



University  
of Glasgow

Adam Smith  
Business School

# PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION

## Sharing Information on Progress

### Inaugural SIP Report

#### April 2022

# PRME

*an initiative of the  
United Nations Global Compact*

Contact Information

**Professor Kathleen Riach**  
**Responsible and Sustainable Management Lead**  
**Adam Smith Business School**  
**University of Glasgow**  
**United Kingdom**

[Kathleen.Riach@glasgow.ac.uk](mailto:Kathleen.Riach@glasgow.ac.uk)  
[www.gla.ac.uk/Schools/business/](http://www.gla.ac.uk/Schools/business/)



# TABLE OF CONTENTS

A Message from the Vice Chancellor	4
A Message from the Head of School	5
Executive Summary	6
Report Methodology: Narrating PRME through a Polyphony of Voices	6
Glossary of Terms	6
Our PRME Highlights and Achievements	7
About the University of Glasgow	8
About the Adam Smith Business School	9
<b>Principle 1: Purpose</b>	<b>10</b>
Responsible and Sustainable Management Lead	12
Responsible and Sustainable Management Steering Group	13
Integration with School and University Governance	13
<b>Principle 2: Values</b>	<b>14</b>
Responsible Management Education: A Smithian Approach	15
Adam Smith, Theory of Moral Sentiments	16
Sustainability at UofG	16
Living our Values through COVID-19	17
DigiGallus: Learning, Leading and Living During COVID-19	17
Coming Through Covid Sustainably Webinar Series	17
40@40: Forty Insights into the Realities of Working During COVID-19	17
<b>Principle 3: Method</b>	<b>18</b>
Course Learning Outcomes	19
The ASBS SDG Challenge	19
MGT1023:Principles of Management	20
MGT2010: Business Decision Analysis (2nd Year Undergraduate compulsory course)	21
MGT4019: Entrepreneurial Ventures, Management and Growth (EVMG)	21
ACCFIN4031: Accountability and Human Rights	23
ECON4054: Labour Economics	23
Non-Credit Curriculum Initiatives	24
Student Internships	24
Sustainability Mini Hackathon	24
<b>Principle 4: Research</b>	<b>26</b>
Digitising Sustainable Clothing Consumption	28
Happiness and Wellbeing During the COVID-19 Pandemic	29
Providing Clean, Affordable and Secure Electricity in Rural Bangladesh	30
Project Darwin: A Greener World Through Driverless Cars	30
<b>Principle 5: Partnership</b>	<b>32</b>
Bike for Good	33
The Collaborative: Third Sector Expertise, Advocacy and Consultancy	35
Green Finance Green Futures	36
<b>Principle 6: Dialogue</b>	<b>38</b>
DigiGallus Connect	39
COP26	41
Barefoot in Business	43
<b>Summary of Future PRME Ambitions 2022-2024</b>	<b>46</b>
<b>Concluding Reflections and Future Directions</b>	<b>48</b>
1. Globally minded, but locally placed	48
2. Onboarding the 'ambivalent middle' to move towards PRME ambitions	48
3. Connecting with other equality strategies within the School	49
Conclusion	49
<b>Appendices</b>	<b>50</b>
Appendix 1: Responsible Sustainable Management Strategy	51
Appendix 2: Examples of Research Scholarship Pertaining to SDGS as per Principle 4	52

# A MESSAGE FROM THE VICE CHANCELLOR



I am delighted to endorse the Adam Smith Business School's inaugural Sharing Information on Progress report.

As a globally minded civic University, working to address global challenges is at the heart of what we research, teach and practice. For this reason, PRME is very much a natural fit with the University's ambitions more broadly. We were the first UK University to declare a climate emergency in October 2019 with our 'Dear Green Place' consultation exploring how as an institution we can make progress towards carbon neutrality. The launch of the University wide Centre for Sustainable Solutions has helped bring together individuals, communities and organisations to act towards a sustainable future through education, research and partnerships, as has our micro-credential on climate and carbon literacy in 2021.

The School has been at the forefront of helping to push these broader institutional ambitions towards a sustainable and more just future, from being inaugural members of the University Sustainability in Learning and Teaching Community of Practice to interdisciplinary research on driverless cars and energy solutions for the global South.

Of course, when deciding to make a strategic commitment to PRME, the School could not have predicted the seismic change on the horizon. The national lockdown in March 2020 in response to the global pandemic created overnight changes to how we teach, research and engage: aspects we still contend with today. However, this SIP report evidences the commitment that the School showed to ensuring that its response to COVID-19 was also part of a broader, longer-term approach to embedding the SDGs into the School's footprint.

As a graduate in Economics from Glasgow myself, I take great personal and professional pride in the significant gains the Adam Smith Business School has made during this time, and the dedication shown by all of our colleagues and students to proactively embed responsible and sustainable management. I look forward to the School carrying on this success as colleagues enter into the next period of the UNPRME commitment and build upon their excellent successes.

A handwritten signature in blue ink, reading "Anton Muscatelli". The signature is fluid and cursive, written over a background of a large, ornate hall with stone pillars and arches, decorated with warm-toned lights.

**Professor Sir Anton Muscatelli**  
Principal and Vice-Chancellor  
University of Glasgow

# A MESSAGE FROM THE HEAD OF SCHOOL



In early 2020, the Adam Smith Business School became a signatory of PRME, recognising it as an excellent framework through which our School can use the United Nations Sustainable Development Goals in order to transform our education, research and thought leadership.

Our history is important to us and is a distinguishing feature of the School. We are committed to maintaining and developing the legacy of Adam Smith in bringing his ideals of enlightenment, engagement, and enterprise into the 21st century business and policy context.

A central part of this is that we strive to embrace and contextualise Smithian ideals surrounding the relationship between markets and morals for both students and staff in delivering on the University's global ambitions to be a world changing University. In taking Smith's name, the School aims to build on his legacy in creating spaces for curiosity, creativity, and contemplative research that speak directly to responsible and sustainable management.

Our approach to PRME is sensitive to the diversity of the 4,500 students that study with us, as well as our standing as one of the top 1% of business schools in the world that are triple accredited.

Our School is understandably very proud of the significant progress we have made since we became a signatory, as evidenced throughout this report. Indeed, one of the challenges in developing this report was that we were faced with a difficult decision as to what to showcase in this SIP. We have developed a substantial body of excellent work, which several individuals, teams and multi-stakeholder groups have undertaken in the School over the past years that directly builds upon our Responsible and Sustainable Management strategy.

We are also ambitious in ensuring this momentum continues and that this inaugural SIP report is a starting point for the next chapter in our PRME journey. In leveraging and building upon our achievements and bringing them together with our work on Athena Swan and tackling inequality more broadly, we now look to 2022-2024 and being a Business School that fully embodies the principles of PRME and the Sustainable Development Goals in both our strategic direction and our practice.

A handwritten signature in blue ink, appearing to read 'John Finch', written in a cursive style.

**Professor John Finch**  
Head of the Adam Smith Business School

# EXECUTIVE SUMMARY

This Sharing Information on Progress report (SIP) accounts for the significant successes during the inaugural years of being PRME advanced signatories at Adam Smith Business School (ASBS), University of Glasgow. Beginning with our PRME highlights which documents our journey, initiatives and outcomes since becoming signatories in February 2020.

The report focusses on the six principles of PRME (Purpose, Values, Method, Research, Partnership, and Dialogue), with the examples and accounts provided showing how these attend to the three Responsible and Sustainable Management (RSM) pillars at ASBS: Sustainability of i) resources, ii) people and iii) work.

Each section provides examples of our achievements in concert with the voices of the multiple stakeholders who were part of the feedback and evaluation processes of PRME initiatives.

The report concludes with a critical reflection on the challenges and opportunities we will focus on in the next reporting period.

## **Report Methodology: Narrating PRME through a Polyphony of Voices**

An important part of embedding PRME into ASBS is making sure that what we think, say and do recognises the voices of multiple stakeholders and their lived experiences. To reflect this within the report, we have written our report with significant emphasis on quotations from a variety of people to capture their perceptions and experiences surrounding PRME at ASBS. These are included with the consent of all parties.

## **Glossary of Terms**

<i>ASBS:</i>	<b>Adam Smith Business School</b>
<i>Course:</i>	<b>This may be called 'unit' or 'module' in other institutions</b>
<i>Programme:</i>	<b>A programme of study, nominally four years full-time at undergraduate level. This may be called 'degree' or 'course' in other institutions.</b>
<i>UofG:</i>	<b>University of Glasgow</b>
<i>SDG:</i>	<b>Sustainable Development Goals</b>
<i>SIP:</i>	<b>Sharing Information on Progress</b>
<i>RSM:</i>	<b>Responsible and Sustainable Management</b>

# OUR PRME HIGHLIGHTS AND ACHIEVEMENTS



University of Glasgow  
Adam Smith Business School  
Responsible Sustainable  
Management (RSM)  
Strategy 2020-2025

Developing, delivering and embedding the ASBS RSM strategy into School life



'Greening Adam Smith' Instagram story, using the ideas of Adam Smith to tackle climate change



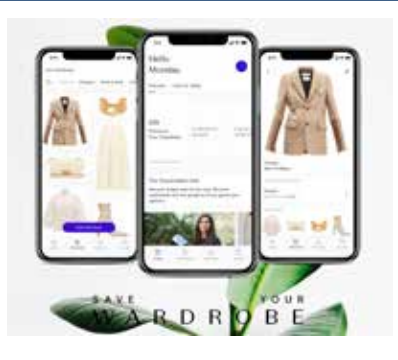
SUSTAINABLE  
DEVELOPMENT  
GOALS

Launching the SDG Challenge in Learning and Teaching



FT  
FINANCIAL  
TIMES

ASBS ranked 1st in the European SDG research table in Financial Times, December 2020 ranked by independent body



World-leading research into the circular economy through 'Save your Wardrobe' app



UN CLIMATE  
CHANGE  
CONFERENCE  
UK 2021

Running 17 events and initiatives during COP26 in Glasgow




bike for good

Establishing 'On Yer Bike' induction tours of social enterprises for new students with National charity, Bike for Good



BAREFOOT IN BUSINESS

Working with local primary Schools on 'Barefoot in Business' sustainability enterprise initiative



DigiGallus Connect

Establishing DigiGallus Connect, an award winning student-led intergenerational mentoring scheme

# ABOUT THE UNIVERSITY OF GLASGOW

The University of Glasgow, founded in 1451 by Papal Bull, is the 4th oldest university in the English-speaking world. It is a research-intensive institution with global aspirations and reach. Glasgow is a member of the prestigious Russell Group of leading UK research Universities and a founder member of Universitas 21.

The University vision is to be regarded as a world-class, world-changing University, a place that brings inspiring people together to discover and share knowledge that can change the world. ASBS shares and contributes towards these aspirations. Business related subjects have been taught at the University since 1925, when the Johnstone Smith Chair of Accountancy was established. However, the School's history stretches back further to 1751, when Adam Smith, the father of modern economic thought, was appointed Professor of Logic at Glasgow. It was at Glasgow that the seeds of many leading ideas in *The Wealth of Nations* and *The Theory of Moral Sentiments* were sown. In 2012 the School was renamed to honour the legacy of Adam Smith. It strives to continue that legacy and to produce interdisciplinary research and holistic thinkers who engage with and impact on society and commerce, while enriching the wider world.

The School is proud of its triple accredited (AMBA, AACSB, EQUIS) status which it has held since 2015 and strives to ensure that research and teaching maintain global reach, impact and recognition. Its next chapter, 2023, will see ASBS moving to a new £86.6m building, which will be certified Building Research Establishment's Environmental Assessment Method (BREEAM), showcasing our excellence to maximise natural ventilation in supporting sustainability and wellbeing.





# ABOUT THE ADAM SMITH BUSINESS SCHOOL

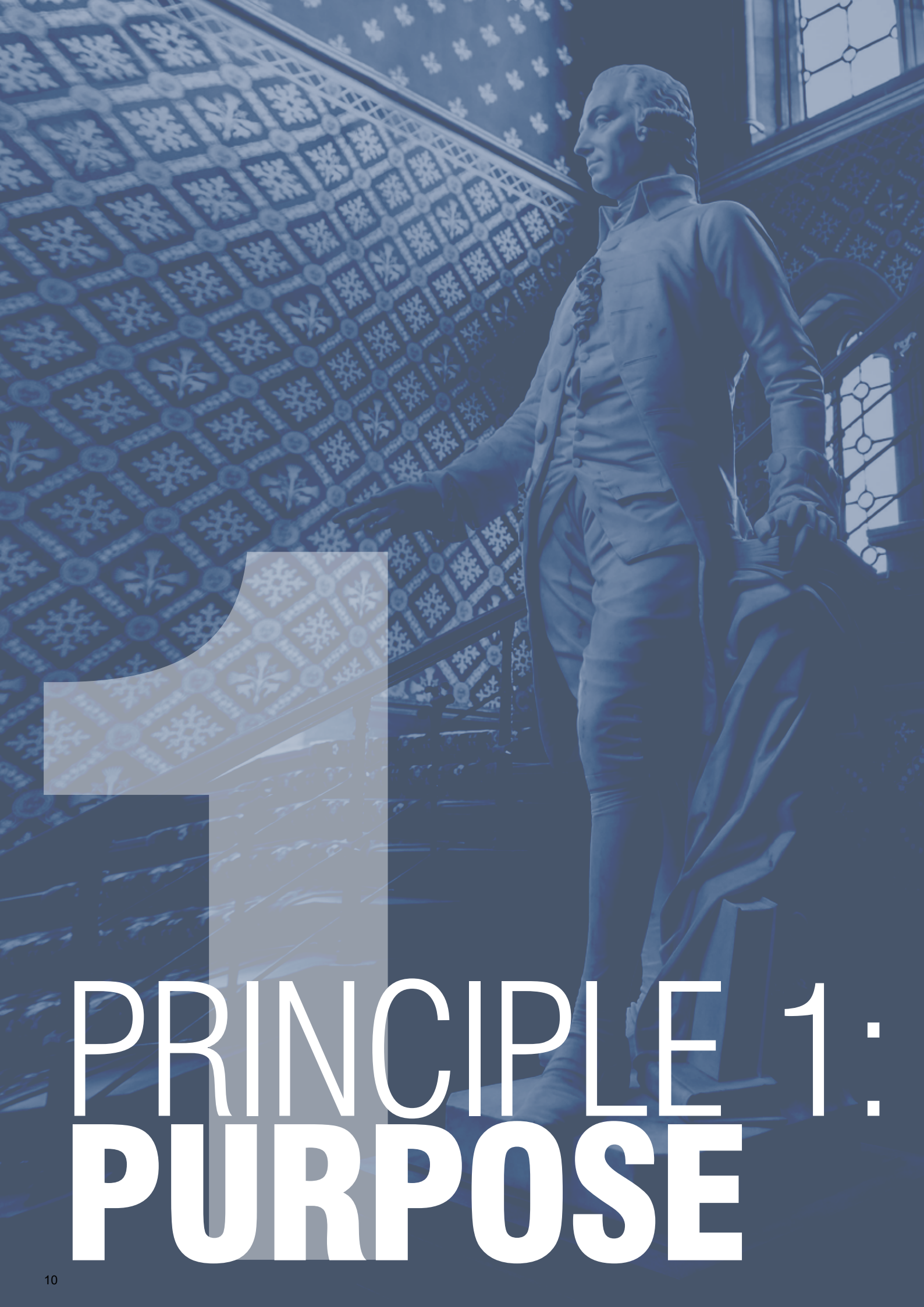
ASBS is the largest School within the College of Social Sciences (CoSS) and is a triple-accredited provider of undergraduate (UG) and postgraduate (PG) business education and a centre of excellence in research and impact.

