

2024 Sharing Information on Progress **(SIP) Report**

University of St. Andrews School
of Business

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

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. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

University of St. Andrews School of Business demonstrates its commitment to PRME's Principles through the following letter from senior leadership.



University of
St Andrews | FOUNDED
1413 |

Professor Brad MacKay
Deputy Principal

The University of St Andrews' academic excellence, tradition of social consciousness, global outlook, vibrant collegiate community, and compact scale have allowed us to develop the interdisciplinary knowledge and leaders we need meaningfully and authentically for seven centuries.

Since our last *Sharing Information on Progress Report* to the United Nations Principles for Responsible Management Education (PRME), we marked a crucial milestone, merging former School of Management and School of Economics and Finance to create University of St Andrews Business School in August 2023.

The Business School and its three departments—Management, Economics, and Finance—build on the strengths of the former School of Management and School of Economics and Finance, both ranked in the top five of their subject areas in the UK.

In the School's first strategy, 2024 – 2029, we present our aspirations to connect our world-class educators and researchers in Economics, Finance and Management to International Relations, Computer Science, Mathematics and Statistics, Geography and Sustainable Development, Earth and Environmental Sciences, Medicine, Psychology and Neuroscience with leading global public, private and third sector organisations worldwide, catalysing interdisciplinary collaboration across the University, to deliver a transformative student experience and address global societal challenges, from interconnected geopolitical risk and fast-paced entrepreneurial and technological change to an accelerating climate crisis.

Our mission is:

Develop globally-minded leaders to create a more prosperous and sustainable world.

Strongly aligned with PRME's Seven Principles; Purpose, Values, Teach, Research, Partner, Practice and Share, **our vision is to:**

To be a world-class business school with people, planet, prosperity, purpose, politics and place at its heart:

- People - Capitalising on our compact scale and agility to provide an immersive, personal staff and student experience where everyone can reach their full potential
- Planet - Instilling sustainability throughout our curriculum, research agenda, and behaviours

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- Purpose - Understanding the contributions we can make to society through meaningful business and work
- Prosperity - Generating economic and social well-being through effective and responsible management and challenging socio-economic and health inequalities
- Politics - Equipping current and future leaders to navigate uncertain geopolitical dynamics
- Place - Harnessing the convening power of St Andrews to bring world-leading practitioners to the University and take our knowledge to communities worldwide.

This report outlines how our mission and vision guide our continued commitment to the PRME Principles.

Yours sincerely



Professor R Brad MacKay
Deputy Principal and Interim Dean of University of St Andrews Business School

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Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At University of St. Andrews School of Business, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

Organizational Structure for RME

The following organizational entities at University of St. Andrews School of Business are responsible for RME:

- ❖ Research-Focused Entity
- ❖ Community Engagement Entity



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

University of St. Andrews School of Business integrates responsible management education into its degree programs through 5 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Masters Extra (MX) program

Date

August, 2023 - August, 2025

Location

St Andrews, UK

Speakers

various

[Supporting Links](#)

A full year course focusing on careers, and personal and professional development

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of degree programs with RME in the program-level learning goals and assessment rubrics

The university offers a Bachelor of Science (Honors) Management and Sustainable Development to undergraduate students.

The joint program encourages management students to rise to the challenges of climate change and society and focuses on the study of principles and practices of sustainability in an interdisciplinary environment.

Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals

Department

Management

Learning Object Subject

Management

Educational Level

Undergraduate

Learning Outcome

1. outline and critically evaluate orthodox perspectives on sustainability; 2. demonstrate familiarity with, and critically evaluate, a range of relevant heterodox worldviews; 3. understand what is meant by pan-species justice; 4. explain why pan-species justice is uniquely transformational in enabling the re-imagination and practice of sustainability as an holistic phenomenon.

Interactivity Type

The module utilises a variety of teaching and learning methods. These include lectures, student-led discussions and debates, reading, documentaries, and podcasts.

Learning Object Description

EARTH MATTERS: ORTHODOXY, HETERODOXY, AND THE RE-IMAGINING OF 'SUSTAINABILITY'

MN4269

View document  Download document 

Program-Level RME Integration

Joint honors program in management and sustainable development

The university offers a joint degree program (undergraduate level) of management and sustainable development.

