

2025 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.





Getting Started

This section provides foundational information about University of St. Andrews School of Business, including key details and basic institutional data.

Mission

Developing globally-minded leaders with the ambition, knowledge, and skills to create a more prosperous and sustainable world.

At the University of St Andrews Business School, we aspire to be a global leader in business education, research, and practice. We aim to cultivate a community of future business leaders who are equipped with cutting-edge economic, financial, and management knowledge and skills, and deeply committed to ethical practices and sustainability.

We strive to inspire our students, staff, and partners to challenge the status quo, to think critically, and to act with integrity in an increasingly complex and interconnected world.

We want to be recognised for our excellence in teaching, impactful research, and dedication to addressing contemporary global and local challenges. We aim to produce graduates who are not only leaders in their fields but also advocates for a more equitable, just, prosperous, and sustainable world.

Vision

Our Vision:

To be a world-leading 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 and personal staff and student experience where everyone can reach their full potential.

Planet Instilling sustainability throughout our curriculum, research agenda, and behaviours.

Prosperity Generating economic and social well-being through effective and responsible management and business practices.

Purpose Understanding the contributions we can make to society through meaningful business and work.

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 and organisations worldwide.

This vision reflects our commitment to responsible management education that addresses the complex interconnected challenges of our time, fully aligned with the UN Sustainable Development Goals and PRME principles.

Strategy

university-of-st-andrews-business-school-
strategy-2024-2029



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Graduates & Enrollment


2024 Statistics	Number
Graduates	519
Faculty & Staff at the University	3250
Faculty & Staff at the Institution	115
Student Enrollment at the University	10234
Student Enrollment at the Institution	1568
Undergraduate Attendance	1339
Masters-Level Postgraduate Attendance	203
Doctoral Student Attendance	26
Certificate, Professional Development, or Continuing Education Attendance	0

Degrees Offered


Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)

Masters Programs

-  Master of Arts (M.A.)
-  Master of Science (M.Sc. or M.S.)

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)



Purpose

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

Definition of Purpose

Based on our strategy document, we define Purpose as developing globally-minded leaders who create a more prosperous and sustainable world. Our mission centers on cultivating future business leaders deeply committed to ethical practices and sustainability, producing graduates who are advocates for a more equitable, just, prosperous, and sustainable world.

Institutional Engagement

51% - 75% of faculty at University of St. Andrews School of Business actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

Based on our strategy document, we embed organizational responsibility through our core value of being "socially responsible" - acting ethically, transparently, sustainably, and with respect for our community and stakeholders globally and locally. We instill sustainability throughout our curriculum, research agenda, and behaviours, ensuring accountability to society and planet guides everything we do.

Who Champions Responsible Management Education at Our Institution

- ❖ Senior leadership office
- ❖ Individual leader
- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Disciplinary efforts within business school

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

St-Andrews-and-Social-Responsibility-2024-2

View document  Download document 

Dook raises cash for Fife Women's Aid



To mark International Women's Day, nearly 50 University staff and friends, including faculty from the Business School and from across the St Andrews community, gathered in the sunshine at East Sands beach on Thursday 6 March to take part in a dook in St Andrews Bay.

The event, organised by the Communications and Public Affairs teams, raised over £700 for [Fife Women's Aid](#).

Thanks to all who took part from across university Schools, Units and the Principal's Office, and to our appropriately named Accommodation, Events and Conference (ACE) team for the hot rolls and teas/coffees afterwards.



Teach

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



How We Define Teach

We build on our unique sense of place and legacy of education excellence informed by world-leading research to foster a supportive and immersive community that delivers a transformative student experience and to make a difference in the world with empowered people.

Teaching Awards

In 2024, 1 award was given to faculty and educators at University of St. Andrews School of Business.

