

PRiME

*an initiative of the
United Nations Global Compact*



University of
Strathclyde
Business
School

2025 Sharing Information on Progress (SIP) Report

University of Strathclyde

October 2025

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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 Strathclyde, including key details and basic institutional data.

Mission

The mission of the School is to make a positive difference in the lives of its students, society, and the world. All within the context of the founding mission of the University of Strathclyde of being a place of useful learning.

The School's core mission and vision centre on producing and disseminating world-class knowledge. Its strategic direction expands the volume and depth of our proven strengths. The School is aligned with the broader strategy of the University and is developing unique strength around its cross-disciplinary approach.

Vision

The School's vision is to be a socially progressive, world-class, business school, located within and integral to the broader institution, which is a leading technological university. The School works within the core University values of being people-orientated, bold, innovative, ambitious, and collaborative. These values, whilst being University defined and therefore not explicitly referring to management education, do take cognisance of appropriate and managed risk in the School's decision-making and working with integrity and in an open, respectful way.

Strategy

SBS Strategic Plan 2020-2025

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

Strategy Alignment

Alignment of Strategic Priorities with Sustainable Development, the Common Good, and Quality Education

The University of Strathclyde's strategic priorities are articulated in our *Strathclyde 2030* strategy, which sets out three core goals and two cross-cutting themes:

Core Goals

- Outstanding Education and Student Experience

- **World-Leading Research**
- **Transformative Innovation and Impact**

Cross-Cutting Themes

- **Global Engagement**
- **Operational Excellence**

These priorities are underpinned by our founding mission to be a “*place of useful learning*”, and they reflect our commitment to addressing the grand challenges facing society through education, research, and innovation.

Our alignment with the Principles for Responsible Management Education (PRME) is embedded across the institution. The strategic goals are supported by three foundational pillars:

- **People First**
- **Processes, Systems and Digital**
- **Social and Environmental Sustainability**

The latter pillar is central to our contribution to the common good and the advancement of the Sustainable Development Goals. Through our **Social and Environmental Sustainability Strategy**, which we are about to launch, we are embedding sustainability across our academic programmes—led by the **Centre for Sustainable Development (CSD)** — and throughout our operations via **Sustainable Strathclyde**.

The **CSD** is a strategic investment by the University and whose mission is to embrace an integrated and equitable approach to teaching, research, and innovation, to co-create solutions with our global partners across academia, civil society, and the public and private sectors, to secure real world impact and to tackle the United Nations Sustainable Development Goals (SDGs).

Sustainable Strathclyde is the University's driving force on sustainability and carbon reduction. Their staff support the University in its aims to become Net-Zero for carbon emissions by 2040, and to build a greener and more climate-resilient campus.

[Strathclyde 2030](#) commits to placing sustainable development at the heart of our curriculum. In particular, Key Performance Indicator 15 states:

All education programmes have programme level learning outcomes related to education for sustainable development by 2027 which encompass the integration of the UNESCO Education for Sustainable Development skills and competencies, the UN Sustainable Development Goals and appropriate pedagogical methods.

Our aim is to support the integration of the principles and practices of sustainable development into our existing learning and teaching activities, and develop new educational programmes in this area.

We continue to make progress in reducing greenhouse gas emissions across Scopes 1–3, although we recognise the scale of the challenge and need for additional success. Our efforts have been recognised globally: Strathclyde is ranked **77th in the Times Higher Education Impact Rankings**, which assess universities’ contributions to the SDGs.

This strategic integration of sustainability and responsible management education ensures that our work is not simply a compliance exercise, but a deliberate and systemic effort to advance sustainable development, the common good, and high-quality education.

Institutional History

Institutional History (1)

View document

Download document



Graduates & Enrollment

2024 Statistics	Number
Graduates	2029
Faculty & Staff at the University	4502
Faculty & Staff at the Institution	364
Student Enrollment at the University	23669
Student Enrollment at the Institution	4857
Undergraduate Attendance	2720
Masters-Level Postgraduate Attendance	1947
Doctoral Student Attendance	190

2024 Statistics	Number
Certificate, Professional Development, or Continuing Education Attendance	422

Degrees Offered



Bachelor Programs

 Bachelor of Arts (B.A.)  Bachelor of Business Administration (B.B.A.)


Masters Programs

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

Doctoral Programs

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

Additional

 MPhil  MRes



Purpose

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

Letter of Commitment



University of
Strathclyde
Business
School

Message from the Executive Dean



This is Strathclyde Business School's seventh report since becoming a signatory to the UN Principles for Responsible Management Education and the first under the new progress reporting structure. Strathclyde Business School continues to support and commit to the PRME principles, strengthening the School's vision to be a socially progressive, world-class business school located within and integral to a leading technological university.

As global challenges intensify—from climate change and biodiversity loss to economic inequality and evolving regulatory landscapes—social responsibility and sustainability have become critical priorities for businesses, industries, professional bodies, and individuals alike. In this context, universities have a vital role to play. We are committed to driving positive social impact by embedding sustainability and ethical responsibility into our research, teaching, operations, and community engagement.

We provide our students with the relevant knowledge and understanding of the decisions made in industry, which could affect society at large. We work with public, private and third sector organisations to produce graduates equipped with responsible management education and carry out research that leads to positive social impact

Professor Iain Black leads the Business School's Sustainability engagement with PRME including reporting. Professor Black is a highly experienced sustainable development academic with long-standing expertise in exploring the barriers to action on sustainability, advising governments, and leading the development of solutions focused online and hybrid climate change training. Together with colleagues across the faculty, we are seeking new ways of embedding sustainability in everything we do. This work is supported by the School's investment in the Centre for Sustainable Development and the Strathclyde Institute for Sustainable

UK UNIVERSITY
OF THE YEAR
2026

Daily Mail University Guide

THE QUEEN'S
ANNIVERSARY PRIZE
1996, 2019, 2021 & 2023

For Higher and Further Education

UK UNIVERSITY
OF THE YEAR
2012 & 2019

Times Higher Education

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Communities. In 2025 the university will launch its Social and Environmental Sustainability Strategy which will provide further support and guidance for our institutional and faculty-level activity.

