



University of  
**Strathclyde**  
Business  
School

# Strathclyde Business School

## Sharing Information on Progress Report

### 2021-2023

**PRME** Principles for Responsible  
Management Education

*an initiative of the United Nations Global Compact*

## Message from the Executive Dean



This is Strathclyde Business School's (SBS) sixth report since becoming a signatory to the UN Principles for Responsible Management Education (PRME). Strathclyde Business School continues to support and commit to the PRME principles, strengthening the School's vision to be a socially progressive, world-class business school located within and integral to a leading technological university.

Social responsibility and sustainability are issues of concern for businesses, industry, professional bodies and individuals. With increasing pressures and challenges worldwide in areas such as energy, the environment, financial regulation, living conditions and inequality, universities must create a positive social impact.

We provide our students with the relevant knowledge and understanding of the decisions made in industry, which could affect society at large. We work with public, private and third-sector organisations to produce graduates with responsible management education and carry out research, which leads to positive social impact.

Professor Iain Black has been recruited to lead the Business Schools Sustainability strategy, including on PRME. Professor Black is a highly experienced sustainable development academic with long-standing expertise in exploring the barriers to action on sustainability, advising the government, and leading development solutions focused on online and hybrid climate change training. His overall task is to change how the Faculty embed sustainability in everything we do. His hiring supports the school's investment in the Centre for Sustainable Development, showing that we are determined to 'put our money where our mouth is'.

In 2009, the University signed the 'SDG Accord'. The Sustainable Development Goals align with the University's values, and much of what the University currently does in teaching, research and operational activities already aligns with the 17 goals, as detailed in this report.

We are committed to working internally and externally with integrity, openly, and respectfully and are delighted to renew our commitment to the PRME principles. This progress report gathers examples to highlight the importance of corporate responsibility and our commitment to these principles in action.

A handwritten signature in black ink, appearing to read 'David Hillier'.

Professor David Hillier  
Associate Principal & Executive Dean, Strathclyde Business School

## PRME Forward by Professor Iain Black



Welcome,

The business world has faced many predicted and predictable crises in the two years since our last SIP report. The climate crisis intensifies, as do the broader planetary emergencies, and this has exacerbated the unprecedented and unaffordable cost of living increases driven by the war in Ukraine. These crises, of course, hit the poorest and most vulnerable first and have placed unsustainable burdens on many businesses. It is how to manage in such contexts that we need PRME.

Crises need emergency responses, and this PRME report details a period of significant intensification in the scope of action taken by the staff of the Strathclyde Business School, guided by the socially inclusive values of our leading technological university. We aim to ensure our approach to responsible management is systemic, critical (in terms of speed and academic practice), and respectful. In this way, we seek to build on the significant progress already made and ensure that our actions on the SDGs and PRME are valued and values-driven, not one more thing we need to report.

We are proud of the achievements that feature activities and staff across all our academic departments, research centres, Professional Services and Operations. These highlight just some of the values-driven, nationally and internationally important work we do striving to address global and grand challenges.

Our intensification has been marked by significant investments in staff and governance structures to ensure we understand our current activity and impact and how to connect and amplify this toward the goals of supporting the societal and business transformations required by the social justice and sustainability emergencies. We have also reflected on both how we embed responsible management, action on the SDG's and the climate crises across everything we do, but as necessary, we have discussed what we should embed.

We are research-driven in what we do and how we do it, and to this end, we will continue engaging with Education for Sustainable Development (ESD) and Education for Diversity and Inclusion (EDI) networks internally and externally to guide how to embed practice. Internally we are supported expertly by our Centre for Sustainable Development and through the University's Organisational and Staff Development Unit (OSDU).

The objective of this report is to highlight our future plan. To this end, we are excited about the work ahead to refine further our Sustainability Strategy Mission and Vision and how to operationalise the systematic embedding of action required by the emergencies faced. Crucially, we will discuss how to include recognition and respect of Planetary boundaries and social foundations as guiding value creation in teaching research, Knowledge exchange and Internationalisation. In two years, we aim to report on a broader evidence base providing transparent evidence of our progress toward the PRME principles. Part of the answers to this will come through collaborative methodologies deployed on existing internal databases and through appropriate staff and student surveys. We intend to provide useful information to the communities of practice, research centres, teaching clusters and individual academics.

As we look back and forward, I would like to thank the University of Strathclyde Business School Dean, Professor David Hillier, for the clear leadership and financial investment ensuring we are 'putting our money where our mouth is'. I also want to thank and commend colleagues from all departments and functions in SBS for their commitment and work as we continue to create a school that delivers value to businesses through a social approach on a healthy planet. Finally, I would like to recognise the work of PRME Chapter Scotland for the open and collegial approach taken to sharing experiences, ideas and solutions to the issues we all face.



# PRME Principles for Responsible Management Education

*an initiative of the United Nations Global Compact*

Launched at the 2007 UN Global Compact Leaders' Summit in Geneva, the Principles for Responsible Management Education (PRME) initiative is the most significant organised relationship between the United Nations and business schools, with the PRME Secretariat housed in the UN Global Compact Office. The mission of PRME is to transform management education, research and thought leadership globally by providing the Principles for Responsible Management Education framework, developing learning communities and promoting awareness about the United Nations' Sustainable Development Goals.

The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact's Ten Principles, and provide an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research. They seek to establish a continuous improvement process among institutions of management education to develop a new generation of business leaders capable of managing the complex challenges faced by businesses and society in the 21st century.

The PRME Principles, as evidenced throughout this SIP Report, are:



## **Principle 1 | Purpose**

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## **Principle 2 | Values**

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



## **Principle 3 | Method**

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



## **Principle 4 | Research**

We will engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## **Principle 5 | Partnership**

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



## **Principle 6 | Dialogue**

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

# SUSTAINABLE DEVELOPMENT GOALS



The SDGs were adopted by the UN in 2015 to provide a framework for developing the world in a sustainable way by 2030 and seek to address: ending poverty and hunger; promoting good health and wellbeing; quality education; achieving gender equality; economic growth; providing access to clean water and sanitation; affordable and clean energy; and, tackling climate change.

**Goal 1:** End poverty in all its forms everywhere.

**Goal 2:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

**Goal 3:** Ensure healthy lives and promote well-being for all ages.

**Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

**Goal 5:** Achieve gender equality and empower all women and girls.

**Goal 6:** Ensure availability and sustainable management of water and sanitation for all.

**Goal 7:** Ensure access to affordable, reliable, sustainable and modern energy for all.

**Goal 8:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

**Goal 9:** Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

**Goal 10:** Reduce inequality within and among countries.

**Goal 11:** Make cities and human settlements inclusive, safe, resilient and sustainable.

**Goal 12:** Ensure sustainable consumption and production patterns.

**Goal 13:** Take urgent action to combat climate change and its impacts.

**Goal 14:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

**Goal 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and biodiversity loss.

**Goal 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

**Goal 17:** Strengthen the means of implementation and revitalise the global partnership for sustainable development.



## **A Little History**

Founded in 1948, the University of Strathclyde Business School is a pioneering, internationally renowned academic organisation that shapes and develops the business minds of tomorrow. Strathclyde Business School is one of four faculties forming the University of Strathclyde in Glasgow. The University was established in 1796 as 'the place of useful learning', which remains at the forefront of our mission today.

## **Our Teaching**

Strathclyde Business School's subject departments and specialist units collaborate to provide a varied programme of specialist and cross-disciplinary courses. We have established international centres where we offer degrees, such as the Strathclyde MBA.

## **A Collaborative Approach**

We have firm roots in the business community in and around our home city of Glasgow, which extends nationally and internationally. We pride ourselves on our collaborative approach to working alongside industry, building mutually beneficial relationships which add value to organisations and individuals.

## **International Accreditation and Recognition**

The School has held triple accreditation from the three main business school accreditation bodies, AMBA, EQUIS and AACSB, since 2004. We were the first business school in Scotland to achieve triple accreditation. We were also the first business school in Scotland to be awarded the Small Business Charter Award, which recognises our world-leading support for scaling Scottish firms through innovation, internationalisation and leadership. Our departments and programmes also hold internationally recognised industry accreditations such as CIMA, ICAS and CIPD.

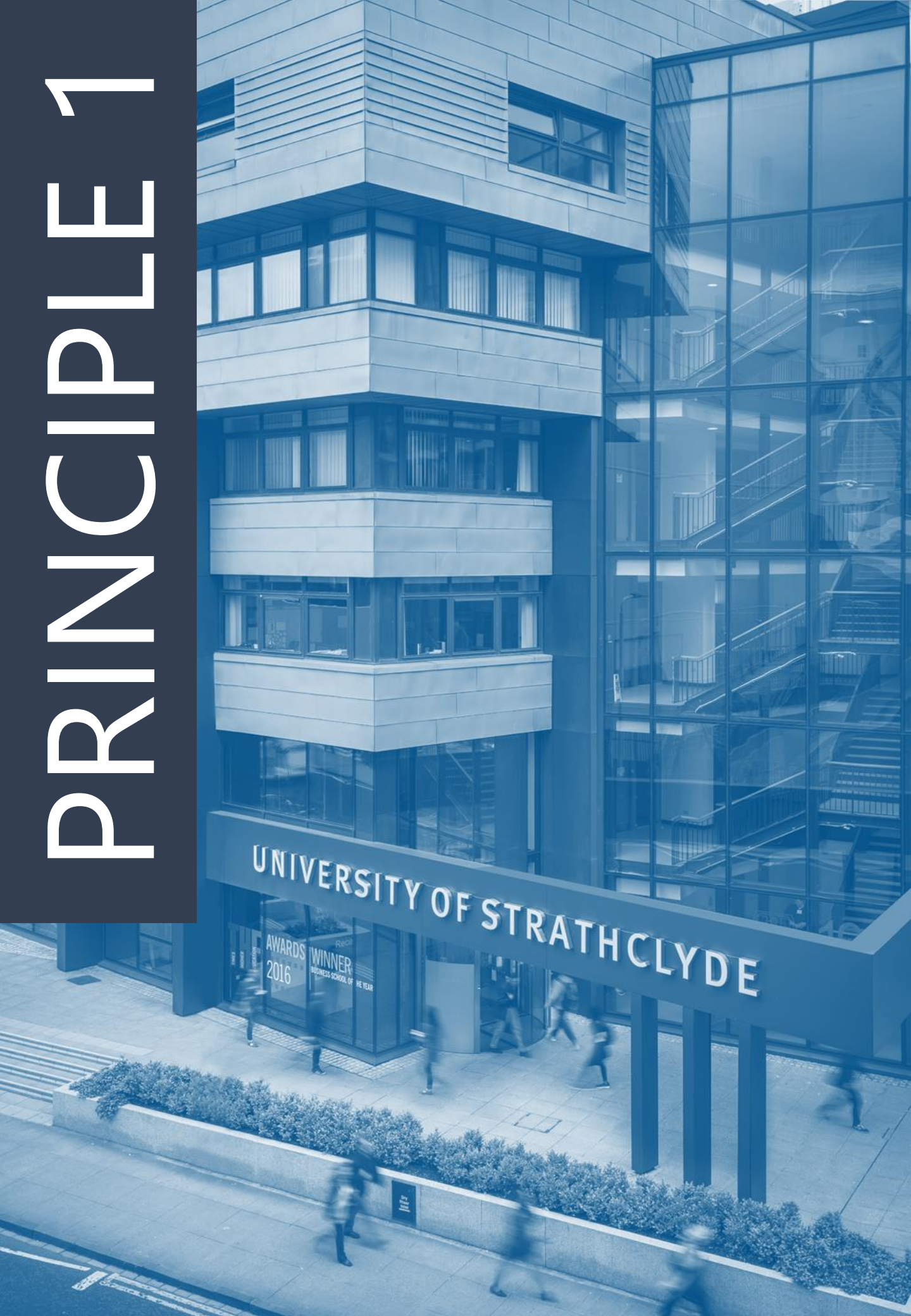
## **Research Excellence**

High-quality research remains a central element of the School's strategy and performance. We performed well in the recent UK-wide research excellence exercise (REF2021) with a strong rating for having a research environment conducive to producing research of world-leading quality and enabling outstanding impact, and the Times Higher Education ranking placed us 16th in the UK in terms of Research Power with a 42% of our outputs judged to be world-leading (sector average being 35%), rising to 81% when combined with the outputs judged to be internationally excellent, with the impact of the majority of our output being assessed as outstanding.

# PRINCIPLE 1

UNIVERSITY OF STRATHCLYDE

AWARDS WINNER  
2016  
BUSINESS SCHOOL OF THE YEAR







## Principle 1 | Purpose

We will develop students' capabilities to be future generators of sustainable value for business and society and work for an inclusive and sustainable global economy.

As a place of useful learning, the University of Strathclyde is committed to ensuring that our students work closely with private, public and third-sector organisations to develop a practical understanding and a theoretical framing of challenges and opportunities facing business and society. Throughout their time at Strathclyde, students will meet business and civil society representatives in the classroom, through site and field visits, and during placements at home and overseas. They will also develop relevant skills to help them identify opportunities and empower them to take on challenges.

## Introduction

The School embraces its responsibility to research, teach and be of benefit to society and business to make the world better educated, prosperous, healthy, fair, and secure. The School formalised its long-term commitment to social and environmental responsibility by signing up for the United Nations Principles for Responsible Management Education (PRME) scheme in May 2011. The School continues engaging with the PRME agenda, publishing six reports.

As a socially progressive institution, the University is enabling access to education by people from the broadest possible range of backgrounds, and all ages and stages of life, providing tailored, personalised support, promoting wellbeing, and fostering onward success.

## Our Purpose

As part of the University of Strathclyde, the School benefits immensely from welcoming diversity across society and the world. It will always remain open and outward-looking, and the School will continue to focus on improving diversity, enabling inclusion, and promoting equality at Strathclyde.

To advance this work, the School has appointed Professor Iain Black to lead and develop its sustainability strategy. The intention is that environmental and social sustainability is embedded formally into each function of the School. This strategy intends to ensure that our graduates are not only fully capable of contributing to the achievement of the SDGs and the transformation required to live within planetary and social boundaries but doing so represents what is expected rather than a discretionary path they can take. The University has invested enormously in our campus to deliver a first-class experience for our increasingly international and diverse student body while advancing towards net zero by setting ambitious and challenging milestones, mindful of the urgent need to reduce humankind's impact on our planet.



## Strategic Plan

The alignment of the School's strategy as a socially progressive business school, building on the University's history and positioning as a connected and accessible institution grounded in its founder's vision as a place of useful learning. Informed by the University's vision and strategy (currently the Strategic Plan for 2020-2025), the School's strategic development aligns with five goals: Outstanding Student Education and Experience, World-Leading Research, Transformative Innovation and Impact, Global Engagement, and Operational Excellence.

## University's Strategic Framework

Our Vision	A leading international technological university, inspired by its founding mission, that is socially progressive and makes a positive difference in the lives of its students, to society and to the world				
Our Mission	From our foundation as <i>a place of useful learning</i> , we take it as our responsibility to research, teach and be of benefit to society – to reach outside the university to make the world better educated, prosperous, healthy, fair and secure				
Strategic Themes	Outstanding Education and Student Experience		World-Leading Research		Transformative Innovation and Impact
Cross-cutting Themes	Global Engagement			Operational Excellence	
Our Values	People-oriented	Bold	Innovative	Collaborative	Ambitious

Our commitment to sustainability underpins the entire Strategy.



## Centre for Sustainable Development

Established as a university centre in October 2020 and based in the School, the Centre aims to bring coherence to our global socially progressive vision. In keeping with the UN SDGs, the Centre seeks to foster collaboration and equitable partnerships to ensure no one is left behind, particularly by building on the University's excellent record of accomplishment and relationships with industry.