Recognition for 'Creativity in Context'

Granter: British Academy of Management (BAM) Education Practice Awards 2024

Grantee: Dr Anna Brown and Dr Benet Reid

Award Description:

The module Creativity in Context, which runs as part of the Department of Management's undergraduate programme, has been recognised as highly commended in the British Academy of Management (BAM) Education Practice Awards 2024. As a Senior Honours module for management students in the University of St Andrews Business School and one of the University's suite of Enterprise Projects, Creativity in Context seeks to develop students' creative capacities through collaborative practice, dispel myths of the creative genius, and support students – as future managers and leaders – in pursuing creativity as an agent for social change. Building on the creative backgrounds of module leads Dr Anna Brown and Dr Benet Reid, the module involves participating in printmaking, sketching, stitching, dancing, and comedy among other creative acts to explore creativity as an agent towards addressing societal problems. The BAM Education Practice Awards recognise individual and team efforts to enhance management learning and education. Entries are reviewed by a panel of business school Deans.

Educator Recognition

At University of St. Andrews School of Business, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration

Teaching Voices

The following statement demonstrates ways in which educators at University of St. Andrews School of Business support sustainability and responsible management in their classrooms.

Innovative pedagogical practices to embed sustainability in the accounting curriculum

In late August, CSEAR members gathered at the University of St Andrews Business School for the eighth ECoP event, a workshop on 'Innovative pedagogical practices to embed sustainability in the accounting curriculum'. This year's workshop, held before the annual International Congress on Social and Environmental Accounting Research, aimed to offer participants an opportunity to experience different pedagogies, specifically

- Board games with [Fernanda Carreira](#) (FGV EAESP, Brazil) and the '[Celsius – The 2 degree challenge](#)' game
- Improvised role play with and [Ann-Christine Frandsen](#) and [Nicholas Bailey](#) (both from the University of Birmingham, UK)

Celsius – The 2 Degree Challenge – The game, developed by Fernanda Carreira, [Fabiano Onça](#) and colleagues at the [Center for Sustainability Studies](#), aims to increase participants' awareness of climate change, illustrating business measures of mitigation and adaptation as well as the importance of collaboration amongst stakeholders across the private and public sector.



Celsius – The 2 Degree Challenge (Photo credit Fernanda Carreira)

Workshop participants played the game either in-person or via the online version, facilitated by Fernanda or Fabiano respectively. As players, participants act as CEOs tasked with creating value for their companies/shareholders. In doing so, they either reduce or increase carbon emissions and can

also choose advocacy to influence government policy concerning carbon emissions. Throughout the game the, amount of carbon emissions is continuously calculated based on the decisions taken by the CEOs. The game ends when either the temperature increase reaches 2°C whereby everyone loses; or when carbon emissions are sufficiently reduced whereby the player with the greatest value creation wins. Key to learning, once the game ends, participants are invited to reflect on their experiences, taking into account not only the impact of their decisions on carbon emissions, but also the (lack of) collaboration which occurred during the game.

Improvised role play – In this activity, participants in groups of three were tasked with negotiating a commercial deal for the purchase of concrete for an oil rig. During three iterations, participants were asked to subsequently play the role of safety engineer, financial decision-maker and seller over a 90-minutes period. After each iteration, they were invited to reflect on their individual and shared experience in order to allow sufficient time and space for each role (and scene) experience to sink in. Following the completion of the activity, the participants were informed that this commercial deal has led to the Deepwater Horizon disaster. This news served as a springboard for discussing how the speakers incorporated this activity into discussion of professional ethics and the implications of accounting decisions. The speakers also provided an overview of the follow-up role play activity they perform with the students, set after the explosion of the oil rig.

Towards the end of the day, participants were invited to reflect on their experiences with the pedagogies with the group and ask questions to the speakers. This was also an opportunity for the speakers to share their experiences of using these pedagogies in their respective institutions. Discussion revolved around the nature and process of inclusion of the pedagogical activities into modules or programmes and the institutional issues to be mindful of and to address when contemplating their use, as well as students' responses to the activities.



Speakers reflect on their experiences (Photo Credit: Shona Russell)

Taken together, it seems these immersive experiences combined with the concluding plenary discussions enriched conversations and helped to strengthen connections between participants, some of whom were returning participant, having also participated to the [2023 ECoP workshop](#). Huge thanks to all speakers and participants for making the workshop an enriching experience. As usual, the material curated from this ECoP event is available in the [CSEAR Members' area](#). Thanks, as ever, to speakers for generously sharing them with CSEAR members.



