

2025 Sharing Information on Progress **(SIP) Report**

Glasgow Caledonian University

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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 Glasgow Caledonian University, including key details and basic institutional data.

Mission

Glasgow Caledonian University is a University for the Common Good. Our Mission draws on our rich history and founding purpose For the Common Weal as incorporated in our Coat of Arms. Our ambitious Vision is that, by 2030, Glasgow Caledonian University will be recognised as a world-leading university for social innovation.

At Glasgow Caledonian University, our commitment to the Common Good dates back 150 years to our founding institutions.

Vision

To transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally. The values of **access**, **excellence** and **impact** are at the heart of our [Strategy 2030](#).

Strategy

Strategy 2030

Sustainability is a key part of GCU Strategy and supports our broader Vision and Mission.

At Glasgow Caledonian, we aim to embed sustainability into everything we do, from learning, teaching and research to associated support services and the way we manage the campus. Paulo Cruz, Head of Operational Sustainability.

Our commitment to sustainability will be demonstrated through our education and research, ensuring that we contribute to tackling societal challenges including climate change.

We will embed education for sustainable development to equip our students with the skills to create a better future for our planet.

Sustainability will be central to our campuses, operations and ways of working, so that we reduce the carbon emissions of our fuel and energy use to zero and carbon emissions related to our value chain to net zero by 2040.

Strategy Alignment

Strategy 2030

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Institutional History

GCU and RME - Key Individuals

GCU and GSBS have kept Sustainability and SDGs at the core of its curriculum development. From its founding institutions established 150 years ago to 2025, all our activities support our mission of University for the Common Good. All GSBS programmes and modules are fully aligned with UN's 17 SDGs, and have embedded sustainability in their curricula. This is clearly evident from its leadership at all levels, from the Chancellor, Principal and Vice-Chancellor, to GSBS Senior Leadership (Dean, Vice Dean, and Heads of all departments) and members of staff that support Education for Sustainable Development and embedding sustainability in its teaching and research activities.

GCU Timeline including RME Alignment

[View document](#)  [Download document](#) 

GCU AND RESPONSIBLE MANAGEMENT - KEY
INDIVIDUALS


[View document](#)  [Download document](#) 

Graduates & Enrollment

| 2024 Statistics | Number |
|---------------------------------------|--------|
| Graduates | 2061 |
| Faculty & Staff at the University | 1600 |
| Faculty & Staff at the Institution | 350 |
| Student Enrollment at the University | 22217 |
| Student Enrollment at the Institution | 7076 |
| Undergraduate Attendance | 5228 |
| Masters-Level Postgraduate Attendance | 1662 |
| Doctoral Student Attendance | 186 |


Degrees Offered

Bachelor Programs

 Bachelor of Arts (B.A.)

Masters Programs






 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

 Master of Arts (M.A.)




Doctoral Programs

 Doctor of Philosophy (Ph.D.)  Doctor of Business Administration (D.B.A.)


Undergraduate Degree Programmes

-  BA (Hons) International Marketing
-  Bachelor of Arts with Honours in Accountancy
-  Graduate Apprenticeship Bachelor of Arts with Honours in Business Management
-  Bachelor of Arts with Honours in Multimedia Journalism
-  LLB (Hons) Bachelor of Laws


Masters Degree Programmes

-  MSc International Business Management
-  MSc Social Innovation
-  Global MBA Masters of Business Administration

Postgraduate Degree Programmes

-  Doctorate of Business Administration (DBA)

Certificates, Professional Development, or Associate Programmes

-  Association of Chartered Certified Accountants (ACCA)



Purpose

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

Letter of Commitment



Since its establishment, Glasgow Caledonian University has been a champion of sustainability and sustainable development. This is demonstrated in our commitment to various sustainability initiatives, notably through our membership of UN PRME since 2011 and of UN Global Compact since 2013.

This is in complete alignment with our mission as the 'University for the Common Good'. Being a truly civic university, our strategic vision is encapsulated in our [Strategy 2030](#). GCU aims to 'transform lives through excellent education and research that is accessible and impactful for the people of Glasgow and our communities locally, nationally and internationally'.

It is this mission for the Common Good (the *Common Weal*, as our founding purpose phrases it) that binds us in our drive towards achieving our strategic vision. We are continuously driven by our values of Confidence, Creativity, Integrity and Responsibility.

Our commitment to Carbon Neutrality has pushed us to bring our Net Zero target date forward from 2050 to 2040. This commitment builds on and adds a new focus to the University's long-standing commitment, as the University for the Common Good, to incorporate principles of sustainable development into every aspect of its operations. This has followed from GCU signing the 'Race to Zero' pledge joining 1050 universities and colleges from 68 countries pledging to half their emissions and attain Net Zero targets.

We have encouraged our staff and students to be involved by offering carbon awareness initiatives such as Carbon Literacy Training, encouraging staff and students to follow 'a green routine' and working closely with various schools and departments to minimise our environmental impact. We aim to attain this through our over 1550 staff members, over 20,000 students and offering 400 courses.

GCU has been recognised in our sustainability efforts through awards such as Green Gown Awards 2023, which acknowledge outstanding sustainability efforts on a global scale, highlighted the university's exceptional contributions in fostering a sustainable and socially responsible environment within higher education. Our business school 'Glasgow School for Business and Society' has been rated as 'Transformational' by our students in the Positive Impact Rating 2023.


