching and contemporary delivery, world leading research in areas such as social justice, responsible economics and finance, business and entrepreneurship. Our success will be measured by league table position, student satisfaction, and research impact as well as the DMU-wide KPIs identified in the Empowering University strategy. Our signatory status with PRME provides us with the opportunity to further embed sustainability and equality of opportunity throughout everything we do across the School, the Faculty and the wider University community.

STUDENTS
7,600



**LEICESTER CASTLE
BUSINESS SCHOOL**
DE MONTFORT UNIVERSITY

ACADEMIC STAFF

260 ↑



6,300+

UNDERGRAD



1,200+

POSTGRAD
TAUGHT



70+

POSTGRAD
RESEARCH



100+

NEW HIRES
IN THE PAST
2 YEARS

80%

BAME



90%

IN FULL-TIME
STUDY

40%

FEMALE

100+

NATIONALITIES



20%



INTERNATIONAL STAFF



30% BAME

50%+

FEMALE

40+



NATIONALITIES



5
CONTINENTS

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.* ”

In 2022, DMU launched its new **UNIVERSITY STRATEGY** which aims to empower students, staff and our partners to create a fairer society. We will respond to local, national and global business needs to provide flexible ways to upskill our students. Our research will focus on creating and applying knowledge for social benefit. We won't be afraid of doing things differently. As an empowering university, our staff, students and partners will actively be part of a diverse community that will strive for equality.

The strategy is delivered through four key pillars:

- 1 LEARNING FOR LIFE** - addressing the need for universities to adapt and change in response to unprecedented social, economic and environmental challenges driven by globalisation and technological developments.
- 2 KNOWLEDGE CREATION** - driving the focus on responsible innovation in areas which make a difference to sustainability, locally, nationally and globally
- 3 EMPOWERING PEOPLE** - creating an environment where regardless of our background, faith or characteristics everyone feels a sense of belonging at De Montfort.
- 4 PARTNERSHIPS WITH PURPOSE** - enabling us to deliver our vision in Leicester, the region and beyond, creating impact across the country's industries and supporting the local economy and community in Leicester

Develop and apply values, skills, knowledge and behaviours that will enable them to contribute to the development of a just, peaceful and sustainable world



The university has also identified four cross-cutting themes:

-  **EQUALITY FOR ALL**
-  **DIGITAL TRANSFORMATION**
-  **FINANCIAL STRENGTH**
-  **SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT GOALS**

We are proud to have been selected by the UN as the Academic Hub for SDG16, which focuses on peace, justice and strong institutions – the only one of its kind in the UK. As part of our work as the lead university in the **UN'S TOGETHER CAMPAIGN**, we will continue to work with partners to address each SDG goal through research, community work and academic excellence.

In the 2022 Time Higher Education University Impact Rankings, De Montfort is rated in the top 200 universities globally, with an overall score of 88.5, scoring highly in 12 (85.8), 11 (79.7), 12(71.6) and 17(90.6). This recognises the universities commitment to extended and developing in sustainability and addressing global sustainability issues in education and business.

Dr Leanne de Main, Deputy Dean for the Faculty of Business and Law, said:

“

We are delighted to become signatories of PRME. Not only does it recognise the inspiring work our staff and students at De Montfort already do; it reinforces our commitment to embedding responsibility and sustainability in all our future endeavours.

PRME OUR COMMITMENT

Since 2021, DMU has introduced Education 2030, a new way of delivering courses, focusing on ensuring the best possible learning experience for our students to equip them to be work-ready for the 21st century whilst taking responsibility for a long-term sustainable world. We are committed to putting sustainability at the heart of management education. As part of this commitment, in 2021 the Faculty of Business and Law (BAL) became a signatory to the United Nations' Principles for Responsible Management Education (PRME), a global community of more than 800 business schools around the world. PRME works with businesses and business schools to ensure that

Future leaders try to incorporate the UN's Sustainable Development Goals into their organisations – be they in the private, public or third sector.

Over the last two years, BAL has undertaken a thorough review of our portfolio of courses. In September 2022, we launched our newly validated undergraduate courses, with postgraduate courses beginning in September 2023. We now have a concise and coherent portfolio positioned with the needs of contemporary business and society. The review and development of our programmes of study aligned with the [DMU EDUCATION 2030 STRATEGY](#) (see principle 3 for more details).

In line with the PRME commitment to ethics, responsibility and sustainability, we have pledged that all new programmes will incorporate sustainability as one of their key learning outcomes:



Develop and apply values, skills, knowledge and behaviours that will enable them to contribute to the development of a just, peaceful and sustainable world

Promoting the global dimension of responsible management education

Education 2030 has allowed the Faculty to firmly embed ethics, responsibility and sustainability across our curriculum, through core modules centred on sustainability concepts, ethics and responsible practice. This underlines our commitment to providing education that supports and develops leaders who are passionate and knowledgeable about as well as determined to put social responsibility and sustainability at the forefront of business. Further actions we have taken include:

- Creating awareness in DMU students through global dimension to projects and management teaching
- Development of connections with UN, particularly through HE leadership in SDG17
- Promotion of sustainability education through DMU Global
- Education and guidance delivered to international campuses and partner universities.



PRINCIPLE 2

VALUES

“

We will empower our students and staff to work collectively towards the UN SDGs through embedded education for sustainable development coupled with rigorous environmental management.

Sustainability and the UN SDGs at De Montfort University

Sustainability is at the heart of what we do at DMU. We are committed to incorporating into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as [THE UNITED NATIONS GLOBAL COMPACT](#).

Sustainability and the United Nations' Sustainable Development Goals ('UN SDGs' or 'SDGs') have been incorporated into our new 'Empowering University' strategy as one of its cross-cutting themes. Our sustainability theme focuses on:

- UN partnership and SDGs
- Education for Sustainable Development
- Sustainable Campus Operations and Activities

What we teach, how we teach it, our knowledge exchange, the products we buy, the services we contract, and the way we manage our campus offers many opportunities to make more sustainable choices as a compassionate university community.



Impacting the SDGs and developing purposeful UN partnerships

DMU is committed to supporting the UN SDGs which aim to improve a broad range of ecological and humanitarian issues including poverty, hunger, health, education, climate change and social justice.

As part of our work as the lead university in the **UN ACADEMIC IMPACT (UNAI) NETWORK**, we will continue to work with partners around the world to address SDGs through pioneering research, community work and academic excellence.

We will combine our research and teaching to contribute to, and enact, UN policy and campaigns, placing our students and staff as UN policy co-creators, and raising the profile of the university. This impact of our research will strengthen our identity as a key UN partner.

We will use the status of being the UK's only UNAI SDG hub to inspire and empower staff and students to work towards the SDGs in all aspects of campus life.

We will use our role as one of the few universities globally with UN Consultative status to the Economic and Social Council ('ECOSOC'), which provides NGOs with access to not only ECOSOC, but also to its many subsidiary bodies, to form new partnerships and develop new innovations through teaching and research, which are responsive to global issues affecting the progress of the SDGs.

We will build on our strong relationships with the UN to position the university as a place where businesses, NGOs and community groups can connect with students and staff to co-create solutions for global challenges at a local, regional, national and international level.



Education for Sustainable Development

(see principle 3 for more details)

We will develop new sustainability skills and competencies for our students through projects that will encompass our Education for Sustainable Development (ESD) programme, climate action, energy efficiency and waste reduction.

Our sustainability team will provide placement opportunities for students to obtain first-hand experience of delivering eco-friendly initiatives in a large organisation.

Sustainable Campus Operations and Activities

DMU is committed to work towards net-zero carbon operations and we will ensure that our campus operations and activities contribute to the SDGs and sustainability. We will use our Environmental Management System (EMS) to coordinate and report progress across key environmental areas such as transport, biodiversity, waste and energy. We will work with our contractors and suppliers to ensure that activities and services provided on our behalf are delivered in a way that supports and enhances our sustainability work.

- We have committed to working towards net-zero operations and we will use our **ENVIRONMENTAL MANAGEMENT SYSTEM** to coordinate and report progress across key environmental areas such as transport, biodiversity, waste and energy.
- We will review our commitments and potential funding opportunities for our current **CARBON PLAN TO 2032**.
- We will operate a sustainable procurement strategy that will embed social value and sustainability into procurement practices.
- DMU is a 'First Class' status, top 20 University in the 2023/24 **PEOPLE AND PLANET UNIVERSITY LEAGUE TABLE**. This is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet.

The achievements of DMU in this area have been nationally recognised several times in recent years, with the **UNIVERSITY BEING AWARDED A 'GREEN GOWN AWARD'** in the '2030 Climate Action' and 'Building back better' categories. We are delighted to share that DMU has again been shortlisted in the Climate Action category at the 2023 awards.