ECoP 8 Participants (Photo Credit: Charles Cho)

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.



Research

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

How We Define Research

We deliver impactful and innovative disciplinary and interdisciplinary research in Economics, Finance and Management that is driven by empowered people and underpins our education excellence.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, University of St. Andrews School of Business was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, University of St. Andrews School of Business contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Community organizations
- ❖ Local media
- ❖ International media
- ❖ National media
- ❖ Open-access platforms

Research Projects

In 2024, University of St. Andrews School of Business reported 2 research projects that implemented responsible or sustainable activities.

International workshop: Genealogies of corporate morality

Period Covering: June, 2025 - June, 2025

Department: Management

The University of St Andrews Business School will welcome an international workshop titled, 'Genealogies of corporate morality: approaching business ethics through intellectual history'. Panel sessions and keynote talks will take place in St Andrews on Wednesday 25 June and Thursday 26 June 2025. A research retreat in Aberdeenshire will follow.

This event is co-hosted by members of the Department of Management's Governance, Organisations and Accountabilities thematic research group with colleagues from Copenhagen Business School. It is supported by the 'Corporate subjects: an intellectual history of the corporation' project with funding from the Carlsberg-Foundation, the University of St Andrews Business School, and the Society for Applied Philosophy.

The Governance, Organisations and Accountabilities (GOA) group focuses on the ethics, mechanisms, and consequences of governance and accountability in profit and non-profit organisations.

Group members' research examines the social, moral, economic, and environmental effects of organisational arrangements such as accounting practices, regulatory assemblages, and markets. The creation of value and the processes of valuation and classification at work are also examined. Research projects scrutinise the construction of fact, expertise, and managerial agency, as well as financial institutions and investment, with studies covering a wide range of geographic and industry areas, including:

- sustainability and net-zero transitions
- business and human rights
- ethics and governance
- markets and market exchange
- philanthropy.

The research produced by the GOA group uses largely qualitative methodologies to understand the ethics of governance and the organisation of responsible and sustainable enterprises. The group's work helps to develop insights into contemporary crises.

Applications are welcomed from potential PhD students, who are advised to contact staff members directly. Members of the GOA group also maintain close links with the [Centre for Social and Environmental Accounting Research](#) (CSEAR).



35th International Congress on Social and Environmental Accounting Research (26-28 August 2025)

Period Covering: August, 2025 - August, 2025

Department: Accounting

35th International Congress on Social and Environmental Accounting Research (26-28 August 2025)

 **Host:** CSEAR UK.  **Location:** University of St Andrews, St Andrews, Scotland

This residential conference at The University of St. Andrews is a gathering of academics, practitioners and researchers who focus on the teaching, research, theory, and practice of social, environmental and sustainability accounting and reporting. The spirit of the conference is interdisciplinary and so submissions are also invited from perspectives beyond accounting. Please note the conference venue and the submission date. The CSEAR conference provides a forum for scholarly work in various stages of development and explicitly encourages open discussion as well as close collegiality. The conference is preceded by 12th Emerging Scholars Colloquium (25 August 2025) and CSEAR Education Community of Practice event (25 August 2025).



Research Voices

The following statements demonstrate ways in which researchers at University of St. Andrews School of Business bring sustainability and responsible management into their research.

Centre for Responsible Banking & Finance

"The Centre for Responsible Banking & Finance exemplifies PRME's research principle through our comprehensive investigation of challenges facing financial institutions, corporations, and households across the global financial landscape. Since 2011, our research has directly informed responsible management practice through extensive knowledge exchange with key institutions including the Scottish Parliament, Dutch central bank, UK Financial Conduct Authority, and major financial services organizations. We study the evolving state of financial systems to inspire evidence-based policy and practice, as demonstrated through our advisory work with governments and regulatory bodies across Europe. We help develop the next generation of responsible finance scholars, with PhD graduates securing academic positions and publishing in leading journals. Through our biennial Contemporary Issues in Banking Conference and regular seminars, we foster international dialogue on responsible banking practices. Our recent publications on responsible investing, financial literacy, and the Oxford Handbook of Banking demonstrate our commitment to generating knowledge that transforms how financial institutions operate and serve society, directly contributing to responsible management education and practice."