As well as our efforts towards environmental sustainability, GCU is also dedicated to increasing our positive social impact, demonstrated through our efforts in eradicating racism and racial inequalities in our university community, structures and systems, where we are taking a whole institutional approach involving all our students, staff

and stakeholders. GCU has been awarded the **Advanced HE's Race Equality Charter Bronze Award**. In regards to gender equality, GCU has been formally recognised for its commitment to gender equality by attaining the **Advanced HE's Athena Swan Institutional Silver Award**.

All these efforts have established GCU's status as the highest ranked Scottish modern university and in the UK top 50 in all 2025 UK university league tables (The Guardian, The Times & Sunday Times, Daily Mail). We are the top UK modern in the Daily Mail and the Mail's 'Modern University of the Year 2025'.

As Principal and Vice-Chancellor, these achievements make me immensely proud and I recognise that these are all due to the efforts of our dedicated staff and committed students.

We aim to continue on this path and make sustainability our firm basis for further development and attainment of Sustainable Development Goals and our Net Zero Targets and our commitment and engagement with institutions such as UN PRME and Global Compact will greatly support us in this endeavour.



Professor Stephen Decent
Principal and Vice-Chancellor
Glasgow Caledonian University

Definition of Purpose

Glasgow Caledonian University's core mission is to serve as a "University for the Common Good." Responsible Management Education supports this mission by enabling us to create meaningful social impact through our teaching, research, and engagement with the wider community.

Institutional Engagement

76% - 100%

of faculty at Glasgow Caledonian University 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

The core values of Glasgow Caledonian University —Integrity, Creativity, Responsibility, and Confidence —are central to its mission as the “University for the Common Good.” These values inspire staff and students to make a positive difference, nurture curiosity, and demonstrate accountability in both their actions and interactions.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Individual leader
- ❖ Senior leadership office
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Interdisciplinary efforts across business school

Student Voices

The following narrative demonstrates how Glasgow Caledonian University has influenced students' academic journey and personal growth.

Nahid Sultana - Student Voice

Studying for my Master's degree at Glasgow Caledonian University has been a transformative experience. The programme not only deepened my academic knowledge but also inspired me to view my role as a professional through the lens of global responsibility. Learning about sustainability has been particularly impactful.

Through my coursework and projects, I came to understand how sustainable thinking can be embedded in everyday practice, whether in business, policy, or community engagement. This perspective has reshaped the way I approach challenges, encouraging me to consider long-term outcomes, ethical implications, and social equity.

GCU's commitment to the Common Good has instilled in me the confidence to take forward these values into my career and personal life. I now feel better equipped to contribute positively to society, knowing that the decisions I make can help build a more sustainable and inclusive future.

Student Awareness

0% - 25% of students at Glasgow Caledonian University are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25%

of students at Glasgow Caledonian University actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Impact of Knowledge of Sustainability and Climate Change can impact future employability and professional practice.

GCU's vision and mission are underpinned by our values of Confidence, Creativity, Integrity and Responsibility. Through our commitment to providing 'Transformative' Education to our students, we aim to inculcate these values and related behaviours among our students and staff.

Carbon Literacy Training clearly made students aware of the scale of the climate emergency and the biggest global challenge facing the world.

Through CLT, students are able to grasp that this is not just a problem that can be solved individually, but this will need a great collaborative effort. These can only be solved through skills such as creativity, a great degree of confidence, high level of integrity and deep understanding of our collective responsibility.

Students voices have reflected these GCU values in the comments shown below:

- My thoughts and attitudes about climate change and sustainability have been significantly impacted and changed since engaging in the Carbon Literacy Training workshops. The workshops provided me with a comprehensive understanding of the causes and consequences of climate change, as well as the importance of sustainable practices. Through interactive sessions and informative materials, I learned about the significant role of human activities in contributing to greenhouse gas emissions and the urgent need for collective action to mitigate climate change. The workshops also highlighted the potential solutions and strategies for reducing carbon footprints, such as energy conservation, renewable energy sources, and sustainable transportation. This knowledge has not only deepened my understanding of the issue but also motivated me to make conscious changes in my personal and professional life. I now actively seek opportunities to reduce my carbon footprint, such as using public transportation, conserving energy, and supporting sustainable businesses. Additionally, the workshops emphasized the importance of advocacy and community engagement in addressing climate change. As a result, I have become more involved in local sustainability initiatives and have started spreading awareness about climate change among my peers and colleagues. Overall, the Carbon Literacy Training workshops have been instrumental in transforming my thoughts and attitudes towards climate change and sustainability, empowering me to take meaningful action in combating this global challenge.

- Engaging in carbon literacy training workshops transformed my perspective on climate change and sustainability. I gained a deeper scientific understanding, felt a sense of urgency and personal responsibility, and recognized the interconnectedness of climate, economy and society. This shift inspired behavioral changes, including reducing my carbon footprint, adopting sustainable consumption and advocating for climate awareness. Professionally, I now incorporate sustainability considerations, influence policy and collaborate on climate-resilient solutions, solidifying my commitment to lifelong learning, mentorship and climate leadership.
- Before the Carbon Literacy Training, my understanding of climate change and its impacts was limited. I didn't fully grasp how individual actions contribute to global issues like greenhouse gas emissions. However, the training significantly changed my perspective and attitude. I learned how daily activities, like driving or using energy at home, directly impact the environment. For instance, switching to public transport and using energy-efficient appliances can reduce emissions. The training taught me simple but effective actions, like reducing waste, recycling, and choosing sustainable products. For example, I now avoid single-use plastics and support local, eco-friendly businesses.

