



UNIVERSITY OF EDINBURGH
Business School

Principles for Responsible Management Education (PRME) Progress Report

2020-2022



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This is the 3rd Sharing Information on Progress Report of the University of Edinburgh Business School.

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Endorsement by the Dean

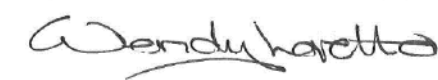
Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, the University of Edinburgh Business School is committed to implementing the Principles for Responsible Management Education – starting with those that are most relevant to our capacities and mission. We will report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions. We are committed to embedding ethics, responsibility and sustainability across all activities. We hold an Athena SWAN bronze award for promoting gender equality and will extend this work further to encompass diversity within the School.

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

Yours faithfully,



Professor Wendy Loretto



Dean of the Business School and Professor of Organisational Behaviour

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02

The University of Edinburgh

As the capital city of Scotland, Edinburgh is the home of the Scottish Parliament at Holyrood and is international in outlook and connectivity. The home of the 18th century Scottish Enlightenment, some of whose central characters are undergoing reassessment in relation to colonialism and racism, Edinburgh is a global cultural centre with a modern twist, reflected, for example, by its strengths in the financial services sector. The city holds considerable attraction for national and international students. The University is ranked 16th in the QS 2022 World University Rankings and is also one of the largest in the UK. As an indication, it is Scotland's largest University, whether measured in terms of number of staff (approx. 15,800 in total; faculty 7,600), students (43,380), or income (£1,102.6m).

The University has structured its activities around 21 Schools within three Colleges. The University of Edinburgh Business School is one of 12 Schools in the College of Arts, Humanities & Social Sciences and enjoys significant autonomy in setting its own strategy for future development. While ultimately financially secure, the University is currently undergoing a reshaping exercise to strategically address the immediate financial challenges caused by Covid-19 and also reverse a trend of the past three years of rising costs. The aim is to ensure a sustainable future to achieve the goals of Strategy 2030.

The 2030 Strategy outlines the University's vision to deliver excellence by 2030. This is rooted in the University's values, with a focus on four key areas: people, research, teaching and learning, and social and civic responsibility. The 2030 Strategy is available online at <https://www.ed.ac.uk/about/strategy-2030>. To advance its sustainability vision and Equality, Diversity and Inclusion objectives, the University's senior leadership team works with expert teams and committees within the University community, in particular, the Department for Social Responsibility and Sustainability (<https://www.ed.ac.uk/sustainability>) and the Equality, Diversity and Inclusion Committee (<https://www.ed.ac.uk/equality-diversity>) with its three sub-committees Race Equality and Anti-Racist Subcommittee; Gender Equality Subcommittee; LGBT+ Subcommittee.



The University of Edinburgh Department for Social Responsibility and Sustainability

The Department for Social Responsibility and Sustainability (SRS) enables the University to understand, explain and deliver on its vision to make the world a better place by offering the most successful social responsibility and sustainability service in higher education. This takes place by understanding and explaining risks and opportunities; developing the University's response to these; and delivering collaborative and impactful projects and programmes to inspire the University community to get involved. The SRS work connects to and supports the University's **Strategy 2030** and its **Social and Civic Responsibility Plan**.

The SRS key priorities are summarised as:

1. Transitioning to a zero-carbon and circular economy university.
2. Empowering sustainability leadership and collaboration.
3. Contributing to a sustainable, thriving and inclusive Edinburgh City Region.
4. Contributing to socially responsible and sustainable supply chains and investments.
5. Supporting world-class research, teaching, learning and enterprise.
6. Developing our own people and ensuring best practice systems and policies.

To achieve these priorities, the Department for Social Responsibility and Sustainability offers many ongoing opportunities for staff (<https://www.ed.ac.uk/sustainability/staff>) and students (<https://www.ed.ac.uk/c/student-sustainability>) to take action on the climate crisis and social issues, including more funding opportunities.

Milestones and Achievements - Department for Social Responsibility and Sustainability

- A key milestone of the past two years includes the University's complete divestment from fossil fuels, which saw the University remove direct and pooled investments in companies involved in the extraction and production of fossil fuels such as coal, tar sands, oil and gas from its portfolio. This action is part of a range of activities the University is undertaking to tackle the climate crisis and the latest step in the University's pledge to become carbon neutral by 2040. The University has now invested more than £170 million in low carbon technology, climate-related research and businesses that directly benefit the environment since 2010.

- Edinburgh was the first university in Europe to become a member of the Principles for Responsible Investment, the UN-backed initiative which aims to make the global financial system more sustainable. The University has scored 'straight As' in the past two years for excellence in responsible investment.
- At the same time, it is maintained that the University's research and teaching will continue to engage with the fossil fuel industry to aid the transition to a low carbon economy, a decision that has recently been discussed at the Business School Ethics, Responsibility and Sustainability Committee, as one that is worthy of reconsideration, amidst concerns over the true intentions and efficacy of partnerships with some organisations in the fossil fuel industry.
- In 2021 the University introduced the Sustainable Travel Policy setting out how all local, national and international travel taken on behalf of the University should take place. The policy promotes 'Climate Conscious Travel', and is available at https://www.ed.ac.uk/sites/default/files/atoms/files/uoee_sustainable_travel_policy.pdf
- Furthermore, the University of Edinburgh has achieved significant recognition over the past two years for its social and sustainability contributions. These include:
 - the recognition of University's institutional approach to addressing the climate crisis through the "2030 Climate Action" Award at the annual Green Gown Awards (<https://www.ed.ac.uk/sustainability/news/2021-news/university-wins-award-for-climate-action>);
 - the "Campus of the Future Award" in the same awards, in recognition of its innovative work to improve biodiversity and climate adaptation, both on its campuses and in partnership with the City of Edinburgh Council; as well as
 - high global ranking (36th) in the Times Higher Education Impact Rankings for SDG impact (<https://www.ed.ac.uk/c/student-sustainability>).



The University of Edinburgh Equality, Diversity and Inclusion (EDI) Committee

The University of Edinburgh is committed to equality of opportunity for all its staff and students, and promotes a culture of inclusivity. It consists of three sub-committees, the Race Equality and Anti-Racist Subcommittee; the Gender Equality Subcommittee; and the LGBT+ Subcommittee. The University is a proud holder of an Advance Higher Education Athena SWAN Institutional Silver award, the first and only University in Scotland to hold this level of award.

The EDI Committee is responsible for monitoring progress on EDI matters annually. Monitoring includes reports and/or statistics from the Equality and Diversity Monitoring and Research Committee, Equal Pay Audits, and Equality Impact Assessments, available at <https://www.ed.ac.uk/equality-diversity/about/reports>.

Its objectives for the 2021-2025 period are summarised in the Equality Outcomes 2021-2025 report and includes four priorities:

- Our staff and students feel confident and are supported to report harassment, hate crime and gender-based violence
- Improve access to education, and reduce retention, progression, and attainment gaps for different groups of learners
- Increase the diversity of staff, including at senior grades, in leadership roles and on key decision-making bodies
- Ensure equality, diversity and inclusion is actively promoted throughout pandemic recovery and negative impacts are mitigated

Its latest available report on Equality and Diversity Monitoring and Research reporting on the 2020/21 academic year had not been published at the time that this SIP report was being prepared. It is however, indicative that in the previous academic year (2019/20 available at https://www.ed.ac.uk/sites/default/files/atoms/files/edmarc_executive_summary_2020.pdf the following changes are reported:



STUDENTS

- An 11.4% increase in the proportion of UK domiciled BME student entrants at the University.
- A modest decrease in the proportion of female UG entrants (which remained within the 60-65% proportion at 63.5% and maintained the University’s national position in this measure as one the leading institutions).
- 3.6% increase in the proportion of PGT non-UK female students and unchanged proportion of PGT UK female students at 64.9%); with 51.6% female entrants in postgraduate research (PGR).
- The proportion of UG students disclosing a disability rises year on year and was 12.7% in 2019/20.
- The proportion of PGT entrants declaring a disability has increased less steadily, from 4.9% in 2010/11 to 6.9% in 2019/20 and that of PGR entrants has increased from 5.8% in 2010/11 to 9.4% in 2019/20.
- The large majority of UG entrants continue to be 21 or under on entry, with a general pattern of decrease seen over the period from 85% in 2010/11 to 81% in 2019/20.
- For PGT entrants, the long-term trend is towards younger entrants, with 65% of 2019/20 entrants aged 25 and under, compared to 59% in 2010/11.
- Students aged 21 or under are markedly more likely to achieve a First or Upper Second Class Honours degree than other age groups.

STAFF

snapshot of the staff database, as at 31 July 2020

- The proportion non-UK BME staff over the last six years increased year on year from 25.4% to 33.7% and that of UK BME staff increased from 6.3% in 2014/15 to 6.7% in 2019/20.
- The proportion of UK BME professional services staff is 3.6% and for non-UK staff is 24.9% with the trend showing small increases over the six-year period for UK BME staff, and 0.5% for non-UK staff
- UK staff are overall on higher grades than non-UK staff for both academic and professional services staff.
- Within each of the non-UK and UK nationality groups, there tends to be a greater proportion of white staff than BME staff on higher grades for both academic and professional services staff.
- For academic staff, non-UK nationality BME staff are most likely to be employed on a fixed term contract and white UK staff the least likely, a pattern has not changed significantly.
- The proportion of UK BME academic staff on fixed-term contracts has fallen from 52% in 2014/15 to 34% in 2019/20, and is now a lower proportion than white non-UK academic staff, which was 41% in 2019/20.
- There remains an under-representation of women in senior academic posts as women make up 37% of academic staff at grade UE09 and 27% of academic staff at UE10. For professional services staff women make up 50% of grade UE09 staff and 48% of UE10 staff.
- Women are more likely to be employed on a fixed-term contract (41% compared to 34% for men in 2019-2020).
- The overall headcount of staff declaring a disability has risen from 397 in 2014/15 to 495 in 2019/20.
- 2019/20, 48% of all staff disclosed their religion or belief. Of those declared, 59% were of no religion; 26% were Christian; with the remaining declaring as Muslim, Spiritual, Buddhist, Jewish, Sikh.
- In 2019/20 51.9% of our staff declared their sexual orientation (83% declaring heterosexual).

The University of Edinburgh Business School

While the Centenary of business education was celebrated at the University of Edinburgh in 2020, the University of Edinburgh Business School has only existed in its current incarnation since 2009, when it became a school in its own right. The School was formed in 2002 through the merger of three separate departments and the Graduate Management School, with subsequent reconfiguration and an amicable separation from the School of Economics in 2009. In addition to EQUIS accreditation, the School holds AACSB accreditation (since 2014) and AMBA accreditation (since 1998). Furthermore, the School holds a number of professional accreditations and recognitions at programme level (<https://www.business-school.ed.ac.uk/about/accreditation-rankings>). We are a 'full-service' business school offering programmes at undergraduate MSc, MBA and PhD and education level and we have recently approved a Professional PhD.

In 2020/2021 the Business School had 354 members of staff: 211 academic staff (45% female) and 143 Professional Services staff (69% female). Of these, 44% of academic staff and 39% of professional services staff work part-time; 60% of academic staff and 71% of professional services staff have open-ended contracts (of these 41% and 73% are held by women respectively); and 14 guaranteed hours staff work as Tutors. Undergraduate (UG), Postgraduate Taught (PGT) and Postgraduate Research (PGR) students numbered 1324 (57% female), 755 (57% female), and 149 (52% female), respectively.

