

Sharing information on progress report UNPRME

Contents

Our commitment	3
Introduction	4
Approach to sustainability	7
Education for sustainability	9
Staff CPD	9
Core curriculum in FBL	10
Co-curriculum	15
Extra-curriculum	16
Research with impact	18
Staff and student collaborations for sustainability	22
Next steps	24
Publications	26

Report prepared by
Dr. Obehi Sule and
Victoria Tait on behalf of
Anglia Ruskin University,
Faculty of Business and
Law
aru.ac.uk

Contact:
obehi.sule@aru.ac.uk

Our commitment

As Pro Vice Chancellor and Dean of the Faculty of Business and Law (FBL), I am delighted to reaffirm our commitment to the Principles for Responsible Management Education (PRME) and the United Nations Sustainable Development Goals (SDGs). Within the faculty, I view our work on sustainability through the lens of 'doing well by doing good', which informs our actions, including the work taking place in FBL's [research centres](#) and our curriculum.

Across Anglia Ruskin University (ARU), we are passionate about making progress to help build a better, more equitable and sustainable society. 'Responsibility' underpins our Institutional Strategy 'Designing our Future 2017-2026', [Sustainability Strategy \(2020-26\)](#) and Research and Innovation Strategy (2018-2022). One of the most ambitious elements of ARU's Sustainability Strategy is our pledge to be zero carbon by 2045, including across our value chain, enabling us to act as a role model for our students and the communities we serve. As an institution, we have reduced our direct carbon emissions by 45% since 2006 and pledged to never invest in fossil fuels. In recognition of these commitments and achievements, we signed the UN [Race to Zero](#) in the lead up to COP 26. Signatories of the pledge are committed to the same overarching goal: halving emissions by 2030 and achieving net zero emissions by 2050 at the very latest.

Our Sustainability strategy also includes a pledge that all students will be able to positively engage with sustainability learning in their overall education. We are committed to ensuring that sustainability is a part of all our students' courses, with progress monitored on an annual basis via course (re)approval Quality Assurance processes.

Many of our academics are engaging in impactful sustainability research projects and publications across our research centres, and are working collaboratively with students to address real-world sustainability

problems through Knowledge Transfer Partnerships. Our students are from a wide range of backgrounds, and we engage them in actions and debates that address major environmental, societal and economic challenges faced by our communities. They challenge established ways of thinking and doing, and graduate with the skills and ability to take action for sustainability.

The UN's Sustainable Development Goals (SDGs) act as a unifying thread throughout our research, with projects across the faculty's four research centres addressing complex and interconnected problems.

On behalf of the faculty, I am proud to present our first Sharing Information on progress report, which provides evidence of our commitment to the PRME and the UN SDGs as reflected in our teaching, research, practice and the work we do with local and global communities.



Prof Gary Packham
Pro Vice Chancellor and Dean
Faculty of Business and Law



ARU is an innovative global university with students from 185 countries coming to study with us at our campuses in Cambridge, Chelmsford, Peterborough and London, as well as partner institutions across the globe.

We encourage students from a broad range of academic and societal backgrounds to attend higher education, offering innovative, inclusive and entrepreneurial education and research that transforms lives.

Our students study a range of different subjects, many of which are recognised by industry and are professionally accredited, making our students career ready.

With 12 world-leading areas of research, we're making a positive difference - tackling global issues from climate change to mental health.

We've also helped more than 2,000 businesses to grow and perform better.

In 2022 ranked

1st in the UK

and 20th in the world

for SDG3: Good Health and Wellbeing

THE Impact Rankings 2022



In 2021, in the Guardian's

TOP 20

UK universities

for value added

Which measures how well we support our students, regardless of background, towards achieving their potential

Guardian League Table 2021

Ranked top

200

in the world

for our work on

Sustainable Development Goal 10 Reduced Inequalities

In 2021 we were ranked

2nd

in the UK

and among the top 40 institutions worldwide for our achievements in SDG 3: Good Health and Wellbeing

2021 Times Higher Education Impact Rankings



Approach to sustainability

At ARU, we believe in making informed decisions, and taking responsibility for the impact of our actions on current and future generations. As such, we have pledged to incorporate sustainability into every aspect of university life.

Our Sustainability Policy sets out four key areas of focus: our students, our research and innovation, our operations and our community, which are also reflected in our Sustainability Strategy 2020-26. The strategy describes how and when the specific goals will be achieved, and the metrics used for monitoring their success.

