

# PRME REPORT

School of Management  
University of St Andrews

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## 2020



University of  
St Andrews

## Letter from the Head of School

1 February, 2020

As Head of School of the School of Management, University of St Andrews, I am delighted to support our commitment to the UN Principles for Responsible Management Education (PRME). Our School was one of the first signatories to PRME, an initiative that closely resonates with our values and ethos. More specifically, our School is proudly committed to the theme of responsible enterprise – a focus that is core to our teaching, research, engagement and our own internal governance.

Our teaching is underpinned by a critical approach to management that sets us apart from more conventional business schools. We challenge taken for granted assumptions and encourage our students to reflect on how a wide range of management ideas and techniques may (or may not) lead to better organisational, social and environmental outcomes.

Our research aims to achieve the highest level of demonstrable benefit to society and focuses on a range of challenges facing individuals, households, communities, organisations, and governments at local, national and global levels – including climate change, human rights, the impact of financial crises, social inequalities and privacy.

The mission of PRME is “to develop the responsible leaders of tomorrow” – the School of Management fully endorses this mission and we believe that our work delivers upon the goals and ambitions that the mission embodies.

Prof John Ferguson  
Head of School



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## Introduction to our School

Established in 2004, the School of Management has a well-established international reputation for excellence in both teaching and research. We are proud of our continued high ranking on numerous university league tables as well as our reputation for student satisfaction. Notably, the School has been ranked first in the UK by the [Complete University Guide 2020](#) and by The Times and Sunday Times Good University Guide 2020. The School has also ranked overall first in Scotland, and second in the UK for business, management and marketing by the [Guardian University Guide 2020](#) and we were placed in the top five in the UK in the [National Student Survey 2019](#). In terms of research, the School was placed 2nd in Scotland and 13th in the UK for the quality of its research in the [2014 Research Excellence Framework \(REF\)](#); for its research impact, almost three-quarters of the School's work was rated 'world leading', placing it 4th out of the 101 submissions in the UK.

The School attracts an international cohort of students and staff from over 50 countries around the world. We have over 400 undergraduate students, over 200 taught postgraduates, and a growing cohort of more than 30 postgraduate research students. The School currently has 54 academic and research staff and 9 professional service staff.

For undergraduate students, the School offers both single honours ([Management BSc](#), [Management MA](#), and [Management Science BSc](#)) as well as a range of joint honour degree programmes. Our postgraduate taught Masters degrees (PGT) are offered in seven specialist areas of Business and Management – [Banking and Finance MSc](#), [Finance and Management MSc](#), [Human Resource Management MLitt](#), [Information Technology with Management MSc](#), [International Business MLitt](#), [Management MLitt](#), [Marketing MLitt](#).

The School benefits from a multi-disciplinary approach to teaching and research, with a strong focus on student engagement, self-reflective development and group work, especially for undergraduates and taught postgraduates. Research and teaching in the School is underpinned by a commitment to "responsible enterprise", which is reflected in the School's culture of distributed leadership, core practices and interaction with each other and with students. We collaboratively develop our work through four Thematic Groups (TGs): Accounting, Governance and Organisations (AGOG); Financial Institutions and Markets (FIM); Knowledge and Practice (K&P); and Organisations and Society (O&S). This structure, which is organized around intellectual themes rather than functional silos, facilitates the development of a distinctive, active and motivated community.

The School of Management is committed to creating an inclusive environment that supports equality and diversity. It aims to achieve fair and equal representation for all, enabling all staff and students to contribute and reach their full potential. In recognition of the School's commitment to the advancement of gender equality we were awarded Athena SWAN Bronze, in April 2017. Our School was the first in the Arts and Social Sciences within the University to achieve this recognition.

The School is proud to have its own registered tartan. The colours reflect the University of St Andrews [coat of arms](#) and express qualities the School hopes to instil in its graduates. The tartan's pattern uses blue and white from the Saltire, Scotland's flag, which is at the centre of the University shield. Black threads represent written communication, gold is for the persuasive spoken word, and red for courage.



## Principle 1: Purpose

“Develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global community”

Teaching within the School of Management has a long and embedded history of critical enquiry, with the core assumptions of theory and practice coming under close scrutiny. This underpins our approach to our engagement with PRME; whatever the module or degree programme, our interactions with students are designed in such a way to challenge and encourage students to develop well informed views about how social responsibility and sustainability are linked to the subjects that they study.

The School of Management embeds the ethos of responsible enterprise into the education of our students. This entails developing modules that consider ethical approaches to managing within organisations, the impact of human enterprise on the environment, the interaction between forms of investment and social and organisational impact and the need to foster creativity and development.

The School of Management sits within a wider institution that emphasises, in both its teaching and research, the prosperity and wellbeing of wider society and a consideration of the societal impact of new developments, discoveries and research.

University of St Andrews *strategy* (2015-2025) maintains that:

“In implementing our strategic plan, we will act ethically, transparently, sustainably, and for the wider public benefit at all times. This broad commitment to social responsibility and sustainability will shape our policies, practices, and respect for our environment. We will involve our students, staff, trade unions, alumni, partners, suppliers, and our wider communities in developing and delivering the actions and strategies required to embed this in our day to day activities.

We believe that social responsibility is a deep-woven thread which already runs through much of what we do, but we acknowledge that this is the first time in six centuries that the University of St Andrews will visibly place social responsibility at the heart of its strategic plan.”



Our alumni continually provide us with the feedback that the critically engaged approach to learning in teaching we offer in the School has been instrumental to their success in attaining employment and has proved to be extremely valuable in their professional life. Further, student success in national competitions have provided additional validation for our approach to learning and teaching. For two successive years, students from the School of Management have been successful in the UN Principles for Responsible Management Education (PRME) writing competition. In 2019, two of our students placed within the top three in the competition: Third-year student Frazer Towers won first place for his essay, 'Socio-emotional wealth and ethics: what can we learn from family firms?', while Fourth-year student Harriet Prior was awarded third place for her essay, 'The role of buyer in the race to save the rainforest: political approach or beyond their scope?'

In 2018, Brogan McLachlan won the first prize in the postgraduate category for her essay on whether the United Nations should develop a treaty on business and human rights. Commenting on her winning qualities, Dr Christine Gilligan, Chair of the Panel, said, "*Brogan raises important issues in relation to the PRME agenda and addresses them well. Her essay has a very clear focus, was well researched and written and draws on a variety of sound academic sources.*"

Since 2014, and driven by our participation and commitment to PRME, the School has embarked on a series of regular consultations with staff, students and the School's Advisory Council about our values, theme of responsible enterprise and PRME values in our teaching and research. Consultation has been undertaken in a number of ways including biannual staff surveys and discussion at our annual strategic away day, where responsible enterprise is also a standing item for discussion.

In 2019, the School expanded its working group to lead on PRME related activities. The group now comprises fourteen members, including representation from academic staff, professional services staff and PhD students. The group have identified a range of activities, priorities and commitments over the next two years. These include:

- Develop links with other business and management schools – potentially through a Scottish Business School Network.
- Increase student engagement in PRME related activities including the construction of the School PRME report.
- Undertake a survey of student interest in PRME
- Include a discussion of responsible enterprise in all orientation week presentations to students.

- Develop system of longitudinal data collection either include full stop after all bullet points or exclude after all.
- Develop key objectives and goals – evaluate them every 2 years as part of PRME report and facilitate a School level forum to discuss progress and achievements.