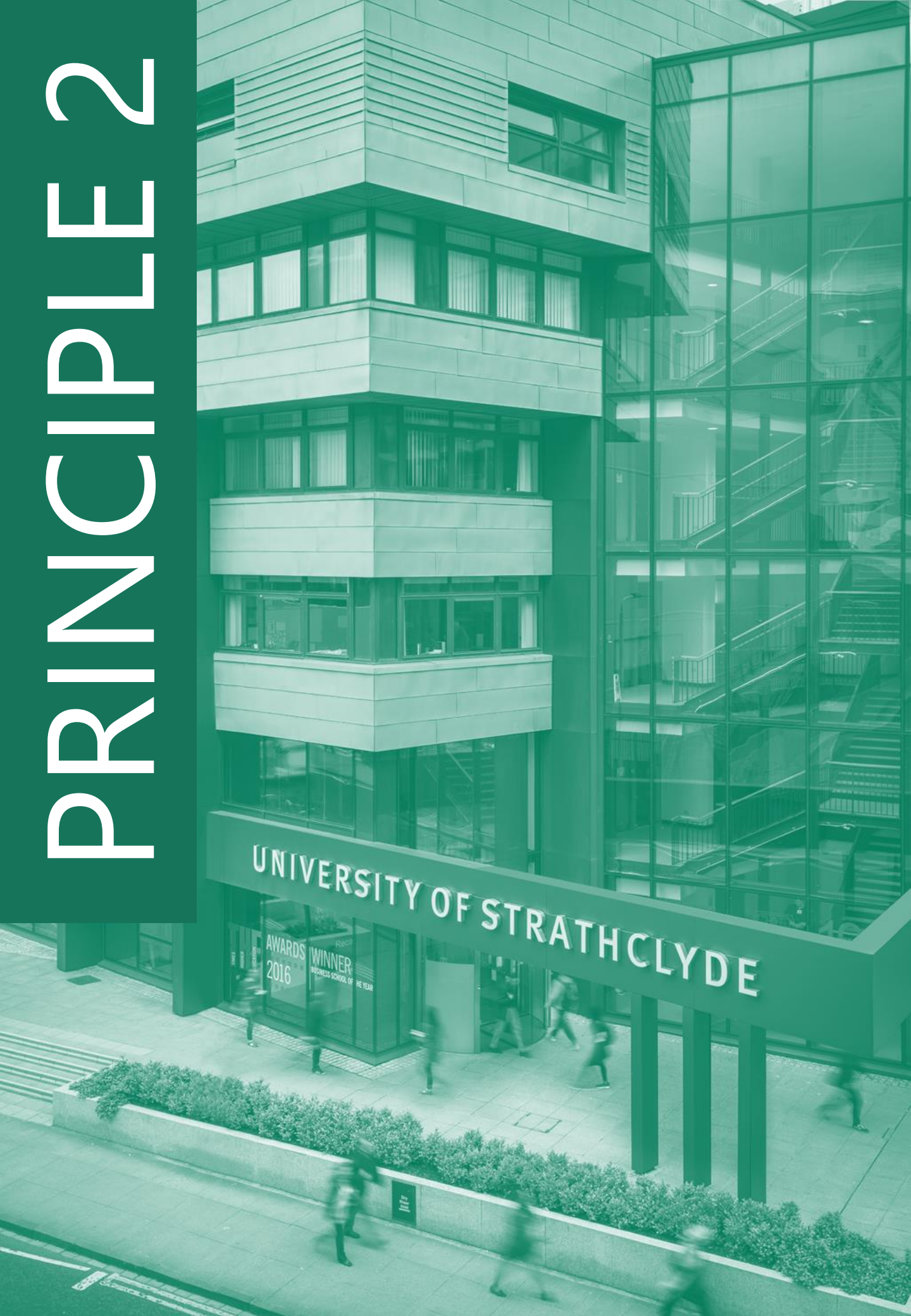
Professor David Hillier, Executive Dean of Strathclyde Business School, championed the development and creation of the University's Centre for Sustainable Development to encourage multi-disciplinary collaborations at all levels and the pursuit of Sustainable Development Goals. The University established the Centre for Sustainable Development in October 2020, housed within the Strathclyde Business School. The Centre aims to bring coherence to the University's global and socially progressive vision. In keeping with the principles of the UN SDGs, the Centre seeks to foster collaboration and equitable partnerships to ensure that no one is left behind, particularly building on its excellent record of accomplishment of relationships with industry. The Centre, pulling in interdisciplinary teams from all four faculties in the University, has five thematic areas: Education and Awareness, Research, Capacity Building, Partnerships, and Thought Leadership.

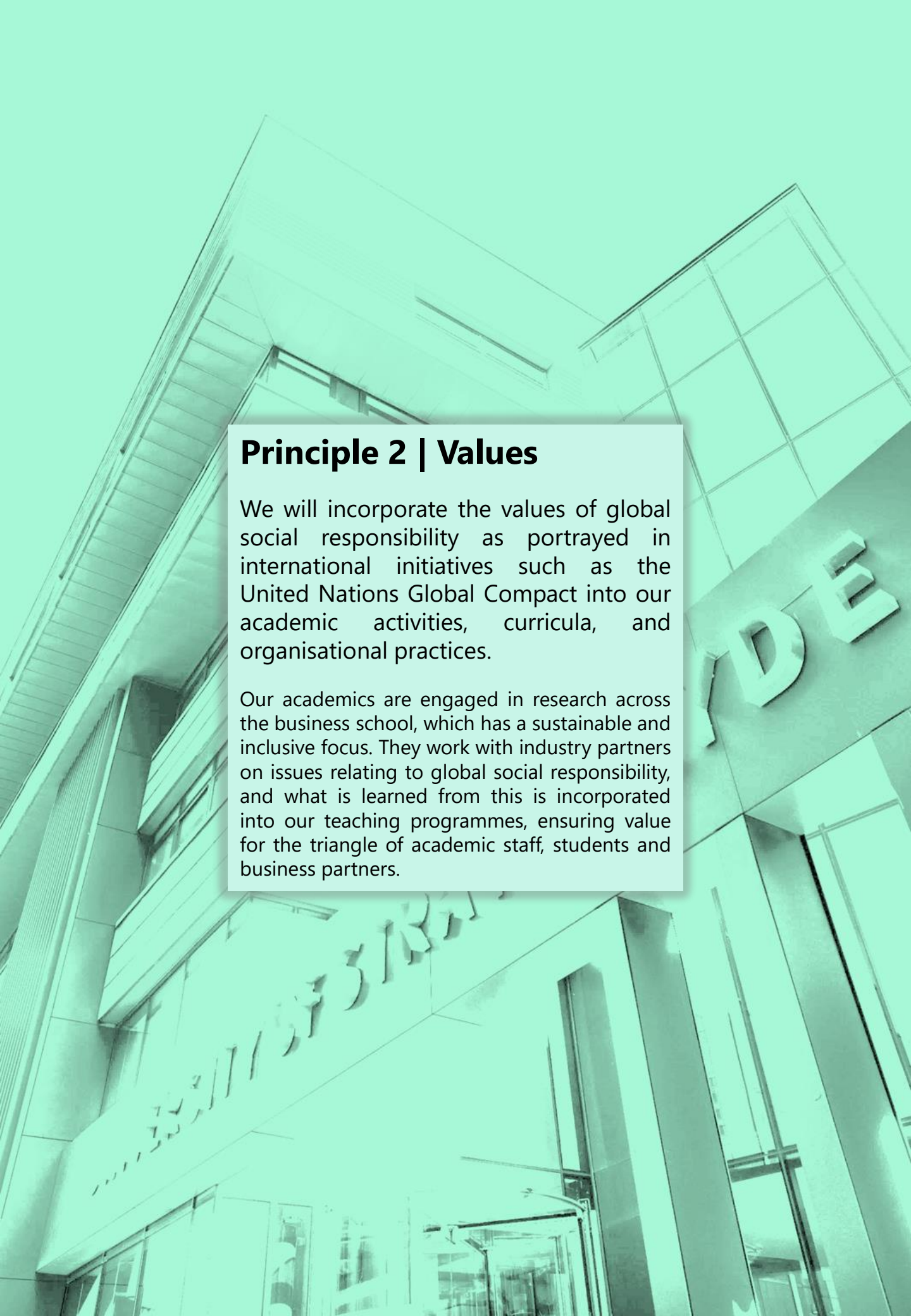


# PRINCIPLE 2

UNIVERSITY OF STRATHCLYDE

AWARDS WINNER  
2016  
BUSINESS SCHOOL OF THE YEAR





## Principle 2 | Values

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

Our academics are engaged in research across the business school, which has a sustainable and inclusive focus. They work with industry partners on issues relating to global social responsibility, and what is learned from this is incorporated into our teaching programmes, ensuring value for the triangle of academic staff, students and business partners.

## Our Values

The School works within the core University values of being people-orientated, bold, innovative, ambitious, and collaborative. These values, whilst being University defined and therefore not explicitly referring to management education, do take cognisance of appropriate and managing risk in the School's decision-making and working with integrity and in an open, respectful way.

**Ambitious:** for our institution, staff and students, as well as supporting the ambitions of our partners.

**Bold:** confident and challenging in what we do and supportive of embracing appropriate and managed risk in our decision-making.

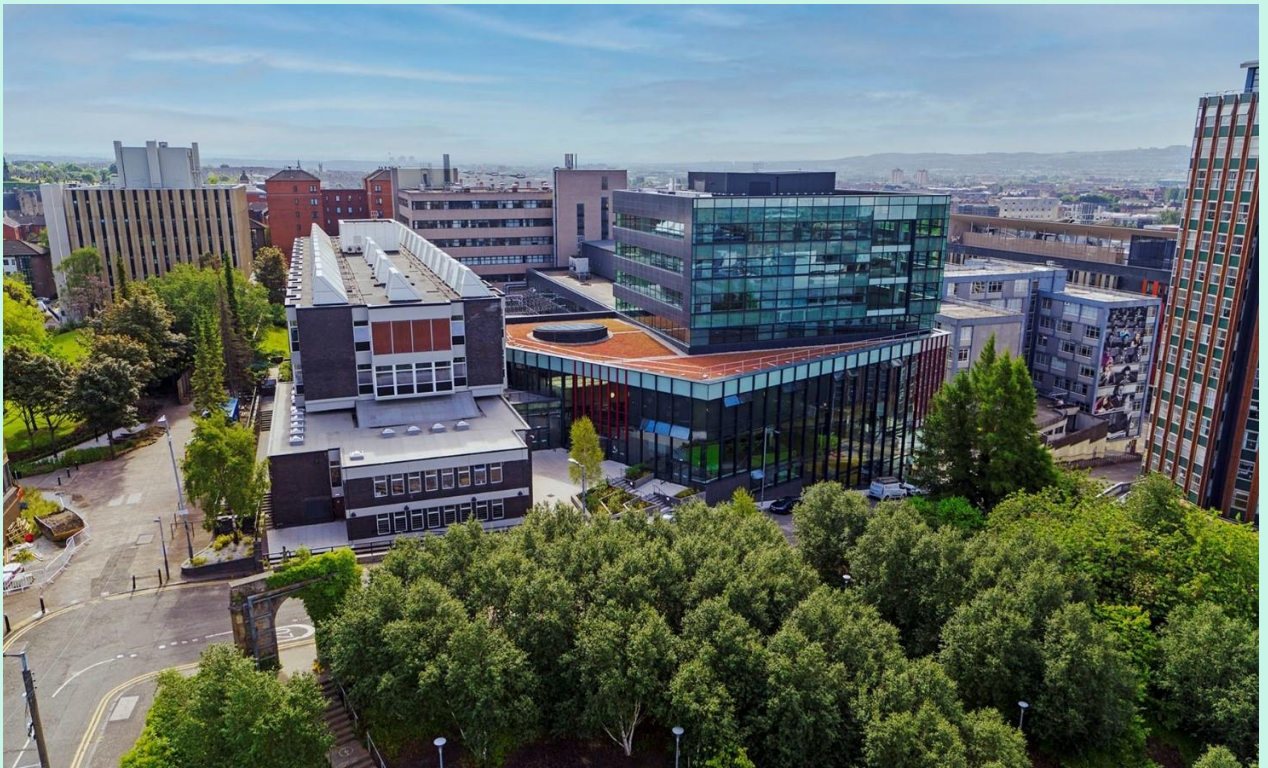
**Collaborative:** working together, with our colleagues and external partners, with integrity and in an open, respectful way.

**Innovative:** focused on discovering and applying knowledge with impact, encouraging creative thinking and new ideas.

**People-oriented:** committed to our staff and students, providing opportunities and investing in their development.

## Our Mission

The mission of the School is to make a positive difference in the lives of its students, society, and the world. All within the context of the founding mission of the University of Strathclyde of being a place of useful learning.



## Times Higher University Impact Rankings

Strathclyde is one of the world's leading universities for addressing the UN Sustainable Development Goals (SDGs), according to the Times Higher Education (THE).

THE's Impact Rankings 2023 places Strathclyde at joint 36th in the world out of 1,591 universities and joint 6<sup>th</sup> in the UK. The rankings, now in their fifth year, are the first and only global performance tables that assess universities against the SDGs and focus on the dual issues of protecting the environment and addressing inequality through sustainable development.

Institutions submit data towards one compulsory category – SDG 17 Partnership for the Goals – and at least three other categories; Strathclyde presented results for all 17 SDGs.

An institution's overall ranking in the table is determined by the combined score of its three best-performing SDGs and the compulsory category, which for Strathclyde were:

- SDG 17 Partnership for the Goals – 8th out of 1,625 institutions
- SDG 16 Peace, Justice and Strong Institutions – 9th out of 910
- SDG 12 Responsible Consumption and Production – 14th out of 674
- SDG 9 Industry, Innovation and Infrastructure – joint 31st out of 873

Strathclyde garnered 92.5 points out of 100, with this improved position set against a substantial increase in participating institutions.





## Ethical Guidelines and Codes of Conduct

All students receive a Student Handbook that outlines the ethical behaviour expected of them, including guidelines on plagiarism, respect for others, equality, and diversity. The University also has a range of policies for staff to follow, constituting a robust code of conduct. These policies include the Code of Practice on Investigations Involving Human Beings; Dignity and Respect; Equal Opportunities Policy; Equality and Diversity; Equality and Diversity Strategy Committee Policy on LGBTQ+ Staff and Students; Gender-Based Violence Policy; Good Academic Practice and the Avoidance of Plagiarism; Mental Health and Wellbeing Policy; and Research Code of Practice (including ethical approval processes).

## Our People Vision

Together, we will create an exceptional, Values-based work environment where colleagues feel deeply connected with the University's Vision 2025 and have the skills, motivation, and reward for delivering it. The University will achieve this Vision through five Strategic Themes, which build upon a foundation pledge for all staff: ensuring everyone's efforts count; influential leaders and managers; a thriving environment; my reward, my contribution; and retention and attraction of talent.

Theme 1: Ensuring everyone's efforts count

Theme 2: Effective Leaders and Managers

Theme 3: A thriving environment

Theme 4: My reward, my contribution

Theme 5: Retention and attraction of talent



## Strathclyde Staff Pledge

Building on the University's core values and People Strategy 2020-2025, the Strathclyde Staff Pledge commits to ensuring that every staff member has a stable contract, fair and equal pay, a safe and secure working environment and an opinion that matters.

**A stable contract:** In some cases, this will not necessarily be a fixed-term or flexible contract, but we will commit to ensuring as much certainty as possible and early confirmation of what will happen at the end of each contract.

**Fair & equal pay:** We commit to continuing to pay the Voluntary Living Wage, to helping staff understand the rationale for their salary level and to ensuring that, within each grade, we continue to pay colleagues appropriately regardless of their gender or other protected characteristics.

**A safe & secure working environment:** We aim to ensure zero harm for our colleagues and commit to moving from reacting to allegations of harassment to preventing harassment in the workplace.

**An opinion that matters:** We commit to listening to and responding to the views of our staff, both through our collective bargaining framework and from those who choose not to be Trade Union members.



## Global Goals Teach-In

In the University's Vision 2025 strategy, Strathclyde committed to "placing Education for Sustainable Development at the heart of its curriculum". The Global Goals Teach-In represents an opportunity for all teaching staff to engage with the SDGs. An example is the undergraduate year 1 module SF106: Multi-disciplinary Perspectives of Sustainable Development. This module was developed in line with UNESCO's Education for Sustainable Development Learning Objectives and is delivered by staff from all four faculties and attended by students from different degree levels and disciplines across the University. Since its introduction in 2020-21 to 2022/23, student numbers have increased from 70 to 231.