Celebrating Values

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

150th Anniversary. Glasgow Caledonian's anniversary: November 2025

November 2025 marks the University's 150th anniversary from the establishment of our founding institution, the Glasgow School of Cookery, with February 2026 being 150 years from the doors officially opening to welcome students.

Ahead of our anniversary year we take a look back at our early foundations and share ways in which you can get involved.

A look back at our early foundations: The Glasgow School of Cookery (1875)

The roots of what would eventually become Glasgow Caledonian University can be traced back to the establishment of the Glasgow School of Cookery in 1875. The founding of the School was at a time when there was a growing need to provide women, particularly from working-class backgrounds, with vocational skills that would help them secure stable employment and improve their lives. The Glasgow School of Cookery aimed to meet this need by offering practical training in domestic science, with an emphasis on cookery, housekeeping, and nutrition.

This was a period of significant social change in Glasgow, which, during the Industrial Revolution, had seen rapid population growth and a shift in economic activity. The city was home to an increasing number of working-class families who were struggling to make ends meet. For women, domestic work became a key area of employment, but there was little formal training available to help them improve their skills.

The Glasgow School of Cookery aimed to change that by providing women with the necessary knowledge to improve household management, while also addressing issues such as hygiene and nutrition.

Initially, the Glasgow School of Cookery focused on cookery and domestic science, but over time its curriculum began to expand to include broader educational elements. It recognised that to empower women in the domestic sphere, it was important to offer a holistic approach to education that also covered subjects like household management and financial planning. As such, the School became a model for other institutions across the country and gained a strong reputation.

Join in our celebrations: November 2025 – 2026

As we embark on a year-long celebration of Glasgow Caledonian University's 150th anniversary, we invite you to be part of this historic milestone. This is a time to reflect on our rich heritage, celebrate our achievements, and look to the future. Whether you're an alumnus, a current student, a staff member, or a friend of the University, there are many ways to get involved and make this anniversary truly special.



Teach

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



How We Define Teach

We will deliver high-quality undergraduate, postgraduate and apprenticeship degree programmes with positive student and graduate outcomes, ensuring our education transforms our students' lives. Our University will be accessible to students from the widest diversity of backgrounds and our approach to access with excellence will encompass the full learner journey and beyond. Caring and belonging will be central to our student experience, and the commitment of our staff and our holistic support for learning and wellbeing will facilitate the success of our students.

Courses that support RME

Glasgow Caledonian University reports 6 courses in 2024 that support responsible management education and sustainable development goals.

Global Challenges for Business and Society

| M1N230254

The principal aim of this module 'Global Challenges for Business and Society' is to integrate the principles, values and practices of sustainable development into all aspects of education and learning throughout the degree studies. The aim of this module is to help students develop intellectual skills and a deeper understanding of the challenges associated with a transition to sustainable ways of working, consumption and production. It aims to help them to develop a critical appreciation of issues and challenges faced by businesses and society in the current global environment. Furthermore, to act as a steppingstone into their degree programme as a transition module to enable their education for sustainable development in the context of their specific degree. This module will help them to develop critical skills by evaluating the contemporary world of work .

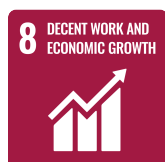
This module will enable students of business to understand issues related to sustainability as a Global Challenge, and to appreciate the climate emergency as the biggest challenge facing the world today. Through Carbon Literacy Training students learn to calculate their individual carbon footprints and write an assessment to evaluate their individual impact on the environment and what they can do to create a positive change through their mindset and behaviour.



Developing Leadership for the Common Good

| MMN630209

The aim of this module is 2 fold. Firstly, to provide students with knowledge of historical and contemporary leadership theories, leadership style choices and the key skills and behaviours required for impactful and ethical leadership. In addition, the module provides students with the opportunity to undertake practical exercises (aligned to key leadership skills and behaviours) that act as a catalyst to carry out enhanced self- reflection on their current capabilities and preferences, through structured facilitation and support from tutors. These activities' reflections and key self-learning, will be captured in reflective logs each week which students will house in an online repository. Support will also be given to students on this module to develop a digital cv and a linked-in profile and these can also be captured in their online portfolio. This will be made available to students for download before they graduate to assist them with job applications and interview preparation. The core skill and behaviours that will be covered by this module in the live sessions will start with ensuring understanding of enhanced self- awareness and reflective practice. Next, consideration will be given to influencing and inspiring others using effective communication in a variety of situations, including challenging unethical actions constructively and confidently. How to make decisions which embrace sustainability at an individual and organisational level, aligned with the importance of an inclusive and intercultural leadership approach and how to achieve this will also be covered in this module. Lastly, problem solving skills using curiosity and creativity while retaining the need for compassion and empathy and understanding self and others resilience will be included. The context and focus of this module will align to employer demand for understanding and continual development of core leadership skills and leaderful behaviours for Master level graduates.



