



# Strathclyde Business School **Sharing Information on Progress Report** 2019-2021

**PRME** Principles for Responsible  
Management Education

*an initiative of the United Nations Global Compact*

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## Message from the Executive Dean

This is Strathclyde Business School's (SBS) fifth report since becoming a signatory to the UN Principles of 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 business, industry, professional bodies and individuals. With increasing pressures and challenges around the world in areas such as energy, the

environment, financial regulation, living conditions and inequality, universities have a duty to play their part in creating 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 a responsible management education, and carry out research which leads to positive social impact.

Dr Andrea Coulson continues in the role of Strathclyde Business School Director, PRME, to underline our commitment to the PRME principles. Dr Coulson is supported by David Somerville in the role of PRME Administrative Lead, who was awarded a Strathclyde Values Medal in 2020 for his commitment and work on the Business School's accreditations and devising, championing and leading the SBS Wellbeing initiative (see Principle 2: Values, for details of this achievement). Our key achievements for this reporting period (2019-2021) are summarised on pages 6-7.

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

In line with the University of Strathclyde's foundation in 1796 as a 'place of useful learning', SBS has a long-established commitment to making our skills, knowledge and resources available for the common good both academically and in the form of wider community contributions.

We are committed to working internally and externally with integrity and in an open and respectful way and are delighted to further renew our commitment to the PRME principles. This progress report gathers together examples to highlight the importance we attach to corporate responsibility and our commitment to these principles in action.

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

# 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 largest 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 process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business 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 4 | Research

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



## Principle 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 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 3 | Method

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



## Principle 6 | Dialogue

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

# SUSTAINABLE DEVELOPMENT GOALS

The SDGs were adopted by the UN in 2015 to provide a framework for developing the world in a sustainable way 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 at 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 industrialization 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 halt 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 revitalize the global partnership for sustainable development



# About Strathclyde Business School

## 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' and this 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 in Greece, Switzerland, UAE, Oman, Bahrain, Singapore and Malaysia, 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 not only nationally, but internationally. We pride ourselves on our collaborative approach to working alongside industry building mutually beneficial relationships which add value to both organisations and individuals alike.

## International accreditation and recognition

Strathclyde Business 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

Strathclyde has a reputation for research excellence. Based on the REF (Research Excellence Framework) 2014 GPA scores, the Times Higher Education ranked us first in Scotland and in the top 10 business schools in the UK for its research.



## SIP Report Highlights



### Principle 1 | Purpose

- Professor David Hillier, Executive Dean of Strathclyde Business School, championed the development of the new University [Centre for Sustainable Development](#) to encourage multi-disciplinary collaborations at all levels and pursuit of SDGs. See page 8



### Principle 2 | Values

- The University of Strathclyde is amongst the top universities (positioned joint-32nd in the world, up from 70th last year, first in Scotland and seventh in the UK) whose work is contributing to the United Nations' 17 Sustainable Development Goals (SDGs), according to the [Times Higher Education \(THE\) Impact Rankings 2021](#). See page 11
- Designed to support SBS staff wellbeing and mental health, SBS Wellbeing is an initiative devised, developed and championed by David Somerville (PRME Administrative Lead). It brings together the key elements of connection, activities, learning, awareness and helping others - to help maintain and improve the Faculty's mental health and wellbeing during the COVID-19 pandemic and beyond. See page 12



### Principle 3 | Method

- The University launched a dedicated module on Multi-disciplinary Perspectives of Sustainable Development, focused on education on the Sustainable Development Goals. The module is distinctive in being delivered by academic staff across all four faculties of the University, who present different disciplinary perspectives on the challenges expressed in the UN's SDSs. The module is available as an elective to all undergraduate students at the University. See page 15
- The development, impact and feedback of the Social Responsibility Pathway that SBS students undertake as part of the Undergraduate Management Development Programme, as demonstrated by the voices represented in the report. See page 16



### Principle 4 | Research

- Ongoing research projects by the [Global Socially Progressive Entrepreneurship & Innovation Research Group](#). Core areas of the Research Group include: Social, Sustainable and Diversity-focused Entrepreneurship and Innovation, strategies for Social and Business Sustainability and Impact as well as related Educational and Business Models. The Group shares close links to the existing University Strategic Sub-Theme of [Socially Progressive Innovation and Entrepreneurship](#). See page 28

## SIP Report Highlights continued

- In keeping with the principles of the UN SDGs, the Centre for Sustainable Development seeks to foster collaboration and equitable partnerships to ensure that no one is left behind. Central to this is a vibrant and cohesive PGR community, serving as a platform for inter-disciplinary collaboration, both nationally and internationally. As such, we have launched the Strathclyde Centre for Doctoral Training for Sustainable Development. See page 29



### Principle 5 | Partnership

- In 2020, Strathclyde Business School was successful in securing more than £1.5 million pounds 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 different 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. See page 36
- In January 2021, Strathclyde's upcoming membership of the University of the Arctic (UARctic, <https://www.uarctic.org/>) was announced. UARctic is a network of higher education and research institutions from across the world who are concerned with education and research in and about the North. See page 36



### Principle 6 | Dialogue

- In 2021, SBS was named a Pioneering Institution by the [RRBM \(Responsible Research in Business and Management\)](#). It's a virtual organisation initially developed by a group of 24 leading scholars in five disciplines at 23 university-based business schools in 10 countries and now joined by a much larger community. The organisation is supported by groups including AACSB, EFMD, PRME, Aspen Institute's Business and Society Program, GRLI and many business schools worldwide. See page 40
- We promote the impact of our research through the University's flagship programme [Engage with Strathclyde](#) week, bidding for and winning KTPs, promoting and bidding for Innovation vouchers and Consultancy projects, delivering commissioned reports and offering a portfolio of executive education classes. See page 41

## 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.



UNIVERSITY of STRATHCLYDE  
**CENTRE FOR  
SUSTAINABLE  
DEVELOPMENT**

Professor David Hillier, Executive Dean of Strathclyde Business School, championed the development of the new University [Centre for Sustainable Development](#) to encourage multi-disciplinary collaborations at all levels and pursuit of the SDGs.

The University established the Centre for Sustainable Development in October 2020, housed within Strathclyde Business School. The Centre aims to bring a coherence to our global 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 our excellent track record and relationships with industry. We have five thematic areas: Education and Awareness, Research, Capacity Building, Partnerships and Thought Leadership, pulling in interdisciplinary teams from across all four faculties in the University.

As global citizens we will design our solutions to be appropriate to each distinct context, recognising the global interdependencies of economic and social development, and environmental protection. We shall be cognisant of the rapid changes and impacts of COVID-19 on global and national challenges and on all our activities.

### Introduction

In educating Strathclyde students, and upskilling/reskilling/developing people in work and changing careers, we ensure they are challenged in an intellectually stimulating environment, which is informed by our strengths in research and knowledge exchange and is set in a context of global challenges and sustainability. Our extensive UK and international partnerships with industry, public and third sector partners and our significant strengths in research and knowledge exchange, enable our students to gain the knowledge, skills and experience they need to excel in a fast-moving world.

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

### Strategic Plan

The University of Strathclyde's [Strategic Plan 2020-2025](#) builds on our collective achievements over recent years in realising our vision of Strathclyde as a leading international technological university that makes a positive difference to the world. Established as the place of useful learning – with a mission to make the world better-educated, prosperous, healthy, fair and secure – we continue to live by our socially progressive values today,

## Principle 1 | Purpose continued

putting sustainability at the heart of our strategy through our commitment to deliver against the United Nations Sustainable Development Goals. We have grown our partnerships with business, industry and government to accelerate and amplify innovation and to boost societal advancement, economic success and inclusivity in our city, our country and across the world.

We have invested enormously in our campus to deliver a first-class experience for our increasingly international and diverse student body, while making advances towards net zero through the setting of ambitious and challenging milestones, mindful of the urgent need to reduce humankind's impact on our planet.

We make important contributions to the international acknowledgement of the climate emergency we face and have acted to identify solutions to tackle this defining challenge for the 21st century. This has arisen through our staff delivering impactful outcomes from our leading research activities and by our staff appointments on bodies influencing government in Scotland and the UK. To deliver net zero we will work more intensively and in collaboration with others to: influence policy; ready our graduates with the knowledge and approaches they need to make an impact; create technical solutions through our research programmes; and ensure our own campus and community make the necessary shifts in behaviours and investments.

Our successes flow from our clear and distinctive strategy which, measured against performance data and stakeholder responses, tells us that our values-led approach to working together, and our targeted actions and bold decision-making are delivering for our students, our partners and society at large.

We will continue to build on the solid foundations, strong financial position, international profile and goodwill that we have established and we will make major investments in our staff, focusing on new talent attraction and retention and development across all our staff categories. We will strive for even greater progress and to meet the challenges and capture the opportunities of the years ahead with purpose and determination in a world that is continually and rapidly changing.

Our strength lies in our ability to respond quickly and flexibly to developments in the external environment and to create and take advantage of opportunities, working with our partners here and overseas, when they arise.

Our Strategic Plan outlines our aims for the next five years and how we will use our distinctive position as a leading international technological university to be innovative in delivering our ambitions – questioning, challenging and developing our approaches, operations and processes to ensure that we are effective in all that we do. Coupled with our relentless commitment to pursuing a globally socially progressive vision, these two overarching characteristics define the authentic passion we have for making definite, high value, contributions; truly 'useful learning' in the 21st century.

In doing so, we will ensure Strathclyde provides a supportive and rewarding working environment which allows us to develop our capabilities and look after our health and wellbeing. Our values ethos, and our focus on social inclusion, social justice, and community and public engagement influence not just what we do, but how we do it.

As a University, we benefit immensely from welcoming diversity from across society and the world at large, and we will always remain open and outward looking. We will continue to focus on improving diversity, enabling inclusion and promoting equality at Strathclyde.

## Principle 1 | Purpose continued

### Strategic Framework

We have three key Strategic Goals through which our ambitions will be delivered:

- Outstanding education and student experience
- World-leading research
- Transformative innovation & impact

Our Cross-cutting Goals provide critical context:

- Global engagement
- Operational excellence

Our commitment to sustainability underpins the entire Strategy. Through delivery of this Plan we will demonstrate what we intend to achieve as an institution over the period to 2025 and how we will focus our collective energy in order to realise our ambitions.

### Our Vision

Strathclyde Business School's vision is to be a socially progressive, world class business school located within and integral to a leading technological university.

### PRME Personnel at SBS

Dr Andrea Coulson is a Reader in Accounting at the University of Strathclyde and Strathclyde Business School's Director of the Principles for Responsible Management Education (PRME). As an accountant, her research, teaching and knowledge exchange interests include environmental and social accounting and accountability. She is particularly concerned with climate adaptation and working towards sustainability and accountability in everyday lives.

Andrea became Strathclyde Business School's first Director of PRME in 2017. The Principles, as broadly defined by the United Nations, are an ideal example of how Strathclyde Business School expresses the University's values and Strategic 2025 vision. As part of her role Andrea is engaged with other PRME signatories in sharing good practice and evidence/cases of impact from PRME and engages with the UN Global Compact and other UN agencies.