The School became a signatory to the UN Principles for Responsible Management Education (UNPRME) in December 2015. This is our third PRME report.



<https://www.business-school.ed.ac.uk/about/mission-vision-values>

- **Our Mission:** Developing effective and responsible leaders by creating insightful knowledge and inspiring minds in dialogue with the world around us.
- **Our Vision:** To be recognised as a progressive and connected community for thought leadership on the international business stage.
- **Our Values:** Visionary. Inspirational. Collaborative. Impactful. Sustainable.



The **School's long-term (2030) goal** is to be a world-class Business School within a world-class University. This involves elevating the subject-level rankings for business to those achieved by the overall University. Specifically, we wish to be in the Top 30 in the Times Higher Education (THE) University Rankings by subject; the University is currently 31st in the institutional rankings. It also involves developing our distinctiveness in teaching and research in line with the rich interdisciplinary opportunities afforded by our position within the University. Our route to achieving this goal is guided by our Mission, Vision and Values. The **short-medium term objectives** are considered on a 3-year rolling basis in our annual plans around the following themes:

- People, including faculty and Professional Services staff, succession planning, staff support, development and mentoring, and equality of opportunity.
- Research, including research and knowledge transfer priorities, and collaborations with other institutions, organisations, industry, charities, governments and policy makers.
- Teaching and learning, including School ambitions for education and future learning; student experience and wellbeing, and student recruitment, retention and diversity.
- Social and civic responsibility, including contribution to strengthening the relationships between the University, the city and our communities.
- Finance, including financial implications of the plan, and contribution to the University.
- Effective delivery, including engagement with University-wide projects; improve ways of working, and digital transformation and data enhancements.
- Physical and digital infrastructure, including investment in estates and digital infrastructure.
- **Since 2020-2021, activities supporting the United Nations Sustainable Development Goals**

The last theme underpins all the other themes. To achieve this the school executive team works closely with a) the **Ethics, Responsibility and Sustainability Committee (ERSC)** and b) the **Equality & Diversity committee (EDC)**. The 2020-23 plan was finalised before the real impact of the Covid-19 pandemic was known. In summary, plans for the coming years include:

- To retain our diverse profile of students across programmes
- To continue to engage with Edinburgh Futures Institute (<https://efi.ed.ac.uk/>) in developing interdisciplinary and collaborative programmes
- To embed the Equality & Diversity Director and E&D Committee in our structures where an initial focus of the committee will be addressing some of the issues brought up with staff surveys
- In research, to focus on improving the volume of research outputs and impact of the highest quality and to significantly improve our funded research
- Over the 2020-2023 period to leverage existing space, and to investigate opportunities to relocate some appropriate School activities to the newly developed Edinburgh Futures Institute facility (<https://efi.ed.ac.uk/>) from 2023 onwards.

Ethics, Responsibility and Sustainability milestones and key achievements 2020-2022

A summary of key achievements and progress in relation to the School’s PRME goals are provided in Table 1. Several of the achievements include external recognition the UEBS achieved and are thus different to past PRME goals.

Goals & Achievements	Developments	Progress
Carbon neutrality at University operations	On 25 February 2021, the University of Edinburgh announced that it had completed divestment from fossil fuels, marking a significant milestone in its journey to become carbon neutral by 2040	Achieved (at University level)
	In 2021, the University of Edinburgh introduced a new Sustainable Travel policy, promoting climate conscious travel.	Implemented at University level
Learning & Teaching		
Mapping the Sustainable Development Goals (SDGs) in the curriculum	The school's taught programmes were mapped against the SDGs: https://www.ed.ac.uk/sites/default/files/atoms/files/mapping_the_sustainable_development_goals_in_the_university_curriculum.pdf	Achieved



The school is working towards the development of a portfolio of MSc programmes with a strong component in sustainability.	A new MSc programme in Global Strategy and Sustainability was developed, and will be launched in 2022-2023. Additionally, in 2021-2022 the MSc Carbon Finance programme was renamed to MSc Climate Change, Finance and Investment to reflect the growing importance of finance and investment for climate action	Major progress achieved
A new student competences' framework has been developed - the University of Edinburgh Business School Graduate Competency Framework - which encourages responsible management education across courses.	The framework explicitly included Ethics, Responsibility and Sustainability (ERS) specific competencies to support the systematic integration of ERS perspectives across programmes.	Achieved
	All Programme Directors are asked to review and revise their course portfolios in line with the outcome of the mapping exercise to ensure that all competencies (including ERS) are explicitly developed across all programmes	Ongoing
Equality, Diversity and widening participation taught postgraduate Scholarships	In the 2020-21 & 2021-2022 the School, <ul style="list-style-type: none"> Awarded eight MBA Diversity Scholarships Positive action for LGBT+ Scholarships: three awarded to MSc students & two awarded to MBA students Awarded two Access Edinburgh MSc Scholarships 	Achieved

Significant portion of student dissertations has an ethics, responsibility and sustainability focus	In 2020-21, 32.5% of all undergraduate and 31.6% of taught post-graduate dissertations explored a responsible management topic, marking an increase compared to 2019-2020 as well as an upward trend over the past four academic years	Significant progress achieved
The school aims to actively encourage students participate in the interdisciplinary cross-school competition called #makeyourmark, which challenges students to turn their ideas for global change into a social enterprise business	In 2022, 88 students registered to participate in the Make Your Mark event. Students were from a range of Schools, including a strong presence from the Business School (65% of total student registrations). Please see Principle 3 for details on the winning projects.	Achieved
UEBS MBA ranks 6th in 2021 Corporate Knight's Better World MBA Ranking and featured in the 25 Best MBA Programs for Women from "Business Because" (the MBA programme continues to attract a high proportion of female students)	https://www.corporateknights.com/rankings/top-40-mba-rankings/2021-better-world-mba-rankings/better-world-mba-top-40-ranking/	External recognition
Research		
The School formally supports research projects and centres with an Ethics, Responsibility and Sustainability (ERS) focus	The school continued supporting research centres and networks in 2020-22, such as Centre for Business, Climate Change, and Sustainability, Centre for Strategic Leadership, Project FAIR, and Scaling Business in Africa expresses our formal commitments to Responsibility and Sustainability	Achieved

A significant proportion of research focuses on Ethics, Responsibility and Sustainability topics	46% of the Business School's 57 active research grants examine topics relating to ethics, responsibility and/or sustainability. Around 40% of academic staff engage in research in these areas. In particular, in 2020-2021, 56 members of academic staff had one or more publications that directly investigate issues of ethics, responsibility and/or sustainability.	Achieved
Public engagement	50% of workshops, public talks, and invited speakers events over the past 18 months (Nov 2020-May 2022) organised by the School and communicated via the School's events page (https://www.business-school.ed.ac.uk/events) had an ethics, responsibility or sustainability focus	Notable achievement
Strategy and Operations		
A new academic leadership role has been developed to better co-ordinate School activities across ethics, responsibility and sustainability areas and co-chair the Ethics, Responsibility and Sustainability Committee (ERSC)	In autumn 2021 the School appointed academic and professional services staff to serve as co-chairs of the Ethics, Responsibility and Sustainability Committee (ERSC). This was a target originally set for 2020, and was, therefore, achieved with some delay. Our academic chair is Dr Lila Skountridaki and professional services staff chair is Dr Freya Brooks-Todd.	Achieved

Include the Sustainable Development Goals in annual planning.	Commencing in the 2020/21 Annual Plan, the School now maps its activity against the 17 UN Sustainable Development Goals (SDGs). The School explicitly mapped activity against six goals: 3) Good Health and Well-Being; 4) Quality Education; 5) Gender Equality; 9) Industry, Innovation, and Infrastructure; 12) Responsible Consumption and Production; and 13) Climate Action	Achieved
Mapping the Ethics, Responsibility, and Sustainability in our research, partnerships, and engagement activities	The Ethics, Responsibility, and Sustainability committee was working towards the creation of a comprehensive reporting/ mapping framework to support research opportunities, resource prioritisation, School marketing and communications, and wider engagement: Progress has been delayed primarily due to the disruptions associated with the pandemic. We have renewed our commitment to achieve this target by 2024	On hold
The Ethics, Responsibility, and Sustainability committee was leading the development of a Sustainable Events policy to reduce the environmental impact of events	Progress has been delayed primarily due to the disruptions associated with the COVID19 pandemic. It has also become clear that hybrid work patterns, now widespread across the University, require reconsideration of our events policy.	On hold

The remainder of this report is organised around the six PRME principles and describes in detail our achievements, challenges, and future goals.

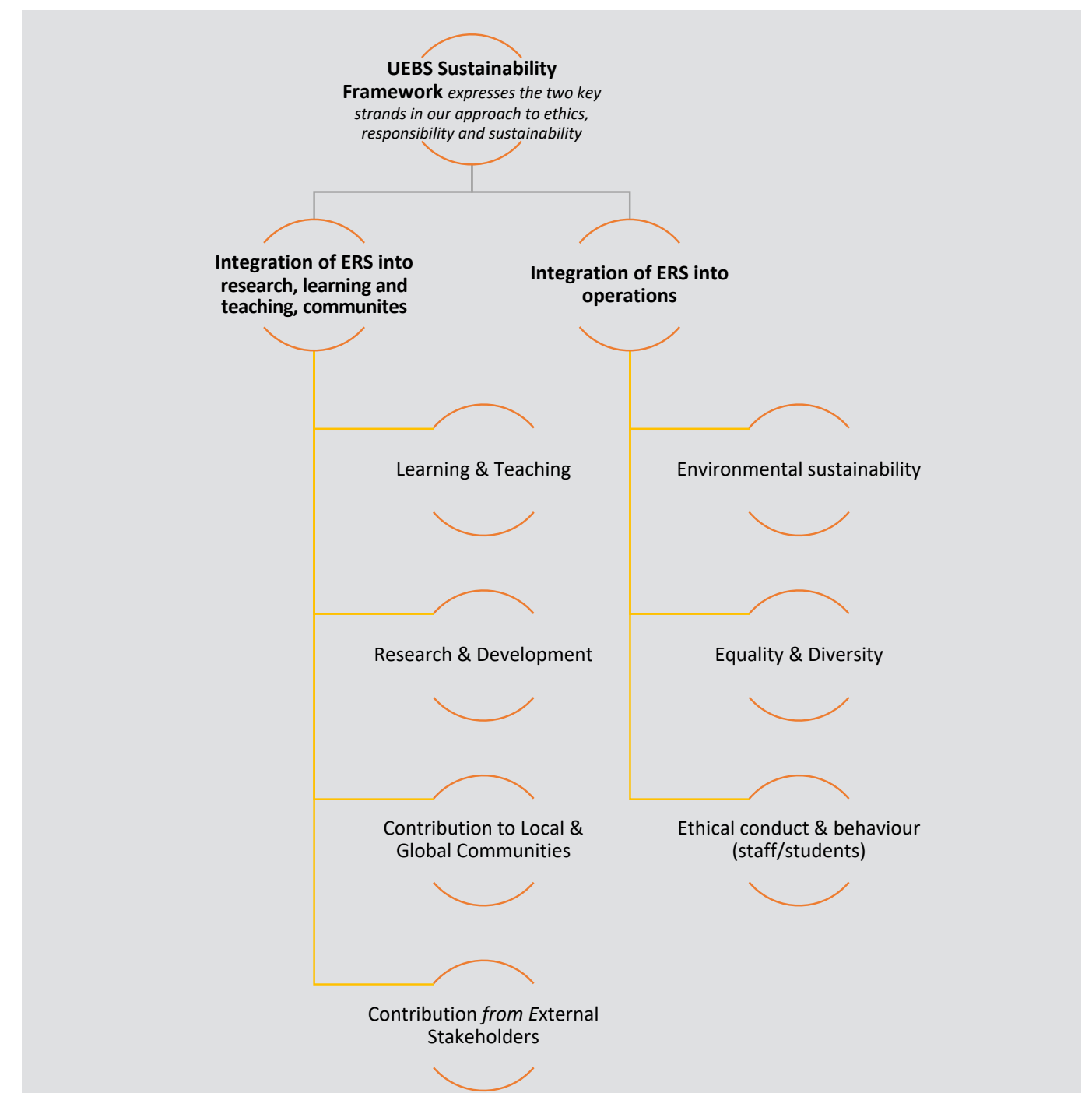




Principle 1 | Purpose

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

The School's Mission and Vision express a commitment to Ethics, Responsibility and Sustainability (ERS). Its explicit ERS strategy reflects a desire to create positive impact through collaboration and in operations and research, learning and teaching. The School's formal commitments to ethics, responsibility and sustainability are included in University-wide policies and expectations as well as school plans and are reflected in the School's Sustainability Framework depicted in the graph below.



