



School of Business
University of Dundee

PRME Principles for Responsible
Management Education

The background of the cover is a composite image. On the left, there is a photograph of a large, historic university building with a prominent clock tower and a domed roof, surrounded by greenery. On the right, there is a photograph of a woman with dark hair, wearing a white top, sitting at a desk and looking thoughtfully to the side. A large blue rectangular box is overlaid on the center of the image, containing the title and subtitle text.

Sharing Information of Progress Report

United Nations Principles for
Responsible Management
Education (PRME)

Inaugural Report - February 2022

Report prepared by:

Dr Kristina Auxtova, PRME Academic Lead
Dr Rasha Abdelbadie, PRME Committee Member
Professor Ian Robson, Associate Dean of Academic Planning and Accreditation
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With the support of the PRME Committee and UDSB colleagues.

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Executive Summary

The United Nations Sustainable Development Goals (SDGs) provide a blueprint for a more sustainable future and as such are integral to the aims of the University of Dundee School of Business – our vision is ‘developing innovative and responsible leadership for a sustainable future’.

The report confirms our commitment to the Principles for Responsible Management Education with Letters of Commitment for our Dean and the Academic Lead for PRME. This is our initial Sharing Information of Progress (SIP) Report and we include background information on the University and the School.

The report is aligned with the Six PRME principles:

	Principle #1	Purpose
	Principle #2	Values
	Principle #3	Method
	Principle #4	Research
	Principle #5	Partnership
	Principle #6	Dialogue

We discuss our current alignment, during the reporting period of 2020-2021, with these six key principles with a focus on the continued integration of ERS research and of SDGs within our curriculum. We acknowledge a lack of available data to demonstrate all our achievements but present key accomplishments such as our impactful research in areas such as female enterprise and sanitation along with key local initiatives such as our involvement with ENACTUS and their project EduPack. The report concludes with a reflection on our progress, an outline of our future objectives and data-gathering strategies and summarises our plans for the future.

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Letter from the Dean of UDSB, Professor Morris Altman

With the establishment of the United Kingdom's newest and fastest growing business school, we decided that it was of critical importance that we become a signatory of PRME and commit to be an active partner in PRME. The Principles for Responsible Management Education is core to the University of Dundee School of Business and serves to guide its future development. This active commitment helps inform our School's vision of, "Developing innovative and responsible leadership for a sustainable future." For this reason, on behalf of the school, I confirm our renewal of our strong commitment to PRME.

What's critical to our vision and our mission as well as to our strategy is to be actively open and engaged in discussion and debate on different ways of doing business. It is vital for the future of our society that students and staff as well as stakeholders understand the opportunities and options available with regards organizing business both on and off the market. It is not all about narrow profit maximization and maximizing the value share prices. All members of the school need to be aware of the bigger picture. This clearly relates, for example, to how businesses and society can be better organised to provide improved levels of wellbeing to their employees, 'greener' ways of operating their businesses, reducing poverty, and creating equality of opportunities for all members of society whilst remaining competitive and sustainable.

It is therefore important that PRME principles be part and parcel of programme development and delivery, research, and stakeholder engagement which is embedded and open discussion.

Under the able leadership of Dr Kristina Auxtova, and the support of Dr Rasha Abdelbadie, Professor Ian Robson, Deborah Park (the PRME admin lead) and other members of school we've endeavoured to move our School in this direction. Building on existing strengths of our School in areas of ethics, responsibility and sustainability, we developed new initiatives and opportunities supporting and encouraging our staff and students to engage with sustainable development in the classroom, research and extracurricular activities. Aimed at our students, we launched a UN SDG Speaker Series and support a new and already very successful Enactus team. To further engage our staff, we introduced a PRME Research Seminar Series and an annual Embedding ERS in Teaching Roundtable and we've also incentivised staff by introducing a Teaching Award 'Embedding PRME into teaching', among other initiatives. This inaugural Sharing Information on Progress Report discusses these new initiatives as well as showcases the various contributions to PRME and advancing UN SDGs made by members of our School throughout 2020-2021.

We will continue to move proactively in this direction for years to come.



Letter from the Academic Lead for PRME, Dr Kristina Auxtova

In February 2020, shortly after the arrival of our new Dean, Prof Morris Altman, University of Dundee School of Business became a signatory of PRME. As a new School, which only became autonomous in August 2019, we were in the process of shaping who we want to be and our commitment to PRME has played a significant role in helping us build on our existing strengths in various areas of sustainability, such as wellbeing or governance, and develop a direction that has a sustainable future at heart.

I was appointed as the Academic Lead for PRME in July 2020. Honestly, I knew little about the initiative, but it was very appealing as my own research focuses on the ethics and regulation of advertising and I have always seen issues of ethics, responsibility, and sustainability (ERS) as important elements in the curriculum as well. Now, a year and a half on, I find myself, and our School, a part of an incredibly supportive community of 800 plus business schools who have a common goal.

I began my role by forming a PRME Committee to support the school's commitment to PRME, and by launching an audit of all our activities – teaching, research, engagement and social impact, and operations – to establish where we're at and what our next steps will need to be. I was impressed to find how many of my colleagues already integrate ERS in their modules, to various extents, and how much of our research and engagement activities are centred on ERS themes as well. Information on our operational sustainability has been much more difficult to obtain and is an area we will need to focus on going forward.

To highlight a few of the achievements of our early journey of embedding PRME into the School's activities, I will start with our student [Enactus Dundee](#) team who have won the 'Newcomer of the Year' Award at the UK National Expo and obtained various funding awards to advance their social enterprise projects. We also launched a [UN SDG Speaker Series](#) aimed at getting students engaged and inspired by how Scottish businesses work towards the Sustainable Development Goals, a [PRME Research Seminar Series](#) focused on encouraging research discussions about ERS themes, and an annual [Embedding ERS in Teaching Roundtable](#) centred on reflection and debate around how to integrate ERS in our teaching. To incentivise staff, the School introduced a [Teaching Award 'Embedding PRME into teaching'](#). Our faculty also demonstrates strong commitment to contributing to the School's ERS agenda, through numerous SDG-related research projects and collaborations, modules and teaching practices and knowledge exchange events and partnerships, some of which this report hopes to showcase.

While this is our first Sharing Information on Progress (SIP) Report, the University of Dundee School of Business has a long-standing tradition of addressing issues of ethics, social responsibility, and sustainability in its research, teaching, and societal engagement and I hope that this report will do justice to showcasing our contributions towards a sustainable future, a future where people can thrive and the planet can flourish. I am proud of what we've achieved thus far, in a very short period, and I look forward to where our commitment to PRME will take us. Embedding PRME is by no means a one-person job in our school and I hope this report will serve as recognition of all those contributing to the sustainable future we strive for.



About University of Dundee School of Business

University history

In the 19th century the growth in population and industrial importance of Dundee saw a demand for the establishment of a higher education facility based in Dundee. Local philanthropists, Mary Ann Baxter and her cousin John Boyd Baxter, made a significant endowment in 1881 to found University College Dundee with a strong social mission to provide both women and men with educational opportunities in the region. The College initially had no degree-awarding powers but developed a matriculation partnership with the University of St Andrews in 1885 and was fully incorporated into St Andrews in 1897 enabling both institutions to grow and to establish a medical faculty. From inception, University College Dundee had a strong emphasis on equality of education and female students made up a significant proportion of the student population. The College also had a notable emphasis on scientific and technical subjects.

Further development took place over the next century, and in 1954 University College Dundee was renamed Queens College and at the same time absorbed the former Dundee School of Economics as well as taking over administrative responsibility for the medical and dental school. Changes in national educational policy in the 1960's led to the inauguration of the independent University of Dundee on 1st August 1967. The new University continued to grow and develop absorbing several Dundee-based independent educational institutions thus creating two new faculties in Nursing & Midwifery and in Education & Social Work as well as taking over the Duncan of Jordanstone College of Art and Design.

The University of Dundee continues to grow and develop and welcomed a new Principal, Professor Iain Gillespie, in January 2021. The University's five-year (2017-2022) strategy ([University of Dundee strategy](#)) is highlighted on the University's website and illustrates the ambition of the institution. A strong sense of serving the regional community while contributing to the global good permeates the work of the whole academic community and reflects the founding purpose of the University. The University values act as guiding principles and together we seek to achieve the vision to be "[Scotland's Leading University](#)" by valuing people, working together and with integrity, making a difference and pursuing excellence.

The University is widely recognised in league tables and rankings for high levels of student satisfaction, for being a triple-intensity research institution and for graduate employment prospects (see [Rankings](#)). Achievements in sustainability and engagement have also been recognised. The University's excellence in Public Engagement was recognised by the award of a Gold Engage Watermark from the National Coordinating Centre for Public Engagement and we have also received an HR Excellence in Research Award. In 2021, the University was ranked top in the UK, and fifth globally, for climate action in the Times Higher Education University Impact Rankings, which measure the sector's success in delivering the United Nations' Sustainable Development Goals (SDGs). The table measures universities' research on climate change, their use of energy and their preparations for dealing with the consequences of climate change.



School of Business history

At the time of the establishment of University College Dundee, the Baxters purchased several buildings on Nethergate, Dundee to provide a core campus within Dundee. These buildings now provide the physical footprint of the modern School of Business. The School of Business is the most recent school established and was granted autonomy from the School of Social Sciences by the University Court in August 2019. Business-orientated educational activity had long been part of the institution's portfolio of activities. The former Dundee School of Economics scholars provided the nucleus of the school from 1954 onwards and complemented the development of a highly regarded and vibrant Accountancy & Finance discipline with close links to the local business community. Management-focused educational activity developed from the 1970s onwards and was confirmed as a core discipline in the School of Social Sciences in 2013; this discipline is a key area of strategic growth for the School of Business.

Strategic direction of the School

A new Dean, Professor Morris Altman, was appointed in January 2020 to lead the newly autonomous School of Business and drive strategic development. The University has a robust five-year and annual strategic planning process involving Deans of Schools and Directors of the central Directorates. In developing the School of Business strategy to feed into this framework we have engaged with a wide variety of stakeholders in what has become an ongoing conversation regarding the impact, academic rigour and relevance of our School. Among all our stakeholder groups, students are given a special place with our innovative Student Partnership Agreement ensuring that they are at the heart of decision making.

Strategic direction of the School

- Growing capability and capacity while focusing on professional accounting and finance, entrepreneurship, digital business, data analytics, teaching and research;
- Commitment to maintaining professional accreditations at programme level and to seeking to demonstrate excellence through the development of new accreditation commitments which will enhance partnerships, research and student experience;
- Embedding responsibility and ethics into the curriculum and providing a focus for this in cross-School research;
- Diversifying and innovating the portfolio of programmes to attract international and full fee-paying students, providing the financial underpinning for growth;
- Investing in impactful research and cementing the social purpose of the School through stakeholder engagement and relationship building;
- Enhancing the student experience and developing our employability focus;
- Encouraging new research to flourish and grow, driving new teaching programme and module initiatives.

The School of Business Vision and Mission

The School of Business is guided by the University's statement of purpose which is, **'To transform lives, working locally and globally through the creation, sharing and application of knowledge'**.

The University purpose and mission statements provided a framework for the development of the School of Business Vision and Mission statements.

Our commitment to pursuing accreditation with the external accreditation body AACSB led us, in 2020, to re-fresh our Vision and Mission statements. A series of meetings and focus groups were held across the whole School community and input into the development of the UDBS Vision and Mission was invited.

School of Business Vision

→ Developing innovative and responsible leadership for a sustainable future

School of Business Mission

→ To deliver an outstanding educational experience through innovative teaching, transforming careers and enhancing employability. **(TEACHING)**

→ To produce high quality research and knowledge exchange which is locally and internationally recognised and has a positive impact on our stakeholders, society and the environment. **(RESEARCH)**

→ To create partnership-driven teaching, research and knowledge exchange that stimulate enterprise and innovation in the local and global community through the prism of social responsibility. **(IMPACT)**

Accreditations

The core programmes in what is now the School of Business have long held accreditations with a number of professional bodies – see **School of Business Accreditations**; and a fundamental part of the new strategy is to seek accreditation with global Business School accreditation bodies, AACSB and EQUIS. Another core strategy is the commitment in 2020 of the School of Business to PRME.

About PRME and our commitments to PRME

Founded in 2007, Principles for Responsible Management Education (PRME) is a United Nations backed initiative that raises the profile of sustainability in business schools around the world. PRME equips today's business students with the understanding and ability to deliver change tomorrow.

In February 2020, University of Dundee School of Business (UDSB) became a signatory of PRME. As a new school that became autonomous only in 2019, we are proud to place PRME at the centre of our strategic development.

Working through Six Principles, PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact, the world's leading voluntary corporate citizenship initiative, which includes thousands of businesses from every continent.

UDSB commitment to PRME







UDSB's new vision **"Developing innovative and responsible leadership for a sustainable future"** was shaped and developed with our commitment to PRME and delivering positive societal impact at its core. It also reflects the University of Dundee's core purpose of transforming lives, locally and globally through the creation, sharing and application of knowledge.

At UDSB, we believe that business schools can make a positive difference and that business can be a force for good in the society.

As a higher education institution involved in the development of future leaders, we thus commit to advancing the PRME Principles as well as UN SDGs within UDSB and beyond and to regularly report on our progress to relevant stakeholders.

PRME Principles for Responsible
Management Education

Our Commitment: University of Dundee School of Business
is committed to advancing Principles of Responsible
Management Education Principles

	Principle # 1 Purpose	We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
	Principle # 2 Values	We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
	Principle # 3 Method	We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
	Principle # 4 Research	We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
	Principle # 5 Partnership	We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
	Principle # 6 Dialogue	We will facilitate and support 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.

Our Commitment: University of Dundee School of Business
is committed to the United Nations
Sustainable Development Goals (SDGs)

SUSTAINABLE DEVELOPMENT GOALS



As part of our commitment to advance the PRME Principles, we also commit to promote and work towards contributing to the 17 UN Sustainable Development Goals (SDGs) through our teaching, research, impact and operations.

The 17 SDGs are at the core of the 2030 Agenda for Sustainable Development, which was adopted by all UN Member States in 2015. This agenda provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. The SDGs represent an urgent call for action by all countries – developed and developing – in a global partnership and address the three dimensions of sustainable development: the economic, social, and environmental.



Actions and outcomes 2020-2022



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 University of Dundee’s core purpose is ‘to transform lives, locally and globally through the creation, sharing and application of knowledge’. Since the institution’s foundation by Mary Ann Baxter, a pioneer for gender equality in education, and John Boyd Baxter, the University has focused on innovation and societal betterment. The University demonstrates its commitment to its mission of transforming lives by world-class teaching and pioneering research and with work that has social, cultural, and economic impact.

In the 2020 edition of the Times Higher Educations University Impact Rankings the University of Dundee was placed 44th in the world, recognising the institution’s efforts in engagement, knowledge exchange and innovation for societal good, measured across the UN Sustainable Development Goals (SDGs). In 2021, the University of Dundee ranked top in the UK and 5th globally for its contributions to SDG13: Climate Action. Professor Iain Gillespie, Principal and Vice-Chancellor of the University, said, “Sustainability is at the heart of our mission to transform lives locally and globally, and so we are delighted to have our outstanding efforts recognised in this way”.

While the University does not currently have a specific Sustainability strategy, it is aiming to develop one in the near future in order to reflect the excellent efforts of the university community in this area and to strengthen our commitments to a sustainable future. At the School of Business, we see ourselves as leaders in the University’s sustainability efforts, integrating our commitment to PRME into all strategic documents, into the School’s Vision and Mission, and, importantly, into all activities of the School. This SIP report seeks to demonstrate our commitment and our achievements in the area of responsible management education.

Since the University of Dundee School of Business (UDSB) became autonomous in 2019, many of its activities have been oriented towards developing positive societal impact. This is evidenced in the School’s new strategic vision and mission focusing on sustainability and social responsibility, our joining of the United Nations Principles of Responsible Management Education (PRME) initiative in February 2020, our institutional partnership with Responsible Research for Business and Management (RRBM) established in May 2021, as well as a wide range of activities engaging with communities locally, regionally, nationally and internationally.