Supported by David Somerville, PRME Administrative Lead, who is responsible for collecting and collating information on PRME-related activities for the School's SIP Report. David also supports the School's faculty-wide accreditations AACSB and EQUIS, as well as being the SBS Wellbeing Champion (see Principle 2: Values, for David's achievement in this area).

### Contact Us

For further information about PRME-related activities at SBS, please contact:

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## 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.



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.

### Times Higher Education (THE) Impact Rankings 2021

The University of Strathclyde is amongst the top universities in the world whose work is contributing to the United Nations' Sustainable Development Goals (SDGs), according to the Times Higher Education (THE) Impact Rankings 2021.

Strathclyde is positioned joint-32nd in the world, up from 70th last year, first in Scotland and seventh in the UK in the latest Rankings which measure how 1,115 global higher education institutions are working towards the 17 United Sustainable Development Goals (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 9 Industry Innovation and Infrastructure – joint 55th out of 680 institutions
- SDG 12 Responsible Consumption and Production – 7th out of 503 institutions
- SDG 16 Peace, Justice and Strong Institutions – 13th out of 653 institutions

Strathclyde garnered a total of 91.7 points out of 100, with this improved position set against a substantial increase in the number of participating institutions.

This is an achievement that reflects increasing recognition that we are delivering on our mission as the Place of Useful Learning and our authentic commitments to being socially progressive. The results are a particularly welcome endorsement of our Vision 2025 strategy in the year the COP26 climate conference comes to our city.

## Principle 2 | Values continued



### SBS Wellbeing

Designed to support SBS staff, SBS Wellbeing is an initiative devised, developed and championed by David Somerville (Senior Faculty Administrator – Accreditations and Staffing, and also PRME Administrative Lead). This initiative brings together the key elements of maintaining and improving staff's mental health and wellbeing.

Our key messages are:

**Connect:** stay connected, engage and communicate with all staff to promote good mental health and wellbeing, both within the School and across the University

**Be active:** promote activities, exercise, fitness, nutrition and a healthy body and mind

**Keep learning:** from on-campus staff training to online resources, self-help books and publications – every day is a school day

**Be aware:** of those around you and the wide range of influencing factors affecting mental health. Be curious, take notice and keep caring

**Help others:** giving can be very rewarding. Do something nice for a colleague, volunteer your time, fundraise for charity, thank someone, smile, care, listen. Look out, as well as in

In October 2020, David received a Strathclyde Values Medal for his work on the accreditations of the Business School, and for being a huge champion of mental health and wellbeing at work - demonstrating all five of the University Values, in his work, relationships and achievements. The 2020 Strathclyde Values Medals looked particularly at those individuals and teams that exemplified the Values in the process of responding to the COVID-19 emergency.

### Our Values

The University's values capture what we're all about: who we are, what we believe in and what we stand for. Our values flow from how we act and how we expect to be treated as part of Strathclyde. In delivering our Strategic Plan, we will contribute, act and make decisions guided by these values.

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

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

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

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

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

## Principle 2 | Values continued

### Our Mission

Strathclyde Business School's mission is to make a positive difference to the lives of our students, society and the world. All within the context of the University's founding mission of being a place of useful learning.

### Ethical Guidelines and Codes of Conduct

The University has a comprehensive list of HR Policies and Procedures, including:

- [Code of Practice on Investigations Involving Human Beings](#)
- [Dignity and Respect Policy](#)
- [Equality and Diversity Policy](#)
- [Equality and Diversity Strategy Committee Policy on LGBT+ Staff and Students](#)
- [Gender-Based Violence Policy](#)
- [Mental Health and Wellbeing Policy](#)

### 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. We will achieve this Vision through five Strategic Themes which build upon a foundation pledge for all staff.

- 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

### The Strathclyde staff pledge

Building on our core Values, the People Strategy sets out a foundation commitment for every colleague. This foundation – 'The Strathclyde Pledge' – commits to ensuring that staff have stable contracts, fair and equal pay, a safe and secure working environment and that their opinions are valued.

**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 characteristic.

**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 prevention of 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.

## Principle 2 | Values continued



### Global Goals Teach-In

The aims of the Teach-In are to:

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

In our 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, particularly if this is not something they have explored in their teaching before.

The seventeen SDGs are varied and wide-ranging, including Gender Equality (SDG 5), Quality Education (SDG 4) and Climate Action (SDG 13), and can therefore apply to any discipline. Engagement with the Teach-In can take any form – from a themed lecture, to a class discussion of a TED talk, consideration of the SDGs through a case study relevant to your discipline, or a wide ranging debate.

The aim of the Teach-In is not to completely change the syllabus, but to consider how the SDGs can be incorporated into what is already being delivered and how students can apply what they are learning in the classroom to real-world problems.

The Teach-In represents a ‘playground’ to explore how the SDGs connect with academics’ own subject and teaching, and presents an opportunity for both staff and students to explore this together. Staff are invited to pledge their support to incorporate the SDGs into their teaching.

Strathclyde’s Education and Awareness Raising Thread of the Centre for Sustainable Development are putting together a Padlet which will accumulate useful resources for teaching staff, including a range of best practice examples from across our institution for embedding ESD in our curricula – at all levels and scales.

### UN Global Compact Champion

Professor Michael Kelly remains a champion of Strathclyde Business School. The School reappointed Professor Kelly, who is a local UN Global Compact champion, Emeritus Chair of the Living Foundation UK and former Director of Corporate Social Responsibility at KPMG, as a Visiting Professor in the Department of Accounting and Finance.

## Principle 3 | Method

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



A review of Strathclyde Business School's programmes is carried out annually to ensure we are teaching best practice in terms of 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

Recognising the importance of interdisciplinary working and skills, our staff contribute to the credit-bearing module called Multidisciplinary Perspectives of Sustainable Development, launched in 2020. The module is distinctive in being delivered by academic staff across all four faculties: 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 undergraduate students at the University.

The class introduces students to the UN's 17 Sustainable Development Goals, and explores in depth multidisciplinary perspectives of responding to the challenges of four specific goals, namely:

- SDG 3 Good Health and well-being
- SDG 7 Affordable and Clean Energy
- SDG 10 Reduced Inequalities
- SDG 13 Climate action

Through focused study of the SDG agenda and these four SDGs, students gain an understanding of the different ways in which various disciplines contribute to addressing these challenges. The pedagogical design of the module aligns to UNESCO's Education for Sustainable Development Learning Objectives (2017) so that students have the opportunity to develop the skills UNESCO say are essential for addressing the goals. This includes the development of socio-emotional skills, including reflective skills and the ability to collaborate with, and communicate effectively with, students from other disciplines. Students are also encouraged to see the overlap between the SDG and how addressing one SDG can facilitate or hinder progress on achieving the targets of another SDG. It is anticipated that this module will be one of a series of modules, each focussing in depth on different SDG.

## Principle 3 | Method continued

### Social Responsibility Pathway

The Social Responsibility Pathway is a 20 credit option for third year students participating on the Strathclyde Business School Management Development Programme (MDP). The pathway is designed to give students experience of working with initiatives and external organisations in real-life contexts while engaging in activities with a positive social dimension, particularly in relation to widening access to Higher Education. This allows them to gain valuable real-world experience, developing their employability skills while giving something back to the local community. Participating students can select options based on three main areas of work; widening access programmes, educational initiatives and work with third sector organisations.

Since 2014-15, 1,158 students have participated on the pathway. They have worked with 24 external organisations and charities; tackling issues such as poverty, homelessness, and support for the newly-arrived refugee community; and with pupils from 62 secondary schools from 13 local authorities, contributing thousands of hours to access and outreach projects, including tutoring care-experienced young people and high school pupils from more deprived areas and mentoring on the Breaking Barriers programme. Students also have the opportunity to design and manage the One Step Forward event for pupils interested in studying at the Strathclyde Business School, mentor school pupils through the Micro Tyco Innovate sustainability challenge and work as classroom assistants in primary schools in more disadvantaged areas.

Participating students find the work challenging, rewarding and enjoyable. The experience allows them to address forms of disadvantage in a positive and proactive way and to develop a range of transferable skills including communication, team-work and time-management.

Due to the circumstances of academic year 2020-21, all of the student work on the pathway was moved online. New working structures were created to allow students to work remotely with partner organisations and to engage effectively and securely online with pupils on Tutoring and Mentoring programmes as well as the One Step Forward Widening Access event. Despite the challenges presented, there were many benefits to these new ways of working, with students being able to support both charities e.g Calum's Cabin on the Isle of Bute, and learners that are geographically more-distant from the University. In total, students worked with 16 external charities during the year. The 2021 Strathclyde Christmas Toy Appeal was also moved entirely online with students raising £8,050, allowing us to purchase and distribute 950 presents to local charities and schools. 30 pupils, including care-experienced young people, were tutored and mentored remotely and 20 learners with learning disabilities from across Scotland were mentored online during 2020/21.

## Principle 3 | Method continued

Examples of the impact of the Social Responsibility Pathway since 2014/15, have included:

### Widening Access

- 65 students have tutored 161 pupils, including care experienced young people.
- 33 students have mentored 44 senior school pupils interested in studying Business at university.
- 22 students have mentored 34 students with learning disabilities on the award-winning Breaking Barriers programme.
- 135 pupils have attended the 'One Step Forward' one-day event.

### Educational Initiatives

- 63 students have worked as classroom assistants in Annette Street Primary in Govanhill, supporting pupils with language difficulties, for approximately 4,700 hours. Students have also fundraised over £12,000 Primary to provide the school with educational resources and opportunities.
- 68 students have worked over 4,000 hours with MCR Pathways, who support care-experienced young people. Student roles have included research projects, designing educational programmes and creating marketing materials.

### External Organisations and Charities

- Overall, student fundraising activity on the pathway has raised over £65,000 for several different charities.
- Since 2016, the Strathclyde Christmas Toy Appeal has received and distributed over 6,000 presents through five schools and nurseries and 10 children's charities, to some of the most disadvantaged children in Glasgow.
- 39 students have spent over 3,000 hours working in the Glasgow South-East foodbank, developing projects that help support the foodbank in its mission, as well as raising over £10,000.
- 25 students have worked 2,500 hours with Refuweegee, supporting the integration of the newly-arrived community into Scottish life. Students work in the Refuweegee offices and run a variety of fundraising and awareness-raising activities.

## Principle 3 | Method continued

### Testimonials

“Taking part in One Step Forward Strathclyde was an incredibly rewarding opportunity. It gave me the chance to work with a very skilled team to support young people by helping to break down the barriers many pupils from disadvantaged backgrounds face when accessing Higher Education. On a personal level, this experience has provided me with many transferable skills to take forward with me and allowed me to feel I was making a positive contribution to society. The awareness it raised has given me a passion for fair access which I am excited to take with me as I stay on and join the Widening Access Team as a mentor. In addition, as a first-generation university student from a low SIMD area myself, I have contemplated many times about just how much initiatives such as One Step Forward Strathclyde would have benefitted me as a high school pupil, and it was truly an honour to be involved.”