In 2019, the University became a signatory of the 'SDG Accord'. The Sustainable Development Goals reflect the University's core values, and many of its existing teaching, research, and operational initiatives already support the 17 goals. As the 2030 target approaches, the University's dedication and progress have been recognised globally, ranking joint 25th worldwide and 4th in the UK in the 2024 Times Higher Education (THE) Impact Rankings.

We are committed to working internally and externally with integrity and in an open and respectful manner and are proud to renew our commitment to the updated and extended PRME principles. This progress report gathers examples to highlight the importance of corporate responsibility and our commitment to these principles in action.



Professor David Hillier
Associate Principal & Executive Dean
Strathclyde Business School

Definition of Purpose

We see our purpose as equipping future leaders to create responsible value for business and society at large. We aim to foster equitable prosperity within planetary boundaries, ensuring that the economy and the pursuit of profit occur only within a safe, thriving space for both people and the planet.

Institutional Engagement

51% - 75%

of faculty at University of Strathclyde 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

We incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility, as portrayed in international initiatives such as the United Nations Global Compact. We approach this through our core values: being bold, innovative, ambitious, collaborative, and people-oriented.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Voices

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

Student Voices

Strathclyde's award-winning Vertically Integrated Projects for Sustainable Development (VIP4SD) programme is the first of its kind in UK Higher Education. VIP4SD uses the Vertically Integrated Projects (VIP) model, which facilitates students from different stages of their academic journey in a multi year project, meaning students are able to build upon their own research and that of their peers while working alongside them as they progress through their degree programme. At Strathclyde, projects furthermore bring together students from multiple disciplines. In 2016, the programme aligned itself with the UN SDGs in recognition of Agenda 2030; all VIP4SD projects therefore work to address at least one primary SDG.

"Joining the S4D VIP in my second year was by far one of the best decisions of my university career. It provided me with a fantastic environment to develop both as a student and more widely, as an engineer. The VIP structure allows for an unbounded leaning style that is diverse, collaborative, and encourages creativity.

"Undertaking high level research projects in Year 2, I developed valuable research and development skills. I was later delighted to discover that this put me ahead of time in terms of research and study, when carrying out my 4th and 5th year projects. Adding to the long list of benefits, I was also able to work closely with lecturers, researchers and PhD students - an invaluable experience to learn.

"The highlight had to be the opportunity to travel to Tamil Nadu. Spending time in rural India I was able to see first-hand how the work we were carrying out could make a big difference.

"If I could give advice when considering the VIP4SD - it's 'do it'."

Martin McFadyen

"The VIP was a fantastic opportunity to develop new skills whilst collaborating with students from other faculties and working on solutions which have the potential to change people's lives for the better."

Calum Watkins

Student Engagement

51% - 75% of students at University of Strathclyde actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Celebrating Values

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

Celebrating Values

The University of Strathclyde actively promotes and celebrates values of diversity, inclusion, and spirituality through a range of policies, support services, and events. The institution celebrates key Equality, Diversity and Inclusion (EDI) observances, including Black History Month, LGBT+ History Month, Women's History Month, Disability History Month, and the 16 Days of Action Against Gender-Based Violence. These events are co-organised with Strath Union and reflect the University's commitment to social justice and inclusive education. It recently produced a report into the institution's historic links with transatlantic slavery, demonstrating its commitment to openness and reconciliation. The University Chaplaincy serves as a welcoming space for students and staff of all faiths and beliefs, offering pastoral care, guided meditations, and faith-based events. It fosters mutual

understanding and community through inclusive spiritual support. Facilities such as prayer rooms, reflection spaces, and support for religious dress are available, and the University works proactively to prevent discrimination based on belief. Across the university it has sought to Decolonise the curriculum including producing optional CPD for all staff.

At Strathclyde Business School, our commitment to values such as ethics, diversity, inclusion, and social responsibility is deeply embedded in our culture and practices. As part of a socially progressive university, we champion these values through structured initiatives and reflective pedagogy, aligned with our mission as a “place of useful learning.” SBS holds the Athena SWAN Silver Award, recognising sustained efforts to advance gender equality in academia. Our Teaching and Learning Innovation Cluster on Equity, Diversity and Inclusion facilitates an EDI Pedagogy Reading Group, fostering dialogue and development in inclusive teaching practices. The Faculty Learning Enhancement Committee (FLEC) is currently leading projects that explore support for neurodivergent students, ensuring that diverse learning needs are met with care and innovation. We are actively engaged in decolonising the business curriculum, challenging dominant narratives and expanding the epistemological foundations of business education to reflect global perspectives.

In the area of ethics and social responsibility, the Responsible Research and Innovation (RRI) Management Group plays a central role in embedding ethical reflection, inclusivity, and societal relevance into our research practices. Through workshops, curriculum development, and cross-disciplinary collaboration, the group fosters a culture of responsible innovation. Together, these initiatives demonstrate Strathclyde’s dedication to embedding ethical and inclusive values across its academic and community life, supporting students and staff to thrive in a respectful and diverse environment.



Teach

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



How We Define Teach

Responsible management concepts and practices are always at the heart of our curriculum and pedagogy. We use, create, and develop educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership. We challenge, at a systems level, the thinking that causes and maintains the global challenges we face.