Through our strategy, we ensure that sustainability is woven into our formal and informal curriculum, our [research](#), and the very fabric of [our campuses](#). We also encourage and support [student initiatives](#). The strategy builds on its predecessor ([Sustainability Strategy 2016-2020](#)) and gives us a clear path towards a more sustainable university through the inclusion of a set of monitored KPIs, which cover the following areas:

- Through our cross-faculty [Education for Sustainability](#) programme, we encourage our students to be the change, equipping them with the skills and values they need to help create a more sustainable future.
- We take a distinctive approach to our research – focusing not only on its academic quality, but also on its real-world impact.
- We strive, through our operations, to continually improve the environmental performance of our campuses, and the sustainability of our business processes.
- We continue to make positive contributions to our communities, both within the university and in the wider area, through partnership and collaboration.

All four areas are interconnected, and inform every aspect of what we do, with the wellbeing of our staff, students and the communities we work with a key focus, particularly in the context of the climate and ecological crisis. Most recently, for example, our wellbeing counsellors received training on how to support staff and students struggling with the impacts of the climate and ecological crisis.

Across ARU as a whole, we are taking measures to ensure that staff wellbeing is prioritised in the allocation of teaching and other workloads, with a commitment to provide an inclusive, supportive environment in which to work and study, where treating others with dignity, courtesy and respect is standard as reflected in our [vision and values](#) and our strategy '[Designing our future 2017-2026](#)'.

Our operations

At an operational level, we have been certified to the international environmental management standard ISO 14001 since 2009 to ensure we comply with environmental laws and continually improve our sustainability performance. We use our ISO 14001 management system to deliver our sustainability policy and strategy and gain independent verification on our progress. Our ambitious zero carbon target is set for 2045. Two of the ways that we are working towards achieving this are through buying electricity from zero carbon sources and introducing energy efficiency measures across our campuses.

In the coming years, we intend to use our campuses to support continuing professional development, lifelong learning and community group engagement, and to ensure that new campus infrastructure is designed with our local community at its heart.



Education for sustainability

In 2014, ARU became one of the first universities to include sustainability in our Academic Regulations, meaning that – at an institutional level – all our courses have had to demonstrate how they are embedding sustainability as part of the course (re)approvals process.

Across our university, newly approved courses including Biological Sciences with Sustainability and modules such as Sustainable Design and Innovation Practice explicitly address Sustainability.

In addition, ARU Peterborough has a sustainability theme included in Course Design Programmes and staff resources.

■ Staff CPD

Across ARU, staff have the opportunity to engage with sustainability as part of their CPD. Our Ruskin modules and Postgraduate Certificate in HE (PGCert) provide an example of these opportunities.

Ruskin modules

Ruskin modules are a series of new, interdisciplinary learning and teaching modules that bring together students from different courses and disciplines across ARU to tackle 'wicked' challenges that are framed around the UN's SDGs.

The modules are mandatory and are designed to increase students' critical thinking, problem-solving and collaboration skills, recognising that subject disciplines alone have not been enough to tackle some of the world's most pressing problems. Since June 2019, over 180 staff have been involved in the design of individual Ruskin modules. Through 2020-

21, 105 staff and students participated in 67 hours of formal CPD to support the design and facilitation of the interdisciplinary modules.

PGCert

The PGCert at ARU has an average intake of approximately 50–100 staff per year. It is underpinned by transformative learning, encouraging critical thinking, critical reflection, and critical questioning, to support Higher Education lecturers to challenge their own understanding and beliefs about their pedagogical approach.

It has been identified as a key driver to raise awareness of sustainable development amongst staff and to inform future practice. From September 2022, reflective, active learning, experiential, collaborative and learner-centered pedagogies will be explored through the lens of sustainability, thereby engaging learners in an understanding of the role that transformative learning plays in achieving sustainability outcomes.





■ Core curriculum in FBL

In the Faculty of Business and Law, we have pioneered the adoption of Education for Sustainability, connecting it with the agenda of Employability, through innovative programs such as the GoGreen movement, funded by the Higher Education Academy in collaboration with the National Union of Students.

We further developed two core and compulsory modules on Responsible Business and Sustainable Transformation and Environmental Practice STEP, and we have ensured that every course has a strong component of sustainability, social responsibility, inclusivity and ethics.

These modules have been accredited at the national level, with Responsible Business being accredited by the Chartered Management Institute for Corporate Responsibility (2017–2018), and STEP by the Institute of Environmental Management Auditing (2017–2019).

We have disseminated our experiences at international events, including the Rio + 20 in 2012; the British Academy of Management in 2014; Higher Education Academy; and the Environmental Association of Universities and Colleges in 2016.