**Evie Gardner, Student, Participant on the One Step Forward One-Day Event on the Social Responsibility Pathway 2020-21**

“The young people who took part in the tutoring programme from the University of Strathclyde spoke about the numerous benefits that the programme gave them. It allowed the young people to build a relationship with a positive role model whilst receiving individual support in a way that their family might not have been able to provide. All of the young people feel that they benefitted from the experience and were very grateful to the team at Strathclyde for all of their hard work. As a school, we feel that this support has helped the young people at a very difficult time in their academic journey and provided a fantastic level of support. We are very appreciative of the time that Strathclyde staff and students spent with our learners.”

**Laura Russell, PT Pupil Support, Cathkin High School**

“Working with Strathclyde University’s Social Responsibility Pathway is a fantastic and collaborative partnership for MCR Pathways, which brings enormous benefits on both sides. The University students are able to gain real and relevant work experience within a fast paced organisation and we hope it is rewarding for them to see the impact of their work. From pupil tutoring, to supporting research and the wide ranging needs of the marketing team, the students have made a truly remarkable difference year on year. As a charity we really value the additional support they offer us and our young people through their commitment to the programme and its also rewarding for us to see them flourish and grow in confidence from the experience.”

**Kirsty Brennan, MCR Pathways**

“Having volunteered as an MCR Pathways tutor over the last few months, I can whole-heartedly say – and without sounding cliché – that the entire experience has challenged, energised, and developed me in more ways than I had initially envisioned. Seeing each pupil progress and gain in confidence each week provided me with the motivation and commitment needed to help them realise their full potential. Yet, each student I worked with taught me just as much, and for that, I am extremely grateful for. MCR Pathways are an inspiring and driven organisation with their people at heart - I would certainly recommend everybody to get involved and help to bridge talent with opportunity.”

**Holly McArthur, SBS Student, MCR Pathways Tutor on the Social Responsibility Pathway 2020-21**

## Principle 3 | Method continued

### Testimonials

“Mentoring is a really important part of ENABLE Works Breaking Barriers programme and we wouldn’t have the same impact on the lives of young people with additional support needs without the guidance of the students on the MDP3 Social Responsibility Pathway. Not only do they provide academic support through the programme and help our participants to plan their assessments, but they are a much larger part of helping young people with additional support needs to feel immersed in and become equal members of an inclusive university community.”

**Emma Malcomson, ENABLE Scotland**

We are so grateful for the support of the MDP3 Social Responsibility Pathway from the University of Strathclyde, and the students who participate and select CHAS as their chosen charity. Each year we get to work with a group of students who fully commit to raising money for our cause, and behave so professionally and are so willing to learn and give new things a go. This year’s students faced the challenge of virtual fundraising. We had no idea how this would go, but they were not phased. They were professional, committed, creative, and raised over £1,300 for CHAS at the height of lockdown. It’s been a very tough year to fundraise in, and we are very grateful that this course continued to operate and produce fundraising results. It’s a pleasure to work with the students on this course, and I look forward to meeting the new CHAS fundraisers each year!”

**Rachel Gedge, Community Fundraiser, CHAS**

“During the past year Calum’s Cabin have been working alongside Strathclyde University, engaging with students on MDP3 Social Responsibility Pathway Awards, this has been an invaluable partnership and the support and knowledge from students and their lecturers has been outstanding. The support has been extra beneficial during the pandemic since the majority of our volunteers have been unable to help, so having the resources and knowledge of students has been extra valuable. During the partnership, it has been great for the students to learn more about how a charity is run, being able to develop new skills and adjust the skills they already hold to suit the needs of the charity.”

**Caroline Speirs, Chairperson Calum’s Cabin**

## Principle 3 | Method continued

### Testimonials

“Our very successful partnership with Strathclyde Business School has now been running for eight years, bringing many benefits for the children in Annette Street School. Our school is unique in Glasgow because over 90% of the children attending the school are new or early learners of English. Their families are mainly Romanian or Slovakian Roma and, in addition to having no English, many have never been to school before, because they have come from situations of racism, persecution and marginalisation in their home countries. In addition to overcoming the barriers to learning caused by poverty, one of our biggest challenges is overcoming the language barrier and ensuring that the children can acquire enough English quickly in order to access the school curriculum. The students who volunteer with us as part of their “Social Responsibility” module provide valuable role models of English for the children. By helping groups of children to understand and keep them on task to complete work set by the teacher, the students are modelling the language needed. They build relationships with the children and through talk, play and having fun, they give the children opportunities to practise their English language skills. We are ambitious and aspirational for the children and working with the students encourages them to see the benefits of education in the longer term, helping them to understand about how they can fulfil their ambitions and potential.

The school also benefits financially, thanks to the Fund-raising Group. Through the events management aspect of their course, the students organise a variety of events to raise funds each year which we have used to enhance our outdoor learning space, purchase digital technology and allow us to fund trips for the children to provide rich, experiential learning opportunities. The Christmas Toy appeal has been one of the highlights of our partnership. Each year, the university provides a wrapped present for every single child in our school, which for some of our pupils may be their only present at Christmas. The students usually manage along to our Christmas parties and are present when the children open their gifts. It is one of the highlights of the school year for all staff involved and the joy in the room is palpable!

I believe that this project also benefits the students. They find the experience a rich and rewarding one, which gives them the opportunity to interact with children and support them in their learning. The opportunity develops their skills as active listeners and effective communicators and gives them an understanding of the issues of poverty. They experience first-hand how simple poverty indicators such as poor health and dental care, or lack of sleep due to over-crowding, can really impact on a child’s ability to learn. Above all however, their experience in the school demonstrates the need for an anti-racist perspective and the difference that just a few hours of volunteering can make to the lives of individual children.

In the main, the success of this project is down to the wonderful enthusiasm and commitment of the students and I cannot praise their efforts highly enough.”

**Wendy English, Depute Head Teacher, Annette Street Primary School**

## Principle 3 | Method continued



### Education for Sustainable Development

We recognise that we have a core responsibility to ensure our graduates leave with the necessary skills and competencies to address the current and future sustainability challenges. With this in mind, we are working hand in hand with the Centre for Sustainable Development, and the Education for Sustainable Development working group to embed sustainable development across our curricula. In 2020/21, a number of 2nd year undergraduate students conducted a student-led survey of academic awareness of the SDGs. The results of this will be integrated into the School's performance appraisal going forward. At the same time, there is also a survey within the ESD group of the students' awareness of the SDGS.

### Vertically Integrated Projects for Sustainable Development

This is an award winning programme that embeds research-based education for sustainable development in Strathclyde's undergraduate curricula. Dr Scott Strachan, programme co-director, has said that "the programme provides our students with a platform to proactively contribute towards meeting various SDG targets as an integral part of their studies here at Strathclyde.

Throughout their time here they can work with researchers and academics and crucially with each other, and across all sorts of disciplines, on research that has the delivery of social, economic and environmental impact at its heart. To paraphrase Sir Jonathan Porritt, the programme focuses on preparing our students for the world of work by tackling the work of the world".

Scott says "ESD in our teaching doesn't need to be through dedicated SDG modules or even programmes like the VIP4SD, it can be one lecture, it can be a slide, it can be a mention that ignites that inquisitive spark within our students that sets them on a path to find out more about the SDGs, perhaps by registering for some of the SDG-related classes open to them here at Strathclyde.

There are opportunities for all of us involved in teaching and learning to introduce this into our teaching, and at any level and scale. For example I also teach a third year engineering class on renewables, and set an off-grid PV solar system design tutorial lasting one hour in the context of a remote rural community in sub-Saharan Africa.

This literally breathes life into an otherwise fairly standard technical design exercise, where students can become aware of not only how to design the technical elements of these systems, but of the social, environmental and economic challenges and opportunities surrounding these communities, and the potential role of such systems in addressing SDG 7 and providing electricity access to the close to 1 billion people living without it in the world today."

### Management Development Programme

The Management Development Programme (MDP) is a core module that runs through the UG programme for all Business School students (n=1671) across Years 1-3. The aim of the MDP programme is to support students to put 'theory into practice', boost their professional development and employability skills and support them to become global citizens. Below are some of the ways in which the MDP programme has supported the PRME Principles in 2020 and for 2021 onwards.

#### MDP1 - Innovation, Commercialisation, and Entrepreneurship (ICE) (n=496)

For 2020

- In Semester 1, students learn about Sustainable Business Practices and the UN SDGs. This cumulates in writing an individual research report to showcase how businesses could become more sustainable to support the global economy and society. In Semester 2, students then utilised this knowledge to work in teams to create a new business product/ service and/or social innovation to support at least 2 of the UN SDG goals.

## Principle 3 | Method continued

- Throughout the Year, students interacted with entrepreneurs, all of whom have had significant leadership and experience in sustainable and/or responsible leadership. They were able to be mentored and learn from these entrepreneurs to better their ideas and knowledge of sustainable business practices.

For 2021 onwards

- In addition to above, a new format for year 1 will now see students take on more Professional Development planning, learning fundamental and responsible leadership and business skills from global organisations and global leaders.

### MDP2 - People, Projects and Professionalism (3Ps) (n=625)

For 2020 onwards

- Throughout the year, students worked with local SMEs and start-ups to help them to develop social innovations to business challenges. Students also researched external and internal strategies on how the businesses could adopt the UN SDGs to support their business and gain competitive advantage.
- Throughout the year students worked on their own Professional Development skills, learning how to become better global citizens and sustainable, responsible leaders. In this students participated in the January Professional Development Fair, which was a week-long festival of interactive workshops that allowed students to learn these development skills via businesses and organisations.

### MDP3 - World of Work (WoW) (n=550)

This year is very different to the other 2 years, as students are allowed to choose their own individual pathway amongst 6 key areas. So below are some general ideas of what we cover on the pathways, as they link to PRME.

- Internships - on this pathway, students are encouraged to intern with third sector organisations and/or working within a larger organisation's CSR department and/or activities. Of this over 50% of our students achieve this. Even with that emphasis, one assignment does ask the student to assess the business's CSR and responsible activities and provide recommendations on what they could do better.
- CSR & Volunteering - this pathway allows our students to volunteer with local organisations, including mentoring underprivileged students in WP schools. Here students learn about sustainable business practices and social innovations for a better society.
- Internationalisation - Global Classrooms: this particular section provides students a chance to work with other students around the world to help support a third sector organisation through consultancy. This allows students to gain responsible and global leadership skills, as well as support sustainable business practices globally.
- Virtually Integrated Projects - this pathway sees our students working with Faculty of Engineering students to create commercially viable products and/or services that support UN SDG goals for local or international communities.
- Business Consultancy - this pathway has groups of students working to provide consultancy for local businesses, with sections of their reports and recommendations dedicated to how to adopt the UN SDG goals as well as become more responsible as a way to provide competitive advantage.

# SUSTAINABLE STRATHCLYDE!



My name is Andrew Cullen and I am the current President of the Sustainable Strathclyde Student Society.

The society has been faced with challenges like never before! Working in a digital era from home, with the current pandemic and difficult times we're facing, has provided so many great opportunities for positive change making. As students, we have the ability to lead by example and focus on change making to the benefit of our society and environment.

This led us to promote an 'Activism From Home' campaign for our Annual theme!



The work that has been undertaken has directly addressed 10 of the United Nation's Sustainable Development Goals.