## Principle 2: Values

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

The School incorporates the values of social responsibility and responsible enterprise throughout the entirety of our degree programmes. Our innovative, research-led degree courses bring together cutting edge research with a range of pedagogical approaches to deliver a world-class learning experience that addresses a wide range of social and environmental issues that are central to contemporary management.

The School’s periodic review of teaching and continual re-design and development of its programmes continues within the over-arching ethos of responsible enterprise. This theme is substantively integrated into the design and delivery of our teaching. In addition, all of our programmes and modules – from undergraduate to doctorate – are designed around one or more of the School’s thematic groups and are research led (a description of our thematic groups our outlined under Principle 4). With each iteration of the review process, it becomes ever easier to demonstrate how the Global Compact is articulated into our teaching.

Both our undergraduate and postgraduate programmes integrate responsible management throughout core and optional modules. We have highlighted some selected examples below to illustrate the broad range of social responsibility themes incorporated into our teaching.

## **UNDERGRADUATE EDUCATION**

### **First year**

#### **Organisations and Society – core**

This module introduces students to a range of aspects of contemporary Management. The 'Understanding the Business Environment' component of the module analyses changes in key environmental forces. In the past three years, we have covered topics such as climate change, global demographic trends, threats to biodiversity, social justice, inequality, surveillance and privacy. The module considers the impact of such changes on organisations and the implications for managers. The 'People and Work' component of the module looks at theoretical perspectives and practical problems in understanding people at work and how they are managed. Finally, the 'Theories of Organisations' component of the module takes an historical view of managerial ideas and concepts – and subjects them to critical appraisal

### **Second year**

#### **Management and Society – core**

This module undertakes a multidisciplinary examination of the organisation's relationships with its internal and external environment. The key themes of marketing and organisation behaviour are explored to understand how the behaviour of individuals and groups may be better understood and sensitises the managers to the external environmental issues.

#### **Management and Analysis – core**

This module develops an understanding of accounting that is firmly rooted within the broader context of society. In particular, it addresses the theme of transparency in relation to issues of accountability, stakeholder theory and corporate governance. In this respect, the module seeks to engage with accounting and finance from a broader sociological perspective, through trying to make sense of the production and impact of accounting knowledge and the effects that it can have upon organisations and society alike.

#### **Enterprise and Creativity – option**

This module gives second year students from across the university, the opportunity to learn how to develop a project by doing it. Enhancing their own creativity and enterprise skills, students work in a team to design and deliver an enterprising project. There is a strong emphasis on social enterprises and projects that are aimed at moving beyond generating shareholder value and which in different ways contribute to a society's wellbeing.

### **Honours**

#### **Organisation Studies – core**

This module provides a critical understanding of organisations and organising, from a range of perspectives, to help students become responsible societal - and organisational - members. The module focuses on the phenomenon of organisation in its broadest sense to explore how and why we organise, and how these dynamics influence our lives. Students examine a range of contemporary theories, concepts and lenses that are adopted in the field of Organisation Studies to understand and make sense of this central phenomenon in our lives.

**Contemporary Issues in Management – core**

This module outlines the dynamics of socio-economic-ecological systems and their relevance for organisations using a multiple capitals framework. Among the topics covered in this module are carbon, biodiversity, modern slavery, economic democracy and material flows. The module takes an innovative pedagogical approach, where students work as part of a team to diagnose challenges and potential solutions for an organisation. The module also encourages students to reflect on their prior learning and existing knowledge in order to become a more reflective management practitioner.

**Sociology of Finance – option**

In the wake of the global financial crisis, scholars and professionals alike have attempted to understand the causes of the collapse. In this module students develop a deep understanding of the mechanisms that power financial markets and their relevance to the global economy. This module discusses why we as humans construct finance and structure our markets the way that we do. Building on this, alternative financial perspectives on how markets could be structured are also discussed and assessed.

**Human Resource Management – option**

This module develops students' critical appreciation of the role of HRM in organisations and promotes an understanding of the issues faced by managers in attracting, motivating and retaining employees. The module discusses issues of equality, gender and fairness in human resource management both from the perspective of management and from the view of their impacts on workers.

**Corporate Social Responsibility, Accountability and Reporting – option**

This module fosters a critical but constructive engagement with the CSR agenda. It takes an interdisciplinary approach to challenge taken for granted assumptions about the corporation, corporate governance and corporate responsibility. The module addresses contemporary issues in CSR, including business and human rights, non-financial reporting and CSR in a global context.

**Sustainable Development and Management – option**

This module examines the origin of the concept of sustainable development in public policy discourses with particular focus on the implications this concept has for the operation of business organisations. The module examines the difficulties of applying notions of sustainable

development to single organisations as well as the challenges that conventional economic systems present to sustainable development. The module includes topics on: carbon, biodiversity, modern slavery, economic democracy, and material flows.

**Management of Change – option**

This module provides a critical appreciation of the theory and practice of managing change in order to develop practical and realistic knowledge and skills appropriate to facilitating and leading change in organisational contexts. In doing so, the course address issues such as organisational polyphony and the ethics involved in communicating, diagnosing and enacting organizational change.

**Equality and Diversity – option**

This module addresses the legal framework within which Equality and Diversity issues exist in the UK, with a consideration of issues related to gender, age, disability, ethnicity and sexuality. In addition, the module explores the individual and group processes which frame the utilisation of stereotypes within organisations and how such devices can produce bias, prejudice and discrimination. The course also examines the relationship between Equality and Diversity issues and organisational culture and sub-culture.

## **POSTGRADUATE – MASTERS**

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### **Contemporary Global Issues in Management**

This module develops an appreciation of how global trends impact on economies, organisations and the practice of management and marketing. A wide range of issues are covered on this module, including: human rights, labour rights, transparency and anti-corruption, environmental concerns and sustainable development.

### **Responsibility, Sustainability and Accounting in Organisations**

This module explores the principles underlying responsible enterprise namely: (1) how are organisations' responsibilities determined? (2) how is accountability for various responsibilities discharged? and (3) what implications does the pursuit of sustainable development (encompassing social, economic and environmental justice issues) have for organisations? An integrating case study is developed during the module focusing on sustainable development and global marine fisheries.

### **Consumer Behaviour and Marketing Research**

This module aims to familiarise students with the concepts, theories and analytical techniques within marketing research, communications and buyer behaviour. The module explores the way humans learn, store, and recall information about products and brands and how this directly influences consumer decision making and behaviour. The module considers how we are influenced and the role marketing research communications plays in this. The module addresses a range of ethical concerns related to marketing activities and how marketing communication tools such as advertising, public relations, selling, promotions and packaging can be used in an unethical way.

### **Global Business Strategy**

This module explores the conceptual and practical issues inherent in developing business strategy within firms with a global market orientation. International business is an integrative discipline that encompasses a wide range of issues confronting businesses – for example, the effects on companies' strategies of global warming, carbon trading and taxation are addressed. This also includes acknowledging diverse cultural characteristics and perceptions of ethics found around the globe and beliefs of what 'responsible business behaviour' should account for.



### **Alternative Investments**

This module provides students with an overview on investment opportunities alternative to the main equity and bond markets. This module considers the key challenges of evaluating alternative investment portfolios' performance. More than half of the course is directly addressing issues of responsibility and sustainability in the context of investment. There is a strong focus on responsible investments, carbon finance and Islamic finance and students are challenged to analyse and discuss means of investments alternative to those mainstream vehicles such as equity and bond markets.

### **Managing Human Resources**

This module covers both the strategic and operational requirements necessary to secure, develop, reward and retain employees and to ensure their maximum contribution to organisational performance requirements. Individual, organisational and contextual factors that influence the management of people are also considered and throughout there is an emphasis on the critical, analytical and evaluative study of the subject. The module discusses issues of equality, gender and fairness in human resource management.