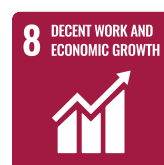
Courses that support RME

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

Climate Change Economics

| EC974

The module provides a comprehensive introduction to the economic analysis of climate change and the policy instruments designed to mitigate its impact. It focuses on the application of microeconomic principles to environmental challenges, with particular emphasis on the design and evaluation of climate policies. The module aims to equip students with a foundational understanding of the economic rationale behind climate change mitigation strategies and introduce simplified economic models to assess the effectiveness and efficiency of various policy instruments, including carbon pricing mechanisms. It also aims to develop students' ability to critically evaluate the trade-offs and distributional impacts of climate policies and enhance their skills in communicating economic insights to non-specialist audiences through structured policy briefing notes.



Applications of Sustainable Finance

| AG949

This module disentangles the nuances of sustainable finance and illustrates opportunities and limitations of sustainable finance. The module focuses on how sustainable finance can be applied from different perspectives e.g., business managers, financial stakeholders, lenders and bank holding companies. The module aims and objectives are achieved with the use of multiple and diverse case studies and evidence-based research combined with guest lectures from prominent industry

practitioners. This will enable students to understand the subtle differences from the traditional Investing lens, and especially the challenges of quantifying ESG in the investment decision. Hence, students will learn that there is no “one-size-fits-all” approach when it comes to sustainable finance and will be able to apply the correct critical and quantitative approach when it comes to applying finance from a sustainability viewpoint.



Strategy Making for Social Impact

| Z1413

The educational aim of this module is for students to understand how they can enact social impact through organisational strategy. Students will be guided into a process that helps develop them into organisational leaders who approach strategy with a social lens. Where social impact is not simply a CSR exercise but is embedded in the organisational outcomes and activities. By the end of the module, students will be prepared to take on roles in diverse organisations, from startups to multinational corporations, where they can drive meaningful change and contribute to a more sustainable and equitable world.



Current Issues in Tourism Sustainability

| WE400

This final year module unpacks current tourism sustainability issues in greater depth than in years one to three. It aims to raise awareness of sustainability issues in HTM and broaden the conceptual understanding of these in a 21st-century context. These include the economic, social and environmental impacts of tourism along with the implications for bringing about human development and environmental protection. International case examples are used to consider sustainable management practices, policies and responses. In addition, the industry perspective, and the perspectives of other stakeholders in the tourism system are also considered. These include communities, international agencies, government and non-governmental organisations who promote and work towards sustainability in tourism.



Management Development Programme 1/Leadership Development Programme 1

| BF110/204

The module aims to provide students with a core understanding of business, leadership and management foundations, to develop the necessary tools to better manage themselves and others through a blend of theoretical and experiential learning activities.



Multidisciplinary Perspectives of Sustainable Development

| SF105/6

UNESCO has been promoting Education for Sustainable Development (ESD) since 1991. It led the UN Decade for ESD from 2005 to 2014 and is now spearheading its follow-up, the Global Action Programme (GAP) on ESD. The momentum for ESD has never been stronger. Global issues urgently require a shift in our lifestyles and a transformation of the way we think and act. To achieve this change we need new skills, values and attitudes that lead to more sustainable societies. Education systems must respond to this pressing need by defining relevant learning objectives and learning contents and introducing pedagogies that empower learners. The new 2030 Agenda for Sustainable Development clearly reflects this vision of the importance of an appropriate educational response. Education is explicitly formulated as a stand-alone goal – Sustainable Development Goal 4. Numerous education-related targets and indicators are also contained within other Sustainable Development Goals (SDGs). Education is both a goal in itself and a means of attaining all the other SDGs. It is not only part of sustainable development, but also a key enabler for it. That is why education represents an essential strategy in the pursuit of SDGs and defines the need for this module.



Teaching Awards

In 2024, 1 award was given to faculty and educators at University of Strathclyde.



Shortlisted for Excellence in Sustainability at the Teaching Excellence Awards

Granter: Vice President Education of Strath Union

Grantee: Bianca Vasquez Pistorio

Award Description:

Teaching Excellence Awards are student-led teaching awards that are hosted by the Vice President Education to recognise the best of Strathclyde's teaching staff. Being student-led means it is solely students who nominate, shortlist and pick the winners. Bianca Vasquez Pistorio, a tutor in the department for Work, Employment and Organisation was shortlisted in the "Excellence in Sustainability" category at the Strath Union's annual Teaching Excellence Awards in May 2025.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards
- ❖ Financial incentives
- ❖ Performance-based teaching fellowships

Teaching Voices

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

Teaching Voices

The University of Strathclyde's "ESD, Me and a Cup of Tea" initiative exemplifies our commitment to embedding Education for Sustainable Development (ESD) across disciplines. This cross-faculty initiative showcases innovative teaching strategies, curriculum redesigns, and experiential learning aligned with the UN Sustainable Development Goals (SDGs).

Highlights include a redesigned Chemical & Process Engineering curriculum with 210 credits explicitly or implicitly focused on sustainability, and multi-disciplinary projects inspired by global exemplars. Professor Iain Black's pedagogy integrates planetary and social guardrails into all levels of teaching, using Bloom's taxonomy to foster systems thinking, ethical reflection, and critical analysis.

In Computing, the "Dark Data & Sustainability" module (CS101) engages students in quantifying the environmental impact of unused digital data, promoting sustainable digital habits. Complementary IT practices address energy efficiency, hardware lifecycle, and carbon-conscious communication. The VIP4SD programme in STEM education fosters public engagement and interdisciplinary collaboration. In Humanities & Social Sciences, credit-bearing placements align with SDGs such as poverty, health, education, and gender equality. Students develop key competencies including self-awareness, normative reflection, and collaborative problem-solving.

In Engineering, the Renewable Energy Technologies module (EE317) integrates SDGs 7 and 13, using climate simulators and role-play negotiations to build strategic, affective, and psychomotor learning outcomes.

Together, these approaches demonstrate Strathclyde's strategic integration of sustainability into teaching, preparing students to address global challenges with creativity, responsibility, and impact.

Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

Experiential Learning



A lot

Our institution supports experiential learning significantly through teaching and learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

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 engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in creating sustainable environmental, social, and economic value. Our desire to contribute to the wicked and grand challenges faced by the world always guides our research.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, University of Strathclyde was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2024, University of Strathclyde contributed research findings to:

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

Research Projects

In 2024, University of Strathclyde reported 8 research projects that implemented responsible or sustainable activities.

Why do quality date labels encourage food waste? A dual-account of label-based consumer food waste.

Period Covering: February, 2025 - September, 2025

Department: Marketing

<https://pureportal.strath.ac.uk/en/projects/why-do-quality-date-labels-encourage-food-waste-a-dual-account-of>



The Impact of Racism on the Mental Health of Minority Ethnic Communities in the UK.

Period Covering: January, 2025 - September, 2025

Department: Management Science

An in depth qualitative study in cities across the UK to understand how racism affects mental health and how communities can counter this, undertaken through participatory methods.

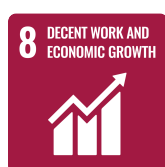


Social presence in the metaverse: an examination of the role of others in driving online and offline positive responses

Period Covering: December, 2023 - September, 2025

Department: Marketing

The emergence of the metaverse—an integrated and immersive ecosystem bridging the physical and the virtual, where users can live part of their life—questions the way customers will interact with each other online. For instance, with the development of branded stores within a metaverse, customers can engage with brands in the virtual space through their avatars. Alike at physical retail locations, metaverse users may interact in real-time with other users within the virtual retail space. We know that, in real physical retail spaces, other customers can impact fellow customers’ experience and behaviour, but it is unclear how customers perceive and respond to such others in the metaverse. This is further amplified by the rise of artificial intelligence (AI) and the possibility for brands to include AI-powered avatars within their stores. The proposed research explores how the presence (vs absence) of others (human-controlled or AI-powered) in metaverse stores impacts consumers’ feelings of social presence. Moreover, we go a step further by assessing how social presence may impact users’ degree of immersion (i.e., spatial presence) in the metaverse environment and subsequent purchase behaviour.



Enterprise Risk Management: Key to the Sustainability of Economic Ecosystems

Period Covering: September, 2024 - January, 2027

Department: Marketing

<https://pureportal.strath.ac.uk/en/projects/enterprise-risk-management-key-to-the-sustainability-of-economic->



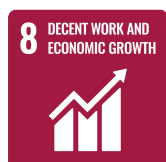
Climate change and the rise of precarious work among agriculture and construction workers in a small island developing state.

Period Covering: December, 2023 - September, 2027

Department: Work, Employment and Organisation

Small island developing states (SIDS) are among the first and worst affected by climate change despite making a very small contribution to the overall global emissions that cause climate change.. For over 20 years, the World Health Organization (WHO) has played a key role in raising awareness of and implementing actions to manage the health risks of climate change, particularly global warming within SIDS (WHO, 2018) but the challenges remain. Risks can arise from direct exposures, indirect exposures and via economic and social disruptions (Smith et al., 2014). In this proposed research we focus on direct exposures to high atmospheric temperature extremes that are increasing in frequency and intensity in SIDS and are projected to continue along this trend (Hoegh-Guldberg, 2018). Specifically, we focus on Mauritius, an Indian Ocean-African SIDS, where there is an increasing trend of reported heat stress and heat-related injuries in the construction and agricultural sectors (ILO, 2019). We situate precarious work in the context of climate change, in this case extreme temperatures associated with global warming. We will examine climate change as a potential factor exacerbating experiences of precariousness among agriculture and construction workers, often migrants from global south countries like India, Nepal and Bangladesh. The study will collect evidence to (a) explore the relevance of climate change as a contributor and multiplier of precarity at work, and (b) produce occupational health policy-relevant evidence for workers in the two sectors. Both outcomes are timely for improving the climate change preparedness of relevant sectors in SIDS.

<https://pureportal.strath.ac.uk/en/projects/climate-change-and-the-rise-of-precarious-work-among-agriculture->



Enhancing Staff Engagement with Equity, Diversity, and Inclusion (EDI) Through Interdisciplinary Reading Groups in Academic Institutions

Period Covering: June, 2025 - September, 2025

Department: Marketing | Management Science

This project aims to investigate whether structured conversations based on EDI-related themes can enhance university staff members' engagement with EDI practices. The findings will help us understand how reading group-style discussions could support professional development and promote inclusive cultures in academic environments.

<https://pureportal.strath.ac.uk/en/projects/enhancing-staff-engagement-with-equity-diversity-and-inclusion-ed>



Every Tree Tells a Story

Period Covering: May, 2021 - September, 2025

Department: Marketing | Hunter Centre for Entrepreneurship, Strategy and Innovation

This is a collective organic project, founded in Glasgow in 2021, and conceived as an innovative response to the need to more deeply explore the connections between place, nature, community, (inclusive) society, and ecojustice.

ETTAS supports postcard-centred storytelling in partnership with schools, communities, artists, activists, walkers, students and policy makers. We invite citizens of all ages to simply share their stories of trees with us on specially designed postcards, through an informal vox pop approach, in the city's squares, pubs, parks and trails. We have also run more structured pop-up workshop events, collaborating with primary schools, libraries, cultural centres, universities and other civic institutions. Some stories are shared in words, some in drawings, and some in both forms. ETTAS generates sustainability value for participants through voicing and sharing their connections with nature. ETTAS' citizen social science data also captures the role, value, and impact of trees in citizens' lives, facilitating democratic and grounded evidence-based policy mapping for urban forestry. Recent work highlights the multifaceted significance of tree-sources for urban citizen wellbeing.

The collective is led by Strathclyde University and Glasgow City Council, and other friends involved in ETTAS include Glasgow School of Art, Glasgow Caledonian University, University of Glasgow, and actor-activist Tam Dean Burn.