Ethics, Sustainability and Governance

| MMN430220

The module is intended to set out a broad groundwork for the coverage of ethics, sustainability and governance issues in relation to business. Students will be supported to critically explore private, public and social enterprise sectors, covering topics such as corporate social responsibility, sustainability, ethical and responsible leadership and key issues in corporate governance and the extent to which present arrangements secure corporate accountability. In so doing, students will gain insight into the internal and external accountability structures aimed at producing an ethical organisation. The aim of this module is to equip students with a set of analytical tools and concepts to drive responsible decision-making whilst highlighting the difference between compliance and ethically driven behaviours. The module will therefore incorporate both a theoretical and practical understanding of real world issues, from a UK and global perspective. Environmental, Social and Governance (ESG) factors, the UN Global Compact's Principles for Responsible Management Education (PRME) and GCU's Common Good attributes as well as Sustainable Development Goals will

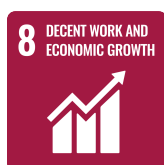
be the foundation upon which this module is built. Specifically, SDG 5 Gender equality, 8 decent work and economic growth, 9 industrial innovation and infrastructure, 11 sustainable cities and communities, 12 Responsible consumption and production, 16 peace, justice, and strong institutions. These goals will be embedded in the context of this module delivery. The teaching of this module is based on a dialectic approach to learning, that of debate, conversation and informed opinions. For all topics studied, students will require to demonstrate critical thinking, problem solving skills, whilst exhibiting two-way communication and personal effectiveness skills.



Entrepreneurship for business, society and the professions

| M3N225489

EBSP aims to provide a dynamic learning environment using a programme relevant project or case study as an authentic and work related experience. A multi-disciplinary approach to the project/case study will enable students to apply knowledge gained from modules across their programme of study. At level 3, the module will require students to research and then interpret data in ways that co-create entrepreneurial ideas which respond to business, social, community or organisational challenges. Students are expected to undertake relevant research, apply data analysis, financial analysis where appropriate and develop an entrepreneurial mind-set. Learning on this module is applied and contextual, designed to encourage students to take a socially responsible and professional approach to challenges that test and stretch their business knowledge and expand an entrepreneurial mindset. Skills developed through practice in EBSP are transferable into relevant graduate employment opportunities.

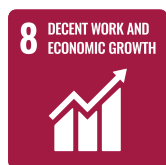


International Economic Issues & Challenges

| M1L125907

This module aims to equip students with an introductory awareness and understanding of the main economic issues and challenges facing the world today. The module will provide a framework of analysis for international economic issues including: allocation of resources the identification of the main drivers of economic growth, understanding of economic systems sustainability and environmental challenges measuring comparative economic performance international trade regional integration theory and policy of managing the economy, and afford students an understanding of how analysis of these can inform effective decision making relative to an organisation's strategy and

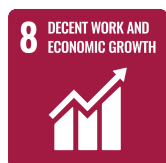
operations. The module supports the PRME objects by providing a framework for students to undertake critical analysis of how sustainable economic and societal value is created and managed, and reflect on their own role in the global economy.



Management in Practice: Employment Relationships and HR Practice (GA)

| M2N630580

This module aims to understand and evaluate the Employment Relationship in an organisational context whilst introducing some standard HR practices required by Line Managers (the why); considering the responsibilities of both HR practitioners and the Line Manager pertaining to the Employment Relationship and associated HR practices (the what); with a specific focus on the sustainable HR and Line Management practices such as conflict handling and resourcing with cognisance of the contemporary and changing dynamics of HRM (the how).



Teaching Awards

In 2024, 1 award was given to faculty and educators at Glasgow Caledonian University.

Nicholas Davies - Teaching Award Winner (Super Support)

Granter: GCU Students' Association

Grantee: Nicholas Davies

Award Description:

One of five categories, Super support is a category that recognises the support provided to students, and supports them to enhance their learning experience.

Educator Recognition

At Glasgow Caledonian University, we recognize educators for quality of teaching in the following ways:

- ❖ Student-nominated teaching awards
- ❖ Publication or research support
- ❖ Institutional recognition events
- ❖ Course evaluation scores
- ❖ Annual teaching excellence awards

Teaching Voices

The following statement demonstrates ways in which educators at Glasgow Caledonian University support sustainability and responsible management in their classrooms.

Dr Thelma Okey-Adibe - Shortlisted for Teaching Award

Dr Thelma Okey-Adibe was shortlisted for the GCU Teaching Award in the category of “Terrific Teaching,” with nominations recognising her Terrific Teaching, Super Support, Fantastic Feedback and Creative Curriculum. Thelma's teaching is engaging, interactive and student-centred, using innovative methods such as breakout discussions, real-life case studies and collaborative exercises. Students value the supportive environment, responsiveness to queries and constructive feedback that supports continuous development. Thelma ensures that her curriculum integrates sustainability and responsible management, encouraging students to reflect on diverse perspectives, social impact and ethical decision-making, equipping them to become future leaders capable of driving positive and sustainable change.

💡 Fostering Innovation



Somewhat

Teaching and learning at our institution moderately support innovation.

💡 Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



Somewhat

Teaching and learning at our institution moderately support a lifelong learning mindset.