Goal 3: Our campaigns have supported positive physical mental health and well-being e.g. Our Sustrans Active Commute Club Takeover on the Official Strathclyde Instagram demonstrated the social and environmental benefits of getting active – through walking, wheeling, cycling, skateboarding, scootering, and even roller skating!

Goal 5 and 10: We have promoted Gender Equality and have attempted to Reduce Inequalities through our work. All of our takeovers, posts, summaries, and events have been inclusive of gender, culture, disability, and age.

Goal 11: We have encouraged Sustainability through our own society, social media, and wider community. This has been done through promotion of events across Glasgow or our own campaigns surrounding health, well-being, and the environment. Especially during Coronavirus, our priority is keeping others safe!

Goal 12: One of the main activities that comes to mind is our Christmas and Valentine's Day events, we published advice and a blog on how to be more sustainable during these seasons! We spoke about food waste, gifting, wrapping and have encouraged Vegetarianism and Veganism through our Sustainable Scran blog which was co-created with the JUMP App Team.

Goal 13/14/15: Our society members were also interested, predominately, on environmental issues. Therefore, we focused our content around this! Our first event and ice breaker we played 'Sustainable Bingo' and other games to start these conversations and have fun! We also created a group chat where members can send in posts, articles, or information that they have found interesting and share it with others.

Goal 16: We have worked hard to create a peaceful, diverse, and welcoming society that encourages the ability to address sustainable development together.

Goal 17: We worked hard to create partnerships with many institutions, we formed strong relationships with activists such as Laura Young (@LessWasteLaura), The Woodland Trust, City of Glasgow College, and the EAUC.

I also completed work on conducting a pilot audit for staff in the Business School to address the use of the SDG's in the curriculum. This allowed for insight into the Awareness, Teaching, and Training to allow for the SDG's to be widely adopted. This allowed me to thoroughly investigate and research the goals! It provided me with a developed understanding and the opportunity to discuss, report, and present these findings.



Number	Subject	Status	Start	Completion	Open	Open (%)
1	Andrew Cullen	Sustrans Active Commute Takeover	01 Nov 2020 15:15	05	17	40%
2	Andrew Cullen	Fun Instagram filters to help combat oil	01 Nov 2020 18:33	00	16	40%
3	Andrew Cullen	Valentine's Day Special	02 Feb 2021 10:55	21	16	33%
4	Andrew Cullen	Thank you Welcome Event Debut	05 Feb 2021 17:58	00	15	33%
5	Andrew Cullen	Sustainable Strathclyde Student Society - Welcome Event	08 Feb 2021 15:56	00	15	33%
6	Andrew Cullen	Welcome to the Sustainable Strathclyde Student Society - Welcome Event	04 Feb 2021 12:41	1	1	100%
7	Andrew Cullen	Sustainable Strathclyde Student Society - Welcome Event	05 Feb 2021 15:56	29	13	45%
8	Andrew Cullen	Merry Christmas	08 Dec 2020 16:00	25	13	52%
9	Andrew Cullen	The Sustainable Strathclyde Student Society Takeover!	04 Dec 2020 18:09	23	13	57%
10	Andrew Cullen	Welcome to the Sustainable Strathclyde Student Society!	17 Nov 2020 18:41	00	15	60%
11	Andrew Cullen	Welcome to the Sustainable Strathclyde Student Society!	17 Nov 2020 18:59	1	1	100%
12	Andrew Cullen	Welcome to the Sustainable Strathclyde Student Society!	17 Nov 2020 19:24	1	1	100%

This project has allowed for vast 'Real-World' application. I've been able to use these skills across my academic and personal experiences. Whether this be through applying my knowledge of the SDG's to engage with conversations and communities, that I've built on professional networks such as LinkedIn and Clubhouse. I can confidently discuss these issues and aim to empower others and be an activist for change making. I think that by coming together and supporting these causes, then together we will be able to lead, embrace, and welcome these positive adaptations to the way we live!

I've learned a lot from my experience and have gained valuable insight and experience in leadership, event management, marketing and media. The ability to communicate with members and discuss these issues has been a personal highlight!

At our first Society Event, I got the chance to host and coordinate the event and meet the members. Many of these members are now people I speak to on a regular basis or that have personally reached out directly to discuss sustainability!

To the left are some of my favourite moments and personal contributions to the pathway this year!

- Attending the EAUC Conference, this was my first ever online event I had attended! Being able to represent and network with people from all around the world and bring back information to share with our members, was a great opportunity.
- Communication with members. I took charge of communication for the society. This involved writing bi-weekly emails that summarised opportunities, events, and topics that would be of interest to our members!
- Getting Creative! I was able to design the revamped logos for each of our takeovers e.g. Sustainable Strathclyde Christmas, Sustrans Active Commute Club, and our Love From the Sustainable Strathclyde Student Society Valentine's takeover. I enjoyed the opportunity to utilise my creative interests and hobbies to design these logos, the Valentine's Event and logo, and the infographics that were used in the SBS Audit.



Out with the aforementioned opportunities, another of the most exciting and rewarding tasks that I completed was the request to create the logo for this very event!

I worked on creating a design that met the expectations and approval of the Sustainable Working Group. Being able to create the 'ESD@STRATH' logo and seeing it used, was a really proud moment!

After completing this, I was also approached and asked to create another logo that is to be used on the Vertical Integrated Pathway (VIP) event/conference. The event is called VIPer Pit. Being tasked with creating a 3D Snake Design, digitally, that incorporated the SDG colour wheel was certainly a challenge, but it was very creative and fulfilling, to know that my work could extend out with my own Pathway Selection and into another. Basing it off of the SDG's and the work that I've undertaken over the past months, was a great visualisation and representation to symbolise the use of these goals and areas of study across all disciplines.

I intend to continue my research and work into the SDG's and sustainability and still aspire to work within environmental entrepreneurship, an area that I previously was working towards, and one that has been strengthened after my time working with Sustainable Strathclyde.

Thank you to Iain Mitchell and Cameron MacKay for the opportunity, and to those that have taken the time to read through my journey with Sustainable Strathclyde!



## Principle 3 | Method continued

### Accounting and Finance

The department is one of the UK's major centres of research in accounting and finance and has an international profile. The department is ranked 2nd in the UK for Accounting & Finance in the Complete University Guide Subject League Table for 2021, and 1st in the UK for Accounting & Finance by the Times Good University Guide 2021 and the Sunday Times Guide.

Dr Andrea Coulson has developed and delivered undergraduate classes on Accounting for Sustainability, Accounting for Risk and a Value theories and has recently been involved in launching a University wide class on the SDGs as part of Strathclyde University's commitment to education for sustainable development.

Dr Coulson's teaching philosophy includes developing forward-thinking people oriented students influenced through University engagement and KE with professional and government policy makers and potential employers. This is reflected by her lead role in the development of research, professional development curriculum and operations on accounting for and reporting on sustainability for ACCA, the accounting profession in general and international agency partners. Dr Coulson's teaching innovations have centred on accounting for environmental and social risks and the development and delivery of integrated education programmes based on multiple capitals and the challenges this poses for contemporary accounting research methodologies and methods.

Undergraduate and postgraduate classes delivered by Accounting and Finance academics incorporate social and environmental issues grounded in practice based problems.

The fourth-year course on 'Sustainability Accounting: Theory and Practice' delivered by Dr Anees Farrukh, aims to prepare students to take an active part in the development of accounting's response to the social, economic and, environmental issues related to the sustainability agenda. The class builds on his research in sustainability and accountability and also deals with the Environmental, Social and Corporate Governance concerns in measuring the sustainability and societal impact of businesses, as demonstrated in the United Nations Sustainable Development Goals framework.

Fourth year students in this class undertake a Shadow Accounting project in groups every year which entails critical evaluation of sustainability reporting of a case organisation to measure (un)sustainability of businesses. Students engage in a meaningful way to identify, co-develop and measure change in organisational policy and action that results from either consequence of irresponsible business practices and/or a shift in a business strategy by their commitment to meet Sustainable Development Goals.

The fourth-year class 'Accounting Theories' takes an interdisciplinary approach to link the purposefulness, interconnection, knowledgeability and alignment of UN Sustainable Development Goals with accounting theoretical foundations. The course introduces the role of Social and Environmental Accountants in shaping societies, institutions and organisational structures by highlighting both the positive and critical perspectives of accounting on sustainability.

About 10% of the postgraduate module AG938 taught by Professor Dimitris Andriosopoulos in 2021 covers sustainability and sustainable finance based on the CFA curriculum of ESG and sustainable investing.

## Principle 3 | Method continued

### Economics

The Department of Economics has a strong focus on internationally-recognised policy-relevant research. Our teaching and research staff have wide-ranging research in both applied micro and macroeconomics as well as applied econometrics. The department is also home to the Fraser of Allander Institute, a leading independent economic research institute with over 40 years of experience in real-world policy analysis.

The Department of Economics, home of the Fraser of Allander Institute, have plans to launch a new MSc class in the 'Economics of Inequality and Inclusive Growth' as part of its Applied Economics postgraduate degree. Tackling inequality has long been a key focus of policymakers, but in recent years the idea that inequality, whether in income, wealth or simply lack of economic opportunity, can itself be a barrier to long-term sustainable growth has gained traction. 'Inclusive growth' is all about building the conditions for economic growth that is distributed fairly across society. It is one of the Scottish Government's four I's – alongside Innovation, Internationalisation and Investment – in its Economic Strategy. Internationally, 'Reducing inequalities' is one of the United Nations "Sustainable Development Goals", showing that policymakers at local, national and international levels are focusing on the policies to improve economic outcomes across the income distribution.

The department has classes at UG and PG level which examine energy and environmental issues. In addition, a new MSc programme is launching in September 2021, titled "Economics and Policy of Energy and Climate Change". This replaces the previous MSc GEM course and broadens the department's teaching portfolio to the next generation of leaders in climate and environmental policies.

Dr Scott McGrane continues to teach honours level students and MSc students on sustainability science, natural resource consumption and particularly freshwater challenges facing economies and societies around the world as a result of climate change.

### Entrepreneurship

Endowed by alumnus, entrepreneur and philanthropist Sir Tom Hunter, the Hunter Centre for Entrepreneurship is one of the first and most significant social investments made by the Hunter Foundation. Sir Tom's support of the Hunter Centre is based on the simple premise that education changes lives in many ways, including: aspirations, sense of purpose, employability and what they can ultimately achieve.

The Hunter Centre has launched the new Masters in Social Innovation and Entrepreneurship. This degree programme is embedded in a department which is passionate about supporting students who are dedicated to social and environmental change. Social innovation is concerned with ideas that address unmet social needs. Socially innovative ideas include restorative justice, hospices, kindergartens, distance learning and traffic calming (Mulgan et al., 2007), amongst others. These ideas are usually brought to fruition through an entrepreneurial process, which is concerned with turning innovations into viable and sustainable business models.

Professor Nigel Lockett and Dr Nadia Zahoor continue to include UN SDGs as a core component of their postgraduate New Venture Creation module which is compulsory for all Hunter Centre for Entrepreneurship postgraduate students. This serves to raise awareness of UN SDGs and enables students to appreciate the role of entrepreneurship and innovation in addressing global challenges.