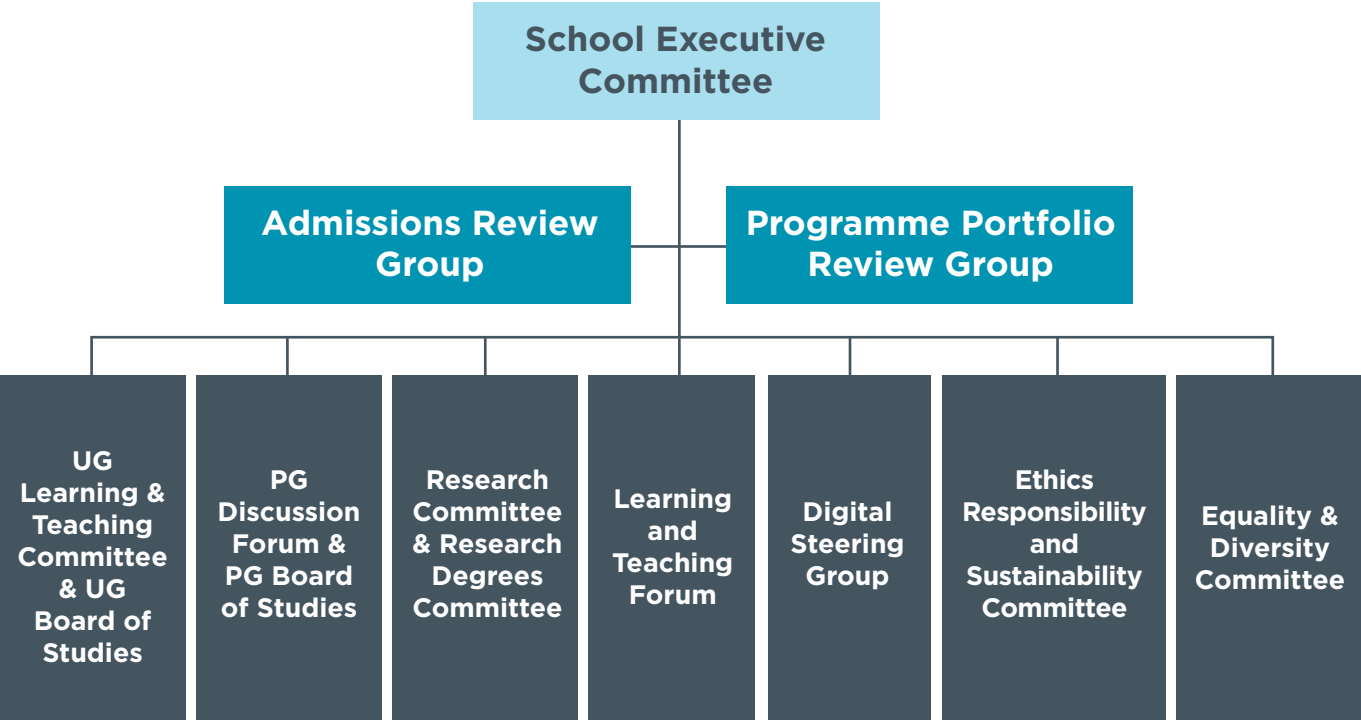
Our Sustainability Framework expresses the two key strands in our approach to sustainability: We recognise our responsibility to ensure that our research, learning, and teaching take account of environmental, social, and economic impacts, locally and globally:

- a. Integration of ethics, responsibility and sustainability into programmes** [PRINCIPLE 3: METHOD]
Our newly developed Graduate Competency Framework (presented in the section ‘Principle 3 Methods’) is giving us a systematic approach to embedding competencies in programmes and courses, including ERS competencies.
- b. Integration of ethics, responsibility and sustainability into research and development** [PRINCIPLE 4: RESEARCH]
Our strategic focus is to conduct excellent research and impact to improve the performance, inclusivity and sustainability of individuals, organisations, markets and public institutions. We do not wish to dictate research agendas but a considerable number of academic staff engage in research related to ERS and related themes. Outputs across all the subject themes illustrate this commitment, with about 40% of faculty having engaged in ERS related research. In the section Principle 4: Research, we present examples of research projects with a strong ERS component and provide information about ERS related journal publications. We aim to develop a comprehensive mapping and framework for research as part of our annual planning process, which will monitor ERS related research in a systematic manner.
ERS Values are also reflected in the impact of our research beyond academia.
- c. Contribution to the local and global communities** [PRINCIPLE 5: PARTNERSHIP] [PRINCIPLE 6: DIALOGUE]
The School’s overall contribution to the local and global communities is defined not only through research and taught programmes, including executive education, but also via engagement and dialogue, which is a fundamental strand of our Mission. Prominent examples of engagement work linked to ERS are presented in sections Principle 5: Partnership and Principle 6: Dialogue.
- d. Contribution from external organisations** [PRINCIPLE 5: PARTNERSHIP] [PRINCIPLE 6: DIALOGUE]
External organisations also contribute to the School’s ERS agenda. They do so in a number of ways: via research, teaching and learning (practitioner involvement in the delivery of our programmes), engagement (with funding bodies, government and other policy bodies), advice and support (e.g. advisory Boards for research centres).

- In operations**, we are mindful of the sustainability impacts of our actions and encourage a culture of efficiency, responsibility and communication among all staff and students. We do so through:
- a. Our focus on ERS.** We have an established an ERS committee working with and reports to the School executive team. The 20+ committee members include students, Professional Services staff and faculty, thus rooting the committee in the wider School community. Key ERS committee activities and milestones in 2020-2022 are presented in the section Principle 2: Values.
 - b. Our commitment to the environment and local business**, also recognised through the University’s Silver Sustainability Award. The award has given us a more systematic approach to sustainability in operations, please see section Principle 2: Values for details.

- c. Our focus on Equality & Diversity.** We have an established an Equality & Diversity (E&D) committee. The Director of Equality and Diversity and the Head of Operations who co-chair the Equality and Diversity Committee work in close collaboration with University EDI committee and the Director of Faculty to ensure compliance with current equality and diversity related policies, for staff and students, and ensure training is undertaken as appropriate. Key E&D committee activities and milestones in 2020-2022 are presented in the section Principle 2: Values.

Both the ERS and E&D committees support the School’s Dean and the School’s Executive committee, as the illustration below depicts.



Principle 2 | Values

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

We are mindful of the sustainability impacts of our actions and encourage a culture of efficiency, responsibility and communication among all staff and students. The School's formal commitments to ethics, responsibility and sustainability are guided by a) University policies, b) the Business School ERS and E&D Committees, as well as c) policies for ethical conduct and behaviour, set by the Business School Human Resources department. We here present key developments in relation to operations and the key contributions of the ERS and E&D committees.

1. Operations

'Operations' is clearly identified as one of the key areas for Sustainability. The overarching approach to Operations is as follows: 'We are mindful of the sustainability impacts of our operations and encourage a culture of efficiency, responsibility, and communication among all staff and students'. The sustainable procurement goal is to source goods and services in ways that maximise efficiency and effectiveness while minimising social, environmental and other risks. When buying through the University's purchasing systems, or using other University contracted suppliers, we can be confident that environmental and social issues have been taken into account.

Pursuing the principles of ERS in Operations led us to apply for the University's Sustainability award on Silver level. The work was led by the School's Ethics, Responsibility and Sustainability Committee. The award encompasses themes affecting our operations, activities, processes and people: Engagement and Communications, Resource Efficiency, Travel, Energy, Purchasing and Health and Wellbeing. We were already engaging in many of the principles but achieving the award meant that we could adopt a more systematic approach in some areas. As a consequence we now require new staff to complete online "Be Sustainable" training as part of their induction; we publish sustainable travel information for visitors, we train staff responsible for purchasing, e.g. to avoid over-catering; we have appointed a Waste and Recycling Coordinator; we have implemented energy saving measures, and we promote physical activity.

The award has given us a more systematic approach to sustainability in operations, including planning for a 'Sustainable Events' policy. The policy draft has been on hold for re-consideration after the hybrid work arrangements that have become mainstream across the University. Following the COVID19 lockdowns which have re-shaped the University's flexible work policies, a different approach to what sustainable events may entail needs to be carefully considered.

2. ERS Committee

In January 2018, we set up an Ethics, Responsibility and Suitability (ERS) Committee, thereby moving away from an ad hoc approach to embedding ERS into our governance structure. The ERSC Committee works with and reports to the School executive team. The 20+ committee members include students, Professional Services staff and faculty, thus rooting the committee in the wider School community. The actual membership fluctuates owing to students completing their programme and leaving, and new students joining the committee.

The Committee has now become more established, yet we faced delays in terms of appointing an ‘academic’ Chair because of Covid-related disruption, whilst the academic staff membership significantly lags behind professional services’ staff. In particular, our aim to introduce a new academic leadership role of Sustainability Director to chair the ERSC and co-ordinate our increasing activities across these areas in 2020 was delayed to October 2021. The ERS committee is currently co-chaired by an academic and a member of the professional services staff, and is working towards expanding its membership from two to four-six academic members.

Despite challenges, the School’s ERS Committee key activities and milestones in 2020-2022 include the following, **School strategy**. Commencing in the 2020/21 Annual Plan, the School’s ERS committee supported the School Executive team to map its activity against the 17 UN Sustainable Development Goals (SDGs).

The School explicitly mapped activity against six goals:

- 3. **Good Health and Well-Being;**
- 4. **Quality Education;**
- 5. **Gender Equality;**
- 9. **Industry, Innovation, and Infrastructure;**
- 12. **Responsible Consumption and Production; and**
- 13. **Climate Action.**

The SDGs are used to steer activity and for general reporting.

Operations. The ERS committee led the School’s application for the University’s Sustainability awards, secured at Silver level. As discussed above, the award encompasses themes affecting our operations, activities, processes and people: Engagement and Communications, Resource Efficiency, Travel, Energy, Purchasing and Health and Wellbeing.

Teaching & Learning. The School’s ERS Committee facilitated the mapping of programmes based on a draft ERS matrix alongside participating in a pilot exercise conducted by the University’s sustainability unit to map our programmes according to the Sustainable Development Goals (Mapping the Sustainable Development Goals (SDGs) in the curriculum, The University of Edinburgh, (https://www.ed.ac.uk/sites/default/files/atoms/files/mapping_the_sustainable_development_goals_in_the_university_curriculum.pdf). Both activities provided useful insight towards the development of the Business School Graduate Competency Framework, which explicitly includes ERS specific competencies (presented in the section Principle 3 Methods).