Method of Teaching and Learning



In person

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

Barriers to Innovative Curriculum

In 2024, Glasgow Caledonian University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Curriculum inertia
- ❖ Faculty expertise gaps
- ❖ Traditional employer expectations

Barriers to Innovative Pedagogy

In 2024, Glasgow Caledonian University identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Institutional culture
- ❖ Time constraints



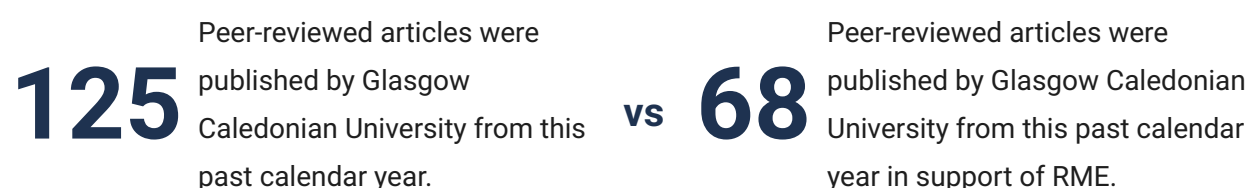
Research

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

How We Define Research

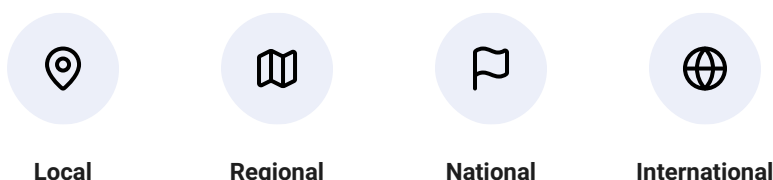
GCU was the first University to use the SDG global goals objectives to help shape its research strategy. As part of our Strategy 2030, we will deliver high-quality research that is relevant and impactful in addressing key societal challenges in local, national and global contexts. We will enhance our research culture and environment to foster innovation and support and develop a thriving research community of staff and students. We will build critical mass around focused areas of interdisciplinary excellence that enhances our reputation and facilitates research collaboration and strategic partnerships to maximise the impact of our research.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Glasgow Caledonian University was awarded funding for research that is:



Socializing Research

In 2024, Glasgow Caledonian University contributed research findings to:

- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ National media
- ❖ Local media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Social media and digital outreach

Research Awards

In 2024, Glasgow Caledonian University was awarded 2 research awards for responsibility- and/or sustainability-related research.



Outstanding Woman Researcher in Sociology at The Venus International Women Awards

Granter: Venus International Foundation

Grantee: Nancy Lombard

Award Description:

The Venus International Women Awards (VIWA) scheme was instituted in the year 2016 by the Centre for Women Development (CWD) of Venus International Foundation (VIF), are presented yearly during the Annual Women's Meet (AWM). The award recognizes individuals for their "Quality, Reliability and Competence to Apply Knowledge and Skills" to carry out specific tasks. The Award is a Certificate. It is a Formal Authentication; A Seal of Approval; A Recognition. The Scheme has a Policy, Nomination Form, Expert Committee and Judging Process that are governed by the Board of Trust.



Franklin Research Grant

Granter: American Philosophical Society

Grantee: Janet Greenlees

Award Description:

The Franklin program is particularly designed to help meet the costs of travel to libraries and archives for research purposes; the purchase of microfilm, photocopies, or equivalent research materials; the costs associated with fieldwork; or laboratory research expenses. Franklin grants are made for noncommercial research. They are not intended to meet the expenses of attending conferences or the costs of publication. The Society does not pay overhead or indirect costs to any institution, and grant funds are not to be used to pay income tax on the award. Grants will not be made to replace salary during a leave of absence or earnings from summer teaching; pay living expenses while working at home; cover the costs of consultants or research assistants; or purchase permanent equipment such as computers, cameras, tape recorders, or laboratory apparatus.

Research Presentations Related to RME and/or Sustainability

In 2024, Glasgow Caledonian University gave 2 research presentations related to RME and/or sustainability.

A growing divide? Comparing human rights reforms in Scotland and England

Authors: Conor Hill, Glasgow Caledonian University

Date of publication: September, 2024

Department: Law

Over the past 15 years, Scotland and England appear to have embarked on quite different trajectories in relation to the promotion and protection of human rights. Successive Conservative UK Governments have been vocal in their scepticism of the European Convention on Human Rights (ECHR), and have called for repeal of the Human Rights Act 1998 – the UK legislation which incorporates the ECHR into domestic law. Meanwhile, the Scottish Government has launched an Advisory Group and a Task Force to investigate the possibility of expanding the scope of human rights protections available in Scotland. Observing this apparent polarisation, Alison EC Struthers, in February 2022, argued that there existed “something of a great human rights divide” between Scotland and England.

This paper proposes to investigate the development of this divide over the two years that have passed since Struthers’ 2022 publication. It will argue that, during this time, this divide appears to have deepened. In doing so, it will explore proposed legislative reforms at both the UK and Scottish levels which could impact the scope of human rights protections in each jurisdiction. This includes the UK Government’s introduction (and subsequent withdrawal) of a Bill which would have repealed the Human Rights Act 1998 and replaced it with a so-called ‘British Bill of Rights’. In addition, the paper will explore the significant challenges to human rights that could result from legislation currently progressing through the UK Parliament related to the UK Government’s controversial Rwanda policy. The paper will then compare developments in Scotland, including the enactment of legislation which incorporates the UN Convention on the Rights of the Child, and current proposals for a future ‘Human Rights Bill for Scotland’ which could incorporate an additional suite of UN human rights treaties into Scots law.

With all of this considered, the human rights landscape across these neighbouring nations seems to be in a state of flux. Whereas, at the UK level, there is a trend towards limiting both rights protections and the influence of international law, the trend in Scotland is towards expanding rights protections through an explicit engagement with international human rights standards. As we await developments on the progress of these proposed reforms, this paper proposes to capture the current and ongoing challenges posed by this developing human rights divide, as well as the potential implications of these reforms. Ultimately, the paper will propose that this human rights divide appears to be deepening, and that this could result in an uneven legislative framework for rights protections across the nations of the United Kingdom.