PRME WITHIN THE FACULTY OF BUSINESS & LAW

Our Faculty vision is:

*to build a vibrant, inclusive community of future leaders:
inspired by our values, committed to a just, peaceful and
sustainable world'*

This aligns with the DMU Empowering University strategy **mission:**

*to empower students, staff and our community to create a
fairer society*

and **vision** of:

*creating a community of participation, fairness and collective
responsibility, transforming individual lives and championing a
fair and sustainable society'*

Business and Law is also a hub for the University Knowledge Creation theme of 'Peace, Equality and Social Justice'. PRME and continued engagement with the UN SDGs are central to achieving these aims.

Through our Education for Sustainable Development (ESD) agenda our curriculum is driven by high quality teaching, contemporary delivery and world leading research in areas such as **social justice**, responsible economics and finance, business and entrepreneurship. Our commitment to Peace, Equality and Social Justice is reflected in the extent to which the Faculty engages with and promotes **gender equality** (SDG5), **sustained, inclusive and sustainable economic growth** (SDG8), the reduction of inequality both within and between countries (SDG10) and supporting the growth **of inclusive, safe, resilient and sustainable cities and human settlements** (SDG11). Our School of Law is also a champion of **Peace, Justice and Strong Institutions** (SDG16). These values are embedded within and evidenced through our curriculum (principle 3), research (principle 4) and community engagement (principles 4 and 5).



PRINCIPLES 1 & 2 FUTURE GOALS AND KPIs

*Audit, analysis and further
integration of PRME objectives
into our Faculty strategic
planning process*

*Mapping of UN Sustainable
Development Goals to Faculty outputs
(KEF, REF and Teaching) for our
AACSB Accreditation Societal Impact
statement and objectives*

PRINCIPLE 3

METHOD

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

Education for Sustainable Development

Through our work on Education for Sustainable Development (‘ESD’), we are embedding sustainability in our taught curriculum, co-curricular activities and community partnerships. We are also committed to addressing climate change by working towards net-zero carbon emissions on our campuses, which will require the active engagement of staff, students and the wider DMU community.

We will continue to raise awareness of sustainability and encourage more sustainable behaviours among our staff and students, which will be integrated into each of the university’s four thematic strategy pillars:

Learning for Life, Knowledge Creation, Empowering People and Partnerships with Purpose.

We are also working to incorporate ESD into our staff development and will expand and scale up our carbon literacy training across all areas of the university. The Faculty is also developing new sustainability skills and competencies for our students to enhance employability and the student experience through projects that will encompass ESD, climate action, energy efficiency and waste reduction.

Strategy and systems in place to develop PRME-related course content and assess its collective impact on students and alumni

PRME AND

ASSURANCE OF LEARNING

Sustainability skills and competencies form a significant part of our Faculty wide learning objectives, which inform our Assurance of Learning (AoL) process. AoL is unique to Business and Law within DMU and involves assessing the extent to which our students are learning and able to demonstrate our Graduate Competencies. Our AoL system forms part of our continuous improvement practice for AACSB, A LEADING GLOBAL ACCREDITATION FOR BUSINESS SCHOOLS.

Examples of our Undergraduate and Postgraduate Faculty learning outcomes aligned with PRME include:

- developing our graduates as socially responsible and ethical individuals for a career in sustainable organisations of the future
- ensuring our graduates will be critically aware and reflexive global citizens, recognising and respecting different perspectives, insights and developing challenges around the world.
- challenging our graduates to be globally minded individuals who will demonstrate professionalism, self-direction and originality in challenging contemporary problems and driving change



AACSB

CASE STUDY

EMBEDDING PRME WITHIN OUR CURRICULUM

Within Business and Law we have a long-standing tradition of incorporating ERS-related modules into our teaching. Examples include a wide range of taught courses and teaching pedagogies, from experiential learning in 'Politics in Action' to new theory-led yet practice-based modules such as 'Social Innovation and Entrepreneurship', currently part of the 'Business Entrepreneurship and Innovation' BA undergraduate degree. One such example, and a case study for how BAL academic staff use innovative techniques to engage our students with the UN SDGs is our International Public Sector Accounting and Finance module, run by Fred Mear. Fred explains his approach to embedding UN SDGs within his module...



'The students have two sessions on SDGs, one prior to the first assignment and one prior to the second.'

'For the first assignment the session focuses on relating public finance resourcing decisions to SDGs 1-15, and prior to the second assignment they have a session on SDGS 16 and 17 (Strengthening Institutions and partnerships), and the subsequent international agreements on how to assist developing countries in reforming their government accounting systems (International Public Sector Accountings Standards).'

'It is impossible to understand accounting and public policy reforms internationally without knowing the international agreements and the underlying philosophy and principles behind the decisions. This moves into implementing SDGs in terms of international and contractual agreements to ensure application of SDGs.'

Fred's tips for successfully embedding the SDGs in our teaching include:

- Make it clear which elements of the SDG targets your teaching is focussing on and be specific on the measurements involved.
- Put the SDG at the heart of the rationale of the topic you are teaching. Rather than "this deals with SDG ...", adopt "SDG.... says this, which led to this legislation/agreement which led to ...whatever you are teaching"

You can read more about this case study, and the benefits for Fred's students (including a published work resulting from one students assignment) [HERE](#).

We are also proud to highlight our [EDUCATION FOR SUSTAINABLE DEVELOPMENT GOALS DMU WEBSITE](#). This has a section dedicated to sharing Case Studies of teaching and learning activities at DMU that contribute to the SDGs, listed by faculty. The section also includes short talks and slides on DMU practice from several events organised by the ESD project. You can access the Case study section [HERE](#).

PRME AND EDUCATION 2030

Since 2021 DMU has introduced Education 2030, a new way of delivering courses focusing on ensuring the best possible experience for our students. Our student's study in a 'block' mode, focusing on one subject at a time instead of several at once, allowing them to focus closely on each subject, absorb and engage with learning material in more depth, and work closely with tutors and course mates. E2030 provides a range of benefits for our students including:

- Focused learning
- Dedicated teacher contact time
- A stronger learning community
- Regular assessment and quicker feedback
- Supports study life balance and wellbeing needs
- More opportunities to develop entrepreneurial, wellbeing and life skills

As noted in Principle 1, each programme in Business and Law now includes the following core learning outcome:



Develop and apply values, skills, knowledge and behaviours that will enable them to contribute to the development of a just, peaceful and sustainable world



EMBEDDING PRME ACROSS OUR CURRICULUM

The principles of PRME are embedded across our curriculum, not only as elements of optional modules but as core modules centred on sustainability concepts, ethics and responsible practice. Examples from across our various subject areas include:

BUSINESS AND MARKETING BA (HONS)

Undergraduate degree programme, modules that are directly linked to ERS include the following:

ETHICAL AND RESPONSIBLE LEADERSHIP

LEVEL 5 / YEAR 2

This module addresses important ethical questions and equips students with a sound understanding of sustainability in the business context.

It presents students with tools to support ethical decision and sustainable behaviour. This module aims to facilitate the development of skills and knowledge that are needed to identify and manage ethical challenges in organisations



MARKETING, SOCIETY AND GLOBAL IMPACT

LEVEL 6 / YEAR 3

The module is designed to provide students with a critical lens through which they can understand and critique contemporary consumer contexts. The course content is driven by the need to address the impacts of marketing as a system upon consumers, the environment and society. Taking lead from Critical Marketing and the Transformative Consumer Research (TCR) movement, the module will look to focus on consumer well-being in a holistic sense, through an examination of social issues in context. The course content follows an inter-disciplinary approach, drawing on theories from sociology, public policy, cultural studies and psychology.

This research-informed module aims to facilitate critical thinking on the subject area through the utilisation of case studies (e.g. Oxfam discussion papers), educational documentaries (e.g. the Media Education Foundation) and policy studies (e.g. UN SDGs). Through the integration of disciplines and supporting material, the module aims to encourage students to develop pragmatic ways of approaching the problems and opportunities of well-being most relevant to consumers and their environments, with the aim of producing positive and uplifting change.



BUSINESS MANAGEMENT BA (HONS)

Undergraduate degree course, modules that are directly linked to ERS include the following:

BUSINESS ETHICS AND SOCIAL RESPONSIBILITY

LEVEL 5 / YEAR 2

Recognising that managers shape, and are shaped by, organisational processes this module focuses on responsibility and ethics at both the organisational and managerial level. It will equip students with a sound grasp of key concepts in corporate social responsibility and their application within business practice. It will also explore ethical issues that corporate decision-makers face and the causes and consequences of (un)ethical decision-making.



HUMAN RESOURCE MANAGEMENT BA (HONS)

Undergraduate degree course, modules that are directly linked to ERS include the following:

ETHICAL LEADERSHIP

LEVEL 6 / YEAR 3

This module explores two of the most important concepts of business, leadership and management. It takes a critical perspective in analysing the process of leadership focusing on the theory of ethical leadership. This module provides students with an understanding of what comprises responsible leadership and management as ethical decision making is crucial to today's leaders and managers. This module helps students recognise how their personal moral approaches affect and determine leadership approaches when confronted with ethical dilemmas.