Relevant Stakeholders

Students

Purpose

Joint honors program - management and sustainable development

[Supporting Links](#)

Description of degree programs with RME in the program-level learning goals and assessment rubrics

The university offers a Bachelor of Science (Honors) Management and Sustainable Development to undergraduate students.

The joint program encourages management students to rise to the challenges of climate change and society and focuses on the study of principles and practices of sustainability in an interdisciplinary environment.

Professor-Discretionary Course Topics



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

University of St. Andrews School of Business incorporates responsible management education into its research endeavors through 2 different methods:

Regular Research Seminars

Examples of responsibility-related regular research seminars

The school organizes regular responsibility-related research seminars. Below is a link to the archives of the school seminars.

Date

July, 2022 - August, 2024

Location

St Andrews

Speakers

various

[Supporting Links](#)

research seminars

Regular responsibility-related research seminars

Most of the Business School's research seminars are on responsibility related topics.

Across the research groups and the research centers, the Business School organizes regular research seminars which are often on responsibility-related topics. Examples from May 2024 include (more examples can be seen in the seminar archives web page):

- Development seminar with guest speaker Dr Rashné Limki "Decolonial approaches to knowledge production and pedagogy"
- Finance seminar with Professor Iftekhhar Hasan, Fordham University "Climate-related disclosure commitment"
- Governance, Organisations and Accountabilities (GOA) thematic research group seminar with Dr Massimo Contrafatto from Sussex Business School 'The emergence of a corporate social responsibility logic in a Chinese state-owned enterprise: the role of CSR reporting'
- Business School seminar with guest speaker Dr Silvia Filippi "All you need is equitable workplaces"
- Finance seminar with Dr George Kladakis "Sustainability-related disclosures and bank credit ratings"

Research Conferences

Examples of responsibility-related conferences

Centre for Social and Environmental Accounting Research (CSEAR) annual International Congress

Date

August, 2024 - August, 2024

Location

St Andrews, UK

Speakers

various

[Supporting Links](#)

This residential conference is a gathering of academics, practitioners and researchers. The focus is on the teaching, research, theory and practice of social, environmental and sustainability accounting and reporting. The spirit of the conference is interdisciplinary and submissions have been invited from perspectives beyond accounting.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

University of St. Andrews School of Business partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

CSEAR report

Relevant Stakeholders

Academics, accounting professionals

Purpose

CSEAR Annual Report

CSEAR-AR-2022

View document  Download document 

Description of partnering activities that involve informing on surveillance

Surveillance research informs the Communication Workers Union anti workplace surveillance campaign.

Prof. Kirstie Ball did research for the European Commission on Electronic Monitoring and Surveillance in the workplace which informed the Communication Workers Union anti workplace surveillance campaign. It has been cited in other EU commission reports:

- The Platformisation of work (2023)
- AI for worker management (2022)

Description of partnering activities that involve knowledge dissemination to parliamentary research services

Researchers inform parliamentarians.

Dr. Vicky Ward presented to practitioner members of the Library and Research Services for Parliaments Section of IFLA on our research into parliamentary research services. She and her collaborators published a [practitioner-oriented report](#) on the research, disseminated via various professional networks.

Research and Parliament Report

Relevant Stakeholders

governments

Purpose

Inform parliaments on engaging with academic research

[Supporting Links](#)

External Community Dialogue

Description of partnering activities that involve dialoguing with parliamentary research services

Helping parliamentarian research services around the world engage better with academic research

1. In September 2023 Dr. Vicky Ward co-hosted and facilitated an online workshop with practitioners working in parliamentary research services in countries around the world. The workshop brought together parliamentary research and development practitioners, and scholars in a friendly, open and interactive online environment that enabled sharing, learning and connecting with peers: the event gathered 198 participants coming from more than 60 countries.
2. Over the past year I Dr. Vicky Ward has provided support and advice about connecting with other parliamentary research services and facilitated connections between services in the UK, Pakistan, Canada, Ontario and Luxembourg.
3. Dr. Vicky Ward chairs the UK Knowledge Mobilisation Forum, an annual event for researchers and practitioners with a passion for ensuring that knowledge makes a positive difference to society. The Forum brings together practitioners, researchers, students, administrators and public representatives who are engaged in the art and science of sharing knowledge and ensuring that it can be used.