Human rights mechanisms in the pursuit of equality amidst climate change

Authors: Indira Boutier, Glasgow Caledonian University

Date of publication: July, 2024

Presented at: 11th Annual Conference of the Berkeley Center on Comparative Equality and Anti-Discrimination Law

Department: Law

Abstract: In recent scientific studies, evidence has emerged indicating that pollution in Rome has had an impact on mental health, contributing to conditions such as depression, schizophrenia, and psychotic episodes. Although pollution and climate change may appear initially separate, the United Nations Environment Program has consistently argued that these two phenomena are closely interconnected and mutually influence each other. Just like air pollution, climate change poses an existential threat by exacerbating global inequalities and undermining principles of equality, justice and human rights. While climate impacts know no borders, evidence demonstrates that marginalized communities who have contributed least to the problem are disproportionately bearing its harshest consequences and are not part of the decision-making processes related to maintaining a healthy environment. Factors such as poverty, gender, indigeneity, disability and lack of political agency determine which populations lack resilience to cope with climate stresses. This paper explores how the principle of equality, as translated into legislation and reflected in jurisprudence, can mitigate the disproportionate impacts of climate change on vulnerable and marginalized communities. This perspective is applied on a global scale through regional human rights organizations and United Nations treaty bodies. The focus is not only on comprehending equality law through some landmark acts, but also on analyzing how this concept can effectively address the exacerbated inequities brought about by climate change. Through this approach, the goal is to assess whether the concept of equality law is the most effective means to address contemporary global challenges especially inequities in the context of climate change. Furthermore, it aims to investigate whether, on a global scale, different regional human rights mechanisms, such as the European Court of Human Rights and the InterAmerican and African human rights systems, and the United Nations treaty bodies, such as the Human Rights Committee, adhere to a cohesive rationale, fostering a unified approach to address the repercussions of climate change on vulnerable populations. Alternatively, the study explores whether these mechanisms may, conversely, undermine the robustness of equality law as a protective concept within the realm of human rights law because of their difference approaches. The paper will draw out these tensions and contradictions through a human rights-based approach.



Publications Related to RME and/or Sustainability

Advancing sustainable manufacturing through digital twin-based simulation: assessing and optimising processes for social, environmental and economic impacts

Authors: Dr Mijoh Gbededo, Glasgow Caledonian University

Date of publication: August, 2024

Presented at: 21st International Conference on Manufacturing Research (ICMR2024) - University of Strathclyde, Glasgow, United Kingdom

Department: Management

Achieving sustainability in manufacturing is not without its challenges. Various studies have identified the need to balance environmental, economic and social considerations as a key obstacle. Meanwhile, there are increasing methods that promote only environmentally friendly products. This study explores the potential of digital twin-based simulation in advancing sustainable manufacturing by assessing and optimising processes for social, environmental, and economic impacts. The study proposes a framework for integrating concepts and theories related to sustainable manufacturing and digital twin-based simulation to support sustainability decision-making. The framework is validated through a case study in a manufacturing facility. The findings of this study demonstrate that digital twin-based simulation can effectively assess and optimise manufacturing processes for their social, environmental, and economic impact. This study contributes to the existing body of knowledge by highlighting the potential of digital twin-based simulation in advancing sustainable manufacturing. The study also emphasises the importance of considering the three sustainability dimensions in manufacturing decision-making processes. Overall, this research offers valuable insights for researchers, practitioners, and policymakers aiming to promote sustainable manufacturing practices.



AI for migration processes: a focus on the United Kingdom's approach

Authors: Indira Boutier, Glasgow Caledonian University

Date of publication: July, 2024

Department: Law

This report, submitted to the Independent Expert on human rights and international solidarity, examines the increasing use of AI in migration governance, focusing on the UK's approach. It highlights applications like identity verification and risk assessment, while raising concerns about potential bias, lack of transparency, and human rights implications.

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An Englishman abroad: evening land and the struggles of Peter Watkins within Scandinavian film culture of the 1970s

| [DOI](#)

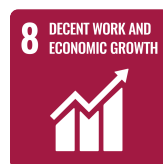
Authors: John R. Cook, Glasgow Caledonian University

Date of publication: May, 2024

Department: Media and Journalism

This article analyses *Aftenlandet* (Evening Land), a film made for the Danish Film Institute in 1976 by Peter Watkins, one of the world's most politically radical directors and a pioneer of docudrama. The aim is to provide a detailed historical account of the life cycle of a key but hitherto critically neglected film in the director's career: his last to be professionally funded for nearly 25 years and one that saw Watkins working within the very particular milieu of Denmark, investigating, often controversially, the perceived political fault lines of Danish society during the 1970s. The article traces how this English-born filmmaker came to be working in Scandinavia, details the production of *Evening Land* and provides a close critical reading of the film's various themes and techniques as well as considering its reception and aftermath. Correspondence and production files from Watkins' own personal archive reveal the difficulties the filmmaker clearly experienced as something of 'an Englishman abroad' attempting to find a place for himself within Scandinavian film culture of the period. The article asserts that this experience eventually contributed to Watkins' decision to quit Scandinavia altogether following the completion of *Evening Land*, a decision that would inadvertently propel Watkins out of

the world of professional filmmaking for nearly a quarter century. The article argues, however, that Evening Land, a film long obscure and critically neglected, still has cultural resonance and applicability to our own times in the twenty-first century.