## Principle 3 | Method continued

At undergraduate level, Dr Sreevas Sahasranamam leads on Vertically Integrated Projects (VIP) within the business school which involves cross-disciplinary teams working on commercialization of technologies aimed at tackling the UN SDGs. At postgraduate level, Sreevas co-teaches on the Social Entrepreneurship course.

### Marketing

The Department of Marketing is one of the oldest and largest marketing departments in Europe. It has an international reputation for the quality of its teaching and research. Staff act as advisers and consultants to private and public organisations and also hold senior posts in the Chartered Institute of Marketing, the Market Research Society and other professional associations, as well as national and international companies.

The Advances in Consumer Behaviour honours elective class in the Department of Marketing, coordinated by Professor Kathy Hamilton, offers a broad understanding of consumption by drawing attention to consumers who are typically overlooked in mainstream marketing. Topics include consumer vulnerability, marketplace stigma and consuming wellness.

Also see Research section – 17 SDGs used for integration for teaching within the department.

### Management Science

The Department of Management Science is one of the leading Management Science/ Operational Research departments in the UK. Research interests of staff span the spectrum of Management Science activity. Many of our staff are internationally-known, both through their academic output and applied work with government and business organisations. Our department collaborates with major organisations on new ways of dealing with complex decisions through applied research and consultancy.

Strathclyde Business School is introducing a new programme MSc Health Analysis, Policy and Management for September 2021 start. This programme has been developed to equip students with the practical, evaluative, and analytical skills needed to influence and develop strategy and performance in the healthcare sector. The skills learned will apply for roles at different levels in organisations across the health sector, including in hospitals, health systems, healthcare consulting firms, governments, and other local and international health organisations.

The programme is offered by the Department of Management Science whose academics are actively engaged in research and consulting work for UK and international health organisations, including the English and Scottish National Health Services in the UK. All students will work on summer projects on a relevant theme and, where possible, we try to arrange external projects with the organisations we work with.

## Principle 3 | Method continued

### Work, Employment and Organisation MBA

The Department of WEO has a broad focus on human resources, organisational behaviours, organisations (including sector studies such as hospitality and tourism) and industrial relations. It undertakes research and wider academic collaborating with a wide range of international and UK public, private and voluntary sector organisations. Members of the department advise a variety of business, government and civil society organisations including the Scottish and UK Government and their agencies; international bodies that include the UN, European Union and the World Bank; Trades Unions; and a wide range of private and third sector organisations.

In 2021, Dr Peter McInnes reshaped MG318, and the SDG goals are implicit within the subjects being explored by the class, in a full 'flipped classroom' approach that drives participants to investigate and envision where things might go in the future. This is part of a broader programme running through the management pathway that presses participants to work with industry on their issues (Understanding Change in Organizations – 2nd year and Contemporary Trends in Management Practice – 3rd year), think about their conduct in everyday practice (The Reflective Manager – 3rd year), in addressing prospective issues of practice (Contemporary Trends in Management Practice – 3rd year), in addressing underlying issues and imbalances (Contemporary issues in management practice – 4th year), and in responding authentically in fashioning a leaderful response to unfolding circumstances (Strategy and Leadership – 4th year).

Dr McInnes says "I'm quite proud of the way we've – through our collective efforts – fashioned classes that deliver responsible leadership through effective learning experiences."

Our flagship programme, the Master of Business Administration, has been offered since 1966 when it was the first one year MBA programme to be offered in the UK. We were also first to offer a part time MBA and a flexible learning MBA in the UK in 1976 and 1983 respectively. Our MBA is accredited by the Association of MBAs (AMBA) and has been since 1983.

This year the MBA ran information briefing and coaching sessions for the full time students on sustainability. Training was provided by Alan Speedie Associates, a specialist carbon and sustainability consultancy, and the focus was on how to incorporate sustainability thinking into personal managerial practice.

The School has also commissioned Alan to evaluate the current emissions performance of the MBA to help plan for a more sustainable MBA delivery approach in future. He is doing this work in collaboration with the sustainability team in estates.

The SDGs and how these feature in board activities comprise part of the Comparative Corporate Governance class delivered globally on the current MBA.

The revised MBA will have 'sustainability and responsibility' as a cross-cutting theme in the programme design, meaning all modules will connect with these concepts (to at least a minor degree, in some cases major).

Within the Strathclyde MBA, the "Exploring the Business Environment" course currently focuses on creating 15-year horizon scenarios for developing countries. The reports generated by students focus on the World Bank's concerns and so are closely linked to perspectives on how the Millennium Development Goals are achieved.

## Principle 4 | Research

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



Strathclyde Business School carries out research that is both theory-driven and relevant for 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 on practice and business and we were also rated highly for Research Environment which looks at 'vitality and sustainability'.

### Global Socially Progressive Entrepreneurship & Innovation Research Group

Dr Katerina Nicolopoulou, Reader in Entrepreneurship and Social Innovation, is the Director of the [Global Socially Progressive Entrepreneurship & Innovation Research Group](#).

The scope of the group 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 as well as related Educational and Business Models. The ethos of the Research Group is emerging and synergistic, favouring creative targeted conversations and output-focused collaboration towards KPIs that are important for the university, the wider academic community and society.

Ongoing research projects include:

- Navigating COVID-19 related transitions and transformations of economically marginalised women entrepreneurs within urban poor communities of the Greater Cairo Region in Egypt (GCR).
- Family Enterprise Innovation in India: The Role of Women for Entrepreneurial Leadership with Impact in the Pune-Mumbai Industrial Hub (SDG 8, SDG 5, SDG4).

The Group shares close links to the existing University Strategic Sub-Theme of [Socially Progressive Innovation and Entrepreneurship](#).

The Strategic Sub-theme 'Socially Progressive Innovation and Entrepreneurship' (SPIE) is first and foremost aligned to the mission of the University as a socially progressive institution - striving to engage, inspire, inform and empower all parts of its community. In doing so, the SPIE strategic sub-theme aims to create links between faculties in order to facilitate interdisciplinary knowledge exchange and support openness. Looking outside the university, this means both raising of awareness, and promotion of scientific inquiry within a spectrum of social sensitivities in innovation and entrepreneurship that address global societal challenges.

## Principle 4 | Research continued

The focus of the sub-theme is on informing, consulting and collaborating on developing social innovation and entrepreneurship within communities and cities - whilst taking into consideration their diverse vulnerabilities related to gender, age, ethnicity, migrancy, socio-economic deprivation, or disability. Mindful of the myriad environmental, social and economic challenges communities face, the aim is to bring together diverse stakeholders and knowledge areas in the pursuit of sustainable and resilient futures. The sub-theme aims to create and measure social impact by deep practitioner engagement, widening access and supporting ethical inclusion of excluded stakeholders and isolated groups through innovation and enterprise activities. The aims of academic research within the sub-theme are concentrated on real world engagement, impact, transdisciplinary and the use of open and agile systems and methodologies.

The Sub-theme has a strong potential for impact creation via the following directions:

- The creation of a new SPIE PhD ecosystem (initiated November 2018), through supporting focused training towards the socially progressive agenda as well as the successful launch of a SPIE Centre for Doctoral Training, which took place in March 2019.
- Through engagement with initiatives that involve or are led by innovative companies, SPIE activities have the potential to bring positive impact to economy and society at large through the creation of a method and a glossary which promotes 'social progressiveness' within a more generic framework of responsibility, ethics, sustainability for organisations, companies and HEIs. This engagement also has the potential to generate a systematic framework for social impact design and measurement.
- Showcasing relevant initiatives at the University level and supporting the creation of a dynamic map of relevant stakeholders inside as well as outside the University. Core internal stakeholders include academics whose work focuses on social progression and impact as well as professional services and leading senior academics.
- Thought leadership in the emerging field of collaborative social innovation as it relates to the (built) environment and the planning of cities; communities; and enterprise ecosystems. Local and international impact through network-building and policy framework development. The remit, mission and activities of the Sub-theme are refined through an iterative process and are a result of a series of consultations which take place annually with stakeholders both inside university, as well as within its wider ecosystems.

### Strathclyde Centre for Doctoral Training for Sustainable Development

In keeping with the principles of the UN SDGs, the Centre for Sustainable Development seeks to foster collaboration and equitable partnerships to ensure that no one is left behind. Central to this is a vibrant and cohesive PGR community, serving as a platform for interdisciplinary collaboration, both nationally and internationally. As such, we have launched the Strathclyde Centre for Doctoral Training for Sustainable Development. This SCDT will support the development of a research platform focused on the key cross cutting issues relating to sustainable development, which can be less effectively addressed in disciplinary silos. To establish the SCDT the University has co-funded 6 studentships with external partners, and we will also be involving students from across the University with a focus or interest in sustainable development in our SCDT training and activities. The endeavours of the SCDT will be as relevant to the UK and other higher income countries as to lower income countries.

## Principle 4 | Research continued

### Enhancing the quality of research output

Over the next four years, consistent with Strathclyde's Vision 2025, SBS aims to enhance the quality of research output by supporting the research centres and academic units by drawing on the expertise available in technology focused faculties (Engineering and Science) of the University and the network of the recently established Glasgow City Innovation District (GCID).

### External Research Grant Income

Over the past couple of years, the School has had significant external research grant income. The funders are primarily UK government, EC & EU government, and UK research councils. Major grant wins include the Hunter Centre for Entrepreneurship's success in security funding as Co-Investigator for the £8M Energy Revolution Research Consortium (EnergyREV) to provide recommendations to accelerate UK deployment of smart local energy systems. £1M funding awarded to SCER for a project investigating management practices and their effect on innovation and productivity; and £658k ESRC GCRF New Models of Sustainable Development grant award (Department of Work, Employment & Organisation). In addition to project specific external grant income, research activities are also supported by funds generated from our highly successful postgraduate programmes.

### REF Impact Cases

Evidence of successful impact of research on business, policy and practice is provided by the 9 Impact Cases we have submitted in the 2021 REF Assessment. These cover fields including public economics, health, employment, and risk management. These cases demonstrate the ability of SBS staff to work with users in ways that develop research collaborations of benefit to a variety of stakeholders. Whilst some cases have corporate beneficiaries, others illustrate

ongoing work with public and third sector organisations and the strength of research based on multi-level policy impacts. Examples of cases include: in-work poverty and the Living Wage; economic modelling for better policy making; transforming organisations by improving the customer experience; improving health outcomes through evidence-based policy formulation and implementation and improving employment relations by reforming performance management.

### Accounting and Finance

#### Research Centre

The [Centre for Financial Regulation \(CeFRI\)](#) was established in 2016 and is already recognised as a leading centre in FinTech at a national and international level. Examples of external recognitions of CeFRI include winning of Inspiring Cities Award in 2018; invited presentation to key government ministers and advisors in Westminster (2019); a keynote speech at HM Treasury on International Fintech; City UK funded participation in the 2017 UK- Russia Fintech taskforce; and the Vice Consulate invited a delegation over to the Future of Fintech festival in Kolkata in 2019.