## Estate

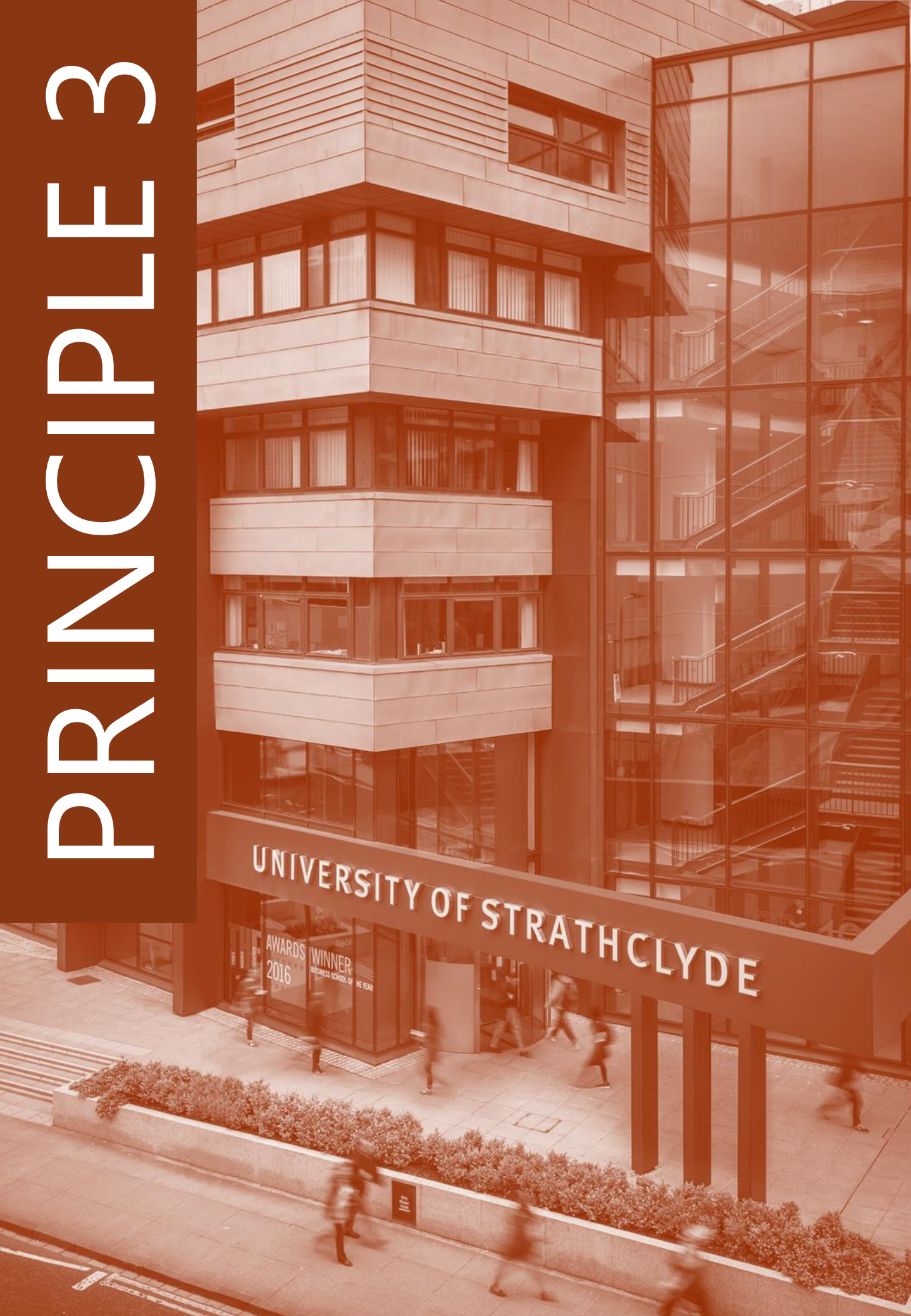
The School is aligned with the University's Climate Change and Social Responsibility Policy and commitment to carbon emission reduction and energy-efficient buildings. The University's new £20M Combined Heat and Power (CHP) District Energy Scheme, completed in 2018, is transforming how our heat and power are supplied and creating a step change in our carbon reduction resulting in 4,500-tonne carbon savings per year in phase one. The University's new CHP District Energy Scheme is part of Sustainable Glasgow, the multi-agency initiative across the city. The system will also benefit the wider community. It can link Strathclyde's campus with significant energy users in the area, including Glasgow City Council Chambers. Our Energy Centre will include a demonstration space offering students, staff, and visitors an opportunity to engage with local energy generation and technology.

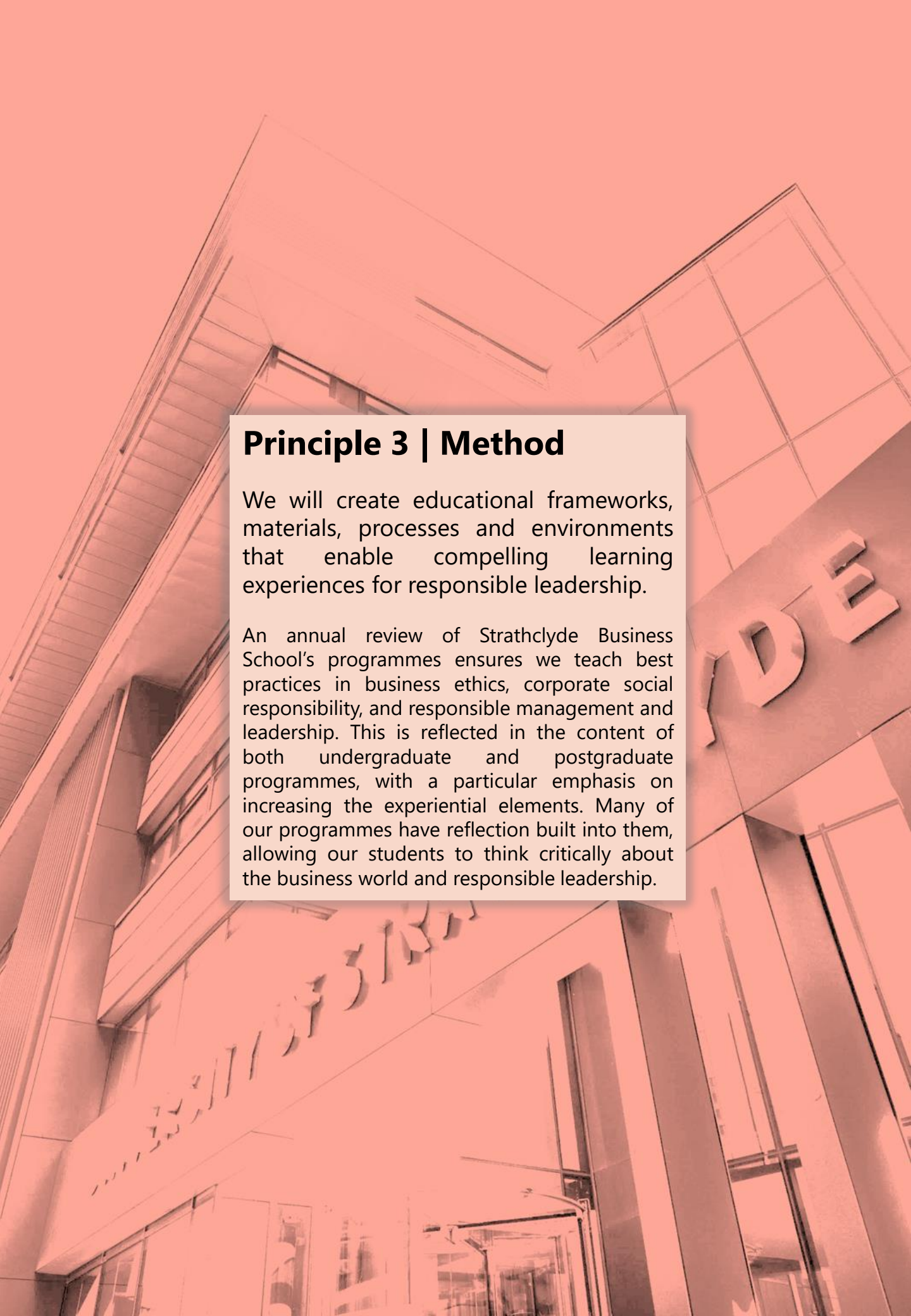


# PRINCIPLE 3

UNIVERSITY OF STRATHCLYDE

AWARDS  
2016  
WINNER  
BUSINESS SCHOOL OF THE YEAR





## **Principle 3 | Method**

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

An annual review of Strathclyde Business School's programmes ensures we teach best practices in business ethics, corporate social responsibility, and responsible management and leadership. This is reflected in the content of both undergraduate and postgraduate programmes, with a particular emphasis on increasing the experiential elements. Many of our programmes have reflection built into them, allowing our students to think critically about the business world and responsible leadership.

## Multidisciplinary Perspectives of Sustainable Development

The School contributes to the credit-bearing module, Multidisciplinary Perspectives of Sustainable Development, launched in 2020. The module is distinctive in being delivered by academic staff across all four faculties of the University: Engineering, Humanities and Social Sciences, Science and Strathclyde Business School, who present different disciplinary perspectives on the challenges expressed in the UN's Sustainable Development Goals. The module is available as an elective to all UG students at the University.

Additionally, language workshops were introduced for students to discuss their projects in small groups with colleagues from Modern Languages. Students completed a Translation Theory class in S1 and Multidisciplinary Perspectives of Sustainable Development in S2 to further supplement the VIPs. For our BA Business students, with a non-compulsory exchange, we promoted participation in a Global Classroom with Drexel University in the USA. This was introduced as a pathway to MDP, as mentioned in section 2.4. We have now offered Global Classrooms on MDP3 since 2020/21, and are 47 students in the current cohort. In 2021/22, we provided the same options to the BA IB and MIBML students, recognising that, even as travel restrictions eased, many of our students were uncomfortable with overseas travel. As of 2022/23, alternative international experiences are no longer available, and overseas travel for study or work has resumed.



## Social Responsibility Pathway

This pathway is an option for undergraduate 3<sup>rd</sup>-year students via MDP. It is designed to give students the experience of working with external organisations in real-life contexts while engaging in work with a positive social dimension. Students work with charities, organisations or initiatives that are designed to counter various forms of disadvantage.

## Education for Sustainable Development

The School recognises its core responsibility is to ensure its graduates leave with the necessary skills and competencies to address the current and future sustainability challenges. The School works closely with the Centre for Sustainable Development and the University's Education for Sustainable Development working group to embed sustainable development across its curricula



## Management Development Programme

This three-year programme encourages business skills development, focusing on sustainability, corporate social responsibility, and employability skills. In the first year, students undertake MDP1: where students learn 'what' business is and report on a business that 'does good' and is aligned to at least two UN SDGs. There is also a strong focus on personal development planning, which allows personal proficiency and employability development. Essential skills such as critical thinking, collaboration, time and project management and analysis are also developed.

In year three, students will enter MDP3. This involves experiential and independent learning and evaluating their journey through reflection. MDP3 aims to develop further and enhance the skills acquired in the first and second year and to put these to work in a more complex context and involve direct interaction with the practitioner world. Students choose between several different pathways, many of which require them to be actively engaged in setting up/defining their own learning experience, including a social element.

Possibilities include practical experience working with a local organisation; research and consultancy for a local SME; global classrooms; or work on a cross-Faculty Vertically Integrated Project. VIPs are a University initiative in which students work on a project in a team which crosses faculties and years of study. One example involved working on the development of sustainable energy solutions and business models in the Gambia. There is also a social responsibility pathway where students can choose to work with a charity, support school initiatives in low-progression schools, and mentor students on the Breaking Barriers programme. MDP3 has proved successful in instilling confidence and knowledge, developing critical skills, promoting awareness of ethical issues in personal and business decision-making, and engendering a social responsibility and engagement perspective for our graduates.





## Climate Solutions Management

The School leads a formal partnership (Climate Solutions Programme) with the Royal Scottish Geographical Society, the Institute of Directors and the University of Edinburgh. It is forming, leading and participating in both informal networks (e.g. Climate Emergency summits which included a significant report setting out key strategies to the Scottish Government) and formal networks (e.g. Open Government initiative, Demystifying Decoupling Advisory group, Scotland Material Flow accounts organised by Zero Waste Scotland, Climate Emergency Skills Action Plan: Green Skills hub subgroup).

Climate Solutions Management has been created in response to upskilling demands across Scottish society resulting from action needed to respond to the climate emergency within the required time frame. It seeks to contribute to the SG's targets set in response to the climate emergency, mandating a 76% reduction in net greenhouse gas emissions by 2030 and becoming 100% (Net Zero) by 2045.

The focus is on building core knowledge of practical solutions to the climate emergency and the motivation and skills required to manage impactful, long-term action. It focuses on four areas: First, it will develop a clear moral and economic case for action before developing an understanding of climate science and the causes and impacts of climate change and will link these to consumer and government service demand. It will then explain, across jurisdictions, the legislative and policy opportunities (and threats) for individuals and organisations resulting from government action on climate change. The final section will explore the broad range of mindset, skills-based and technical solutions that learners can employ and how to plan and implement change.



## Sustainable Finance in the Spotlight for New Masters Programme

Strathclyde Business School has launched a new Masters's programme in Sustainable Finance. The programme aims to provide finance professionals with a vision of social and environmental responsibility and a clear understanding of sustainable finance's challenges, opportunities, and applications.

A sustainable and long-term focus has always been at the core of finance and sound business decision-making. This programme puts sustainability and long-term thinking front and centre in investments and business decision-making. Crucially, it disentangles and clarifies the nuances of sustainable finance and the challenges and opportunities for considering environmental, social and governance (ESG) considerations when making decisions.

Environmental considerations include climate change mitigation and adaptation, the potential externalities of industry, and the environment more broadly. Social considerations refer to inequality, inclusiveness, labour relations and investment in human capital and communities. Governance considerations include the decision-making individuals' oversight, incentives, and accountability. The Governance of public and private institutions, including board structures and executive pay, is critical for a sustainable future. Incorporating ESG factors in almost every dimension of investment and financing strategies is becoming pivotal for the survival and sustainability of business and investment communities.

This MSc takes a holistic approach to sustainability and covers all sustainability considerations, including climate change mitigation and adaption and societal and governance challenges. Students will gain skills in problem-solving and understanding the nuances of ESG with multiple case studies and guest lectures from industry leaders as well as gaining skills in applying technology, big data and artificial technology in mobilising sustainable finance. The MSc Sustainable Finance is accredited by the Chartered Institute of Management Accountants (CIMA) and has been accepted into the CFA Institute University Recognition Program. The programme will start in September 2023.



## Sustainable Accounting for the Future

The 2021 United Nations Climate Change Conference, or COP26 as it is known for short, is one of the most significant events to hit Glasgow in recent years. While Strathclyde has long been known for its innovations and work in renewable energy, this upcoming conference has nevertheless focused more keenly on how sustainability fits into our current syllabus.

Our accounting course requires students to take a core module on ethics and governance. This covers not only technical aspects of company law but also sustainability, requiring students, and their tutors, to consider the vital question of what sustainability means from an accounting perspective. Early in the course, students are introduced to the primary piece of UK legislation governing how companies run: the Companies Act 2006, which requires company managers and directors to “promote the long-term success” of their companies. Based on this, much of the discussion in the module involves encouraging students to think about what these long-term interests entail – and this naturally leads to considerations about how a company can make itself more sustainable.

From an accounting perspective, sustainability fundamentally refers to a company’s ability to continue over the long term. While students quickly realise that a company needs to be profitable to achieve long-term success, a large part of the discussion on what sustainability means is devoted to thinking about other core characteristics a company needs to demonstrate to achieve longevity successfully.