<https://pureportal.strath.ac.uk/en/projects/every-tree-tells-a-story-2>



Making motherhood work: Supporting mothers in academia

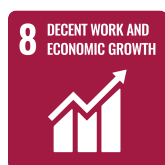
Period Covering: January, 2025 - December, 2025

Department: Hunter Centre for Entrepreneurship, Innovation and Strategy

There is no shortage of literature surrounding academic mothers and the stark differences between men and women in academia in terms of promotion rates, salary, and workload, amongst other factors. Research highlights that there has only been a marginal improvement for academic mothers in recent decades. This is not only detrimental at an individual level, but also represents lost potential economic and social value at an institutional level. As key stakeholders, mothers need a voice and a role in shaping policy and practice within academia.

In response to calls encouraging universities to better support mother academics, the Making Motherhood Work project aims to support the professional development of academic mothers at the University of Strathclyde by exploring the challenges and barriers they face when juggling their caring responsibilities and developing their careers within the institution.

Funded by the University of Strathclyde's Institutional Funding for Research Culture Award, Cultures of Collaborative Research (Wellcome Trust).



Research Awards

In 2024, University of Strathclyde was awarded 4 research awards for responsibility- and/or sustainability-related research.



2025 Scottish Graduate School of Social Science (SGSSS) Impact Competition (the 'planned impact' category)

Granter: Scottish Graduate School of Social Science

Grantee: Jenna Gilmartin

Award Description:

PhD researcher Jenna Gilmartin, Department of Work, Employment and Organisation, has won the 'planned impact' category of the 2025 Scottish Graduate School of Social Science (SGSSS) Impact Competition for her research into the gig economy. Jenna was one of eight shortlisted candidates for this year's SGSSS competition which showcases the amazing work that doctoral researchers are planning to do across Scotland or have already achieved. The candidates all put together videos and posters which showcased their research and the impact it is making and there was a public vote to decide on the winners of each category. On winning the award, Jenna said, "I was incredibly honoured to be shortlisted and even more so to have won the SGSSS Planned Impact section of the competition. It was a fantastic experience, not only to showcase my own research but also to hear about the impactful work being done by fellow academics. "The Competition provided a unique experience to connect with others and learn from their innovative approaches to tackling real-world challenges. I look forward to continuing to contribute to impactful research in the future." Jenna's PhD supervisors are Dr Kendra Briken and Professor Stewart Johnstone. Dr Johnstone said, ""We were delighted to hear of Jenna's award. Her research project on worker rights and voice in delivery work is not only important given Scotland's vision of becoming a Fair Work Nation, but especially timely given potential implications of the current Employment Rights Bill on worker rights in this area of the economy". Jenna's research - "Sorry We Missed You: The Unheard Voices of the Independent Retail Gig Economy" - gives voice to the often overlooked delivery workers trapped in insecure paid gig economy work. Hidden behind algorithmic control, they face unstable hours and poor protections. As new UK legislation promises change as part of the Employment Rights Bill, smaller employers risk falling short. Jenna's study exposes the reality for the workers and demands urgent action for fairer work. By investigating the workers' experiences and expectations, Jenna seeks to highlight the precarious nature of their work and advocate for improved conditions and right.

Images of Research Competition

Granter: University of Strathclyde

Grantee: Marsaili McGrath

Award Description:

PhD student Marsaili McGrath, who is doing her PhD in Consumption, Markets and Cultures in the Department of Marketing, has had two images recognised in the annual Images of Research competition run by the University of Strathclyde. On May 13 2025, the Principal Professor Sir Jim McDonald launched the Images of Research exhibition in the Learning & Teaching Building and named the winners. The entries to this year's competition, on the theme of 'From Research to Reality', were exceptionally strong across all four categories and the winners' photographs / posters were, he said, "outstanding". Marsaili McGrath was the Winner in the Future Foundations Category for "Reusable Theatre Caps: A Step Towards Sustainability" (pictured) and Highly Commended in the AI Insights Category for "Motherhood: The Price of the Perfect Mumfluencer". The exhibition was on display in Glasgow Central Station as part of the Glasgow Science Festival (June 5-15 2025).

QS Sustainability Rankings

Granter: QS Quacquarelli Symonds Limited

Grantee: The University of Strathclyde

Award Description:

QS Sustainability Rankings: In the 2024 rankings, Strathclyde was placed 107th out of 1,397 institutions worldwide. The university received high scores for both its social impact and governance.

Transformative Social Venture of the Year 2024

Granter: The Praxis Auril Knowledge Exchange Awards

Grantee: C²LI (Climate Change Legal Initiative)

Award Description:

The University of Strathclyde's first social enterprise spinout company has won a UK-wide award for its work on climate change laws. C²LI (Climate Change Legal Initiative) has been named Transformative Social Venture of the Year in the PraxisAuril KE (Knowledge Exchange) Awards, held annually to honour "excellence and innovation" in knowledge exchange. The company, founded in Strathclyde Law School, was commended for its work in enhancing legal knowledge and expertise, to drive just and transformational climate action. This includes its Climate Change Litigation Knowledge Hub, a searchable open-access online platform which takes complex climate change litigation cases and presents them as brief, plain language summaries, covering legislation in more than 30 countries. C2LI is a Community Interest Company and is fully asset-locked, ensuring that profits or assets are not distributed outside of the company. All profits are instead re-invested into supporting the company's social and environmental vision.