We are research-led and professionally-focused, promoting collaboration and inter-disciplinarity by design and heritage – as the Business School of, and for, the University.

Our community is made up of 2073 UG and 2480 postgraduate PGT students as well as 186 doctoral students. 214 academic faculty work together with 105 administrative and support staff to deliver discipline-led and inter-disciplinary degree programmes, collaborative research and scholarship opportunities.

Through our School themes of Community, Connectivity and Challenges, we also offer our colleagues, students, alumni, and stakeholders many collaborative opportunities in our network of international partnerships and relationships, and contributions to the University's intellectual environment and its civic and public engagement.





# PRINCIPLE 1: PURPOSE

# PRINCIPLE 1: PURPOSE



ASBS has made an ambitious and long-term commitment to PRME through its Responsible, Sustainable Management (RSM) strategy (Appendix 1). The strategy is intended to speak to the overall ethos and ambitions of the Sustainable Development Goals (SDG), while focussing on eight particular goals that are commensurate with the strategic direction of teaching, research and impact trajectories.

The RSM strategy is based on three interdependent tenets

## Resources: (SDG 12, 13)

Ecologies, climate change and world health events show the need to act now and act fast to guarantee a safe ecological future. We sensitise and care for a changing natural world, and encourage environmentally literate choices that put the world's natural resources at the core of our decision making and practice.



## People: (SDG 3, 5, 10)

The students we educate today will be employees, leaders and business owners who may work into their 70s within global networks. We agitate for skills, capacities and ethical frameworks that will ensure that in themselves and in their roles as business stakeholders they work towards healthy, well, and meaningful working lives.



## Work: (SDG 1, 8, 11)

We take seriously the new challenges organizations and economies more broadly face, and the consequences of these challenges, such as technological disruption, complex supply chains and changing forms of work. We commit to tackling these challenges in proactive ways that have responsibility, accountability and a long termism at its core.



The three interdependent aspects not only steer a range of initiatives developed through RSM (as exemplified in our highlights), but also proactively sponsor and support a broader ecosystem of sustainability and responsible management initiatives within the School more broadly. These include the Glasgow University Enactus social enterprise team, ASBS Beta Gamma Sigma, and student clubs and societies engaging in responsible management and ethical initiatives. It is important to recognise that these activities are led by excellent and proactive students and staff and may be in existence without the PRME/RSM presence. However, PRME/RSM provides a conduit to ensure their long-term support and integration into the overall School.

Our strength lies in ensuring that these tenets are not just three guiding principles that provoke and steer our education, research and impact and engagement activities,

but that at each turn we consider their interdependence. This is key to learning and working towards a more sustainable, fairer and more just world, recognising that the consequence of our choices surrounding one of these areas (such as resources) will influence and impact the other areas (people and work) in ways that need to be proactively considered.

To embed PRME within all School activities, since its inception, RSM has had a clear and transparent governance and accountability structure. Overleaf we provide an overview of the key positions and committees and processes that monitor and evaluate our progress, achievements and provide opportunities for reflection on our direction.

## Responsible and Sustainable Management Lead

In January 2020, the School appointed an RSM lead, who receives an allocated number of hours in the workload model and has a job description with tenure of three years and the opportunity to extend for a further two years. The inaugural lead is Professor Kathleen Riach who developed the RSM strategy ratified by the School Executive, established a range of practices that ensure the effective and efficient generation dissemination of PRME and RSM objectives across the School, and provides regular updates at School-wide committees. She has also led a range of initiatives ensuring that RSM is at the forefront of recent events surrounding COVID-19 and COP26, and has developed capacity to ensure there is future capacity when her term ends.

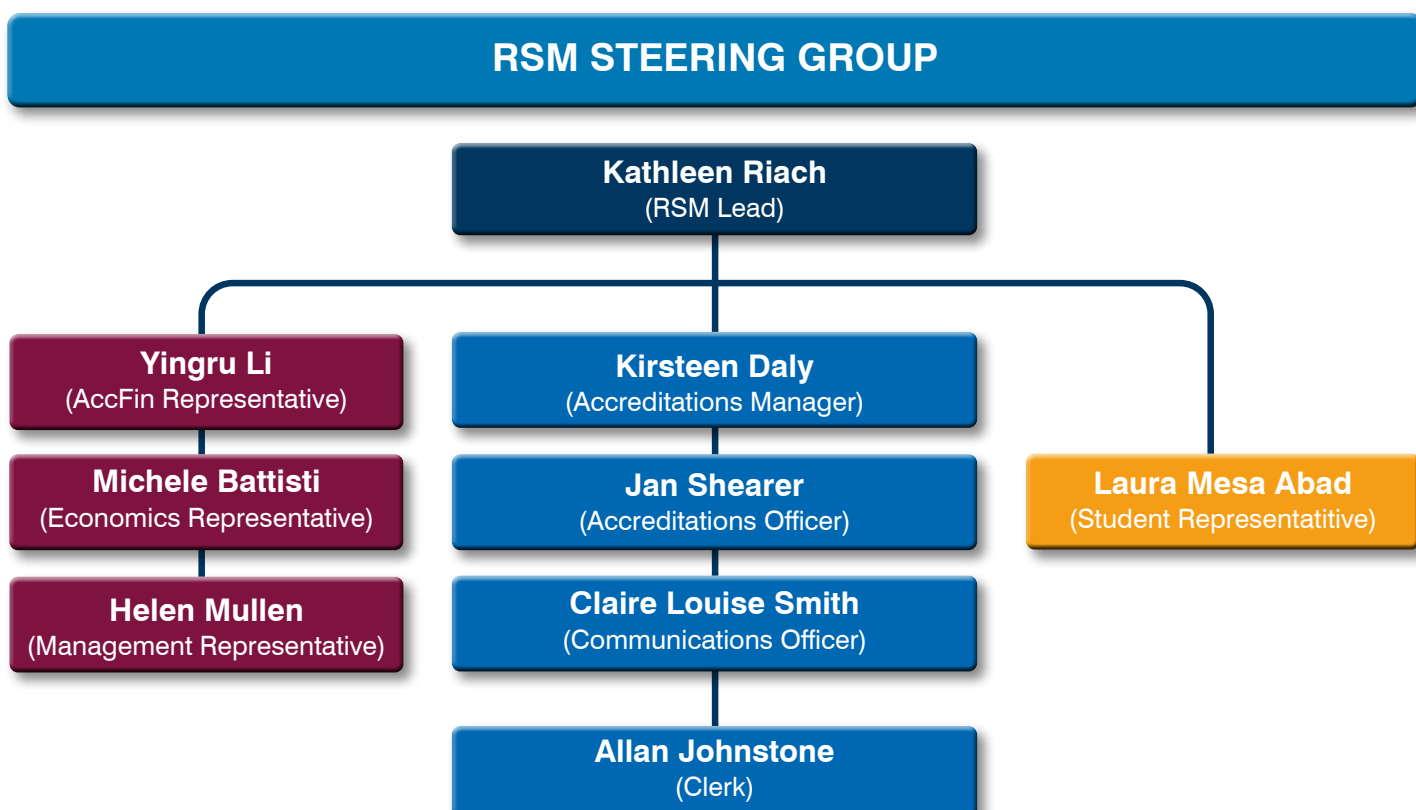


Professor Kathleen Riach, Lead of Responsible and Sustainable Management

## Responsible and Sustainable Management Steering Group

Once the strategy was established, an RSM Steering Group comprised of representatives from different School subject groups as well as a student representative were appointed. Meeting monthly, the RSM Steering Group ensures idea generation, provides feedback, and supports initiatives across the School that are commensurate with PRME. They also have responsibility for feeding back into subject-level discussions, as well as feeding information from the subject group back into the RSM space.

Figure A: RSM Steering Group Membership



“It’s been inspiring seeing my lecturers and University staff so interested in promoting sustainability in such a passionate way. I’ve also learned so much about the behind-the-scenes of the University, I wasn’t aware of the amount of work that goes into everything. The biggest highlight for me was seeing how, in a group of highly respectable academics, my opinion was always welcome and valued. This has undoubtedly taught me to have more confidence in myself and my views in a professional setting. It’s been an invaluable experience and I am so grateful for the opportunity.

**Laura Mesa Abad,**

*Final year undergraduate student and member of the RSM Steering Group*



### **Integrated with School and University Governance**

The RSM lead sits on the Accreditations committee with PRME a standing item. Reports and actions for RSM feed to and from the School Executive through this committee, as well as the RSM lead presenting to the School Executive once a year and the School Council twice a year. The RSM lead also liaises with the University level Centre for Sustainable Solutions (CSS) regularly, and members of the RSM Steering Group are also active members of the University-wide Sustainability in Learning and Teaching Community of Practice (SLTCOP) established in 2020. CSS and SLTCOP provides opportunities for collaboration and a synthesis of ASBS PRME objectives to converge with other departments or wider institutional initiatives. It also provides a conduit where members of ASBS staff can be initiated into broader communities to influence and generate impact across the institution in line with PRME principles.



### **Our ambitions for 2022-2024**

Recognising the centrality of RSM to overall School objectives, the School has taken the next step in its commitment to PRME principles through appointment of a Deputy Director of Sustainability, Diversity and Inclusion.

This provides PRME and the RSM Steering Group with direct representation on the monthly School Executive meetings. Leads for RSM and Athena Swan will also begin to meet periodically to ensure that strategic and operational directions are consistent between the two.



# PRINCIPLE 2: VALUES

# PRINCIPLE 2: VALUES



**As a Business School, our vision is guided by our namesake, Adam Smith and specifically a reading of his work concerned with empathy and moral judgements, mainly outlined in ‘The Theory of Moral Sentiments’.**

Adam Smith was Chair of Moral Philosophy at Glasgow University in 1752-1764 and describes his time at Glasgow as “by far the most useful and therefore as by far the happiest and most honourable period of my life”. While he is best known for his work *The Wealth of Nations*, that led to him often being named as ‘the founding father of modern economics’, since we began our PRME journey, we have sought to encourage our staff and students to delve deeper into his ideas surrounding ethics and morals in terms of social and pedagogical life. Indeed, RSM has been a powerful catalyst through which to be reflective – and when necessary, critical over how we live through and with his legacy as a School, and how this is connected with broader sustainability and responsible management values at a University level.

## **Responsible Management Education: A Smithian Approach**

To help articulate these values, we commenced a ‘Theory of Moral Sentiments reading group’ in 2020, guided by the University’s resident Smith Scholar, Craig Smith (no relation!) Here, staff were able to collectively read, learn and reflect his views on moral judgement. This not only served as a capacity building exercise to help operationalise his ideas and values through the School, but also to provide a space to actively and openly discuss some of the more contentious aspects the Business School currently faces surrounding memorialisation and commemoration in terms of historical race and colonial relations.

*“The reading group has been central in allowing everyone in the School to think about what the legacy of Adam Smith’s values mean in the 21st century. By working through his work collectively, we are able to think about some of the ways his work can provide inspiration for how we might creatively respond or contend with the challenges and provocations that global movements and challenges bring.”*

**Sabina Siebert**

*Professor of Management and Theory of Moral Sentiments reading group member*

We also sought to ensure that our practices embodied his values about education. Two ideas were formative to our exploration:

- 1) Adam Smith recognised the importance of moral and virtuous life as a collective endeavour. To the importance of ensuring we considered how this operated existentially. He saw himself as engaged in the development of a science of human nature where the ‘intellectual virtues’ (*Theory of Moral Sentiments* I.i.4.3, 20) of his method of inquiry would allow him greater insight into the commercial society that was developing around him.
- 2) Once we take the above position, we must recognise that it is important to make use of it in a way that contributes to more than our own immediate interests. He suggests that:

*“How selfish soever man may be supposed, there are evidently some principles in his nature, which interest him in the fortunes of others, and render their happiness necessary to him, though he derives nothing from it, except the pleasure of seeing it. Of this kind is pity or compassion, the emotion we feel for the misery of others, when we either see it, or are made to conceive it in a very lively manner.”*

## Adam Smith, Theory of Moral Sentiments

In other words, all people have the potential for what he calls ‘fellow feeling’ – that is a sense of empathy that is central to our moral being.

This is considered particularly important for embedding PRME principles into the School, as it highlights both the motivations for responsibility, but also makes us aware of the dangers of forgetting the inherent connection that we share with others in the world. In short, that our values must ensure we not only incorporate this sentiment into our values of global social responsibility in curricula and research inter alia, but also provoke, educate and remind our stakeholders about this inherent connection and therefore the ongoing responsibility they will always have to others.

Adam Smith’s ideas on education surround a concern with theory and practice coming together, and the importance on providing very practical examples of ways to live well. He believed that the consideration of theory and practice together can provide individuals with a sense of power and autonomy to do their best. This is very clear right across Smith’s work in how he draws on a wide array of cases and explanations from everyday life, as well as the emphasis he puts on the value of science and evidence as guiding our practice.