One significant aspect of this relates to environmental considerations: students quickly learn that any company that relies on polluting and irreplaceable extraction of the earth’s natural resources is unlikely to face a bright long-term future. In my classes specifically, students have expressed to me their concern that, as our most prominent international companies become increasingly powerful, there is the looming potential for a single company to create long-term ecological damage on a global scale. Perhaps for the first time in history, we are faced with a situation in which individual companies are large enough in scale to influence that of nation-states.



## Making a Difference in Energy and Climate Change

The MSc Economics and Policy of Energy and Climate Change is a new course offered by the University of Strathclyde Business School from September 2021. This course builds on the Department of Economics and Fraser of Allander Institute's Energy, the Environment and Climate Change expertise. It focuses heavily on economics and on preparing students to become energy and climate change professionals who will have an impact on the organisations that they will join in their future careers and will also be able to make a difference in society.

The course also focuses on the policy aspects of energy and climate change, aiming to provide its students with a strong understanding of local and global energy and climate change issues, along with the challenges and opportunities. Students are encouraged through elective classes and course activities to explore their interests in particular aspects of energy and climate change and build a portfolio of relevant skills and expertise that can assist them in putting the foundations down for their future careers. The course is an evolution of a pre-existing system in the Department of Economics, which has successfully prepared its graduates to become energy professionals. Three new classes have been created to bring the previous course up to speed with contemporary trends and ensure that students will be provided with critical skills.

These are classes in "Energy Finance and Forecasting", "Natural Resources, Sustainability and Governance", and "Climate Change Economics". At the same time, students also take classes (from our MSc in Applied Economics) in "Economic Appraisal and Modelling", "Economic Data Analysis", and "Environmental Economics", which provide hands-on experience in widely used tools in the applied economist's toolkit. These classes are complemented by the core classes "Energy Economics", "Energy Technologies, Impacts and Implementation", and "Energy Industries and Markets", which aim to provide a strong foundation and essential knowledge and to introduce students to key aspects of the energy industry and to how this industry is affected by issues around climate change and the policies to combat it. The "Global Energy Policy and Politics" class – developed by colleagues from the Government department at Strathclyde - brings additional expertise in the political economy of energy policy.



## Strathclyde Executive Education & Development

For post-experience programmes managed by SEED, there is strong engagement with practice through the lifecycle of programmes. The Strathclyde Economic Policy Leadership Programme was co-designed from initial conception to the delivery stage with the Scottish Government. While the MBA module Sustainability Practices and Perspectives – was co-designed and delivered by SSEN, one of the big 6 UK energy companies, to students from the UK and overseas. For programmes sponsored by external corporate organisations, dedicated module sponsors are responsible for helping shape the design of modules and assessments with the academic lead to ensure these are relevant for the sector and topic area. For example, Strategy is explored via live strategy projects for the organisation, and the sponsoring company then utilises participants' work. More generally, it is routine for sponsors to provide industry context, insights, case studies, and data. Guest speakers from within the supporting organisation that participants are from and other organisations and industries provide diverse thoughts. These inputs into a delivery range from short 1-hour sessions to full-day co-delivery with an academic. The School also design and deliver a post-programme engagement and development calendar for SMEs associated with programmes such as Help to Grow.

The needs of employers for future talent are identified and used to underpin programme design, delivery and evaluation through our regular engagement through Advisory Boards (at both School and programme levels). Practitioners on the Boards advise on the relevance of our curricula from a graduate employer perspective and report on trends, opportunities and learning gaps. The engagement of our Faculty in the world of practice through their research, KE, professional society affiliations, external examining roles, and (for Work, Employment and Organisation faculty) engagement with future skills policymakers ensures we actively survey future graduate job needs and use information in our programme design, review and maintenance to ensure modules remain fresh. For example, to prepare MBA graduates for leadership, we have designed connections to global challenges such as Sustainability, Innovation, Resilience, Digitalisation and Internationalisation.

The core module, Grand Challenges in Corporate Governance ha, focuses on comparative corporate governance. Additionally, the MBA incorporates five cross-cutting themes interwoven through each core module. These themes are sustainability and responsibility, entrepreneurship and innovation, adaptability and resilience, digitalisation and technology, and globalisation and internationalisation.



## Taster sessions for new MBA in Sustainable Energy Futures

Strathclyde Business School is launching a new MBA in Sustainable Energy Futures in September 2022 in response to the current global energy challenges and the drive to reach net zero by 2050 - and a series of taster sessions are planned in the lead-up to the programme launch.

The MBA Masters programme has been co-created by industry leaders who understand the sector's practical challenges alongside esteemed academics. This results in an advanced course with current and relevant content to drive solutions.

Aimed at managers and leaders in the energy industry, the course is designed to provide future leaders with the knowledge, skills and behaviours to stimulate change and innovation and adopt a systems-thinking approach to the challenges we see today.

Participants will gain the knowledge to support their organisation's transition to NetZero and can work alongside other industry leaders to create policy change and social innovation.

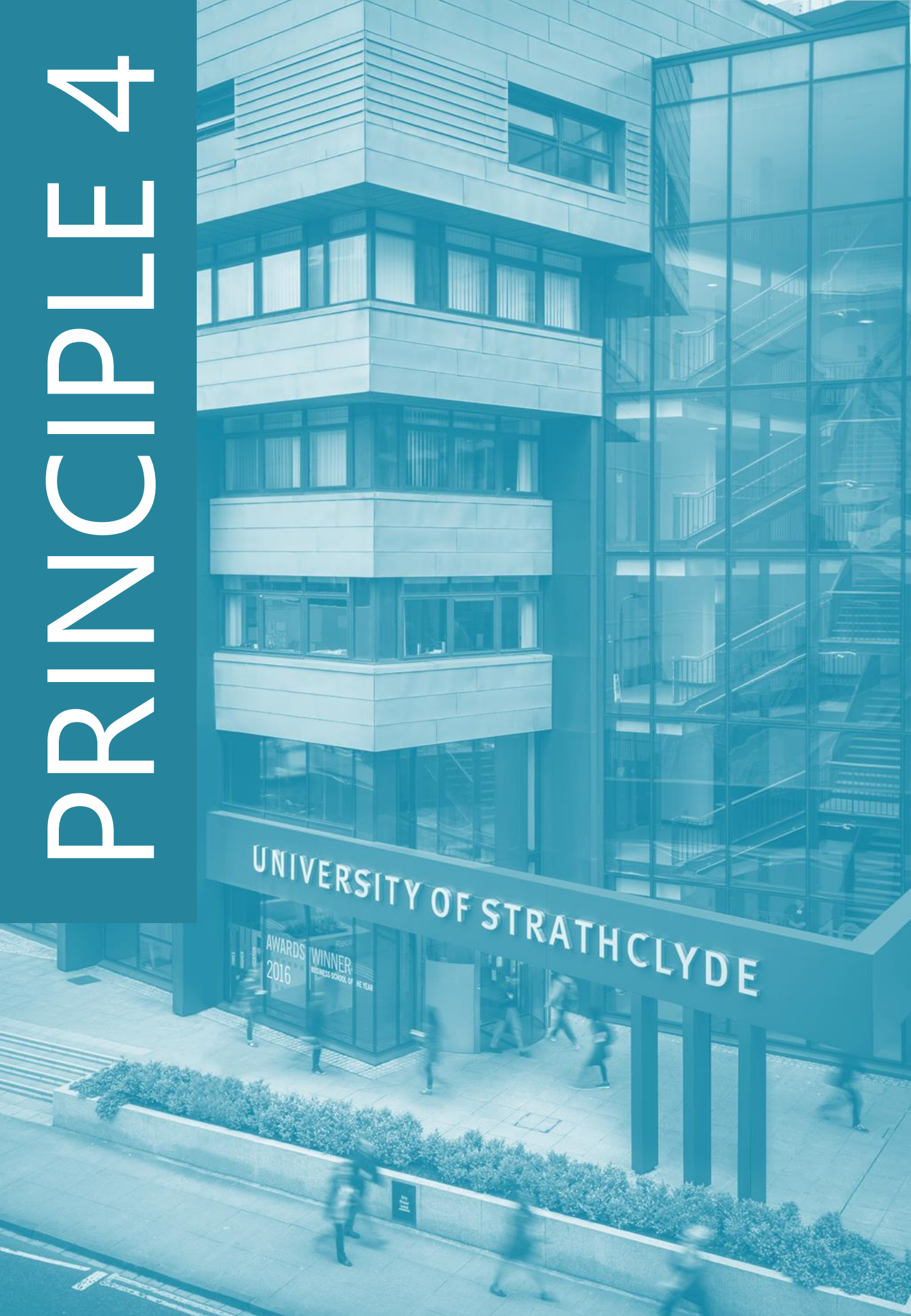
Core modules will include topics such as Strategic Leadership Development, Accounting & Financial practice of Energy Transactions, Energy Supply & Trading, and completing a final project that will tackle a management challenge specific to the participant's sector and organisation. The first of these courses will begin in September.



# PRINCIPLE 4

UNIVERSITY OF STRATHCLYDE

AWARDS  
2016  
PRINCE  
WINNER  
BUSINESS SCHOOL OF THE YEAR





## Principle 4 | Research

**We will engage in conceptual and empirical research that advances our understanding of corporations' role, dynamics, and impact in creating sustainable social, environmental and economic value.**

Strathclyde Business School carries out theory-driven research relevant to policy and practice. This section highlights some of our research related to social responsibility and sustainability. The Research Excellence Framework 2014 rated us highly for Impact and how our research impacts practice and business. We were also rated highly for Research Environment, which looks at 'vitality and sustainability'.



## **Involvement in Joint/Collaborative Research**

To promote interdisciplinary research with international partners, the School has provided financial and logistical support to faculty. Staff in Economics (Allan and McGrane) collaborated with researchers in the Department of Physics and Stanford University on the economics of environmental measurement and the use of photonics. A workshop on Energy was run at the University of Waterloo's Institute of Sustainable Energy (WISE), bringing together Business School academics from the Departments of Economics and Management Science with WISE engineers, economists, and social scientists. A result has been PhD exchanges with Waterloo on Energy, joint publications, and grant applications with academics from science, engineering, and social science in energy, risk, and FinTech.

Other growing interdisciplinary collaborations in the School include research on the environment in Economics; water and financial technology in Accounting and Finance and Management Science; Operational research, health, space, and artificial intelligence in Management Science; health and safety and renewable energy in Work, Employment and Organisation. Garvey's ESRC and GCRF/Newton Fund funding, along with the Federal University of Para, Amazonia Brazil, and other partners in the Amazon region, has a direct impact on the critical situation in the Amazon about work and livelihoods, law, and the environment, often linked to the green economy. This has involved extensive interdisciplinary research over the last five years.

## **Global Socially Progressive Entrepreneurship & Innovation Research Group**

Dr Katerina Nicolopoulou, a Reader in Entrepreneurship and Social Innovation, is the Director of the Global Socially Progressive Entrepreneurship & Innovation Research Group. The group's scope encompasses socially sensitive ways to develop entrepreneurship and innovation in different Global contexts. Core areas of the Research Group include Social, Sustainable and Diversity-focused Entrepreneurship and Innovation, strategies for Social and Business Sustainability and Impact, and related Educational and Business Models.

Ongoing research projects include Navigating COVID-19-related transitions and transformations of economically marginalised women entrepreneurs within poor urban communities of the Greater Cairo Region in Egypt (GCR); and Family Enterprise Innovation in India: The Role of Women for Entrepreneurial Leadership with Impact in the Pune-Mumbai Industrial Hub (SDG 8, SDG 5, SDG 4). The Group also links closely to the existing University Strategic Sub-Theme of Socially Progressive Innovation and Entrepreneurship.



## Impact on Society

Individuals and communities in the Brazilian Amazon have benefited socio-economically by interventions arising from UKRI-GCRF COVID-19 funded research (WEO); the charity, Children's Hospices Association Scotland (CHAS) significantly increased referrals and the number of families they support, thanks to the inclusive strategy-making research conducted in Hunter Centre (HCE); research co-created with the Voluntary Sector influenced sector-wide policy in Scotland and improved terms and conditions for essential workers, specifically 600 workers at ARK Housing, a not-for-profit charity and registered social landlord employing over 900 staff across Scotland. Research on multicultural marketplaces (marketing) drawing on data from business and social media platforms has informed the UK Parliament on the impact of religious-ethnic-related hate speech on the wellbeing of consumers and businesses in the UK.

More widely, there are many examples of co-created research programmes with external organisations, including the following. The NERC co-funded Nunavut Search and Rescue project (NSAR), which aims to support Inuit Health and Well-Being, Food Security, Economic Development, and Community Resilience and was designed and co-delivered with Canadian partners, including Inuit communities and government agencies. The Horizon 2020 NEXUS and Horizon Europe HYPOBATT projects have been co-created with engineering organisations and enterprise agencies to define research to create decision methodology to enable novel technology innovation options to be evaluated in terms of their market value. The partnership with the National Manufacturing Institute of Scotland helped to shape the research activities embedded in the EPSRC-funded InterACT project. Partnerships with the NHS (e.g. Lanarkshire, Tayside) in identifying research needs for operational and human resource challenges. In recent research bids to UKRI/Innovate UK, the Fintech cluster collaborates closely with companies such as RBS, Barclays, and many SMEs to define the research agenda.



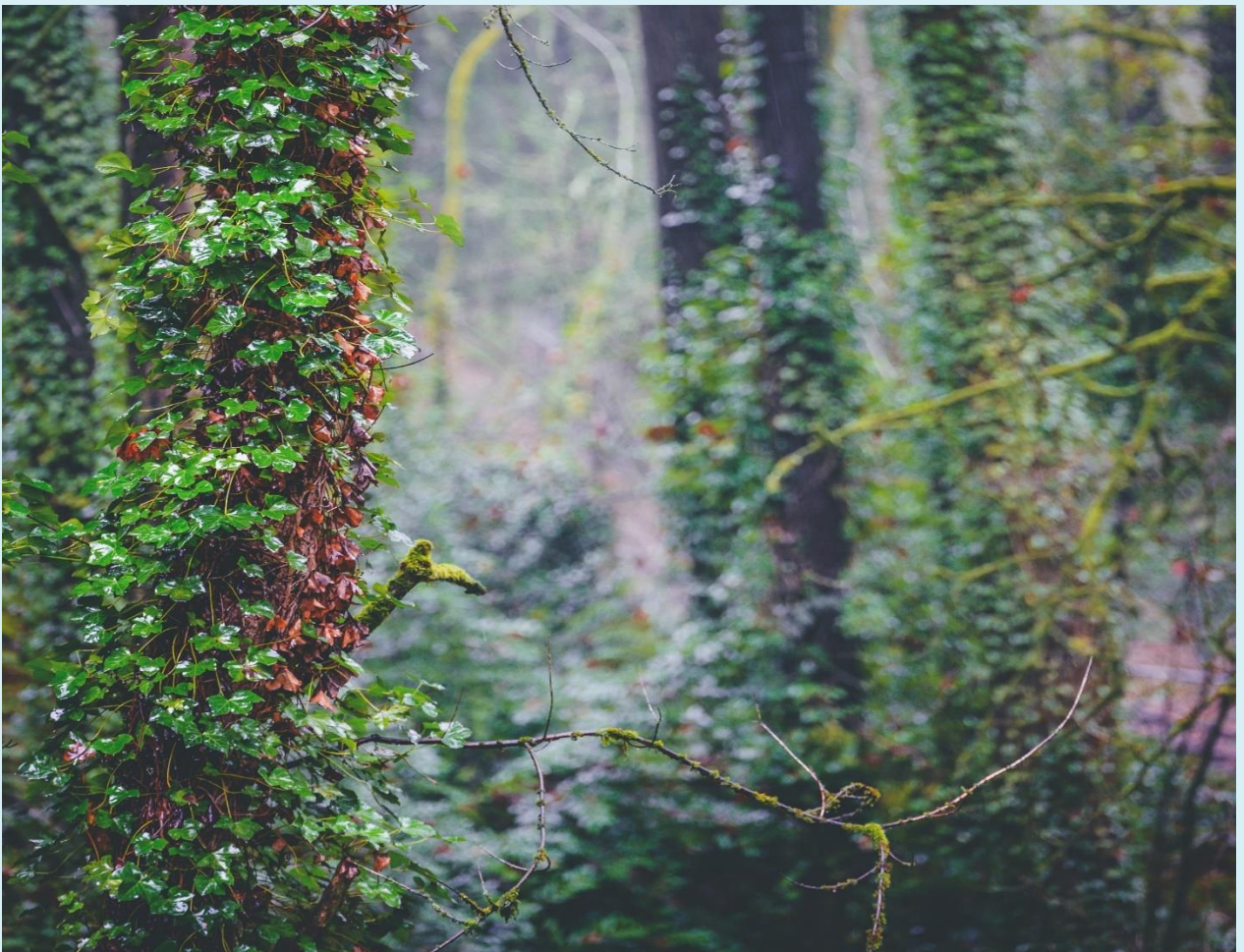
## **COP26 legacy funding for a research project**

Wendy Pring and Dr Maria Weikum (OSDU) successfully received funding from the Centre of Sustainable Development through the COP26 Legacy Fund for their Women's Perspectives on Skills for Climate Leadership research project.