The ERS committee is also currently working with the E&D committee to respond with a clear plan to calls for curriculum decolonising in the Business School within the next two years.

3. E&D Committee

Our focus on Equality & Diversity. We now have an established an Equality & Diversity (E&D) committee. The Director of Equality and Diversity and the School HR and Resourcing Manager who co-chair the Equality and Diversity Committee work in close collaboration with the University’s EDI Committee and the Director of Faculty to ensure compliance with current equality and diversity related policies, for staff and students, and ensure training is undertaken as appropriate. Our Director of Equality and Diversity also sits on the University Equality, Diversity and Inclusion group on Race Equality and Anti-Racism, which has oversight of the direction and implementation of equality and inclusion activities for BAME staff and students. The Business School E&D Committee priorities at present are Access and Engagement; Wellbeing; and Managing Conflict.

Key E&D related activities and milestones include:

Widening participation, Disability, LGBT+ communities and communities of colour roundtables. In September 2020, the E&D Director hosted three induction events for all UG, PGT and PGR students – incoming and continuing. These took the form of roundtable conversations with current students and staff on their histories and experiences at and beyond the School and the speakers included those from LGBT+, widening participation, and disability communities and communities of colour. The purpose of the roundtables was to provide an honest account of people’s lived experiences at the University from which all students, especially those from underrepresented communities, could gain insight.

Bespoke E&D training. Our Director of Equality & Diversity (E&D) conducted bespoke E&D training for Personal Tutors and Teaching Assistants during the 2020/2021 and 2021/2022 academic years. This training consisted of newly created videos plus live workshops with Q&A sessions which were attended by up to 40 staff per session.

Decolonising the curricula. The E&D committee is exploring ways of decolonising the curricula. This is a joint E&D and ERS committees’ priority for the 2022-2024 period.

Scholarships. After launching specific Equality and Diversity Scholarships in February 2019, the Business School has awarded 15 scholarships at the postgraduate level, 6 for academic year 2020/21 and 9 for academic year 2021/22. There is a new Sustainability and Social Impact scholarship launching for entry in academic year 2022/23.

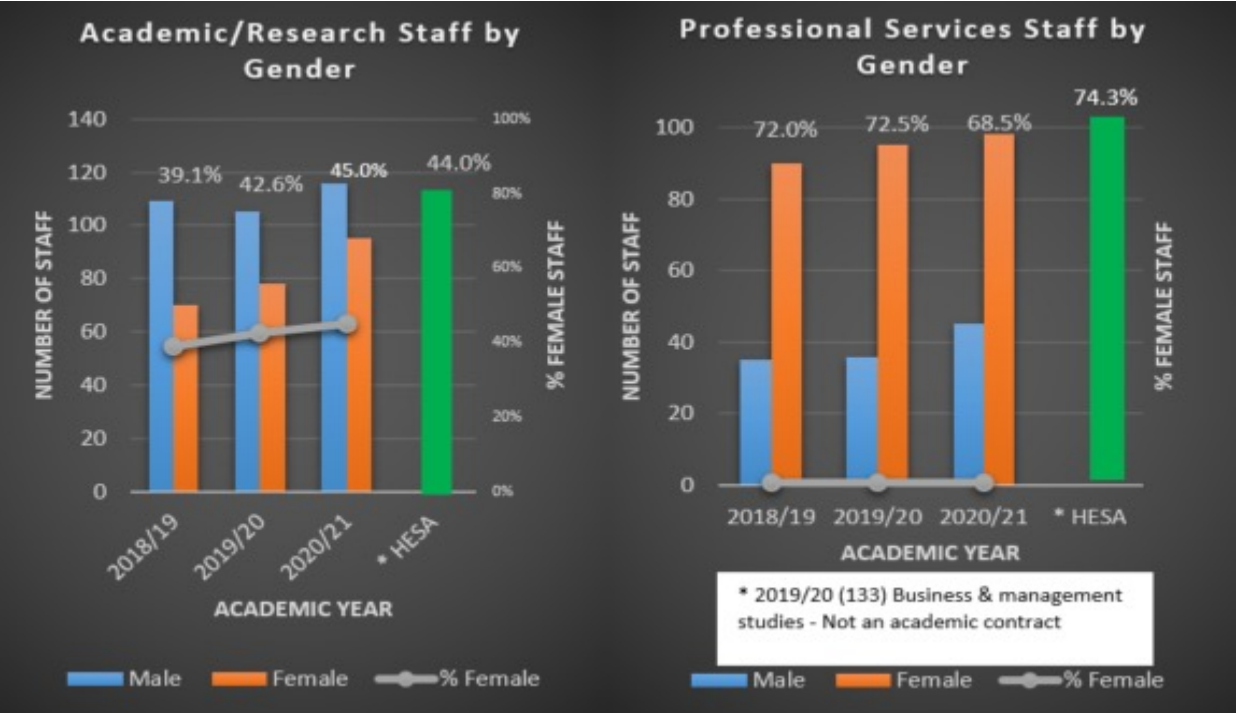
Edinburgh University Women in Business. Having originated as a collaboration between the Business Society and the School Councils in 2016/17, the student-led initiative Edinburgh University Women in Business continues its activities as a fully-fledged student society with the support of the School (<https://www.euwib.com/>). The School Councils were part of an initiative promoting student experience and participation in curricula development, supported by the students union EUSA (<https://www.ed.ac.uk/staff/enhancing-student-experience/initiatives/sep/school-councils>).

The 25 Best MBA Programs For Women. The School’s MBA featured in the 25 Best MBA Programs for Women from “Business Because” as it continues to attract a high proportion of female students. The table below demonstrates the increasing percentage of female students (with a drop in 2020) on the MBA programme during the course of the last four years.

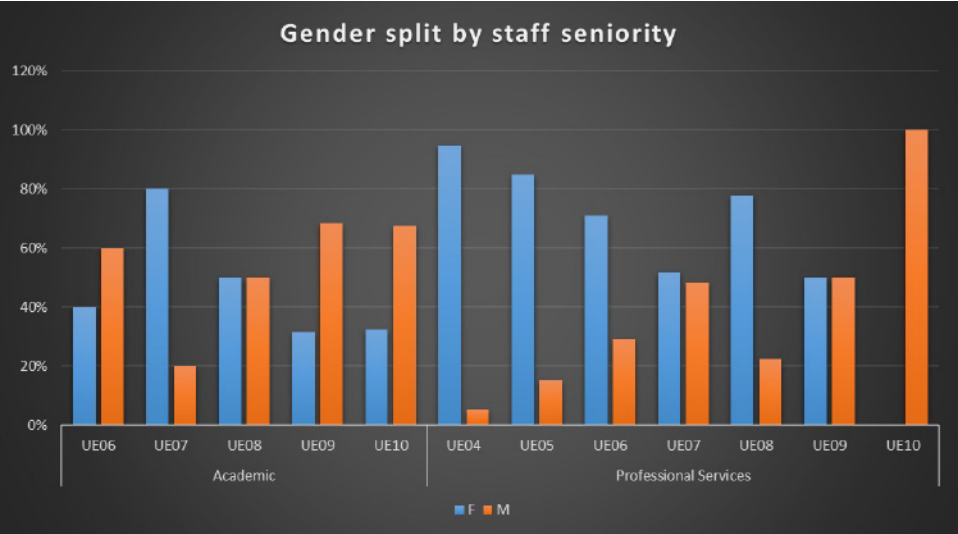
Intake year	Percentage of female students
2018	54.2%
2019	55.1%
2020	45.8%
2021	66.7%

Conflict Management. Our E&D Director has introduced an informal system of managing conflict as formal grievance mechanisms may dissuade staff and students from reporting and gaining support with more routine forms of conflict. Moving away from bureaucratic processes can restore trust and empower staff and students to have more open conversations, thereby improving inclusion and a sense of belonging. This mechanism has recently been approved at School Executive level and our E&D Director will be training a group of volunteer staff and students in mediation and informal conflict support. We will report on the results of this initiative in our next report.

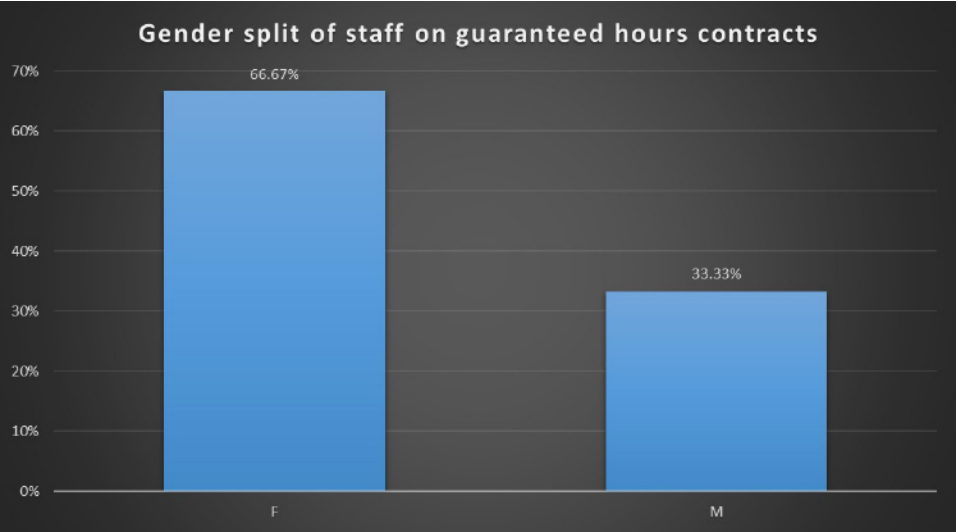
E&D among staff and students. The School was awarded an Athena SWAN Bronze Award in November 2017 and since then have made steady progress against an action plan including an increase in the representation of women academic staff, as the graph below shows, with a 62.5% increase at more senior levels (academic year 2020/2021).



Nonetheless, considering senior level positions among academic staff members on open-ended contracts, the gender imbalance is notable, indicating a persisting ‘glass ceiling’ (see 2022 gender imbalance by staff seniority in the graph below). Women academic staff lag behind male staff in senior positions with a research focus (University of Edinburgh grades 09 and 10: Professor, Professorial Fellow, Reader, Senior Lecturer), surpassing their male counterparts’ numbers only in the lowest grade (University of Edinburgh grade 08: Lecturer).



Female staff also have a higher number of guaranteed hours contracts in 2022 (66.7% of guaranteed hours contracts).



Finally, 60% of academic staff and 71% of professional services staff have open-ended contracts: of these 41% and 73% are held by women respectively. For academic staff this indicates a higher proportion of women working under precarious contracts.

4. Ethical Conduct & Behaviour

The University Human Resources Department sets down policies for ethical conduct and behaviour. Policies such as the Dignity and Respect Policy, the Equality and Diversity Strategy to the Anti-Bribery and Corruption Policy, provide a framework for all staff to work to an ethical standard. The Code of Practice on Reporting Malpractice and Raising Concerns under the Public Interest Disclosure Legislation (‘Whistleblowing’) is intended to promote the identification of, and assist the University, and therefore the School, in investigating and acting upon concerns expressed about issues relating to malpractice.

The University has also issued codes of practice for Taught Students, for Supervisors and Research Students and for Research. These codes of practice clarify the responsibility of students, faculty and Schools respectively, and offer guidance to students on where to seek more advice.