Over the last few years, Dr Andrea Coulson's engagements have included research and knowledge exchange projects on accounting for Water in Malawi as part of an interdisciplinary team working under the Scottish Government Climate Justice Fund. A new venture expanding this work is exploring the development of private sector debt based finance to supply water to people living in poverty under action towards SDG 6 and SDG 13. Andrea is also conducting research on place based evidence of the Business case for a Living Wage under SDG 8 and SDG 13 in partnership with the Living Wage Foundation UK.

## Principle 4 | Research continued

### Economics

#### Research Centre

The [Fraser of Allander Institute \(FAI\)](#) has significant influence on parliamentary and government advisory boards of Scottish Government (e.g. Advisers to parliamentary committees, Scottish Business Taskforce etc.). The quarterly commentary on economic policy published by FAI and their 'blog' attract extensive attention (the blog has attracted over 130,000 views since its introduction in July 2016) of the policymaking communities and relevant professionals.

In recent years, research and knowledge exchange activity in the Department has been supported by funding from a diverse range of prestigious sources, including the ESRC, the EPSRC, the Scottish Government, the Office for National Statistics, the UK Energy Research Centre, and the Scottish Funding Council.

Dr Scott McGrane has been involved in the direction of the Global Environmental Monitoring and Policy centre for doctoral training, with ongoing active research around climate change, resource consumption and environmental policy.

Dr McGrane has also co-authored on a paper published in Hydrological Sciences looking at the role of water quality in the Water-Energy-Food nexus in developing nations, and the need to better understand water quality to provide suitable, potable resources.

Dr Grant Allan uses data to analyse the links within the economy and the links between the economy, energy and the environment. He has studied new energy production technologies, water use and emissions at local, regional and national levels, and examined the extent of economic and employment opportunities and risks from policies to reduce emissions. His research most directly overlaps with SDGs: 7, 8 and 12 and he works on this with

interdisciplinary projects with colleagues in the University and beyond.

In 2019, the Fraser of Allander Institute together with the Scottish Centre for Employment Research at the University of Strathclyde Business School were awarded funding to examine changing patterns of working hours and implications for poverty and inequality. The policy-orientated economics research group and SCER were awarded a £68,000 grant from the Standard Life Foundation for the one year project to examine changing patterns of working hours to better understand what drives these changes, how it affects poverty and inequality, and how policy might be able to respond.

### Entrepreneurship

Professor Nigel Lockett, Head of the Hunter Centre for Entrepreneurship, is a Co-Investigator on the £7m GCRF RECIRCULATE project - Driving eco-innovation in Africa: capacity-building for a safe circular water economy. Professor Lockett is leading the £1.7m Entrepreneurship and Innovation work package. The project has four objectives directly addressing UN SDGs:

1. To understand how African eco-innovation systems work, how those differ from European models, and what new innovations would be needed to achieve SDGs 8 and 13.
2. To grow capacity and capability in Africa's eco-innovation community to develop and promote new innovations through better-skilled people and to establish African research organisations as 'anchor' institutions that drive and sustain change.
3. To enable African researchers to co-design ambitious eco-innovation projects aimed at delivering a safe circular water economy for Africa (SDG 6).
4. To develop a long-term strategy to maintain and expand the scope and remit of the UK-Africa knowledge transfer on eco-innovation for achieving SDGs.

The project runs until November 2021.

## Principle 4 | Research continued

### Marketing

Professor Kathy Hamilton and Dr Juliette Wilson (along with Dr Sarah Edwards from the Faculty of Humanities and Social Sciences) received funding from the Leverhulme Trust for a project on “Transformative Servicescapes and Consumer Vulnerability.” The project explores the relationship between service and well-being and aims to generate positive impacts at individual and societal levels. The research prioritises the emplaced nature of transformative service delivery and explores how well-being is enacted through the construction of the physical space. It is based on a case study of an organisation committed to supporting users experiencing vulnerability, particularly those who have difficulty in accessing information and cultural resources, due to economic, social or language barriers.

Extensive work is being done in relation to poverty in relation to overcoming institutional voids in subsistence marketing places (e.g. Davies, Doherty, Jafari, Chakraborty[PhD]), development of fair market systems, especially in food and textiles (e.g. Davies, Wilson, Mukendi[PhD]) and vulnerable consumers, especially urban poverty (e.g. Tonner, Hamilton, Stephan[PhD], Goode[PhD]).

Work on Childhood nutrition (Davies), and once again the project on explores transformative servicescapes and consumer vulnerability (Hamilton) specifically target good health and wellbeing in line with the Universities strategic themes of Health & Wellbeing and Society & Policy.

The Department has a vibrant community in feminist theory, with a particular focus on the implications of motherhood (Tonner), social labour (Hamilton, Tonner) and Equality and Gender studies (Hamilton, Duncan-Shepherd[PhD], Logan [PhD], Hewer), although many of the group focus on feminist approaches to research including multiple PhD projects (Logan, Duncan-Shepherd).

Work on Sustainable supply chains (Wagner, MacDougal), Social media (McLean, Karampela), Sustainable business models (Davies), Circular economies (Wilson), Sustainable consumption (Davies, Wilson plus many PhDs) and broadly all the work by members of our Consumers, Marketing and Society research cluster (Bryce, Davis, Hamilton, Hewer, Paddison, Porteous and Tonner) fall within this space. In particular the sustainable marketing sites of cultural heritage significance is another theme we work with, being attentive to the fine balance between commercial potential and their important role within community, national and religious identity. In relation to this, staff members (Bryce, Alexander, Murdy) have worked with, provided consultancy services to and contributed to events run by organisations including Glasgow Life, Highland Council, Lock Lomond and Trossachs National Park and the Croatian Conservation Institute.

## Principle 4 | Research continued

### Management Science

#### Research Centres

The [Centre for Informed Decision Analytics \(IDeA\)](#) has consolidated much of the research, consultancy and CPD in operational efficiencies, improved safety practices, and innovation around business practices, with international organisations such as Bruce Power, Iberdrola, European Food Safety Agency, along with UK organisations such as Scottish Water, Department for Business, Energy and Industrial Strategy, NHS and the Scottish Government. In addition, the active participation of SBS in the GCID is expected to help further in enhancing the impact of our research findings on corporate and policy-making sectors.

The [Strathclyde Institute for Operations Management \(SIOM\)](#) brings together leading experts in Operations Management and Advanced Manufacturing from SBS and the Faculty of Engineering to establish Operations Management as a strategic resource with a view to innovating and underpinning best practice in operations management in manufacturing.

Alec Morton, Shona Blair, Itamar Megiddo, Robyn Millar, and Davood Sabaei in Management Science have been working with the Centre for Global Development, a policy thinktank, and the Global Fund and AIDS TB and Malaria, on the use of health sector planning tools in Low and Middle Income Countries. The work involves a technical component, reviewing the tools which were available, as well as an interview component, interviewing stakeholders in multiple countries around the work about decision making. The team hopes to come up with lessons about how planning tools can be used to improve

transparency and strengthen the voices of civil society representatives in the planning process.

Alec Morton, Vittoria Bufali, Euan Barlow, and Robyn Millar in Management Science have been working on the EVORA project with partners from the Ministry of Public Health of Thailand and the National University of Singapore which seeks to develop frameworks for evaluating health service analysis and research institutions. Their work involved developing a qualitative value framework as well as an innovative simulation model to how evidence-informed prioritisation can lead to wiser spending and healthier populations. This resulted in an invitation to present in a side meeting at the Prince Mahidol Award Conference in Bangkok, the leading gathering of global health experts, as well as a public-facing video on to communicate the value of backroom research on economic evaluation in health systems.

### Work, Employment and Organisation

#### Research Centre

The [Scottish Centre for Employment Research \(SCER\)](#) produces high quality academic research for employment policy use in public, private and voluntary sectors and has been highly successful in attracting external research funding for policy related research. Two of the impact cases for REF originate from this area of research.

Across WEO research themes, there is a strong focus on principles of social justice, dignity and equity, all of which underpin many of the sustainability goals. Research and KE in WEO also has a particular interest in public service governance as well as private sector interests. Work on public service outsourcing and innovation in social care services, for example, has examined personalisation, social justice, provision of good quality work during austerity, and the implications for the implementation of the Scottish Living Wage in adult social care.

## Principle 4 | Research continued

Decent work and economic growth are a core interest across research themes. The SCER's Fair, Innovative and Transformative work (FITwork) programme (2015-19) examined job quality across more than 35 companies and 2,000 employees across sectors and engaged a broad audience of employers and stakeholders interested in exploring the potential of progressive workplace practices. Work directly examining employee health and wellbeing has considered the implications for employees across sectors, occupations and types of employment (e.g., gig or platform work, business process outsourcing) looking, for example, at the effects on employees of a range of business/management practices, of recession or austerity, of working from home and work-life boundaries, and most recently the short- and medium-term implications on health and wellbeing of working during Covid-19 restrictions. WEO's research in this area includes partnership with government, unions and professional employer associations, and international collaborations (e.g. across the Global South) to examine working conditions, capabilities and wellbeing for migrant and domestic workers in a range of industries and types of companies.

A stream of research on work, land and globalisation also impacts good health and wellbeing in challenging hazardous chemicals, pesticides, labour and public health. A further focus here is on marginalised and agrarian communities, linking to SDG 10 (Reducing Inequalities) and on migration, sustainable development and decent work substantively considering SDG 1 (Reducing Poverty) and SDG 8 (Decent Work and Economic Growth). Several research projects here are motivated by securing full and productive employment and decent work for all, and protecting labour rights and promoting safe and secure working environments for all workers. The latter is also engaged with Amazonian and agrarian communities and so links to themes of (15) Life on Land. Recent impacts from this work include COVID-19 interventions with indigenous, riverine and African-descendent communities in

the Amazon towards demarcation of territory and resistance to land and pandemic invasion and development of legal protocol with key Brazilian agencies towards protecting migrant rights.

A research theme focused on precarious work in tourism assesses the utility of sustainable human resource management models for effecting change in this context and has been innovative in challenging previously accepted discourses of sustainable employment in tourism - an issue now starkly relevant as a consequence of the pandemic. Example projects include: sustainable HRM in tourism employment across global locations, voice for vulnerable, marginalised communities, and barriers to social inclusion in employment in the context of major cities (Manilla, Glasgow). In the One Ocean Hub programme (NERC, 2019-24), WEO researchers are addressing sustainable employment, specifically in tourism, within the Blue Economy of five countries in the Global South. The EU H2020 SMARTDEST programme (2019-22) addresses social exclusion as a consequence of contemporary mobilities in major European cities, specifically tourism in the shared economy. This work spans several of the SDGs goals, including some not traditionally associated with business and management, demonstrating the multidisciplinary relevance of the Department's research; e.g. (6) Clean Water and Sanitation (8) Decent Work and Economic Growth (10) Reducing Inequality (11) Sustainable Cities and Communities (12) Responsible Consumption and Production (13) Climate Action, (15) Life On Land.

WEO's research on labour markets, skills and employability address (4) Quality Education (5) Gender Equality (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, and (10) Reducing Inequality. Projects have examined sustainable employment, for example to bridge skills gaps in key sectors, including renewables, construction, and digital engineering, as well as ensuring successful transitions to employment from education, and work-based learning.