**“ Science is the great antidote to the poison of enthusiasm and superstition; and where all the superior ranks of people were secured from it, the inferior ranks could not be much exposed to it.**

**Adam Smith,**  
*The Wealth of Nations*



To integrate these ideas to students in a way that was accessible, engaging and relevant to current sustainability discussions, we developed a series of Instagram stories called ‘Greening Adam Smith’: animated video explainers that connect Smith’s ideas with current debates around climate change. Staff in the School were also invited to upload short vox pops that reflected on the ideas from each of the animated explainers. You can view these on our [YouTube](#) channel.

## Sustainability at UofG

ASBS’ sustainability agenda has both been informed and informs broader University values, around sustainability. The University of Glasgow (UofG) was the first University to declare a climate emergency in May 2019, which was followed by a climate change consultation and survey of over 13,000 staff and students about the University’s path towards net zero. This resulted in a draft climate change strategy with ambitions towards a net zero future by 2030 and how this may be achieved, headed by Dr David Duncan, Deputy Vice Chancellor and Chief Operating Officer. In practical terms, this has led to the University establishing the Centre of Sustainable Solutions in 2020 which serves as a conduit for research and evidence-based practices to inform global debates and University specific strategies and operations surrounding sustainability. 2020 also marked the publication of the response to the climate emergency, Glasgow Green, which was followed up later with a commitment to cutting carbon emissions on business travel by 7.5%.



## Living our Values Through Covid-19

One month after joining as a PRME signatory, the impact of the global pandemic hit the UK. COVID-19 provided a very early 'stress test' to ensure PRME principles sat at the heart of what we do. Within the RSM space initiatives extended the Covid-related provision and support for students and sought to demonstrate flexibility and adaptability of activities while keeping close to our RSM mission and values. Examples are outlined below.

### **DigiGallus: Learning, Leading and Living during COVID-19**

As the world moved online, students not only had to contend with a 'flip' to online learning but needed to understand how the world of work was suddenly having to adapt in ways that continued to look after people. This was particularly important given that our final year Undergraduate and Masters students were completing their studies and entering the job market while organizations were still working remotely through the pandemic. To help students generate awareness of this, we developed a rapid response short online course that identified the key trends occurring within the new online and virtual world of work. Key to this was a section on ethics and responsible management. This section provided information about the potentially new ethical challenges facing managers during Covid and the skills required to negotiate them.



### **Coming Through Covid Sustainably Webinar Series**

As a result of significant student interest in DigiGallus, during August 2020 we established a series of four webinars called 'Coming Through Covid Sustainably'. These provided students, alumni and members of the professional community the opportunity to engage industry experts and academic researchers from within ASBS to talk about the ethical and sustainable considerations they faced within their sector or business. Students also had the opportunity to pose the panel questions that provided an insight into their particular area of study. High profile speakers came from organisations including the Cooperative Bank, Institute for Chartered Accountants of Scotland, Global Ethical Finance Initiative, and Mercer.

**“** *The webinar panel came from different backgrounds (academia, private sector and professional bodies) which contributed to a balanced discussion. Listening to different perspectives about what organisations offer as well as personal experiences is interesting, it can lead to benchmarking good practices beyond profit.*

**Claudia Mylena Yañez Ospina**

*PhD Candidate and 'Coming through Covid' webinar series attendee*

### **40@40: Forty Insights into the Realities of Working During COVID-19**

After more than a month of lockdown, we wanted to provide students with a sense of connection with the 'outside' world of work, as well as recognise the multiplicity of different jobs that had been radically transformed through COVID-19. We also saw this as the opportunity to emphasise our values surrounding a consideration of all people within our RSM strategy by showcasing a variety of valuable jobs beyond the 'usual' suspects of white collar, office based professions. As such, 40 short videos were curated with professionals from senior directors in banks and accountants, through to those in healthcare, priests, film producers, zookeepers and celebrity singers. The videos have latterly been made available publicly and can be viewed at [Digigallus-40@40](#).

### **Our ambitions for 2022-2024**

2023 marks Adam Smith's Tercentenary. As part of this, we wish to further embed responsible and sustainable management values through his life and work in a critically reflexive fashion. This will include an interactive introduction to Adam Smith's work for all students and faculty joining the School.

In 2023, we will begin the transition to live our values on campus through the £86 million Adam Smith Business School building providing spaces for study, collaboration and networking across disciplines which will enhance our connections with business practice.



2  
PRINCIPLE 3:  
METHOD

## PRINCIPLE 3: METHOD



The School's RSM strategy has led to significant inroads into sustainability and responsible management within the curriculum. As discussed in this section, we have sought to not only ensure the SDGs are an explicit part of learning and teaching, but that students are given a variety of opportunities to extend and engage in learning beyond formal or credit bearing options.

### Course Learning Outcomes

Due to COVID-19, the rapid 'flip' to online learning required all courses to assess and update their Intended Learning Outcomes (ILOs) to ensure they could be met through virtual learning and teaching. Given that staff were having to revisit ILOs and course content anyway, this provided a convenient opportunity for the RSM team to invite staff to reflect on how the course content might introduce students to responsible management principles via the SDGs.

This is supported by the new [University Learning and Teaching Strategy 2021-2025](#), into which the RSM lead provided input, which seeks to ensure pedagogy and curriculum are value based and focus on 'sustainability, civic engagement, global challenges and the United Nations Sustainable Development Goals'.

The global pandemic placed increased workloads on faculty due to having to negotiate new approaches to remote and asynchronous learning, and the RSM team were very keen to make sure that in making inroads into PRME into the curriculum, we were not contributing to a significant intensification of workload for staff. For this reason, we decided to begin situating SDGs at the course (rather than programme/degree) level. The primary mechanism through which this was achieved was the ASBS SDG Challenge.

### The ASBS SDG Challenge

In order to render visible the SDGs in teaching to our students and encourage a more explicit discussion of SDGs within courses, in August 2020, ASBS launched the 'SDG Challenge'. This invited course teams and coordinators to explicitly embed one or more of the SDGs into their course. Short introductions for staff and Q&A sessions were run by Dr Yingru Li (Lecturer in Accounting & Finance), a member of the RSM Steering Group. Dr Li also provided access to relevant guest speakers and cases through her research expertise in Human Rights and Business. Dr Li ran a number of workshops and offered one to one interactive sessions (called 'lightening sessions') that allowed staff to think through how they might begin to embed one or more SDGs. She also spoke at new staff inductions to ensure that thinking about SDGs and the curriculum was part of the onboarding process into ASBS.

*“When I first presented the SDG Challenge in workshops, I found that at first, staff participating were sometimes unsure what they could get from attending. However, once they looked at the course they were developing many saw that sustainability was already embedded in its design and they just needed to explicitly highlight this to students or have it running throughout the course as a theme.*

*Colleagues who didn't know where to start became attracted to the initiative after asking for a lightening drop-in session to ask for advice about how they could tie their course to the SDGs.*

*We have managed to strengthen the concept and idea within a group of teaching colleagues who were already familiar with the SDGs, and also onboard staff who were a bit hesitant at first to get them to integrate SDGs within their teaching practices.*

**Yingru Li,**

*Lecturer in Accounting and ASBS SDG Challenge Champion*

Early adopters were then featured in a series of videos displayed on an intranet along with resources to help staff begin to think about embedding SDGs into their courses. The SDG Challenge initiative has been extended this year to include a badge that courses signing up to the challenge can display on their VLE sites and lectures slides. The signing up process (which is required in order to be sent the badge) has also enabled a tracking of what SDGs are being referred to in what subject areas and levels. Examples of some SDG Challenge courses are below:



**ADAM SMITH  
BUSINESS SCHOOL  
SDG CHALLENGE**

### **MGT1023: Principles of Management**

**SDG addressed: 10**

**Number of students: 342**

Using different modes of technology is vital when teaching large classes, particularly on compulsory courses. Dr Matt Offord and Alison Gibb have sought to motivate students and begin a critical discussion about the 'profit-purpose' tension through a business simulation that focusses specifically on Environment, Sustainability and Governance (ESG).

*“The students are used to complexity in our simulation game so adding the extra ESG decisions did not cause much problem. They do not always notice they are being asked to make decisions about diversity training or living wage as they have many decisions to make. It is only over time they come to realise that not acting on these issues creates consequences for their simulated company. In this way, it's much like real life. Students who are focused on environmental and social impact tend to notice these elements in the simulation sooner, but everyone is aware by the end.”*

**Matt Offord**

*Course Coordinator for MGT1023*

Through game play, the simulation requires students to analyse complex international business dependencies and balance these against environmental and social impact. For example, in the production area teams now have to decide on how much they invest in climate action technology. Students are confronted with the impact of their business activities on the environment and society.

The simulation runs over 10 weeks (simulating 10 years of business operation). Students must then demonstrate their ability to critically reflect on business decisions and their impact on the environment, sustainable goals, welfare and training of the workforce through a group presentation of company performance and strategy including ESG considerations and an individually assessed reflection of decisions and lessons learned including ESG considerations.

## **MGT2010: Business Decision Analysis (2nd Year Undergraduate compulsory course)**

**SDGs addressed: 2, 4 and 8**

**Number of students: 410**

Business Decision Analysis introduces the qualitative and quantitative techniques needed to obtain, analyse, and summarise data about an organisation's external and internal environment. The course explores how such information can be used and interpreted to support evidence-based decision making. This focuses on how organisations make decisions to help those in need, using both types of data, which can offer a wider societal benefit and impact beyond notions of profit. Students have the opportunity to see how business decisions for the good of others might happen beyond Freedman's profit maximization ideals.

Course Coordinator, Dr Peter Keenan is a lecturer in Management and a former nurse in the public healthcare system, allowing him to draw on an extensive knowledge of public sector management. As part of the SDG Challenge, these reflections are integrated into a curriculum that seeks to enable students to explore and reflect on the challenging ethics decisions that lie behind complex social and economic decision making in contemporary organisations.

Teaching methods include case studies, reading surrounding issues of sustainability, reflection and guest lecturers from value-driven businesses. This is situated not simply as a unidirectional encounter but encourages practitioners on the course to engage with the students and their own interpretations and ideas based on their learning. For example, the current CEO of the Celtic Foundation, Celtic Football Club's charitable arm, undertakes a guest lecture with an extensive question and answer session with the students surrounding how complex decisions are made in practice.

*“ I was very impressed by the depth of the students' knowledge and the questions that were posed to me suggest that they had understood the dynamic between theory and practice and thought this through. Learning is reciprocal and I wanted to understand what I do from a theoretical perspective, while the students had an insight into implementation in practice. I hope we can do more of this in the future.*

**Tony Hamilton**

*Chief Executive, Celtic FC Foundation*

*“ I found the Q&A session valuable from an industry perspective, especially because Celtic FC Foundation is a charity which runs under different rules and regulations to a regular PLC business. Tony went into depth on how this affected the Foundation's business decisions not only limited to the UK but in other countries where they operate their charitable work. I was able to engage my learning from the course and textbook and combine it with Tony's comments on the Foundation's decision-making processes.*

**Colette Clements**

*University of Glasgow student*

## **MGT4019: Entrepreneurial Ventures, Management and Growth (EVMG)**

**SDGs addressed: 2,3 and 4**

**Number of students: 45**

MGT4019 gives students a practical insight into the nature and workings of entrepreneurial ventures with a focus on management, development and growth. Students will work on a practical project that adds value to a real small entrepreneurial venture that sets a challenge to a group of students. In 2021, MGT4019 decided that in line with the School's commitment to PRME, all projects would be from non-profit, community or social enterprises.

The course is run by Dr Nick Quinn, lecturer in Management and a former consultant, and Professor Jillian Gordon, Professor in Management and Director of Learning and Teaching whose research expertise focuses on philanthropy.

**“** *EVMG gives students the opportunity to get to grips with real business challenges, and an insight into how social enterprises work. They are often surprised to find out these enterprises are not government funded large companies, but in general run by people wanting to do good. That realisation is transformational for students and their future careers.*

**Nick Quinn**

*Lecturer in Entrepreneurship and Course Coordinator for EVMG*

**“** *A majority of the clients on the course run local social enterprises focusing on aspects such as inequality so it gives students a wider understanding of some of their real life challenges such as food poverty or social inclusion, and makes them realize the poignancy of the SDGs is closer to home that they have previously appreciated.*

**Jillian Gordon**

*Professor in Management*

One of its unique features is that unlike a majority of courses that run over a full semester, EVMG runs in a compressed format over four weeks. Part of this is pedagogically driven to provide students with a more intense learning environment where they have to face head on some of the ethical and practical dilemmas in managing multiple stakeholder interests and competing priorities. With formal coursework including a team assessment, students have the opportunity to experience the complex challenges and often emotional negotiations of creating success within value-driven businesses.

**“** *The EVMG course provided a practical insight into what a career in consultancy would look like. This course applies a refreshing learning approach by allowing us to work with real clients giving myself the opportunity to put my knowledge into practice.*

**Abby Davison**

*EVMG Student*

The exclusive focus on not-for-profit ventures has resulted in some highly innovative challenges for students. In reporting back to their companies at the end, ventures involved regularly commenting on the exceptional standard of work, both in terms of the awareness of the contextual factors that impact practice, but also the stronger evaluative stance students are able to adopt when navigating particular ethical dilemmas or challenges on the road to finding a solution.

**“** *I was deeply impressed by the students. Their response to our brief on how to get young people interested in working in the caring profession was exemplary and helped us rethink our own business practices. We passed on the student report to the Scottish Social Services Council, the national regulator for the social work, social care and early years workforce in Scotland, who have taken forward the student's recommendations. Their work is now making an impact at a national level.*

**Ian Seymour**

*Managing Director, Care Training Consortium (one of the clients on EVMG)*

The role of the course coordinators in coaching students throughout the course has also been complimented by the organisations participating. As a result, one of the social enterprises invited Dr Quinn to join the board of ‘Sustainable Thinking Scotland’ to help them think about scaling up in a sustainable fashion.

### **ACCFIN4031: Accountability and Human Rights**


**SDGs addressed: 5, 8 and 10**

**Number of students: 17**

This course is designed for accounting background students to develop an understanding of human rights, and how businesses impact on human rights issues. Throughout the course, students are introduced to the basic concept of human rights, different conceptions of human rights, and how globalisation of market and trade is creating governance gaps in which human rights violations which happened in the business context are left unattended.