Principle 3 | Method

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

Our Graduate Competency Framework

After consultation in the Learning & Teaching Forum and the ERS Committee and with input from the International Advisory Board, the University of Edinburgh Business School Graduate Competency Framework was approved by the School Executive in autumn 2020. The Framework provides a systematic approach to embedding competencies in programmes and courses, including ERS competencies. The aim is not see all courses covering all competencies, but all programmes should cover all competencies systematically. The ten competencies are:

C1: Meaningful Interpersonal Interaction	Understand how to manage and sustain successful individual and group relationships in order to achieve positive and responsible outcomes, in a range of virtual and face-to-face environments.
C2: Effective Emotional Intelligence	Understand oneself and others, through critical reflection, diversity awareness and empathic development, in order to maximise individual and collective resilience, and personal and professional potential.
C3: Authentic Leadership	Act with integrity, honesty and trust in all business stakeholder relationships, and apply ethical reasoning to effective decision making, problem solving and change management.
C4: Ethical, Responsible and Sustainable Business Behaviour	Work with a variety of organisations, their stakeholders, and the communities they serve - learning from them, and aiding them to achieve responsible, sustainable and enterprising solutions to complex problems.
C5: Appropriate Communication	Convey meaning and message through a wide range of communication tools, including digital technology and social media; to understand how to use these tools to communicate in ways that sustain positive and responsible relationships.

C6: Understand and Make Effective Use of Data	Critically evaluate and present digital and other sources, research methods, data and information; discern their limitations, accuracy, validity, reliability and suitability; and apply responsibly in a wide variety of organisational contexts.
C7: Creative and Entrepreneurial Practice	Apply creative, innovative, entrepreneurial, sustainable and responsible business solutions to address social, economic and environmental global challenges.
C8 Personal and Professional Competence	Be self-motivated; curious; show initiative; set, achieve and surpass goals; as well as demonstrating adaptability, capable of handling complexity and ambiguity, with a willingness to learn; as well as being able to demonstrate the use digital and other tools to carry out tasks effectively, productively, and with attention to quality.
C9 Academic Excellence	Demonstrate a thorough knowledge and understanding of contemporary organisational disciplines; comprehend the role of business within the contemporary world; and critically evaluate and synthesise primary and secondary research and sources of evidence in order to make, and present, well informed and transparent organisation-related decisions, which have a positive global impact.
C10 Intellectual Curiosity	Identify, define and analyse theoretical and applied business and management problems, and develop approaches, informed by an understanding of appropriate quantitative and/or qualitative techniques, to explore and solve them responsibly.

On a programme level, programme directors are currently mapping both curricular and co-curricular activity against the new framework, to ensure a comprehensive picture. An example of co-curricular activity mapping is the Edinburgh Award, a programme recognising student involvement in extra-curricular activities such as volunteering, part-time work, and getting involved in the University community (<https://www.ed.ac.uk/edinburgh-award>).

There are two undergraduate Edinburgh Awards, the Edinburgh Award for Professional Development (running since 2018, aimed at second year undergraduate students) and the Edinburgh Award for Effective and Responsible Leadership (running since 2019, aimed at third and fourth year UG students). Both programmes have been very successful and well-received, as registrations reflects:

UG Edinburgh Award for Professional Development registrations				UG Edinburgh Award for Effective and Responsible Leadership registrations		
Oct 2018 pilot year	Oct 2019	Oct 2020	Oct 2021	Oct 2019 pilot year	Oct 2020	Oct 2021
34	54 (58.8% increase)	57 (5.55% increase)	143 (152% increase)	47	110 (134% increase)	95 (13% decrease)





Make Your Mark

Make Your Mark is a School-led initiative, currently in its sixth year of running. Due to the pandemic, both the 2021 and 2022 events were held online and continued the success of the in-person events. Student teams from across the university participated in the challenge to develop and pitch business ideas that aimed to tackle inequalities and transform local communities.

In 2021 the winning team created a business solution which offered a browser extension to make fast sustainable purchasing decisions by showing alternative offers at the same or lower price. Its impact included 9 million litres of water saved per year by swapping to 10 sustainable t-shirts per day. The runner-up projects included a social enterprise with the purpose of tackling food poverty in local communities in Edinburgh and a project aiming to combat the current COVID-19 crisis and long-term climate change crisis by turning old PPE visors from hospitals into bottles and cones.

In 2022 the winning team pitched a business model that provides a safe environment for students to relieve stress through art meditation. After identifying a fairly uncontested market, and an increase in student mental health declarations and stress levels the team proposed a safe space where art, meditation and painting could take place, free of stigma. The revenue stream would come from membership, refreshment sales and a commission fee from art sales. Other notable projects included the runner-up project which aimed to tackle the widespread issue of educational and employment inequality in Scotland by assisting 16-19 year-olds with skill identification and matching them to job opportunities.

In 2022, 88 students registered to participate the in Make Your Mark event; with 51 completing the interdisciplinary challenge. Students were from a range of Schools, including the Business School, Mathematics, Economics, Social and Political Science, Philosophy, Psychology and Language Services, and the School of Literatures, Languages, and Cultures. It is notable that the majority of students were from the Business School (65%).

We will host the seventh **MakeYourMark** in February 2023, and are looking forward to welcoming MBA students, staff and Scottish business leaders as facilitators and judges.

Courses with a strong focus on Ethics, Responsibility and Sustainability

ERS-focused courses are offered across the full portfolio of programmes in a way that all students have the opportunity to engage with ERS topics. Some of these courses include:

Advanced Energy Finance	Psychological Well-being and Business	Business Ethics	Business Strategy for Environmentally-Suitable Futures	Carbon Accounting
Carbon Pricing	Climate Policy and Investment	Climate Risk and Investment Alignment	Eco-Innovation for a Circular Economy	Global Business and the Sustainable Development Goals
Global Challenges for Business	Global Diversity and Equality Management	Future of Work	International Climate Finance	Organising for Social Change
Corporate Responsibility & Governance in a Global Context	Current Debates in International Business and Emerging Markets	Social and Sustainable Entrepreneurship	Sustainable Finance	The Carbon and Environmental Consulting Project

Examples of ERS topics students may engage with in the courses include: Alternative models of banking; Corruption in emerging economies; Diversity and inclusion; Diversity in teamwork; Economics of climate friendly projects; ERS and their international application; Ethical data handling; Ethics in accountancy; Ethics in finance; Greenwashing; Incentives for enabling low-carbon investment; Moral dilemmas at work; Populist politics; Power and conflict; Sustainability and responsibility in stakeholder relationships; The Dark Side of tech and #TechForGood; The impact of marketing on society and the environment; The SDGs; Values and colonial imposition.

Mapping the Sustainable Development Goals (SDGs) in the curriculum

The University of Edinburgh Department of Social Responsibility and Sustainability run a Curriculum Review project to identify teaching related to the Sustainable Development Goals in the Business School’s curriculum. This was jointly conducted with the ERS committee of the Business School in 2019 and the findings were published in spring 2020. The aims were to review the UG and PG curriculum and identify courses engaging with the SDGs as well as share methods and findings with Schools across the University and bring staff, students, and academic faculty together to support further engagement with the SDGs.

The mapping exercise relied on a review of all programmes and courses taught at the Business School as well as a student and staff survey. The findings show that both at an undergraduate and taught postgraduate level the majority of courses had at least one mention to the SDGs (86% and 84% of courses respectively) with SDGs 8, 9, 13 and 12 most often mentioned in undergraduate course descriptions and SDGs 8, 9 and 13 most often mentioned in taught postgraduate course descriptions. The table below summarises which SDGs a sample of the school’s courses engage with.



Business and Society: The Impact of Globalisation	SDG 1	SDG 2	SDG 3	SDG 4	SDG 5	SDG 6	SDG 7	SDG 8	SDG 9	SDG 10	SDG 11	SDG 12	SDG 13	SDG 14	SDG 15	SDG 16	SDG 17
Business Simulation																	
Carbon & Environmental Accounting																	
Carbon Pricing																	
Climate Change and Environmental Policy Global																	
Energy and Environmental Markets																	
Business and the SDGs																	
Global Challenges for Business																	
Future of Work																	
International Business: Globalisation and Trade																	
Low Carbon Green Investment																	
Marketing																	
Managing Employment Relations																	
Business Response to Climate Change																	
Managing Across Borders & Cultures																	

For further information please see the full report at: https://www.ed.ac.uk/sites/default/files/atoms/files/mapping_the_sustainable_development_goals_in_the_university_curriculum.pdf

MSc Global Strategy & Sustainability Launch in 2022-2023

Dr Winston Kwon, who is leading the programme, views this ERS-focused transformative change in the programme as one which is well-aligned with changing student interests, faculty research interests, and an increased focus on sustainability in corporate governance.



Reimagining the MSc International Business & Emerging Markets as the MSc Global Strategy & Sustainability

We had been planning for some time to reimagine the MSc International Business & Emerging Markets. Although it was among the School's first PGT offerings and had a comfortable niche, it no longer had a good fit with the most engaged of our students nor with the evolving research interests of the Strategy Group. Several trends - at first faint but now quite strong - have become clear over the past few years. Student interests and ambitions are changing. When I first taught strategy to undergrads, perhaps two thirds of the class aspired to careers in finance and consultancy, and now it is far more diverse. Students are interested in working for and creating social enterprises. Many still seek careers in consulting and finance but they also want to address sustainability and social impact in their roles. We can also see this trend asserting in dissertation topics and from alumni destinations. Interest in social and environmental issues is more central for our students now. Another major shift is the elevation of environmental sustainability and social responsibility in large organizations from a specific function - for example the CSR Department or officer - to the C Suite. Sustainability has been mainstreamed as private, public and 3rd sector organizations must deal with ESG issues across multiple stakeholder groups and a central strategic issue. Finally, there has been an evolution in research interest across the Business School. It is increasingly rare that our research does not engage with if not primarily focus on subjects that are entwined with social and environmental concerns. Although the idea of launching this programme looked to be a bold and perhaps risky proposition Pre-Covid, with the passage of time and particularly growing sense of urgency post Cop26, we look forward to the September 2022 launch of the MSc Global Strategy & Sustainability.