As a modern business school, we have embraced PRME as a key building block of teaching and research that make a positive contribution to welfare and wellbeing. Returning to the local impact intended by our founding philanthropists, the Baxter family, we continue to honour the impetus given to the institution’s creation in seeking to impact positively on our local community while contributing simultaneously to the global community. The School is

very active in social and environmental impact initiatives and supports a wide variety of research, knowledge exchange, and activities aimed at educating our students, engaging them in worthwhile community projects, equipping them with the skill and knowledge to be powerful advocates for change.

UDSB's current mission focuses on **'Developing innovative and responsible leadership for a sustainable future'**. This builds on the previous aim **'to deliver an outstanding educational experience that connects people and organisations to deliver social and economic impact'**, demonstrating not only our current direction but long-standing focus on delivering positive impact. Our specific impact goals are **'to create partnership-driven teaching, research and knowledge exchange that stimulate enterprise and innovation in the local and global community through the prism of social responsibility'**. Building on our long-standing interest in themes of ethics, social responsibility and sustainability and their role in business education, the School's new strategic direction which aligns with the University of Dundee's core purpose, places particular emphasis on these areas with the specific aim of creating positive societal impact.

PRME and ERS Taskforces

Key to delivering on our commitment to PRME, UDSB has appointed an Academic Lead for PRME and established a PRME Committee with representation across academic disciplines and professional services. The development of PRME leadership serves as evidence of UDSB's strategic focus towards work that leads to positive impact within our communities and broader societal betterment.

Academic Lead for PRME. In July 2020, Dr Kristina Auxtova, Lecturer in Marketing, was appointed to lead the School's PRME agenda. Since her appointment, Kristina has focused on building a comprehensive picture of our School's existing engagement with ethics, responsibility and sustainability (ERS) in a systematic way and across all teaching, research, impact and knowledge exchange and operational activities; developing the staff's knowledge and understanding of, and enthusiasm for, the embedding of ERS into their activities; and introducing new initiatives such as an ERS Roundtable as part of the annual Scholarship Symposium. Kristina also acts as the Lead University Advisor for Enactus Dundee.

PRME Committee. A PRME committee was formed in September 2020, led by Dr Kristina Auxtova, Academic Lead for PRME, and with representation from each discipline, as well as professional services and employer engagement, in order to support UDSB's commitment to PRME. The Committee meets 4-6 times per year, with the first meeting having taken place in September 2020. Kristina, as chair of the PRME Committee, regularly reports to the School Board, the School Executive, the Accreditation Committee, as well as Quality Assurance & Learning and Teaching Committee and the Research and Knowledge Exchange Committee. The discipline and other representatives also feed back to their respective areas.

The PRME Lead and Committee are further supported by various other staff members and committees involved in impact work, diversity, equality and inclusivity, as well as student employability; they also work with wider University of Dundee services.

Equality, Diversity and Inclusion (EDI) Coordinator. Dr Seemab Farooqi was appointed UDSB's EDI Coordinator in July 2020. The role of the EDI Coordinator is to proactively support and raise awareness of the University's EDI Strategic Framework by ensuring mainstreaming and implementation of the activities into local practices and decision-making of the School. The Coordinator acts as a facilitator for colleagues in the central support services, to help take forward University equality, diversity and inclusion developments at the local level, and signpost managers, staff and students to appropriate sources of guidance and support. The EDI Coordinator provides assistance and advice to the Dean of School to promote equality, diversity and inclusion across the School to both staff and students; ensures School is aware of best practice developments in equality, diversity and inclusion, and of changes to relevant legislation; raises awareness among colleagues of what is in the School EDI action plan; facilitates good communication and understanding of EDI issues and support, and contributes to promoting consultation with staff and students on EDI initiatives.

UDSB also has an ED&I Committee which has diverse representations of academics, professional services staff, and students. It acts on recommendations from the University's Equality and Diversity (E&D) Committee as they relate to the implementation of equality and diversity policies and good practice. It discusses and develops any appropriate awareness and training opportunities and promotes equality of opportunity and inclusiveness across the School, its departments, for all students, staff and visitors.

Impact Champion. UDSB has a dedicated Impact Champion, Professor Norin Arshed, who aims to raise awareness of creating positive societal impact through research and teaching, to build a culture of impact within the School of Business and to support and assist in potential impact work (**PRME Principle 4: Research**). In addition, the role of the Impact Champion is to organise and host impact seminars (see more in Principle #6: Dialogue) to raise awareness and create links to stakeholders outside academia. The Impact Champion also provides one-to-one support and impact advice.

Public Engagement Officer. The UDSB Public Engagement Officer, also Professor Norin Arshed, is responsible for understanding the public engagement activities within the School of Business and ensuring that these are developed and co-ordinated to create positive societal impact, thus contributing particularly to PRME Principle #5: Partnerships and Principle #6: Dialogue. The Public Engagement Officer provides overall leadership for public engagement relating to research in the School, including guidance and advice on public engagement with research events and activities by School staff and students. They also liaise with local stakeholders to develop public engagement with research activities and work with School staff and students to identify training and facilitate needs in relation to public engagement. This role involves representing the School at the Dundee Public Engagement Forum and aims to ensure the University's strategic commitment to public engagement.

Employability, Enterprise, and Entrepreneurship (EEE) Academic Lead. The role of the EEE Academic Lead, Dr Daniel Clarke, is to promote Employability, Enterprise and Entrepreneurship amongst the staff and student body to support and deliver the University Vision, which aims to "support life-changing learning by working with our students and alumni as part of a world-wide network, enabling people from all socio-economic backgrounds and all parts of the world to be part of our network, and developing our graduates as the most employable and most enterprising in Scotland, through extending opportunities for work experience and entrepreneurial ambition." The EEE

Academic Lead is a member of the PRME Committee and also works closely with our UDSB dedicated Careers Adviser, Employer Engagement Officer and Alumni Engagement Coordinator to deliver an employability programme that reflects our commitment to developing responsible and sustainability literate graduates.

Employer Engagement Officer. UDSB has a dedicated Employer Engagement Officer, held until recently by Ailsa Cormie and now by Jenna Hughes, a role created 4 years ago to support the creation of relationships between the School and external organisations (PRME Principle #5: Partnerships). The purpose of the role is to grow and manage relationships with employers, employer networks, professional bodies and other placement providers in order to source and create opportunities for UDSB students to participate in internships, placements and other relevant experience that will enhance their employability. The Employer Engagement Officer works closely with the UDSB Careers Adviser, Careers Service Employer Engagement Team and wider UDSB staff to ensure placement and employer engagement activity is linked with curricular and co-curricular employability provision. Examples of key initiatives include securing internships for approximately 50 Business Management 2nd year students, managing consultation projects for TPG students, finding live projects and guest speakers for faculty, or organising extracurricular speaker events such as the UN SDG Speaker Series (more on this further below).

Research Ethics Officer. The ethics coordinator, role undertaken by Dr Martin Jones, scrutinises research projects by both staff and students to make sure that they are compliant with the University's rules on research on human beings. In particular, the coordinator needs to make sure that no harm, whether physical, reputational, or otherwise will come to the human subjects as a result of the research. In order to enforce this, anonymity and security of data is insisted on, while health and reputational risks need to be controlled. There is also an element that controls potential fraud- so that replicability and/or transparency of results and findings can be ensured.

Research Integrity Lead. The University appoints Research Integrity Leads within every School. At UDSB, Dr Ahmed Hassan Ahmed was recently selected for this role. Dr Ahmed is responsible for promoting a culture of research integrity in the School and act as an independent point of contact and source of advice for staff and students who would rather speak, at least in the first instance, to someone outside their immediate research environment.

University of Dundee Environment Task Group. At the University level, the Environment Task Group was set up to develop a coherent strategy and action plan aimed at improving the University of Dundee's environmental performance. Some of the work stemming from this group is what initiated the campus becoming greener with its early efforts to move to greener energy in 1996 to reduce electricity costs as well as CO2 emissions. Other initiatives involve running a Bike Pool, introducing University electric vehicles, and running Warp-it, a web-based portal for University staff to upload surplus equipment and furniture and search for wanted items with the aim of reducing these going to landfill.

Research and Innovation Services (RIS). UDSB staff also have access to the University-wide Research and Innovation Services who provide a centralised service to researchers that aims to help intensify the impact of research locally and globally (PRME Principle #4: Research) and facilitate strategic relationships with industry (PRME Principle #5: Partnerships). This incorporates consultancy and service work, Knowledge Transfer Partnerships (KTPs), and a range of

industrial strategy opportunities. RIS also run the Dundee Interdisciplinary and Innovation Forum (DIIF) which aims to increase interdisciplinary working opportunities and research collaborations – both internally and externally with partners and industry. RIS also offers advice on funding opportunities and support for bid development.

Funding and awards for PRME-related activities

UDSB supports PRME-related work by means of the following funding opportunities. While some are specifically targeted at engaging with PRME and ERS related activities, majority have a broader scope. Aligning with the School's strategic direction is highly encouraged in using and applying for funding and all these funds encourage work that is related to ERS and delivering positive societal impact.

- The School funded attendance at the PRME UK&I Chapter Conference 2021 for all staff interested in attending;
- Green Finance Seedcorn Funding 2021, offered by The Centre for Qualitative Research in Finance to mark the CoP26 summit in Glasgow;
- Impact Development Fund Competition;
- Training for Research, Knowledge Exchange & Impact (e.g. CABS, BAM);
- Discretionary funding for international conferences and public engagement;
- Individual staff allocation for research which can be spent on PRME and ERS research and impact activities;
- Staff Development Fund (available to all staff (academic and professional services)), to support CPD, scholarly and impactful activities;
- Scholarship Fund (available for staff on T&S contracts) can be used to further scholarly work and outputs, including in PRME areas (managed by the AD Education, Learning and Teaching);
- Disciplinary budgets (managed by the Head of Teams) used to maximise engagement within the curriculum i.e. guest speakers, live projects, and employability related events, thus developing partnerships, and dialogue.

Within the broader University context, additional funding opportunities are available, examples of which are detailed below:

- The Global Challenges Research Fund aimed at one of four themes: Understanding and Improving Health and Wellbeing, Life-enhancing Creativity and Design, Innovating Technological Solutions to Tomorrow's Problems, and Promoting Social Change to Enhance Diversity, Justice and Socio-Economic Prosperity;
- Institute for Social Sciences Research (ISSR), of which UDSB is a member, provides funding, such as the Interdisciplinary Incubator Grant Funding (IIG) aimed at interdisciplinary research with impact potential and that delivers on the University vision of transforming lives.

The PRME Committee also promotes external funding opportunities related to PRME. In particular, UDSB Staff have welcomed the opportunity to engage with the [PRME UK & Ireland Chapter Faculty Seed Funding Competition 2021](#), and the [PRME UK & Ireland Chapter 2021 Competition for Developing Innovative Pedagogies and Teaching Practices](#).

With respect to awards, to encourage staff to embed PRME into their teaching and engage students with PRME within their curriculum, a [UDSB Teaching Award ‘Embedding PRME into teaching’](#) was introduced in 2020/2021. This award will be made annually in recognition of creative ways of embedding sustainability, ethics, and responsibility in taught programmes. There should be a clear demonstration of creative and effective integration of the PRME principles and/or UN Sustainable Development Goals (SDGs) within a teaching activity or module. The first winner of this award was Dr Stephanie Schreven for her inspirational work on developing a third-year undergraduate module called Business & Society: Responsibility, Diversity & Geopolitics (see more in Principle #3: Methods).

At University-level, the [Honorary Graduates’ Award for Inclusive Practice](#) encourages and supports developing good inclusive practice in teaching or service delivery. The University also offers a series of student awards and in particular the [Wimberley Award](#) for demonstrating extraordinary commitment to the University and the local community. In 2020/2021, this most prestigious undergraduate award was won by Angus Scott, a Business Management student and founding President of Enactus Dundee for his outstanding leadership in setting up an Enactus UK branch at Dundee and supporting and encouraging students and young people to engage in social action and enterprise projects (more on Enactus Dundee in Principle #6: Dialogue).

ERS Capacity Development Programmes

UDSB is working on developing a range of mechanisms to support and develop staff and faculty capacity for embedding PRME principles and UN SDGs into their activities, as well as students’ understanding and engagement with the same, including:

Staff initiatives:

- A [townhall introducing staff to PRME](#), run by the Chair of UK & Ireland PRME Chapter, Dr Alec Wersun (November 2020);
- An [Embedding ERS in Teaching Roundtable](#) was embedded into the School’s annual Scholarship Mini-Symposium to stimulate discussion and learning around PRME and pedagogy (first run in September 2021);
- A series of discipline and school meetings focused on [Decolonising the Curriculum](#) has been developed and is running between September and December 2021
- [PRME Research Seminars](#) – UDSB Research Seminar Series integrating PRME by inviting special guest speakers to present on PRME-related research (first PRME speaker in December 2021);
- PRME Lead offers [one-to-one support](#) for embedding PRME into existing modules or in development of new modules and programmes;

- [PRME Teams Channel](#) used to promote resources, events, and training, and encourage conversation around ERS themes in business education. The information is also shared via a regular update email from the Academic Lead for PRME to all staff and faculty:

- Access to resources, e.g. PRME book series published by Routledge which is now available as e-books via the library, Sulitest, The Alliance for Sustainability Leadership in Education (EAUC);
- Promotion of external events, such as ‘Decolonizing the Business School Curriculum’, ‘Carbon Literacy Training’, ‘Business and Society Research Development Workshop Series’;
- Access to PRME events ([e.g. PRME UKI Conference 2021: Crises & The Rethinking of Responsibility \(funded attendance by UDSB\); PRME Global Forum](#));
- Access to and promotion of RRBM initiatives and events;
- Access to PRME initiatives ([e.g. 2021 Responsible Business and Management Writing Competition – student competition run by the UK & Ireland PRME Chapter; PRME Faculty Seed Funding Competition 2021](#)).

Student initiatives:

- UDSB runs a [UN SDG Speaker Series](#) with Scottish Business Leaders – student-oriented extra-curricular sessions (see more in Principle #6: Dialogue);
- Access to, and promotion of, PRME-related initiatives ([e.g. 2021 Responsible Business and Management Writing Competition – student competition run by the UK & Ireland PRME Chapter; Enactus Employability Fair](#));
- Support in the form of five University Advisors for [Enactus Dundee](#) team working on social enterprise projects in the local community (see more in Principle #6: Dialogue).

Methods for Monitoring Progress

UDSB began the process of monitoring our progress by establishing where we are. Therefore, we launched an audit of the current state of embeddedness of ethics, responsibility, and sustainability (ERS) themes across all UDSB activities – teaching, research, impact, operations. This audit served as the key mechanism for assessment of the engagement with PRME Principles and UN SDGs as well as of the existing data gathering processes.

This initial audit used primarily a self-reporting method to gather information on 1) engagement and impact activities, and 2) the integration of PRME into teaching. A call was sent out to all staff asking them to detail their engagement with external stakeholders and any impact activities they are involved in, whether in teaching or in research. In addition, a survey asked all module leaders to report on their modules’ engagement with PRME and SDGs, also considering how important this was to the module. This was then mapped for each programme and shared and discussed with Programme Leads.

The research related to SDGs element of this audit involved a more centralised approach. The PRME Lead worked with a team from Research & Resources on using a new PURE functionality that tags research and other outputs with SDGs which then supported our data gathering of all research that contributes to the SDGs. UDSB acted as a pilot project for Research and Resources helping them navigate and improve the SDG tagging feature and it was a great way for us to collect data on PRME related research within the School. This work is now complete, guidance for staff on how to best utilise this functionality and what keywords to use to be tagged automatically is being prepared. This functionality will be used annually to monitor the extent of research engagement with SDGs.