BUSINESS ENTREPRENEURSHIP AND INNOVATION BA (HONS)

Undergraduate degree programme, modules that are directly linked to ERS include the following:

SUSTAINABLE ENTREPRENEURSHIP AND BUSINESS ETHICS

LEVEL 5 / YEAR 2

The scale of current social and environmental problems requires steady flows of new entrepreneurial and innovative solutions. This module aims to develop an understanding of a spectrum of ways for entrepreneurship and innovation to be a positive driver of social change and sustainable solutions. It also introduces students to concepts and debates in the field of social entrepreneurship from a theoretical and practical point of view. Students will have the opportunity to explore and examine the taught material upon the experiences of real social entrepreneurs, as well as their own work creating an innovative solution to a real local social issue.



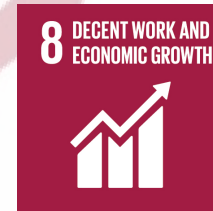
FINANCE AND INVESTMENT (BSC)

Undergraduate degree programme, modules that are directly linked to ERS include the following:

ETHICS, GOVERNANCE AND SUSTAINABILITY IN FINANCE

LEVEL 6 / YEAR 3

This module is designed to critically examine the position and changing role of ethics, governance and sustainability in finance. It introduces students to the inter-relationship between finance and society by examining social, environmental and ethical frameworks in ensuring the efficiency of the financial systems. Part of the module will focus on the ethical practices and professional standards of practitioners working in the financial industry. This provides guidelines for students to ethically and professionally perform various activities while working in the financial market.



BUSINESS ECONOMICS (BA HONS)

Undergraduate degree programme, modules that are directly linked to ERS include the following:

INTERNATIONAL ECONOMICS, SUSTAINABILITY AND EMERGING MARKETS

LEVEL 6 / YEAR 3

This module examines important themes and concepts in development economics, development studies and international trade. It has been designed to provide students with in-depth knowledge of various development, resource and governance issues.



PROJECT MANAGEMENT (MSC)

Postgraduate degree programme, module that are directly linked to ERS include the following:

RESPONSIBLE PROJECT MANAGEMENT: ETHICS & SUSTAINABILITY

LEVEL 7 / BLOCK 2

In this module students consider the growing importance of responsible project management, by which project managers deliver projects ethically and sustainably. A key feature of the module is for students to understand the global political, environmental, economic and social tensions which present challenges to achieving successful project outcomes. Contemporary project management theory underpins the teaching on responsible project management where students are expected to challenge their individual beliefs and values. Students develop awareness of how change can lead to benefits and disbenefits in the project management process.



ERS TEACHING

GLOBAL 'TEACH IN' CAMPAIGNS

In addition to embedding ERS within a number of modules across all BAL programmes, the University has also been participating in the annual **GLOBAL 'TEACH IN'** weeks, organised by **'SOS-UK'** (Students Organising for Sustainability), a student-led education charity focusing on **SUSTAINABILITY**.

The Sustainable Development Goals (SDG) Teach-in is an annual event where universities across the UK aim to make links to one or more of the SDGs within their taught courses. All DMU's taught courses and any other student or staff-led activities are invited to join in the teach-in. The event offers a great opportunity to showcase how learning on a course or at DMU can help students respond to societal challenges such as access to healthcare, social inequality, preserving ecosystems, combatting climate change or more. You can learn more about our annual Teach-In events [HERE](#).

DMU recognises that environmental sustainability cannot be achieved in isolation, spanning across issues of justice, health and wellbeing, and across all Faculties within DMU as well. SOS-UK believe in lifelong learning and work on sustainability across all forms of education from early years to workplace learning. In line with SOS-UK ethos, DMU's participation in the 'Teach In' campaign includes programmes and modules across all levels, from UG to Exec Ed.

In our 2023 campaign, DMU was ranked number three (3), measured by number of educators who participated in this year's campaign.

Our performance in achieving this ranking was due in great part due to the above average number of BAL faculty members who participated. In total 78 learning sessions were delivered by 45 DMU staff for the SDG Teach In, demonstrating the extent to which sustainability and the SDGs are included within teaching and learning at DMU.

Within BAL we are keen to support our student engagement with PRME through openness, enthusiasm and the adoption of new(er) developments. In order to provide 'tasters' to those new to the area of 'sustainability' (both staff and students) – we actively promote the **AIMS** of campaigns such as 'Teach In', namely to:

- Raise awareness of the importance of sustainable development
- Catalyse curriculum reform and test new ideas
- Embed sustainability and social responsibility across all learning
- Link teaching, learning, and assessment to local and global concerns
- Prepare students with the knowledge, skills, and attributes to tackle the world's greatest challenges.



SDG TEACH IN TOP 10 INSTITUTION 2023

PUTTING THE SDGS AT THE HEART OF EDUCATION



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM

March 2023
#SDGTeachIn
@sosukcharity

QAA COLLABORATIVE ENHANCEMENT PROJECT

ESD AND ACADEMIC QUALITY

We are delighted to share that the Faculty for Business and Law are part of a DMU led project on ESD and academic quality. This project brings together ten institutions that are committed to working collaboratively to develop and enhance a range of ESD related academic quality processes which encompass student voice mechanisms and recognise students as co-creators. DMU as lead institution and seven of our partners all work as partnerships within Responsible Futures, which brings together universities and their Student Unions to address ESD at a whole institution level, working with the student-led charity SOS-UK.

The project team will co-develop a resource that will make the alignment of ESD to staff and student academic quality processes more straightforward to adopt, by providing adaptable templates and a range of institution-specific approaches which will help to inform future practices. You can read more about the QAA ESD and Academic Quality project [HERE](#).

PROJECT LEAD: De Montfort University

PROJECT PARTNERS:

Manchester Metropolitan University, University of Exeter, University of Derby, University of Leicester, Coventry University, Cardiff University, University of Worcester, University of Bath, University of Strathclyde, and University of Winchester.

PRINCIPLE 3 FUTURE GOALS AND KPIS

New 'Introduction to Sustainability' workshop to be offered to all new students as part of the Induction from Autumn 2023

Carbon Literacy Training to be offered to all new students as part of the Induction from Autumn 2023

Internal audit of programmes / modules in line with new ESD strategy in relation to ERS/SDGs/PRME principles

PRINCIPLE 4

RESEARCH

“ *We are pleased that more than 60 per cent of DMU's research has been judged as world leading or internationally excellent. DMU's work has been shown to have impacts on the lives of people and communities, in line with our Empowering University strategy.* ”

Research at DMU

DMU has about 600 postgraduate research (PGR) students, and the richness and diversity of our research today is the result of a journey of strategic investment leading to DMU becoming almost unrecognisable from its origins as a technical teaching establishment. Our research themes are organised within and between research institutes and centres, creating an environment that supports specialisms, but also interdisciplinarity.

In the most recent Research Excellence Framework (REF 2021,

the UK-wide assessment and expert review into the quality and impact of research conducted in higher education institutions) more than 60 per cent of research at DMU has been judged as world leading or internationally excellent. Work from 485 academics across the university was entered into the REF, This is the largest number ever submitted by DMU and its most inclusive, with more work being featured that was carried out by women and BAME academics.

Our strategy includes specific objectives around embedding and monitoring research driven societal impact through the lens of the UN Sustainable Development Goals

Pictured: Professor Jo Richardson
Associate Dean (Research and Innovation) • Business and Law

Professor Heather McLaughlin, Dean of Business and Law and Pro Vice-Chancellor Research at DMU, said:

“ *It is particularly good to see more academic colleagues than ever before be entered into the REF, with our highest ever numbers of women and BAME academics returning their research, many of whom are at the earlier stages of their research careers. As a university that strives to empower its students and staff in all that they do, conducting first-rate research is crucial. Not only does high-quality research have an impact and make a difference to people's lives, it also informs our teaching and improves the quality of education we offer here at DMU.*

The announcement of the REF 2021 results coincides with the launch of the new DMU Knowledge Creation strategy, which aims to promote interdisciplinary, impactful and inclusive research across five themes:

- Creative and Heritage Industries
- Net Zero
- Living in a Digital Society
- Lifelong Wellbeing
- Peace, Equality and Social Justice

Some 40 supporting case studies showcased the breadth and depth of work and the benefits it has had on our lives. This included:

- Research leading to new support for women with endometriosis, a condition which affects 1.5million women
- Transforming rural lives in India through smart grids
- New ways to tackle cyber threats to critical national infrastructure
- Collaborating with the BBC to celebrate Shakespeare's 400th anniversary
- Germ's Journey, a set of interactive resources to help children learn the importance of hand hygiene. It has been used in countries around the world.

We believe that a supportive and inclusive research environment is empowering, both to individuals and to our institution and that a diverse range of researchers produce the best research. Societal impact will be central to our research agenda, and we will strive to ensure that our research and knowledge exchange address key challenges, improving our city, region, country, and global society.