Wendy, Enterprise Fellow at the Hunter Centre for Entrepreneurship, and Maria, Concordat Officer in the Organisational and Staff Development Unit (OSDU), are both participants in the Homeward Bound Programme and got to know each other via this route. The pair are also hopeful to submit another application for funding to build on this initial research topic to support further research into how this can be framed better going forward to accelerate influence on research, policy and industry changes.

Climate change decision-making has been approached with a solid unconscious bias for many years owing to male-dominated leadership and an underrepresentation of women and other groups. This contrasts findings from many studies highlighting the relevance that diverse voices, particularly women, play in tackling climate change. Beyond demonstrating the multi-faceted nature of the impacts of climate change, more robust female participation and leadership, for example, have also been shown to leverage co-benefits across various dimensions of the UN Sustainable Development Goals and lead to more stringent action towards sustainable practices.

The project aims to examine the breadth and depth of this bias by amplifying the profile and voice of women in the context of topics of climate change and leadership. This project focuses on what critical skills early-career professionals in research and business need to develop to become influential leaders in climate-related areas.



## Research Excellence Framework

The latest Research Excellence Framework (REF) has recognised the University of Strathclyde for its research and its impact on society, with the University performing very strongly in this latest national assessment of the UK's higher education research profile.

Almost 90% of research produced by the University of Strathclyde has been rated 'world-leading' or 'internationally excellent' in the REF 2021. In reflecting on Strathclyde as 'the place of useful learning', the University's impact and research environment have been recognised as particularly strong, with both quality profiles being above average for the sector.

REF is the UK Government's system for assessing the quality of research in UK higher education institutions. Strathclyde's 2021 performance improves on the 2014 results and demonstrates that the University has continued to build strength and quality in its research profile.

The strong performance in REF 2021 relative to other institutions is reflected in the Times Higher Education's (THE) REF ranking tables based on Grade Point Average. The University was ranked fourth in Scotland and joint 33rd in the UK, an increase of four places since 2014.



# Empowering Female Entrepreneurs in Low-Income Communities of Greater Cairo

A study on the impact of the COVID-19 pandemic on female entrepreneurs in low-income urban communities of the Greater Cairo Region in Egypt has revealed the challenges they face and how they can be overcome.

Restrictions on the free movement of women and the downscaling of work to contain the spread of the virus have had a harsh impact on informal enterprises there, especially those owned by women.

The 'COVID-19 transitions and transformations of economically marginalised women entrepreneurs within urban communities of the Greater Cairo Region in Egypt' project interviewed 15 women who run small enterprises in the Asmarat area. Female entrepreneurship has been hindered by the pandemic, with difficulties obtaining resources and supply chain efficiency among the challenges.

Professor Katerina Nicolopoulou, who specialises in Entrepreneurship and Social Innovation at the Hunter Centre for Entrepreneurship at Strathclyde Business School, and Professor Ashraf Salama from the Department of Architecture at the University of Strathclyde, along with Christine Samy, also from the Hunter Centre for Entrepreneurship, carried out the research. Professor Sahar Attia and her team from Cairo University and Dr Nancy Abdel Moneim from the Arab Academy for Science, Technology and Maritime also helped capture the challenges faced by the women and what support they need.

The project, which ended in April, revealed the importance of understanding the role of resilience as the women faced both persistent and substantial adversity over a specific COVID-19 period, from June to September 2020, and how entrepreneurial action became essential to their ability to deal with adversity.



## Almost 60% of entrepreneurs in India report a positive impact of COVID-19 on their businesses

A report has found that almost 60% of entrepreneurs in India predict a long-term positive impact of COVID-19 on their businesses.

Researchers from the University of Strathclyde Business School and King's College London found that, despite nearly a third of SMEs being forced to lay off staff, more than half could capture new business opportunities during lockdown. The researchers surveyed 107 entrepreneurs to discover the short and long-term consequences of COVID-19 on small businesses in India as part of a more extensive global study carried out across 23 countries.

SMEs contribute one-third of India's GDP and employ 110 million people but were put under significant stress due to nationwide COVID-19 lockdown restrictions in 2020 lasting more than two months, followed by a gradual easing of measures.

The researchers found that while almost half (49.5%) of entrepreneurs said their business was under threat – with delays in customer payments and difficulties meeting running costs cited – less than a third had applied for government support.

However, 72% of entrepreneurs had adapted their plans for their business – half of them doing so by the end of March 2020 – and almost 60% believe their business will survive, with 85% expecting to hire employees over the next five years. Entrepreneurs cited benefits to their business due to digitisation, consumer behaviour change, new business opportunities and efficiency and resilience gains.

The report also found that Indian entrepreneurs' life satisfaction and perceived stress were comparable to before the pandemic, as many had made lifestyle changes, including the daily exercise of at least 30 minutes (69%), getting sufficient sleep (58%) and practising yoga or meditation (45%). Despite the survival of their businesses being at stake, 61% gave personal money, 52% volunteered their time, and nearly 66% volunteered their business services or products for good causes.



## Independent Panel Publishes Report on Scottish Power Energy Network's Customer Engagement

Dr Matt Hannon, Hunter Centre for Entrepreneurship, is part of the Customer Engagement Group (CEG) for Scottish Power Energy Networks (SPEN), and the Group has now published its response to their RIIO-ED2 business plan.

The RIIO-ED2 price control sets the outputs the 14 electricity Distribution Network Operators (DNOs) need to deliver for their consumers and the associated revenues they can collect for the five years from 2023 to 2028.

Matt said, "This represents the culmination of two years of hard work, where the CEG has been responsible for critiquing SPEN's engagement process in developing its business plan. SPEN's business plan has now been submitted to Ofgem, who will determine their allowable revenue from 2023 to 2028."

Since 2020, the CEG has carried out a robust process of providing independent challenges to SP Energy Networks on the approach taken in the business plan for the RIIO-ED2 price control period. The Group's focus has been to ensure that the plan appropriately reflects the needs and preferences of consumers and stakeholders.

The CEG is an independent panel of industry experts who provide a crucial external examination of SPEN's plans. They look at how SPEN engages with their stakeholders, manages its expenditure approach, and accounts for regional variations in network planning. The CEG met monthly to review SPEN proposals before their business plan was submitted to Ofgem, and they had full access to the company's emerging thinking and senior directors.

Matt was chosen due to his research into the business models, policies and technologies necessary to accelerate the transition to a socially equitable, net-zero economy.



## Management Science Academics Launch Arctic Search and Rescue Research Project

A Management Science team of professors Susan Howick, John Quigley, Lesley Walls and George Wright, together with Dr Ian Belton, has just launched a new three-year project worth £760,000, funded jointly by the NERC and Canada's National Research Council (NRC). The project aims to strengthen the whole-of-society search and rescue (SAR) system in the Canadian Arctic territory of Nunavut through capacity and skill building and by creating a decision support model for current and future planning, preparation, and infrastructure development.

In Nunavut, community SAR responders and the government agencies who support them undertake a challenging task: providing 24/7 response capabilities, 365 days a year, in an austere and changing environment, with a heavy caseload, few resources, and limited external assistance. The SAR services they deliver provide a safety net that allows residents to live, travel, harvest, and work on the land and, as a result, contribute substantially to individual and community health and well-being. There is an urgent need to address the challenges and concerns identified by Inuit SAR responders, enhance existing knowledge and skills, and create a more resilient SAR system capable of continuous improvement.

The project will use a community-collaborative approach that emphasises the co-creation of knowledge to generate a thoughtful, strategic, comprehensive, and robust process for decision support to enable optimal SAR capability and infrastructure based on Inuit traditional knowledge and reflecting Inuit priorities and values. The Strathclyde Business School team will be responsible for developing a novel modelling framework based on a Bayesian Network that can articulate the cause-and-effect relationships between factors affecting successful SAR operations and help decision-makers assess the role of various assets and infrastructure in SAR operations and outcomes. The framework will also support ongoing learning by inputting new experiences and knowledge from SAR responders. In addition, the project will use scenario-based foresight to create causally based qualitative storylines that describe a range of plausible alternative futures against which SAR strategies can be evaluated.

The research will be led jointly by Professor John Quigley and Dr Peter Kikkert, the Irving Shipbuilding Chair in Arctic Policy at St Francis Xavier University in Nova Scotia, Canada, and supported by several academics in the Canadian universities of Dalhousie, Trent and Memorial as well as the NRC. The Strathclyde team brings substantial expertise in systemic risk modelling, scenario planning, and knowledge elicitation. The Canadian researchers are experts in SAR operations and safety-related issues and have extensive experience working with the community and government agencies involved in Nunavut SAR operations. The project will also be supported by experienced SAR responders in communities across Nunavut and by SAR operatives from Canadian territorial/provincial, regional, and federal governments.





# Glasgow Women's Library Anniversaries: A Time for Reflection

The Department of Marketing's 50<sup>th</sup>-anniversary celebrations also coincided with the marking of an important milestone for another Glasgow institution. Nearing the end of a two-year project focusing on a Glasgow Women's Library (GWL) case study, colleagues recently had the pleasure of participating in events to mark their 30th anniversary.

Their project, Transformative Servicescapes and Consumer Vulnerability is funded by the Leverhulme Trust and based on a case study of GWL. It explores the transformative role that service and community spaces can play in people's lives, using methods that take in both long-term (archival research, media analysis) and more contemporary (interviews with GWL staff/volunteers/users/external networks) views on how one organisation has developed over the years.

In March 2022, in addition to holding an exhibition and 'Meet the Researcher' sessions at GWL, colleagues delivered an online research dissemination event to share some of their project findings. In the '30 Years of Transformations' event, they discussed how GWL had transformed individuals, groups, and communities over the past three decades. The 'visual minutes' from this event shown above reflect some of their project findings and the stories shared by staff, volunteers and users of the Library as they reflected on this important anniversary.

Thinking over both of these anniversaries has prompted the recognition of the importance of considering personal achievements by individuals within an organisation alongside the organisation's roles in broader societal changes and cultural achievements. For example, we have seen how GWL has been at the forefront of equality activism and a more general shift in Glasgow's social fabric but also witnessed the transformational impact of tiny, everyday micro-interactions on individual lives.



## Building Fair Work into Construction

The findings of an independent review of working practices in Scotland's construction industry by the Fair Work Convention have been published, calling for urgent interventions by the Government, employers, unions and industry leadership groups to improve the quality of work for the 130,000 strong workforce in Scotland and to help embed fair work into Scotland's £7 billion construction industry.

The two-year inquiry was co-led by Strathclyde Business School's Professor Patricia Findlay, co-chair of the Fair Work Convention. Professor Findlay is a Work and Employment Relations Professor in the Department of Work, Employment and Organisation and Director of the Scottish Centre for Employment Research (SCER).

The report, 'Building Fair Work into the Construction Industry – Fair Work Convention Construction Inquiry Report 2022', investigates and highlights the challenges and opportunities of fair work across the industry. This includes clear recommendations for the Scottish Government to support and facilitate better partnerships across the industry and for all public bodies to use fair work conditionality within procurement better to drive up standards. With public sector procurement responsible for around 50% of construction spending in Scotland, addressing fair work in procurement can play a key role in shaping the industry and driving better fair work practices in construction.

Extensive engagement with stakeholders across the industry took place, guided by an expert working group and research on the employment experiences of workers.



## Human Rights or Ecoside in the Amazon?

A cursory glance at the itinerary for COP26 arguably raises more questions than answers for those of us who have been supported to attend the event via the University of Strathclyde's Observer status. Following the event on the heels of an ESRC project that focused on Brazil's Amazonian Basin, the concern remains that decisions are taken over the heads and forest canopies of many of those most affected by climate change. Indeed, the violent land grabs, illegal logging, mining, and also the widespread ecological destruction that accompany massive 'clean' energy complexes (hydro, biofuel, cellulose) are relatively quickly rendered invisible behind 'zero carbon' targets and the narrowing of diverse social and environmental harms into the sole concern of rising carbon emissions.

A contemporary example, drawn from our recent engagements with Amazonian communities, is provided by the Volta Grande region of the Amazon. There have been profound resistance to the Hydroelectricity project of Belo Monte since a 2008 meeting between the owners, indigenous peoples and social movements ended in confrontation and injury. The local concerns underpinning subversive fishing exercises in 2011, the Xingu+23 demonstrations in 2012, and the occupation of the reservoir islands and construction sites in 2012 were well founded.

Even though its biodiversity earned designation as a priority conservation area, a recent decision by the Federal Regional Court in Pará, Brazil, diverts water from the Xingu River to the Belo Monte hydroelectric dam complex rather than to the indigenous fishing communities of the region. This radical disruption to the transport route for many who live along the river and reducing fish diversity compromises food security and livelihoods. Partners at the Federal University of Para and the civil society organisation Xingu Vivo have found persistent violations of the rights of traditional communities linked to Belo Monte, especially regarding their forced displacement from areas destined to form the dam's reservoir.

A second project along this stretch of the Volta Grande River has exacerbated the situation. The gold mining project of a Canadian mining company, Belo Sun, is being installed in the Directly Affected Area (ADA) of the Belo Monte Hydroelectric complex. The open-pit mine plans to extract 73.7 tons of gold in 12 years of operation, becoming the largest of its type in the world. The expulsion of families (from settlements of Vila Ressaca, Galo and Ouro Verde) was subsequently deemed illegal in the Civil Action taken by the State of Pará. The Environmental Impact Assessment has also been criticised for methodological deficiencies that underestimated contamination risks by cyanide and heavy metals (lead, cadmium, copper, mercury and arsenic) used in gold processing.

Given the proximity of a tailings dam, the contamination of the river and indigenous territories has been deemed inevitable. In contrast, the tailings could reach the Amazon River and the Ocean in a large spill. The initial Environmental Impact Assessment of Belo Sun of 2012, rather incredibly, did not deal with the possible effects on indigenous peoples, to the extent that the word 'indigenous' appears only once in the entire document.

## Strathclyde Executive Education and Development

The Institute of Digital Transformation is focused on research and practitioner development in a wide range of domains aimed at helping organisations adapt to the opportunities and challenges of the new digital landscape.

The Centre aims to help organisations, and broader societal ecosystems understand how digital technologies' widespread evolution and adoption are changing customer and organisational expectations, activities, behaviours and relationships alongside broader societal impacts. Since 2022, Climate Solutions Programme has been housed in SEED, representing a significant investment and appointing Professor Iain Black, Professor of Sustainable Consumption and professional services support, to lead the development of this partnership. Professor Black also leads the sustainability strategy of the School. In 2022, he was awarded an honorary fellowship of the Royal Scottish Geographical Society for work on climate education.