CSEAR researchers participate in FRC/BAFA event

Date

November, 2023 - November, 2023

Location

London

Speakers

Jan Bebbington, Shona Russell, Ian Thompson

[Supporting Links](#)

FRC's Call to Action: Embedding Sustainability in Audit and Accounting Education

Description of partnering activities that involve dialoguing on surveillance

Surveillance research used in union negotiations in a process mining company

Prof. Kirstie Ball did research for the European Commission on Electronic Monitoring and Surveillance in the workplace which informed the Communication Workers Union anti workplace surveillance campaign that was used by a process mining company, KYP.AI, to inform their customers who had privacy concerns about their technology.

Description of partnering activities that involve dialoguing on access to education

Dr. Laurence Lasselle brings together stakeholders to promote access to higher education for remote and rural communities.

As a member of the Scottish Framework for Fair Access Governance Group and the Link-convenor of the European Educational Research Association Network 14 (Communities, Families and Schooling in Educational Research), Dr. Laurence Lasselle's activities bring together stakeholders from different horizons to foster scholarly work, strategic interventions, and innovative partnerships, in particular activities promoting access to higher education for remote and rural communities.

Description of partnering activities that involve dialoguing - engaging with professional accounting bodies

The Centre for Social and Environmental Research (CSEAR) engages regularly with professional accounting bodies.

CSEAR has a long history of engaging with professional accounting bodies. Primarily, this has been through our annual conference, where the School hosts a practitioner forum. These forums are focused on engaging with professional bodies, learning about developments in practice and how the CSEAR community can help develop and support emerging practice. In 2023, the practitioner's forum featured Richard Spencer, Director of Sustainability at ICAEW in a session on "The accounting profession and the just transition: A dialogue". In 2022, Martin Farrar and Jacky Pfenig from CIMA participated in a practitioner forum session on "Perspectives on Sustainable Accounting Policy and Practice".

Description of partnering activities that involve dialoguing

Improving fair working conditions in the social care sector

Prof. Alina Baluch's research on workforce issues in the social care sector has been commissioned by the Coalition of Care and Support Providers Scotland (the lead employer body of voluntary sector social care organizations), UNISON (one of the main trade unions representing social care) and individual social care organizations (e.g. ARK Housing). Her collaborative research on the recruitment and retention crisis and issues of pay and pay differentials in social care is being used by Scottish Government in its discussions on Fair Work, the Workforce Development Working group and the Ethical Commissioning Working group. In addition, Professor Baluch's work on developing inclusive digital technologies for the social care workforce is informing best practice digital technology guidance for the Scottish Care Inspectorate.

Formalized Partnership Governance

Examples of formal governance structures for partnering - Surveillance

Research evidence influences the work of the European Commission on Electronic Monitoring and Surveillance in the workplace

Prof. Kirstie Ball did research for the European Commission on Electronic Monitoring and Surveillance in the workplace, which changed the wording of the Electronic Monitoring guidelines issued by the Information Commissioners Office in 2023. The guidance's reference to the data protection principle of 'proportionality' now includes the stress and wellbeing impacts of monitoring on employees, and the importance of procedural justice in the workplace, which was a direct reference to the evidence presented by the research.

Collaborative Change Action

Description of partnering activities that involve acting - supporting children in low-middle income countries

Supporting children in low-middle income countries to reach their full developmental potential through primary and early childhood interventions

Dr. Margaret Leighton has collaborated on three groups of interventions, two carried out by Save the Children (SC) (in Bhutan, Bangladesh and Tanzania) and one by ASPIRE (India). Her research contribution to this work has been in the form of evaluation: helping identify the effect of interventions, both overall and through different mechanisms. The potential impacts of this research fall into two categories:

1) direct evidence about a particular intervention used within the organization to make strategic decisions, e.g. which interventions to expand and which to wind down

2) evidence on underlying mechanisms, which can help shape future interventions both within and outside the original organization

Description of partnering activities that involve acting - financial literacy for children

Working with GoHenry to improve children's financial literacy

Dr. Marcel Lukas is working with GoHenry. They analyzed the impact of using a money management app for children aged 6 to 16 using data from more than 1 million children in the UK over the last ten years. They found that those children who engage in in-app financial literacy courses save 30% more than those who did not engage in those courses. In a large-scale experiment, they found ways to nudge children in doing more of these financial literacy courses. Additional surveys for further insights are planned.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