Empowering our researchers and knowledge exchange experts, through the creation of a sustainable research environment (measured by impact, income, interdisciplinarity and inclusivity), will positively affect the lives of others and will help create a fairer and more equal society. Knowledge Creation will be underpinned by the cross-cutting themes of equality for all, sustainability and sustainable development goals and financial strength. To this end our strategy includes specific objectives around embedding and monitoring research driven societal impact through the lens of the UN Sustainable Development Goals



RESEARCH WITHIN **BUSINESS AND LAW**

“ *Our research addresses the increasing importance of social value and public good in the UK and beyond – we characterise our research as intersecting state, civil society and the market*

As a Faculty, our aim is to undertake a set of key business activities that will ensure we continue to provide transformational teaching and research and enterprise activity in the areas of business and law as well as contributing to the broader strategic aims of the University. We recognise the various national and international challenges faced by Higher Education but more importantly the many opportunities currently presented to us.

We will work to deliver an unrivalled student experience; make ourselves a workplace community that people want to be a part of; carry out world-leading research activities and contribute to the development of an informed, fair and sustainable society.

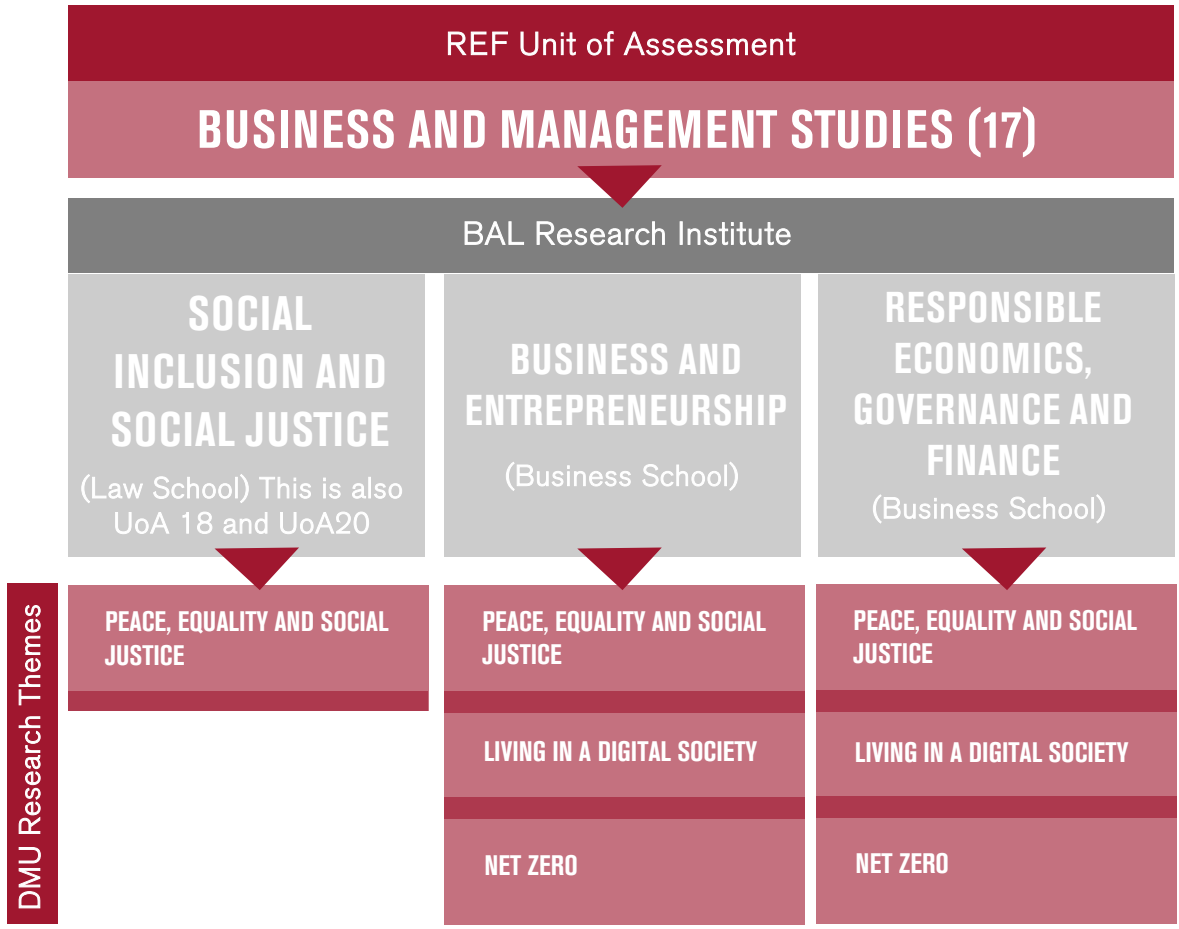
The Faculty research strategy is aligned to the wider DMU Knowledge Creation strategy, and the DMU Peace, Equality and Social Justice research theme.

We have ensured a focus on sustainability within our Faculty research strategy through a specific objective, to ‘Ensure that our research embeds societal impact, which improves our city, region, country and global society’

We undertake work on a number of key research themes: local government and cities during periods of transition, changing employment practices, housing and transport policy, corporate social responsibility and business ethics, entrepreneurship, organisational resilience, creative industries, sustainable finance, and economic development. The consolidation of these and other themes has created an environment which has allowed us to develop a record of world-leading academic publications, and high-quality engagement and impact with partners nationally and internationally

Ensure that our research embeds societal impact, which improves our city, region, country and global society’

The recent approval of a new DMU-wide Research White paper has led to the creation of new BAL research structures. These will enable us to focus on areas of specific expertise in the Faculty through the creation of new institutes which, together with the thematic approach, should foster interdisciplinary research. Our research will be concentrated in 3 institutes with strong leadership, devolved budgets and targets. Each institute is aligned with the wider DMU research themes:



The Faculty research strategy is aligned to the wider DMU Knowledge Creation strategy, and the DMU Peace, Equality and Social Justice research theme.

EQUALITY

WITHIN THE BAL RESEARCH COMMUNITY



We are committed to making progress on a better gender and ethnicity balance in senior research posts. Our data show that, as a whole we have increased the number of women researchers from 35% of the Unit in 2014 to 39% now; and for Black, Asian and Minority Ethnic (BAME) staff we have risen from 12% of the Unit in 2014 to 43% now. We have seen improvement in the number of women professors in our Unit (from 2 to 5), and we have also seen progress in promotions for our BAME staff, for example in promotions round to associate professor.

However, we are committed to further improvement. Our Associate Dean Research and Innovation (ADRI) (who is also co-chair of the University staff network 'DMU Women') encouraged the establishment of a faculty Women in Research (WiR) Forum led by an Early Career Researcher.

The WiR Forum brings together women in business management and law to reflect the needs and interests of women in the Faculty, including professional skills development and exploration for the future of WiR-friendly policies.

The University has also produced a **RESEARCH SPOTLIGHT MAGAZINE** as part of Women's History month, highlighting the work undertaken by female researchers across DMU advancing the UN SDGs. The Unit has also sought to support women returning from maternity leave to resume their research, for example through external writing retreats where appropriate (two researchers supported in this way during 2019/20). Since 2014 there have been six awards of research leave from the University scheme, five of which were for women researchers.

DMU
Fairness
Equality
Inclusion



BAL RESEARCH AND THE UN SDGS

In the lead up to REF 2021 our researchers initiated 37 research projects that addressed one or more of the following SDGs: (1) no poverty, (4) quality education, (5) gender equality, (8) decent work and economic growth, (9) industry, innovation and infrastructure, (10) reducing inequality, (11) sustainable cities and communities, (13) climate action, (16) peace, justice and strong institutions and (17) partnerships for the goals. Examples of the global scale and impact of our BAL research, and their alignment with the UN SDGS can be seen below...



Nigeria, Ethiopia and Zambia, South Africa and Kenya (CEI)

Seun Kolade – African Entrepreneurship.



Brazil (CEI)

Regina Frank. Co-design of entrepreneurship for poverty alleviation.



Thailand Association of the Blind (TAB), in collaboration with Mahidol University (CEI)

Ning Baines, Te Klangboonkrong- Entrepreneurial competences for entrepreneurs with blindness.



Norway and UK (POWI & CURA)

Jonathan Payne. Implementation and impact of robotics and artificial intelligence on jobs, skills and job quality. Links with Fafo (Norway). research institute undertaking research in working life.



France (Nantes) CURA

Stephen Griggs – Aviation campaigns, sustainable transport and austerity governance.



England/London; France/Nantes (LGRC)

Stephen Griggs. Airport expansion – research into aviation and the environment.



Scotland/North Ayrshire (LGRC)

Steven Griggs. Community engagement and collaboration.



UK/Multiple sites (LGRC)

Steven Griggs. Municipal Entrepreneurship.



Moldova (Fibre)

Fred Mear – Public Sector Financial Management and Reforms.



Nigeria (Fibre)

Dr Paschal Ohalehi –An Investigation of the Perception of Donors on Non-Governmental Organizations' Regulation and Accountability of NGOs.