The sustainability of operations was audited following Dr Rasha Abdelbadie's reporting scheme designed for disclosure on sustainable development. Dr Abdelbadie's disclosure on sustainable development index (DSDI), which is available from the author on request (rabelbadie002@dundee.ac.uk), adopts stakeholder-oriented sensemaking and sensegiving approach in covering the pillars of sustainable development to offer a novel tool in analysing the dimensions of sustainable development practices of higher education institutions (i.e., society, environment, culture, and economy). Dr Abdelbadie's DSDI builds upon the reporting guidelines on manifest key performance indicators with a critical meaning for sustainable development and SDGs in the HE setting. The PRME Committee found this reporting scheme very useful in guiding us to identify the wide range of policies and initiatives related to operational sustainability. Yet, it was found that much of the available information and data is at University level (and at times outdated), which led us to considering options for more localised, school-level, measurements. The DSDI will be of great benefit going forward in terms of developing new and better data gathering processes.

Going forward, we aim to develop more embedded means of gathering information and evidence from individual staff as well as on the School level for the remaining two areas. These data gathering exercises will be used as a primary means for monitoring our progress against the KPIs specified in this report along each PRME principle. Some specific monitoring, measurement and data gathering processes being developed include:

- Curriculum changes to be monitored for integration of PRME and SDGs. Annual module enhancement forms and programme reviews to be adapted to track and measure progress of embedding PRME and SDGs in teaching;
- Integration of employability and engagement with external stakeholders within modules to be monitored via annual module enhancement forms. This will support measuring of our provision of opportunities for students to impact local organisations and community, as well as monitor our partnerships and dialogue with these external stakeholders;
- Staff will be encouraged to tag their research and other outputs with relevant SDGs to support the monitoring of PRME and SDG related outputs;
- Qualitative evidence of societal impact (across teaching, research, engagement and operations activities) will further be gathered on biennial basis (to coincide with PRME reporting);
- Budgets and investment (both student and staff oriented) to be monitored to track support for PRME-related work;
- School-level operational sustainability measurements to be developed.

Our goals and KPIs in relation to Principle #1

- Annual data collection across teaching, research, operations, and engagement/impact activities.
- Develop (more) effective and efficient measures and data gathering processes to monitor UDSB's engagement with ERS across teaching, research, operations, and engagement/impact activities.
- Continue supporting ERS capacity development programmes through townhalls and other events.
- PRME Committee to meet 4-6 times per year to monitor and review progress.
- Regular reports on progress and developments presented at the School Executive monthly and at the School Board every two months.



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.

UDSB's aspiration is to play a central part in the local community as well as have a positive impact within the society nationally, and globally, as outlined in our mission statement: **“To create partnership-driven teaching, research and knowledge exchange that stimulate enterprise and innovation in the local and global community through the prism of social responsibility”.**

The University values are an extension of its founding ethos, to provide the people of the Dundee region with educational opportunities that were usually reserved for the privileged few in the late nineteenth century. The institution has a deeply embedded cultural disposition toward the common good with a core portfolio of applied sciences, the professions and arts and humanities programmes. The values of the University are as follows:

“Valuing people, working together, integrity, making a difference and excellence.”

The Schools and Directorates of the University are asked to follow these values in all that they do, guided directly by an array of positive policies concerning equality, diversity and inclusion, environmental and financial sustainability, education, and research. The School of Business has identified a gap in its culture in relation to the higher values of the University and PRME through the process of addressing the key Principles. The School is embarking on a stakeholder engagement process to identify its own values and to specifically embrace SDGs in order to strengthen its commitment and to provide an overarching guiding framework for its community.

We believe that business schools are in the position and are equipped to address societal and ecological challenges such as climate change, inequality or poverty and we aspire to play our part in these efforts. We have joined the growing movements for responsible business education (PRME) and responsible research (RRBM) and as shown in Principle #1: Purpose, UDSB has developed a range of mechanisms supporting our staff to engage in work that can make a positive difference. We aspire to actively pursue and contribute to the UN's 17 SDGs for global peace and prosperity.

As **educators** developing responsible and purpose-driven future leaders, we aim to achieve embeddedness of ethics, responsibility, and sustainability within all programmes, and to increase opportunities for our students to engage with and impact on real businesses throughout their studies.

As **researchers**, we aspire to undertake research that addresses problems important to business and society. We will continue developing the impact culture within UDSB and fostering an environment that values research that has societal relevance. We also aim to strengthen the connection between our research and its application in the real world. For instance, as part of the Scottish Universities Entrepreneurship Network, we are extending our research on nurturing scale-ups and the importance of place-based innovation. In collaboration with the University's Centre for Entrepreneurship, we maintain strong links with local employers and offer a wide range of dedicated services to assist SMEs with their training and skills needs.

As an **educational institution**, we aspire to improve our operational sustainability and the University has signed up to the **Race to Zero Commitment**, which is a UN scheme that encourages universities & colleges to commit to achieving net zero – in our case, before the Scottish Government mandated deadline of 2045. The University plans to publish our plan of reducing stage 1, stage 2, and stage 3 emissions within a year of signing the commitments and has established a Climate Action Planning Group to deliver on the commitments.

As a new School in the process of developing its identity, we aim to keep developing our strategy, at teaching, research, and operations levels, by embedding specific SDGs that reflect our strengths and the aspirations outlined above.

Organisational practices

This section reports on our efforts in the areas of environmental and social responsibility, along with our response to the Covid-19 pandemic, which brought its own challenges.

Environmental Sustainability

The University demonstrates that environmental sustainability is at the heart of the institution. It ranked top in the UK, and fifth globally, for climate action in the 2021 edition of the Times Higher Education University Impact Rankings. Outside of the institution, the University continues to demonstrate environmental leadership throughout the city and has been a key driver in the proposed project – **Eden Project Dundee** – as well as in the Dundee Climate Leadership Group, formed in 2021 and chaired by Prof Iain Gillespie, Principal and Vice-Chancellor of the University of Dundee. In October 2021, the University also announced the completion of its divestment from fossil fuels – less than 12 months after stating its intention to do so and 4 years ahead of target.

Professor Iain Gillespie commented that **“the move to a sustainable portfolio [...] actively invests in organisations whose products and services enhance the future of our planet. These include projects to support nations struggling to recover from Covid-19, and to progress green energy projects in the developing world.”**

Within the wider University context, a range of initiatives support carbon emission reduction as well as broader societal wellbeing:

- University vehicles are electric;
- University of Dundee staff and students registered using their University email can charge their cars for free using on campus chargers;
- Bike Pool available to all staff;
- University of Dundee community allotment – a space at the Botanic Gardens where students and staff can get together to grow vegetables;

- ‘Warp-it’ – A web-based portal for University staff that matches those with spare (unwanted or underused) resources with those who need them. This reduces carbon footprint as well as landfill charges and capital expenditure on new items.

UDSB operates within the context of the University of Dundee, which has a long-standing Environmental Task Group focusing on areas of green travel, energy & utilities, awareness raising, and fair-trade status. However, it is becoming apparent through our ongoing PRME audit that despite various university-level policies, little action is undertaken at the school-level or specifically by the staff in our School. It has also proven to be a challenge to collect any current data to work with. Therefore, we aspire to engage the School and its staff in the efforts to reduce the School’s carbon emissions. While there were plans for a new building, designed as a Passifhaus, these had to be postponed as it would be unethical to make such a large investment during the Covid-19 pandemic. Hence, we intend to use our existing spaces more effectively and this is at the core of our Return to Campus plans.

Sustainability in our response to Covid-19

UDSB has significantly reduced its carbon footprint throughout the Covid-19 pandemic thanks to a range of operational decisions. The School was closed from mid-March 2020 to July 2020 and again from late December 2020 until September 2021. During the time we have opened, the use of the buildings was minimal and flexible working encouraged. Indeed, flexible working and office sharing are the tenets of our carbon footprint reduction through reduced commuting, and less space required to be heated and lit. The office sharing has further benefits for staff well-being, community-building, and even staff safety by reducing lone-working. A temporary no-meeting Friday was introduced to improve staff well-being and a ‘No detriment policy’ developed to mitigate the impact of the pandemic on student results.

Social sustainability

The School of Business is committed to developing “Innovative and Responsible Leadership for a Sustainable Future” (UDSB Vision statement) and creating a learning environment that promotes equality, diversity, and inclusion (EDI). The School prides itself on its strong commitment to the University’s core values, although as mentioned above, a School-level statement of values is required to underpin this commitment. Of paramount importance is our commitment to providing and maintaining an inclusive, accessible, and positive learning and working environment that is safe for all of us and free from unlawful discrimination and any forms of harassment, bullying, or victimisation. The School has formed an EDI committee which meets on a quarterly basis.

Some of the School’s Priority Areas are:

1. Decolonising the curriculum
2. Communication and engagement strategy for ED&I and Athena Swan activities
3. Recruitment, career progression and leadership, particularly females

4. Improved communication and awareness of ED&I, increased uptake of training and development, Zero Tolerance for bullying, harassment and discrimination, work-life balance/managing workload.

5. Annual staff and student survey.

For decolonising the curriculum, we are using a phased approach. To start with, we have provided staff significant resources to underpin this development approach such as extensive slides, notes, and articles on decolonising the curriculum and how this impacts on our academic practice. Ongoing discussions are taking place within a dedicated EDI virtual Teams space. The additional reading list provided to staff on EDI and Decolonising contains tool kits, videos, podcasts, blog posts newspaper and HEI useful resources and subject-specific readings, particularly in Economics and Accounting.

We have held both Discipline team meetings and Townhall meetings to present the issues and answer questions with all staff. These have been followed by workshops on decolonising the curriculum in which we invited guest speakers for awareness raising. These activities have led to action planning across the School.

The University achieved the bronze award in its recent application to the [Race Equality Charter](#). This award is indicative of a strong institutional commitment to EDI and provides a very strong platform for the School as it goes forward in re-framing and decolonising curricula.

Our goals and KPIs in relation to Principle #2

- Integrate specific SDGs into our School strategy, at Research, Teaching, and Operations level.
- Hold focus groups with key stakeholders: students, staff, Advisory Board members and alumni, to establish a School values statement relating to PRME.
- Hold 4 Townhalls to embed our School PRME values and to map these to programmes and modules.
- To align PRME values with our AACSB programme improvement plans, identifying learning competence goals and new module opportunities.
- Develop School-level measurements and data gathering processes for tracking the School’s operational sustainability and the impact of initiatives reducing carbon emissions (by 2023).
- Achieve 50% completion of Carbon Literacy Training among all staff by 2025.
- Feed into staffing plans areas of expertise required to further the social and environmental impact agenda.
- Evaluate and redesign curricula in relation to the decolonisation agenda.



University of Dundee
Botanic Garden



Students relaxing
on our campus



Taking advantage of
Dundee's excellent
transport links



Principle #3 Method

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

UDSB offers a wide range of successful undergraduate and postgraduate business programmes that have student experience and employability at their heart. Themes of ethics, social responsibility and sustainability have always played an important role in UDSB curricula, though it is clear that the School's new strategic direction emphasises further embedding of these themes and principles with the aim of making societal impact.

UDSB recognises that business leaders of tomorrow need to play a critical role in tackling the social and environmental challenges and wicked problems of the 21st century. We therefore made the strategic decision to ensure all our programmes embed PRME-related content so that all our graduates are attuned to issues of ethics, responsibility and sustainability (ERS) and develop a responsible mindset so that they can become good global citizens. This move towards embracing sustainability and responsibility agendas was also strongly supported by employers and students whom we engaged in focus groups. Not every module is conducive to integrating such content (e.g. econometrics), but we believe all programmes should integrate ERS themes and challenges.

Reflecting this new direction, many of our programmes include multiple modules focused on developing our students' understanding of ERS. Additionally, several of our programmes have already adapted their programme learning competences and introduced ethics and social responsibility amongst their learning outcomes. For instance, students of MSc Management will achieve in-depth understanding of contemporary business and management issues, including sustainability and social responsibility. Other programmes, such as MSc International Marketing, are working towards strengthening ERS content within existing and new modules that would deliver on similar learning objectives before such learning competence can be adopted.

We began the process of delivering on this strategic direction by mapping ERS content in the curriculum and identifying both good practice and gaps. This section details the mapping process, highlights some of the School's key ERS-related modules as well as of other modules which demonstrate good practice of embedding ERS. It also discusses the systems we have in place to support faculty in engaging with ERS content development and provides examples of ERS-related pedagogical work of UDSB faculty.

Mapping of ERS in the curriculum

In 2020, the PRME Committee launched an audit of the current state of embeddedness of ethics, social responsibility and sustainability themes across all UDSB curricula – this was done via a staff survey. The mapping of modules that include these themes, as aligned by programme of studies, revealed a good level of integration within all programmes including a varied level of embeddedness of ERS themes across their modules. Overall, we have identified many of our modules that already integrate these themes and this exercise also helped us in identifying gaps in these areas where further integration is needed and already being discussed and developed.

Forty of our undergraduate modules and 25 postgraduate modules integrate ERS to various extents. An exemplary programme is the BSc Business Management which has a core module devoted to ERS topics as well as embedding these themes across a number of non-ERS-focused core modules, further supported by many optional modules delving deeper into specific ERS issues. This programme also manages to address a wide range of ERS themes, from environmental through social to economic pillars of sustainability. Recognising our commitment, an external examiner on this programme commented: "I was genuinely impressed to see how effectively sustainability has been integrated into the modules at Dundee, and into the assessments. I would be pleased if my own institution was even halfway to where Dundee are with this integration."

Specifically, the audit revealed that UDSB delivers on its commitment to PRME and achieving societal impact in its teaching activities primarily in two ways. First, we provide access to high-quality education that is increasingly embedding ethics, responsibility, and sustainability (ERS), leading to responsible graduates who positively contribute to the economic vitality of our society. Second, we integrate a number of experiential learning opportunities that aim to deliver societal impact (SDG4: Quality Education & SDG8: Decent Work and Economic Growth).

ERS themes and PRME in the curriculum

Spotlights on some key modules and good practice developing an ERS mindset amongst our students are presented below:

BU31008 Business in Society: Responsibility, Diversity and Geopolitics
Module Lead: Dr Stephanie Schreven
Level: Undergraduate 3rd Year

Introduced in 2019, this module investigates and critically interrogates the relationship between business, or for-profit organizations and society, which is often a tense relationship. Tension can be gauged from the various economic, social, ethical, cultural, and environmental issues and occasional crises that evolve and erupt vis-à-vis business organizations, all of which they are increasingly held accountable and expected to take or share responsibility for.

In focusing on these issues and crises related to various SDGs, the module challenges students to question the purpose of business, as short-term and profit driven. By incorporating stakeholder theory, which is relational, and discussing ethical theories, the module also aims to position students as agents that can make a difference in their future careers, by doing business differently, for a change.

Every week features 'Business in the News' that via newspapers puts the spotlight on a wide range of issues, which students are invited to focus their essay on, ranging from the power of tech giants to sexual harassment, from corruption to obesity, and from climate change to precarious labour via fast fashion. The essay specifically asks students, given what they think the role of business in society is, how the issue of their choice can be addressed and resolved towards doing business more responsibly.

Dr Schreven won the School's first 'Embedding PRME into Teaching' Award in 2020/2021 for this module.



BU41008 Sustainable Supply Chain Management

Module Lead: Dr Boray Huang

Level: Undergraduate 4th Year

The module addresses sustainability issues in the context of increasing pressure on companies to be seen to be acting responsibly in relation to their social and environmental impacts; but also, the increasing realisation, by businesses, that embedding sustainability into strategies can strengthen their competitive position and increase profitability. The module content, therefore, covers the key factors in a changing business environment, such as increasing populations, (meeting) resource depletion, food shortages (and higher prices), climate change, and discusses the multinational government initiatives to address these issues, and the formulation and implementation of sustainable operational strategies by businesses.

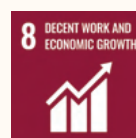
The intended learning outcomes include the capabilities to appraise the key sustainability issues, assess the impact on business organisations, identify the processes by which businesses can embed sustainable development in their strategies, and evaluate how engagement with sustainability can be beneficial to businesses in terms of creating competitive advantage.