### **Masterclasses in Human Resource Management**

This module critically engages with a range of HRM issues, including: employee engagement and new forms of the employment relationship; work, workers and the workplace; diversity and equality management; health and well-being and HRM; employee voice and conflict resolution, and; HRM and the management of knowledge, projects and teams.

### **Ethics, Organisations and Management**

This module develops students' understanding of the ethical issues surrounding management and organisations. The course is arranged around five core themes which illuminate ethical problems that face managers and organisations: How should we understand the place of business in a capitalist system? Can managers be moral beings? Do corporations have a role to play in politics and what is the purpose of business? What rights should corporations have? And finally, can markets be ethical? We approach these themes from philosophical, sociological, and organisational perspectives, developing students' understanding of the issues through theoretical analysis, case studies and extensive discussion.

### **Marketing and Society**

This module encourages students to examine the effects of marketing on societies. The powerful social and cultural influence of marketing has been widely recognised. Through branding and communication marketing shapes consumption, identity and relationships. Our appearance, ideas and behaviour are influenced by marketing in ways more subtle and pervasive than we might think. What we eat, drink and wear; where we live and how we travel; our work and leisure; even the most intimate details of our lives respond to the powers of marketing. The future of marketing is challenged by the negative connotations of globalisation. Actions by certain firms have caused strong reactions to negative effects on workers, consumers and environments, such that a plethora of anti-corporate protest movements has been mobilised in recent decades.

## Principle 3: Method

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

In the Times/Sunday Times Good University Guide 2020, the School of Management was named best for business studies in the UK. The School's results were outstanding across all of the criteria applied in the guide – including teaching quality, student experience, research quality, entry standards and graduate prospects. The consistent achievement of such high ratings comes from a constant process of reflection upon our learning and teaching and determination to improve. Our key areas of strength are:

- Learning and teaching excellence in terms of student outcomes, staff and student experience, learning and teaching practice, and innovation.
- Commitment to responsible enterprise, equality and diversity.
- Collegial and learner-focused culture, valuing student empowerment and participation.



### **Description of strategy and systems in place to develop PRME related course content and assess its collective impact on students and alumni**

We proactively focus our activities, identity and marketing to ensure that every aspect of our work and strategy is aligned with the ethos of responsible enterprise. Responsible enterprise entails an ethical approach to managing within organisations, the impact of human enterprise on the environment, the interaction between forms of investment, social and organisational impact, and the need to foster creativity and development. The curriculum at all levels from first year undergraduate to post-graduate study is built upon these principles and students are required to explore what responsible enterprise means to them as scholars and how it may be applied in the practice of management.

As part of our ongoing development of teaching, the School participated in an internal review of taught programmes. As a result of this we identified the following areas for further development with examples of how the item is being taken forward:

- **Innovation in the curriculum**  
The introduction of teaching topics determined by students according to their ranking of importance: for example topics identified by students in their final year capstone module are human rights including intellectual freedom; environmental sustainability; education and empowerment; health & wellbeing.
- **Equality Diversity & Inclusion Student Focus Groups**  
To obtain the views of current student cohorts and help develop a fair and inclusive working environment the School runs biannual focus groups with UG (sub-honours and honours), PGT and PGR students. The School also holds a student-focussed EDI meeting once per semester with student representatives from all cohorts.
- **International partnerships in teaching**  
The School is an active participant in the University Study Abroad programmes with a range of exchange partners and one of the first school-level study abroad partnerships in the University.

- **Extra-curricular innovations associated with employability**

At the School, students take modules that include a specific focus on developing practical and transferrable skills leading to enhanced employability. This is achieved through pedagogic content and assessment.

- **Professional development of teaching staff**  
New and existing staff are required to undertake CPD activities and are encouraged to seek professional recognition with the Higher Education Academy. During the period since our last PRME report two members of teaching staff attained Fellowship of HEA and one became a Fellow of the Chartered Management Institute.

## Principle 4: Research

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

Research is the foundation of the School of Management. Our research profile, focused around the theme of ‘responsible enterprise’, is both distinctive and internationally renowned. Research informs our teaching and engagement with practice. The ethos of ‘responsible enterprise’ has emerged organically over time and is cherished by researchers in the School who continually embrace this ethos through School-wide initiatives around our research interests, values and ambitions. It brings to the fore our research into accountability, sustainability and ethics as we explore a wide variety of enterprises – private, public and social. (See Appendix 1 for a selection of our recent publications).

Research in the school is organised around intellectual themes rather than functional silos. This structure has facilitated the development of a distinctive, active and motivated community that is focused on high performance in research, as well as engagement with policy and practice. The School currently has four thematic groups: Accounting, Governance and Organisations Group; Financial Institutions and Markets; Knowledge and Practice; and Organisations and Society. Further details about the activities of these groups is provided on the next page.



## **Thematic Groups**

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### **Accounting, Governance and Organisations Group**

The Accounting, Governance and Organisations Group (AGOG) focuses on the mechanisms of governance in organisations. Within this shared intellectual framework, individual group members' research covers a wide range of interests: sustainability, the ethics and governance of management and organisations, markets, marketing and market exchange; it spans empirical sites such as the management and governance of water and waste, incentive systems, corporate accounting and accountability, and financial markets. The group is underpinned by a commitment to understanding the ethics of governance and organisation and to responsible and sustainable enterprise.

### **Financial Institutions and Markets**

One of the core themes of the Financial Institutions and Markets (FIM) group is 'responsible finance'. Here the group investigates how social and environmental policies impact performance of corporations and investment funds. As to the former, examples are the impact of pollution and carbon emissions on the cost of capital or firm value. As to the latter, examples are studies regarding how social, religious or environmental constraints affect portfolio performance.

### **Knowledge and Practice**

The Knowledge and Practice Group is an interdisciplinary research grouping that focuses on the relationship between knowledge and practice in various areas of work, including technical, creative, professional and policy settings. Research within this group includes studies of the development of professional expertise and attendant power relations; the role of knowledge in creative settings; and the use of research-informed knowledge in political and policy arenas. Particular areas of focus include public policy and the sustainability agenda, education, the third sector and healthcare.

### **Organisations and Society**

Organisations and Society is an interdisciplinary research group concerned with the relations between organisations and society in the broadest possible sense. The group researches the role of organisations in shaping society and the role of society in shaping organisations. We examine this inter-relation from a range of theoretical perspectives (mainstream and critical), in a variety of empirical locations (from the micro-level of behaviour and inter-personal relations to the macro-level of institutions and societies) and adopting a range of qualitative and quantitative analytical approaches. We interrogate taken-for-granted ideas about organisation and challenge

orthodoxies of managerial practice. At the heart of our group is a concern with the sociological and psychological nature of organisational behaviour, and with the ethical and political context and consequences of organisations.

[www.st-andrews.ac.uk/management/research](http://www.st-andrews.ac.uk/management/research)

## Research Centres & Institutes

The work of the thematic groups is supported by a number of research centres and institutes. These Centres also form a focus for taught postgraduate work and doctoral research. Much of the work of the thematic groups is directed through these Centres and their increased orientation towards a much more diverse and pluralistic notion of responsible enterprise.



**CRBF**

The Centre for Responsible Banking & Finance (CRBF), established in December 2011, conducts banking and finance research by focusing on responsibility issues and bringing together an experienced team of researchers across disciplines within the University and beyond. The CRBF aims to better understand current issues and challenges facing corporates, financial institutions and financial markets. A particular feature of the Centre is its orientation toward empirical research which increases an understanding of corporate governance, social, environmental, ethical and trust issues for financial and non-financial firms. Director, Prof. John Wilson.