A central tenet of the course is guiding students through the importance of accounting in fulfilling the United Nations Guiding Principles on Business and Human Rights and Sustainable Development Goals. To do this, there is a focus on different tools and accountability mechanisms designed to hold businesses accountable for their actions and impacts, as well as using group work as a basis through which students can critically reflect on the relationship between human rights and accounting.

To help develop skills in reflecting on the SDGs extensive case studies are used, as well as group coursework to encourage students to engage in critical dialogue with each other.

 *The topics stimulate further discussion and critical analysis of the business context, thanks to the material chosen by the lecturer. It helped my understanding of Human Rights in Business.*

**Anonymised Student Feedback from ACCFIN4031**


### **ECON4054: Labour Economics**

**SDGs addressed: 4, 5 and 10**

**Number of students: 67**

This course seeks to draw on phenomena directly related to the SDGs in order to understand neoclassical theories of the labour market. This includes cases and examples from education, gender and family economics, inequality and discrimination, migration, COVID-19 and labour markets.

To help critically engage with these topics, Labour Economics draws on a variety of learning techniques to try to promote student activities participation and engagement. In particular, for each of the SDGs mentioned above, there are think-pair-share activity to stimulate discussion around some of the challenges and opportunities to creatively achieve the goals through economic thinking.

 *This was an amazing class, very well organised and topics were very interesting. I enjoyed discussing ideas and academic papers together, the live sessions were very good because they weren't like a Q&A sessions like most courses, but were actually interesting.*

**Anonymised Student Feedback from ECON4054**

Part of the assessment of the course was also group based and involved the creation of a poster based around a critical evaluation of an academic paper from a list of suggested articles. This list included topics such as gender discrimination, inequality, the role of education for the empowerment of women, education and labour market outcomes. Through group discussions as well as presentations students have been able to engage actively with the content and showed a lot of enthusiasm for the material and value of economic thinking to address some of the most pressing global challenges.

## **Non-Credit Curriculum Initiatives**

As well as ensuring sustainability and responsibility are integrated into credit-bearing education, a range of initiatives and opportunities have been developed and delivered to allow students to engage and generate impact as per the PRME principles. This has been particularly important during COVID-19, with a number of initiatives providing students with invaluable ways to virtually connect with each other during lockdown.

### ***Student Internships***

One of the benefits of the RSM Steering Group (see ps 12/13) has been a focal point for identifying and subsequently supporting initiatives for students to becoming involved in advancing the SDGs within the School. One area where this has been particularly successful has been through student internships whereby students work with a member of staff on a sustainability or responsible management related topic. This has included (i) a student interview study exploring their beliefs and opinions surrounding the role and nature of responsible management in the curriculum which was sponsored across the RSM Steering Group and School Learning and Teaching committee; and (ii) an internship programme to develop a green finance school resource (see p36). More recently, an economic intern was employed and will join the RSM Steering Group to help integrate the SDGs into a large compulsory Economics undergraduate course (454 students). Not only will this help to further integrate the SDGs into the curriculum across the School, but it will provide a blueprint for how larger courses can be supported in embedding the values of the SDGs into their content in an authentic way.

**“** *We benefit from intervention resources by creating student internships as it allows us to support staff in developing new ways of thinking or practical resources for their course. This enables us to place our strong values around sustainability at the heart of our learning experience while giving student interns valuable experience.*

**Michele Battisti**

*Senior Lecturer in Economics*

### ***Sustainability Mini Hackathon***

As part of the COP26 series of initiatives (see p41), in November 2021, ASBS partnered with two of its professional member associations, the Chartered Institute of Personal Development (CIPD) and Chartered Management Institute (CMI), and the key building partners of the new Business School, Multiplex, to run a mini hackathon. Following an application process, seven teams were set a challenge to design a pitch for a ‘Green’ culture and behavioural change programme that fits with Multiplex’s ‘Educate, Engage, Empower’ approach and speaks to the goals of the ‘One Decade to Act’ Strategy via a one page poster and short 20 second video pitch in just five hours.

**“** *It was challenging to come together as a team for the first time, tackle a sustainability challenge and then present our pitch in one day but was a great experience and I learned a lot about sustainability in action from hearing from the experts and working with other students.*

**Charlie Greener**

*Winning Team, COP26 Hackathon*



The teams were comprised of undergraduate and postgraduate members and supported by a Moodle site full of information about the case study company, short videos made by the Hackathon partners, and resources to support skills development, such as decision making under pressure and rapid-response team dynamics.

During the Hackathon, representatives from the CMI, CIPD and Multiplex, who had prepared video explainers prior to the event to share with teams, took part in two live Q&A sessions, providing the teams the opportunity to ask any questions they had as they arose.

The judges were so impressed by the winning team's entry that Multiplex arranged a site visit for the winning and runners up teams to explore how sustainability in action works on the new ASBS building site.

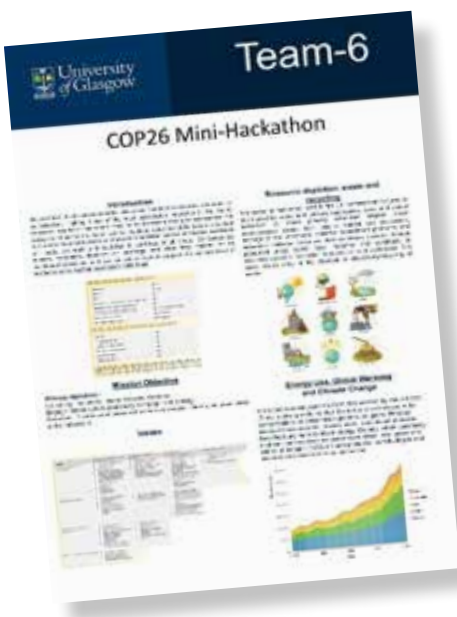


Figure B: Example of one page pitch from a participating team



The COP26 Hackathon teams visit the new Adam Smith Business School and PGT Hub

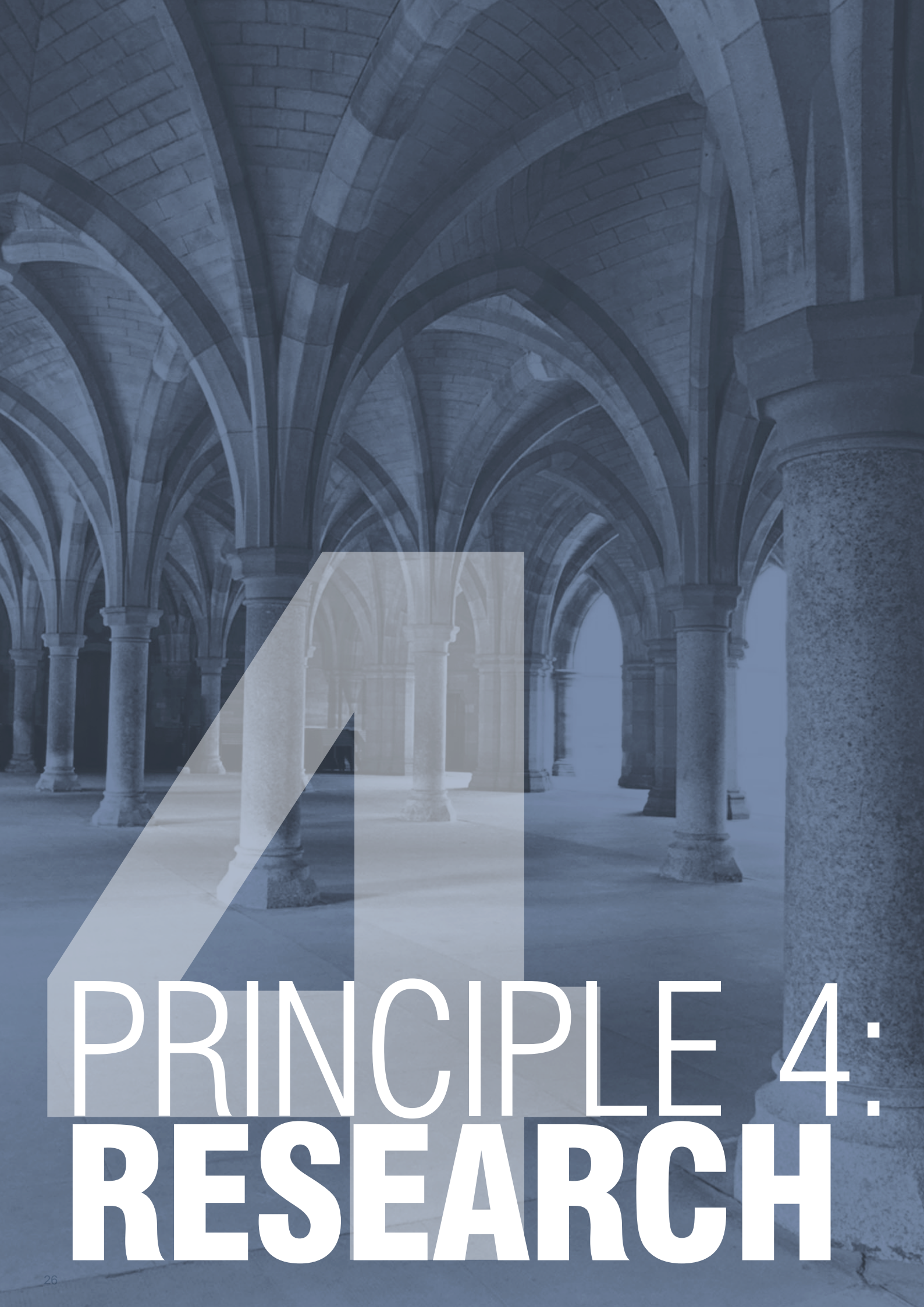
### Our ambitions for 2022-2024

Through our curriculum work on the taught programmes and aforementioned activities, we have been approached by research students (who are tutors on the courses) who view their own work as speaking directly to one or more of the SDGs. In response, we will spend the next reporting period building capacity within our research degree programme. This will include benchmarking, collating and supporting students research work related to the SDGs. It will also include capacity building through actively encouraging prospective students concerned with areas of responsible and sustainable management to join our research degree programmes.

From 2022/23, we will begin to map how programmes of study collectively address the SDG goals (rather than just at a course/unit level). To facilitate this, we have already identified a programme – MSc Human Resource Management and Development, which has agreed to take part in a pilot to develop an efficient blueprint for how this might be done effectively by programme leaders.

From next year, paperwork used to develop new courses will ask academics to explicitly state whether how their proposed course relates to one or more of the SDGs and, if so, how.

The School has committed to providing significant financial resources for extending student experiences of responsible and sustainable management beyond the formal curriculum. For example, MGT4019 EVMG students will now be eligible to apply for a scholarship to take their assessment (a consultancy report for a real client) into practice through a 16 week paid internship with their company.



4

PRINCIPLE 4:  
**RESEARCH**

# PRINCIPLE 4: RESEARCH



**Our most recent research strategy emphasises the integral role our world class faculty and research students play in developing creative and world changing solutions to global environmental and sustainable challenges, and the value of rigorous, evidence based, independent social science research.**

Prior to becoming a PRME signatory, a number of our staff were undertaking world leading research that related to many of the SDGs, and there is established research capacity across all our subject groups in areas such as business ethics, corporate accountability, equality and diversity, developmental economics and industrial relations. It is important and authentic to recognise their achievements and successes would continue to exist independent of our PRME journey.

However, at ASBS, PRME has provided a conduit through which to both actively support and promote world class research centred on environmental and social issues. It has also sought to significantly extend research capacity building through providing opportunities and resource support for academics who wish to develop their research trajectories of areas of expertise in ways that relate to sustainability goals specifically and the grand challenges more broadly that surround sustainability and responsible management.

Our success in addressing the SDGs in research has been evidenced in 2020 through an independent piece of research reported in the Financial Times where ASBS came top in the ratio of high quality research addressing the SDGs (see p7). Extensive examples of recent peer reviewed research aligned with responsible and sustainable management via the SDGs can be found in Appendix 2 and overviewed in Figure C below in terms of two particular areas where we excel:

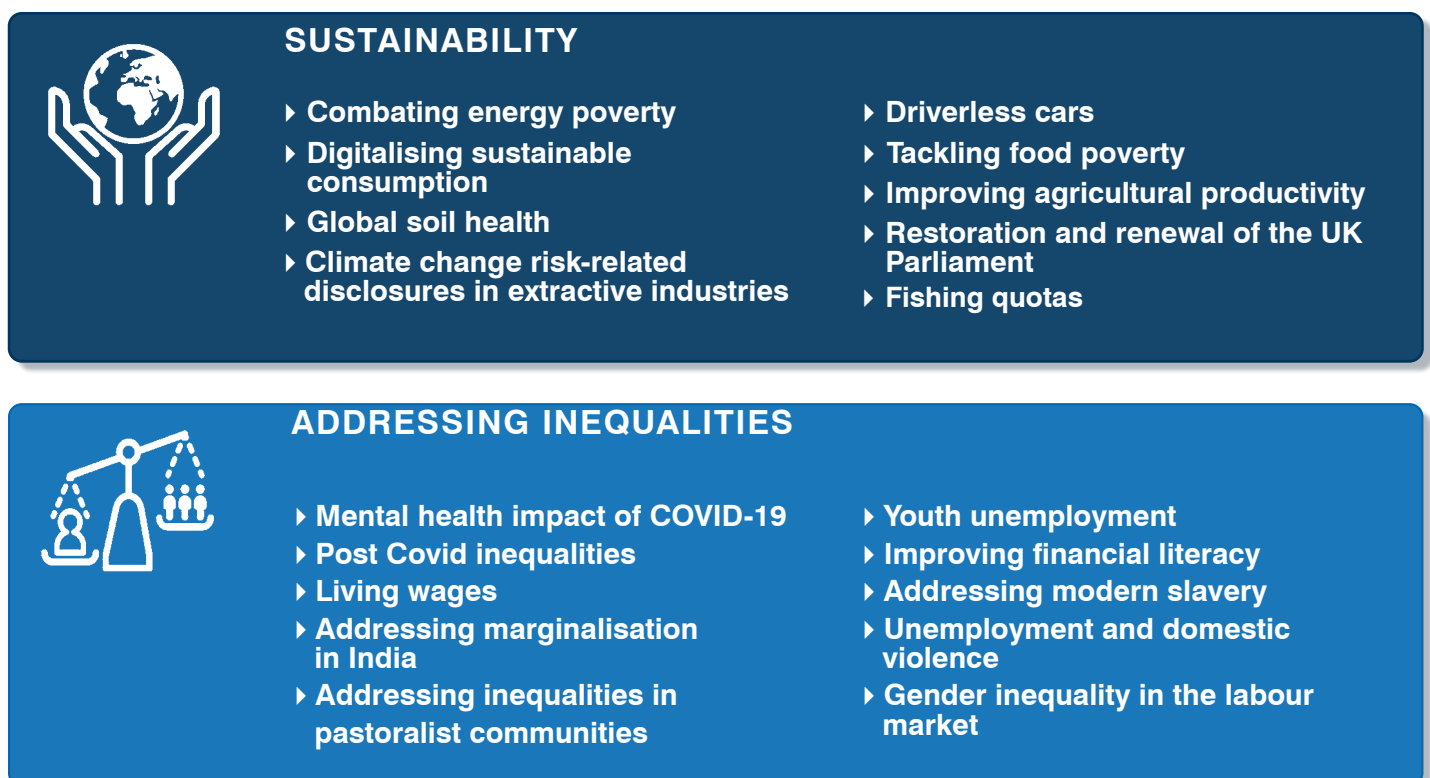


Figure C: Societal Impact Diagram

One of the unique strengths of our research culture is the interdisciplinary nature of research and ability to produce quick-response solutions to current challenges and impactful research. A key part of this success has often been partnering with high-profile collaborators while maintaining academic integrity and independence in order to produce rigorous and high quality evidence bases to inform future research and praxis. We highlight some of our recent successes below:

## **Digitising Sustainable Clothing Consumption**

**External Funding Received: Economic and Social Research Council, International Advertising Agency  
SDG 7**

UK citizens buy more new clothes per person than any other country in Europe which leads to disposal of over one million tonnes of clothes each year.