BU40001 Social Responsibility

Module Lead: Professor David Power

Level: Undergraduate 4th Year

This module focuses on understanding developments in corporate social and environmental responsibility (CSR). In doing so, the module encompasses the broad disciplinary framework of accounting/accountability. It adopts different theoretical perspectives (decision usefulness, legitimacy theory, stakeholder theory, institutional theory) to better understand the social and environmental responsibility/accountability of corporations in relation to the wider society, including different stakeholder groups: government, employees, shareholders, and civil society organisations. The module draws upon, and is applicable to, real-life situations including how social responsibility information is understood and managed by people within organisations – at all levels – and within wider society. The module covers such topics as environmental management accounting, corporate social reporting frameworks, ethical investment, and the business of human rights. Therefore, it addresses issues relevant to the UN Sustainable Development Goals (SDGs); specifically, SDG 5, 8, 9, and 12. The UN SDG framework is considered at the start of the module and topics/issues relating to these goals are considered in the second half of the module. The UN SDGs are considered as a guide to CSR reporting and assurance as well as a framework for stakeholders concerned with the accountability of corporations.



BU52044 Corporate Social Reporting

Module Lead: Dr Renzo Cordina

Level: Taught Postgraduate

This module takes a critically engaged and socially aware perspective, to provide a theoretical foundation for understanding developments in social and environmental reporting. In doing so, the module encompasses interdisciplinary perspectives from management and accounting. The module integrates traditional and contemporary theories and practices of organizations to better understand the issues of social and environmental reporting and accountability. It also looks at the social responsibility of organisations to wider society, including government, individuals, and groups. The module considers the social responsibility of business for the environment, human rights, and ethical finance. Therefore, it addresses issues relevant to SDG 8, 9, and 12.



BU51001 Corporate Governance

Module Lead: Dr Vicky Lambert

Level: Taught Postgraduate

This module aims to provide students with an understanding of the importance of corporate governance in the contemporary business environment. In this module students are given the opportunity to evaluate recent developments in corporate governance both in the UK and internationally. A number of cases of corporate governance failure are evaluated, and consideration is given to the role that a lack of ethical behaviour has had in such failures, with the importance of corporate culture in shaping ethical behaviour in organisations also considered. Other key aspects of this course include socially responsible investment (SRI) and corporate social responsibility (CSR). This part of the module includes a consideration of different approaches that may be used for SRI, motivations of CSR activities, and the role of institutional investors in SRI. Different case studies on corporate social and environmental responsibility are analysed to provide students with a better understanding of these issues.



BU41020 Microeconomic Policy

Module Lead: Professor Paul Allanson

Level: Undergraduate 4th Year

Microeconomic Policy is a capstone module of the undergraduate economics programme, being a core requirement for single honours students and a popular option with students taking joint degrees in economics and politics. This position in the curriculum reflects the importance of economic policy within the discipline, with economics graduates expected to know how to apply economic reasoning to policy issues in a critical manner and have the ability to discuss, analyse and evaluate government policy.

The module explores the use of economic principles to design, guide and interpret various aspects of economic and social policy by examining in some depth a limited number of contemporary microeconomic issues. Topics covered in recent years have addressed a number of the Sustainable Development Goals (SDGs) including the trade-off that Governments across the world have faced between saving lives and preserving livelihoods in their response to the



COVID-19 pandemic (SDG3), the importance of taking incentive effects into account in the design of welfare provision so as to alleviate poverty without discouraging economic self-sufficiency (SDG 10), and the evaluation of the effectiveness of active labour market programmes to help the unemployed find work (SDG 8), among others.

The focus on practical economic problems of current policy interest illustrates to students how economists can contribute to the policy process by helping in the formulation of policy problems, the design and implementation of policies and the evaluation of their performance. In the main piece of continuous assessment for the module, students are asked to choose one microeconomic issue and critically assess the success or otherwise of a policy intervention designed to deal with that issue. The open-ended nature of this assignment encourages students to explore in depth the ability of economics to inform the design and implementation of some policy of particular concern to themselves. Over the years this has resulted in work of an exceptional standard covering a diverse range of issues including carbon pricing, congestion charging, minimum unit pricing of alcohol, public smoking bans, organ donation policies, university tuition fees, arts funding, labour market reform, immigration policy and many more. More generally, this breadth of topics reflects students' engagement with the challenges identified by the SDGs to promote prosperity while protecting the planet.

BU21006 Economics of an Unequal World

Module Lead: Dr Martin Jones

Level: Undergraduate 2nd year

Economics of an Unequal World is a deliberately non-conventional economics module that has been constructed to give different viewpoints on one topic of particular interest in the world today - that of inequality. It is taught by four academics who have an interest in this area and who are given freedom to develop a particular area that is cognate with their research strengths and interests. The module has four topic areas: Measurement and statistical analysis of inequality (Prof Paul Allanson); Global inequality (Dr Yin Zhang); Theories of Justice (Dr Martin Jones); and Inequality in the UK (Dr Carlo Morelli/ Prof Morris Altman). In all cases the content is intended to bring forward various different viewpoints on inequality, its causes and importance. There is no prior ideological commitment and basic questions are asked, even about whether inequality is an important issue or not.

In particular, the module aims to place economics within a wider framework of society and to ask questions that are not explicitly asked in economics modules. Specifically, whether policies can be arranged to mitigate the inequality, what these policies are and how effective they will be. This also creates an intellectual ethical background for those students who go on to an economics-based career and have to make such policy decisions. Students in this situation will have an overview of the ethical and policy issues rather than merely relying on their own intuition and prejudices.



Further Examples

In addition to these modules designed to focus on ERS themes, UDSB faculty widely engage with these themes within their various modules and programmes. Some best practice examples and new developments can be found below:

Sulitest

UDSB obtained an institutional licence for Sulitest, a Sustainability Literacy learning tool, which helps integrate sustainability and SDGs into our modules.



- We ran an introductory session on how to use Sulitest in September 2021 with Estela Pilz and now several staff have started embedding it into their teaching.
- Sulitest was first introduced in [BU11005 Step Up to Business \(Dr Daniel Clarke & Dr Stephanie Schreven, UG 1st Year\)](#), a study skills module core for all Business Management students. STEP stands for supporting student transitions and enhance program. It focuses on helping students cultivate the habits of mind, develop approaches to their learning and nurture the skills that will ensure that they not only survive but thrive in / through / during their degree. At its core, the module is about **being** and **becoming** a professional student as well as an independent, critical, and curious learner, and - therefore - **belonging** to a community of scholars. Furthermore, with an eye on employability and building pathways to extra-ordinariness and thriving, key to this module, in tandem with developing an inquiring mind, is developing digital literacy skills as well as thoughtfulness in terms of developing an appreciation for and understanding of the importance of **relationality, responsibility, sustainability and ethics**. Finally, another key feature of this module is working with others and in teams, cultivating students' ability to work together with **respect, empathy, compassion, and tolerance, in recognition of inequality and discrimination, and by embracing equality, diversity and difference**. Sulitest is integrated into the curriculum, providing the opportunity for students to test their own **sustainability literacy** thereby offering a 'jumping off' point to help students further develop self-awareness and enhance knowledge of self in the face of social and environmental challenges.

Behaviour change and developing ethical mindsets

- Embracing the idea that business and marketing tools can and should be used responsibly and for social betterment, students of [BU42008 Marketing Communications and Branding for Transitional Change \(Dr Kristina Auxtova & Dr Mark Passera, UG 4th year\)](#) consider the use of marketing communications for **positive behavioural change** related to a range of SDGs (3, 5, 12 and 13 in particular). Students have the opportunity to develop a marketing communications plan designed to reduce one's food waste or red meat consumption, encourage carsharing, get audiences vaccinated or act on their mental health problems, thus encouraging positive social and environmental behaviours. The module is further underpinned by ethical theories for responsible advertising and marketing practices (SDG12 and SDG16) and responsible targeting (SDG3, SDG5 and SDG10), engaging students in an authentic assessment in the form of **student-produced podcasts** that embed ethics, responsibility and sustainability learning.



Of particular interest is students feeding back that they developed new (or strengthened existing) **ethical mindsets** and were inspired to enact change in their consumption practices and influence others to do the same.

Assessment contributing to the SDGs

- Real world projects are a great opportunity for students to have impact on local businesses and charities. As part of its core focus on developing students' skills and understanding of research methods and consultancy practices, **BU30010 Research Methods and Consultancy Practices (Dr Daniel Clarke, UG 3rd Year)** engages students with real world projects for local businesses and charities. One of the assessment pieces asks students to specifically highlight how their proposed project contributes toward delivering on (at least one) of the **UN SDGs**. The external examiner for this module commented: **"The project briefs are engaging and well written and I was particularly pleased to see the explicit inclusion of PRME and SDG outcomes in this, and the embedding of sustainability and ethics in this project"**.

Sustainability as a key contemporary concern

- Placing sustainability at the forefront of discussions of contemporary issues the world and businesses are facing, students of **BU52004 Contemporary Accounting Issues (Taught Postgraduate module led by Dr Ahmed Hassan Ahmed)** cover topics such as Integrated Reporting, Carbon Disclosure & Performance, and Accounting for Biodiversity. One of the main aims of this module is to foster a deeper understanding of contemporary accounting concerns and issues to be facilitated by immersion in current topics. These example topics are clearly linked to the UN Sustainable Development Goals (SDGs); more specifically, SDG 8, 9, 12, 13, 14 and 15.



Experiential learning for societal impact

Internships and Summer Projects

Within UDSB curricula, ongoing experiential learning opportunities and use of live projects are key in delivering societal impact. In particular, the **UG Internship Module (Year 2)** and the **TPG Summer Projects** include opportunities to work on live consultancy projects and to undertake internships, allowing students to contribute to the organisations they work with.



- Trystan Powell, Strathearn Consultancy and Glen Luss Distillery, comments on his experience of working with UDSB students on UG internships and TPG summer projects: **"Working with the University of Dundee Business School and having access to high quality students has been invaluable. As a business we have been able to develop new strategies and ideas for our clients as they navigate the ever-changing business world. As a small business it is great to work with students from a diverse range of cultures and backgrounds encouraging peer to peer learning and developing my teams understanding and perspective."**

- Tayside Biodiversity Project, one of the internship providers, commented **"The ZoomIn2 project website urgently needed reviewing; insufficient staff time meant the project kept being shelved. Hosting a student has allowed us to catch up - and get invaluable feedback/recommendations from a different age group than we normally work with."**

Live Projects. A number of modules integrate real life experiences and local case studies to give the students an opportunity to experience working with a real-life client and to make a positive impact on the organisation. Examples of such live projects include:

- Students on BU40025 Marketing Research Project (module led by Dr Andrzej Kwiatkowski) collaborate annually with Dundee University Student Association (DUSA) on research projects that deliver predominantly commercial and economic impact (SDG8), but also environmental (SDG13), and societal - particularly health and wellbeing (SDG3) impact. Trevor San, DUSA representative, states: **"DUSA used to act on manager's 'gut feeling' as opposed to data - as a result many initiatives failed. DUSA had a fear of change, often just not have a sufficient understanding to have the confidence to undertake new initiatives. 4th year market research projects has given DUSA the confidence to overcome some of these issues."** Trevor has been involved in a range of the commercial projects pertaining to DUSA's bars, catering, nightclub, and retail operations. One of the 2018/2019 projects tested **"DUSA's Food & Beverage Department strategy on the student population, in order to assess the viability of DUSA's proposals and calculate the value of the student market. [It] surveyed 700 students using two different surveys [and] identified overwhelming support for DUSA's proposals and that the Students' Association was only achieving a fraction of its sales potential during the daytime. [A]s a result DUSA: redecorated and rebranded The Liar bar [and] began to investigate building a dedicated kitchen within The Liar bar (this was stopped as a result of lockdown)"**.

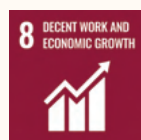


A 2019/2020 Project focused on market segmentation identified four different tribes in the student population. This resulted in DUSA “**changing its Freshers’ Week format to include food and drink based events and exercise and activities; [shifting] its focus from night-time alcohol sales to a café daytime orientated approach, including building a daytime pavement café - The Terrace; [and] developing a new Events Department strategy, introducing a wider range of events**”. This reflects a healthier approach to student social life.

- Students on **BU51017 Customer Experience Design** (module led by Dr Daniel Clarke) annually undertake projects with local organisations focused on improving the experiences for the client’s customers. For instance, the students have designed sensory & behavioural experiences for the Innerpeffray Library, tour experiences and brand story for Bothies & Bannocks, experiential events for Glendoick café at Ninewells Hospital or customer experiences for the Crannog Centre. The organisations report on positive impact and improved customer experiences stemming from these collaborations.



- In 2020, students on **BU52008 Marketing and Management Strategy** (module led at the time by Dr Kristina Auxtova) developed a marketing strategy for a children’s book ‘The Christmas Present’ to enter the Chinese Market (SDG8). Additionally, **the University of Dundee Marketing Society** worked on three projects focusing on increasing the market presence of this book in existing markets. Alexander McCabe, the author of this book commented in April 2021: **“The impact upon my business from collaborating with both the Marketing Department and the Marketing Society has been both significant and hugely positive and these are relationships and associations that I am very proud of and keen to strengthen and develop over the coming years. As a direct result of these projects, the students were able to identify a unique niche in a massive new market for my business in China and provide multiple strategies on how to exploit our brand most effectively and efficiently commercially within this market in the short, medium and long-term. Some of these strategies are being utilised at the moment and we expect to see these results develop over the next year or two. The professionalism, dedication and commitment, not to mention the passion and motivation consistently demonstrated by each of the students to the projects was absolutely fantastic and a reflection of the excellent support and guidance provided by the academic staff. Honestly, I cannot speak highly enough of all involved”**.



- In 2021, students on **BU52025 Digital Marketing** (module led by Dr Szu-Hsin Wu) undertook a project developing a well-thought out and bespoke digital marketing strategy for Career Guidance Charts, thus supporting the growth of a local SME in a new market.



Faculty development in teaching ERS

A **bank of resources** devoted to embedding PRME in the curriculum has been developed by the Academic Lead for PRME. This is shared with all faculty via a school-wide Teams channel and staff are regularly updated as new resources become available. A part of this resource bank includes access to the full PRME book series published by Routledge & CRC Press. An easy to use toolkit or guidance to follow will also be developed.

To encourage discussion and sharing of good practice, an **Embedding ERS in Teaching Roundtable** was designed and embedded into the School’s annual Scholarship Mini-Symposium. It is intended that this will run every year in order to stimulate discussion and learning around PRME and pedagogy. This was first run in September 2021 very successfully with over 20 participants and very engaging debates (see more on this in Principle #6: Dialogue).

Part of the faculty development work is devoted to **Decolonising the Curriculum**. This stream of work is led by Dr Seemab Farooqui, UDSB Equality, Diversity and Inclusion Officer. She has developed a series of discipline and school meetings that are running between September and December 2021 and focus on engaging each faculty member with the process of decolonising their own modules.

ERS Scholarship

The Scholarship Mini-Symposium, as well as the PRME UK & Ireland Annual Conference, acted as an opportunity to further demonstrate the wider engagement of our faculty with their own development in the areas of ERS teaching and their engagement in developing pedagogic research. Several projects to be highlighted are:

- Dr Kristina Auxtova, Dr Daniel Clarke & Dr Stephanie Schreven’s work on ‘Drawing marketers as a technique for inspiring students to aspire to be more responsible’, discussed at the Embedding ERS in Teaching Roundtable 2021, presented at the PRME UK & Ireland Conference 2021, and currently being prepared for a book chapter.
- Dr Alison Fordyce, Dr Gizella Marton & Dr Justin Hof’s conceptual mapping of ‘The teaching of Ethics in Accounting Research’, presented at the Scholarship Symposium 2021.
- Dr Kristina Auxtova’s work on ‘Student podcasting as an innovative assessment strategy for embedding ethics, responsibility and sustainability into marketing education’, presented at the Scholarship Symposium 2021 and at the Academy of Marketing Conference in July 2021.