Sustainability modules feature widely across our courses, and in 2021 ARU launched cross-institutional, Level 5 Ruskin modules. All undergraduate students from FBL must take one of these modules as part of their core curriculum. In 2021/22, a total of 22 staff members from a range of academic disciplines at ARU delivered the first iteration of Ruskin modules to 2327 students.

All Ruskin modules are framed by the UN Sustainable Development Goals and cover a range of topics, from 'Climate Justice and Social Inequality' to 'AI and the future'. Two of the modules are hosted in the Faculty of Business and Law: 'What is the real price tag on fashion?' and 'To be or not to be enterprising?'.

What is the real price tag on fashion?

'What is the real price tag on fashion?' is an interdisciplinary exploration of the impact that the fashion industry is having on people and the planet. Throughout the Ruskin module, students explore their role as Global Citizens as they reflect and evaluate their own consumption habits. The role of global brands and the clothing sector and their approach to Corporate Social Responsibility is also examined.

The module was delivered to 110 students in the 2021/22 academic year and 194 are registered for the 2022/23 academic year. Students attended the module from all four ARU faculties, with courses as varied as Accounting and Finance, Biomedical Science and Criminology represented on the module. The module was very popular among students.

"From the get-go, the discussions inspired me to think differently and especially deeper into the elaborate world of the fashion industry."



To be or not to be enterprising?

This module aims to develop students' enterprising competencies, including confidence building; using a creative questioning approach to situations; having a willingness to take risks whilst at the same time able to weigh-up the consequences; developing communication skills. The module uses real-life scenarios and practical tools to support students to develop an enterprising mindset. The module not only integrates ideas and actively involves all areas of the university, but also helps students to reflect on the underlying values of sustainability, responsibility and

care to ensure that they can thrive in an ever-changing environment.

The module was delivered to 91 students in the 2021/22 academic year, with students attending from disciplinary backgrounds including Education and Social Care and the Cambridge School of Art. The module was popular with students, with the Module Leader reporting that students enjoyed the experience and found it challenging, but also practical.



Climate Justice and Social Inequality: Can you be an agent for change?

The climate justice module supported students to think systemically when considering the impacts of climate change on different communities. Students focus on interdisciplinarity and emphasise the value of synergistic knowledge to evolve into skilled problem-solving agents of social change and climate protection.

The module was delivered to 80 students from across all four faculties in 2021/22, with 67 signed up to attend the module this year.

Students commented that the module supported them to “interact with people outside of [their] main studies and bounce ideas off of other people”.



Sustainability in student dissertations

Through their research projects and work placements our students are taking action to progress towards a more sustainable world.

FBL Students' dissertations tackle sustainability challenges

On average, by 2020 we were supervising approximately 20-40 students' research per year in the area of sustainability, responsibility and ethics. We also promote work based and service-learning opportunities for students doing their dissertations, and students are actively engaging in dissertations with real-world impact. For example, producing actual reductions in Carbon footprint in organizations like Cancer Research UK, Oxfam and Amnesty International. Across our Undergraduate and Postgraduate dissertations, DBAs and PhD research students are focusing on topics including the circular economy. The growing interest amongst students to engage with sustainability research is evidence of the impact of our efforts over the past two years to embed Education for Sustainability across our courses.

Sustainability dissertation project wins at our Undergraduate Major Project (UGMP) Poster Showcase event 2021/22

In the academic year 2021/22, we launched an UGMP poster showcase event for our Level 6 students to display their final year project work to employers, professional bodies and their families and friends. The poster is a summarised version of students' UGMP project, and at the event the students present their work, answer questions relating to it, and discuss it with attendees.

Mazen Yaacoub who presented his dissertation work on Homelessness in Cambridge won the inaugural UGMP Poster Showcase event.

FBL student wins ARU's sustainability dissertation prize

ARU's sustainability dissertation prize has been running since 2017 and has received entries from all four faculties. The prize encourages and supports students to undertake innovative research on the theme of sustainability in their discipline. The dissertation prize responds to calls by students for sustainability to be embedded into their curriculum, and aligns with national (QAA, 2021) and international (SDSN 2020) guidelines on best practice for sustainability education.

ARU's sustainability dissertation competition has proved popular amongst students in the Faculty of Business and Law. In 2017, BSc (Hons) Business Management student, Joseph Ball, won the prize for his dissertation entitled: 'Assessing Neighbourly Limited's approach to corporate social responsibility, stakeholders and sustainability reporting'.