University of St. Andrews School of Business has implemented 6 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Policies on sustainability

Net zero by 2035

Scope

University-wide

Enforcement Date

February, 2020

Number Of Pages

2

Publisher

University of St Andrews

Media

<https://www.st-andrews.ac.uk/sustainability/>

[Supporting Links](#)

Water

Policies on sustainability

Net zero by 2035

Scope

University-wide

Enforcement Date

February, 2020

Number Of Pages

2

Publisher

University of St Andrews

Media

<https://www.st-andrews.ac.uk/sustainability/>

[Supporting Links](#)

Buildings/real estate

Net Zero strategy - buildings and estate

Optimizing buildings' efficiency is a major component in the university's net zero strategy.

From the university's Net Zero strategy on estate, energy, and environment:

- Estate use and masterplanning – optimising the use and strategic development of our Estate to enhance reductions in our carbon footprint
- Building efficiency and effectiveness – building and maintaining our Estate 'smarter' to make it sustainable
- Energy supply infrastructure – enhancing the management of our energy demand and supply, and meeting demand from renewable sources
- Land and environment – enhancing appropriate biodiversity, reducing waste further, and developing sustainable opportunities to absorb hard-to-decarbonise emissions

The new building for the Business School is going to be built according to the highest sustainability standards.

Policies on building/real estate

Scope

Applies to the university's estate

Enforcement Date

January, 2021

Number Of Pages

7

Publisher

University of St Andrews

Media

website

[Supporting Links](#)

Local staff/student/faculty transportation

Policies on local staff/student/faculty transportation

Scope

University employees and students

Enforcement Date

August, 2022

Number Of Pages

1

Publisher

University of St Andrews

Media

Website

[Supporting Links](#)

Employee equity, diversity, inclusion

EDI policies

Commitment to inclusivity and diversity

The University of St Andrews Business School is committed to creating an inclusive environment that supports equality and diversity. It aims to achieve fair and equal representation for all, enabling all staff and students to contribute and reach their full potential. Both the University and the Business School support equality and diversity in all aspects of their activity. Everyone has the right to study and work in a supportive environment free from discrimination and harassment, regardless of race, religion, disability, ethnicity, or sexual identity or orientation. The School has adopted the a range of policies aimed at realizing this commitment in practice:

Guidance and resources aimed at anti-racism and decolonizing the curriculum:

<https://www.st-andrews.ac.uk/assets/university/schools/school-of-management/documents/management-anti-racism.pdf>

Resources for inclusive and anti-colonial practice:

<https://inclusive-and-anti-colonial-practice.wp.st-andrews.ac.uk/2022/02/24/case-study-entrepreneurship-innovation-and-creativity/>

Social Contract for Group Work:

<https://inclusive-and-anti-colonial-practice.wp.st-andrews.ac.uk/2022/02/21/case-study-social-contract-for-groupwork-school-of-management/>

Resources for Student Well-being and Inclusivity:

<https://www.st-andrews.ac.uk/management/students/wellbeing/>

Policies on employee (including faculty) equity, diversity, inclusion

Athena Swan

Scope

Athena Swan Award is school-specific

Enforcement Date

October, 2019

Number Of Pages

2

Publisher

University of St Andrews

Media

<https://www.st-andrews.ac.uk/economics-finance/equality-diversity/>

[Supporting Links](#)

Student equity, diversity, inclusion

Policies on student equity, diversity, inclusion

Scope

School policy on student wellbeing

Enforcement Date

August, 2022

Number Of Pages

6

Publisher

University of St Andrews

Media

<https://www.st-andrews.ac.uk/management/students/wellbeing/>

Institutional Aspiration Targets

University of St. Andrews School of Business has set aspiration targets in 2 different areas:

- ❖ GHG Emission Targets
- ❖ Building and Real Estate Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, University of St. Andrews School of Business operates with the following approach:

Full Transparency Disclosure

Website of disclosure of performance

Author

University of St Andrews

Published Date

April, 2024

Degree Of Recognition

International

Media Name

University website

Media Type

Sustainability Report

Duration

27 pages

[Supporting Links](#)

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