**ICC**

The Institute for Capitalising on Creativity is a unique partnership of leading researchers, educators and institutions concerned with the Creative Industries. They focus on industry research and knowledge transfer, postgraduate education, and networking between public bodies, creative enterprises and academics. Work in the institute is inter-disciplinary and aims to develop an understanding of different elements and inter-relationships of capital - intellectual, cultural, and social - and how these distinct forms can be traded for economic capital. Director, Dr Shiona Chillias.



**RURU**

The Research Unit for Research Utilisation (RURU) is a cross-university research collaboration that investigates the use of social science research in public policy and service delivery settings. The core RURU team are from the School of Management but the unit benefits from collaboration with a team of research associates from across the UK. Co-Directors Prof. Huw Davies and D. Vicky Ward.

**SASI**

The St Andrews Sustainability Institute (SASI) is an interdisciplinary group working towards a sustainable future through teaching undergraduate and taught postgraduate students, research, and Knowledge transfer. Director, Dr Darren McCauley.

**SDHI**

The Social Dimensions of Health Institute (SDHI) is an organisation which encompasses the variety of inter-disciplinary health-related research being conducted in both the University of Dundee and the University of St Andrews. The Social Dimensions of Health Institute is a platform for a broad interdisciplinary research and knowledge exchange network. It brings together researchers with complementary expertise and skill profiles to enhance efforts to understand and explain the social dimensions of health and healthcare. Co-Director, Prof. Huw Davies.



**CRISP**

The Centre for Research into Information, Surveillance and Privacy (CRISP) is a collaborative initiative between the University of Stirling's Management School, The University of St Andrews, the University of Edinburgh's School of Social and Political Sciences and School of Law and the

University of Essex. CRISP research focuses on the political, legal, economic and social dimensions of the surveillance society. CRISP's core aim is to generate and disseminate new knowledge about 'information, surveillance and privacy'. CRISP also incorporates the Scottish Privacy Forum, a group of Scottish privacy, data protection and information professionals. Co-Director, Prof. Kirstie Ball.

**CSEAR** | Centre for Social & Environmental Accounting Research  
Accountability Transparency Responsibility

**CSEAR**

The Centre for Social and Environmental Research (CSEAR) is an international membership-based network that aims to be a world-recognized, global community of scholars who engage with students, activists, practitioners, policy makers and other interested groups in order to generate and disseminate knowledge on social and environmental accounting and accountability.

Co-Directors Prof. John Ferguson and Dr Shona Russell

**CSPPG** | The Centre for the Study of Philanthropy & Public Good

The Centre for the Study of Philanthropy & Public Good's aim is to strengthen, enhance and challenge theory, practice and policy relating to philanthropy and its relationship to public good through high-quality, internationally recognised research and scholarship. To achieve this, our work has three objectives: 1) To carry out relevant, impactful, research that contributes to both theoretical understanding and applied knowledge on philanthropy and the public good; 2) To convene and serve as the intellectual forum for policy and practice thinking on philanthropy and the public good nationally, in Scotland and the UK, and internationally; 3) To provide demonstrable societal benefits through sharing and exchanging knowledge and know how with academic and non-academic audiences, acting in advisory capacities, and generating awareness of issues relating to philanthropy and the public good. Director, Prof. Tobias Jung

**CSPPG**

The Centre for the

**CREDI**  
Centre for Research in Equality, Diversity and Inclusion

**CREDI**

The Centre for research on Equality, Diversity and Inclusion aims to provide an intellectual and organisational home for individuals and groups across the University whose research focuses on Equality, Diversity & Inclusion (EDI) issues. The Centre provides a context in which EDI related research can take place, and in which synergies and collaborations can be developed. The Centre's objectives are to:

- Provide a context within which researchers can communicate and collaborate on cross-disciplinary, fundamental and applied research on Equality, Diversity and Inclusion
- Provide a context within which collaborative funding bids can be progressed
- Provide a service for research and evidence-based advice on EDI issues and best practice interventions
- Disseminate EDI research to practitioners

Co-Directors Prof. Ruth Woodfield and Dr Boyka Bratanova

## Principle 5: Partnerships

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

The School engages with a wide range of organisations and individuals from outside the university from a range of different sectors. The School engages extensively with the public sector, including UK and Scottish governments. Indicative of this was the invitation in 2018 from the Scottish Government’s Office of the Commissioner for Fair Access for the School of Management’s Dr Laurence Lasselle to sit on the Framework for Fair Access Governance Group. replace with Prof Huw Davies, Prof Sandra Nutley and Dr Vicky Ward have continued relationships with organisations in a number of public sector settings. In social care, Vicky and Sandra have had close relationships with the Institute for Research and Innovation in Social Services (IRISS) (in Scotland) and Research in Practice (in England), third sector organisations that champion evidence-informed practice in children’s and adult’s services. Vicky also sits on the ‘Improving the Use of Evidence’ steering group for the Scottish Social Work strategy. In health care, Huw has had various roles spread over many years supporting the National Institute for Health Research (NIHR). In addition, Vicky

leads the UK Knowledge Mobilisation Forum, an annual two day event that brings together practitioners, researchers, students, administrators and public representatives across organisations and sectors who are engaged in the art and science of sharing knowledge and ensuring that it can be used. The School contains the well-established Research Unit for Research Utilisation (RURU; founded 2001), which hosts a wide range of mixed academic, policy and practice events, most recently on knowledge brokering (January 2019) and knowledge co-production (October 2019), bringing together senior people from local government, third sector organisations and health & social care. The UK public/third sector networks developed by Huw, Sandra and Vicky are extensively replicated with similar overseas organisation in the USA, Canada, Scandinavia, Australia and New Zealand.

In April 2019, Dr Pejman Abedifar was awarded a contract by the Scottish Government to provide research services on technical and legal advice, relating to international trade negotiation, during the development of policy on Brexit. In 2018, Professor John Wilson delivered evidence on the impact of Brexit on UK small and medium-sized enterprises to the House of Lords EU Internal Markets Committee. other policy partnerships also extend beyond Scotland. As director of the Centre

for Research, Information and Privacy (CRISP), Prof. Kirstie Ball, is a member of The Scottish Privacy Forum (SPF). SPF is a group of independent senior academics, practitioners and policy-makers who meet periodically to share knowledge about the development of public policy and service delivery and their impact on privacy. The SPF was initiated and is supported by the UK Information Commissioner’s Office (ICO) and considers issues relating to data protection, Freedom of Information, identity management, information sharing and surveillance. It provides a ‘neutral’ meeting place for the exploration of privacy issues and facilitates networking and the exchange of knowledge across service areas and between academia and practice.