Winston Kwon, November 2021



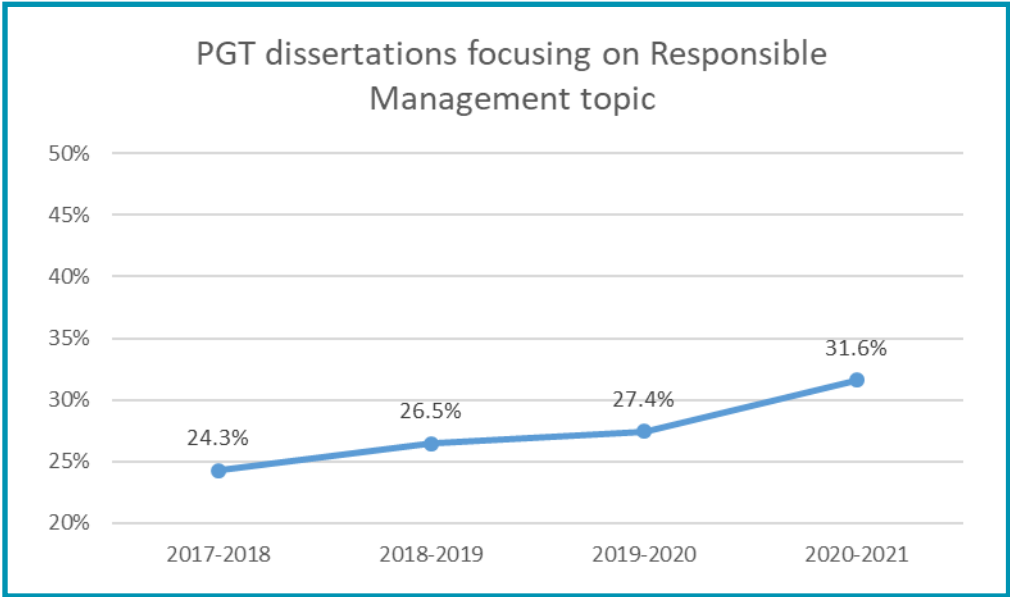
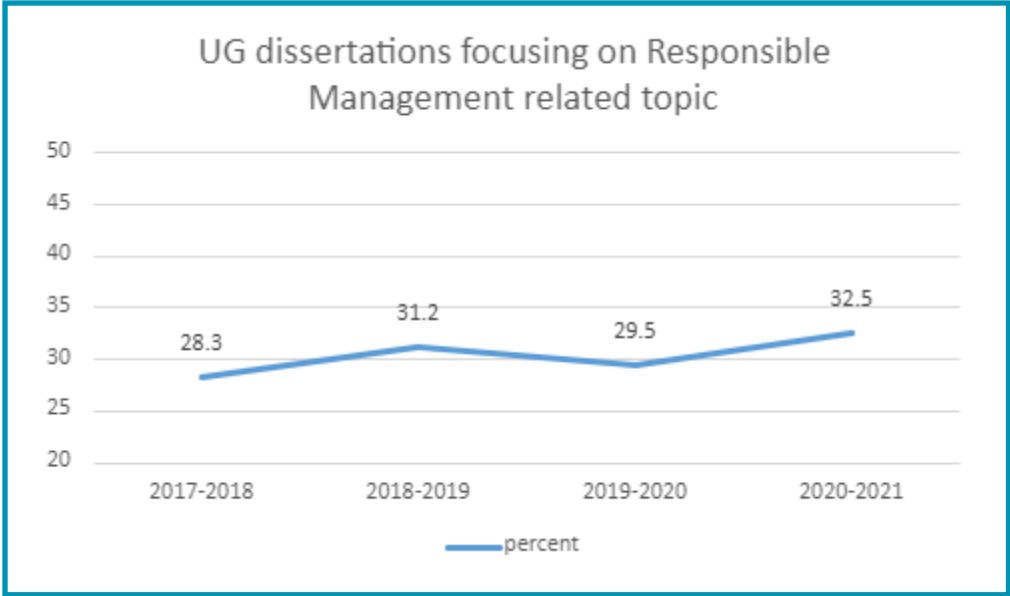
New taught post-graduate course launch in 2021-2022, Climate Change Fundamentals: Transitioning to a Sustainable World

In 2021-2022 we also introduced a new mini-course in Climate Change Fundamentals which is offered to all our MSc students at the start of their studies. The non-credit bearing course involves (1) pre-recorded videos to be watched prior to students' arrival in Edinburgh; (2) optional participation in discussion forums and (3) the submission of a 300 words reflection piece on the links between the students' degree programme and climate change & sustainability. The course is a great opportunity for students who wish to add extra ERS skills to their skillset. It is developed by the Centre for Business, Climate Change and Sustainability (B-CaSS) with the aim of teaching students the fundamentals of climate change and sustainability and to challenge them to think about the relevance of the various related challenges to their PG programme and their future career. The course prepares our students to be future leaders who engage with climate change and sustainability in impactful, meaningful and profitable ways.



Student dissertations engaging with Ethics, Responsibility and Sustainability topics

An excellent indicator of the impact ERS-focused courses and topics have on our students is their engagement with ERS topics during their dissertations, typically the highest credit bearing course through the course of their studies. At an undergraduate level we see the proportion of students working on an ERS related dissertation topic relatively stable and fluctuating around 30%. At the postgraduate taught programme level, we see a steady increase in the proportion of students working on an ERS related dissertation topic over the past four academic years, peaking at 31.6% in 2020-2021.



Considering recent programme changes, we anticipate further increases in the proportion of students working on an ERS related dissertation topic at the postgraduate level. In particular,

- In the next academic year 2022-2023 we are launching the MSc Global Strategy & Sustainability replacing the MSc International Business & Emerging Markets.
- In 2021-2021 we launched a non-credit bearing course available to all our post graduate students, the Climate Change Fundamentals: Transitioning to a Sustainable World mini course.

We may see an increasing trend at the undergraduate level too. In 2017-2018 we launched the undergraduate year 1 core course Global Challenges for Business, with an increased focus on sustainability challenges. The course introduces students to ERS topics since day one of their studies. The 2017-18 first year students’ cohort are currently undertaking their dissertations and we thus anticipate an increased proportion of dissertation topics focusing on ERS topics.

MBA programme & Corporate Knights Better World MBA Ranking 2021

Edinburgh’s MBA continues to place a strong emphasis on developing leaders who recognise the responsibilities they, and the organisations they work for, have as stewards of financial, social and natural capital. The programme’s aim is to raise their awareness and ensure they have the knowledge, skills and values needed to take on the challenges that will face them as business leaders of the future. This was externally recognised with the announcement of the Edinburgh’s MBA programme ranking 6th globally in Corporate Knight’s Better World MBA Ranking in 2021. The ranking reflects a strong demand for sustainability and the School is proud of the research producing in this area, also incorporated into the MBA programme’s ambition to develop effective and responsible leaders. To determine the ranking, **Corporate Knights** evaluated 147 MBA programmes, including the 2021 Financial Times 100 Global MBA programmes, every MBA that made the 2020 Top 40 in the **Corporate Knights** Better World MBA Ranking, and select MBA programmes accredited by AMBA, AACSB or EQUIS, and/or signatories of the Principles for Responsible Management Education that opted in for evaluation. Programmes are evaluated across a number of key performance indicators relating to sustainability. Full details of the evaluation method are available on Corporate Knights’ website. Julian Rawel, Director of our MBA Programme, welcomed the distinction and said: “Rankings are one way of assessing impact. What sets this particular ranking apart is the evaluation of sustainability and social responsibility in terms of both the level of research conducted in this area and its integration into the curriculum”.



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.

For almost 15 years the University of Edinburgh Business School has had faculty dedicated to researching and teaching issues related to **climate change and environmental sustainability**. We have been engaging with businesses, policy makers, non-governmental organisations and we have provided research, advice, consultancy, executive education, and more. This happened primarily through two flourishing research centres within the School: the Centre for Business and Climate Change (CBCC) and the Sustainable Business Initiative (SBI). With the rapid growth of this area in terms of faculty, students, and societal impact, we have established the Centre for Business, Climate Change, and Sustainability (B-CCaS) to integrate these areas.

At the same time, academic staff have conducted world leading research focusing on the **social sphere of sustainability**, including financial wellbeing, employee wellbeing and work-life-balance, job quality and the real living wage, later-life employment, gender issues including transgender identities, colonialism, professional ethics, AI's societal implications, and flexible work among others, driving positive societal change.

In this section we provide details on key publications, externally funded research programmes and PhD studies in these areas. Notably,

- Currently, the Business School has 57 active research grants, of which 26 (46%) examine topics relating to ethics, responsibility and/or sustainability. The table below includes those projects

Renewable energy contractual instruments project. Funded by Salesforce. Investigator: Dr Matthew Brander	Developing co-created smart city solutions for managed adaptation and monitoring of hydro-meteorological climate change related risk in Mexico. Funded by the Economic and Social Research Council. Investigator: Dr Kathi Kaesehage	Climate Change Policies for People: Implementing Co-Developed Water Governance and Security in the Upper Atoyac River Basin, Puebla. Funded by the UK central government. Investigator: Dr Kathi Kaesehage	Sustainable Finance and Climate Change Analytics: Academic Secondment. Funded by the Economic and Social Research Council. Investigators: Dr Luca Taschini, Gbenga Ibikunle, Matthew Brander
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<p>Domestic Landscape of Climate Finance and Investment. Funded the German Federal Ministry for the Environment, Nature Conservation and Nuclear Safety. Principal Investigator: Dr Ian Cochran</p>	<p>Strength2Food: Strengthening European Food Chain Sustainability by Quality and Procurement, Funded by the European Commission. Invesitgators: Angela Tregear, Michele Belot</p>	<p>Dynamics of Accumulated Inequalities for Seniors in Employment. Funded by New Opportunities for Research Funding Agency Cooperation in Europe. Investigator: Wendy Loretto</p>	<p>Socioeconomic-based metrics in disaster management to put vulnerable people first. Funded by British Academy. Investigator: Douglas Alem</p>	<p>More than peanuts: Supporting indigenous community cooperatives in rural Ecuador by creating sustainable chocolate product innovations from muru inchi jungle peanuts. Funded by the Economic and Social Research Council. Investigator: Florian Koehne, Sarah Ivory</p>	<p>Financial Wellbeing: Academic Secondment. Funded by the Economic and Social Research Council. Investigator: Raffaella Calabrese</p>	<p>Beyond the 10 000 steps: Managing less visible aspects of healthy ageing at work. Funded by the Economic and Social Research Council. principal Investigator: Wendy Loretto</p>	<p>Development of a Carbon Calculator Tool for Public Sector Catering. Funded by the Economic and Social Research Council. Investigator: Angela Tregear</p>
<p>Where does work belong anymore? The impact of the COVID19 pandemic on working in the UK. Funded by the Economic and Social Research Council. Investigator: Lila Skountridaki</p>	<p>Assessing the Mental Health of Widening Participation Students across their Journeys into and through Elite Higher Education Institutions. Funded by the Economic and Social Research Council. Investigators: Michelle O'Toole, Mary Brennan, Tom Calvard, Susan Dunnett</p>	<p>Co-creating sustainable market identities: Lessons learned from Lapland as the 'Santa Claus market' Funded by the British Academy. Invetigator: Teea Palo</p>	<p>Lived Experiences of Bisexual Employees' Exclusion in UK Workplaces Funded by the British Academy of Management. Investigators: Tom Calvard, Michelle O'Toole</p>	<p>Plenty 2 - Food Systems Transformation for Scotland – A Collective Call to action from the Scottish Food Coalition. Funded by the ESRC Economic and Social Research Council. Investigator: Mary Brennan</p>	<p>Interpretable and Transparent AI in the Financial Sector. Funded by the Monetary Authority of Singapore. Investigator: Belen Martin-Barragan, Jonathan Ansell, Raffaella Calabrese, Vaishak Belle</p>	<p>Taking Control of the Future: Developing Financial Wellbeing using the Concept of Future Self. Funded by Aegon, Innovate-UK, Government Departments. Investigator: Tina Harrison, Jake Ansell</p>	<p>Who cannot gain credit and who has too much? Funded by the Leverhulme Trust . Investigator: Jonathan Crook</p>
<p>PATH-AI: Mapping an Intercultural Path to Privacy, Agency, and Trust in the Human-AI Ecosystem. Funded by the Economic and Social Research Council. Investigator: Fumi Kitagawa, Charles Raab</p>	<p>Dementia-friendly Financial Services: Lasting Power of Attorney and the Caregiver Burden. Funded by the British Academy. Inestogator: Tina Harris</p>	<p>PhD Scholarship- The use of AI to study environmental risks in supply-chain networks Bailie Gifford. Funded by UK Industry and Commerce. Investigators: Luca Taschini, Belen Martin-Barragan</p>	<p>Amazonian Vanilla Market Creation as an Enabler of Sustainable Development in Rural Ecuador Funded by Innovate-UK, Government Departments. Investigator: Sarah Ivory</p>		<p>Edinburgh and the Living Wage. Funded by the ESRC Economic and Social Research Council. Investigator: Ishbel McWha-Hermann</p>	<p>A coaching approach to building resilience in people living with long term cancer. Funded by the ESRC Economic and Social Research Council. Investigator: Susan Dunnett</p>	

- In 2020-2021 we estimated that 56 members of our faculty have one or more publications that directly investigate issues of ethics, responsibility and/or sustainability. This means that around 40% of our faculty have engaged in research in these areas. Please see the appendix for a full list of publications.
- We have an active PhD community engaging with a range of ERS related topics across all subject groups: Accounting and Finance, Entrepreneurship and innovation, Marketing, Management Science, Business Economics, Strategy, Organisation Studies. Please see examples of areas our PhDs are working on in the table below.