Professor Norin Arshed collaborated with Ecoanalytes Ltd and Panagiotis Kyriakopoulos (Researcher, Adam Smith Business School), to develop **‘Kids Take Action Against Plastic’** – an educational project for both primary and secondary schools highlighting the significance of reducing and recycling plastic and equipping pupils and students with valuable knowledge, experience and entrepreneurial skills through a series of eco-friendly activities. Through educational presentations, and by introducing environmentally friendly refillable cleaning and sanitising products and enabling pupils to set up their own businesses via a ‘Business Club’, schools can provide real-life experiences to positively impact education, society and the environment to achieve a more sustainable future. This would add a ‘green’ element to the curriculum around environment and entrepreneurship, which is not currently widely available in the UK. Erik Smyth, the CEO of Ecoanalytes Ltd, commented: “Great experience working with Norin Arshed and the School of Business at the University of Dundee on our green enterprise initiative for schools,” further showcasing our partnerships for societal impact (Principle #5).

Our goals and KPIs in relation to Principle #3

- Integration of PRME related data gathering and analysis into annual review processes at module and programme level.
- Increase transparency of how modules and programmes address PRME and UN SDGs by integrating this into module and programme specifications and/or outlines.
- Annual collection and analysis of data on module and programme level embeddedness of ERS.
- Development of measurement of impact of PRME related teaching on students and alumni.
- Development of an easy-to-use toolkit on how to embed ERS when developing new modules or programmes.
- Increase adoption of Sulitest across programmes and explore the Sulitest certification once it is developed and launched.



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.

Business and management research has deep-rooted traditions of excellence in the University of Dundee extending back to the 1930s when internationally significant economists such as Duncan Black and Nobel-laureate Ronald Coase were in their first academic posts. Since then, business and management research has evolved along the traditional disciplinary lines of Accountancy & Finance, Economic Studies and, latterly, Management & Marketing. They were brought together in 2015 as part of the School of Social Sciences but became an independent School; the University of Dundee School of Business (UDSB) in August 2019.

As of 2021, our vision for research, knowledge exchange and impact (RKEI) aims to achieve leading impact through excellent research that transforms lives and creates significant public value – locally and globally. Therefore, the UDSB research strategy prioritises developing a vibrant and enabling RKEI culture that embraces the University's inter-and multi-disciplinary research themes. At UDSB, we believe that steering attention to impactful and 'engaged' research is only possible through involving our Business Advisory Board members, senior organisational executives, and policymakers to shape a sustainable public value.

We have taken several measures to implement our strategic research priorities. UDSB has adopted a thematic approach constructed around complementary cross-cutting research clusters, which frame our drive for excellence and embed RKEI into daily activities. UDSB also promotes active participation and leadership of cross-school research collaborative endeavour aligned to the University's vision of Transforming Lives. We have oriented our research mission towards the UN Sustainable Development Goals (SDGs) and UN Principles for Responsible Management Education (PRME). This has gone hand in hand with building on existing disciplinary strengths with practitioners, the professions, and policymakers to remark our sustainable growth of RKEI strategies and activities. In so doing, we have ensured that public engagement activities are our pivotal pathway in which our research is made widely available to make an impact on the national, regional, and local economy in alignment with the University's policies on Open Research and signatory status to the Declaration on Research Assessment (DORA).

In May 2021, we have become an institutional partner with Responsible Research in Business & Management (RRBM), a global network of business schools and partners dedicated to responsible research practices for better business and a better world – a partnership that further demonstrates our commitment to make a positive difference by undertaking research that is credible, useful and a force for good.

UDSB pursues interdisciplinary research projects that aim to achieve both current and potential sustainable impact at regional, national, and international levels. At heart of our research ambitions is its applicability to policy and practice which contributes to the University's reputation for excellence in collaborating with, informing, and being acknowledged by policy makers, practitioners, businesses, and academics outside of business and management.

In this context, UDSB seeks to extend the reach of our impact to achieve an increasingly significant contribution to the UN SDGs. We believe our ambitions are best achieved through further strengthening our existing disciplinary structure and by working together in our porous thematic clusters. UDSB fosters great synergies for evolving public value in cross-disciplinary research clusters of **Health, Wellbeing & Education; Entrepreneurship, Innovation & Creativity; and Markets & Governance**.

These clusters open up considerable opportunities for UDSB to interface with research support networks across the Schools of Social Sciences, Education & Social Work and Health Sciences through the Institute of Social Sciences Research (ISSR), as well as through wider University networks (Figure 1). UDSB thus builds on the benefits of traditional professional specialisation while learning through engagement with ISSR and the University's interdisciplinary themes.

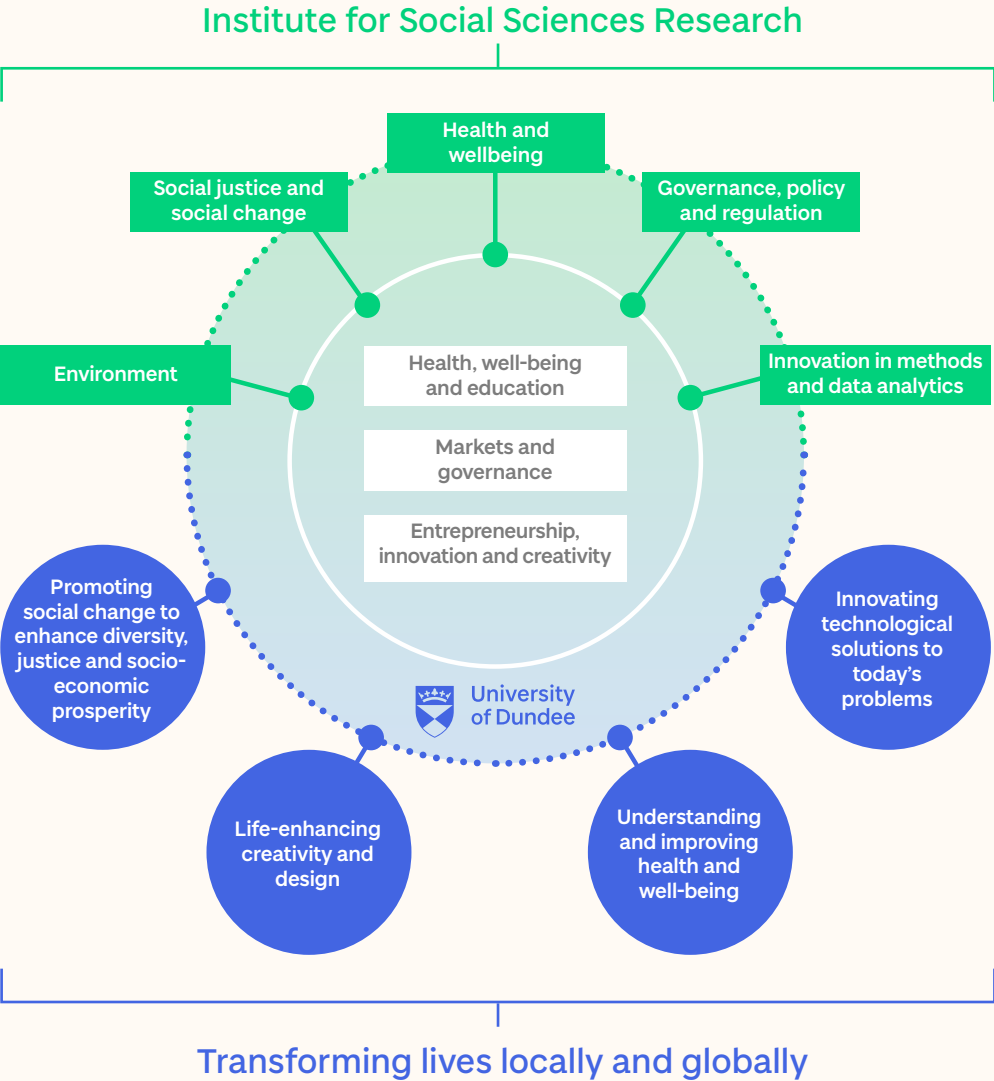
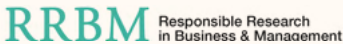


Figure 1: Alignment of UDSB within ISSR and University interdisciplinary research themes

RRBM Partnership supporting responsible research

We are proud to be part of the Responsible Research for Business and Management (RRBM) initiative, a global network of business schools and partners dedicated to responsible research practices for better business and a better world. UDSB has responded to the call to action for addressing the crises of integrity and credibility of science. Our research agenda refocuses the business research ecosystem from research-oriented toward scholarly impact to research that has societal relevance which achieves humanity's highest aspirations. Towards that end, joining RRBM has been inevitable to present the UDSB's positive role in the Dundee local community towards extending such a role to the national and global communities. Our RRBM membership strengthens our mission to be a part of a global movement that aims to make a positive difference by undertaking credible and useful research so that business can be a force for good in society. As such, our partnership with RRBM emphasises the School's ongoing commitment to embedding ethics, responsibility and sustainability not just into teaching but also into all of the School's activities. Taking an active voice in RRBM has mapped our accreditation ambitions that currently focused on Advanced Collegiate Schools of Business (AACSB) accreditation.



Research Outputs and SDGs

The audit undertaken to identify research related to PRME (the process for which is explained in Principle #1) has revealed a strong representation of ERS themes in our research. In particular, we analysed the key areas of sustainable development that our research contributes to. A more longitudinal perspective (2010-2021) revealed our core strengths being SDG8 (with 67 contributions), SDG3 (with 62 contributions), SDG10 (with 54 contributions), and SDG7 (with 38 contributions). We also contribute across 15 of the 17 SDGs (see Table 1 below). This analysis clearly reflects and supports the key research themes & clusters of the School.



Table 1: Number of research outputs contributing to SDGs

SDG	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
2010-2021	0	3	62	20	6	2	38	67	7
2020-2021	0	1	14	4	2	2	13	11	4

SDG	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
2010-2021	54	13	28	19	2	0	19	1
2020-2021	6	2	6	6	0	0	9	0

In 2020-2021, the key SDGs we contributed to are SDG3 (14 contributions), SDG7 (13 contributions), and SDG 8 (11 contributions). The full list of PRME-related research outputs from 2020-2021, along with which SDGs they contribute to, can be found in [Appendix 1](#).

For example, Professor Yu Zhu in his paper on the decomposition of student achievement gap by gender explains that “as overall educational attainment is rapidly improving, more attention and effort should be devoted to ameliorating the enormous and often increasing inequality in its education system, along various dimensions including the gender and urban-rural divide” (p. 13) (SDG 5). Also, Dr Sudharshan Reddy Paramati’s study on the role of clean energy in reducing CO2 emissions establishes that “the need for continuous clean energy deployment in reducing emissions and electricity consumption is emphasized. By investing in clean energy resources, the country will reduce the burdens of fossil fuel consumption, and simultaneously reduce emissions. Policy advisers and the government think-tank should promote effective policies for the growth of clean energy generation and with specific applications in the real economy” (p. 5544) (SDG 7). Interestingly, research by Dr Alison Fordyce on fossil fuel reserves, resources reporting, and un-burnable carbon identifies “when and how un-burnable carbon could be recognized in corporate reporting” (p. 1) and explains “why contrasting accounts of the value of fossil fuel reserves co-exist [...] and what] processes would be required in order for the value ascribed to fossil fuels to be established in a way that reflects both economic and ecological rationales” (p. 18) (SDG 12 & 13).

Meanwhile, our PhD Programmes incentivise graduates to focus on PRME-related research themes as well. We extend the opportunity to cross PRME disciplinary boundaries through supporting and making offers to PhD researchers who wish to address challenges of sustainable development. With the support of UDSB supervisory teams, our PhD scholars work on multi-disciplinary projects addressing, for example, quality of education (SDG 4), strong institutions (SDG 16) and economic growth (SDG 8).

We have also joined the University of Dundee’s “100 Research Projects” initiative to welcome PhD research themes that help close knowledge and practice gaps around sustainable development goals. Some of these projects call for PhD studies around guiding schools to improved performance (SDG 4), labour market returns to education (SDG 4 & 8), global cryptocurrency regulation (SDG 16), value and creativity in the craft sector (SDG 8), accounting for social mobility, migration and geography in trends in health inequalities (SDG 3, 10 & 11) and co-creating tourist experience under pandemic and climate change crises (SDG 11 & 13).

Funded PRME-related research

We have some excellent funding awards for PRME-centred external research and impact activity over the last two years. For example, Dr Stephanie Schreven and Dr Kristina Auxtova have been awarded an Interdisciplinary Incubator Grant of £1,080 from the Institute for Social Sciences Research (ISSR) for their project ‘Stigma of smell: The co-evolution of social exclusion and the legitimacy of the deodorant industry’. ‘Stigma of smell’ is a pilot study that aims to analyse how deodorant advertising balances the stigmatisation of smell with a de-stigmatising solution - the use of deodorant. In leading to social exclusion, stigmatisation is well documented to negatively affect well-being. Combined, this dynamic establishes boundaries for exclusion and inclusion, making inclusion possible, but also conditional, while simultaneously legitimising a product and industry.



Dr Daniel Clarke and Dr Keith Dinnie have been awarded £2500 from the University of Dundee Innovation and Impact Development Fund (IIDF) for a project titled “Exploring the possibilities of upcycling spent grain from brewing to develop innovative sustainable products”. Dr Clarke and Dr Dinnie have worked with a Dundee-based micro-brewer, Danny Cullen, founder-owner of Law Brewing Co. to culminate in a workshop bringing together Zero Waste Scotland, the James Hutton Institute, Circular Tayside, Community First UK and local retailers with a sustainability mission to scope the possibility of doing more with the grain leftover from the brewing process.

The University of Dundee Innovation and Impact Development Fund (IIDF) has also granted Professor Graeme Martin, Dr Keith Dinnie and Dr Stephanie Schreven an award of £2500 to research factors influencing, and the impact of, the employer brand of NHS Tayside. This project has been undertaken with Working with the Directors of HR and Corporate Communications to investigate the existing employees’ perceptions of how they view NHS Tayside as a place to work and what might help the region’s largest employer become more attractive and engaging for prospective and existing employees.

Professor Norin Arshed received an award of £2500 from the Women’s Business Station to explore how the social enterprise can be scaled to ensure and build up impacts for the year 2021-22 through producing a short report toolkit for women entrepreneurs seeking to grow in the post-pandemic environment. Professor Arshed has also responded to invitation to submit an application with Ecoanolytes towards understanding the company’s activities, particularly its ‘Schools and Colleges’ project. This project seeks to further understand the how older school students can establish entrepreneurial businesses using environmentally friendly cleaning and sanitising materials, and in doing so, gain valuable knowledge, experience, and an entrepreneurial skill set.



Research and Knowledge Exchange Newsletter

UDSB has been forefront in telling the stories about our PRME-related research internally and externally. Our Business School Research and Knowledge Exchange Newsletter sheds light on the UDSB ‘Impact’ agenda that is a key theme in much of the work we do as a business school. The Newsletter features the School’s continual work in developing an ethical research and impact agenda through conference organisation activity, enabling income generation for impact, student research, public engagement and our published research outputs. For instance, Dr Renzo Cordina and Professor Graeme Martin presented online research seminars to staff and students of Gift University, one of our key partner institutions in Pakistan. Dr Cordina presented an in-depth Introduction to Environmental Accounting, while Professor Martin discussed his research on employee engagement, organisational trust and corporate reputations.

Centre for Qualitative Research in Finance

Since 2013, UDSB housed the Centre for Qualitative Research in Finance (CQRF) to develop the growing employment of interviews, case studies and other non-quantitative methodologies in contextualising the complex interaction of financial systems involving financial firms, financial markets, financial transactions and many regulatory and stakeholder actors with many other constituents of the real economy and the rapidly changing global climate

system. To mark the COP26 summit in Glasgow in November 2021, CQRF promoted a “Green Finance” initiative to explore the potential of qualitative research methodology to improve understanding of the transformative potential of finance to drive changes in the real economy such that challenging GHG (Greenhouse Gas) emissions targets and other indicators of environmental performance are met. Applications were encouraged that reflect this agenda in the context of Green Transactions (e.g. loans, bonds, index portfolios), Green Financial Firms (e.g. banks, insurance, fund managers), and Green Financial Markets (e.g. green bonds, securitised green loans and green crowdfunding processes).

Research with societal impact

Key examples of a range of SDGs-centred research goals and outcomes towards producing positive societal impact by UDSB academics across our research clusters are illustrated below.