Athens, Baltimore, Barcelona, Dublin, Leicester, Melbourne, Montreal, Nantes (CURA)

Jonathan Davies. Governing in and against austerity: an eight-case comparative study (fieldwork now concluded).



Mexico (municipalities in the north and south-eastern regions) (CURA)

Valeria Guarneros Meza. Conversing with Goliath? Participation, mobilisation and repression around neo-extractivist and environmental conflicts.

Description: understanding the role of community participation in localities impacted by the extractive industry (mining, hydrocarbons and alternative energy infrastructures).



Vietnam (IAESV)

Tuan Luong – Food security and networks.



Japan (IAESV)

Samsul Alam – Renewable Energy Consumption.



China (IAESV)

Edward Cartwright. Study on willingness to lie.



Germany (Leipzig) (CURA)

Leon Rosa Reichle (Doctoral student) Housing relations: the disruption and emergence of tenants' relationships in the process of displacement focusses on the socio-political implications of displacement from rental housing within a restructuring city.



Mexico (IAESV)

Reuben Martinez- Mirco development.



Sub-Saharan Africa (IAESV)

Godwin Okafor- Foreign direct investment and economic growth.



England (Leicester) (IAESV)

Tom Allen. Social Media in the fashion industry.



Nigeria (IAESV)

Seun Kolade. GCRF Project on displacement.



England Wales (CURA)

Ed Thompson. Local Resilience Policy in Austerity.



Argentina (Buenos Aires) CURA & POWI

Adam Fishwick. Fieldwork research – interviews with union leaders, union delegates and workers in automobile and metalworking sectors.



India (LGRC)

Jo Richardson. Akshaya Patra, nourishment and home.



UK/England (LGRC)

Arianna Giovannini. Devolution and democracy.



England (LGRC)

Arianna Giovannini. North-South divide.



UK/ Multiple sites (LGRC)

Municipal Entrepreneurship.



Italy/ comparative European Perspective

Arianna Giovannini. Autonomy referendums and Regionalist Parties.



Cameroon and Nigeria (POWI)

Joseph Eyong. Exploring Leadership in Local Government Councils in Cameroon and Nigeria: Implication of Western intervention, Afrocentric Culture and Evolution for Contemporary Practice. Impact case study based on Funded project Uongozi Institute Tanzania/Denmark.



Africa (conceptual/ content based) (POWI)

Joseph Eyong. Leadership Development in the African context: Review of Literature, context and framework for practice December 2018.

UNDOC – Various (POWI)

Noeku Nyathi (POWI). Education for Justice Initiative with UNDOC – developing teaching modules in universities and academic institutions across the world on ethics and integrity.



Mongolia (IELR)

Jenny Lander. Use of non-state dispute resolution by mining impacted communities in Mongolia.



Nigeria (POWI)

Chibuzo Ejiogu. Work and working lives among informal Entrepreneurs in Africa.



Saudi Arabia (POWI)

Anita Hammer. Understanding Arab Capitalism: labour power and mobility.



Nigeria, United Arab Emirates and Latvia. (POWI)

Amarachi Amaugo. A cross cultural study of workplace bullying. The study will explore national cultural influences upon the experience of workplace bullying, being a comparative study of Nigeria, United Arab Emirates and Latvia.



South Africa, Zimbabwe, Botswana, Kenya, Uganda, Nigeria and Ghana (POWI)

Noeku Nyathi. research collaboration on ORCA Project (study looking at Research cultures in universities in Africa).



Greece (POWI)

Alexandra Chylini. Quantitative research on links between HRM practices and performance during the Greek economic crisis. Research on recruitment and selection practices in the Green hospitality sector.



UK (POWI)

Peter Buller. Work, progression and opportunity in the fast-food sector.



Europe (POWI)

Jamie Jordan. Governance and Eurozone crisis.
























Australia (LGRC)

Jo Richardson was awarded a visiting fellowship to undertake fieldwork at Swinburne University, Melbourne, Australia. Research on housing disadvantage for Indigenous communities.



EXAMPLES OF EXTERNALLY FUNDED BAL RESEARCH PROJECTS

PROJECT DESCRIPTION	FUNDING BODY AND AWARD	RESEARCHER	SDG IMPACT
A comparative study of collaborative relationships between government, business and civil society actors in austerity conditions in the cities of Athens, Baltimore, Barcelona, Dublin, Leicester, Melbourne, Montréal and Nantes	A grant from the ESRC £435,131	Professor Jonathan Davies	 
'Digital technologies and job quality: do trade unions make a difference?'	Leverhulme Trust funding of £160,633	Professor Jonathan Payne	   
Examining co-producing conflict resolution methods for gypsy and traveller sites	Two grants from the Joseph Rowntree Foundation totalling £123,000	Professor Jo Richardson	  
Freedom2work: buying the future' pilot project study	Commonweal Housing Funding £44,000	Professor Jo Richardson	  
'Conversing with goliath? Participation, mobilisation and repression'	British Academy – Newton Advanced Fellowship £77,000	Dr Valeria Guarneros-Meza	 
Trade union features in europe: representing the “new working class” in france and the UK'	British Academy – Mid-career fellowship £90,000	Dr Heather Connolly	 
Voices and images of migration, exploitation, reintegration and emancipation in nigeria'	AKN GCRF Network Plus Phase 2 Grant £27,592	Dr Chibuzo Ejiogu	   
Choosing the right tools to support public financial management (pfm) reform'	World Bank £21,000	Fred Mear	  



EXAMPLES OF BAL RESEARCH COLLABORATIONS AND PARTNERSHIPS

Professor Jonathan Payne and Caroline Lloyd (Cardiff University) conducted a British Academy (2017–2019) ‘small-grant’ project examining the impact of digital technologies on jobs and job quality, involving grounded empirical studies of workplaces in the healthcare and food/drink processing sectors of Norway and the UK. Their Leverhulme research grant (commenced 2019), led by Professor Payne, examines trade union strategies around digital automation, and asks whether unions can ‘make a difference’ to job quality in four sectors in the UK and Norway. They have forged links with the Fafo Institute for Labour and Social Research in Norway.

Dr’s Adam Fishwick and Anita Hammer, with colleagues at the University of Sussex, co-convened the ‘Labour, Work and Development in the Global South’ network, an inter-university and interdisciplinary network that brings together senior and early career scholars working on the Global South. It was launched at DMU in June 2016, followed by the next research workshop at the University of Sussex in February 2017 that drew contributions from academics and activists working on South and South-East Asia, Latin America and Africa in disciplines of sociology of work, anthropology and international political economy.

In 2019, **Dr Agyenim Boateng** and his colleagues in **FiBRe**, our Finance and Banking research centre, undertook a project examining government R&D subsidies and innovation, in collaboration with Professor Xiuping Hua and Dr Miao Wang (Centre for Inclusive Finance, China). Also in FiBRe, **Dr’s Gregory James and Frederick Abiahor** are founders of the International Network of Scholars in Infrastructure and Project Finance which includes members from academia and industry across the globe.

Dr Amarachi Amaugo’s cross-cultural study of Workplace Bullying brings together researchers from University of Wollongong New Zealand and the University of South Wales, Cardiff (2019, ongoing)

Dr Amarachi Amaugo’s cross-cultural study of Workplace Bullying brings together researchers from University of Wollongong New Zealand and the University of South Wales, Cardiff (2019, ongoing)

Running from (2022–2024) and led by **Prof Julia Shaw** with Dr Jessica Parish, York University, Toronto, Canada, the project ‘Building a Just Climate Future: Addressing the Impact of ‘Green’ Pension Fund Investments in relation to Urban Sustainability, and Environmental and Social Justice’. This project is funded by the **EU COMMISSION HORIZON 2020 FRAMEWORK PROGRAMME**

Dr Chibuzo Ejiogu is working on a VIOMEREN research grant funded by AKN/GCRF on Migration. Partners include University of Leicester and the University of Ibadan and Samuel Ioron Foundation, Nigeria (2020, ongoing).

Dr Alexandra Chytiri’s work on HRM and Performance involves collaboration with King’s College London and Athens University of Economics and Business and her HRM practices in the hospitality industry study partners with University of Kent, Canterbury and University of Piraeus, Greece (2019, ongoing).

Dr Tuan Luong was awarded a research grant from the Foreign Trade University (FTU) in Vietnam with a budget of \$20,000 (£15,000) for two years (2017–2019). The project involved collaboration with researchers from FTU in Vietnam, the World Trade Institute in Switzerland and Swiss Federal Institute of Technology in Zurich.

Professor Jo Richardson’s research on Gypsy and Traveller accommodation has led to her being invited by the British Embassy in Bucharest, to make a speech as part of a human rights debate in March 2015. Furthermore she was invited to give a visiting professor lecture at Harvard Law School’s programme on Negotiation in May 2016.