The dissertation explores how one company's approach to Social Responsibility could be scaled up to benefit small and medium-sized enterprises, as well as offering support to companies already implementing sustainability reporting initiatives. The judges were very impressed by the work, commenting:

'This is a fascinating exploration of how an alternative approach to social responsibility, stakeholders, and sustainability might be possible for businesses and SMEs. We were extremely impressed by your extensive literature review and analysis. The dissertation clearly addresses sustainability from a broad perspective and has a demonstrable applied focus'.



Our students engage in hands-on sustainability work and projects

■ Co-curriculum

Beyond the core curriculum, students from FBL have the opportunity to gain sustainability skills and competencies through [ARU's Certificate for Professional Development](#). (ARUCPD).

ARUCPD is a unique and ARU-accredited co-curricular course of activities, designed to enhance students' employability profile and to enable them to be confident and successful from day one in their workplaces. Students gain current and future work skills through the CPD modules on offer.

In the 2021/22 academic year, an ARUCPD module focused on 'Sustainability in Action' was developed and will be launched in the 2022/23 academic year. This module will provide students with an opportunity to learn about sustainability challenges and crucially take practical actions towards addressing these challenges. Students can select to focus on one of two pathways within the module, and will work in vertically integrated teams involving students from different courses and year groups.

Sustainability reporting pathway

Sustainability reports use data to enable organisations to understand and report on their environmental and social performance. Students participating in this pathway will learn how to measure and report on sustainability metrics such as energy, water and carbon, gaining skills which are increasingly in demand as organisations seek to reduce their environmental footprint and enhance their sustainability performance.

Sustainability projects pathway

In this pathway students will design and deliver a real sustainability project. This project may aim to encourage a particular type of sustainable behaviour, e.g., relating to food, fashion, waste or water, or to raise awareness of a local sustainability problem, including loss of biodiversity, access to fresh food, green space or supporting the local community.

■ Extra-curriculum

We support the integration of sustainability across all aspects of our students' experience at ARU, encouraging them to lead sustainability activities and develop innovative initiatives through the extra curriculum.

Sustainability Summit

ARU's first student-led Sustainability Summit '[Driving Ambition](#)' was hosted online in April 2021 by Tatyana Sysak, an FBL student and the former President of the ARU Sustainability Society. The three-day summit

included a range of talks and workshops exploring the ways that sustainability can be embedded within the curriculum and across universities more widely. In total, 170 people signed up to the Sustainability Summit, with the opening ceremony being watched over 700 times and the closing ceremony being watched over 500 times.

"Working around the UN Sustainable Development Goals has changed my perceptions on business and corporations and ultimately made me realise what I want to do with my career: inspire and enable others to commit to a better planet and society".



Big Pitch

The Big Pitch is an annual business competition in which students produce innovative and exciting business ideas and are then given the chance to pitch for the money and support needed to make them happen. The competition includes two additional cash prizes for social enterprises.

Sebastiano Pagliaro, an FBL student, was one of the winners in the recent round (2022) of the Big Pitch competition. He pitched his 'Green Wave' business concept, which aims to develop technologies that use

running water from small-medium rivers, canals and streams to supply a new source of consistent renewable energy without disrupting the environment in the way that current dams do.



Sebastiano shares his experience

"From the initial step, which involves uploading a 60-second video, to making our final pitch in front of a large audience during the Grand Final, it has been an amazing journey.

I started learning about sustainability in 2018, just before I arrived in the UK. With a background in logistics and nautical services, I recognised a business opportunity in my hometown to develop and test a brand-new [multimodal passenger transport](#).

I then began to learn the fundamentals of resilience, adaptability, mechanics, logistics, engineering, and sustainability, and realised how challenging it would have been to win the Big Pitch if I hadn't embedded environmentally friendly, sustainable elements into my initial idea. I spent time thinking about how to set my product apart from that of my rivals and tie it in with the [SDGs](#). Thus, Green Wave came into existence."

Research with impact

Our research positions environmental sustainability as a central plank of social justice and a goal for entrepreneurial, applied innovation.

FBL's four research centres are:

- Centre for Intelligent Supply Chains
- Innovation, Management and PrACTice
- Centre for Pluralistic Economics
- Centre for Access to Justice and Inclusion.

Projects across these research centres have built strong foundations in this space and are aligned with institutional research priorities, including a new set of themes to be launched in September 2022: Sustainable Futures, Safe and Inclusive Communities and Health, Performance and wellbeing.