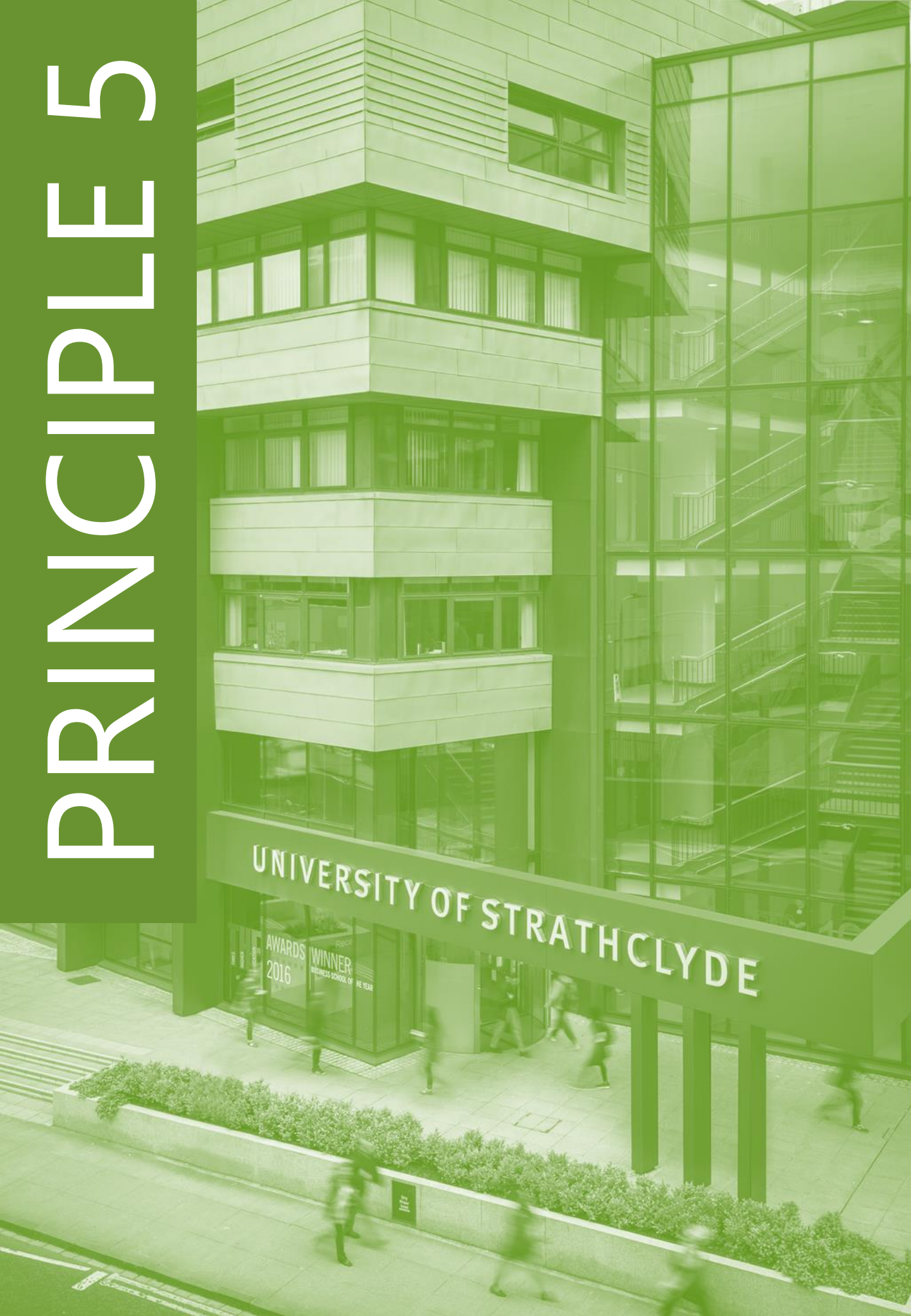
The Climate Solutions Programme partners with the Royal Scottish Geographical Society and the Institute of Directors. It provides online and hybrid training through its foundational Accelerator and Intermediate Level Professional course. These programmes have been undertaken by over 70,000 participants with significant impact measured on a range of nationally important organisations such as Scottish Enterprise, Scottish Water, Highlights & Island Enterprise, and global organisations such as Jacobs Engineering. A 10-credit level 11 Upskilling funded Climate Solutions Management course has also been successfully launched. In addition, this programme acts as a vehicle for KE activities such as Net zero strategy development and review and bespoke solutions for organisations seeking support as they transform their business to address the climate emergency.



# PRINCIPLES 5

UNIVERSITY OF STRATHCLYDE

AWARDS  
2016  
WINNER  
BUSINESS SCHOOL OF THE YEAR





## Principle 5 | Partnership

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

Strathclyde Business School is committed to working with industry partners to provide bespoke solutions to their business needs and challenges, such as looking at sustainability in the hospitality and tourism industry. Through knowledge exchange, we work on projects with sustainability at their heart.

## ProPEL Hub

In 2020, Strathclyde Business School secured more than £1.5 million in funding from the Economic & Social Research Council to establish and launch a multi-disciplinary, cross-UK knowledge exchange hub. The Productivity Outcomes of Workplace Practice, Engagement and Learning (ProPEL) brings together researchers from 8 universities and the Chartered Institute of Personnel and Development (CIPD) to work with businesses to explore how best to boost workplace productivity through progressive management practices and employee engagement. The Hub is led by Professors Colin Lindsay and Patricia Findlay at the Scottish Centre for Employment Research. Professor Eleanor Shaw (Hunter Centre for Entrepreneurship) and Dr Elke Loeffler (Department of Work, Employment and Organisation) also contribute to the hub's activities.

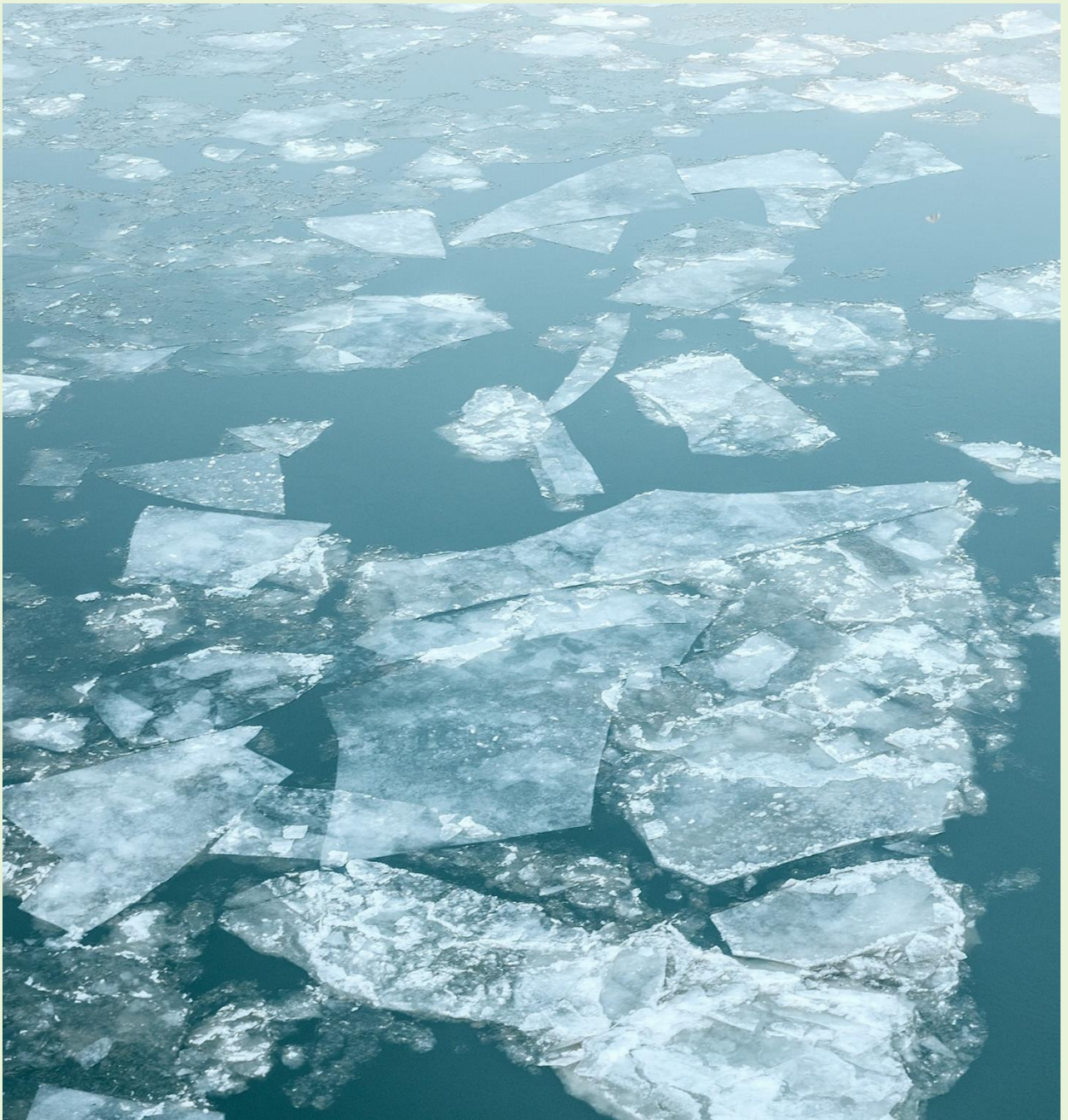
Since launching last year, the hub has engaged with and supported over 700 businesses, policymakers, and workplace practitioners across the UK and beyond through its events and workshops.



## Uarctic

In January 2021, Strathclyde's upcoming membership in the University of the Arctic (UArctic) was announced. UArctic is a network of higher education and research institutions from around the world concerned with education and research in and about the North. Membership provides access to a wide range of thematic research networks covering most areas Strathclyde staff operate in, including Business, Politics & Law, Culture & Social Sciences, Engineering & Technology, Health & Education, Humanities & Arts, and the Natural Sciences. In addition, they offer educational resources and networks and student exchange schemes.

Through cooperation in education, research, and outreach UArctic enhances human capacity in the North, promotes viable communities and sustainable economies, and forges global partnerships. Created through the Arctic Council, UArctic is committed to upholding its principles of sustainable development and the United Nations Sustainable Development Goals. UArctic is constituted by an international association based in Finland.





## Breaking Barriers

The School continues collaborating with ENABLE Scotland and industry partners Scottish Power and STV on the Times Higher Education award-winning Certificate in Applied Business Skills (Breaking Barriers) programme. The programme enables young people with learning disabilities to attend University, achieve an accredited qualification and gain real work experience with two of Scotland's leading employers. The programme, concluding its sixth cohort, with some 91 students enrolled since its inception in 2017, has been introduced across the University, launching in the Faculty of Science in September 2022. The Faculty of Humanities and Social Sciences will aim to launch in January 2024, with the Faculty of Engineering launching in September 2024.

## Forming Futures

Furthermore, the School worked with the social enterprise, the Wise Group and industry partners The Malcolm Group to introduce the Certificate in Applied Business Skills (Forming Futures). The programme was created to allow people who have recently undertaken a short-term prison sentence or a Community Payback order to achieve an accredited qualification and gain real work experience; it launched in September 2022, with 14 students enrolled.



## Together Energy to provide 100 paid internships to Strathclyde

Together Energy has committed to delivering 100 new paid internships to widen access and care-experienced students as part of a partnership with the University of Strathclyde. The company has already helped 83 students to gain part-time jobs throughout the pandemic. The new internships will support more students who rely on part-time jobs for income during their studies, who might otherwise be put off taking place at University or are still considering returning to education.

Together Energy has an ethical recruitment process aims to support individuals and communities from the most challenged postcodes.

David Hillier, Executive Dean of Strathclyde Business School, said, "We know that some potential and current students have been worried about the availability of part-time work during the pandemic, when hospitality, in particular, has been affected by restrictions. Our partnership with Together Energy is an excellent example of fantastic support.

"Employers tell us that they value Strathclyde students in particular because of the innovative, collaborative and global outlook they gain during their studies. We are delighted that Together Energy has extended this programme to recruit 100 Strathclyde interns."

Chief Executive of Together Energy, Paul Richards, said, "I wouldn't have been able to pay my way through my degree without part-time work in pubs, clubs and shops. A lack of part-time hours should not be a barrier to entry to university. We are delighted to be recruiting such high-calibre staff via Strathclyde, and we believe this work experience will be valuable to the student. The staff we have brought in from Strathclyde have been exceptional."

Stephanie McKendry, Head of Access, Equality & Inclusion at the University of Strathclyde, said, "The University has a wide range of mechanisms to support students from the most challenged postcodes and those with experience of the care system. This is available to students from before they arrive at University until graduation to ease financial worries and help them focus on their studies.

"Our innovative partnership with Together Energy has been a great success, helping students from widening access and care-experienced backgrounds gain work experience and paid employment that allows them to support their living and study costs. "For many, it can mean the difference between being able to continue their studies or not.



## **Strathclyde Partnership awarded funding to tackle poverty in Scotland**

The Fraser of Allander Institute has been awarded £445,055 for a project to identify how paid employment can protect against poverty.

The partnership between the Fraser of Allander Institute, the Institute for Inspiring Children's Futures and the Poverty Alliance will work with employers, related public services, and people in poverty to identify and implement meaningful change to reduce the risk of in-work poverty for families.

It was one of six projects to share a total of £2.4 million awarded by the Partners in Change fund, run by The Robertson Trust, to generate fresh perspectives and drive ambitious approaches to prevent and mitigate the negative impacts of poverty and trauma.

Partners in Change focuses on the concept of change and its application to how services and support for people experiencing poverty and trauma are designed and delivered across Scotland.



## **SBS partners with the Tata Institute of Social Sciences to support entrepreneurial ecosystems in rural India**

The Hunter Centre for Entrepreneurship at Strathclyde Business School is partnering with the Centre for Social Entrepreneurship of Tata Institute of Social Sciences (TISS), Mumbai, India, to support entrepreneurial ecosystems in rural India. The British Council funds the project through its Going Global Partnerships: Industry-Academia Collaborative Grant 2022-23.

A substantial population of India resides in rural areas with little exposure to entrepreneurship. This programme aims to bridge this gap by building the capacity of youth from rural and remote geographies to create and grow entrepreneurial ventures around grassroots innovations.

Strathclyde Business School's Entrepreneurship-For-All and social entrepreneurship expertise will support curriculum development. Tata Institute of Social Sciences, Mumbai, India, through its incubation centre, TISS Incube Foundation, has strong networks in rural India and grassroots enterprise development capabilities to engage in capacity-building activities. MyLab Discovery Solutions Private Limited, Pune, India, will support the participating youth with technology mentoring through its strong pool of highly qualified technologists and innovators.

This project will focus on two regions of rural India– namely, the rural areas of Pandharpur in Maharashtra and the rural regions of Durgapur in West Bengal.

Sreevas Sahasranamam, associate professor at the Hunter Centre for Entrepreneurship and lead of this project, said, “We are looking to engage with local entrepreneurship support organisations such as Atal Community Innovation Centres to deliver this project. We aim to build local capacity and develop a train-the-trainer model in rural communities to allow the ecosystem to self-sustain and grow.”

The project also has a vital UK-India knowledge exchange component. Strathclyde will be hosting a round table discussion on the topic ‘Building entrepreneurial ecosystems in rural markets’ in mid-2023, which will see the participation of experts from both India and the UK. In late 2023, TISS will host a workshop to disseminate learnings from the initiative.

Satyajit Majumdar, Professor and Dean, School of Management and Labour Studies, TISS and co-lead of this project, commented, “This is going to be a great opportunity to not only exchange ideas but also to implement for lasting impact. The Programme would showcase sustainable practices of the communities before the audience in the UK.”



## **The Department of Work, Employment and Organisation leading collaboration and community engagement on multi-disciplinary COP project**

A multi-disciplinary project involving colleagues across Strathclyde University and Glasgow City Council is underway and will be presented at COP26.

The project follows collaboration on a feasibility study looking at a community-led development project for upgrading a neglected parklands site, through which links have been initiated with communities in the northeast of Glasgow and their partners.

Working with Glasgow City Council's Connecting Nature team, the university has scoped opportunities for joint community engagement around sustainability issues before COP26.