Prof. John Ferguson, received funding from the Scottish Government to provide a systematic evaluation of Scotland’s implementation of the United Nations Guiding Principles on Business and Human Rights (UNGPs). The baseline assessment was published in autumn 2016 and will inform the development of a National Action Plan (NAP) on business and human rights by identifying, prioritising and selecting a range of measures to be included in the NAP. John has been invited to provide input into the Scottish National Action Plan, through a working group Co-convened by the Scottish Government, Amnesty International

UK and the Scottish Human Rights Commission. In addition, based on the work undertaken for the baseline assessment, John was invited to Washington DC to participate in a working group, made up of national human rights institutions and government representatives from around the world in order to develop global policy/guidance on National Action Plans in the area of business and human rights. John was also invited to speak at a Scottish Government event on “Responsible Business and Human Rights” in May 2018, as part of their development of a National Action Plan on Business and Human Rights. The event was attended by Scottish and UK business and representatives from government. Later in 2018 John hosted a workshop for leading business and human rights practitioners in Europe. The event (Securing Sustainable and Accountable Business in Europe: the role of National Action Plans) took place in Edinburgh, and was attended by representatives from the UN, OECD, the Council of Europe and representatives from several European governments. Subsequently, John was invited by the Ministry of Foreign and European Affairs, Luxembourg to participate in an expert panel on the implementation of the UN Guiding Principles. In 2019 he also co-organised a roundtable event on Business, Human Rights and Accounting which involved senior business community participants including PWC and Barclays Bank.

Prof. Kevin Orr, is currently an Academic Fellow of the Scottish Parliament, where he is undertaking an ethnographic study exploring how the Parliament building shapes the workings of the institution and its wider impact.

Professors Ross Brown and John Wilson from the School’s Centre for Responsible Banking & Finance recently met with representatives of the new Scottish National Investment Bank (SNIB) (June 2019) to help inform SNIB’s targeting and customer segmentation strategy. The SNIB will be established in 2020, with a £2bn budget, by the Scottish Government as a state-owned national investment bank designed to alleviate funding gaps confronting innovative growth-oriented small and medium-sized enterprises (SMEs). This follows Prof. Kevin Orr two SME policy briefings reviews (one on discouraged borrowers and the other on regional funding gaps) for the ESRC-funded Enterprise Research Centre. These were designed to inform policy makers about funding obstacles confronting SMEs. In April 2018, John was invited by the EU Internal Markets Sub-Committee, House of Lords to provide evidence relating to the impact of Brexit on UK small and medium sized enterprises.

Prof. Wilson has also recently engaged with both the UK House of Lords and House of Commons.

In May 2018, he was invited to present on the impact of his credit union research at the House of Commons. This was part of The Academy of Social Sciences Making the Case for Social Sciences Campaign and focused on high impact research in the fields of Accounting and Finance. The event was attended by prominent public figures including the First Secretary to the Treasury, Elizabeth Truss, MP.

The third sector is of increasing importance in the School’s work where our colleagues Prof. Tobias Jung, Dr Eleanor Burt and Dr Alina Baluch are active. Speaking at the Contracting for Sustainability event in Edinburgh in May 2019, Dr Alina Baluch presented evidence on third sector provider withdrawal from the social care market. The event brought together senior leaders from across social care in Scotland. These included Health and Social Care Partnerships, commissioning and procurement roles within local authorities, voluntary sector care and support providers, national third sector partners and Scottish Government. Inclusive economies is another School focus – illustrated by Dr Juliette Summers’ British Academy of Management funded work with Business Improvement Districts in Scotland investigating their inclusive growth approaches.

Our research centres regularly collaborate with third sector organisations. For instance, the Centre for the Study of Philanthropy & Public Good hosted the 2018 Annual Scottish Philanthropy Innovation & Research Exchange. It also hosted the Global Community Philanthropy Research Network in June 2019 which brought together a select number of foundation representatives, philanthropy stakeholders and academics to discuss ways for strengthening and developing knowledge on and for community philanthropy. Also in 2019 the Centre for Social and Environmental Accounting Research (CSEAR) received support and sponsorship of \$5000US from the Al & Nancy Burnett Eminent Scholar Chair (in kind from Professor Robin Roberts, University of Central Florida) and a \$1000CND donation from the Erivan K. Haub Chair in Business & Sustainability (in kind from Professor Charles Cho, Schulich School of Business, York University). The funds have been used to provide bursaries for 24 emerging scholars' accommodation and registration fees for CSEAR's 6th Emerging Scholars Colloquium and 31st Congress held in St Andrews.

Business corporations also feature of course: whether through the range of advisory boards upon which staff sit or the suite of executive programmes such as that designed for the Sciences Po, Paris. This year was the eleventh

time the School hosted a delegation of Executive MBA students from Sciences Po, Paris ([www.sciencespo.fr](http://www.sciencespo.fr)), for a study week in St Andrews. Their 2019 study visit focussed on corporate social responsibility and sustainable development, and included a tour of local employee owned company Scott & Fyfe. The study week is one of a number of collaborative initiatives currently being pursued by the two institutions. And this does not begin to extoll the impressive achievements of the excellent Management Student Society that successfully draws major figures from a wide range of important businesses to speak at its events and to engage with our students. The School maintains strong links with business, the arts and the third sector through our core postgraduate 'Masterclasses' in HRM, Marketing and International Business, where students engage with and learn from expert practitioners. The national and international standing of our honorary appointments complement this: including Jane Donald, an elected member of the board of the Arts Marketing Association, and Director of External Relations for the Royal Scottish National Orchestra; John Lupton, Chief Executive of Scott & Fyfe Ltd, an Employee Owned technical textile business based in Tayport, Scotland.

Research collaborations with business remain core to our practice, the very essence of the

Institute for Capitalising on Creativity (ICC), for example, is its suite of robust cooperative joint research projects working with theatres, artistic communities, musical initiatives, art galleries and such entities. This initiative continues to flourish through 'InGAME': Innovation for Games and Media Enterprise, a £11.5 million pound (AHRC funded) R&D Centre. Based in the heart of the Dundee videogames cluster, and in partnership with industry stakeholders, this groundbreaking R&D collaboration is driving product, technology and process innovation in gaming.

Ongoing research with business organisations, driven by concerns for responsible enterprise, is illustrated through Dr Hannah Dean's research with female entrepreneurs, which she shared (June 2019) with parliamentarians, university Vice Chancellors, senior staff working for cultural organisations and the press. Her findings included the story of Yorkshire Dama Cheese, an award-winning cheese and dairy company created by Razan Alsous, who fled Syria in 2012 to start a new life in the UK.

### **Advisory Council**

In further indication of the importance the School places on learning with and from non-academic sectors, the School formed an external advisory council in May 2016 – which brings together

membership from across sectors, including private, public and third. The advisory council provides guidance on and contributes to:

- Development of the School's strategy.
- Engagement with stakeholders, both internal and external (e.g. business, employers).
- Contribution toward research collaborations, research grant applications and research impact.
- Involvement in module and programme development.
- Engagement with students and alumni through meetings, guest lectures and mentoring.
- Contribution to development and delivery of executive education.
- Promotion of the School and development of its global networks.

Advisory Council membership is comprised of:

**Helen Chambers** – Co-founder and Director of Inspiring Scotland, a leading philanthropy organisation which invests money and expertise in the voluntary sector to tackle some of Scotland's most critical social issues.  
<http://www.inspiringscotland.org.uk/who-we-are/senior-management/helen-chambers>

**David Cox** – former brand development lead with Highland Distillers and the Edrington Group, <https://uk.linkedin.com/in/david-cox-173b01a>

**Peter Dawson** – former Chief Executive and Secretary of the Royal and Ancient Golf Club

**Joanna Goddard** – lead for Partnerships and Innovation at Net-Defence, a UK based security team that protects assets, data and people. She is also an ambassador for The Polar Academy and a former director of the Scottish Child Law Centre.

**Edwin O'Hora** – Owner of oHoRa Consulting and former Human Resource Director, Heineken. He sits on the external advisory group for the Modernisation and Renewal Programme of An Garda Siochana (Irish Police Force).