Women enterprise policy. Professor Norin Arshed’s research informed and influenced policy for women’s enterprise in Scotland. As a direct result of her work exploring why women’s enterprise policy has struggled to increase the rates of small business ownership by women entrepreneurs, Professor Arshed was appointed as an Independent Government Advisor to the Minister for Business, Fair Work and Skills, and also awarded a highly competitive Scottish Parliament Fellowship to continue the work. The Fellowship is for the duration of ten months on a two-day a week basis, during which Professor Arshed is seconded to Parliament to generate an evidence-base for use by women entrepreneurs, economic development agencies and policymakers. Her research will provide an in-depth understanding of the state of women-led businesses during the COVID-19 crisis and their needs in its aftermath in Scotland. This research will produce regular policy briefs, published on the SPICE (Scottish Parliament Information Centre) website and a final report with a toolkit to be presented to Parliament. The project will potentially inform two current Scottish Parliamentary Committees: Equalities and Human Rights Committee and the Economy, Energy and Fair Work Committee, and thus lead to a further impact case for the next REF exercise.

Additionally, Professor Arshed along with Panagiotis Kyriakopoulos (Researcher, Adam Smith Business School) have been working with Women’s Business Station to review processes and strategy to suggest ways to scale their activity to ensure social and economic impact for the year 2021-22. Together they produced a toolkit for women entrepreneurs focused on the post-pandemic environment. A ‘WBS Social Impact’ Measurement Guide was developed as a tool for measuring the social impact of Women’s Business Station using specific measurements for capturing its economic and financial performance, its social effectiveness, and its institutional legitimacy.

Corporate Tax Tracker. Professor David Power and Dr Renzo Cordina collaborated with Transparency International on developing a new ‘Tax Tracker’ portal intended to uncover evidence of tax evasion by banks through profit-shifting from high-tax to low-tax countries. Transparency International EU’s Corporate Tax Tracker is a tool that allows the public to examine the data reported by 39 of the largest banks in Europe.



Crowdfunding of renewable energy projects. Professor Bruce Burton and colleagues secured grant income from the EU Horizon 2020 Programme for research into crowdfunding of renewable energy projects, which has led to the production of influential knowledge exchange events, for example, a European Policy Workshop for Crowd Funding Research, Brussels 2017, and published reports Guidelines for Crowdfunding Platforms Interested in hosting Renewable Projects. This work is influencing policy makers and businesses who seek to use crowdfunding platforms for renewable projects, and to the production of high-quality journal articles.

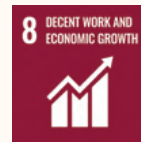
Funeral Poverty. Dr Carlo Morelli has Membership of the Scottish Government Expert Panel of Social Security and Dundee Community Commission on Poverty. His work has led to an influential report on alleviating funeral poverty, which recommended Scottish Government and UK government regulation over the funeral sector to protect vulnerable families. This work has resulted in the establishment of Funeral Link, a new charity in Dundee, and will be further developed by an ESRC/SGSSS studentship jointly supervised with Geography.

Healthcare and clinical leadership and culture change. Professor Graeme Martin was appointed as Non-executive Vice-Chair of the Board of NHS Tayside, and Chair of its standing committees on Staff Governance and the Remuneration Committees, and nonexecutive Board member of both Dundee’s and Angus’ Health & Social Care Joint Integration Boards. These public appointments have resulted in extensive cooperation and joint research projects in the field of healthcare and clinical leadership and culture change. Moreover, Professor Martin researched Getinge, a global medical supplies company based in Gothenburg, and Waracle, a local, scale-up company based in Dundee, over the period 2017-20. This led to strategic change in these organisations and further collaboration via Martin’s appointments as Visiting Professor at the University of Gothenburg’s Centre for Global HR and Chair of its Academic Advisory Board, collaboration with a large Swedish hospital and co-funding of a PhD with Getinge AB to evaluate changes in work organisations post-COVID19, as well as accolades of Academic Fellow and, more recently, nomination for Companion of the Chartered Institute of Personnel and Development in recognition of his contribution to research, policy and practice in HRM.

Labour market returns to education. Professor Yu Zhu participated in and organized multiple knowledge exchange events, including expert panels for the Department for Education, the Resolution Foundation Private Roundtable on returns to higher education and the Graduate Labour Market Ministerial Roundtable for the Department for Business, Innovation and Skills. The knowledge exchange events led to influential published reports and academic articles on labour market returns to education for the UK Department for Education, and on the benefits of STEM skills for individuals, society and the economy for the Royal Society. Professor Yu Zhu also undertook research for the Institute of Fiscal Studies and the Department for Education into the graduate premium, extensively cited in the Augar report.



City, region and nation branding. Dr Keith Dinnie's consultancy work and participation in committees and Boards develops positive impact on policy in the field of city, region and nation branding. Keith was appointed Director of Visit Dundee Ltd, Member of Dundee City Branding Group, Member of Universities Scotland International Committee Branding Group, Member of Tsinghua University Internationalisation Advisory Panel (Tsinghua University, China), which provides the basis for further impact. Specific impact includes a consultancy report for Brand Scotland in association with Helleau Ltd in which a series of brand positioning statements were generated to guide Brand Scotland's future strategic direction. In his role as a Non-Executive Director on the Board of Visit Dundee Ltd, Keith influences the organisation's strategy and engagement with local business, Visit Scotland, and the Scottish Tourism Alliance. He played a leading role in the successful application for funding of £50,000 from Visit Scotland's Sector and Destination Operational and Market Readiness Fund. As a member of Universities Scotland International Committee Branding Sub-Group, he links the work of Brand Scotland to the work of the committee in terms of positioning Scottish higher education in the global market.



Dr Keith Dinnie

Our goals and KPIs in relation to Principle #4

- Annually gather information on SDG related research outputs using PURE.
- Develop an annual gathering mechanism for information on societal impact activities.
- Continue to develop an impact culture within the School.
- Continue to integrate PRME, SDGs and ERS themes into research activities.



Principle #5 Partnerships

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.

At UDSB we engage with a wide range of partners across the business, public and non-profit sectors at local, regional, national and global levels. We believe that partnerships with external stakeholders are at the core of designing research and teaching for real-world social and environmental impact and thus make business schools more relevant to the communities in which they operate.

While some partnerships have already been highlighted in the research impact work in Principle #4: Research; this section focuses on UDSB's major relationships and partnerships with external stakeholders that are at the heart of our contributions towards efforts addressing social and environmental challenges.

While historically partners have not been selected with a specific ERS-oriented agenda, we aim to develop an ERS-oriented approach to reviewing potential new partners. We hope to strengthen and engage with further UN Global Compact members to support our wider activities and contributions to the UN SDGs.

A key initiative in developing and supporting engagement with stakeholders from the community is the establishment of a Business Advisory Board, in 2020, with 23 members from the local community (corporate, public and third sector backgrounds), and chaired by Omar Pacha, Manager and Head Coach of the Dundee Stars. The Board meets four times a year to discuss and advise on a range of issues and has recently established a series of short-life groups to examine how impact can be enabled. Individual members work with academics to co-develop pathways to impact and contribute to impact seminars. Existing relationships with the members of the Board have led, for example, to joint PhD funding from NHS Tayside and Getinge AB to research post-COVID leadership and work organisation implications.

To support the School and the University in delivering impactful research and teaching, UDSB also recruited five Entrepreneurs in Residence in October 2021. The five entrepreneurs are Lucy-Rose Walker, Neil Macleod, Andrew McLauchlan, Gordon Donald, and Amr Moustafa. The aim of this initiative is to develop a OneDundee approach to entrepreneurship and innovation, underpinned by business support (i.e. incubators, accelerators, spin outs, financial expertise), student projects, consultancy, strategy, teaching, research and impact collaborations and building relationships across the University and with external stakeholders.

Finally, UDSB promotes a culture of collaboration and internal relationships in addition to the building and strengthening of external partnerships. This is because internal relationships are key to breaking down silos between disciplines and encourage more cooperation and interdisciplinarity. All committees, including the PRME Committee, are comprised of members of each academic discipline as well as professional services, and often students, to challenge any existing silos and integrating the different perspectives each of these groups bring.

Key partnerships with external stakeholders

Appendix 2 presents the key partnerships with external stakeholders that UDSB holds, particularly those focused on contributing to sustainable development. These range from employer engagement relationships, through research and knowledge exchange collaborations and consultancy to bringing external organisations into the classroom. Engagement with these businesses, public and third sector organisations and the broader society is key to our aspirations of developing positive societal impact. As evidenced by the number and wide range of relationships developed, cultivated, and nurtured in support of this ambition, UDSB staff are well connected to the business, public and non-profit sectors, allowing for the development of varied opportunities in research, teaching as well as employability.

Examples

Dundee Stars

The Stars are owned by a local Dundee family who make little to no profit from the team and rely very much on sponsorship from other local firms to keep the club afloat. The ice arena is in a low-income area of Dundee – and thus the on-ice advertising (we have three kick boards on the ice and a large board in the stands), plus the university crest on all player jerseys is helping to create visibility and may increase widening access.

The MSc Management offers funded places each year to Dundee Stars Elite Ice Hockey Team (highest level of ice hockey in the UK). The scholarship builds on the growing interest in ice hockey and ice skating within Dundee and the recipients come mostly from North America, and either already have, or go on to establish a professional network in Canada/America. This allows the School to foster relationships into this market which helps improve our international standing and ability to recruit from an under-utilised market.

The Stars have provided us with learning opportunities for undergraduate and postgraduate modules. The undergraduate Internship module has regularly placed students with the Stars – and this led to one student working part-time as the commercial manager, before joining the club full time when he graduated and he now is one of the commercial team at Rangers FC. Three students have worked with the Stars on their dissertation, and we have used the Stars as a live project in UG Strategy class and Post-graduate Digital Marketing module. The General Manager is currently teaching on a postgraduate module ‘Managing and Leading in Sports’ and also chairs the School Advisory Board.



Michelin Scotland Innovation Parc (MSIP)

The partnership between MSIP and Dundee School of Business (led by Dr Stephen Knox) falls within the wider remit of the University’s partnership agreement with MSIP. Currently, we are exploring how the Business School can engage by providing their higher education expertise in business management to MSIP and MSIP affiliated companies with low-carbon transition agendas. Specifically, there are two projects we are exploring at the moment:

The first is developing a ‘Green growth, innovation and leadership’ programme as part of the MSIP Skills Academy of offering. This programme will be jointly delivered between the School of Business and Centre for Energy, Petroleum and Mineral Law & Policy (CEPMLP). It will involve delivering TPG modules focused on strategic management and leadership, environmental sustainability and just transition in a flexible, part-time basis for MSIP members and affiliates. Targeting working professionals, this is a ‘medium-term’ project which we hope to be in place by September 2022.

The second is looking to develop a more condensed 12-week programme focused on strategic management and growth which would fall under the UK Governments ‘Help to Grow’ scheme. This would be contingent upon the School of Business being accredited by the ‘Small Business Charter’. While this would be targeted more broadly to the Tay Cities area, it would be designed and promoted with the MSIP partnership and green growth agenda in mind. This is a ‘medium-to-long-term’ project.

Law Brewing Co
James Hutton Institute
Zero Waste Scotland

Dr Daniel Clarke and Dr Keith Dinnie are involved in research aiming to ‘upcycle’ spent grain from the brewing process to create new and innovative products. “The idea of tapping into contemporary consumer appetite to support local and sustainable practices is gaining momentum and this opens up access to new markets and ways of supporting more sustainable business practices,” said Dr Clarke. “The upcycling of spent grain from the brewing process to create new and innovative products presents an opportunity to do more while producing less waste, thereby delivering both environmental and socio-economic opportunities that otherwise might not be realised if grain continues to be sent to landfill. Best practices developed through this project might also be shared with other brewers of similar size and scale, providing opportunities for regional engagement and collaboration.”

Beyond these key partnerships, UDSB also engages with a number of local, regional and national organisations from a range of sectors who provide internships, as well as consultancy, research, and other live projects giving our students the opportunity to gain practical experience and develop their employability skills, e.g. Tayside Biodiversity Project, Strathearn Strategic Consulting, Glen Luss Distillery, The Circle, WCF Horticulture, DC Thomson, Cellexus, Feeling Strong, JD Wilkie, Johnston Carmichael, Scottish Institute of Business Leaders, Dundee Museum of Transport, Dundee Social Enterprise Network (DSEN). A number of business professionals from the local/regional community regularly act as guest speakers within and outside of the classroom, e.g. Kev Anderson (AppsFlyer), Alexei Matveyev (Kyndryl), speakers from





Dundee Stars in action
at Dundee Ice Arena



Michelin Scotland
Innovation Parc



Danny Cullen from
Law Brewing Company

Ecoanalytes, Women's Business Station, Social Security Scotland or NCR offering an insight into real-world business practice and boosting student employability.

In addition to the listed partnerships and research collaborations with a number of businesses, and public and third sector organisations to deliver research and teaching that is useful and relevant and that makes a positive difference, UDSB faculty engages with other academics, universities and university research centres (e.g. Academy of Medical Royal Colleges' Faculty of Medical Leadership and Management; a Key Technology Partnership with UTS in Sydney; the Centre for Global HRM at the University of Gothenburg; the Centre of Entrepreneurship, Innovation and Strategy at the University of Twente; University of Bergamo).

UDSB engages with a range of professional accreditation bodies, particularly through the Accounting & Finance group. ICAS, ACCA, and CIMA represent our major accreditation relationships, followed by ICAEW, ICAI, and AIA. Chartered Bankers Institute has recently also been added to our accreditations, and we are working with CMI on redeveloping our relationship. The key rationale for these relationships revolves around requirements of professional bodies and the benefits it brings to our students in gaining exemptions.

Partnership Conference

University of Dundee School of Business and International Partners Research Conference. Co-hosted by the Workshop on Sustainable Socio-Economic Development (WISSED), University of Dundee, and partner institutions, the focus of this annual conference, first introduced in November 2020, is on issues related to **socio-economic development** and its aim is to encourage research collaborations across the participating institutions and between individual researchers.

With the University of Dundee School of Business, the participating partner intuitions include:

- DNUI, Dalian Neusoft University of Information, Dalian, China;
- GIFT University, Gujranwala, Pakistan;
- PSU, Prince Sultan University, Riyadh, Saudi Arabia;
- SDMIMD, Shri Dharmasthala Manjunatheshwara Institute for Management Development), Mysore, India;
- ULCCS, Uralungal Labour Contract Co-operative Society, Kerala, India;
- UUM, Universiti Utara Malaysia, Kedah, Malaysia;
- UEB-VNU, University of Economics and Business- Vietnam National University;
- Dalhousie University, Canada.

Engagement with PRME networks

Since we became a PRME signatory in February 2020, we have embraced the many opportunities available to us to engage with the PRME network, through PRME chapters, competitions, events, and conferences. In order to embed ourselves within the PRME network, UDSB joined the **PRME UK & Ireland Chapter** in August 2020 and has joined the current efforts of developing a **Scottish Local Network**.

PRME Regional Chapter UK and Ireland 7th Annual Conference: Crises and the Re-Thinking of Responsibility. A number of UDSB faculty attended this event and represented the School on several fronts. First, Dr Kristina Auxtova was invited to be a panellist in an opening plenary discussion of Prof Keri Facer's pre-event seminar on 'Re-framing "the student" in the climate crisis'. Second, Dr Kristina Auxtova, Dr Daniel Clarke and Dr Stephanie Schreven presented a paper entitled 'You gotta start somewhere! Drawing marketers as a technique for inspiring students to aspire to be more responsible', which created a lot of insightful discussion. Third, Dr Stephanie Schreven and Dr Kristina Auxtova also presented a poster entitled 'Stigma of smell: The co-evolution of social exclusion and the legitimacy of the deodorant industry'. Finally, several doctoral students have participated in the doctoral colloquium.

PRME Chapter UK & Ireland Responsible Business and Management Writing Competition 2020/21. Several students submitted entries into this competition demonstrating student engagement with PRME values. Two students from Dr Boray Huang's module BU41008 Sustainable Supply Chain Management have been rewarded for their efforts: Blaise Bonar won the second prize in the UG essay category for his well-researched case studies on sustainability in the brewing industry; Charlie Nimmo was among finalists in the same category. Congratulations!