ASBS has research strengths in the intersection between consumer culture, ethics and practice that has enabled two academics to lead on a pioneering solution. Dr Katherine Duffy, an expert in digitising consumption and Professor Deirdre Shaw, who has undertaken international renowned research on consumption ethics, worked collaboratively on research exploring how consumers make decisions surrounding the accumulation or disposal of clothes.

**“** *Overconsumption by consumers is a principle challenge to sustainability, but we wanted to know the way people situated and framed these experiences. Our findings led us to consider how we might give permission for consumers to prioritise taking time out of their busy lives and focus on reconnecting with themselves in ways that enable sustainable decision making.*

**Deirdre Shaw**

*Professor of Marketing and Consumer Research*

**“** *Digitalisation has already provided consumers with readily available mobile mindfulness apps. We wanted to see whether these kind of tools work within a clothing context to impact more mindful and sustainable behaviours. In other words, in what ways might a sustainable mindfulness app help them?*

**Katherine Duffy**

*Senior Lecturer in Marketing*

Undertaking in-depth interviews and coproduced 'wardrobe audits' with respondents, the team explored how reflection was key to ensuring a 'pause' or calibration of what they had vis-a-vis what they needed or were going to dispose of, which helps to empower consumers to make more informed and positive decisions.

**“** *The worst is when I find myself saying 'I need' something. But we don't really need anything. That is part of why I made the resolution to not order clothes online. Because if I am feeling insecure sometimes I buy all this stuff I don't need because it makes me feel better for a little while. We think we can buy our way to feeling better, which of course doesn't make any sense.*

**Research Respondent**

Research findings then formed the basis on an intervention with the research team collaborating with the start-up app Save Your Wardrobe (SYW) to examine how digitalisation could change how consumers respond to, manage and maintain more sustainable approaches to clothing. The impacts of the app so far have been significant: Save Your Wardrobe reported a 200% reach of their funding target and engagement with organisations, including: Marks & Spencer, Amazon, Sainsbury's, ASOS, Barclays, Mintel, Net-a-Porter, Facebook and Apple. This led to the project being a finalist of the International Green Gowns Award in 2020.



### Happiness and Wellbeing During the COVID-19 Pandemic

External Funding Received: N/A

SDGs 3 and 5

COVID-19 has exacerbated the health and wellbeing of large sections of the population. Through leveraging his expertise in behavioural economics, Professor Eugenio Proto, expert in Behavioural Economics, worked with and contributed to a research team of economists, sociologists, behavioural scientists, and public policy experts from institutions in 15 countries to address questions which could lead to better wellbeing policy. Using the 'Understanding Society' panel data provided valuable comparative insights into mental health before and during COVID-19.

One of the key findings was that an important way to help combat stress from COVID-19 confinement is to be aware of the effects of negative thinking.



*“ It is important to avoid hearing too much bad news, and think about your own personal exit strategy when negative thoughts start to populate your mind.*

**Professor Eugenio Proto**  
*Professor of Applied Economics*

However, not everyone is affected the same way. Professor Proto's research also emphasised extroverts are more likely to suffer negatively during COVID-19. This is due to lockdown - which occurred in a majority of countries to varying degrees - taking away multiple opportunities for social rewards, which are central to how extroverts thrive.

Given that those who are more extrovert and open are more likely to be creative, the tendency for this group to be affected could have an influence on innovation: one of many hidden costs of the pandemic.

## **Providing Clean, Affordable and Secure Electricity in Rural Bangladesh**

**External Funding Received: Global Challenges Research Fund – Scottish Funding Council, Innovate UK.  
SDG 7**

Since 2020, Dr Yee Kwan Tang, senior lecturer in Management has been working with colleagues from the School of Engineering at the University of Glasgow and Chittagong University of Engineering and Technology (CUET), Bangladesh together with UK technology company, SEMWaves Ltd to explore affordable and sustainable energy.

Their research informs a trial that will test build a solar-hydraulic power generation system and its distribution in the region. The system will supply uninterrupted clean energy to local households that rely primarily on low-quality energy sources such as firewood, candles and kerosene at present, which are inefficient, polluting and can significantly affect human health.



*“ I’m passionate to collaborate with academic and industrial partners to promote and introduce innovation to improve local livelihoods in developing countries. I am delighted to participate in this meaningful project that could make impact on energy poverty reduction of rural communities in Bangladesh.*

**Yee Kwan Tang**  
*Senior Lecturer in Management*

Dr Tang, who previously worked for the United Nations Conference for Trade and Development (UNCTAD) in Geneva, Switzerland, brought her research expertise in entrepreneurship and innovation in Global South countries to the team, as well as methodological knowledge in undertaking market analysis and business modelling. This meant the project was able to complete a feasibility study and a market analysis of viable routes to market and the commercial potential of the innovation while recognising multiple stakeholder needs and responsibilities.

## **Project Darwin: A Greener World Through Driverless Cars**

**External Funding Received: European Space Agency (ESA)  
SDGs 7 and 11**

Driverless cars present a game-changing alternative to transportation, but not only require the technology to create them, but an infrastructure that will enable and support their widescale use. To address this challenge, Professor Nuran Accur has drawn on her expertise in emerging innovation trends to research new business models, technology management and policies needed to successfully commercialise new technology to support driverless cars.



*“ Darwin will inform policy and practice on the creation and management of innovation ecosystems for connected and autonomous vehicles. The insights we gain in this project will be central to develop a new agenda for future, cross-disciplinary research in several areas of innovation and technology management.*

**Nuran Accur**  
*Professor of Innovation Management*

This led to the development and opening of a new Darwin Laboratory at the School. It will draw on research to develop proof of concepts for the next generation technology convergence needed for connected and environmentally sound autonomous vehicles.

**“** *The Darwin Laboratory in Glasgow officially opened at the start of this year and it’s exciting to be able to show so quickly how we can use innovations in 5G technology to unlock crucial solutions for society and revolutionise the way we use mobile connectivity.*

**Derek McManus**  
Chief Operating Officer at O2

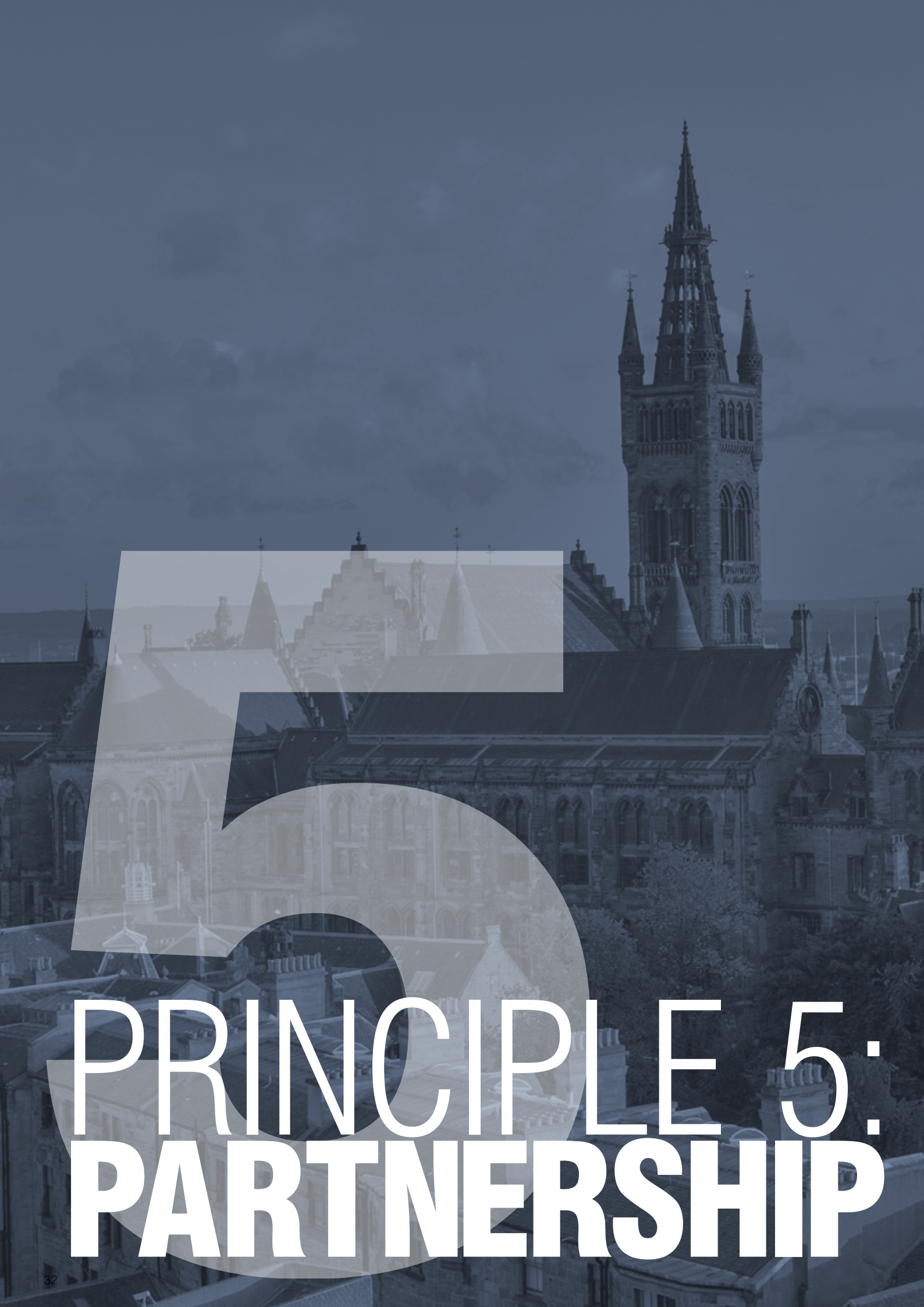


COP26 Project Darwin event at University of Glasgow

### **Ambitions for 2022-2024**

Research capacity will continue to be strengthened over the next two years with a particular focus on the early career and doctoral community within the School. This will include ‘hothouse’ funding to support early staff for proof of concept or pilot studies in the area of sustainability, and additional resources to incentivise doctoral students looking to develop work that can explicitly connect with one or more of the SDGs.

The RSM Steering Group has also begun to collaborate with the executive team to explore how future sustainable-related research capacity can be strengthened through strategic recruitment, and how they will be supported to develop their scholarship in impactful ways.



# PRINCIPLE 5: PARTNERSHIP



## PRINCIPLE 5: PARTNERSHIP



ASBS has been strongly guided by SDG Goal 17 which underlines how partnership is the most effective way of working towards our 2030 target. Part of our success has been ensuring that all our PRME principles embrace this ethos and that we engage with a variety of stakeholders – internal and external to the School. This ensures that both our values and objectives translate into effective actions, as highlighted in the examples discussed in Principles 1, 3, 4 and 6.

“ *To build a better world we need to be supportive, empathetic, inventive, passionate and above all, cooperative.*

**SDG Goal 17**

[www.globalgoals.org/goals/17-partnerships-for-the-goals/](http://www.globalgoals.org/goals/17-partnerships-for-the-goals/)

In a large institution such as the UofG, which is comprised of nearly 5,000 research and teaching staff, it is important to engage within the University, which we have done through, for example, our participation in the **Sustainability in Learning and Teaching Community of Practice**.

At the same time, we have proactively sought to interact and engage with partners beyond immediate curriculum and research spaces to consider how ASBS can work in partnership with external bodies. Part of this has been leveraging relationships that sit at a School and College level. For example, the RSM Steering Group have worked with members of the School Strategic Advisory Board (which includes members from organisations including Citibank, Scottish Enterprise and Barclays) to foster relationships to support external initiatives such as the ‘Coming Through Covid Sustainability’ webinar series (see p17). At the same time, ASBS has deliberately sought to develop productive partnerships to help meet social and environmental responsibilities in creative ways that not only extend our knowledge but disrupt current thinking. Further information on some of our key initiatives are presented below.

### **Bike for Good**

A central part of our commitment to promoting sustainability to our community is ensuring that when students come to Glasgow, they see sustainable management as about combining business with social choices. At the same time, Covid meant that creating a safe space where difficult conversations and debates around this could take place was incredibly difficult. We challenged ourselves to consider, how might we allow students to reflect on this in an experiential way?



The solution emerged through conversations with Glasgow City Council about how Glasgow has in recent years invested significant resources in being a ‘bike friendly’ city, but awareness and communication of routes has lagged behind. Therefore, as part of the induction on some of our key programmes, including the MBA and our Beta Gama Sigma cohort, we developed a bike tour that would simultaneously show students how to cycle around Glasgow, while introducing them to some of the ways local companies create sustainable businesses.