**Tetsuya Ohara** – Worked for Patagonia in Ventura, California, from 2003 until 2016, and served as the Director of Material Development, Director of Advanced R&D, and Director of Innovation Research. From 2017 until 2019, Tetsuya was the Vice President of Innovation for Gap Inc. in San Francisco. <https://www.linkedin.com/in/tetsuya-ohara-331738b>

**Larry Sullivan** – Founder and Chair of COINS <http://coinsfoundation.org/meet-the-team/> (with his Director, Abigail Deffee standing in if required).

**Alan Alexander** – General Secretary of The Royal Society of Edinburgh 2013-2018.

## Principle 6: Dialogue

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

Description of strategy to foster dialogue on PRME-related topics across the organization (i.e. across departments and disciplines) and externally.

The School engages in dialogue with different constituencies. The engagement cuts across various external organisations and communities around issues of education, governance, accountability and knowledge dissemination.

Researchers have actively engaged with studying and advising on the effect of Brexit. A few examples of such engagements are listed below as well as in Principle 5.

Dr Laurence Lasselle carried out a number of engagement activities with non-academic communities with regard to her work on widening participation in Scottish Higher Education (HE) with a particular focus on access to HE for Scottish rural and remote communities. Over the recent months, she and Graham Kirby (School of Computer Science, University of St Andrews) have developed a tool aiming at understanding how

young people make their educational choice. This tool is closely related to vocational interests, often used in the management of students' employability and career. It mirrors essential elements of that designed by Ghent University in Belgium. Since November 2017, more than 1,600 pupils from nineteen Scottish secondary schools, including two independent schools, have used it. They responded to an online questionnaire that allowed them to discover their vocational interests and academic subjects they would be interested in studying at university and graduate professions these subjects could lead to. It is also a research tool. It collects novel forms of data that is analysed with researchers across disciplines.

Dr Lasselle has also just become the link convener of Network 14 (Communities, Families and Schooling in Educational Research), one of the networks of the European Educational Research Association. Network 14 provides a forum for the development of research-informed knowledge in the field of education, with a specific interest in the relationships between communities, families and schools. As such, she was invited to give a presentation on Scottish schools in remote and rural communities at the International Conference on Small Schools “Community of memory, community of the future, the value of the small school” in December 2019 in Rome.

Dr Hannah Dean organised a conference on the influence of intersectionality on the female entrepreneur experience. The conference brought together academics, entrepreneurs and consultants, as well as community leaders and not for profit organisations and covered a broad range of topics including the intersectionality of gender and age, race, class, sexuality and disability. It was funded by the British Academy as part of a Rising Star Engagement Award (BARSEA)

CESAR (Centre for Social & Environmental Accounting Research) was highly commended in the 2019 Finance for the Future Awards in the category ‘Driving Change Through Education, Training and Academia’. In their comments, the judges noted that: “CSEAR has delivered significant change in academia in its lifetime to date. It is difficult to imagine what social and environmental accounting would look like had CSEAR not existed. The judging panel was particularly impressed with the passion of individuals involved and their determination to create a space for the evolution of accounting practice. CSEAR has made a seminal contribution to social and environmental accounting research, driven change over many years, and shaped the landscape we see today.

## Principle 7: Organizational Practices

“We understand our organizational practices should serve as examples of the values and attitudes we convey to our students”

The School engages in a number of activities to promote environmental and social sustainability. The School follows the University sustainability strategy outlined here: [www.st-andrews.ac.uk/environment/importantinfo/sdstrategy](http://www.st-andrews.ac.uk/environment/importantinfo/sdstrategy). In addition, the School's Sustainability Group meets monthly and undertakes initiatives to increase sustainability across all aspects of the School. For example, the sustainability group has been involved in improving waste disposal facilities, ensuring provision of environmentally friendly soap and hand dryers, procuring recycled stationery, coordinating the reuse of office furniture and computers, and issuing energy saving advice over break periods. The School also engages in activities more broadly to promote environmental sustainability by:

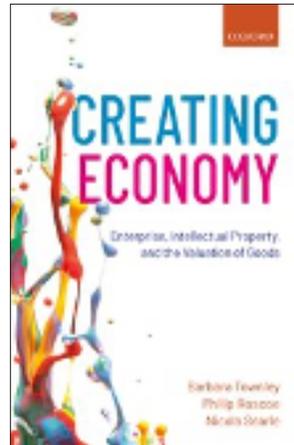
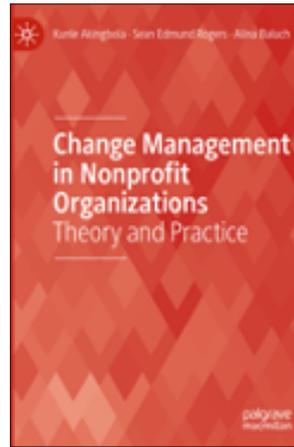
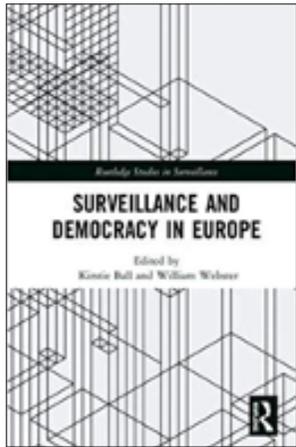
- Providing Masters students with reusable water bottles to encourage pro environmental behaviour
- Encouraging students to participate in initiatives outside of the School (e.g essay competitions) that demonstrate their understanding of sustainability

The School also aims to achieve fair and equal representation for all, enabling staff and students to contribute and reach their full potential. As such, the School adopts a co-leadership model wherever possible to promote shared responsibility for key leadership roles (eg. Co-Deputy Head of School; Co-Thematic Group Chairs). We also engage with both staff and students to develop existing policy and practice in the School through staff and student-focused EDI meetings, biannual staff and student surveys, and focus groups. Moreover, EDI is integrated into taught materials by drawing on diverse range of examples in modules (see Appendix 2), and encouraging students to engage with a broad range of academic sources. Some further examples of our organisational practices include:

- Providing tailored group work training in collaboration with CAPOD to help Masters students develop effective skills for working in multicultural groups.
- Providing opportunities for career development through the School's MX programme. MX is a weekly lecture series that enables Masters students to engage with a range of speakers and topics related to responsible enterprise; and is designed to help students consider a wide range of career options on completion of studies.

- Supporting student transitions into PGT study through a peer mentoring scheme between outgoing and incoming Masters students.
- Participating in the University work shadowing scheme 'Career Conversations', which allows undergraduates to meet with PhD and Masters students explore postgraduate study.
- Providing support to staff engaged in the academic promotions process through mentorship opportunities in both the School and wider University. This includes the Aurora Women's Leadership Programme, and the University's Elizabeth Garrett mentorship scheme for mid-career academic women.
- Developing recruitment processes to encourage applicants from underrepresented groups, which has led to a more balanced gender distribution across academic staff.
- Highlighting key discussions and debates relating to EDI, for example through the CREDI speaker series, and the hosting of a 'Menopause Café' in the School.
- Implementing core working hours between 10am and 4pm.
- Developing wellbeing advice and guidance for staff and PhD students.

## Appendix 1 – Selection of recent publications



### Book chapters:

Bratanova, B., Summers, J., Liu, S., & Vauclair, C. M. (2019). A Rising Tide Lifts Some Boats, but Leaves Many Others Behind: The Harms of Inequality-Induced Status Seeking and the Remedial Effects of Employee Ownership. In *The Social Psychology of Inequality* (pp. 67-83). Springer, Cham.

Mannion, R., Davies, H., Millar, R., & Freeman, T. (2018). Board governance for better, safer healthcare. In *Global Patient Safety* (pp. 43-57). Routledge.