Are referees unfair to away teams? Evidence from the Premier League

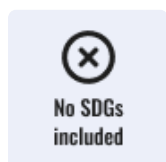
Authors: Hanwool Jang, Glasgow Caledonian University

Date of publication: May, 2024

Presented at: 12th International Conference on Mathematical Modeling in Physical Sciences

Department: Finance, Accounting and Risk

This study examines the contribution of the crowd effect to home advantage in the English Premier League. Using the coronavirus 2019 pandemic as a natural experiment, we test crowd effects based on the changes in the number of audiences. We find that the difference in the number of audiences has an impact on the players' performance, leading to the home advantage. Different from previous studies, which report a referee bias induced by crowd effect, our findings suggest that the crowd effect has no direct influence on referees. Specifically, more yellow cards against away teams results from more aggressive plays by these teams, a response to performance suppression by the home crowd. Findings suggest that social pressures caused by the crowd effect influence only players, not referees.



Artificial intelligence (AI) and strategic planning process within VUCA environments: a research agenda and guidelines

| [DOI](#)

Authors: Professor David Edgar, Glasgow Caledonian University

Date of publication: July, 2024

Department: Management

Purpose: This study demonstrates how artificial intelligence (AI) shapes the strategic planning process in volatile, uncertain, complex and ambiguous (VUCA) business environments. Having adopted various domains of the Cynefin framework, the research explores AI's transformative potential and provide insights regarding how organisations can harness AI-driven solutions for strategic planning. **Design/methodology/approach:** This conceptual paper theorises the role of AI in strategic planning process in a VUCA world by integrating extant knowledge across multiple literature streams. The "model paper" approach was adopted to provide a theoretical framework predicting relationships among considered concepts. **Findings:** The paper highlights potential application of the Cynefin framework to manage complexities in strategic decision-making process, the transformative impact of AI at different stages of strategic planning, the required strategic planning characteristics within VUCA to be supported by AI and the attendant challenges posed by AI integration in the uncertain business landscape. **Originality/value:** This study pioneers a theoretical exploration of AI's role in strategic planning within the VUCA business landscape, guided by the Cynefin framework. Thus, it enriches scholarly discourse and expands knowledge frontiers.



CEO power and corporate strategies: a review of the literature

Authors: Sanjukta Brahma, Glasgow Caledonian University

Date of publication: March, 2024

Department: Finance, Accounting and Risk

In recent years, the impact of chief executive officers (CEOs) power on corporate strategies has attracted significant public debate in the academic milieu. In this study, we comprehensively review the academic literature on CEO power in relation to different corporate policies. We conduct a comprehensive review by dividing the literature into four streams: CEO power and firm performance, CEO power and executive compensation, CEO power and firm risk-taking, and finally, CEO power on other corporate strategies. Our review shows that the findings are mixed in relation to the effects of CEO power on firm strategies. Overall, the negative impact of CEO power on firm performance is attributed to agency theory, where CEOs pursue their own vested interests, thereby leading to weak corporate governance. The review reveals that the positive impact of CEO power on corporate

outcomes is due to effective board monitoring, a powerful board, and high market competition. Our study also shows that most of the studies have adopted Finkelstein's (1992) four sources of CEO power but have taken different proxies to measure these powers. We have also identified several gaps in the current studies and recommend avenues for further research.



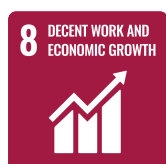
Challenges and opportunities for rural entrepreneurship in times of crisis

Authors: Dr Anne Smith, Glasgow Caledonian University | Professor Artur Steiner, Glasgow Caledonian University

Date of publication: May, 2024

Department: Management | Yunus Centre, GCU

The aim of this special issue is to celebrate the advancement of knowledge in Rural Entrepreneurship and fix a lens on ways rural resilience is being sustained. Rural Entrepreneurship is situated, driven by socio-cultural, political and economic forces that differ throughout society and the geographical world, and explained by [Gaddefors and Anderson \(2019\)](#) as 'the relationship between the rural and entrepreneurial action'. Our global and local rural is heterogenic, the richness of geography, culture, laws, land use and social structures shape many different experiences of rural, and therefore assembling resources in any rural context can be an exciting, creative and highly innovative process that differs from place to place ([Bosworth et al., 2020](#); [Tenza-Peral et al., 2022](#); [Willett, 2023](#)). Nonetheless, despite being geographically distanced, rural spaces do not escape challenges brought about by global events, fiscal shocks or homogenised policy. This Special Issue features entrepreneurial action in rural spaces, where the motivation to be resilient leads to new adaptation strategies, and adoption of new ways of thinking.



A case study of Marcus Rashford: the people's champion, a "national treasure," and an inspirational personal brand

| [DOI](#)

Authors: Professor John Harris, Glasgow Caledonian University

Date of publication: April, 2024

Department: Glasgow School for Business and Society

This case study examined the English soccer player Marcus Rashford's personal brand and illustrates the transformational difference celebrity athletes can make through social activism and advocacy for philanthropic causes through their skillful use of social media. It employed a textual analysis methodology and drew conceptual insights from the revised Model of Athlete Brand Image to chronicle how Rashford's social activism and philanthropy resonated with his fans, followers, and the public on social media. His authentic social activism and philanthropic advocacy for disadvantaged and vulnerable children gave the nation a "feel-good" story during the COVID-19 crisis and enhanced his personal brand image. This case study recommends that future analyses of celebrity athlete personal brands should consider including three new categories in the marketable life section of the revised Model of Athlete Brand Image: social activism, cobranding partnerships, and awards and honors.