Prof. John O.S. Wilson, Director of the Centre

Centre for Social and Environmental Accounting Research (CSEAR)

"Through the Centre for Social and Environmental Accounting Research (CSEAR), St Andrews Business School hosts an international network of over 250 scholars from 35 countries who are committed to mobilising accounting scholarship to enable a more sustainable society. Our research directly embodies PRME's research principle by studying how people, organizations, and institutions can be held accountable for their social and environmental impacts. We generate and disseminate knowledge on social and environmental accounting and accountability, engaging with students, activists, practitioners, and policy makers to inspire responsible management practices. Since our establishment in 1991, CSEAR has been at the forefront of challenging environmental degradation and social injustice through rigorous academic research, international conferences, and our flagship Social and Environmental Accountability Journal. Since 2023, CSEAR has hosted an Education Community of Practice that is a space for CSEAR members to showcase innovative social and environmental accounting education; share insights and develop collective capacity to transform learning to integrate responsibility and accountability into curricula and pedagogy. Our work demonstrates how accounting research can transcend traditional boundaries to address the world's most pressing sustainability challenges, directly contributing to responsible management education and practice worldwide."

Dr Shona Russell, Senior Lecturer at University of St Andrews Business School and Co-Director of CSEAR



Partner

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

How We Define Partner

We connect critical thinkers from Economics, Finance and Management with colleagues across academia, government, and public, private and third-sector organisations to tackle societal challenges and enable education excellence and world-leading research.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ University Councils

Student Organization Partnerships

- ❖ Buddhist Students Association
- ❖ Enactus
- ❖ Muslim Student Association
- ❖ Oikos International
- ❖ Sikh Students Association

Partnerships

The following provides more details on 2 key partnerships at University of St. Andrews School of Business.

Response to the House of Lords Call for Evidence on forced labour in UK supply chains

This evidence is submitted in response to the House of Lords Call for Evidence on forced labour in UK supply chains. It is based on an ongoing research project (2010–2023) examining modern slavery practices, including forced labour risks, within UK companies.

The research focuses on corporate disclosures, supplier selection and monitoring, and forced labour risk mitigation efforts.

This research was initially supported by funding from the British Academy and Leverhulme Trust (Grant No. SRG22\220712), which enabled early-stage data collection and foundational insights into corporate modern slavery practices. Building upon this foundation, our extended research has significantly advanced the analysis, integrated new datasets and expanded the scope beyond the initial funded project. This work has led to peer-reviewed publications in high-impact journals (Allam et al., 2024; Moussa et al., 2022, 2023; Elmarzouky et al., 2025).

This evidence is based on a content analysis of UK Modern Slavery statements, corporate data from Reuters Eikon, and assessments of compliance with the UK Modern Slavery Act 2015. The findings highlight corporate practices, sectoral risks, and the effectiveness of legislation in reducing forced labour risks in supply chains. It provides a data-driven foundation for policy recommendations aimed at strengthening regulatory frameworks and improving corporate accountability in mitigating forced labour in international supply chains.

This evidence addresses the following questions from the Call for Evidence, where our research and expertise allow us to contribute.

Positive Impact Rating

The PIR 2024 Report is based on the results from a survey of 15,222 students from 30 countries and 88 schools averaging 193 students per school. Of these, 6 schools were ranked in the top Level 5 (Pioneering schools). St Andrews was ranked at Level 4 (Transforming schools) - one among 43 schools at this level.



Practice

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

How We Define Practice



We always act ethically, transparently, sustainably and with respect for our community and stakeholders, globally and locally. We equip our staff and students with the necessary tools and support to excel by creating a dynamic, outward-looking, entrepreneurial and equitable working environment, and by facilitating diversity and inclusion.