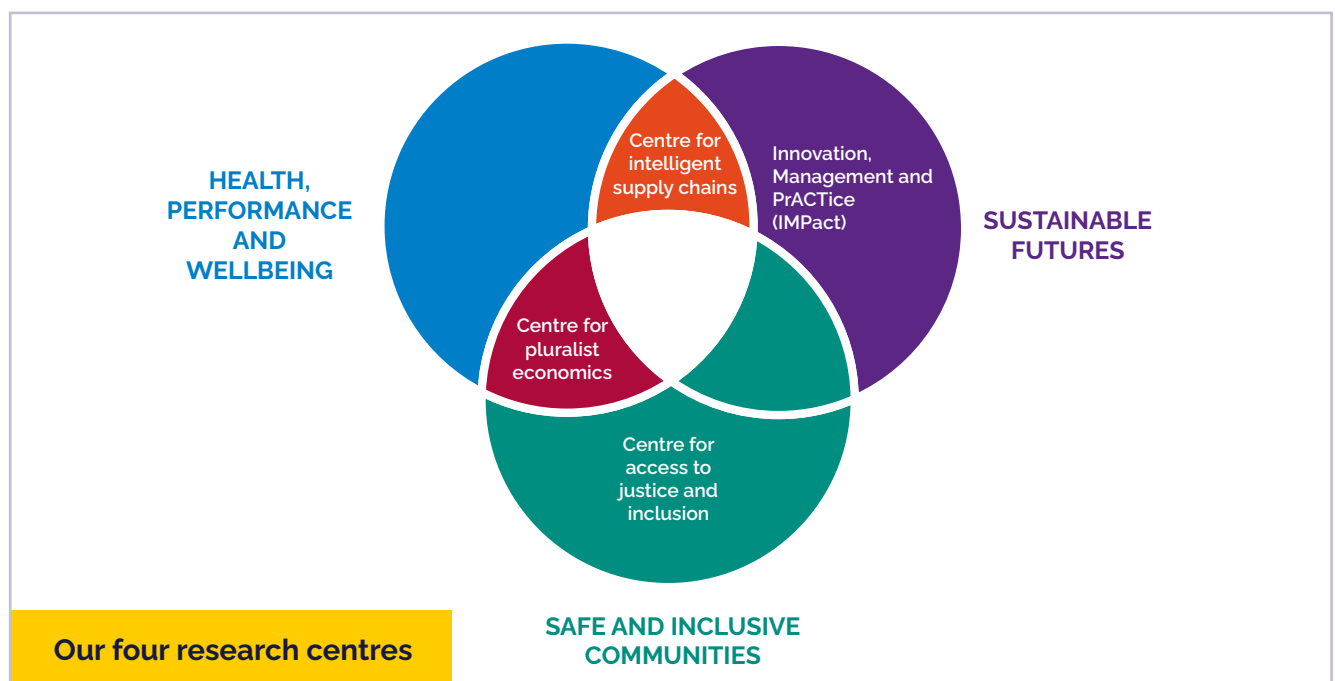
Research centres

Our research orientation is inherently interdisciplinary, and we have grown our interdisciplinary research capacity through collaborations with other faculties, working with other higher education institutions,

businesses and government organizations, to deliver sustainability research projects with local and global impacts.

Our Centre for Intelligent Supply Chains (CISC) core areas of expertise includes sustainability and the circular economy. As an example, CISC in collaboration with the Port of Felixstowe (UK), has developed a big data driven prediction tool, to improve the utilisation of rail transport of containers, to tackle the challenges of traffic congestion in roads and to reduce impacts on environments.

Our Innovation, Management and PrACTice (IMPact) Research Centre focuses on investigating how management, work and organization are changing in response to digitalisation and sustainability, underpinned by a belief that enterprise and innovation, along with social, organizational and economic transformation, are key to future prosperity, sustainability and wellbeing. IMPact is investigating the role of business and government in developing a circular economy (Blueprint project, in partnership with Essex County Council), eco-systems services (IRENES, in partnership with IUAV University of Venice), and low/zero carbon business opportunities (1. Eastern New Energy project, in partnership with the University of East London. 2. South Eastern New Energy in partnership with the University of East London, Kent and Essex County Councils and the South East Local Enterprise Partnership).





Our Centre for Intelligent Supply Chains (CISC) core areas of expertise includes sustainability and the circular economy. As an example, CISC in collaboration with the Port of Felixstowe (UK), has developed a bigdata driven prediction tool, to improve the utilisation of rail transport of containers, to tackle the challenges of traffic congestion in roads and to reduce impacts on environments.