## Principle 4 | Research continued

All WEO's research is also relevant to the Just Transition policy context referring to sustainable production which is endorsed by the ILO, EU, and UN Climate Change framework, especially as a key driver is social dialogue with partners (trade unions and employers) and other stakeholders (such as communities). Examples include SCER's leadership in the Fair Work policy context in Scotland and the international research conducted by the Work, Land & Globalisation research group [www.workandglobalisation.com](http://www.workandglobalisation.com)

Awarded EPSRC funding of £199K for a project titled: A capabilities assessment of Covid-19 changes to the Workers' Rights Act in Mauritius: implications for domestic and migrant workers. The study touches on SDG 1 (no poverty), 3 (good health and wellbeing), and 10 (reduced inequalities), but substantively focuses on SDG 8 (decent work and economic growth).

WEO also leads high profile and distinctive networks which address sustainability goals, such as the ESRC's UK National Hub on Productivity Outcomes of Workplace Practice, Engagement and Learning <https://www.propelhub.org>. ProPEL is designed to help boost productivity and wellbeing through supporting the growth of better workplaces in the UK. It involves partners from universities across the UK and the CIPD and aims to provide practical lessons, ideas and tool-kits for businesses to draw upon, all informed by the latest research and evidence.

The Department has also launched a new research centre, The Centre for the Political Economy of Labour, providing a global perspective, encompassing projects with international partners including those in the Global South. [www.politicaleconomyoflabour.org](http://www.politicaleconomyoflabour.org)

## Strathclyde Executive Education & Development

### Research Centre

Rapid changes in both technology and society are having profound and far reaching effects on business models demanding new ways of working.

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 wider societal ecosystems understand how the widespread evolution and adoption of digital technologies are changing customer and organisational expectations, activities, behaviours and relationships alongside broader societal impacts.

While based at Strathclyde Business School, the Institute is a cross-faculty organisation, drawing on expertise from across the University including colleagues in Engineering, Science and Humanities and ensuring our research in the digital sphere is truly interdisciplinary guaranteeing joined up thinking to benefit both businesses and the customer.

## 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 the need to look at sustainability in the hospitality and tourism industry, and, via knowledge exchange, we work on projects with sustainability at their heart.



In 2020, Strathclyde Business School was successful in securing more than £1.5 million pounds 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 different 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 from 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, policy makers, and workplace practitioners across the UK and beyond through its events and workshops.

### UArctic

In January 2021, Strathclyde's upcoming membership of the University of the Arctic (UArctic, <https://www.uarctic.org/>) was announced. UArctic is a network of higher education and research institutions from across the world who are concerned with education and research in and about the North. Membership provides us access to a wide range of thematic research networks which cover 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 as well as 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 as well as the United Nations Sustainable Development Goals. UArctic is constituted as an international association based in Finland.

## Principle 5 | Partnership continued

We have invested in creating an environment which facilitates collaborations between industry and society, research, and taught programmes. We host a number of important membership organisations including Scottish Chambers of Commerce and Entrepreneurial Scotland and we have entered into new strategic partnerships with CBI Scotland, MCR Pathways and Enable Scotland. We have strong links with various networks including our Business Fellows, Strathclyde Network of Founding Entrepreneurs, Enterprise Partners, and have strong relationships with key stakeholders include the Scale Up Institute, Royal Bank of Scotland, Santander and Be the Business.

Our external engagements continue to distinguish SBS placing us as a core institution across Scotland's vibrant entrepreneurial, policy-making and business ecosystems, providing the platform on which SBS can become the UK's most engaged Business School by 2025.

The Centre for Sustainable Development has been holding consultations with industry/businesses to understand their current challenges and limitations in understanding and driving sustainability – this will support the development of joint approaches with these partners including the delivery of executive education.

### Accounting and Finance

Dr Andrea Coulson's KE philosophy is one of encouraging businesses and organisations to adopt accounting for sustainability and pay a living wage to help raise people out of in-work poverty. This means focusing on impact (such as that recognised as part of Strathclyde Business School's Times Higher Education Awards) and work on maintaining high visibility for the University in living wage initiatives at a local, national and global level. Andrea's KE collaboration includes work with local to global stakeholder representatives founded on her research.

Andrea has held a number of advisory positions on environmental risk in the financial sector and for the accounting profession. She is currently a member of the Global Living Wage Steering Group and the Scottish Living Wage Business Leadership Group, and is a long-term member of the Association of Chartered Certified Accountants' Global Forum on Sustainability that she previously chaired for five years.

Matthew Gorrie, Dr Devraj Basu and an industry contract are in the early stages of writing a government proposal on natural capital accounting. Natural capital is a fundamental element of any economy but in practice is poorly represented in official statistics. The proposals aims to show how the use of Strathclyde's Fintech knowledge can provide a practical framework for the implementation of natural capital accounting within government business. It is hoped that an effective framework for natural capital accounting would mean that governments considered a wider variety of inputs thus allowing for better decision making – leading to growth and sustainability.

### Economics

Dr Grant Allan (PI), Gioele Figus (CI) and Dr Kevin Connolly (PDRF) secured funding from the UKRI to look at the impact of COVID-19 on Scottish tourism industry in collaboration with Visit Scotland. The project will develop interaction between academics, policymakers and stakeholders from across the industry, and deliver outputs which can help to fill the current quantitative knowledge gap and identify appropriate policy responses to be effective in supporting economic recovery. This project will help STERG and policy makers at national and sub-national level in Scotland to fully understand the implications and magnitude of the various scenarios for Scottish tourism, in particular a worst-case 'three Winters scenario'. This will ensure the current quantitative knowledge gap is filled and appropriate policy responses are

## Principle 5 | Partnership continued

effective in supporting economic recovery. The project is valued at £211,000 (Full Economic Cost) running from March 2021.

In 2020, the Department of Economics and Fraser of Allander Institute announced a new partnership with the National Bank of Rwanda. The partnership – in addition to developing research links between the two institutions – will provide postgraduate study opportunities on the MSc in Applied Economics at Strathclyde Business School for staff working in the National Bank of Rwanda. The partnership has led to the establishment of the “Sam Baker Scholarship”, launched in 2019 in memory of a former employee of the Bank and an alumnus of the Department of Economics at Strathclyde. The award provides an opportunity for a member of the Central Bank of Rwanda to study at Strathclyde Business School with the aim of developing their expertise in applied economics.

The Fraser of Allander Institute, along with Stanford University and The Optical Society of America, launched the Strathclyde Global Environmental Measurement and Monitoring (GEMM) Network in 2019. The objective of GEMM is to develop a hub of international partners to assess how advances in monitoring technologies can contribute to better environmental data and help inform decision making to tackle the climate emergency. The launch of the Strathclyde GEMM Centre coincided with the announcement that Glasgow had been selected as the host city for the United Nations Climate Change Conference (COP26) in 2021. At the launch event, a new Centre for Doctoral Training in Global Environmental Monitoring and Policy was announced.

### Entrepreneurship

The Hunter Centre is deeply embedded within local, regional and national networks that support the creativity, innovation and entrepreneurship needed for firm growth and the associated benefits of job generation and economic

and social wealth. Key relationships include engagement with the Scottish Government, Scottish Enterprise, Highlands and Islands Enterprise and Business Gateway.

### Management Science

The Department has strong links with industry and work collaboratively in a number of different ways. Academics collaborate with key UK and global industry (e.g. Google, Diageo, NHS, Ministry of Defence, Scottish Water, Scottish Power) through a broad range of mechanisms. Their research, consultancy and industrial services help with technology development while our CPD and internships support staff training and graduate recruitment.

Dr Itamar Megiddo collaborated with colleagues across the globe on the COVID-19 Multimodel Comparison collaboration project (CMCC) to provide information to global policymakers in low- and middle-income countries on the fitness for purpose and applicability of COVID-19 models for addressing policy questions in their context. CMCC was convened by Bill and Melinda Gates Foundation, the Centers for Disease Control and Prevention, the Department for International Development (UK), the Global Partnership for Sustainable Development Data, the international Support Decision Initiative (iDSI), the Norway Agency for Development Cooperation (NORAD), the Royal Thai Government, USAID, the World Bank and the World Health Organization (WHO).

Dr Itamar Megiddo, Eunice Adwubi, Nurnabi Sheikh, Professor Alec Morton, and Lynn Williams worked with colleagues at The Bangladesh Institute for Development Studies and the University of Ghana to explore the challenges and potentially solutions for vaccination in lower-middle income countries with a COVID-19 vaccine. The project, which was funded by the Scottish Funding Council (SFC) Global Challenges Research Fund (GCRF) involved interviews with stakeholders from Bangladesh and

## Principle 5 | Partnership continued

Ghana, including policymakers and immunisation programme experts. The team currently has a paper under review that analyses the outcomes of these interviews.

The University was commissioned by the Health Board in early March 2020 to develop a model to help it plan and manage demand for critical care and general ward beds across the three main Lanarkshire hospitals. A team from the Department of Management Science, led by Dr Robert Van Der Meer, developed an integrated spreadsheet and discrete event simulation model, yielding week-to-week predictions of the number of critical care and other hospital beds required as the early wave of COVID-19 patients was rapidly building up. A detailed report was presented to the Corporate Management Team of NHS Lanarkshire on 6 April 2020. The Strathclyde report was subsequently widely shared with other Health Boards and the Scottish Government. The effective use of the Strathclyde model has received significant recognition across NHS Scotland and the Scottish Government. Dr Van Der Meer was subsequently invited to join a new COVID-19 Modelling Oversight Group, set up by Public Health Scotland to bring together modelling experts from NHS Scotland, Scottish Government and academia.

### Work, Employment and Organisation

Researchers in the Department are working with European partners to tackle the social exclusion created by mass tourism in cities such as Edinburgh. The growth of tourism in recent years has produced conflicts, tensions and paradoxes for residents as well as workers of some cities, notably Barcelona, Venice and the Scottish capital. The impact of mass tourism in cities can include the rising cost of living, housing shortages, congestion of public services and spaces, increasing casualisation of work and the transformation of place identities.

The EU-funded [SMARTDEST](#) project aims to contribute to policy making for cities, at all levels of government, which brings out the potential of social innovation from citizen engagement for more sustainable and equal communities. It will set out to study how urban inequalities and exclusion are produced, lived, and coped with in cities that are hubs of tourism and other related activities.

The Department is currently collaborating with Ovibashi Karmi Unnayan Program (OKUP), an NGO in Bangladesh on returnee migrants' health and well-being in a Covid era. This collaboration is further supported by a PhD researcher starting in October 2021 and being conducted by a Bangladeshi student previously studying an MSc in International HRM in WEO. The project will be supervised by Dr Pratima Sambajee and Professor Dora Scholarios.

## Principle 6 | Dialogue

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



A programme of seminars, guest speaker events and debates which facilitate 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 the debating of issues related to global social responsibility and sustainability.

### RRBM Responsible Research in Business & Management

In 2021, Strathclyde Business School (SBS) was named a Pioneering Institution by the [RRBM \(Responsible Research in Business and Management\)](#) following a submitted application by the business school, put together 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, he says, 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 useful research in the business and management disciplines. It's a virtual organisation initially developed by a group of 24 leading scholars in five disciplines at 23 university-based business schools in 10 countries and 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.