Dr Donagh Horgan, Research Associate in the Department of Work, Employment and Organisation (WEO), explained, "Every Tree Tells a Story has been developed with local authority partners based on an existing concept popular worldwide.

"The project is simple and invites using community participation to map trees and record their stories around Glasgow. We are launching the project initially with local schools in the North East of Glasgow with the help of the actor Tam Burn."

The university-wide project will focus primarily on encouraging citizens to share stories about the city's trees on social media – using dedicated hashtags and responding to crafted prompts. Dr Ingeborg Birnie has worked to co-design a school's toolkit, which will be launched to coincide with the Youth COP.

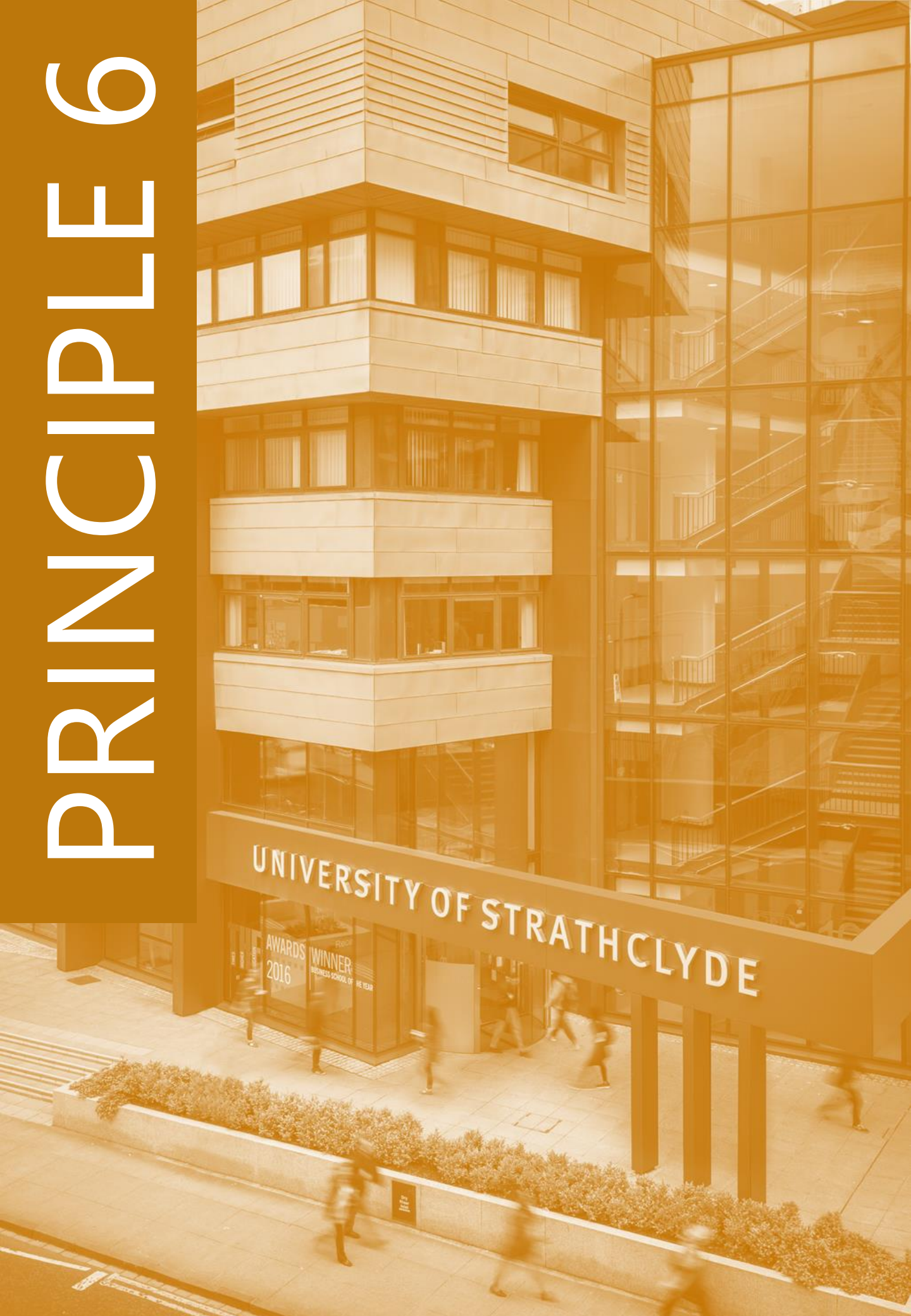
An agile interdisciplinary team is developing legacy tools to support community mapping and citizen science – including ways for community groups to conduct exercises in storytelling and mapping. A light-touch website will be launched to communicate the idea, with guides for social media. Colleagues are invited to participate in the project and bring forward any ideas that can add value to the exercise.

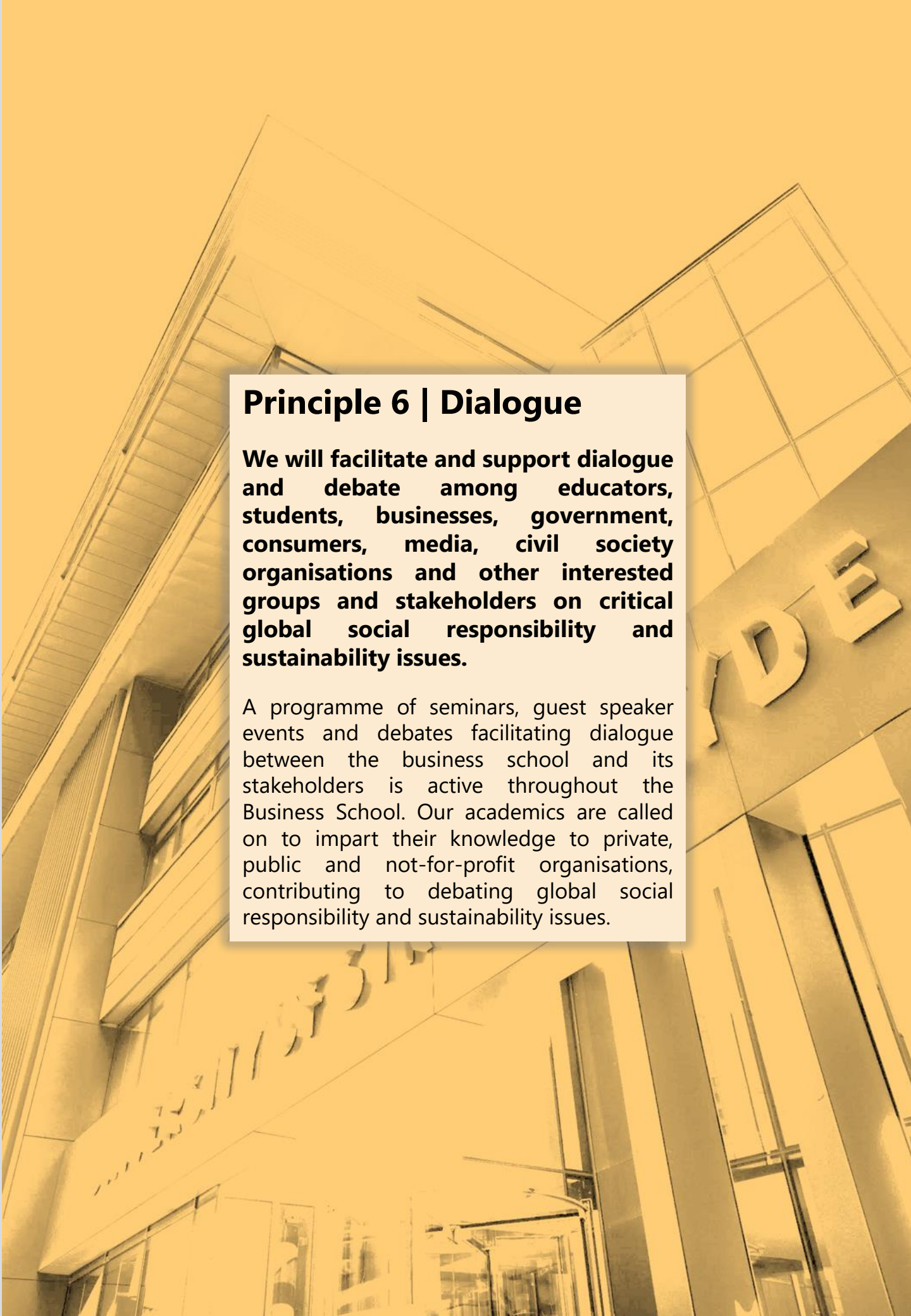


# PRINCIPLE 6

UNIVERSITY OF STRATHCLYDE

AWARDS  
2016  
WINNER  
BUSINESS SCHOOL OF THE YEAR





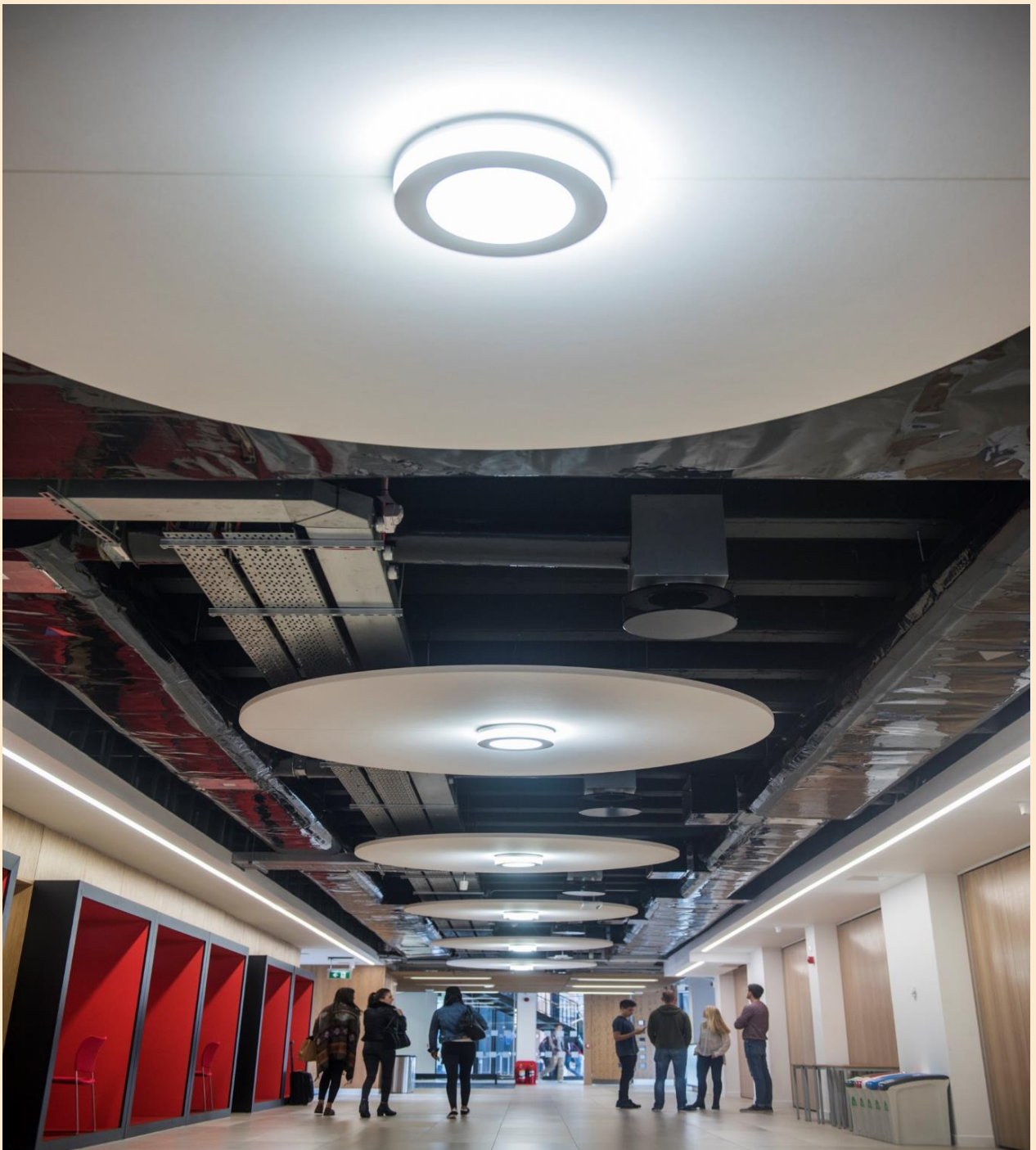
## **Principle 6 | Dialogue**

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

A programme of seminars, guest speaker events and debates facilitating dialogue between the business school and its stakeholders is active throughout the Business School. Our academics are called on to impart their knowledge to private, public and not-for-profit organisations, contributing to debating global social responsibility and sustainability issues.

## Responsible Research in Business Management (RRBM)

In 2021, the School was named a Pioneering Institution by the RRBM (Responsible Research in Business and Management) following a submitted application by Dr Matthew Alexander in the Department of Marketing. Strathclyde's Professor of Strategy Peter McKiernan is one of the 24 founding members involved in setting up the organisation, which is dedicated to playing a vital part in ensuring research is produced which has business and societal impact. This responsible research then feeds into responsible teaching and preparation of responsible managers. RRBM is dedicated to inspiring, encouraging, and supporting credible and valuable research in the business and management disciplines. It's a virtual organisation initially developed by 24 leading scholars in five disciplines at 23 university-based business schools in 10 countries and is now joined by a much larger community. The organisation is supported by groups including AACSB, EFMD, PRME, Aspen Institute's Business and Society Program, GRI and many business schools worldwide.





## Engage with Strathclyde Business School

Contributions to Society and the Economy: User engagement events are designed to define real-life challenges and build relationships to support solution creation. Problem themes are aligned with our research capabilities. For example, the Hunter Centre for Entrepreneurship holds social entrepreneurship days, and the Risk Consortium has held thrice-yearly events to bring together stakeholders and academics. Media, blogs, vlogs and white papers are used, particularly by the Scottish Centre for Employment Research and the Fraser of Allander Institute. Networking events such as the annual 'Engage with Strathclyde' week, where the School's research is displayed using a range of events involving stakeholders from industry, public and non-profit sectors, professional associations, and government.

Examples include customer service by Marketing, the Chartered Institute of Personnel and Development, Skills Development Scotland, and the Future of FinTech events led by the Centre for Financial Regulation and Innovation. Similarly, the Department of Work, Employment & Organisation and the PrOPEL (Productivity Outcomes of Workplace Practice, Engagement and Learning) Hub regularly hosts a range of local stakeholder engagement and international events with speakers from Brazil, Germany, Sweden, Belgium and organisations such as the International Labour Organisation. The School's research has a societal impact through work with individuals and organisations in the UK and globally. For example, individuals and communities in the Brazilian Amazon have benefited socio-economically by interventions arising from UKRI-GCRF COVID-19-funded research (Garvey).



## A Vision for Climate Education

COP26 ended after two weeks in Glasgow, bringing together world leaders, delegates and activists worldwide. Strathclyde was busy organising dozens of events and rallies throughout the COP - from welcoming Barack Obama to hosting a climate education initiative called the COP26 "Climate Education Kick-off" (CEKO).

As a former Strathclyde student who graduated in 2017, I was delighted to initiate the CEKO initiative at Strathclyde. While studying at Strathclyde, I was the Chair of the Strathclyde Business Network, a student-led project organising conferences within the university, including the Glasgow Business Summit. Four years later, I was pleased to return to Glasgow to coordinate the COP26 delegation of a leading international climate education NGO called Climate Fresk.

Climate Fresk provides a science-based workshop in the form of a 42-card game. Based on the IPCC reports, the Climate Fresk workshop enables anyone to understand the best of climate change science in a few hours while having fun and learning collectively in a group supported by a facilitator. Since the creation of the NGO three years ago, the workshop has grown exponentially worldwide, reaching over 260,000 participants in 50 countries and 35 languages.