More sample flagship research projects

	BLUEPRINT	IRENES	BRONZE
Overview of the research projects and their current or potential impact	BLUEPRINT is a practical delivery research project for which ARU leads on one of three work packages (WP). The WP focuses on increasing the knowledge of disadvantaged learners on the circular economy through social enterprise and training organisation support. By April 2023, the project will have trained 1,300 learners and over the following year would have supported 130 into work.	IRENES is concerned with the intersection between renewable energy sources and ecosystem services. Through a State of the Art assessment, policy and financial instrument review, and a Trade-Offs and Synergies analysis a Land Use Tool is going to be created and linked to the Energy Systems Catapult Net Zero Go platform. This will enable local authorities and communities to consider, plan and deliver renewable energy sources in a more holistic way considering land use, value and assets equally with energy generation potential to reach the Government's Net Zero Strategy target.	BRONZE is researching the challenges and barriers Essex businesses face when navigating the Net-Zero Carbon transition, and when offering their goods and services to public sector organisations. The project will identify what local authorities and universities can do to support businesses and ensure that the plethora of support available is correctly promoted and signposted. A key outcome is the identification of gaps where action is required.
Description of sponsorship, funding and partnerships for the research projects	Interreg Europe France Channel England funded, led by Essex County Council with project delivery partners in France and England.	Interreg Europe funded, led by IUAV in Venice, Italy, with project delivery partners in Germany, Estonia, Romania and England.	UK Government funded via the Local Government Association and supported by UCL. BRONZE is one of 12 currently funded six month projects and is delivered by Essex County Council and ARU.

Social inclusion and marginalised communities are one of the research strengths within our Centre for Pluralistic Economics (CPE) and Centre for Access to Justice and Inclusion. Our Centre for Pluralistic Economics research is focused on the economics of equality and diversity across labour markets, health, global development, and innovation. Eco-feminism, sustainability and social responsibility are part of CPE's key themes.

Our Centre for Access to Justice and Inclusion generates theoretically rigorous insights into the practical concerns of business and society, informing policy and practice, globally and within our region.

Our research is making real world impact toward our common goal for a sustainable world.

Staff are also actively involved in Knowledge Transfer Initiatives, working with businesses and local authorities to address sustainability challenges. For example, staff are participating in programmes such as KEEP supporting SMEs (Small Medium Enterprises) in the area of environmental management, as well as working with Hexcel to design, develop and implement an innovative Supply Chain Sustainability Toolkit and Live Dashboard to enhance capability to monitor, measure, and reduce environmental impacts and facilitate future decision making within the company.



Staff and student collaborations for sustainability

Research projects merge staff and students' sustainability knowledge where they engage in hands-on solutions to the pressing problems of the planet.

Our transformative programmes, including our flagship initiative, Students at the Heart of Knowledge Exchange (SHoKE), has enabled students to develop links with local organisations, including Cambridgeshire County Council, Essex County Council and local NHS trusts.

Students primarily engage with SHoKE through two programmes: 'Student Consult' and 'Impact24'. SHoKE inserts new content, learning methods and transformative approaches, including experiential and interdisciplinary learning and new skills, into extra-curricular learning opportunities.

The SHoKE Student Consult programme provides students with the opportunity to engage in semi-professional consultancy projects delivered by teams of postgraduates and researchers, trained and supported by professional staff at ARU. The challenges are set by local authority representatives. Student teams have worked directly on projects involving a number of the Sustainable Development Goals, including:



Goal 3 – Good Health and Wellbeing

Engagement with Health partners and the NHS



Goal 5 – Gender Equality

Women's safety, partnerships with Essex Police



Goal 9 Industry Innovation and Infrastructure

Bringing together diverse and creative students to provide innovative problem-solving advice



Goal 13 Climate Action

Engaging with social care teams with climate change and exploring how to engage young people with climate change



Goal 17 Partnerships for the Goals

All our activities have linked students with each other to form communities and with ARU mentors and external partners.

Students from the Faculty of Business and Law also have the opportunity to team up with other ARU students via the Impact 24 programme. Impact24 enables students (supported by academic staff mentors) to contribute to addressing regional social, economic and environmental challenges. For example, students have tackled questions such as 'What is the best methodology for estimating carbon emissions from staff travel by public transport and staff commuting to/from work, given the limited raw data available?' and 'How can we integrate a value of carbon emissions or carbon savings into financial business case templates?'.

In total, four Impact24 events took place between February 2021 and May 2022 with a cohort of 100 students. Participants included five FBL School of Management staff who supported students as mentors, and 23 School of Management students, including seven at a postgraduate level and 16 at an undergraduate level.



ARU students have tackled questions such as 'What is the best methodology for estimating carbon emissions from staff travel by public transport and staff commuting to/from work, given the limited raw data available?'

Next steps

In our second SIP report, we intend to share an update on key performance indicators being used to determine our institution's progress across our four sustainability focus areas.