Accounting and Finance	Entrepreneurship and innovation, Marketing & Management Science and Business Economics	Strategy & Organisation Studies
<ul style="list-style-type: none"> • Jianan Lu: Ethical Finance • Philipp Lutz: Engaging with Crises: Organizing Risk and Action • Bagus Mudiantoro: Managing Geothermal Exploration Risk in Developing Countries • Hasan Muslemani: Enabling Innovative Business Models for Emerging Low-carbon Technologies in the Industrial Sector • Yinuo Pan: Theorizing the pro-professionalisation: Exploring the organisation and evolvement of UK Corporate Social Responsibility • Ruoran Zhao: Climate Finance 	<ul style="list-style-type: none"> • Fizza Khalid: Business Accelerators in Developing Entrepreneurial Ecosystems and Economies • Cheng Lu: Measuring the Unmeasurable? How Community-Based Social Enterprises in China Create Social Impact • Atreya Dey: Supply Chain and Sovereign State Susceptibility to Environmental Risks • Savina Kim: Fair and Ethical AI for Credit Decisions • Maria Rejowicz-Quaid: Examining consumer agency in an obligatory consumption context 	<ul style="list-style-type: none"> • Amira Rahmat: Gender and Organisation • Emily Cook-Lundgren: Organisational (in)equality in the international development sector • Bradley Cotton: A Global Stakeholder Value Measurement Framework Impacting Police and Public Safety Institutions • Alina Khakimova: Social Investment in the Scottish Third Sector • Christopher Klinghardt: Emotions as Discursive Resources for Identity Work in Socially Disadvantaged Individuals • Florian Koehne: Transnational Social Entrepreneurship



Principle 5 | Partnership

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

The School’s commitment to research and impact that improves performance and inclusivity has been recognised by requests to provide input into public policy, consultancy work, and partnerships. We here present several prominent examples of engagement work linked to ERS in 2020-2022 in four main categories: contribution to public policy, environmental sustainability led by the B-CCaS centre, positive societal impact (wellbeing, work and employment) with the final category presenting contribution from external organisations to the Business School.

Employment and public policy

The School’s commitment to research and impact that improves performance and inclusivity has been recognised by requests to provide input into employment and public policy:

Professor Amaeshi serves on the Nigerian Government Ministry of Budget and National Planning’s Technical Working Group on Disaster Management;
Professor Brennan is Chair of the Scottish Food Coalition;
Dr Cochran is Director of the Secretariat of the Climate Action in Financial Institutions Initiative;
Professor Cooper is the academic advisor to the Living Wage Campaign, Scotland;
Professor Loretto’s research influenced Scottish Government Fair Work Policy;
Dr Taschini has provided evidence to Government consultations on Carbon Emissions Tax (2020) and made a submission to the Bank of England 2021 biennial exploratory scenario on the financial risks from climate change (2020).
Professor Loretto is a member of the External Advisory Group to the UK Research and Innovation’s Equality and Diversity committee, which is working to reshape the landscape of UK research funding to be more fair, accessible and transparent.

Driving environmental sustainability: B-CCaS Executive Education and Consultancy

B-CCaS has increased its executive education offering following both demand from the market, as well as the desire to become more impactful in knowledge exchange from research into practice. Some of the centres’ largest programmes in Consultancy and Executive Education include:

- Climate Change Risk in Finance open programme - for financial professionals focused on the consequences of climate change on finance - how to navigate data, measure risk, gain accurate insights for financial decision making, and capture opportunities related to transitioning to net zero (currently over 100 people are enrolled in this programme).
- The Climate Change Transformation Program is undertaken by 2,000 NatWest Group staff to date.
- The Climate Change Awareness programme is distributed to the entire 60,000 NatWest Group staff.
- The Agricultural Climate Change Awareness programme is distributed to 200 NatWest Group Relationship Managers.

In addition to the partnership agreement with NatWest Group, B-CCaS have continued rolling out the Climate Change Transformation Program and agriculture programmes, and are developing new versions for automotive, retail and commercial real estate priority programmes for a launch in 2022. Staff members are engaged in the following consultancy projects with the following clients on behalf of B-CCaS:

B-CCaS member	Consultancy	Client
Dr Sarah Ivory	Climate Exchange Training	Knowledgepool
	NatWest Group - Agriculture Climate Change Awareness	Knowledgepool
	Sustainable Finance Open Programme	Knowledgepool
Dr Matthew Brander	Evidence Synthesis Paper to inform UK Research and Innovation (UKRI) Position on the role of carbon offsetting in becoming net-zero	Knowledgepool
	Carbon scenario tool pathfinder project	UK Research and Innovation
Dr Xi Liang	Pre-feasibility study for industry CCS in China	ClimateWorks Foundation
Dr Luca Taschini	Chapter contribution on Global Carbon Pricing	Konrad-Adenauer Stiftung foundation
Dr Kathi Kaesehage	Board level strategic climate exchange training	Babcock



Driving positive societal impact

Business School staff are currently working on a range of partnerships driving positive societal impact. This section provides details on five partnerships.

Promoting Financial Wellbeing

Professor Tina Harrison and Dr Galina Andreeva of the University of Edinburgh Business School with the contributions of Junfeng Zhang, Johanna Garzon Rozo and Oscar Uvalle Perez, conducted an analysis of the financial health of National Health Service (NHS) workers on behalf of Salad Money, a loan lending organisation committed to fair lending. The study examined the finances of around 10,000 mostly lower-paid, younger NHS workers and showed that 30 percent were using at least five different loan providers, raising concerns about the profound lack of affordable and ethical credit options for NHS workers. The founder of Salad Money, presented the project findings to the second chamber of UK Parliament, the House of Lords, highlighting the impact of unaffordable and at times questionable lending on the financial and emotional wellbeing of NHS workers. Professor Tina Harrison also highlights the need for sustainable change in credit options to promote financial wellbeing in the UK. The final report can be accessed at:

https://static1.squarespace.com/static/5b9a99d8b98a78772c0d4ed6/t/601d6570f2af482b08fbcc98/1612539255770/uoe_report.pdf

Young Enterprise and Money and Pensions Service projects

Professor Tina Harrison and Professor Jake Ansell have been working with Young Enterprise and Money and Pensions Service since 2017 on a variety of projects examining and promoting financial education across the UK. Two of these projects are currently researching a) the impact of a new UK-wide financial education textbook distributed to all state secondary schools in Scotland, Northern Ireland and Wales and b) the impact of a national activity week known as 'My Money Week', mostly in England. Recently completed projects examined teacher professional development in financial education in schools in England and in Wales. Please see the first report on teacher professional development in schools in England which has been recently published here: <https://www.fincap.org.uk/en/evaluations/the-impact-of-training-teachers-in-financial-education-on-the-financial-capability-of-the-students-they-teach>

The Living Wage & Edinburgh's Living Wage City initiative

Drawing on her research on the real living wage, Dr Ishbel McWha-Hermann has been working with local organisations and the Edinburgh city to offer insight into the benefits of the real benefits on workers and organisations and has contributed to its promotion in the wider region. In particular, her research on living wages and decent work (partnering with University of Glasgow and Living Wage Scotland, City of Edinburgh Council) has provided new insights into the psychological mechanisms underpinning how earning a living wage affects behaviour and wellbeing, shifting knowledge beyond an economic perspective and contributing to an in-depth understanding of the role of decent working conditions in individual and organisational flourishing. Ishbel leads the EAWOP impact incubator decent work strand: <https://www.eawopimpact.org/decent-work>; has created an animation on living wages, and will be soon launching a related serious game, freely available for use in teaching and outreach. Most recently, Ishbel also organised and hosted a several well-attended regional events promoting the real living wage. These events include an event launching Edinburgh's Living Wage City initiative and showcasing the Living Wage City Action Plan with a panel of seven local business owners (co-hosted with the Leader of Edinburgh City Council Cllr, Adam McVey in partnership with Living Wage Scotland, the City of Edinburgh Council and the University of Glasgow) and a joint University of Edinburgh Business School- CIPD event on the role of the real living wage in Job Quality and Fair Work in Scotland (with Dr Lila Skountridaki). Ishbel's research into the Living Wage has also received wider publicity, e.g. through a piece in The Conversation (a news site with a global reach of 42 million readers a month) which, generated 1,700 impressions.

Transformation of public services through co-creation (Co-Val)

The Centre for Service Excellence (CenSE) was, until recently, a partner in the Horizon 20/20 research project Co-VAL, a partnership between seven European universities as well as external stakeholders (<https://cordis.europa.eu/project/id/770356>). The aim of the project, which was completed in April 2021, was provide policy/practice recommendations for the transformation of public services where service users have the role of co-creators. Drawing on case study research in seven European nations, the business school centre CenSE led the development of an ecosystem model to understand the concept of value and examine the dynamic processes through which it is created. It points to several significant implications for practice (e.g. a shift away from the dominant internal performance management and efficiency prioritising towards value creation prioritisation for service users and society as well as an understanding of service encounters and their management as opportunities to influence the process of value creation), which are relevant to service design methodologies for value creation in the UK. Drawing on this work, CenSe has partnered with Blackwood Housing Association to co-design digitally-enabled living environments and communities for vulnerable elderly people across Scotland, an externally-funded project. The project also aims is to create indicators for use in the private sector which will enhance their economic contribution.

The Meal Analyser Tool: A route to sustainability in public food procurement

For the last three years Professor Angela Tregear has been researching the carbon footprint and socio-economic impacts of school catering. Working with Adam Wilkinson of Impact Measurement Ltd she has created a 'Meal Analyser' tool which is designed to allow caterers in the public sector to measure and compare their carbon footprint. The aim of this is to allow them to improve their practices and drive down their emissions.

Launched in February 2022, the Meal Analyser can be accessed at Login - Meal Analyser (meal-analyser.com). The analyser allows any organisation running a meal service to calculate the annual carbon, and economic impacts of the service, from an organisation level to a singular location. It shows where the carbon emissions are coming from and compares them across different types of food, transport and disposal. This provides a benchmark for future improvement and includes ‘a what if’ tool and a route to net zero calculation. A free version of the Meal Analyser tool is available for use, with a further offer under licence agreement for clients wishing to use it to its full capability and support resources.

In the UK, public sector catering services produce an estimated 2.1 billion meals per year, therefore changes to these services in terms of food procurement, meal planning, and waste handling, have enormous potential to drive down emissions and move towards more sustainable food supply chains. The Meal Analyser allows catering managers running meal services to understand which parts of their service and supply chain create the most carbon emissions, and how adjustments to those activities can reduce their total carbon footprints.