Institutional Policies and Practices


- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Employee equity, diversity, inclusion
- ❖ Climate action plan
- ❖ Carbon reduction or offset commitments
- ❖ Environmental stewardship policies
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides
- ❖ Greenhouse gas emissions
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Ethical leadership or good governance policies
- ❖ Ethical data sourcing guides
- ❖ Curriculum guidelines





















Policy Documents Related to RME and/or Sustainability

electric-vehicle-charging-point-policy

View document  Download document 

travel-plan

View document  Download document 

fair-work-statement	View document 	Download document 
university-strategy-2022-2027	View document 	Download document 
sustainability-report-2023-2024	View document 	Download document 
People Strategy 2023-2027	View document 	Download document 
Ethical guidance - Research - University of St Andrews	View document 	Download document 
curriculum-at-st-andrews	View document 	Download document 
fairtrade-policy	View document 	Download document 
biodiversity-policy	View document 	Download document 
sustainability-development-policy	View document 	Download document 
cycle-strategy-2017-2027	View document 	Download document 

Practice Awards

In 2024, University of St. Andrews School of Business received 1 award for responsible and/or sustainable practices.

Athena SWAN Bronze Awards

Granter: Athena Swan Charter

Grantee: University of St Andrews Business School

Award Description:

The Athena Swan award: - helps institutions achieve their gender equality objectives - uses a targeted self-assessment framework to support applicants identify areas for positive action as well as recognise and share good practice - can help your institution meet its equality legislation requirements, as well as the requirements and expectations of some funders and research councils - promotes inclusive working practices and can increase your retention of valued academics and professional and support staff, demonstrating your institution's commitment to an equitable working environment.

Practice Voices

The following statement from stakeholders at University of St. Andrews School of Business demonstrates our commitment to sustainable and responsible practices.

Transition St Andrews

Spare Spoon – the student-led initiative tackling poverty and food waste Recognising the amount of food being wasted in the halls of residence at the University, students launched the Spare Spoon Initiative. With support from Transition, the team offered free, hot meals to the local community. During a trial week in early April, they served more than 250 meals that would otherwise have gone to waste.

The Gleaning Network Gleaning – the practice of gathering leftover produce after harvest – continues to grow through the efforts of Transition St Andrews. This year, the network redistributed 634kg of vegetables, including carrots, potatoes, and organic turnips, to local schools, food banks, community cafes, fridges, and neighbourhoods across Fife.

The Tree Food Cooperative The Tree is a student-led cooperative food hub connecting local consumers with local producers and wholefood suppliers. As part of a resilient local food network serving the entire St Andrews community, they support farmers and producers in maintaining organic practices that promote biodiversity while prioritising ethical and social values.

Edible Campus Edible Campus is a network of community gardens spread throughout the community, with most located on the University estate, particularly around the halls of residence. Each garden has a leader who organises growing and harvesting and runs activities to engage the broader community. This year, approximately 300kg of free and organic produce was harvested and made available to those in need.

Sustainable Style Event Transition supported a sustainable fashion event, held in spring, where colleagues from across the institution gathered to learn about making more sustainable fashion choices. The event was held in Walter Bower House, and featured speakers from SmartWorks, an organisation which supports women returning to work with high-quality interview wear, sustainable style student leaders who demonstrated their upcycling skills, and a discussion on the impact of “fast fashion”. Funds from ticket sales raised over £300 for SmartWorks. The British Heart Foundation was also on hand to showcase the range of options in stylish, second-hand clothing.



Share

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



How We Define Share

The University of St Andrews Business School is engaged and outward-looking. We do this by harnessing the convening power of St Andrews to bring world-leading practitioners to the University and take our knowledge to communities and organisations worldwide.

Engagement Opportunities

University of St. Andrews School of Business offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ We are currently working to offer engagement opportunities

Communication Audiences

University of St. Andrews School of Business communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks
- ❖ Chamber of commerce and local communities
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)

SIGNATORY

University of St. Andrews School of Business



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