The **BAL CEI African Entrepreneurship research cluster** organised its first International Conference on African Entrepreneurship & Innovation ‘Frontiers of African Entrepreneurship’ in June 2019, with over 70 participants and seven international collaborators including Africa Academy of Management; Covenant University, Nigeria; Strathmore Business School, Kenya; National Technology Business Centre, Zambia; Addis Ababa University, Ethiopia; National Centre for Technology Management, Nigeria; University of Nairobi, Kenya. This event has led to the Palgrave Handbook for African Entrepreneurship book, to be published in 2021.

In March 2018, **Professor Steven Griggs, Dr Arianna Giovannini** and LGRC researchers hosted an international workshop supported by the Political Studies Association’s Italian Politics and Local Politics Specialist Groups, on ‘Governance Rescaling in Comparative Perspective: Lessons from Italy, Reflections on England’.

CASE STUDY

THE CENTRE FOR LAW, JUSTICE AND SOCIETY

In 2022 the Business and **LAW CENTRE FOR LAW, JUSTICE AND SOCIETY** ('CLSJ') hosted a two-day interdisciplinary conference on 'Law, Justice and Empowerment'. This included a keynote speech by **Omar Hernández, Public Information Officer of UN Academic Impact** as well as celebrations of the World Human Rights Day and the World Social Justice Day. The conference was organised by the Centre's Director, **PROFESSOR JULIA SHAW**.

LAW, JUSTICE AND EMPOWERMENT



Interdisciplinary Conference
25-26 April 2022

KEYNOTE SPEAKER:
Omar Hernández, Public

INFORMATION OFFICER:
UN Academic Impact

CHAIR: Professor Julia A. Shaw,
Director of CLSJ

In a liberal democratic society, law traditionally provides the mechanism through which individuals and organisations can achieve 'empowerment'. It is the law which grants individuals rights and protections, and the justice system which ensures these rights can be asserted and protected. It is a common perception that, through adherence to the rule of law via strong institutions, societies can live harmoniously and successfully. As society changes however, laws and legal systems must respond accordingly to ensure these values are maintained. Seismic societal changes, brought about by for example the rapid development of technology, COVID-19, the dominance of global corporations and the rise of populist governments, call into question the appropriateness and adequacy of existing legal norms and values to protect individual rights and thereby achieve empowerment.

This online conference considered the ways in which the law in 2022 both facilitates empowerment and presents obstacles to it and reflected on different interpretations and conceptions of 'empowerment' in a legal context. Presentations were held from academics at all stages of their career on one of the following themes:

- SDG-16: Peace, justice and strong institutions
- National resources and empowering developing countries
- Justice, legal empowerment and inclusive sustainable development
- Challenges for law in a post-pandemic world
- Individual rights within the criminal justice system
- The technological age: empowering innovation versus protecting individual rights
- Vulnerabilities: empowering marginalised voices through law
- Non-human rights and empowerment
- Law and postcolonial and dependency theory
- Future directions in legal education and in law and practice
- Alternative conceptions of law and justice in turbulent times

PRINCIPLE 4 FUTURE GOALS AND KPIS

Internal audit research (academic publications, impact case studies, grants and other research projects) on a yearly basis vis-à-vis ERS and SDGs, in line with PRME

Internal Audit research practices in relation to ERS

Link internal funding to ERS

Regular tracking of PRME-related magazines, newspapers, blogs and other non-peer reviewed publications

PRINCIPLE 5

PARTNERSHIP

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

De Montfort University (DMU) and the Faculty of Business and Law have supported businesses and local government to engage with energy and climate issues for close to three decades through our Masters' taught programmes and collaborative research addressing Energy, Climate Change and Sustainable Development.

Sustainability Audits

Post Covid-19, and as part of a Community Renewal Fund 'Race to Zero Accelerator' project, students were trained in sustainability audits for those students to gain real-world work experience through the Innovation for Good Sustainability Audit programme. A mix of both virtual and in-person training was delivered.

In total, 27 students were trained at DMU to deliver sustainability audits.

Business engagement activities and pipeline building work was undertaken to create opportunities for the students who were being trained. In total, eight sustainability audits were delivered in the first year of the project (2022).

Carbon Literacy Audit

Recently, DMU has partnered with University of Leicester and a range of local stakeholders to deliver Carbon Literacy Training for businesses, schools and the wider community, with the partnership garnering international recognition for its cross-sector working (see Principle 6 - Dialogue).

Carbon Literacy
Project



PRME Midlands Group

Upon becoming PRME signatories, DMU was able to demonstrate immediate commitment to PRME externally by becoming one of the founding members of the Midlands PRME Chapter. The aims of local chapters are to collaborate, share best practice, engage with and develop the PRME Principles and Sustainable Development Goals at a local and regional level. By working with the Midlands PRME chapter we are helping to:

- Promote the aims and objectives of responsible management education throughout the UK
- Create individual interest with PRME at a local and regional level
- Working with partner universities to take the lead on the PRME agenda and to engage academics within these institutions and others within their networks
- Helping provide a location for local PRME conferences, meetings and events to share best practice
- Supporting engagement with industry and commercial partners with Universities with the view to develop the dissemination of responsible management and frameworks such as the Sustainable Development Goals (SDGs)
- Contributing to the socialisation of PRME and its principles to support individuals who have a common interest and dedication to PRME



Universities' Partnership - a historic, first ever regional commitment



In 2022, Universities and councils across Leicestershire signed an historic agreement to work together to drive economic growth and tackle social challenges across the region. DMU, the University of Leicester, and Loughborough University agreed to combine skills, experience and resources to deliver joint projects supporting the local economy, arts and culture, sports and more. Called the Universities Partnership, it was drawn up by the universities together with a number of local authorities: Leicester City Council, Leicestershire County Council, Oadby and Wigston Borough Council, Rutland County Council, and Charnwood Borough Council. In working with local authorities across the region in this way, the agreement is a unique collaborative approach which will help direct work carried out into projects which will provide the most benefit to the area.

As part of the Universities Partnership, the universities will work together on projects in five key areas: education, the economy, sport, health and wellbeing, environmental sustainability, and arts, culture and heritage.

The universities commit to act sustainably and nurture their environment. Through global research, partnerships and collaborations the universities are committed to addressing the most pressing issues of our time such as the climate emergency. The HEIs acknowledge to be fortunate to benefit from the knowledge of world-leading experts and benchmark their delivery against the United Nations Sustainable Development Goals (SDGs).

They pledge to focus on ambitious local actions that are not being addressed through other established forums and which could not be achieved through acting alone, but by developing and delivering collaborative solutions. In summary, the partner organisations aim to, together:

- Commit to reducing our carbon footprints and improving our environmental sustainability
- Support behavioural change by delivering educational programmes that promote environmental sustainability, including carbon literacy training and sustainability audits (SDG 4)
- Deliver research that tackles environmental challenges: supporting mitigation and adaptation to climate change (SDG 13) and ensuring access to clean, affordable and sustainable air, water, sanitation and energy (SDG 6, SDG 7)
- Enhance natural capital and biodiversity locally, including on our university campuses (SDG 14, SDG 15), and reduce the negative environmental impacts of local resource use (SDG 12).



PRINCIPLE 5 FUTURE GOALS AND KPIs

Develop strategy with Placement and Careers Office to integrate sustainability audit into the placement report

Audit selection of placement companies in relation to ERS. At present only fossil fuel companies have been removed from our list

PRINCIPLE 6

DIALOGUE

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

As noted earlier in the report, DMU has been selected by the UN as the Academic Hub for SDG16, which focuses on peace, justice and strong institutions. As part of our work as the lead university in the **UN'S TOGETHER CAMPAIGN**, we will continue to work with partners to address each SDG goal through research, community work and academic excellence.

In 2022, DMU launched a new initiative, '**CLIMATE ACTION AWARDS**', to celebrate staff and students who are going the extra mile for sustainability.

To coincide with COP27, DMU launched a two-week programme of sustainability events (view the **FULL EVENT LISTING**). We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. An institution-wide collection of ESD activities can be found on: [HTTPS://ESDG.OUR.DMU.AC.UK/](https://ESDG.OUR.DMU.AC.UK/)



United Nations



TOGETHER
RESPECT, SAFETY AND DIGNITY FOR ALL

EXAMPLES OF DIALOGUE AND DEBATE AMONG EDUCATORS, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS AND OTHER STAKEHOLDERS'



SYSTEMS THINKING WORKSHOP

Since 2020, colleagues from across DMU and Staff Development/[CAITE](#) have offered newly designed staff development workshops on 'Systems Thinking', introducing academic and non-academic staff to the concept(s) of 'Systems Thinking', showcasing different tools for systems thinking, and offering a space to discuss and apply these to their own disciplines and work contexts.



CARBON LITERACY TRAINING AT DMU

Since January 2019, DMU has delivered the [CARBON LITERACY TRAINING](#) to staff and students as part of our commitments to action on climate change (see our [CARBON REDUCTION PLANS HERE](#)) and to be a Carbon Literate organisation. In a day-long Carbon Literacy Training, participants learn to better understand the climate emergency and to develop meaningful plans to play their part in combatting climate change.