In order to achieve this, we developed a relationship with Bike for Good (BFG), a social enterprise in Glasgow that supports people to lead healthy, sustainable lives through providing them with second-hand bikes and skills in bike maintenance. Together we developed a programme where ASBS and BFG were invited on a student bike tour visiting local social enterprises in Glasgow.

**“** *I had a great experience on the tour. From the bike fitting and safety briefing to the end of the tour, the guides were helpful and made the ride feel safe and enjoyable. I got to see more of Glasgow especially the parks. The tour made me feel that cycling in Glasgow is easy, safe and rewarding. It centered around non-profit organisations in Glasgow, that was a surprise bonus. I have been promoting the tour and Bike for Good as an organisation since then.*

**Ling-Say Wong**

*MBA Student 2021/22*

As a charity, income revenue for Bike for Good is key and it was important for us to ensure that this was fairly compensated through paying for each of the tours they led. However, the partnership has since evolved into being embedded across many other aspects of the School. For example, one of our staff members is now a trustee for the charity, while BFG has also taken up an opportunity to be part of a student consultancy project within taught programmes to help them find creative solutions to some of the challenges they face but often do not have resources to work through.

**“** *Working with University of Glasgow on the social enterprise bike tours has been a great experience in terms of welcoming new people to the city and showing them what it can offer in terms of business and practically how to get around. Their assistance to support a range of initiatives with us, such as advising on a social prescribing healthcare model has been invaluable to us as a charity with limited time and resources.*

**Victoria Lieper**

*Head of Community Outreach, Bike for Good*



A student cohort on one of the 'On Yer Bike' tours

### **The Collaborative: Third Sector Expertise, Advocacy and Consultancy**

Social enterprise is a fundamental part of Scotland's economy, with a combined annual turnover of over £6 billion. As part of their commitment to PRME, ASBS recognises the value of contributing independent expertise through, for example, pro bono consultation, workshop delivery and consultancy across a range of areas. However, our faculty has also led the way in creating an infrastructure for facilitating societal impact activities with third sector organisations.

'The Collaborative', led by Dr Paula Karlsson-Brown and partnering with Policy Scotland, has developed a partnership with Glasgow City Council to develop a sustainable cross-discipline hub for pro-bono advice and expertise for Glasgow's third sector organisations. The hub helps them access academic expertise on a variety of pressing issues in all phases of their lifecycle.

*The Collaborative provides a valuable conduit through which third sector organizations can access invaluable advice and support, while giving academics and students the opportunity to learn from and to contribute practically to the communities in which the University is based.*

#### **Dr Paula Karlsson-Brown**

*Senior Lecturer in Management and founder of 'The Collaborative'*



## **Policy Scotland**



Spina Bifida  
Hydrocephalus  
Scotland



This project is supported by the ESRC Impact Acceleration Account, one of the most prestigious UK based research funding councils for the Social Sciences. To date across the University, 30 faculty members have signed up to be pro-bono technical advisors almost half of whom come from ASBS. Collaborations with charities include Generations Working Together (on income generation and marketing) and Spina Bifida Hydrocephalus Scotland (on marketing their app).

## Green Finance Green Futures

One of the most challenging motifs of COP26 and the SDGs has been to ensure that we ‘mobilise finance’ in a way that ensures widening inequalities are tackled through a durable economic and financial sustainable infrastructure. This has resulted in an increased focus on green finance and green economics within the financial sector. However, public knowledge around what this means is lacking, especially for those who plan to enter into the financial services in the future.

Having recognised this challenge through her work with the Royal Economics Society, Dr Tanya Wilson, Lecturer in Economics, partnered with the Bank of England, the UK’s Central Bank, and Skills Development Scotland, the national skills agency, to work out how best to introduce the world of green finance to young people and their educators.



**BANK OF ENGLAND**

“ *Finding accessible and unbiased information about what green finance is, is vital if we are to encourage people to work in and invest in an environmentally sustainable economy.* ”

**Dr Tanya Wilson**

*Lecturer in Economics and academic Lead for Green Finance Green Futures*

Collectively, this consortium worked with two paid student interns undertaking master’s degrees in Economics in ASBS on an interactive and free to use resource. The resource is evidence based and includes short videos from high profile stakeholders including Andrew Millar, Chief Scientific Adviser to the Scottish Government and Casper Siegert from JP Morgan.

The resource pack was developed for school pupils aged 15-17 with the learning outcomes aligned with Scottish Credit and Qualifications Framework levels 4-6. However, the videos were designed to be accessible and were also subsequently used for curriculum in the upper primary schools and lower secondary school years education (aged 12-15).

“ *Sometimes when you’re at school, you assume that a career in economics or finance is just about making money. I hope that this resource will enable students across Scotland and the UK to see how they can help to address the climate emergency beyond the usual jobs we associate with addressing climate change.* ”

**Louise Agius**

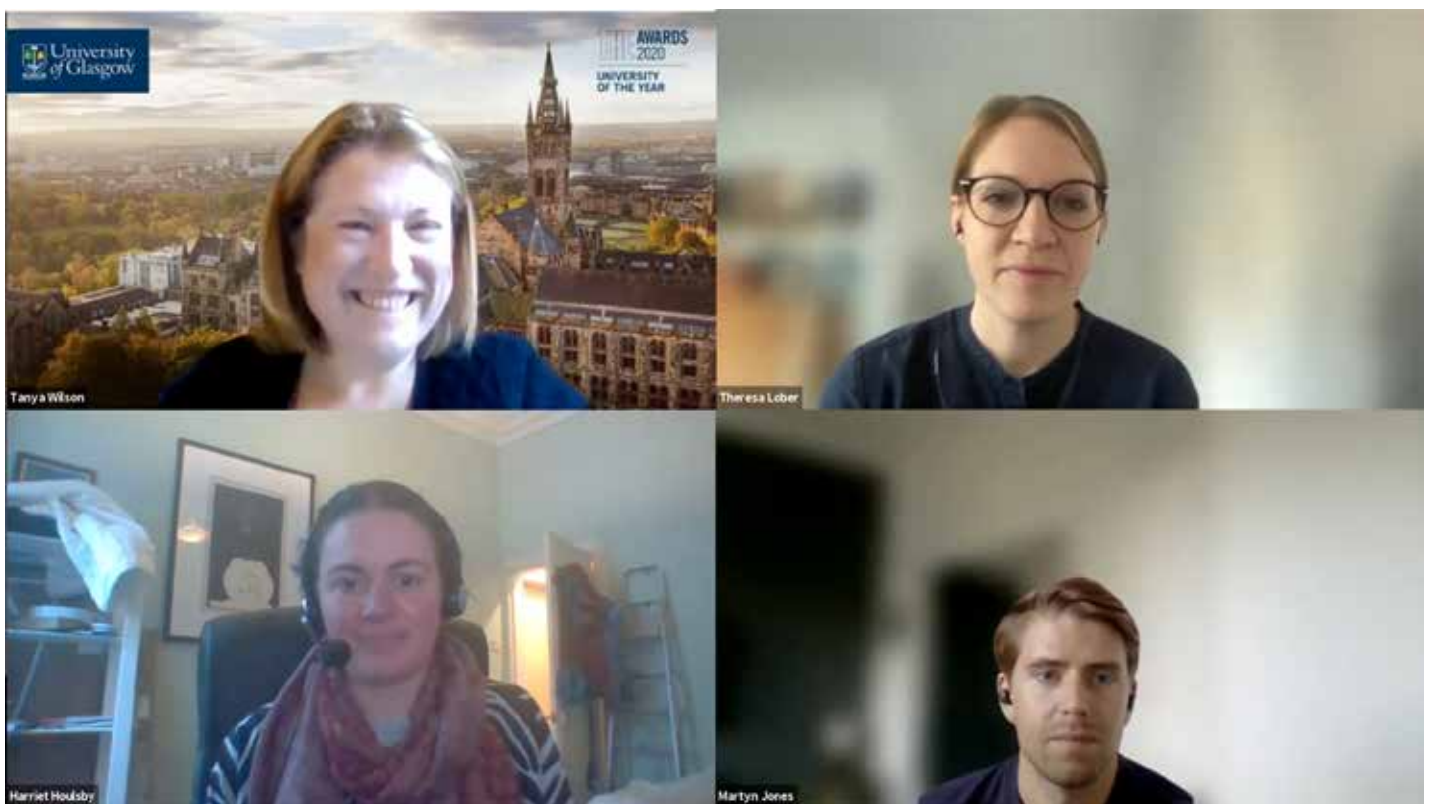
*MSc Environment and Sustainable Development and Student Intern for Green Finance Green Futures*

To support teachers and students, ASBS also held an incredibly popular online interactive Q&A session for school pupils where a panel of experts on green finance and careers from ASBS, Skills Development Scotland, the Scottish Government and Bank of England were available to answer any questions.

*This resource is helping to make sure young people are thinking about the growing opportunities for ‘green jobs’ and how their future careers and financial practices can positively impact the planet.*

**George Boag**

*Director of Digital Services at Skills Development Scotland*



Excerpt from Green Finance Green Futures Recorded Panel and Q&A

### **Ambitions for 2022-2024**

Following the success of the Green Finance, Green Futures event, ASBS is currently developing their partnership with the Royal Economics Society to host a lecture series for school children in for the coming year.

Although the original RSM strategy was to set up yearly relationships with different local charities, the pandemic has had a significant impact on the viability of Bike for Good, who have been helping the city with its Covid recovery plans.

The RSM steering group also plans to develop its relationship with the Connections with Practice team within the School to explore how relationships established through RSM initiatives can become embedded into broader School wide activities and relationships.



PRINCIPLE 6:  
**DIALOGUE**

# PRINCIPLE 6: DIALOGUE



**Principle 6 has been at the cornerstone of the development of ASBS' PRME approach. During the past two years, we have sought to develop and embed initiatives and activities that bring together multiple stakeholders in ways that generate positive value for people, work and resources as per our RSM strategy. Central to this has been ensuring that these are not simply ad hoc or one-off activities, but are supported and integrated into the business-as-usual of the School in the longer term. In many ways, it is within this principle that we see many of our most significant achievements.**

As a historic University situated in a city with a variegated socioeconomic landscape, we strive to be an inclusive and central member of multiple communities. This involved establishing meaningful dialogue and relations and working together to respond to various issues of social responsibility and sustainability.

While we have previously outlined some of the ways we have achieved this nationally and internationally so far, here we want to turn to how we have facilitated, supported and enacted dialogue and debate across our educators, student and local communities to deliver PRME/RSM values.

## **DigiGallus Connect** **SDGs 4 and 11**

DigiGallus Connect is a rapid response initiative to foster intergenerational relations and promote digital inclusion during COVID-19. Following the significant student uptake and feedback surrounding DigiGallus (see p17), a number of students approached the RSM team to discuss ways to support the local community. After a volunteering call to all students, RSM lead Professor Riach drew on her expertise on workforce ageing and older workers to work with a team of students crowdfunding, designing and delivering a digital mentoring programme to over 50's in the Greater Glasgow area and connecting them with a UofG student.

Community Partners are provided a device and three months of internet access to a community member then virtually engage in sessions to develop digital skills. However, there is an awareness not to slip into a 'Victorian model' of charity and emphasise the exchange as one of dialogue with mutual benefits. For example, students gain valuable experience in intergenerational communication: a key skill required for today's multigenerational workforces. In addition, students involved also reported feeling part of the Greater Glasgow community, even when they were studying remotely or abroad due to COVID-19.



**“** *As an international student coming to the UK for the first time, participating in volunteer organizations like DigiGallus Connect can provide a platform to understand the community better, understand the people living here, and understand their challenges. It was my way of active participation and involvement in the community.*

**MC Ronald I Banderlipo**  
*DigiGallus Connect student mentor*

DigiGallus Connect has been held up as an example of best practice in community engagement and dialogue at both national and international levels by bodies such as AACSB and GBSN. The University-wide Civic Engagement Working Group, in June 2021, publicly noted it should be a blueprint for institutional civic engagement. A chapter about lessons learned is titled 'Civic Engagement during Covid-19: Conversation, Contribution and Collaboration as a Mode of Resilience' forms part of an edited collection on Building Academic Resilience (Emerald, 2022). The RSM lead, Professor Riach won the SIE Imaginative Educator of the Year in 2021 for her role in the initiative and was invited to be part of an esteemed panel on Digitisation and the Civic University at the Times Higher Digital Conference in March 2022.

DigiGallus Connect's longevity has been secured through formally becoming a University official student club and society. They went on to achieve success with a new cohort of mentors and committee members joining from across the University and winning a Robertson Trust grant to provide financial support. The initiative has also received commendations from the Scottish Parliament, DWP (Department for Work and Pensions, UK government body responsible for welfare) and Clyde Gateway (a regional urban regeneration organization) and has been shortlisted for the Universitas 21 RISE competition and a THE/Herald public engagement award.

The DigiGallus Connect student team have also been contacted and have provided advice to other community groups in the UK, such as Voluntary Action North Lanarkshire, and shared their experiences with the Connecting Scotland Team, the multimillion pound initiative by the Scottish Government to get the country online. Students who are part of DigiGallus Connect have also drawn on their experiences to form the basis for their undergraduate and Masters dissertations. You can hear more from the first cohort of DigiGallus Connect students by [clicking here](#).

*“ It was a good experience, a good way to learn. The students took you through it, stage by stage instead of rushing. Some places sit you at a computer and say ‘right, do that’, and you say, ‘but I don’t know how to’. My DigiGallus mentor would talk me through it and tell me how to. The next time she’d ask me to do a wee bit myself and take me on further and further with each meeting.*

**James**

*DigiGallus Connect Community Partner*



DigiGallus Connect Students.



## COP26

### SDGs 8 and 13

In November 2021, COP26 was hosted by the City of Glasgow, and provided the opportunity for ASBS to generate awareness and action through conversation and debates with multiple groups and stakeholders.

Across 14 days ASBS delivered a total of 17 events online, in-person and also using innovative hybrid formats. The School welcomed over 1400 attendees and featured 137 speakers from organisations across 22 countries, including Green Finance Research Institute, Green Climate Fund, the Scottish and CColumbian Government, Bank of Georgia, Central Bank of Turkey, Virgin Media, Coalition for Action on Soil Health and Faith Invest.