Publications Related to RME and/or Sustainability

An assessment of photochemical carbon dioxide utilisation technologies using real options

| [DOI](#)

Authors: Michael P Brandon, School of Chemical Sciences, Dublin City University, Ireland | Mark Cummins, Strathclyde Business School, Glasgow, Scotland | Peter Deeney, Environmental Research Institute, University College Cork, Ireland | Mary T Pryce, Dublin City University, Dublin, Ireland

Date of publication: September, 2025

Department: Accounting and Finance

Nascent carbon capture and utilisation technologies that transform captured CO₂ emissions into a usable chemical product, provide alternatives to carbon capture and storage. Technology risk, and associated investment uncertainty, are barriers to the development of such technologies. In view of this, we consider a flexible real options framework to assess the technology risk inherent in photochemical carbon dioxide reduction technologies, a low readiness level technology (TRL 2–4) that utilises an artificial photosynthesis system based on natural or artificial light. We consider two competing configurations, both of which produce carbon monoxide but differ in the light source for the artificial photosynthesis system. One configuration uses intense UV lamps, while the other uses ambient light with a solar concentrator. After establishing literature informed cost estimates for pilot plant specifications, we conduct a sensitivity analysis across select physical attributes, technological development characteristics and price exposures. We confirm high sensitivity to the efficiency of the CO production process. Cost sensitivities are also evidenced for the catalyst, the running of the UV lamps in the first configuration and the solar concentrator in the second configuration. Price sensitivity is highest for the CO produced. Our study is relevant for project developers considering investment in research for this nascent technology.



Does financial inclusion matter to population health? Insight from a global dataset.

| [DOI](#)

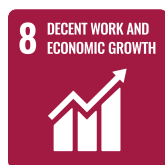
Authors: Godsway Korku Tetteh, University of Strathclyde, Glasgow, UK | Alex O. Acheampong, Bond Business School, Bond University, Gold Coast, QLD, Australia

Date of publication: September, 2025

Department: Accounting | Finance

Currently, extensive empirical studies exist on the impact of financial inclusion on socio-economic outcomes such as economic growth, inequality, and poverty. However, research on financial inclusion and population health is limited and still at the infant stage. Therefore, this article adds to knowledge by inquiring into the health implications of financial inclusion using a global panel dataset for 121 countries between 2004 and 2020. After accounting for endogeneity with heteroskedasticity-based instrumental variable regression and cross-sectional dependency with the Driscoll–Kraay estimator, we documented that financial inclusion improves population health outcomes. We found that the effect of financial inclusion on population health outcomes also depends on the level of information and communication technology penetration and existing socio-economic conditions in a country. Following this, we showed that financial inclusion improves population health outcomes in countries

with lower income inequality and higher GDP per capita, mobile and internet penetration. We further found heterogeneity in the results across geographical regions and income groups. Following these findings, we suggest that financial inclusion policies could enhance population health.



Incentivizing emerging market suppliers for responsible international supply chain: Revenue-sharing and government subsidy

| [DOI](#)

Authors: Siyue Zhang, Antai College of Economic and Management, Shanghai Jiao Tong University, Shanghai, PR China | Jiangtao Hong, International Business School, Shanghai University, of International Business and Economics, Shanghai, PR China | Linxiang Ma, University of Strathclyde Business School, Glasgow, United Kingdom | Nanyang Zhao, International Business School, Shanghai University of International Business and Economics, Shanghai, PR China

Date of publication: September, 2025

Department: Accounting and Finance

Many emerging market suppliers of multinational enterprises (MNEs) have been exposed to social responsibility controversies. These incidents significantly affect MNEs' operations and emerging economies' sustainable development. This paper considers a two-tier transnational supply chain model to explore the impact of different participants' corporate social responsibility (CSR) engagements on their profits and social welfare. We consider two incentive schemes that could enhance emerging market suppliers' CSR activities: revenue sharing from their buyers and subsidies from their governments. Using the supplier Stackelberg game, we find: 1) transnational operation costs hinder MNEs' incentive to invest in CSR; 2) suppliers' CSR activities have a larger impact on the demand for final products and emerging market welfare than MNEs' activities; 3) suppliers will voluntarily engage in CSR activities, but only at an insufficient level, whereas MNEs revenue-sharing with suppliers and government subsidies to suppliers can improve suppliers' CSR level; 4) government subsidy improves suppliers' CSR activities to a larger extent than MNEs' revenue-sharing. Our study fills the gap in CSR activities along the international supply chain. We also provide critical managerial implications to MNEs and their emerging market suppliers on reducing CSR risk, and policy implications to emerging market governments on realizing sustainable development.



A macro-level analysis of the socio-economic impacts of climate change driven water scarcity

| [DOI](#)

Authors: Andrew G Ross, Institute of Energy and Climate Research (IEK), Systems Analysis and Technology Evaluation (IEK-STE), Forschungszentrum, Jülich, Germany | Kevin Connolly, Fraser of Allander Institute, Department of Economics, University of Strathclyde, Glasgow, Scotland, United Kingdom | Stefan Vögele, Forschungszentrum Jülich GmbH, Jülich, Germany | Wilhelm Kuckshinrichs, Forschungszentrum Jülich GmbH, Jülich, Germany

Date of publication: September, 2025

Department: Economics

Recognising the urgent need to address water scarcity resulting from climate change, there is a growing push to enhance the resilience of water (and related) systems. For instance, policymakers are now urging companies to shift from short-term focused strategies towards long-term approaches to effectively manage water scarcity. This paper utilises a custom-built dynamic multisectoral model to assess the socio-economic impacts at a macro-level of temporary water scarcity. The focus of the analysis is to identify the effects that varying levels of investment foresight may have on economic resilience. Specifically, the model incorporates often overlooked factors such as behavioural and resilience aspects. By considering these key elements, a more comprehensive understanding of the system-wide implications of water scarcity on the broader economy is provided. The analysis shows how firms' foresight, or lack thereof, impacts their response to water scarcity and the subsequent impact on the economy. Sector-specific analyses shed light on the potential negative impacts of water scarcity on sectors like agriculture, food, and electricity production and distribution. Yet, the analysis also reveals that certain sectors can benefit from competitiveness effects, which can mitigate the adverse economic implications of water scarcity. However, it should be noted that these sectors may contribute to a catch-up effect on water use. The policy recommendations arising from this research emphasise the promotion of anticipation and preparedness among firms. It is crucial to prioritise resilience-building measures in all sectors, whether they directly rely on water or not.