Carbon Literacy Training is independently accredited by the [CARBON LITERACY PROJECT](#).

Since 2022, DMU has partnered with University of Leicester and a range of local stakeholders to deliver Carbon Literacy Training for businesses, schools and the wider community, with the partnership garnering international recognition for its cross-sector working (see Principle 5 for CLT with businesses).



PANEL DISCUSSIONS WITH THE UN AT BAL

In April 2023, DMU hosted UN Delegates and organised a number of events with and for them, including the following panel discussion event:

SUSTAINABILITY EDUCATION: PARTNERSHIPS BEYOND THE CLASSROOM FOR TRANSFORMATIVE IMPACTS

The purpose of Education for Sustainable Development (ESD) as put forward by the United Nations agency UNESCO is to transform the world and the lives of learners – making a real difference to global challenges such as poverty and inequalities, and empowering learners to do this.

How do we achieve this for our specific subject disciplines and taught courses? And how can partnership working with institutions beyond the university help us to do this? The panel discussion and Q&A session explored this theme with staff and students interested in how their programme can have a transformative impact.

We were joined by [Jayashri Wyatt](#) who is the chief of Education Outreach at the United Nations Department of Global Communications. DMU staff, including [Dr Regina Frank](#) (BAL), [Dr Claire Lerpiniere](#) (ADH), [Dr Kutoma Wakunuma](#) (CEM) discussed a range of approaches used to engage or partner with external organisations to enhance their taught course provision and real-world impact of teaching and learning. The session was chaired by [Dr Andrew Reeves](#), DMU's Academic Lead for Education for Sustainable Development.

ENACTUS DMU

ENACTUS is a non-profit organisation and sustainable entrepreneurship society that enables students and young people to engage in social action and work toward the United Nation's Sustainable Development Goals. The aim of Enactus within universities is for teams of students, guided by educators and supported by business leaders, to conduct needs assessments in their community, identify potential solutions to complex issues and implement community impact projects. This results in communities benefiting from collaboration and fresh innovation, plus students gain the valuable experience to advance their personal and professional lives.

Our **DMU ENACTUS SOCIETY** is dedicated to transforming lives and shaping a better, more sustainable world via the power of entrepreneurial action. Their focus includes **making change in the community, helping students gain entrepreneur skills and having fun** at the same time. We currently have over 55 students in our society who are working on different project and helping community. We have 4 ongoing projects that are making impact in the community which includes **Welcome home, Smile, Salud Sehat and Envirogreen.**

Examples of Enactus volunteering, socials, and freshers' activities include:

- Collaborating with Leicester city council to run a tree planting day.
- Attending courses that are arranged by the Entrepreneurship team in the university.
- Spending time talking with and offering support to homeless people in Leicester for our project Welcome Home.
- Volunteering for the foodbanks for homeless people.
- Our society took part in opportunities fair and spoke to over 300 students. We also took part in DSU winter wonderland program which was a great opportunity.
- Participating in the Enactus Nationals last year and reaching the semi-finals



ENACTUS PROJECTS



PROJECT SMILE

This project is about the dental poverty in children in Leicester. We are giving out dental packs to children and trying to register them with the dental. Right now, we are in the middle of launching a comic book for the project. We just won the Colgate competition. We were in Top 3 for the competition. Our aim is to register at least 100 people with a dentist by the end of next year. This is a old project and we were able to give out dental packs to 15 plus families in Leicester.

[MORE INFO](#)



PROJECT WELCOME HOME

This project is about the homeless people in Leicester. We give out hygiene packs to homeless people and volunteer to know more about them. We are trying to be partnering with different organisations to get more help for homeless people. Our aim is to have a shelter for homeless people in Leicester. This project is quite new and we were able to have three rounds of need assessment in Leicester and were able to give out 40 hygiene bags to homeless people.

[MORE INFO](#)



PROJECT ENVIROGREEN

This project is about the environment and people's health. We are growing different plants and vegetables in our allotment given by the university. We are volunteering to look after our allotment, and we are going to harvest soon for the first time. Our aim is to provide fresh vegetables to DMU students. This is a old project and now they are waiting for the allotment as our project got a new big allotment from the university.

[MORE INFO](#)



PROJECT SALUD SEHAT

This project is about the underdeveloped countries which are not able to afford medical equipment. We saw some hospitals throw away some medical equipment that can be recycled and ship it to those underdeveloped countries. We are partnering with different organisations to get the expired medical equipment and we shipped our first round this year. We are preparing for the second round by end of academic year.

[MORE INFO](#)

CASE STUDY

WORLD HUMAN RIGHTS DAY (EQUALITY AND SOCIAL JUSTICE)

10 December 2021

CHAIR: Professor Julia J.A. Shaw
Professor of Law & Justice, Director of the Centre for Law, Justice and Society (CLJS), Leicester De Montfort Law School

To mark World Human Rights Day, scholars from across De Montfort University discussed the relevance and importance of their research to the twin themes of equality and social justice, also the growing significance of UN SDG-16, in 15-minute presentations followed by a 30-minute Q&A sessions.

Performing Arts, Equality and Social Justice: perspectives from the African Continent

by **Dr Funmi Adewole**, Senior Lecturer in Dance, School of Humanities and Performing Arts

To begin, the first theme discussed three movements of artistic and popular culture from different parts of Africa which were part of social struggles for equality and social justice during different historical periods.

The Role of the Third-Sector in Delivering Employability Support for Vulnerable Adults and Young People: lessons from local projects within Leicester

by **Professor Jonathan Payne**, Professor of Work, Employment & Skills, Director of the People, Organisations and Work Institute (POWI), and **Dr Peter Butler-Pogorzelszyk**, Senior Lecturer in Employment Relations, Leicester Castle Business School

For the second presentation, the focus shifted to Leicester and addressed the role of two third sector employability projects and considers the constraints within which they operate; asking whether they can support service users to make their own choices and exercise control over their employability journey by offering a better alternative to mainstream 'activation' policies.

Human Rights - Rhetoric or Reality?: the role of responsibility, accountability and truth

by **Tim Hillier**, Head of Leicester De Montfort Law School

The third topic investigated the extent to which the current approach to human rights enforcement is too concerned with identifying and punishing a small minority of perpetrators. Accordingly, this presentation considered whether the 'criminalisation' of human rights abuses and search for scapegoats is at the expense of the identification of the truth of systemic failings and genuine recognition and protection of human rights for all.

Social Justice and Equality in Cocoa: what every ethical chocolate lover needs to know

by **Dr Amanda Berlan**, Reader in Business & Sustainability, Leicester Castle Business School

The third topic investigated the extent to which the current approach to human rights enforcement is too concerned with identifying and punishing a small minority of perpetrators. Accordingly, this presentation considered whether the 'criminalisation' of human rights abuses and search for scapegoats is at the expense of the identification of the truth of systemic failings and genuine recognition and protection of human rights for all.

**REBUILD
BETTER, FAIRER,
GREENER.**

ALL HUMAN

ALL EQUAL



DMU AS ACADEMIC HUB FOR SDG16

The UN SDGs were introduced by the United Nations in 2010 with the aim of improving the lives of millions of people by 2030. The United Nations Academic Impact ('UNAI') asked 17 universities across the world to become global hubs for the SDGs.

Amongst these, DMU is the only higher education institution in Britain to be a global hub for one of the Sustainable Development Goals, namely UN SDG 16, to promote peace, justice and strong institutions.



The United Nations Academic Impact (UNAI) is an initiative that engages institutions of higher education with the United Nations in supporting and contributing to the realization of the Organization's purposes and principles, including the promotion and protection of human rights, access to education, sustainability and conflict resolution. Since 2010, UNAI created a vibrant and diverse network of students, academics, scientists, researchers, think tanks, institutions of higher education, continuing education and educational associations. There are over 1,600 member institutions in more than 150 countries that reach over 25 million people in the education and research sectors around the world representing a global diversity of regions and a thematic wealth of disciplines.

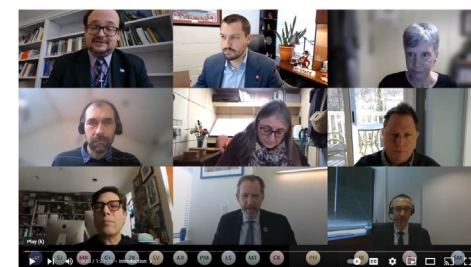
DMU SDG 16 PROJECTS



As part of DMU's commitment to capacity building of 'sustainability literacy', in January 2022 DMU participated in the UNAI [#SDGSWORKSHOP](#) 'SDGs in College Curricula: Mainstreaming & Mapping'. This live-streamed workshop examined ways in which institutions of higher education can embed education for sustainable development using existing academic programs across faculties and schools, in addition to other creative initiatives, while also mapping courses of all disciplines at the undergraduate and graduate levels to the Sustainable Development Goals.