Roscoe, P. (2019). Strategy, Spectacle, or Self-emptying?. *Mimesis and Sacrifice: Applying Girard's Mimetic Theory Across the Disciplines*, 190.

Roscoe, P. J. (2020), (Accepted/In press) The dark side of Responsible Management Education: an ontological misstep? In *SAGE Handbook of Responsible Management Education and Learning*. Moosmayer, DC., Laasch, O., Parkes, C. & Brown, K. (eds.). Sage

Lundgren, T., Dam, L., & Scholtens, B. (2019). Sustainable Business Practices—An Environmental Economics Perspective. In *Challenges in Managing Sustainable Business* (pp. 205-229). Palgrave Macmillan, Cham.

### Journal articles:

Abedifar, P., Li, M., Johnson, D., Song, L., & Xing, S. (2019). Accounting regulations, enforcement, and stock price crash risk: Global evidence in the banking industry. *Journal of Contemporary Accounting & Economics*, 15(3), 100164.

Abedifar, P. (2019). Lending, the Poor, and Islamic Scripture: Islamic Finance versus Welfare Islam. *Journal of the American Academy of Religion*, 87(2), 460-482.

Agar, C. C., & Manolchev, C. (2019). Migrant labour as space: Rhythmanalysing the agri-food industry. *Organization*.

Hmaittane, A., Bouslah, K., & M'Zali, B. (2019). Does corporate social responsibility affect the cost of equity in controversial industry sectors?. *Review of Accounting and Finance*.

Bouslah, K., Liñares-Zegarra, J., M'Zali, B., & Scholtens, B. (2018). CEO risk-taking incentives and socially irresponsible activities. *The British Accounting Review*, 50(1), 76-92.

Bouslah, K., Kryzanowski, L., & M'Zali, B. (2018). Social performance and firm risk: impact of the financial crisis. *Journal of Business Ethics*, 149(3), 643-669.

Brown, R., McQuaid, R., Raeside, R., Dutton, M., Egdell, V., & Canduela, J. (2019). Buying into capitalism? Employee ownership in a disconnected

- era. *British Journal of Industrial Relations*, 57(1), 62-85.
- Brown, R., & Mawson, S. (2019). Entrepreneurial ecosystems and public policy in action: a critique of the latest industrial policy blockbuster. *Cambridge Journal of Regions, Economy and Society*, 12(3), 347-368.
- Brown, R., Liñares-Zegarra, J., & Wilson, J. O. (2019). The (potential) impact of Brexit on UK SMEs: regional evidence and public policy implications. *Regional Studies*, 53(5), 761-770.
- Burt, E., & Mansell, S. (2019). Moral agency in charities and business corporations: Exploring the constraints of law and regulation. *Journal of Business Ethics*, 159(1), 59-73.
- Summers, J., & Chillias, S. (2019). Working in employee-owned companies: The role of economic democracy skills. *Economic and Industrial Democracy*.
- Nutley, S., Boaz, A., Davies, H., & Fraser, A. (2019). New development: What works now? Continuity and change in the use of evidence to improve public policy and service delivery. *Public Money & Management*, 39(4), 310-316.
- Blenkinsopp, J., Snowden, N., Mannion, R., Powell, M., Davies, H., Millar, R., & McHale, J. (2019). Whistleblowing over patient safety and care quality: a review of the literature. *Journal of Health Organization and Management*.
- Dean, H., Larsen, G., Ford, J., & Akram, M. (2019). Female entrepreneurship and the metanarrative of economic growth: A critical review of underlying assumptions. *International Journal of Management Reviews*, 21(1), 24-49.
- Dawson, C., Baker, P. L., & Dowell, D. (2019). Getting into the 'Giving Habit': The Dynamics of Volunteering in the UK. *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 30(5), 1006-1021.
- Kleinschafer, J., Morrison, M., & Dowell, D. J. (2018). The importance of the service encounter in influencing identity salience and volunteering behaviour in the cultural sector. *International Review on Public and Non-profit Marketing*.
- Mansell, S., Ferguson, J., Gindis, D., & Pasternak, A. (2019). Rethinking Corporate Agency in Business, Philosophy, and Law. *Journal of Business Ethics*, 154, 893-899.
- Anderson, L., Hibbert, P., Mason, K., & Rivers, C. (2018). Management Education in Turbulent Times. *Journal of Management Education*, 42(4), 423-440.
- Wright, A. L., Irving, G., Hibbert, P., & Greenfield, G. (2018). Student understandings of evidence-based management: Ways of doing and being. *Academy of Management Learning & Education*, 17(4), 453-473.
- Harrow, J., & Jung, T. (2019). The European philanthropy manifesto: 'clearly needed and a very good thing?'. *Voluntary Sector Review*.
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- Jung, T. (2020) (Accepted/In press) The nonprofit sectors' rich relations? Foundations and their grantmaking activities. In *The Routledge Companion to Nonprofit Management*. Toepler, S. & Anheier, H. (eds.). Routledge
- Timing, A., & Mansell, S. (2018). Employment relations, stakeholder theory and business ethics. In *The Routledge Companion to Employment Relations* (pp. 448-462). Routledge.
- Mansell, S. F., & Sison, A. J. G. (2019). Medieval corporations, membership and the common good: rethinking the critique of shareholder primacy. *Journal of Institutional Economics*, 1-17.
- Nguyen, D. D., Nguyen, L., & Sila, V. (2019). Does corporate culture affect bank risk-taking? Evidence from loan-level data. *British Journal of Management*, 30(1), 106-133.
- Nguyen, L., & Wilson, J. O. (2018). How does credit supply react to a natural disaster? Evidence from the Indian Ocean Tsunami. *The European Journal of Finance*, 1-18.

- Johnson, S., & Orr, K. (2019). What is business school research for? Academic and stakeholder perspectives, politics and relationality. *Studies in Higher Education*, 1-22.
- Puyou, F. R., & Quattrone, P. (2018). The visual and material dimensions of legitimacy: Accounting and the search for societies. *Organization Studies*, 39(5-6), 721-746.
- Frémeaux, S., Puyou, F. R., & Michelson, G. (2018). Beyond accountants as technocrats: A common good perspective. *Critical Perspectives on Accounting*.
- Reid, B., Laurie, N., & Smith, M. B. (2018). International voluntary health networks (IVHNs): a social-geographical framework. *Health & place*, 50, 73-80.
- Fazey, I., Moug, P., Allen, S., Beckmann, K., Blackwood, D., Bonaventura, M., ... & Harkness, R. (2018). Transformation in a changing climate: a research agenda. *Climate and Development*, 10(3), 197-217.
- Bebbington, J., Österblom, H., Crona, B., Jouffray, J. B., Larrinaga, C., Russell, S., & Scholtens, B. (2019). Accounting and accountability in the Anthropocene. *Accounting, Auditing & Accountability Journal*.
- Chen, X., & Scholtens, B. (2018). The urge to act: A comparison of active and passive socially responsible investment funds in the United States. *Corporate Social Responsibility and Environmental Management*, 25(6), 1154-1173.
- Brinkhuis, E., & Scholtens, B. (2018). Investor response to appointment of female CEOs and CFOs. *The Leadership Quarterly*, 29(3), 423-441.
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- Timming, A., & Summers, J. (2018). Is workplace democracy associated with wider pro-democracy affect? A structural equation model. *Economic and Industrial Democracy*, 0143831X17744028.
- Howieson, W. B., Burnes, B., & Summers, J. C. (2019). Organisational leadership and/or sustainability: Future directions from John Dewey and social movements. *European Management Journal*, 37(6), 687-693.
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## Appendix 2 – Examples of the integration of EDI into taught materials

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### Sub-honours Modules

#### **MN1001 Economic Principles**

The first week of the semester one for the first years the module deals with global issues and challenges facing business/organisation. The first two lectures spend time talking about issues of inequality, both of wealth and of opportunity. This is illustrated with figures from the United Nations Human Development Report showing excluded groups (e.g. migrants and refugees, women, disabled people, LGBTI, indigenous peoples). It is broad, entry-level material but introduces the students early on to the idea that trade and the associated flows of capital produce difficulties for many groups of people.