ARU remains committed to sustainability being at the core of our operations. We will continue to work to achieve zero carbon by 2045 and will ensure our financial assets are used to support solutions to the climate emergency, including working with our pension providers.

ARU is committed to developing our students' awareness of sustainability and making sustainability outcomes more visible in the teaching methods and content we use. Alongside embedding sustainability into our FBL undergraduate courses, we plan to implement a curriculum development approach at scale for all undergraduate and postgraduate course (re)approvals in a way that aligns with our active learning approach.

We will include sustainability alongside interdisciplinarity, inclusion and employability as cross-cutting design and enhancement themes.

To do this, we will draw upon the existing expertise in ARU. In Phase 1 we will confirm our approach, process, mechanism and then, in Phase 2 incorporate the SDGs as curriculum design principles to ensure they are integrated in curricula across the institution.

Research across our FBL centres will continue to be impact focused, and we will expand our collaborations with local government, through funded projects exploring sustainability, renewable energy, and transportation. This will build on our track record of funded, collaborative research into areas including the circular economy (Blueprint, with Essex County Council), renewable energy (Eastern New Energy, with Suffolk County Council), and eco-systems services (IRENEs, in collaboration IUAV University of Venice, and governmental partners in Italy, Germany, Estonia and Romania).

ARU's Knowledge Transfer programme, SHoKE, which has developed links with organizations within our communities, has received confirmation that it will continue for another three years. We are looking forward to the next set of sustainability challenges our staff and students will be actively working on as part of SHoKE's 'Student Consult' and 'Impact24' programmes.



Publications

- Acevedo, B., and Malevicius, R., and Fadli, H., and Lamberti, C. 2022. Aesthetics and education for sustainability. *Culture and Organization*. ISSN 1477-2760
- Baines, S., Fox, C., McNeill, T., & Martin, L. 2021. Social Innovation and Co-creation in Small scale Renewable Energy: an Asset-based Approach. *Polish Political Science Review*, 9 (2). pp. 26-39. ISSN 2353-3773
- Boddy, C., & Boulter, L. 2022. [Psychopathy and an Absence of Love in Organizations](#). In: Love and Organization Lessons of Love for Human Dignity, Leadership and Motivation. *Humanistic Management*. Routledge, New York, NY, pp. 298-326. ISBN 9781032183190
- Breen L. & Xie. Y. 2015. Waste not, want not. What are the drivers of sustainable medicines recycling in National Health Service (NHS) hospital pharmacies (UK)?, *International Journal of Procurement Management*, 8(1/2), pp.82-103.
- Cade, N., Everett, S., & Duignan, M., B. 2021. [Leveraging digital and physical spaces to 'de-risk' and access Rio's favela communities](#). *Tourism Geographies*, 23 (1-2). pp. 249-274. ISSN 1470-1340
- De Jesus, A., Lammi, M., Domenech, T., Vanhuyse, F., & Mendonça, S. 2021. [Eco-Innovation Diversity in a Circular Economy: Towards Circular Innovation Studies](#). *Sustainability*, 13 (19). p. 10974. ISSN 2071-1050
- Drydakakis, N. 2021. [Mobile applications aiming to facilitate immigrants' societal integration and overall level of integration, health and mental health. Does artificial intelligence enhance outcomes?](#) *Computers in Human Behavior*, 117. p. 106661. ISSN 0747-5632
- Drydakakis, N. 2021. [Sex workers' self-reported physical and mental health in Greece. A repeated cross-sectional study in 2009, 2013 and 2019](#). *Culture, Health & Sexuality*. ISSN 1464-5351
- Drydakakis, N. 2021. [Sexual orientation discrimination in the labor market against gay men](#). *Review of Economics of the Household*. ISSN 1573-7152
- Drydakakis, N. 2021. [Social Rejection, Family Acceptance, Economic Recession and Physical and Mental Health of Sexual Minorities](#). *Sexuality Research and Social Policy*. ISSN 1553-6610
- Drydakakis, N. 2021. [Improving Entrepreneurs' Digital Skills and Firms' Digital Competencies through Business Apps Training: A Study of Small Firms](#). *Sustainability*, 14 (8). p. 4417. ISSN 2071-1050
- Drydakakis, N. 2022. [Sexual Orientation and Earnings. A Meta-Analysis 2012-2020](#). *Journal of Population Economics*, 35. pp. 409-440. ISSN 1432-1475
- Drydakakis, N. 2022. [The perceived social rejection of sexual minorities: Substance use and unprotected sexual intercourse](#). *Drug and Alcohol Review*. ISSN 1465-3362
- Jacob, C., Sezgin, E., Sanchez-Vazquez, A., & Ivory, C. 2022. [Sociotechnical Factors Affecting Patients' Adoption of Mobile Health Tools: Systematic Literature Review and Narrative Synthesis](#). *JMIR mHealth and uHealth*, 10 (5). e36284. ISSN 2291-5222
- Kapetanaki, A., Halliday, S., & Tzempelikos, N. 2021. [Building relationships: Is this the answer to effective nutrition policy formulation?](#) *Journal of Consumer Affairs*, 55 (3). pp. 1090-1110. ISSN 1745-6606
- Kariyawasam, R. 2021. [Information and Communications Technologies: Bridging the Digital Divide Through the Right Mix of Competition Policy and Intellectual Property](#). In: *Competition Policy and Intellectual Property in Today's Global Economy*. Cambridge University Press, Cambridge, UK, pp. 332-370. ISBN 9781108157827
- Liñán, F., Jaén, I., & Martin, D. 2022. [Does entrepreneurship fit her? Women entrepreneurs, gender role orientation and entrepreneurial culture](#). *Small Business Economics*, 58. pp. 1051-1071.
- Sule, O. F. 2019. *Embedding sustainability within higher education: current commitments, approaches and outcomes in higher educational institutions*. Doctoral thesis, Anglia Ruskin University.
- Sule, O. F., & Greig, A. 2017. *Embedding Education for Sustainable Development (ESD) Within the Curriculum of UK Higher Educational Institutions (HEIs): Strategic Priorities'*
- Pardhan, S., & Drydakakis, N. 2021. [Associating the Change in New COVID-19 Cases to GDP per Capita in 38 European Countries in the First Wave of the Pandemic](#). *Frontiers in Public Health*, 8. p. 582140. ISSN 2296-2565
- Pereira, V., Tuffour, J., Patnaik, S., Temouri, Y., Malik, A., & Singh, S. 2021. [The quest for CSR: Mapping responsible and irresponsible practices in an intra-organizational context in Ghana's gold mining industry](#). *Journal of Business Research*, 135. pp. 268-281. ISSN 0148-2963
- Sarkar, S., K. 2021. [Socialisation: How it augments ecotourists' experiential satisfaction during ecotrips and after \(in social media](#)