*The COP26 programme organised by ASBS was one of the largest, most imaginative, and most impactful across the University. The College of Social Sciences organised more COP26 events than any other College, and the Adam Smith Business School was a leading contributor to this. Thank you for all your hard work and commitment to this vital cause.*

**Professor Sara Carter**

*Vice Principal & Head of College of Social Sciences*

## ADAM SMITH BUSINESS SCHOOL COP26 PROGRAMME - KEY STATISTICS



WE COLLABORATED WITH A TOTAL OF  
**14** EXTERNAL EVENT PARTNERS INCLUDING:



WE WELCOMED OVER  
**1400** EVENT ATTENDEES



WE HOSTED OVER  
**137** SPEAKER/PANEL MEMBERS



THE  
**ASBS EVENTS TEAM**  
WORKED WITH  
**10** INDIVIDUAL LEAD ACADEMICS  
ACROSS OUR EVENT PROGRAMME

Our COP26 programme allowed ASBS to engage with academics, business leaders, students and members of the general public throughout the globe, raising the profile of the School and contributing to the University's goal of encouraging discussion on climate change and its challenges.

“ *It was a pleasure and very interesting. Very well done. The other speakers were terrific, clear and had great insights.* ”

### Michael Spence

*Nobel Laureate and Professor of Economic at NYU, Speaker*

Students were central to these events, being given priority spaces for the limited 'in-person' space allocated, or themselves leading initiatives. For example, two clubs and societies, The Adam Smith Economics Society and the Glasgow University Accounting Society, worked with the RSM team on a 'Addressing the Climate Crisis through your Lens' competition. It was co-sponsored by ASBS and Liontrust - the largest sustainable investment teams in the UK - and received over 100 entries.

To generate dialogue that will lead to longer term collaborations and partnerships pursuing sustainable and ethical trajectories and ambitions, each event was developed with a partner from the private, public or third sector. For example, a series of evening events run in partnership with the Global Ethical Finance Initiative (GEFI) and ASBS focused on how Adam Smith's work provides a 'greenprint' to explore and address some of the alternative ways to positively recalibrate the relationship between finance and climate change. This included 'fireside' conversations with Chief Economists from NatWest and Abrdn, as well as Susan Rice, Chair of Scottish Water and Kate Forbes, Cabinet Secretary for Finance and the Economy, Scottish Government.

Elsewhere in the programme, two workshops on global soil health explored the benefits for multiple stakeholders to seek to reverse the degradation of global soil. This marked a public inaugural event of the Global Soil Health Programme: a consortium of corporates, universities, scientists, and not-for-profits directed by ASBS's Professor John Crawford, Professor in Strategy and Technology.

ASBS also ensured that a gender balance across speakers was in place, as well as actively supporting voices from the Global North and South with speakers joining virtually and in person from 26 countries including Australia, China, Columbia and Malaysia.



Figure D: Selection of entries from the COP26 Photo Competition

## Barefoot in Business

### SDGs 5 and 12

ASBS financially and strategically supported the development of an eight-week masterclass that connected school children with female Ugandan entrepreneurs. Undergraduate students from ASBS then worked with school pupils aged 11-12 in two Glasgow primary schools on a pupil led workshop to design a brand, marketing strategy and awareness generating campaign. All profits are divided between the Ugandan Tailors and to fund the initiative in the next school year. Examples of the marketing pitches that ASBS students supported can be [found here](#).

The initiative arose from a connection made between a young entrepreneur, Carole Cooke and the RSM team at the 2019 Women's Enterprise Scotland (WES) conference which the RSM lead attended to help develop sustainable strategic partnerships. It subsequently brought together students and staff within ASBS with local schools in the area who are passionate about Fair Trade and reducing inequality at both a global level and local level.



*“The Glasgow students made such a difference to Barefoot in Business, not only through providing valuable expertise, but giving school students - many of whom had never thought about going to University - the opportunity to chat over eight weeks about both starting their own business and further study.”*

### Carol Cooke

*Founder, Barefoot in Business*

One of the strengths of the programme was that ASBS student mentors would be 'paired' with the same school and work with the students throughout the eight weeks. There was also flexibility for ASBS students to collaborate with staff to explore how to best engage in dialogue and debates surrounding entrepreneurship that spoke to different SDGs.

For one group at Notre Dame Primary School, the focus was about female empowerment, recognising that girls' confidence peaks around age eight. They wanted to ensure they could allow their female pupils the opportunity to explore an entrepreneurial identity (SDG 5). At another school, Chirnsyde Primary which is located in a socioeconomically deprived area of Glasgow, the focus was about widening aspirations and participation surrounding entrepreneurship and further study (SDGs 4 and 10).



Carol Cooke, Founder, Barefoot in Business

*“This has been a great experience just sharing my passion for entrepreneurship with the younger generation and I think it's so important for the future to create that entrepreneurial mindset.”*

### Charlotte Struthers

*Adam Smith Business School Student and Barefoot in Business Mentor*

In February 2022, the school students came onto campus to sell their bags, which all contained a unique QR code introducing the women who made the bags. The event marked the end of the programme but the first step in an annual collaboration.

“ *My favourite part of this project is that I get to help female entrepreneurs in Uganda and it's a good thing because when I grow older I'll have some experience in being an entrepreneur and I just like helping other people.*

**Ayshel Jilani**

*Barefoot in Business School Pupil*



Notre Dame Primary School

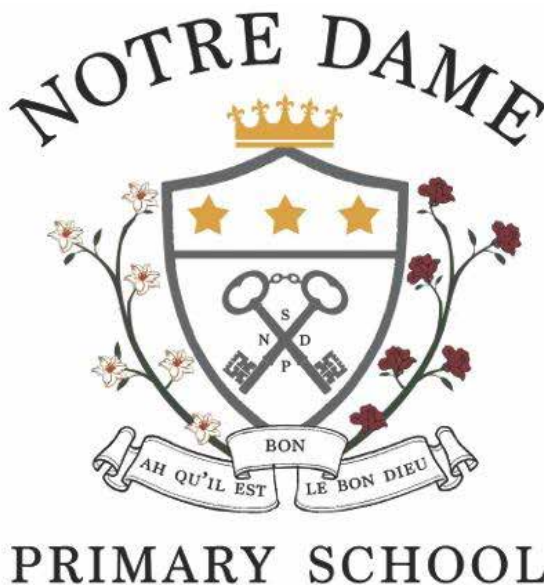


Chirnsyde Primary School

“ *Seeing the kids on campus being so proud of what they've achieved over the eight weeks to design their businesses makes you realise that we are an important and influential part of the Glasgow community.*

**Bob McMaster**

*Customer and proud owner of a 'Ugandabag'*



“ It’s been nice to see them realise their own skills and potential and recognise that these are the skills needed to be successful in business. They now know they already possess many or are capable of developing them. For a lot of pupils that’s a big realisation because it’s something they saw previously as out of their reach. Representation really matters, for them to see other women and connect with other women who are successful, that’s the most important part of the process.

**Sara-Jane MacIntosh**

Teacher, Notre Dame Primary School



Notre Dame and Chirnsyde Primary Schools

### **Ambitions for 2022-2024**

In the next reporting period, RSM will support DigiGallus Connect to look at ways to improve the financial and environmental sustainability of the initiative through discussion with the University Director of IT, Mark Johnstone. This will explore how to encourage and embed strands for circular use of IT from Glasgow University within procurement relationships that would then look at used devices from Glasgow being used by DigiGallus community partners.

In Autumn 2022 ASBS student mentors who were involved in Barefoot in Business will work with the school pupils and teachers to develop a manual that will help other universities around the UK collaborate with their local primary schools to take part in the Barefoot in Business initiative. ASBS will continue to work with the Barefoot in Business schools annually.

The RSM Steering Group will revisit the key academic contacts for each COP26 event one year later (in Nov 2022) to evaluate the evolution of the relationships and outcomes emerging from their events.

# SUMMARY OF FUTURE ASBS PRME AMBITIONS 2022-2024



## Principle 1: Purpose

Recognising the centrality of RSM to overall School objectives, the School has taken the next step in its commitment to PRME principles through appointment of a Deputy Director of Sustainability, Diversity and Inclusion.

This provides PRME and the RSM Steering Group with direct representation on the monthly School Executive meetings. Leads for RSM and Athena Swan will also begin to meet periodically to ensure that strategic and operational directions are consistent between the two.



## Principle 2: Values

2023 marks Adam Smith's Tercentenary. As part of this, we wish to further embed responsible and sustainable management values through his life and work in a critically reflexive fashion. This will include an interactive introduction to Adam Smith's work for all students and faculty joining the School.

In 2023, we will begin the transition to live our values on campus through the £86 million Adam Smith Business School building providing spaces for study, collaboration and networking across disciplines which will enhance our connections with business practice.



## Principle 3: Method

Through our curriculum work on the taught programmes and aforementioned activities, we have been approached by research students (who are tutors on the courses) who view their own work as speaking directly to one or more of the SDGs. In response, we will spend the next reporting period building capacity within our research degree programme. This will include benchmarking, collating and supporting students research work related to the SDGs. It will also include capacity building through actively encouraging prospective students concerned with areas of responsible and sustainable management to join our research degree programmes.

From 2022/23, we will begin to map how programmes of study collectively address the SDG goals (rather than just at a course/unit level). To facilitate this, we have already identified a programme – MSc Human Resource Management and Development, which has agreed to take part in a pilot to develop an efficient blueprint for how this might be done effectively by programme leaders.

From next year, paperwork used to develop new courses will ask academics to explicitly state whether how their proposed course relates to one or more of the SDGs and, if so, how.

The School has committed to providing significant financial resources for extending student experiences of responsible and sustainable management beyond the formal curriculum. For example, MGT4019 EVMG students will now be eligible to apply for a scholarship to take their assessment (a consultancy report for a real client) into practice through a 16 week paid internship with their company.



#### **Principle 4: Research**

Research capacity will continue to be strengthened over the next two years with a particular focus on the early career and doctoral community within the School. This will include 'hothouse' funding to support early staff for proof of concept or pilot studies in the area of sustainability, and additional resources to incentivise doctoral students looking to develop work that can explicitly connect with one or more of the SDGs.

The RSM Steering Group has also begun to collaborate with the executive team to explore how future sustainable-related research capacity can be strengthened through strategic recruitment, and how they will be supported to develop their scholarship in impactful ways.



#### **Principle 5: Partnership**

Following the success of the Green Finance, Green Futures event, ASBS is currently developing their partnership with the Royal Economics Society to host a lecture series for school children in for the coming year.

Although the original RSM strategy was to set up yearly relationships with different local charities, the pandemic has had a significant impact on the viability of Bike for Good, who have been helping the city with its Covid recovery plans.

The RSM steering group also plans to develop its relationship with the Connections with Practice team within the School to explore how relationships established through RSM initiatives can become embedded into broader School wide activities and relationships.



#### **Principle 6: Dialogue**

In the next reporting period, RSM will support DigiGallus Connect to look at ways to improve the financial and environmental sustainability of the initiative through discussion with the University Director of IT, Mark Johnstone. This will explore how to encourage and embed strands for circular use of IT from Glasgow University within procurement relationships that would then look at used devices from Glasgow being used by DigiGallus community partners.

In Autumn 2022 ASBS student mentors who were involved in Barefoot in Business will work with the school pupils and teachers to develop a manual that will help other universities around the UK collaborate with their local primary schools to take part in the Barefoot in Business initiative. ASBS will continue to work with the Barefoot in Business schools annually.

The RSM Steering Group will revisit the key academic contacts for each COP26 event one year later (in Nov 2022) to evaluate the evolution of the relationships and outcomes emerging from their events.

# CONCLUDING REFLECTIONS AND FUTURE DIRECTIONS

**As we have demonstrated in our report, the School has made exceptional progress on our PRME objectives over the past two years, made all the more impressive due to COVID-19.**

The report itself provides us as an RSM Steering Group and School more broadly with the opportunity to not only reflect on these successes, but also explore possible opportunities for enhancing and building PRME capacity in the next 1-3 years, as discussed throughout the report. In particular, our 'ambitions' summary has enabled us to consider three aspects that will be formative in the next two years at both a strategic level and how we further operationalise and realise our PRME objectives and ambitions.

## **1. Globally minded, but locally placed**

One of the reasons the road to embedding sustainability within ASBS is never complete is the ever changing context in which our staff, students and stakeholders find themselves working and living. If nothing else, the past five years, with Brexit, COVID-19 and now the recent geopolitical crisis in Europe have shown how easily it is for plans or targets to be derailed by unexpected circumstances that have aftershocks for years to come. Within these global events, it is easy to lose sight of the fact that it is usually the most dispossessed people, places and resources that are disproportionately negatively affected in terms of economic, social and environmental damage. This is why as ASBS moves forward into our next reporting period we maintain our commitment to the UN SDGs as a conduit through which we can address the ever changing landscape and the enduring and often exacerbated inequalities and harms that accompany it.

While we recognise and value the importance of global engagement, we also take seriously our responsibilities for being a place-based institution. In many ways, the School is 'home to the world' with students from over 100 countries choosing to spend time with us. Yet there is a particular type of student that joins us and chooses to study in a university based in a place voted the world's friendliest city in 2021 and world's most welcoming country in 2017. In particular, and as our highly successful student community projects have shown, there is a strong desire to be part of, and support, the Glasgow community more broadly. This is a powerful tool to harness in our future PRME collaborations and initiatives and one that we take forward across a number of our ambitions in the next period.

## **2. Onboarding the 'ambivalent middle' to move towards PRME ambitions**

During this first reporting period, we have strived to enable a wide range of our staff and stakeholders, as well as our students. However, while not underpinning our success, it is important to note that a lot of those whose work we helped to enable within our RSM strategy were more likely to be disposed to championing sustainability causes. In this sense, during the next reporting period, it will be vital that we continue to support through resources and steer all of our staff and students, but make a particular commitment towards tapping into those who may not be the most vocal or forthcoming.

We do not read this reticence as a sign of negativity, but rather acknowledge that RSM and PRME can be a valuable conduit through which to support this group. This was shown to us powerfully in the dialogue with staff around the ASBS SDG Challenge and the one-to-one short sessions that helped staff realise the potential of their curriculum to embed one or more SDGs (see p19). In our next reporting period we look forward to exploring further creative ways this can be enacted.



### 3. Connecting with other Equality Strategies within the School

During these inaugural years, UNPRME and Athena Swan at ASBS have enjoyed a lot of communication between their respective leads, but relatively little active collaboration. In part this has been due to working remotely which has made it more challenging to consider how different elements of the School work together, as well as ensuring that those working on the committees are able to focus primarily on making inroads into their respective initiatives.