Actions to strengthen the contribution of small farms and small food businesses to food security in Europe

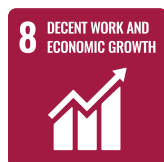
Authors: Dominic Duckett, Glasgow Caledonian University

Date of publication: February, 2024

Presented at: The 14th European Farming Systems Conference (IFSA – European Group)

Department: Finance, Accounting and Risk

This study stems from a participatory foresight exercise conducted in nine Mediterranean, Baltic, Nordic and Eastern European regions, aiming to strengthen the role of small farms and small food businesses in ensuring food security. A wide range of stakeholders participated by attending workshops. They represented farmers' organisations, food businesses, consumers' organisations, NGOs, researchers, extension services, professional groups, and administration and public bodies. The actions proposed by participants are scanned and categorised around six broad objectives, stakeholders' priorities and their underlying beliefs and preconceptions are discussed around the current debates of the literature, and the drivers that influence the feasibility of the proposed actions are discussed. Furthermore, the alignment of stakeholders' -driven objectives with the European Strategies on food, agriculture, and rural areas is examined, with a focus on: (i) the EU Farm to Fork Strategy, (ii) the Rural Action Plan contained in the Long-Term Vision of Rural Areas developed by the EU Commission, and (iii) the Common Agricultural Policy in force since January 2023.



Research Barriers

In 2024, Glasgow Caledonian University identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Funding challenges
- ❖ Skills and expertise gaps
- ❖ Time constraints



Partner

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

How We Define Partner

At Glasgow School for Business and Society, we take pride in our engagement with both, our internal and external stakeholders in order to deliver excellent and impactful research, designing and delivering programmes that embed sustainability and map learning outcomes to 17 SDGs. We put graduate employability at the heart of our education, equipping our students with the skills, digital capabilities and confidence to access graduate job opportunities.

Institutional Partnerships

- ❖ EFMD (European Foundation for Management Development)
- ❖ Positive Impact Rating (PIR)
- ❖ Sulitest
- ❖ Times Higher Education (THE)
- ❖ University Councils

Student Organization Partnerships

- ❖ Enactus
- ❖ PRME Global Students



Practice

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

How We Define Practice

By bringing forward our Net Zero target to 2040 (from 2050), GCU has shown great commitment to support SDG 13: Climate Action. Our commitment to sustainability is demonstrated through our education and research, ensuring that we contribute to tackling societal challenges including climate change. We embed education for sustainable development to equip our students with the skills to create a better future for our planet. Sustainability will be central to our campuses, operations and ways of working, so that we reduce the carbon emissions of our fuel and energy use to zero and carbon emissions related to our value chain to net zero by 2040. According to our Head of Sustainability Operations, Paulo Cruz, "At Glasgow Caledonian, we aim to embed sustainability into everything we do, from learning, teaching and research to associated support services and the way we manage the campus".

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

GCU List of Sustainability Credentials - 2025

View document  Download document 

EDI-Enabling-Plan-2024

View document  Download document 

Flexible_Working_Policy

View document  Download document 

Code of Good Practice for Researchers

View document  Download document 

Practice Awards

In 2024, Glasgow Caledonian University received 4 awards for responsible and/or sustainable practices.

Fairtrade University Award Certificate

Granter: Fairtrade Foundation

Grantee: Glasgow Caledonian University

GCU EcoCampus EMS Platinum Certificate

Granter: NQA

Grantee: Glasgow Caledonian University

Award Description:

EcoCampus Platinum Stage auditing is carried out by NQA, a UKAS accredited assessment, verification and certification body. The EcoCampus award for the phased implementation of an Environmental Management System. GCU successfully achieved the Platinum Award and was awarded the Certificate of Registration (EcoCampus National Award Scheme).

1st in Scotland - People and Planet Award

Granter: People and Planet

Grantee: Glasgow Caledonian University

Award Description:

People & Planet's University League (see table below) is the only comprehensive and independent league table of UK universities ranked by environmental and ethical performance. It is compiled annually by the UK's largest student campaigning network, People & Planet.

Food for Life Served Here (FFLSH) Silver 2025 Certificate

Granter: Soil Association

Grantee: BaxterStorey Scotland Glasgow Caledonian University

Award Description:

Food for Life Served Here (FFLSH) Silver 2025. Premises were inspected and satisfies the requirements of the Soil Association's Food for Life Served Here certification for 2 Sites.



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

At GCU we share our activities and impact, particularly about sustainability, through various affiliations. SDG Accord with EUAC; Taking part in the Green Gown Awards, UNGC Annual reporting PRME SIP reporting. and being a signatory to the Race to Zero Charter.

Engagement Opportunities

Glasgow Caledonian University offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Glasgow Caledonian University communicates its policies and progress on sustainable development and responsibility with:

- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Prospective and current students

Communication Barriers

Glasgow Caledonian University faces the following barriers in transparent communications:



**Engagement
gaps**

SIGNATORY

Glasgow Caledonian University



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United Kingdom