#### **ID1004 – Great Ideas II**

This interdisciplinary module includes lectures on women's rights and disability rights, which are delivered by Dr Lisa Griffin from the School of English. These two lectures are part of a set of 8 lectures on the broader theme of human rights. They conclude with a 'discussion panel', which is chaired by the module coordinator, in which the relevance of women's rights and disability rights (among other topics) to the development of human rights is debated by the lecturers in this section.

#### **MN2001 – Management and Society**

The module includes a lecture on Marketing and Society where the negative effects of consumerism are discussed and how marketing can be used in service of ethics and sustainability.

### Honours Modules

#### **MN3102 – Organisation Studies**

- In the topic signs and symbols when we look at metaphors/tropes we explore gender examples (for example we'll be looking at the development of how women are portrayed in country music videos and exploring 'ironically' sexist marketing- e.g. for Yorkie).
- In the topics Reason/Ethics and Power we explore how individuals are 'made' by practices of organising in neo-liberal societies. We particularly cover the naming/categorisation of individuals as refugees/unemployed/foreign etc.
- In the topic 'labour' students use Marxist concepts to explore how capabilities might exclude people from certain working practices – in particular we look at rise of the precariat in 21st century digital work.

#### **MN4243 Philanthropy and Philanthropreneurs**

We address and explore questions of wealth and inequality as part of that we touch on stereotypes of 'deserving' and 'undeserving' poor, the use and abuse of wealth for public vs private goals/gains, differences in motivations and practices of philanthropic acts across genders and cultures, etc.

#### **MN4242 Advertising and Marketing Communication**

There is a passing mention of ED&I issues in the Week 11 lecture on MN4242 (S1). The lecture is concerned with ethics in and regulation of marketing communications (with a focus on the UK's system of regulation). The point is made in one slide that marketing communication has significant potential to cause offense, with two particular issues being stereotyping (e.g. unflattering depictions of old people in ads) and the use of controversial imagery (such as sex and nudity). Later in the lecture, there is some exploration of how the UK's system of regulating marketing communications attempts to tackle such issues. There is further exploration in the tutorial of "what causes offense, and why" and (depending on the direction of the discussion) assessment of the effectiveness of the UK's system in tackling the sources of offense. Again, depending on where students take the discussion, the tutorial could explore ideas relevant to ED&I.

### **MN4245 Leadership Development**

A lecture on women and leadership and another on leadership and culture (covering class, ethnicity, age, etc).

### **MN4227 Corporate Social Responsibility**

- There is a week on business and human rights which inevitably brings in numerous ED&I issues.
- In 'CSR in a Global Context' we talk about how companies influence political debate – again lots of ED&I issues and cases – for example this year I will be asking students to reflect on Shell's recent campaigns about getting more women into STEM.
- We also have a week on stakeholder theory, where students not only explore the theory but also think practically about how different capabilities of stakeholders give them different opportunities to influence corporate behaviour.

### **MN5510, Entrepreneurship, Innovation and Creativity**

Key theme of the module: entrepreneurial activity is not confined to the economic sphere. The outcome of entrepreneurial activity creates social/cultural/economic value. The process involves shifting use of resources from areas of low productivity to a higher. The greatest innovation over past 120 years is shown to be universal

suffrage because the social value of giving equal voting rights to previously un-represented demographic sectors far exceeds short-lived technological advances.

### **MN4241 Knowledge Work**

Explores the relationship between knowledge work (e.g. knowledge brokering) and gender and how gendered various forms of knowledge are.

### **MN4236 The Sociology of Finance**

This module at times follows a historical perspective that emphasises the highly gendered and classed structures of the financial sector throughout the 20th century, notably the differences of opportunities for progression and profit available to upper-class white males and everyone else.

### **MN4268 Equality and Diversity in Organisations**

*Module description:* This module explores Equality and Diversity issues in the context of a range of organisations. We will first develop a clear understanding of the legal framework within which Equality and Diversity issues exist in the UK and the range of E&D issues we will explore, including those related to gender, age, disability, ethnicity, socio-economic status and sexuality. We will explore the individual and group processes

which frame the utilisation of stereotypes within organisations and how such devices can reflect and produce bias, prejudice and discrimination. We will then examine the relationship between Equality and Diversity issues and organisational culture and sub-culture, organisational success and failure, individual and group performance, and the relationship between power and progress in organisations. Finally, we will explore mechanisms for addressing and managing Equality and Diversity challenges. Students will achieve a comprehensive and deep understanding of Equality and Diversity issues, challenges and initiatives by the end of the module.

The module will draw upon a range of theoretically-focused and empirically-focused academic reading that will frame students' developing understanding of the key issues explored. Moreover, a range of study materials will be used throughout to concretise and contextualise students' understanding of the issues explored. These include developed scenarios, case studies, film clips and extended film viewings. Case Study materials will focus on a number of different organisational contexts that can act as a lens to reflect upon the issue the module address. These organisational contexts are: sport, higher education, and the management/leadership role.

### **Postgraduate Modules**

MN5001 Contemporary Global Issues in Management

All lectures in the module touch upon social and environmental issues related to management practices. Examples include:

- On wealth and wellbeing: policy and organisational responses to managing the nation's ill health.
- Diversity & Justice.
- A Bottom of the Pyramid Perspective.

### **MN5002 Contemporary Global Conceptual Issues in Management**

As in MN5001, all lectures include SDG related materials. Examples include:

- Pre and Post European Arrival in Australia: A Different Perspective on Business.
- Evidence-based policy and practice: an attainable and responsible approach to decision-making, an impossible dream, or a dangerous and elitist aspiration?
- Inclusive Diversity in the Global Workplace.
- Corporate philanthropy; philanthropic corporates?

### **MN5470 Managing and Developing People**

In this module we address issues of gender equality, ethnic diversity and social class across two lectures on recruitment and selection.

This entails looking at the adverse impacts of management tools on different groups (in terms of accent, appearance, accessibility, etc) and the various biases. Students are encouraged to address these issues in their group report when designing recruitment and selection methods for their chosen fictive organisation.

### **MN5406 Consumer Behaviour and Marketing Research**

This module discusses the socio-economic context in which marketing and consumption take place. Examples of ED&I issues include the use of gender stereotypes in the marketing of products, and the cases where such advertising has led to accusation of sexism. The module also considers how poverty and inequality influence people's cognitions and social relations and how these are reflected in consumption patterns.

### **MN5511 Leadership in Organisations**

- A lecture on women and leadership and another on leadership and culture (covering class, ethnicity, age, etc).

### **MN5560 Creative Marketing Communications**

There is passing mention of ED&I issues. The lecture is concerned with ethics in and regulation of marketing communications (with a focus on the UK's system of regulation). The point is made in one slide that marketing communication has significant potential to cause offense, with two particular issues being stereotyping (e.g. unflattering depictions of old people in ads) and the use of controversial imagery (such as sex and nudity).

## Contact

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