However, this SIP provides a timely point to encourage more active and engaged dialogue, particularly given that the success of specific initiatives and the cultures around equality and sustainability are likely to be important to both PRME and Athena Swan.

In the short term, this will involve the RSM steering group and the Athena Swan Self-Assessment Team having an away day to discuss how to integrate their ambitions for the next 24 months, to ensure consistency and impact across the School in its strategy and practices surrounding global challenges. Resulting action points will be integrated into respective strategies with points to cross-report on progress embedded into the School academic calendar.

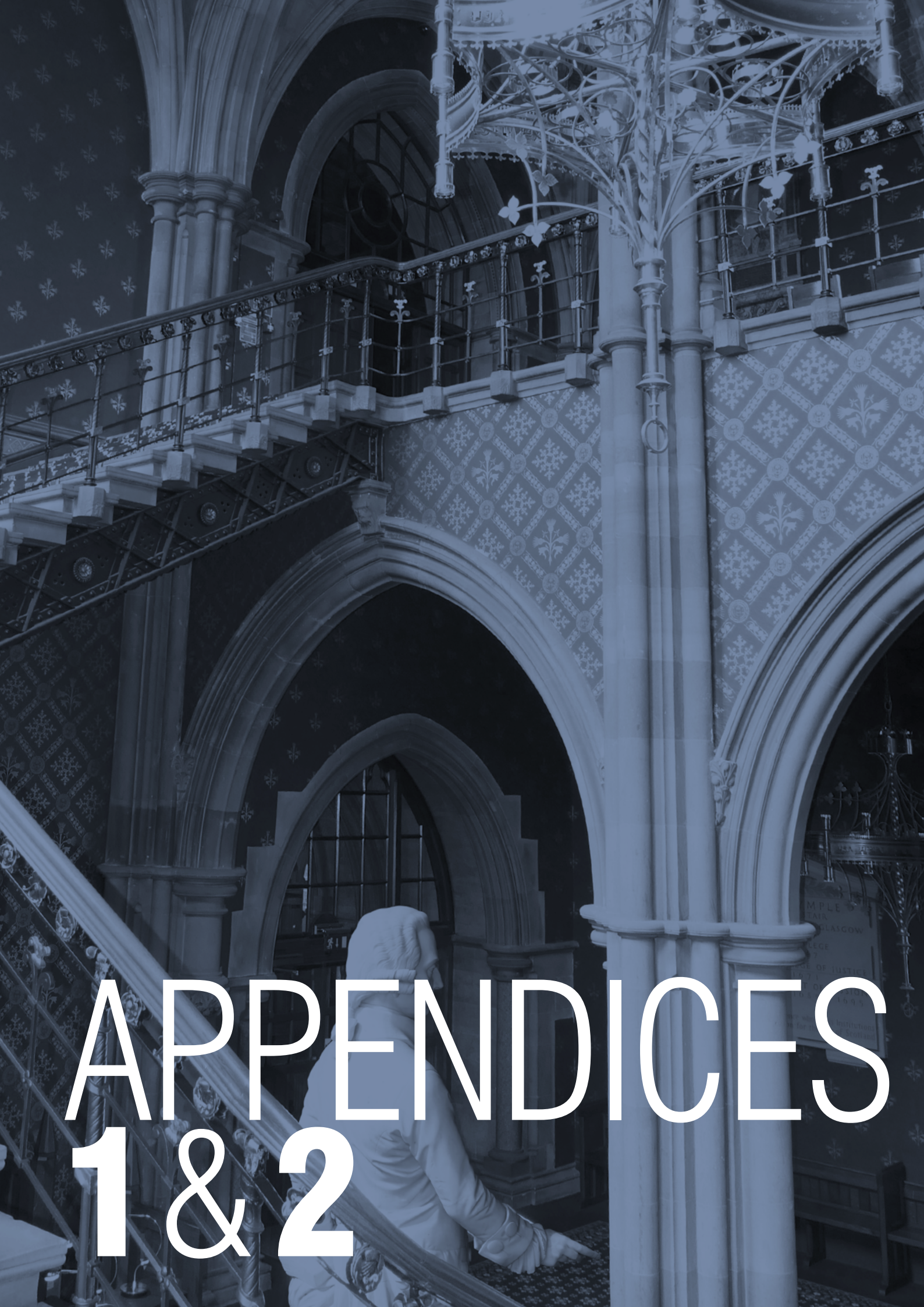
Moreover, with the new position of Deputy Head of School in Sustainability, Diversity and Inclusion recently announced, the potential for more integrated and ambitious priorities that speak to the SDG goals will be realised.

#### Conclusion

In sum we recognise that the successful foundations we have laid over the past two years in terms of our successes provide us with the opportunity to make even greater gains over the next two years. We very much look forward to sharing these with you in 2024.



Professor Kathleen Riach and Dr Tanya Wilson



# APPENDICES

# 1 & 2

# APPENDIX 1: RESPONSIBLE SUSTAINABLE MANAGEMENT (RSM) STRATEGY



**Responsible Sustainable Management (RSM) Strategy 2020-2025**

**Purpose** The School's RSM strategy speaks to contemporary demands surrounding social, economic and work-related responsibility and sustainability.

**Mission** Our mission for RSM is to be a Business School leader at the forefront of pedagogical and research driven agendas to promote sustainability and responsible practice.

**Vision** Our vision is through the legacy of Adam Smith, and specifically a reading of his work as concerned with intersubjectivity and moral judgments. This leads to a unique approach to RSM that focuses on three interdependent aspects of responsible and sustainable management.

**Themes** People, Resources, Work

**Pillars** Learning and Teaching, Student Experience, Staff Culture, Research, Brand and Reputation

**Themes**

**People** Students, Alumni and Business Communities

The students we educate today are future employees, leaders and business owners who will work into older age within global networks. How do we agitate for skills, capacities and ethical frameworks that will ensure they work towards healthy, well, and meaningful working lives for themselves and others?

**Resources** Ecologies, Climate Change and World Health Events

Ecologies, climate change and world health events show the need to act now and act fast to guarantee a safe ecological future. How do we encourage transformative business practices for a changing natural world, and encourage environmentally literate choices that put the world at the forefront of our decision making and practice?

**Work** Technological Disruption, Complex Supply Chains and Changing Forms of Work

We need to take seriously the new challenges organisations and economies more broadly face, and the associated consequences, such as technological disruption, complex supply chains and changing forms of work. How can we tackle these challenges in ways that have responsibility, accountability and sustainability at their core?

**Approach**

Business Schools have a unique opportunity to advance the sustainability agenda through their roles as educators and research leaders. Graduates of ASBS move into influential managerial and leadership positions within the private public and third sector. Providing them with the skills, knowledge and inspiration to change the world for the better begins in our School.

We also take our role as an RSM Business School for the University and broader community seriously. Through our RSM strategy and agenda, we will consider and proactively lead on supporting and developing innovative practice. This includes reflecting on our own responsibility in the People-Resource-Work nexus.

**Key Pillars of Focus**

Properties	Objectives	Initiatives	Potential KPIs
<b>Learning and Teaching</b>	<ul style="list-style-type: none"> <li>To embed UN Sustainability Goals across UG, PG and post experience curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnership with local based social enterprises surrounding sustainability throughout degree lifecycle</li> <li>Creation and support of a School sustainability taskforce</li> <li>Collaborate with key activities surrounding sustainability across university (including SRC)</li> </ul>	<ul style="list-style-type: none"> <li>Increase of sustainability curriculum as measured against 2020 data</li> <li>Increase in student uptake and assessment of RSM-related courses</li> <li>Successful implementation on cross-institutional RSM-related L&amp;T activities</li> </ul>
<b>Student Experience</b>	<ul style="list-style-type: none"> <li>To ensure the hidden curriculum of ASBS speaks to attributes of the sustainable graduate</li> </ul>	<ul style="list-style-type: none"> <li>Develop partnership with local-based social enterprises surrounding sustainability throughout degree lifecycle</li> <li>Creation and support of a School sustainability taskforce</li> <li>Collaborate with key activities surrounding sustainability across university (including SRC)</li> </ul>	<ul style="list-style-type: none"> <li>Increase of ASBS student numbers involved in RSM initiatives</li> <li>Uptake and satisfaction benchmarking of student-led initiatives</li> </ul>

**Key Pillars of Focus**

Properties	Objectives	Initiatives	Potential KPIs
<b>Staff Culture</b>	<ul style="list-style-type: none"> <li>To promote livable lives of professional and academic ASBS staff in relation to resources, people and work</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with Athena Swan Working Party on flexible working and work from home policies</li> <li>RSM awareness raising initiatives and suite of guidance (e.g. mindful travel)</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of staff uptake surrounding sustainability initiatives and activities</li> <li>Improvement in staff survey P-R-W measures</li> </ul>
<b>Research</b>	<ul style="list-style-type: none"> <li>To consolidate and develop ASBS capacity in world-leading research related to SDG goals</li> </ul>	<ul style="list-style-type: none"> <li>Leverage existing research capacity to showcase our P-R-W approach to sustainability</li> <li>Provide resources for staff to collaborate on sustainable solutions</li> </ul>	<ul style="list-style-type: none"> <li>REF 2028 impact strategies focused on sustainability</li> <li>Increase in research and research-related outputs surrounding P-R-W sustainability focus</li> </ul>
<b>Brand and Reputation</b>	<ul style="list-style-type: none"> <li>To become a thought leader within the University of Glasgow and across the international Business School network surrounding Responsibility and Sustainable management of P-R-W</li> </ul>	<ul style="list-style-type: none"> <li>Leverage position in University to advocate for sustainable resources (such as increased bike shelters)</li> <li>Foster strategic alliances with key institutions globally</li> </ul>	<ul style="list-style-type: none"> <li>Notes of commendation in external examination and accreditation processes</li> <li>Presence in cross-media public forums (e.g. PRIME time <a href="https://corporate.unime.org/">https://corporate.unime.org/</a>)</li> <li>Achievement of PRIME advanced signatory status by 2023</li> </ul>

# APPENDIX 2: EXAMPLES OF RESEARCH SCHOLARSHIP PERTAINING TO SDGS



## **Modern Slavery and Human Rights Policy for Modern Slavery and Human Rights Policy and Evidence Centre - Professor Deirdre Shaw**

- Carrington, M., Chatzidakis, A. and Shaw, D. (2021) Addressing consumer awareness and (in) action towards modern slavery. Documentation. Modern Slavery and Human Rights Policy and Evidence Centre. (doi: 10.36399/gla.pubs.255488).

## **Scottish Funding Council-the Global Challenges Research Fund (GCRF). Understanding inequality by studying the effects of shocks and mitigating activities such as herding, education, family structure, and policy interventions with communities in Turkana, Kenya**

- Dr Konstantinos Angelopoulos

- Agol, D., Angelopoulos, K. , Lazarakis, S., Mancy, R. and Papyrakis, E. (2020) Voices of the Turkana People. Other. Friends of Lake Turkana. <http://eprints.gla.ac.uk/223900/1/223900.pdf>
- Angelopoulos, K. , Mancy, R. , Agol, D., Lazarakis, S. and Papyrakis, E. (2022) Turkana Pastoralists at Risk: Impact Evaluation Report. Other. University of Glasgow. 265944.pdf (gla.ac.uk)

## **Youth unemployment, employability and sustainable career indicators for University leavers** – Dr Belgin Okay-Somerville

- Research Report: Okay-Somerville, B., 2021. What can human resource management tell us about sustainable youth employment? EAWOP In Practice, 15(3), pp.193-206.



## **The Community Food Hub, European Social Fund: Tackling food poverty: Supporting local government policy development and community food growing initiatives**

- Professors Andrew Cumbers, Robert McMaster, Deirdre Shaw and Drs Stephanie Anderson and Helen Traill

- Traill, H., Shaw, D. , Anderson, S. , Cumbers, A. , McMaster, R. and Marr, N. (2020) Baltic Street Adventure Playground Establishing a Community Food Hub. Project Report. University of Glasgow. (doi: 10.36399/gla.pubs.217178).



## **The impact of COVID-19 on Mental Health** - Professor Eugenio Proto, Dr Anwen Zhang and Dr Michele Battisti

- Quintana-Domeque, Climent and Proto, Eugenio. On the Persistence of Mental Health Deterioration during the COVID-19 Pandemic by Sex and Ethnicity in the UK: Evidence from Understanding Society. The B.E. Journal of Economic Analysis & Policy, vol. , no. , 2022. <https://doi.org/10.1515/bejeap-2021-0394>
- Proto E, Quintana-Domeque C (2021) COVID-19 and mental health deterioration by ethnicity and gender in the UK. PLoS ONE 16(1): e0244419. <https://doi.org/10.1371/journal.pone.0244419>
- Quintana-Domeque C, Lee I, Zhang A, Proto E, Battisti M, Ho A (2021) Anxiety and depression among medical doctors in Catalonia, Italy, and the UK during the COVID-19 pandemic. PLoS ONE 16(11): e0259213. <https://doi.org/10.1371/journal.pone.0259213>

## **Modelling changes in inequalities in income, wealth and health in the years following COVID-19** - Dr Konstantinos Angelopoulos

- Angelopoulos, K. , Lazarakis, S., Mancy, R. and Schroeder, M. (2020) Briefing Note: Post-pandemic mortality dynamics: historical city-level evidence. Other. University of Glasgow and Lancaster University.
- Angelopoulos, K. , Lazarakis, S., Mancy, R. and Schroeder, M. (2021) Briefing Note: Medium-run wealth inequality following COVID-19. Other. University of Glasgow and Lancaster University



**Digital Society and Economy, a two-strand Covid Response award aims to support the post-Covid tourism sector in Scotland by enhancing visitor engagement** - Dr's Alena Kostyk and Jaylan Azer

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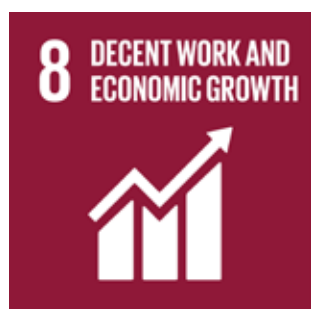


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The Adam Smith Business School  
University of Glasgow  
Gilbert Scott Building  
Glasgow  
G12 8QQ

+44 (0)141 330 3993

business-School@glasgow.ac.uk  
glasgow.ac.uk/business