COP26 was a key milestone for the NGO. 160 facilitators from the Climate Fresk community came to Glasgow to urge world leaders to put climate education at the forefront of climate action and accelerate Climate Fresk Internationalisation by running workshops all around the city. Politicians in the Blue Zone, activists in the Green Zone, citizens in the streets, and students from across universities have done the workshop throughout the two weeks of the COP. Universities were a top priority for Climate Fresk, which organised workshops at Glasgow University, School of Arts, City of Glasgow College, Edinburgh University, Dundee University, Stirling University, and Strathclyde.

The COP26 Climate Education Kick-off (CEKO) at Strathclyde has been the main highlight of all these higher education institutions. In the UK, Strathclyde led the way forward during the COP, organising the largest CEKO ever held in the UK - 200 students, PhDs and professors from Strathclyde have learned together about climate change and spread climate awareness through Climate Fresk workshops.

This climate education revolution is happening at more than just Strathclyde. In the academic year 2020/2021, CEKO programmes have engaged over 100,000 students in 240 universities and ten countries. Furthermore, at COP26, Ministers of Education and Ministers responsible for addressing climate change worldwide committed to taking action for climate education.



## Economics student's team wins climate change hackathon

A Strathclyde Business School Economics student was one of a team of UK and Singapore university students who worked together to win the UKSAEI (UK-Singapore Universities Alliance for Entrepreneurship and Innovation) Climate Change and Sustainability Hackathon.

Danny Leask is one of a group of six students from UK universities representing Strathclyde, Glasgow, Cranfield, Nottingham and Coventry in the UK and Nanyang Technological University in Singapore who entered the hackathon to come up with innovative ideas to help businesses combat climate change.

They had to work on the proposal: "How could business and organisational rules and structures, both public and private, be adapted to encourage organisations to be more socially responsible with a particular focus on achieving net zero?" Teams were created to ensure students from different universities and countries had the chance to collaborate, and Danny's team, "ENSaver", worked together over two weeks on the challenge.

His group proposed an intelligent adapter that would turn on and off appliances such as coffee machines and drink coolers that are traditionally left on overnight in the hospitality sector. Danny explained, "The device turned on devices at the optimal time to ensure the temperature is correct for service, reducing the time the device is active. The device is controlled by an app that would be integrated into existing management software systems. This simple IoT solution reduces the business's energy consumption, reducing their costs and the environmental impact of the appliances.

"It was a great experience working with such an enthusiastic team. The whole event was full of interesting presentations and engaging masterclasses. I highly recommend any student interested in entrepreneurship and sustainability apply for the competition." The team created and conducted market research, made a business proposal and a prototype for the app, and analysed the device's impact on CO2 emissions.

They presented their pitch to a panel which included Her Excellency Kara Owen, the British High Commissioner to Singapore; Richard Warburton, the President of the British Chamber of Commerce Singapore; and Hugh Edmiston, the Administrator for Singapore Management University, at the end of the event which took place from October 18-29. UKSAEI was launched in April, bringing together 16 world-leading universities from the UK and Singapore to share knowledge and facilitate collaboration in commercialisation and innovation.



## **Sreevas Sahasranamam joins the G20 Startup task force on sustainability**

Dr Sreevas Sahasranamam, Associate Professor at the Hunter Centre for Entrepreneurship, has joined the G20 Startup task force on sustainability.

Under G20, a first-of-its-kind official engagement group has been initiated under the Indian presidency of the G20 2023 to focus on startups called Startup20. It acts as a dialogue forum with the global startup ecosystem stakeholders. It intends to represent the global startup ecosystem to raise the macroeconomic concerns and challenges faced by entrepreneurs with G20 leaders.

Startup20 will work towards bringing forward critical topics for discussion and formulating recommendations against each priority area. It has five main task forces – Foundation, Alliances, Finance, Inclusion, and Sustainability. The task forces are structured to develop critical priorities and bring forward the topics in which recommendations would be formulated to support the startup ecosystems globally. These recommendations would be conveyed through a communique to the G20 India presidency and taken up during the G20 Summit 2023.

On joining the task force, Dr Sahasranamam said, "It is a wonderful opportunity to engage in policy development at the intersection of entrepreneurship and SDGs. My research and teaching have been entirely in this space, and I am glad to be given this opportunity by the Startup20 team to translate research to policy and impact through this task force. Through this, I also look forward to learning from leading voices in the startup space globally."



## Mental Health Investment could benefit the population and economy

Professor Alec Morton, head of the Department of Management Science, and Lee Knifton, co-director of the Centre for Health Policy at Strathclyde and Director of The Mental Health Foundation for Scotland and Northern Ireland, have helped co-author a significant report on mental health and how Government investment in its prevention can save money in the long term as well as reduce future mental health issues in the population.

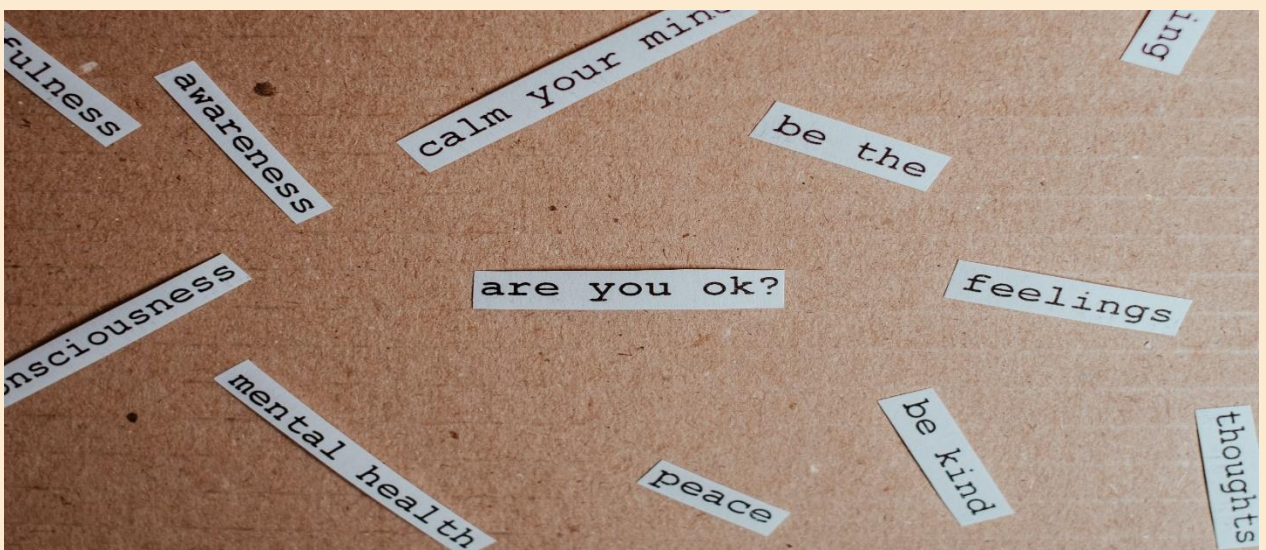
The Mental Health Foundation report - Economic Case for Investing in Prevention - highlights how mental health problems currently cost the UK at least £117.9 billion a year (£100.8 billion in England; £8.8 billion in Scotland; £4.8 billion in Wales and £3.4 billion in Northern Ireland). Much of these costs are due to people living with mental health conditions being unable to work or working less because of the additional challenges they face and the costs associated with support from informal carers.

Other associated costs could include the costs to the criminal justice or housing sector that are related to mental health difficulties; the costs associated with self-harm and suicide, much of which is linked to poor mental health; and the costs associated with alcohol and substance misuse, which is often linked to poor mental health.

The report acknowledges a higher risk from mental health issues at specific points in life – starting school, moving from school to further or higher education, then to work, and from work to retirement. There is evidence that implementing various interventions could prevent mental health problems for many people.

Examples of interventions include: training all health visitors to identify women at risk of perinatal depression and providing psychological therapies for those at risk; anti-bullying programmes in schools; brief psychological interventions for people living with long-term physical health conditions; opportunities to engage in exercise for all children, young people, and adults; providing opportunities for older people to continue to engage in activities that reduce their risk of social isolation; and suicide prevention measures: in addition to restricting access to means, early identification of threats of future self-harm, for instance in hospitals and primary care, followed by appropriate ongoing mental health support.

Dr Alec Morton said, "The pandemic has made us all aware of the importance – and fragility – of good mental health. This report adds to the debate an assessment in money terms of the cost of mental health problems in the UK and a summary of what the evidence can tell us about the best buys for safeguarding the nation's mental health."



## Professor joins Scottish Government's Climate Policy Engagement Network

Professor Iain Black, Professor of Practice in the Department of Marketing who leads the business school's sustainability strategy, has been asked to join the Scottish Government's Climate Policy Engagement Network for three years. First, this network will support the development of the Scottish Government's Climate Change Plan and the Just Transition Plan.

This work follows Professor Black's membership of the Scottish Government's groundbreaking 'Global footprint working group' set up to examine Scotland's global environmental impact.

Countries (and organisations) typically report their environmental impact based only on their domestic production and consumption and ignore (or choose not to measure) their international footprint, including the damage associated with goods and services imported from overseas. As such, they significantly underestimate the full extent of the environmental damage their economies create. The analysis, conducted by the Global Footprint Network, sought to overcome the data and methodological difficulties inherent in understanding these global impacts to guide governmental policy.



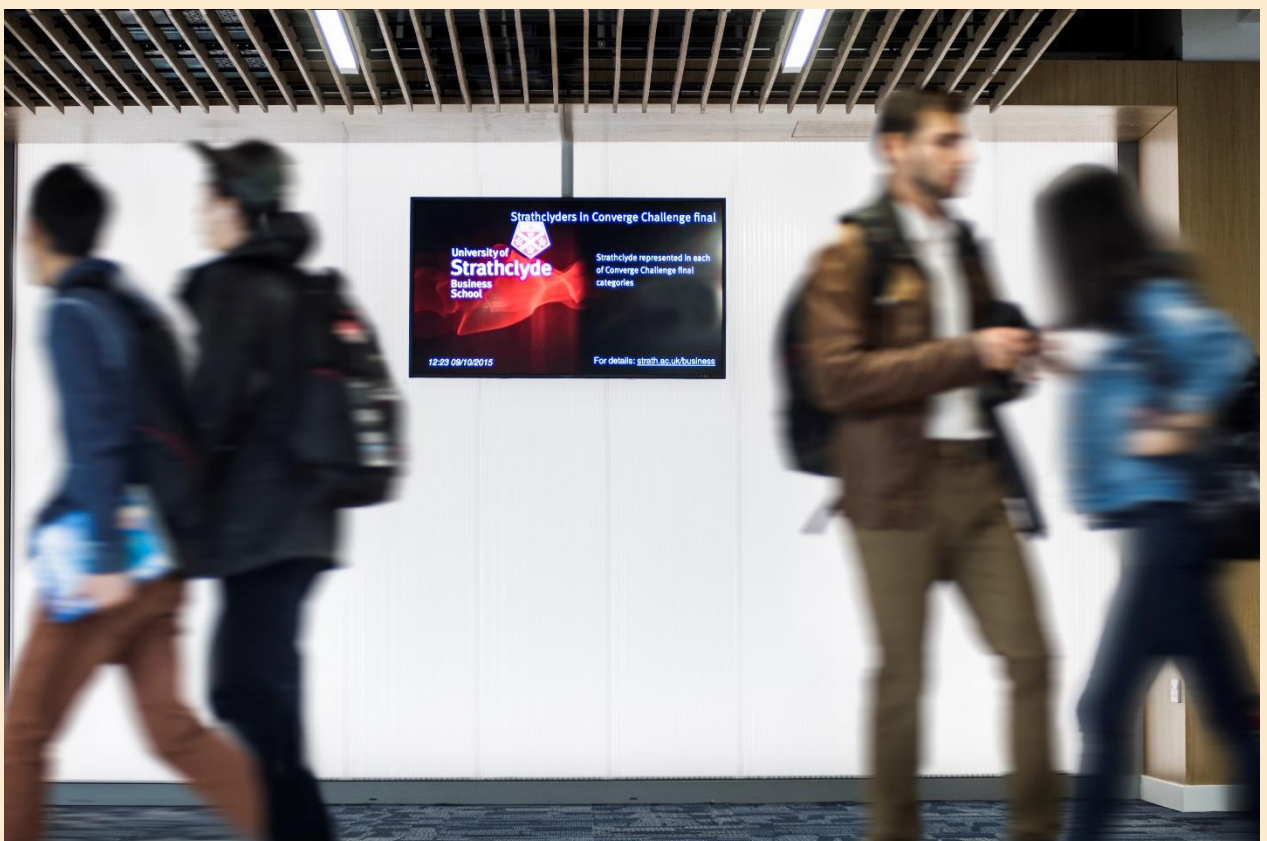
## International Labour Process Conference focused on fair work

The 41st International Labour Process Conference (ILPC) took place at Strathclyde from April 12–14, with over 300 delegates attending the conference at the Technology and Innovation Centre (TiC) and 60 delegates joining online.

The Department of Work, Employment and Organisation successfully hosted the conference organised by Professor Ian Cunningham, Dr Kendra Briken, Dr Brian Garvey, Dr Anastasios Hadjisolomou, Dr Pratima Sambajee, Karen Morrison and Dr Darren McGuire. The organising committee was supported by Debbie Campbell, Alan McCleave, Collaboration Technology Specialist, and PhD students, Anya Kaufmann, Bianca Vasquez-Pistorio, Brian Finlay, Dustin Hafki, Frankline Banda, Jim Doran (University of Glasgow), Lin Batten, Marina Nikolova, Paul Prescott, and Princess Okechukwu throughout the three-day conference.

Annually, the conference brings together academics and policymakers from the sociology of work and employment, business and management studies, human resource management, industrial relations, organisational analysis, and a range of other disciplines to discuss and critically assess developments in work organisation, present their research and stimulate debate, collaboration and publication.

This year's conference focused on 'Fair and Decent Work in the Global Economy? Achieving fair and decent work is a complex, ongoing challenge in all forms of employment. Fair and Decent Work's theme also embraces various interpretations, with regulatory interventions at multiple levels (i.e., via International Labour Organisation, European Union, National, Devolved/Federal governments, Sectoral and Regional).



## **Future Objectives**

### **Principle 1 | Purpose**

- University Strategy to 2025 (and changes from the update in late 2023), including a commitment to 70% carbon emissions reduction by 2025 and net zero by 2040
- Finalise and implement School sustainability strategy
- Pursuit of the SDGs to 2030
- Ongoing support for the Centre for Sustainable Development

### **Principle 2 | Values**

- Values and socially progressive orientation employed throughout methods below

### **Principle 3 | Method**

- Provide access to staff and students online SDG and Climate Change solutions training via the Sustainability Passport initiative
- Recognise planetary boundaries and social foundations in the sustainability mission
- Conduct ongoing review of action on SDG in teaching and research, collaborating with the PRME Scotland chapter
- Support Faculty Sustainability Committee
- The development of further multi-disciplinary teaching collaborations at all levels (encouraging focus on all 17 SDGs)
- HEI Equally Safe – national HEI tool rollout on behalf of Scotland's Universities (SDG 4, 5, 10, 16)
- SBS staff survey tracking engagement and confidence in SDGs
- Work with accreditation bodies to ensure accountability for excellence in the employment of PRME
- Engage a student ambassador to evaluate PRME/SDG performance

### **Principle 4 | Research**

- Evaluate results from REF 2021 Impact Cases aiming to strengthen research clusters further
- Increase research across all SDGs (performance evaluation exercise for 2023 report)
- Increase research in EDI learning and teaching

### **Principle 5 | Partnership**

- Commitment to collaboration around COP 28 2023 via satellite campus in Dubai, UAE (SDG 13 and SDG 17, e.g. UNFCC Accredited Observer Status; COP 28 UK Universities Network member; GCID for COP 28)
- Leadership and participation in the PRME Scotland network

### **Principle 6 | Dialogue**

- Webinars with Global reach aligned to socially progressive commitment (SDG 17, e.g. ACCA Universities Conference 7/2021 (pre-COP engagement) focused on "Social Purpose – Acting together to do the right thing")
- Leadership and participation in PRME Scotland network workshops and research





## Contact Us

For further information about PRME-related activities at Strathclyde Business School, please contact:

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