The university pledged to start **THREE MAJOR NEW PROJECTS EVERY YEAR** during its tenure as the global hub for SDG 16, and that work is well under way. This has already included ground-breaking research into combating modern slavery, organised crime, examining why many young people fail to vote and highlighting the plight of forced migration, and COP27.

The work of these institutions is vital to achieving the Sustainable Development Goals as they serve as incubators of new ideas and solutions to the many global challenges we face. United Nations Academic Impact provides the integral link to these stakeholders to ensure that the international community harnesses the energy and innovation of young people and the research community in service to humanity.



UNAI #SDGsWorkshop "SDGs in College Curricula: Mainstreaming & Mapping"

(Youtube video): [UNAI #SDGsWorkshop "SDGs in College Curricula: Mainstreaming & Mapping"](#)

PRINCIPLE 6 FUTURE GOALS AND KPIS

Routinely engage alumni in relation to ERS/PRME-related issues through actions such as:

- Organise roundtables with alumni, staff and students
- Provide short-term ERS courses to alumni (such as Carbon Lit or Carbon Audit)
- Source real life case studies from alumni (organisations)

Continued support of Enactus DMU

Launch of internal cross-faculty student competition: LIONS OF ACTION

Continue to offer weekly 'drop in' surgeries for colleagues developing ERS curricula

Make 'ERS' workshop compulsory for all newly joining staff from autumn 2023

Make Carbon Literacy Training compulsory for all newly joining staff from autumn 2023

PRIZED ORGANISATIONAL PRACTICES



Green Gown Awards recognise HEIs whose projects are making valuable contributions to sustainability initiatives across the higher education sector. Together we can make a difference and help research and innovation reach net zero.

In addition to teaching-related organisation-wide practices and awards (see e.g. annual global Teach In weeks, Principle 3), DMU takes part in a number of well-known competitions that allow us to showcase our commitment to ERS.

EAUC & GREEN GOWN AWARDS

In recent years, DMU has regularly participated in the Green Gown Awards and related EAUC activities. Noticeable **ACHIEVEMENTS** include: In **2022, DMU WON TWO GREEN GOWN AWARDS**, including the '2030 Climate Action' category for its submission '**CAMPUS, CITY, COMMUNITY – A HOLISTIC APPROACH TO CARBON MANAGEMENT**', having reduced energy-related carbon emissions by 49 per cent between 2005 and 2019.

DMU's comprehensive approach to carbon management embraces changes to the physical campus as well as embedding sustainability into teaching and learning and engaging with both staff and students to encourage behaviour change. We have acknowledged the Climate Emergency and made a series of commitments to address our own carbon emissions and to support others in doing the same.



Green Gown Awards

2022 WINNER

of the UK & Ireland Green Gown Awards

in association with



UK Research and Innovation

DMU GREEN GOWN ENTRIES AND AWARDS

2010 TO DATE



GREEN GOWN AWARD ENTRY	AWARD CATEGORY	YEAR	AWARD LEVEL
DMU Global Online Learning: a range of virtual international experiences for DMU students, that don't require overseas travel; a mandatory online learning module when going abroad focused on the topic of 'Sustainability and Travel'	Building Back Better	2022	 UK Award Winner
Campus, City, Community – A holistic approach to carbon management: holistic approach to reducing emissions on campus whilst engaging staff, students and community through Carbon Literacy training	2030 Climate Action	2022	 UK Award Winner
Future-fit fashion and textiles: A whole school approach towards transforming the industry	Next Generation Learning & Skills	2021	 UK Award Winner
Research with Impact – Student Award: Nalinee Netithammakorn, De Montfort University; using enzymes from fungi in the dyeing process	Research with Impact – Student Award	2020	 UK Award Winner
De Montfort University - Learning English through sustainability: Teaching international students English for academic purposes using the SDGs	Next Generation Learning & Skills	2020	Highly Commended
Campus Transformation - A campus for the 21st Century	Campus of the Future	2020	Highly Commended
A whole university approach to carbon reduction	2030 Climate Action	2020	Finalist
Transforming Life Behind Bars: DMU Local project working with Leicester Prison	Benefitting Society	2019	Finalist
Campus Transformation – a campus for the 21st Century: Application regarding DMU's campus transformation programme	Campus of the Future	2018	Finalist

CONTINUED...

GREEN GOWN AWARD ENTRY	AWARD CATEGORY	YEAR	AWARD LEVEL
Sustainability Report: Application regarding DMU's approach to reporting its sustainability activities	Sustainability Reporting	2016	Finalist
OASYS: Project looking into decentralised off-grid electrification in South Asia where many people do not have access to electricity from the grid.	International Community Innovation	2015	 International Award Winner
	Community Innovation	2015	 UK Award Winner
SmartSpaces: Project to display energy consumption data using smiley faces	Technical Innovation	2014	Finalist
Square Mile: Mile2 is a community partnership initiative which actively engages with local residents, the local authority, public bodies and staff and students at De Montfort University (DMU) to respond to the needs and the challenges faced by the local area.	International Social Responsibility	2012	 International Award Winner
	Social Responsibility	2012	 UK Award Winner
Greenview: DMU's mobile phone application developed to communicate energy usage within DMU buildings to staff and students	Green ICT	2012	 UK Award Winner
Carbon footprint analysis: An application regarding DMU's approach to measuring and reporting carbon emissions from supply chain activity	Sustainable Procurement	2011	Finalist
A Place for Space – A Strategic Approach to Space Management: Application supporting DMU's approach to space management and the effect this has on energy and carbon emissions	Space Utilisation	2011	Finalist
WATTBOX: The Wattbox is an automated heating control system which learns householders' daily routines and preferences	Research and Development	2010	Highly Commended

PEOPLE & PLANET



The PEOPLE & PLANET'S UNIVERSITY LEAGUE is the largest student environmental campaign group in the UK and the only comprehensive independent league table to rank universities according to their environmental and ethical work. Universities are judged against 13 different categories covering everything from education and environmental policy to recycling waste and carbon management.

DMU HAS BEEN AWARDED THE FIRST-CLASS STATUS SINCE 2011

DMU has officially been commended with first-class honours as one of the most environmentally friendly universities in the country for a whole decade: In recognition of its environmental and ethical performance, DMU has been awarded the first-class status since 2011, and in 2021 the university was ranked 4th overall out of the 154 institutions rated, the first time the university has been placed in the top 5.

RESPONSIBLE FUTURES



DMU's participation is a partnership between the university and De Montfort Students' Union (DSU). As a participant, DMU benefits from mentoring support and networking events with other UK universities. In 2020/21, DMU/DSU served as one of the host partnerships for Responsible Futures, organising and hosting knowledge-sharing events for staff and students at universities across the UK.

Three DMU-hosted events took place, focussing on:

- Decolonising the Curriculum (January 2021)
- Student-led approaches to sustainability at universities (February 2021)
- Embedding sustainability across a whole institution (April 2021)

Responsible Futures participants are accredited for their work on sustainability education by a student-led audit, managed externally by SOS-UK. Student-led auditing is based upon a range of criteria, such as having a strategic commitment to act on sustainability, employing real-world learning experiences on sustainability issues and running events and educational programmes for staff, students and the general public.

DMU undertook its accreditation audit to the Responsible Futures programme in April 2019. The audit was conducted by specially trained DMU students who assessed the institutions against the requirements of the Responsible Futures programme including interviews of senior management and sustainability team members. Following two days of auditing DMU was officially accredited to the Responsible Futures programme.

The University undertook its second Responsible Futures audit in March 2021 following the same process as outlined above. Following the audit by DMU students the University was reaccredited to the Responsible Future programme. Our next audit will be in 2023.

Responsible Futures seeks to put sustainability at the heart of education across universities and colleges. It provides an externally assessed accreditation mark to assist all institutions.

7 PRIZED ORGANISATIONAL PRACTICES

FUTURE GOALS AND KPIS

NUS Teach In campaigns

PRME competitions

Green Gown Awards

Bi-annual audit 'Responsible Futures program' by SOS-UK

People & Planet

CONCLUDING REMARKS

from Professor Heather McLaughlin,
PVC Dean of Business and Law

We hope that this report demonstrates the breadth and depth of activities that DMU and BAL are engaged in promoting PRME and the UN SDGs. As noted in the introduction, we have used this report as an opportunity for the Faculty to reflect on areas for improvement and continued progress against each of the six principles. These form the basis of our ongoing PRME actions and targets for the period 2023-2025 and have been noted at the end of each section.

The main focus of our inaugural SIP report has been to demonstrate our ongoing commitment to PRME and the UN SDGs. In doing this, the process of engaging with colleagues across the Faculty and wider University in collecting evidence for each principle has proved invaluable for benchmarking our work. We are committed to implementing our PRME progress actions and KPIs as part of our Faculty and DMU sustainability strategy. Our focus for the next two years will be on further embedding key initiatives within the Faculty, enhancing and improving our data collection and coordination and ensuring our key commitments are effectively operationalised as part of the Faculty strategy.

We look forward to sharing our progress with you in 2025.