Contribution from external organisations

External organisations’ contribution to School’s ERS agenda is similarly significant and takes place in a number of ways:

Research. Engagement with organisations and individual practitioners provides a focus for research activity and insight into problems and issues faced.

Teaching and learning. Practitioner involvement in the delivery of our programmes support practice-based learning via projects and guest speaker events, with companies and other organisations requesting the help from our students to analyse problems or help students appreciate real-life priorities and dilemmas.

Engagement. Engagement with funding bodies, government and other policy bodies support the shaping of our thinking and vice versa.

Advice and support. Advisory Boards for research centres provide a helpful lens through which to study and assess ERS priorities in the World of practice and review activity by the Association of MBAs, AACSB Intentional and the EFMD provide a proxy industry benchmark, which is enhanced via activity with the Chartered Association of Business Schools, UN-PRME and Academy of Business in Society.



Principle 6 | Dialogue

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

As part of our Mission to engage in dialogue and develop responsible graduates, we have engaged with students, staff, alumni and the wider communities via the Fresh Ideas Festival, COP26Cast and invited talks. We here provide examples of such events that have taken place in 2020-2022.



Fresh Ideas Festival

For the Fresh Ideas Festival (August 2020) we partnered with Blackwell’s bookshop, to deliver a programme of eleven sessions, attracting an audience of 900, about ideas that shape the future and influence change. The Festival included six sessions had a focus on ethics, inclusion, diversity, sustainability, decent work and economic growth:

Feminist Parenting:
Perspectives from
Africa and Beyond

Greed is Dead:
Politics After
Individualism

Feeding Britain:
Our Food Problems
and How to Fix Them

Spent Lives:
Taxi Driving and
the Uber Economy

The Lost Decade:
2010-2020, and
What Lies Ahead
for Britain

Heroes or Villains?
The Blair Government
Reconsidered



The 26th UN Climate Change Conference of the Parties (COP26)

The 26th UN Climate Change Conference of the Parties (COP26) was to take place in Scotland in November 2020 but was postponed until 2021 due to Covid-19. To help ensure this extra time was put to best use, the B-CCaS centre led the COP26Cast, a series of on-camera interviews and Q&As with leading figures from the energy sector, environmental campaigns, and global policymaking, who shared their thinking on the next major climate summit with climate experts from across the University of Edinburgh.

Events included:

COP and the
Climate Crisis:
Setting the Scene

COP, Climate
Change, and the
Financial Markets

COP and the
Individual

COP and Business
Transformation

COP and the
Energy Transition

COP and
Wellbeing
Economies

COP and
Development
Finance for the
Global South

COP and the
Circular Economy

COP Process,
Covid-19 Impact,
and the
Year Ahead

External speakers came from the International Centre for Climate Change and Development; Zero Waste Scotland; CDC Group; Wellbeing Economy Alliance; The UN, and the MET Office.

Since the original COP26 dates in 2020 and into early 2021, the COP26Cast broadcast received over 160,000 views. This series showcased the breadth of B-CCaS in engaging with not only the wider audience which is one the Centre’s aims as this embeds its reputation, but also with industry, and policy makers.

After the success of COP26Cast, the Centre planned a programme of events titled B-CCaS @ COP. Held in the five weeks preceding the rescheduled start of COP26 in early October, the series was designed as a complement to COP26 conference discussions and targeted both internal and external stakeholders. Over the course of the programme, attendees had numerous opportunities to learn and interact with the events in a variety of media:

- **Alumni+ Event** – to celebrate the 10-year anniversary of the Centre’s affiliate MSc Carbon Finance programme (now retitled Climate Change Finance and Investment as mentioned above), alumni from across industry were invited for a special networking session and alumni update. Afterwards, the online session was opened to partners across industry for centre updates and themed discussions, with a special keynote session with Amal-Lee Amin, Senior Advisor of the UK Cabinet COP26 Unit and Director of Climate Change at CDC Group.

- **Thought Leadership Releases** – published with the intent to inform and spark conversation, Thought Leadership releases from four B-CCaS academics were published in-line with each week's theme. They covered: the purpose of business; reinventing governance structures and lessons learned from the Global South; three distinct views on net-zero; and re-thinking carbon offsetting. The net-zero piece was stewarded by on B-CCaS academic who also brought in viewpoints from those at partner organisations Lazard Asset Management and Scottish Widows. These were published on the B-CCaS News Site.
- **Discussion Programmes** – building on the success of COP26Cast, these panel discussions were recorded with experts across industry, policy-making, and academia (including a University of Edinburgh academic in each panel). One panel focused on Financing a Just Transition while the other focused on Governance, Capacity Building and the Global South.
- **In-Person Fireside Chat** – to close the programming, an in-person fireside chat was held in Glasgow on the 5 November 2020 at the Blue Green Glasgow Hub to discuss nature-based solutions at the nexus of business. This was open and free to the public, and was part of the Centre's efforts to support COP26 fringe events focusing on climate solutions.

In tandem with B-CCaS @ COP, the Centre worked with The New York Times on an initiative for the NYT Climate Hub. B-CCaS worked on the Climate Innovators Initiative, which involved the creation of innovation scoring frameworks and a rigorous vetting process to select a diverse group of climate innovators to showcase at the NYT Climate Hub between 3-11 November 2021. This process enabled the Centre to mobilise and lead a group of across the University to directly impact the innovators who were ultimately selected.



Other Events

A significant portion of business school events focus on ethics, responsibility and sustainability topics beyond environmental sustainability. The School's events page (<https://www.business-school.ed.ac.uk/events>) lists 98 workshops, public talks, and invited speakers events over the past 18 months (Nov 2020-May 2022) of which 44 (50%) have an ethics, responsibility or sustainability focus. We here offer examples of such events.

Accountants, purpose and sustainable organisations – a joint event with ACCA (10 March 2021)

With Sharon Machado, report author and ACCA Portfolio Head of Business Reporting, Professional Insight

What is the purpose of the accountancy profession? How can accountants be a force for good, helping sustainable business thrive? These questions were addressed in a discussion led by Sharon Machado, author of the ACCA report 'Accountants, purpose and sustainable organisations'.

HR Relationships with Sustainability, Ethics, and CSR (11 March 2021)

With Dr Tom Calvard, Senior Lecturer in Organisation Studies & Human Resource Management, University of Edinburgh Business School, Dr Lila Skountridaki, Lecturer in Organisation Studies, University of Edinburgh Business School, & Nicola Reid, Learning for Life Programme Manager, Diageo, GB & Europe

This joint event with Chartered Institute of Personnel and Development (CIPD) South East Scotland looked at HR relationships with sustainability, ethics and corporate social responsibility. Dr Tom Calvard, together with Dr Lila Skountridaki, opened the event with a discussion of how to embed the Principles for Responsible Management Education (PRME) framework alongside the CIPD Profession Map, Code of Ethics, and Professional Development in HRM education and development. Nicola Reid, Learning for Life Programme Manager, Diageo GB & Europe discussed the practicalities of embedding these themes in organisations, using examples from her own organisation.

Alumni 100: In Discussion with Renata Scofield Pimenta (10 May 2021)

With Renata Scofield Pimenta, Global Head of Sustainability (Procurement), Diageo

Business School alumna Renata Scofield Pimenta, Global Head of Sustainability (Procurement) at Diageo talked about her career to date that has seen her working in Brazil for IBM and Banco BBM, and more recently driving the sustainability agenda for Diageo globally.

Developing a Successful Career as a Black Academic in the UK (2 June 2021)

The two-day webinar provided some critical perspectives, direction, and ideas on this important issue for black academics. Co-hosted by the Scaling Business in Africa (SBIA) Consortium and Knowledge Bridge Consultants.

The Fairness of Credit Scoring Models (9 July 2021)

With Christophe Hurlin, Professor of Economics, University of Orleans

In credit markets, screening algorithms discriminate between good-type and bad-type borrowers. This is their reason for existing. However, by doing so, they also often discriminate between individuals sharing a protected attribute (for example gender, age, race) and the rest of the population.

Racial Justice in Organisations: What Are We Getting Wrong? (3 August 2021)

With Dr Salima Bhimani, Chief Equity and Inclusion Strategist for the Other Bets, Alphabet

A critical look at how the “race agenda” has been taken up in academia and the tech industry — two sectors assumed to be spaces of progressive thought and action. The talk discussed what we are getting wrong, our responsibility for doing better, and strategies for getting it right.

Slavery in Context: Rising Above Racism in Organisations (18 October 2021)

With Toni Wilson, Principal of AqualInternational Leadership Consulting

October is Black History month in the UK. To mark this moment, the Business School hosted Toni Wilson to address how the legacy of slavery impacts Black life in organisations today. Although slavery institutionalised the notion of racial inequality, Black people have learned to do more than persevere and survive. This session explored the genesis of slavery and the legacy of achievements that have empowered a people that slavery tried to deny. Toni Wilson is the Principal of AqualInternational Leadership Consulting, specialising in the design, development, and strategic cultural integration of diversity and inclusion. She has over 25 years of experience in human resources, consulting to Fortune 100 companies and nationally recognised nonprofit organisations.

Challenges in building Digital Banks around the world (January 2022)

With Dr Konstantinos Tsanis, Digital Transformation Expert, IFC, and Adjunct Professor in Innovation and Financial Technology, Hult International Business School

Scaling Business in Africa (SBIA) member Dr Tsanis delivered an engaging webinar on the Sustainable Development Goals (SDGs) from the United Nations, and how FinTech can achieve them.

Fair Work Scotland (15 March 2022)

with Dr Lila Skountridaki, Lecturer in Organisation Studies and Director of MSc Human Resource Management, University of Edinburgh Business School and Dr Ishbel McWha-Hermann, Lecturer in International Human Resource Management, University of Edinburgh Business School

This was a joint event with the Chartered Institute of Personnel and Development (CIPD) where an expert panel discussed job quality and the living wage within the framework of the Fair Work action plan in Scotland.

Africapitalism: key concepts (22 April 2022)

With Professor Kenneth Amaeshi (European Universities Institute)

This webinar discussed the key concepts of Africapitalism with two leading experts in the field.

Green Lairds and the great carbon offset: how to reconcile natural capital, net-zero and just transition priorities? (4 May 2022)

With Charles Hendry, Honorary Professor and President of BIEE (Chair)

An expert panel discussed the trends for large-scale land purchases for carbon offsetting in Scotland, what is driving these trends, and what the future holds.



10

Next steps 2022-2024

Building on current strengths, we will work to address persisting challenges as well as further integrate ERS into our strategy, research, teaching, operations and engagement activities.

Considering current progress as well as challenges and aspirations, in the 2022-2024 period we will prioritise the following goals:

An important piece of curriculum related work is a move towards decolonising the curriculum, led by the Equality and Diversity Committee. We want to see at least 30% of our courses decolonising curricula.

We will work towards reviewing and addressing gender, BAME attainment gaps, led by the Director of Undergraduate Programmes.

We will work towards the Athena SWAN silver-level award.

We will work towards developing a guiding tool on our engagement with industries contributing heavily to climate change and other global challenges.

In relation to research we want to create a comprehensive reporting / mapping framework which will help in the development of new research opportunities, in resource prioritisation, in School marketing and communications, and in wider engagement.

All Programme Directors are asked to review and revise their course portfolios in line with the outcome of the mapping exercise to ensure that all competencies (including ERS) are explicitly developed across all programmes. We aim to achieve this before the end of 2022.

We will work towards increasing the ERSC faculty membership by at least 30%, from 7 academic members to 10, and encourage ERS members take leadership over initiatives.



Appendix

RME related publications 2020-2022

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