Engaging with the PRME network more broadly, UDSB faculty have applied for funding through the **PRME UK & Ireland Chapter Faculty Seed Funding Competition 2021** and participated in PRME events at local at and global level. Championing our membership of the PRME network, Dr Kristina Auxtova took part in the **PRME Global Chapter Forum 2020** and 2021, a range of **PRME UK & Ireland Chapter Webinars** such as 'No Going Back: Post-Corona Reconstruction Program' by Prof. Muhammad Yunus (December 2020), a number of **PRME Education Academy Seminar Series** events, such as 'Decolonising the Business School and Implications for PRME' (March 2021) or 'Why we should stop teaching CSR - and what we should do instead' (May 2021), and **PRME Chapter Talks** - How to write an award-winning SIP Report: Lessons from the front line! (April 2021). It has been invaluable to have the support of the network to get us started on our PRME journey.

Our goals and KPIs in relation to Principle #5

- Develop an SDG, ERS approach to reviewing potential new partners (by Jan 2023).
- Attendance at the annual PRME UK & Ireland Chapter Conference and other PRME events.



Principle #6 Dialogue

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

Underpinning many of the activities and initiatives discussed so far is the sixth PRME Principle: Dialogue. With UDSB's mission to deliver impact locally and globally, it is important to be in dialogue with the various local and global stakeholders to understand the social, environmental, and economic challenges they are facing.

While some of these conversations are an integral part of the partnerships discussed above, this section presents a range of events, opportunities and initiatives developed to engage our students and our faculty, as well as the wider public in conversations about social and environmental sustainability.

UDSB's strategy to foster dialogue on PRME-related topics is centred on engaging with all the key stakeholder groups: students, faculty, and the wider publics. A range of initiatives is developed for and by the students to support the formal curriculum; faculty is engaged in cross-disciplinary initiatives discussing ERS pedagogy, research as well as ways to achieve positive impact; and debates with wider public are facilitated through various topical events, newsletters and other forms of knowledge exchange.

Student-led and student-oriented initiatives

UDSB supports several student societies that engage with sustainable development and societal impact initiatives. As student societies, the initiatives are student-led but they receive support from UDSB faculty and staff who act as their academic mentors or advisors. UDSB also offers extra-curricular events and careers resources that demonstrate our commitment to engaging our students with PRME and SDGs.

Enactus Dundee. In 2020, a University of Dundee Enactus Team was developed with the goal of delivering positive societal impact in Dundee communities by means of creating social enterprise projects. The Team is led by a Level 4 UDSB student, and while the 42 members are from across the University, majority of them are from UDSB. The Team is also supported by four academic advisors from UDSB and UDSB's own Careers Advisor. The team is off to a great start, working on four projects launched in its first year:

1. **EduPack** focusing on closing the creative child attainment gap by providing educational supplies for primary school pupils in deprived areas of Dundee (SDG 1: No Poverty; SDG 10: Reduced Inequalities; and SDG 4: Quality Education);
2. **BoostDundee** focusing on developing employability and life skills for homeless youth in deprived areas of Dundee (SDG 1: No Poverty; SDG 3: Good Health and Well-being; and SDG 10: Reduced Inequalities);
3. **ReKindle** focusing on alleviating loneliness amongst the elderly in Dundee care homes (SDG 3: Good Health and Well-being; and SDG 10: Reduced Inequalities);



4. **On You Grow** focusing on sustainable food growing (SDG11: Sustainable Cities and Communities; SDG12: Responsible Consumption and Production; SDG13: Climate Action).

The team have already won funding called Race 2 End Poverty with their BoostDundee project as well as funding from the Ford Community Challenge for the EduPack Project and from the Carousel for Change Competition with their newest On You Grow project. They have also been awarded 'The Newcomer of the Year' at the Enactus UK National Expo, and Angus Scott, the founding President won the most prestigious undergraduate award the University of Dundee has to offer, the Wimberley Award, for his exceptional leadership in engaging students in social action with positive impact on the University and Dundee communities. "This year has been about building strong foundations that will then allow us to start making a real impact in the community," Angus reflected. "I can't see the momentum stopping. I can only see it growing and getting bigger and better. I'm looking forward to seeing what Enactus Dundee will achieve in the future." Now in the second year, the team is focusing on moving forward with the projects and starting to deliver impact for their chosen beneficiaries. Enactus Dundee has been a key element in the discussions and debates on issues of social and environmental issues amongst UDSB students and their success in triggering these discussions and turning them into actions is demonstrable in the number of students involved and the tremendous efforts put into setting up such a successful Enactus Team in a very short time.



The Enactus Team has a strong support network not only at the University, but also within the community and local organisations as well as Enactus UK. Dundee Social Enterprise Network (DSEN) works with the team and is a great resource for Social Enterprise business information/knowledge. Enterprise works closely with our team as well.

Other student societies in the School of Business also engage in activities that have a positive impact. For instance, the **University of Dundee Marketing Society**, established in 2018, offers opportunities to take part in live marketing projects that create positive impact on local businesses. An example of success was the summer 2020 project for Alexander McCabe and his children's book 'The Christmas Present'. The students developed marketing plans to increase consumer awareness of and engagement with the product and the brand, some of which are currently being implemented by the author (as already mentioned in Principle #3: Method). [SDG8]

UN SDG Speaker Series Learning from Scottish Business Leaders. Launched in November 2020 by Ailsa Cormie, UDSB's former Employer Engagement Officer, the UN SDG Speaker Series is a series of student-focused extra-curricular events where Scottish Business Leaders discuss how they work with, and contribute to, the UN SDGs. Our first year of the series saw two speakers – beginning with Catherine Caddell from Enterprise (25th November 2020) and followed by Susan Fouquier from Royal Bank of Scotland (3rd February 2021).

How to choose an ethical employer. The Careers Adviser for the School of Business has noticed that an increasing number of students are expressing an interest in working for companies whose values match their own and are asking how they can research the ethics of a company. In response to this, in November 2021, the Careers Adviser delivered a workshop, open to all students, called **"How to choose an ethical employer"**. This was a discussion-based workshop, aimed at getting students to think about what 'an ethical company' means to them - this could include environmental concerns, CSR, equality and diversity in the workplace and in the recruitment processes, or a focus on flexibility and wellbeing. Students were encouraged to start with themselves and their own values and were then given some tools to help them research the values of an organisation. The School of Business hopes to build on this in the future with more emphasis on researching and choosing an ethical employer.

Marcomms Ethics Pod. Students of an undergraduate honours module BU42008 Marketing Communications and Branding for Transitional Change have a class podcast, Marcomms Ethics Pod, devoted to themes of ethical and unethical practices and issues in marketing communications. Discussing ethical and moral issues in the practice of marketing communications, the students challenge the industry to act more responsibly and encourage the audiences to question and critique what they see or hear.

Key events

Embedding ERS in the Curriculum Roundtable. As an important part of our strategy to encourage debate and reflection on PRME and SDGs in our teaching and our curricula, a Roundtable entitled 'Embedding ERS in the Curriculum' was introduced as part of the annual Scholarship Symposium. The first iteration of this roundtable took place in September 2021 with the participation of over 20 UDSB faculty members. A summary of key discussions is below.

Dr Kristina Auxtova, Academic Lead for PRME, opened the roundtable and set the scene for the discussions by highlighting the importance of contemplating our own practices and of the pressures placed upon business education. This was followed by our Dean, Prof Morris Altman sharing his understanding and vision of ERS in the curriculum. Morris highlighted ERS is often ill-defined and thus the need to be open to different perspectives of what ERS is.

He envisioned every programme (not every module) integrating ERS so that all the students who graduate from UDSB are attuned to ERS issues and challenges, while remembering our responsibility to develop their employability. He also shared a range of specific points on how to expose students to ethical thinking.

We then moved to discussing our four submitted topics of discussion, starting with Paolo Monachello sharing his experiences of embedding the concept of the triple bottom line through simulations and contextualised assessment. Dr Martin Jones raised a debate around different thought schools in economics which create a certain 'image problem' of the field which is often seen as overly concerned with efficiency at the expense of welfare. That said, he argued that UDSB is an example of good practice of adopting an ethical approach to economics. Dr Daniel Clarke explored ways of introducing students to ERS through drawing which is seen to create a safe space for students to express themselves and is argued to challenge assumptions, develop a responsible mindset and lead to transformative action. Considering the idea of creating a safe space, with Dr Stephanie Schreven, we explored the connections between ethics of critique and ethics of care in the context of transformational learning.

A few further discussions have risen among the participants, such as that of concerns about presenting students with one set way of thinking ethically and not imposing one ideology – indeed, we should not be imposing one ethical ideology, but rather giving students the opportunity to learn about different ethical approaches and theories and encourage them to think for themselves, to adopt what resonates with them. We finished the discussions with participants reflecting on how take this forward. Mapping ERS learning and SDGs across programmes and indicating this in module outlines was proposed (and is now a planned point of action as can be seen in Principle #3: Method). Daniel reflected on all that we learned and discussed during the session and proposed we crystallise some of this thinking and write a collective story, a collaborative piece of work, to share UDSB approaches to embedding ERS more widely – and we hope to be able to share this with the PRME community soon.

Fast Fashion, Alternatives and Critique. In the lead up to CoP26, the University of Dundee School of Business, in collaboration with Duncan of Jordanstone College of Art & Design and the V&A Dundee, organised an exciting series of online sessions in October 2021 that grappled with key issues around the social and environmental unsustainability of fast fashion. A range of speakers from academia, local businesses, charities, and the V&A shared their work, discussed alternatives to fast fashion, and offered the necessary critique of the current situation.

The event was led and chaired by Dr Stephanie Schreven and Dr Kristina Auxtova from UDSB and included 12 speakers: Dr Kat Duffy (Glasgow University), Dr Lucy Wishart (University of St Andrews), Prof Steffen Böhm (University of Exeter), Dr Helen Goworek (Durham University), Kerrie Alexander (KerrieAldo), Fa Rukh (House of Aristocrats), Naomi Ross (Sioda UK), Joyce Reid and Jade Anderson (Gate Church International), Kirsty Hassard (V&A Dundee), Dr Jen Ballie (V&A Dundee), and Claire Adholla (DJCAD, University of Dundee). Attended by about 45 participants on average across the three sessions, the event was very engaging and full of discussion. Informal feedback from students highlighted that the event helped open students up to the kind of work / range of opportunities associated with sustainable fashion.

Sustainability Forum 2021. Run by the Institute for Social Sciences Research, of which the School of Business is a part, and chaired by Dr Stephanie Schreven, the 2021 Forum focused on the theme of ‘Transitioning to Sustainability: Understanding the Past, Shaping the Future’. The conference not only addressed sustainability in relation to environment, but also in the context of unsustainable divisions that account for widening inequalities and the escalation of conflict. In both regards, the theme remains as urgent as ever. Dr Schreven commented: **“In the face of urgency, we cannot be complacent, but we can also not give into despair, which is paralysing like anxiety. With time being of the essence, the conference aimed to be an intervention, enabling disciplines to come together, in search of interdisciplinary solutions and cooperation that sustainability calls for”**. Subthemes of the event included: ‘Social Justice & Social Change’, ‘Environment’, ‘Health & Wellbeing’, ‘Innovation in Methods & Data Analytics’, ‘Governance, Policy & Regulation’, and an open theme. Each of the themes was chaired by a faculty member from one of the member schools, supported by a PhD student.

PRME Research Seminar Series. UDSB long-standing Research Seminar Series has embraced the integration of PRME by inviting special guest speakers to present on PRME-related research. Our first PRME seminar took place in December 2021 – we welcomed Professor John Ferguson and Dr Marisa McVey who presented their work on translating human rights into the corporate context. It is planned we would dedicate three research seminars annually to PRME speakers.

Impact Seminar Series. Run by the UDSB Impact Champion, this seminar series focuses on encouraging and supporting research that can lead to positive impact. Key event organised was the Impact Culture Training with Professor Mark Reed in 2020 focused on developing an impact culture within the institution. Examples of other sessions include ‘Industry: what do public and private organisations ‘want’ from academics?’, ‘How can business management scholars impact policy in Scotland?’, ‘How can business management scholars have impact with small businesses?’, or ‘Working with national organisations: how and why?’.

Our goals and KPIs in relation to Principle #6

- Continue supporting Enactus and other business student societies that engage in ERS activities and initiatives.
- Continue integration of PRME into the School’s Research Seminar Series by inviting three speakers annually, and continue running the Impact Seminar Series.
- Run an ERS-themed roundtable annually as part of the Scholarship Symposium.
- Develop webpages devoted to showcasing UDSB work in ERS across teaching, research, student activities and operations.

Assessment of progress

Table 2: How UDSB is contributing to, and advancing SDGs

SDG	How UDSB is contributing to, and advancing SDGs
	<ul style="list-style-type: none"> → Contributing through our research on funeral poverty, and co-operatives → Enactus Dundee’s projects: EduPack, BoostDundee
	<ul style="list-style-type: none"> → Currently limited contribution
	<ul style="list-style-type: none"> → Contributing through our research on healthcare and clinical leadership and culture change (Professor Graeme Martin appointed as Non-executive Vice-Chair of the Board of NHS Tayside among other roles), health inequality → Enactus Dundee’s projects: ReKindle, BoostDundee
	<ul style="list-style-type: none"> → Promoting quality education to develop responsible leaders for a sustainable future as reflected in UDSB vision → Contributing through our research on ERS pedagogy, labour market returns to education and graduate premium engaging with the Department of Education → Enactus Dundee’s projects: EduPack
	<ul style="list-style-type: none"> → Contributing through our research on women enterprise policy (Professor Norin Arshed was appointed as Independent Advisor in the Scottish Government and as a Scottish Parliament Fellow), funeral poverty, diversity and equality → Contributing through EDI initiatives focused on increasing number of women in senior or leadership roles
	<ul style="list-style-type: none"> → Contributing through our research on impact of sanitation and safe drinking water on infant mortality rate
	<ul style="list-style-type: none"> → Contributing through our research on energy efficiency, crowdfunding of renewable energy projects, and eco-efficiency in the use of water and energy
	<ul style="list-style-type: none"> → Contributing through our research on city, region and nation branding, co-operatives, and ethical business practices

SDG	How UDSB is contributing to, and advancing SDGs
	<ul style="list-style-type: none"> → Contributing through our research on crowdfunding of renewable energy projects, women enterprise policy, SMEs, funeral poverty, healthcare and clinical leadership and culture change, employer branding, upcycling in brewing processes, co-operatives
	<ul style="list-style-type: none"> → UDSB contributes to reducing inequality by its efforts to decolonise the curriculum → UoD applied for the Race Equality Charter bronze award → Contributing through our research on health inequality, country by country reporting, tax evasion, financial inequality, and co-operatives → Enactus Dundee's projects: EduPack, BoostDundee, ReKindle
	<ul style="list-style-type: none"> → Contributing through our research on city, region and nation branding, tourism and conservation, eco-efficiency in the use of water and energy → Our engagement in the Michelin Scotland Innovation Parc Partnership by jointly developing and delivering the 'Green Growth, Innovation and Leadership' programme → Enactus Dundee's projects: On You Grow
	<ul style="list-style-type: none"> → Contributing through our research into ethical and sustainable consumption and production, such as the upcycling of spent grain in the brewing processes project → Promoting understanding and awareness of sustainable consumption amongst students and wider audiences via various modules, e.g. Marketing Communications and Branding for Transitional Change → Enactus Dundee's projects: On You Grow
	<ul style="list-style-type: none"> → UoD ranked top in the UK and 5th globally for its contributions → UoD signed up to the Race to Zero Commitment → UoD completed its divestment from fossil fuels → Enactus Dundee's projects: On You Grow → Promoting climate action through a range of events such as the Fast Fashion, Alternatives & Critique, and through various modules → Contributing through our research on sustainability assessment, sustainable economic policies
	<ul style="list-style-type: none"> → Currently limited contribution
	<ul style="list-style-type: none"> → Contributing through our research on extractive industries

SDG	How UDSB is contributing to, and advancing SDGs
	<ul style="list-style-type: none"> → Contributing through our research on governance, carbon disclosure, advertising regulation → Developing students' knowledge of governance in our modules, e.g. Corporate Governance
	<ul style="list-style-type: none"> → Contributing through our partnership and support of Enactus → Contributing through a range of local, regional, national and international partnerships and collaborations for research, teaching and impact activities → Partnerships with PRME and RRBM → Accreditation partnerships with ACCA, ICAS, CIMA, ICAEW, ICAI, AIA, and Chartered Bankers Institute, CMI.