Assessing the impact of environmental, social and governance indicators on corporate financial performance

| [DOI](#)

Authors: Zhu Jiang, Jiangsu Vocational College of Finance and Economics, Huai'an, P.R. China | Prince Asare Vitenu-Sackey, Strathclyde Business School, University of Strathclyde, Glasgow, UK

Date of publication: September, 2025

Department: Economics

This study examines the relationship between the disclosure of environmental, social, and governance (ESG) information and financial performance by considering the interests of all stakeholders against the backdrop of the stakeholders' theory. Based on the findings, it is important to emphasise that, overall, ESG is a substantial driver of corporate financial performance. The regulatory landscape for ESG disclosure varies across countries, with some implementing mandatory requirements and others relying on voluntary frameworks. However, our findings suggest that the relationship between ESG indicators and financial performance is considerably contingent on institutional effectiveness through corruption control and governments' effectiveness in enacting proactive and pragmatic policies that are financially and economically induced.



Does the provision of universal free school meals improve school attendance?

| [DOI](#)

Authors: Daniel Borbely, Department of Economics, Queen's University Belfast, Belfast, UK | Markus Gehrsitz, Department of Economics, University of Strathclyde, Glasgow, UK | Stuart McIntyre, Department of Economics, University of Strathclyde, Glasgow, UK | Gennaro Rossi, Department of Economics, University of Reading, Reading, UK

Date of publication: September, 2025

Department: Economics

We examine the effects of universal free school meal (UFSM) policies on school attendance and health-related absences. We leverage UFSM implementation in Scotland where all pupils in the first three grades of primary schools became automatically entitled to claim free meals, regardless of their households' financial circumstances. We estimate a difference-in-differences model with variation in school-level exposure to the policy and find that, in spite of a large increase in take-up rates, attendance did not improve. Using an alternative exposure measure that includes those pupils switching from paid to free school meals, we find small positive and negative effects on attendance

and health-related absences respectively. These findings would suggest the presence of a channel whereby financial savings by families encourage attendance, but these effects are too small to be considered economically meaningful.



A novel spherical fuzzy AHP method to managing waste from face masks and gloves: an Istanbul-based case study

| [DOI](#)

Authors: A. K. Konyalıoğlu, Strathclyde Business School, University of Strathclyde, Glasgow, UK | I. Bereketli Industrial Engineering Department, Faculty of Engineering and Technology, Galatasaray University, Istanbul, Turkey | T. Ozcan Management Engineering Department, Faculty of Management, Istanbul Technical University, Istanbul, Turkey

Date of publication: September, 2025

Department: Hunter Centre for Entrepreneurship, Innovation and Strategy

Waste management has emerged as a critical issue in the wake of the COVID-19 pandemic and the earthquake that struck southeast Turkey on February 6th, 2023, particularly regarding the disposal of face masks and gloves. Extensively utilized for disease prevention and maintaining personal hygiene, these items are categorized as medical waste, presenting significant disposal challenges in Turkey. This study aims to overcome these challenges by prioritizing key factors in waste management during the COVID-19 era through the application of the Spherical Fuzzy Analytic Hierarchy Process (SF-AHP) in Istanbul. By conducting a comprehensive literature review and consulting with experts, relevant criteria for managing this medical waste have been identified and prioritized. Furthermore, a sensitivity analysis of the decision support model is performed to evaluate its robustness. The data highlight the crucial importance of recycling, landfilling, and incineration capacities, regulatory frameworks, and incineration costs as primary determinants and criteria shaping the waste management landscape. The sensitivity analysis highlights the resilience of our proposed methodology, demonstrating consistent and robust prioritization outcomes even with varying criteria weights, thereby validating the reliability of the methodology in informing policy decisions. The originality of this study lies in its innovative application of spherical fuzzy sets—offering high accuracy and compatibility with human reasoning—to the management of face masks and gloves waste, an area not previously explored using Spherical Fuzzy Multi-Criteria Decision Making (SF-MCDM) in current literature. This novel approach introduces a rigorous and pioneering methodology for investigating this specific aspect of waste management and enriches the academic conversation by providing a practical SF-MCDM framework.



Can chain leaders stop greenwashing practices in supply chain governance? An empirical investigation into business strategies

| [DOI](#)

Authors: Zhe Sun, Center for China Public Sector Economy Research, Jilin University, Changchun, China | Lei Liu, Economics School, Jilin University, Changchun, China | Liang Zhao, Strathclyde Business School, University of Strathclyde, Glasgow, UK | Diana Korayim, Alfaisal Center for Research and Consultancy Studies, Alfaisal University, Riyadh, Saudi Arabia | Rsha Alghafes, Department of Management, College of Business Administration, Princess Nourah bint Abdulrahman University, Riyadh, Saudi Arabia

Date of publication: September, 2025

Department: Hunter Centre for Entrepreneurship, Strategy and Innovation

In the context of the global green transformation of supply chains, corporate greenwashing has exhibited a networked diffusion trend, yet the role of chain leaders in this governance process remains unclear. Based on resource orchestration theory (ROT), this study uses data from Chinese A-share listed firms and their supply chain partners spanning 2011–2022 as a sample to explore the mechanisms by which the dominant position of chain leaders suppresses greenwashing within supply chains. It also examines the contextual effects of digital transformation and government supervision. The findings reveal that: (1) chain leaders utilize dual pathways, namely, coordination (reducing supply–demand coordination costs and reconstructing business credit networks) and guidance (cultivating green cognition and facilitating green technological spillovers) to suppress greenwashing; (2) digital transformation unexpectedly exacerbates greenwashing, whereas government supervision strengthens governance efficacy; (3) greenwashing among geographically proximate partners and customer partners is more significantly influenced by chain leaders' governance. This study challenges the traditional supply chain efficiency paradigm by introducing a network-embedded explanation for greenwashing behavior.