- [aided virtual settings](#)). In: *Routledge Handbook of Ecotourism*. Routledge, London, UK, pp. 254-261. ISBN 9781003001768
- Schwabenland, C., & Hirst, A. 2022. [Solidarity with Soufra: dividuality and joint action with Palestinian women refugees](#). *Organization*, 29 (2). pp. 324-344. ISSN 1461-7323
- Sheng, X., Gupta, R., & Çepni, O. 2022. [Persistence of state-level uncertainty of the United States: The role of climate risks](#). *Economics Letters*, 215. p. 110500. ISSN 0165-1765
- Spear, S., Morey, Y., & Van Steen, T. 2021. [Academics' perceptions and experiences of working with students with mental health problems: insights from across the UK higher education sector](#). *Higher Education Research and Development*, 40 (5). pp. 1117-1130. ISSN 1469-8366
- Xie Y., & Breen L. 2012. Greening community pharmaceutical supply chain in UK: a cross boundary approach, *Supply Chain Management: an International Journal*, 17(1), 40-53.
- Xie Y., Zhao Y. Q. Chen Y.H. & Allen C. J. 2022. Green construction supply chain management: integrating governmental intervention and public-private partnerships through ecological modernisation, *Journal of Cleaner Production* (indexed in SCI) 331, 129986.
- Xie. Y & Breen L. 2014. Who cares wins? A comparative analysis of household waste medicines and batteries reverse logistics systems-the case of the NHS (UK), *Supply Chain Management: an International Journal*, 19 (4), pp.455-474.
- Xie. Y, Breen L., Charrett T., Zheng D.C., % Allen C.J. 2016. An exploratory study of reverse exchange systems used for medical devices in the UK National Health Service (NHS), *Supply Chain Management: an International Journal*, 21(2), pp.194 – 215.
- Zammit B. A., & Hosen, S. 2021. [The Impact of Long-Delayed Prosecutions on Fighting Impunity in Bangladesh](#). In: *Asian Society of International Law 8th Biennial Conference: What Place for International Law in the Asian Future?*, Online.

Get in touch

Email obehi.sule@aru.ac.uk

Visit aru.ac.uk/business-and-law

Cambridge campus

East Road, Cambridge CB1 1PT

Chelmsford campus

Bishop Hall Lane, Chelmsford CM1 1SQ

ARU Peterborough

University House, Bishop's Road, Peterborough, PE1 5BW