Reflections on progress

Dr Kristina Auxtova, Academic Lead for PRME

The purpose of our inaugural SIP report has been not only to affirm our commitment to advancing the PRME Principles and the UN SDGs at UDSB, but also to establish where we are at the beginning of our journey to do so and what we need to do to progress with our contributions. We have used the report as a framework to assess our current work and contributions in the areas of ethics, responsibility, and sustainability across all areas of our activity – teaching, research, strategy, operations, and knowledge exchange. While this has been highly challenging due to lack of pre-existing data-gathering processes or systems, both at School and University levels, we present here a reasonably comprehensive picture of our activities related to ethics, responsibility, and sustainability. We were not able to include everything we would have liked to showcase, and we will endeavour to build on this first report in the progress reports that are to come.

In addition to the benchmarking of our current efforts, we have introduced and driven new initiatives within the School, aimed at embedding PRME into our daily activities – with a PRME Research Seminar Series, an ERS in Teaching Roundtable, a Decolonising the Curriculum Series, a student-oriented UN SDG Speaker Series, or an Embedding PRME into Teaching Award. Individual staff members have embraced this new strategic focus as well and engaged in Carbon Literacy Training, adopted Sulitest in their teaching, developed new sustainability-focused partnerships, and run events focused on ERS, such as the Sustainability Forum 2021 or the Fast Fashion, Alternatives & Critique event series. As a new signatory, we have some way to go for all staff to engage with the PRME agenda and raising its profile within the institution and beyond through such initiatives is one way we hope to achieve greater engagement.

Based on the evaluation of our activities undertaken, we also identified areas for development, and these are reflected in our Objectives listed at the end of each Principle throughout the report and summarised on the following pages. These objectives largely revolve around developing effective data gathering and measurement processes to help us overcome the challenges encountered, and on embedding the values and principles of PRME throughout the culture and all activities of our School. We have set ourselves an ambitious set of objectives and we look forward to sharing our progress with you in 2024.




Dr Kristina Auxtova
Academic Lead for PRME

Future objectives

Summary of Objectives for 2022-2024

For the next two years, we focus our objectives on strengthening the understanding of PRME and SDGs within our communities and on developing effective measures and data gathering processes to help us monitor and improve on our engagement with PRME and SDGs across all our activities.




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.

- Annual data collection across teaching, research, operations, and engagement/impact activities;
- Develop (more) effective and efficient measures and data gathering processes to monitor UDSB’s engagement with ERS across teaching, research, operations, and engagement/impact activities;
- Continue supporting ERS capacity development programmes through townhalls and other events;
- PRME Committee to meet 4-6 times per year to monitor and review progress;
- Regular reports on progress and developments presented at the School Executive monthly and at the School Board every two months.



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.

- Integrate specific SDGs into our School strategy, at Research, Teaching, and Operations level;
- Hold focus groups with key stakeholders: students, staff, Advisory Board members and alumni, to establish a School values statement relating to PRME;
- Hold 4 Townhalls to embed our School PRME values and to map these to programmes and modules;
- To align PRME values with our AACSB programme improvement plans, identifying learning competence goals and new module opportunities;

- Develop School-level measurements and data gathering processes for tracking the School's operational sustainability and the impact of initiatives reducing carbon emissions (by 2023);
- Achieve 50% completion of Carbon Literacy Training among all staff by 2025;
- Feed into staffing plans areas of expertise required to further the social and environmental impact agenda;
- Evaluate and redesign curricula in relation to the decolonisation agenda



Principle #3 Method

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

- Integration of PRME related data gathering and analysis into annual review processes at module and programme level;
- Increase transparency of how modules and programmes address PRME and UN SDGs by integrating this into module and programme specifications and/or outlines;
- Annual collection and analysis of data on module and programme level embeddedness of ERS;
- Development of measurement of impact of PRME related teaching on students and alumni;
- Development of an easy-to-use toolkit on how to embed ERS when developing new modules or programmes;
- Increase adoption of Sulitest across programmes and explore the Sulitest certification once it is developed and launched.



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.

- Annually gather information on SDG related research outputs using PURE;
- Develop an annual gathering mechanism for information on societal impact activities;
- Continue to develop an impact culture within the School;
- Continue to integrate PRME, SDGs and ERS themes into research activities.



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.

- Develop an SDG, ERS approach to reviewing potential new partners (by Jan 2023);
- Attendance at the annual PRME UK & Ireland Chapter Conference and other PRME events.



Principle #6 Dialogue

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

- Continue supporting Enactus and other business student societies that engage in ERS activities and initiatives;
- Continue integration of PRME into the School's Research Seminar Series by inviting 3 speakers annually, and continue running the Impact Seminar Series;
- Run an ERS-themed roundtable annually as part of the Scholarship Symposium;
- Develop webpages devoted to showcasing UDSB work in ERS across teaching, research, student activities and operations.

Appendices


















Appendix One: List of selected sustainability related publications in 2020-2021

Publication	SDGs
Cordina, R. , Gannon M., Taheri, B., Lochrie, S. & Okumus F. (2021). Committed to conservation: Tourism in developed and developing contexts. International Journal of Tourism Research (forthcoming).	
Ahmed, A. H. , Elmaghrabi, M., Dunne, T. , & Hussainey, K. (2021) Gaining Momentum: Towards Integrated Reporting Practices in GCC Countries. Business Strategy and Development, 4 (2), 78-93	 
Paramati, S. R. , Shahzad, U., & Doğan, B. (2022). The role of environmental technology for energy demand and energy efficiency: Evidence from OECD countries. Renewable and Sustainable Energy Reviews, 153, [111735]	
Rambaccussing, D. (2021). The Price-Rent ratio inequality in Scottish Cities: Fluctuations in discount rates and expected rent growth. SN Business and Economics, 1, [117].	
Luo, R., Tenga, K., Xu, L. & Zhu, Y. (2021). A Decomposition of Student Achievement Gap by Gender in China: Evidence from Random Class Assignment. International Journal of Educational Research. 106, 101721	
Allanson, P. & Petrie, D. (2021). A unified framework to account for selective mortality in lifecycle analyses of the social gradient in health. Health Economics. 30, 9, p. 2230-2245	
Saha, A. K., Dunne, T. , & Dixon, R. (2021). Carbon Disclosure, Performance and the Green Reputation of Higher Educational Institutions in the UK. Journal of Accounting & Organizational Change, 17(5), 604-632.	
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Appendix Two: Key Partnerships

Partnership	Nature of partnership and its impact	SDGs	
→ Dundee & Angus Chamber of Commerce	The Dundee and Angus Chamber of Commerce is the largest business membership organisation in the region, made up of over 700 different businesses who between them employ over 67,000 people. The University is a platinum member of the Chamber and UDSB staff regularly engage in networking events and other initiatives. They also sit on our Advisory Board. Key Employer Engagement partner. Long term relationship connecting us with the local business community.		
→ EY	Key graduate recruiters who keenly engage with students as they recruit across a number of programmes and sectors with a large number of offices throughout the UK and internationally. Between them, they carry out almost all types of engagement - virtual parks, careers fairs, guest speakers, subject specialist talks, employer panels etc. Students develop applied business skills and develop a range of transferable skills. Opportunities for graduate recruitment for our students.		
→ PWC			
→ Deloitte			
→ KPMG			
→ Dundee Stars	The Stars are owned by a local Dundee family who make little to no profit from the team and rely very much on sponsorship from other local firms to keep the club afloat. The ice arena is in a low-income area of Dundee - and thus the on-ice advertising (we have three kick boards on the ice and a large board in the stands), plus the university crest on all player jerseys is helping to create visibility and may increase widening access. The MSc Management offers funded places each year to Dundee Stars Elite Ice Hockey Team (highest level of ice hockey in the UK). The scholarship builds on the growing interest in ice hockey and ice skating within Dundee and the recipients come mostly from North America, and either already have, or go on to establish a professional network in Canada/America. This allows the School to foster relationships into this market which helps improve our international standing and ability to recruit from an under-utilised market. The Stars have provided us with learning opportunities for undergraduate and postgraduate modules. The undergraduate Internship module has regularly placed students with the Stars - and this led to one student working part-time as the commercial manager, before joining the club full time when he graduated and he now is one of the commercial team at Rangers FC. Three students have worked with the Stars on their dissertation, and we have used the Stars as a live project in UG Strategy class and Post-graduate Digital Marketing module. The General Manager is currently teaching on a postgraduate module 'Managing and Leading in Sports' and also chairs the School Advisory Board.	 	

Partnership	Nature of partnership and its impact	SDGs
→ Michelin Scotland Innovation Parc	<p>The partnership between MSIP and Dundee School of Business (led by Dr Stephen Knox) falls within the wider remit of the University's partnership agreement with MSIP. Currently, we are exploring how the Business School can engage by providing their higher education expertise in business management to MSIP and MSIP affiliated companies with low-carbon transition agendas. Specifically, there are two projects we are exploring at the moment:</p> <ul style="list-style-type: none"> → The first is developing a 'Green growth, innovation and leadership' programme as part of the MSIP Skills Academy of offering. This programme will be jointly delivered between the School of Business and Centre for Energy, Petroleum and Mineral Law & Policy (CEPMLP). It will involve delivering TPG modules focused on strategic management and leadership, environmental sustainability and just transition in a flexible, part-time basis for MSIP members and affiliates. Targeting working professionals, this is a 'medium-term' project which we hope to be in place by September 2022. → The second is looking to develop a more condensed 12-week programme focused on strategic management and growth which would fall under the UK Governments 'Help to Grow' scheme. This would be contingent upon the School of Business being accredited by the 'Small Business Charter'. While this would be targeted more broadly to the Tay Cities area, it would be designed and promoted with the MSIP partnership and green growth agenda in mind. This is a 'medium-to-long-term' project. 	    
→ The Scottish Government	Multiple researchers engage with the Scottish Government with the aim of informing public policy. Prof Norin Arshed and Dr Stephen Knox have successfully informed enterprise policy and Prof Arshed was also appointed as Independent Government Advisor. Dr Carlo Morelli is a member of the Scottish Government Expert Panel of Social Security. The Strategy and Insight Team have also delivered several lectures for our marketing communications students.	 
→ The Scottish Parliament	Prof Norin Arshed was awarded a Scottish Parliament Fellowship to continue her work on policies for women in enterprise in Scotland (see research impact section above).	 

Partnership	Nature of partnership and its impact	SDGs
→ UK Government	Multiple researchers engage with the UK Government. Prof Norin Arshed engages with The Department for Business, Energy & Industrial Strategy (BEIS) with a focus on formulating and implementing of enterprise policy, and those who are its end users. Research and impact seeks to inform policy and SMEs in enabling effective policies for those looking to set up and grow their businesses. Dr Stephen Knox contributes to the areas of innovation and entrepreneurship in public sector contexts. Prof Yu Zhu engages with the Department of Education in areas of labour market returns to education and graduate premiums.	    
→ NHS Tayside → Dundee's and Angus' Health & Social Care Joint Integration Boards	Professor Graeme Martin was appointed as Non-executive Vice-Chair of the Board of NHS Tayside, and Chair of its standing committees on Staff Governance and the Remuneration Committees, and nonexecutive Board member of both Dundee's and Angus' Health & Social Care Joint Integration Boards. These public appointments have resulted in extensive cooperation and joint research projects in the field of healthcare and clinical leadership and culture change.	  
→ Brand Scotland → Visit Dundee Ltd → Dundee City Brand Group → Universities Scotland International Committee Branding Sub-Group	Dr Keith Dinnie's research in the field of city, region and nation branding seeks to inform policy in both the public sector (Brand Scotland; Universities Scotland International Committee Branding Sub-Group) and the private sector (Visit Dundee Ltd), through research and participation in committees and Boards	 
→ Law Brewing Co → James Hutton Institute → Zero Waste Scotland	Dr Daniel Clarke and Dr Keith Dinnie are involved in research aiming to 'upcycle' spent grain from the brewing process to create new and innovative products. "The idea of tapping into contemporary consumer appetite to support local and sustainable practices is gaining momentum and this opens up access to new markets and ways of supporting more sustainable business practices," said Dr Clarke. "The upcycling of spent grain from the brewing process to create new and innovative products presents an opportunity to do more while producing less waste, thereby delivering both environmental and socio-economic opportunities that otherwise might not be realised if grain continues to be sent to landfill. Best practices developed through this project might also be shared with other brewers of similar size and scale, providing opportunities for regional engagement and collaboration."	 

Partnership	Nature of partnership and its impact	SDGs
<ul style="list-style-type: none"> → Governmental and non-governmental organisations supporting SMEs and FinTechs → Pakistan Fintech Association → Scottish Enterprise Network (SENs) 	Dr Seemab Farooqi's research interests are broadly in the areas of public policy, co-production, third sector participation in service delivery, institutional analysis exploring complexity of the service delivery systems, entrepreneurship and gender. Currently looking at the impact of Digitalisation on new service delivery models particularly digital financial and social inclusion for sustainable service delivery.	  
→ STAR Collective (SOCIAL well-being through TRANSPARENCY and ACCOUNTABILITY RESEARCH)	This collaboration furthers research and builds links with other European academics interested in country by country reporting. Dr Renzo Cordina and Prof David Power work on research publications, and engagement with NGOs about the usage of country by country data to hold banks and extractive industry companies to account. Prof Power is currently collaborating with several members of the Collective on research exploring the usefulness and usage of 'Payments to Governments' disclosures by extractive industry companies.	 
→ Transparency International	Dr Renzo Cordina and Prof David Power undertook research to uncover evidence of tax evasion by banks through profit-shifting from high tax to low countries. They engaged in the development of their 'Tax Tracker' portal and are currently working on publications from this work.	
→ Scottish Edge	Dr Alison Fordyce engaged in knowledge exchange with the Scottish Edge in 2021 by providing five videos to explain the form and content of corporate financial statements. These videos are an educational piece for Scottish entrepreneurs who are in the process of growing their business.	 

Partnership	Nature of partnership and its impact	SDGs
<ul style="list-style-type: none"> → Business Council or Co-operatives and Mutuals (BCCM) → International Co-operative Alliance -Global Research Board → Asian Pacific Board → Employee owned Care Sector, Scotland → Papua New Guinea Research Institute → Co-op UK & Co-op College UK → Scottish Agricultural Organisation Society (SAOS) 	Prof Morris Altman developed research of interest in collaboration with the BCCM, peak organization in Australia to develop a first and only programme in co-op management. This fits into his broader research collaborations with various co-op organisations, aiming to develop and co-ordinate research and workshops/ conferences that have impact to the member owned community, the efficiency of the employee-owned sector and its growth and transformation. His work explores the conditions to further develop and make sustainable the co-operative coffee sector. Impacts of this work include: 1) Research that impacts on efficiency and spread of the sector; 2) impact on government policy; 3) Research papers and meetings with the co-op members/ farmers and government stakeholders; 4) Development of research and programmes that assist the development and growth of this sector in the UK	    
→ Highland Carers Inc	Prof Morris Altman is collaborating with Highland Carers, an employee owned carers company, to develop 2 case studies for the Scottish University Scale-Up Consortium.	
→ Funeral Link	Dr Carlo Morelli. Funded Research; Successful SGSSS PhD funded student award. Outcomes: Scottish Government Report; REF impact case study	  
<ul style="list-style-type: none"> → National Trust → National Federation of Group Water Scheme → Trinity College Dublin 	Dr Szu-Hsin Wu co-developed and co-implemented a sustainable innovation to improve eco-efficiency in the use of water and energy. Impacts: 1) The implementation of the innovation reduce carbon emission and cost of energy; and 2) Actionable knowledge is co-created by researchers and stakeholders.	 

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