## Principle 6 | Dialogue continued

### Engage with Strathclyde Business School

We promote the impact of our research through [Engage with Strathclyde](#) week, bidding for and winning KTPs, promoting and bidding for Innovation vouchers and Consultancy projects, delivering commissioned reports and offering a portfolio of executive education classes. Engage with Strathclyde - the University's flagship programme of over 60 events took place throughout May 2021, with Strathclyde Business School contributing to a number of events of the month-long programme.

Sessions delivered by SBS Faculty included:

- Dr Anastasios Hadjisolomou and Dr Irma Booyens (Department of Work, Employment and Organisation) looking at the impact of Covid-19 on employment experiences in the Scottish hospitality and tourism sector.
- The first event in a series of Directors' Insights from the Centre for Board & Director Development at Strathclyde Business School entitled "Are boards falling short? The questions all Directors should ask". This webinar was hosted by Dr Phil Considine, Director of Strathclyde Executive Education, who shared plans for new Board level programmes, knowledge exchange and thought leadership events.
- Dr Elke Loeffler (Department of Work, Employment and Organisation) lead a webinar on the theme of "User and community co-production for a more resilient society".
- Dr Euan Barlow (Department of Management Science) lead two events: "IDeA: Management Science in Practice" providing a window into the work of Management Science and the IDeA Centre, setting out a view for rethinking manufacturing in Scotland. The second event he looked at evidence-based design of next generation wind farm service vessels.
- Dr Markus Gehrsitz co-lead "What works in Education? An evaluation of the effects of composite classes and class size" - an event looking at how we can better use data to inform educational decision making and improve learning outcomes.
- Increased devolution and Brexit has led to a much greater interest in understanding the operation of regional economies and how interdependent they are. Mairi Spowage, from the Fraser of Allander Institute, lead this one day workshop on multi-sectoral regional modelling – bringing together people who build, are attempting to build, or who are interested in using models at a sub-national level, utilising regional data and modelling techniques where there are data gaps.

## Principle 6 | Dialogue continued

### Centre for Sustainable Development

The Centre for Sustainable Development runs a PGR/T focussed monthly Sustainability Conversations series, which brings in a range of external speakers (industry, development, government, etc.) to discuss their experiences in driving sustainability in their sectors and allows students to engage through question and answer sessions etc.

### Accounting and Finance

The University of Strathclyde, University of Glasgow and ScottishPower are hosting Connect with Climate Change Events, a virtual exchange series which will take place throughout 2021 in the run up to COP26. Dr Andrea Coulson, Department of Accounting and Finance, was one of the speakers at the first event of this online series which is entitled “Climate Change - the Financial Conundrum of the Century” which took place in January 2021. The Connect with Climate Change series aims to offer a platform to engage with academics, students, public and businesses sharing ideas and views on a range of climate change topics. In advance of COP26 coming to Glasgow, these events will focus on “real time” discussions around the different climate issues, providing a forum where, through open dialogue, convention can be questioned and act as a catalyst for positive sustainable change.

Dr Andrea Coulson was a speaker on FinTech and Sustainable Finance by invitation of the Chartered Banker and at Taiwan Academy of Banking and Finance (TABF) FinTech and Sustainable Finance Virtual Conference in May 2020. Andrea was a panel member speaking on Climate Finance and the Risk of Stranded Assets at Climate Change – The Financial Conundrum of the Century in January 2021, and in June 2021 she will be a panel member speaking on social purpose: acting together to do the right thing at the ACCA Virtual Global Universities Conference.

Dr Anees Farrukh has represented Strathclyde Business School at the seminar event on ‘Sustainable Business Strategy: a pathway to a better sustainable future’ held by the University of South Asia in Pakistan. Anees presented his research on business-related slavery in South Asia, debt-bondages, potentials of non-financial reporting in addressing social inequalities and accounts in conflict over modern-slavery. Anees presented the interconnection of United Nation’s Sustainable Development Goals, the shift and opportunities related to circular economies, along with the role of responsible businesses, accountants and academics in tackling climate change. Anees also highlighted the importance of knowledge exchange and carrying interdisciplinary research with a focus on sustainability.

The [RegTech forum](#), hosted by the University of Strathclyde Fintech cluster, successfully migrated online in response to COVID-19 lockdown. Its co-ordinator, Dr Devraj Basu, has made the new format a permanent feature on the second Friday of each month, opening up attendance to all stakeholders. Professor Jim Senn at Georgia State University, a regular attendee at the RegTech Forum believes that: “Glasgow has the opportunity to substantially grow its RegTech industry.” This is supported by evidence from the success of other such ecosystems. Martin Hughes, Strategic Investor Relations Manager at Strathclyde, has experienced similar favourable cluster outcomes in his former role at Scottish Enterprise. The RegTech forum provides an independent platform for RegTech industry insiders, compliance personnel and regulators to exchange ideas and concepts with academics. It is supported by the University of Strathclyde’s strategic partner, Fintech Scotland. Daniel Broby, Director of the Centre for Financial Regulation and Innovation at Strathclyde Business School said, “Glasgow has the right mix of skilled regulatory risk specialists and focus on the application of Financial Technology.”

## Principle 6 | Dialogue continued

### Economics

The Department of Economics are members of the Scottish Institute for Research in Economics and jointly organise (with Johannes Kepler University Linz) the European Trade Study Group, the world's largest conference on international trade.

Dr Scott McGrane is Chair of Global Environmental Measurement and Monitoring Network's Water Technology Committee – currently organising a major technical session for the American Geophysical Union Fall Meeting on water vulnerabilities in developing nations and the need for better measurement.

Dr Scott McGrane continues his contribution to the Scottish Government's Citizen's Assembly on Climate Change via membership of the stewarding committee and follow-up writing committee.

The Department has engaged with academics nationally and internationally through the UK Energy Research Centre, as well as the GEMM network on environmental measurement and monitoring with Stanford University, UC Berkeley and colleagues across Scotland.

### Entrepreneurship

Dr Matthew Hannon, Director of Research at the Hunter Centre for Entrepreneurship, has joined an independent panel of experts for [USwitch Green Accreditation](#), a first of its kind, independently verified accreditation scheme that aims to make it easier for consumers to choose the green energy tariff that suits their needs and be confident their energy supplier is truly 'green'. The panel will review the criteria annually to ensure it reflects current market conditions. Dr Hannon, whose research explores low carbon energy technology and business model innovation, said, "I'm delighted to be part of USwitch's exciting Green Tariff Accreditation scheme. It has already sparked significant interest across the UK's largest energy suppliers. Taking advantage of consumers'

growing interest in green energy, it will signpost the greenest energy tariffs and encourage suppliers to compete on the basis of their climate credentials. In turn, this will help drive a swifter and more affordable net-zero transition."

A new Strathclyde-led podcast, funded through the UKRI £10million Energy-REV project, features an interview with Chris Stark, CEO of the Climate Change Committee. The EnergyREV consortium comprises over 60 researchers from 22 universities who are working together to tackle the challenges around smart local energy systems from an interdisciplinary and whole-systems viewpoint. Dr Matt Hannon from the Hunter Centre for Entrepreneurship is EnergyREV co-Investigator for local energy system businesses and financial practices, and policy, regulation and market enablers for local energy systems.

He and Dr Rebecca Ford, Strathclyde Chancellor's Fellow in Politics and EnergyREV co-investigator for interdisciplinary knowledge synthesis, are the researchers behind the podcast which aims to highlight climate action in the local area with an eye to COP26 taking place in Glasgow in November 2021. The podcast's aim is to inform people about the types of local action that can be taken to tackle climate change, with a specific focus on smart, local energy innovation.

Dr Samuel Mwaura gave a keynote address and took part in a panel discussion at an EU Erasmus Plus International Young Migrant Entrepreneurs Multiplier Event co-hosted by Bogazici University, University Politehnica of Bucharest Pieter and the Dutch Foundation of Innovation Welfare to Work (DFW2W).

Dr Samuel Mwaura and Dr Paul Lassalle continue to serve on the Scottish Government's Ethnic Minority and Migrants' Enterprise Working Group.

Dr Sreevas Sahasranamam has been a Member of the IEEE Humanitarian Activities Committee since 2020.

## Principle 6 | Dialogue continued

### Marketing

Professor Kathy Hamilton is chair of the Consumer Research with Social Impact Special Interest Group within the Academy of Marketing that regularly hosts discussion workshops e.g. an online workshop in July 2020 about “Engaging with communities and practitioners for consumer research with social impact” included an invited panel of speakers from academic and third sector organisations and covered topics including social media gambling advertising, the stress effects of economic inequality and marketplace exclusion, and alcohol and drugs related to youth transitions in contexts of disadvantage.

### Management Science

The Department of Management Science hosts and facilitates the [Risk Consortium](#). The Risk Consortium was established to:

- Share industry problems, solutions and cutting-edge techniques for quantitative risk analysis and reliability modelling
- Develop and apply innovative statistical and OR methods to support risk-informed decision making
- Bridge the gap between research and industry applications
- Members of the Risk Consortium include EDF Energy, Scottish Water, General Electric, Doosan Babcock and Scottish Power

### Work, Employment and Organisation

The Department participated in a private roundtable with HE Keith Allan as part of the Chatham House Africa Programme. The event provided a country update on Mauritius, with emphasis on key political, economic and security developments, commercial constraints and opportunities, UK priorities, and challenges to engagement.

Ongoing participation in a bi-monthly event organised by Mind Matters Mauritius which provides well-being support to local and migrant workers.

The Department also organises academic/practitioner conferences and colloquia; e.g. for the British Academy of Management, the International Labour Process Conference, EGOS, the European Group of Public Administration & the Chartered Institute for Personnel & Development.

## Future Objectives



### Principle 1 | Purpose

- L Pursuit of the SDGs to 2030
- L University Strategy to 2025, including commitment to 70% carbon emissions reduction by 2025 and net zero by 2040
- L Ongoing support for the Centre for Sustainable Development



### Principle 2 | Values

- L Values and socially progressive orientation employed throughout methods below



### Principle 3 | Method

- M The development of further multi-disciplinary teaching collaborations at all levels (encouraging focus on all 17 SDGs)
- M SBS Wellbeing – links to nature and sustainability, working with the local community
- S HEI Equally Safe – national HEI toolkit roll out on behalf of Scotland's Universities (SDG 4, 5, 10, 16)
- S M SBS student survey (all SDGs, 2021-22)
- M L Work with accreditation bodies to ensure accountability for excellence in employment of PRME
- S Engage a student ambassador to evaluate PRME/SDG performance



### Principle | Research

- S M Evaluate results from REF 2021 Impact Cases
- M Increase research across all SDGs (performance evaluation exercise for 2023 report)



### Principle 5: Partnership

- S Commitment to collaboration around COP 26 November 2021 (SDG 13 and SDG 17 e.g. UNFCCC Accredited Observer Status; COP 26 UK Universities Network member; GCID for COP 26; GEFI – Global Ethical Finance Initiative, COP 26 Host off-site event Ross Priory also under SDG 8)



### Principle | Dialogue

- S 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")

Key: L Long-term M Medium-term S Short-term

# PRME

**For general information on the PRME programme or any of our other activities please contact us at:**

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