Exploring policy coherence for land use transformations

| [DOI](#)

Authors: Hebe Nicholson, The James Hutton Institute, Craigiebuckler, Aberdeen, AB15 8QH, UK | Kirsty Louise Blackstock, The James Hutton Institute, Aberdeen, United Kingdom | Jean Boucher, The James Hutton Institute, Craigiebuckler, Aberdeen, AB15 8QH, UK | James Glendinning, Scotland's Rural College (SRUC), Peter Wilson Building, Kings Buildings, Edinburgh, EH9 3JG, UK | Alexa Green, Strathclyde Business School, Glasgow, UK | Alba Juarez-Bourke, The James Hutton Institute, Craigiebuckler, Aberdeen, AB15 8QH, UK | Stanislav Martinát, The James Hutton Institute, Aberdeen, United Kingdom | Graciela Martínez Sánchez, The James Hutton Institute, Craigiebuckler, Aberdeen, AB15 8QH, UK | Keith B. Matthews, Information and Computational Sciences Group, Aberdeen, United Kingdom | Ian Merrell, Scotland's Rural College (SRUC), Peter Wilson Building, Kings Buildings, Edinburgh, EH9 3JG, UK | Sam Poskitt, The James Hutton Institute, Craigiebuckler, Aberdeen, AB15 8QH, UK | Steven Thomson, Scotland's Rural College (SRUC), Peter Wilson Building, Kings Buildings, Edinburgh, EH9 3JG, UK

Date of publication: September, 2025

Department: Hunter Centre for Entrepreneurship, Innovation and Strategy

The multiple crises (climate, biodiversity, austerity) facing our socio-ecological systems require ambitious responses; with much of the responsibility for protecting public goods and developing sustainably lying with public policy. To tackle these wicked problems, there are increasing calls for policy coherence: to use the levers of government in a more holistic and systemic manner. Land use transformation is crucial to achieving these ambitions. However, there is limited scholarship that takes a comprehensive approach to analysing policy coherence (both horizontal and vertical). Common to many nation-states, the Scottish Government has made ambitious pledges to address climate action (mitigation and adaptation) and nature, with an emphasis on leaving no one behind e.g., net zero by 2045 using Just Transitions. In this research we examine the policy coherence of 66 Scottish land use related policies in addressing land use transformation, as well as an in-depth coherence analysis of 11 agricultural policies. We address three research questions on the synergies and problems in policy coherence for land use transformation, as well as opportunities for improvement. Overall, we found that half of the 66 policies examined advanced land use transformation, but we query the possibility of hidden conflicts. The in-depth coherence analysis highlighted that when looking at the agricultural policies as a collective, coherence was clear, however, on the individual level it was not. Our paper shows that whilst challenging to implement, paying attention to multiple forms of policy coherence can highlight opportunities to consider when revising or designing policies for these pressing problems.



A structured framework for supporting the participatory development of consensual scenario narratives

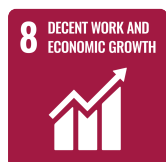
| [DOI](#)

Authors: Teemu Seeve, Department of Information and Service Management, Aalto University School of Business, Finland | Eeva Vilkkumaa, Department of Information and Service Management, Aalto University School of Business, Finland | Alec Morton, Strathclyde Business School, University of Strathclyde, United Kingdom

Date of publication: September, 2025

Department: Management Science

High levels of uncertainty faced by decision makers can be alleviated by characterizing multiple possible ways in which the future might unfold with scenario narratives. Aiming at describing alternative plausible chains of outcomes of key uncertainty factors, scenario narratives are often associated with graphical networks describing the relationships between the outcomes of the factors. We present a participatory framework for bottom-up development of such networks, the PACNAP (Participatory development of Consensual narratives through Network Aggregation and Pruning) framework. In this framework, relationships of influence between factor outcomes are judged by a group of scenario process participants. We develop an optimization model for pruning an aggregated graph based on these judgments. The model selects those edges of the aggregate graph that the participants most agree upon and can be tailored to identify compact graphs of varying degrees of cyclicity. As a result, a variety of graphical representations of varying structural richness can be explored to arrive at a succinct representation of a consensus view on the structure of a joint narrative. To this end, the main formal results are the representation of the participants' agreement lexicographically in a linear objective function of a 0-1 program, and the translation of the requisites of the compactness and cyclicity of the resulting pruned graphs into a set of network flow constraints. The problem of identifying a consensus graphical representation is a general one and our graph pruning method has application potential outside the specific domain of narrative development as well.



A system dynamics model of community-based health insurance system in Bangladesh

| [DOI](#)

Authors: Nurnabi Sheikh, University of Glasgow | Susan Howick, Strathclyde Business School | Alec Morton, Strathclyde Business School | Shehrin Shalia Mahmood | Syed Manzoor Ahmed Hanifi

Date of publication: September, 2025

Department: Management Science

Community-based health insurance (CBHI), also known as micro or mutual health insurance, is managed by local non-government organization, hospitals and cooperative societies to mobilize local resources to provide healthcare services to the underserved marginalized population. The effectiveness of voluntary CBHI as a financing mechanism for achieving universal health coverage (UHC) is widely debated and remains a global concern, with many experts questioning its long-term sustainability and feasibility. Overcoming the barriers to implement a sustainable CBHI is a policy priority for Bangladesh and will reflect on a global debate about the role of CBHI in attaining UHC. The goal of this study is to identify appropriate policies which support a sustainable CBHI and to assess the impact of these policies over time.

A System Dynamics approach is used to build a model, simulate, and evaluate policy scenarios. The model was parameterized using data from the literature, primary data collected from a CBHI scheme in Bangladesh and expert opinion.

Although there is potential for a sustainable CBHI scheme in Bangladesh, achieving this requires coverage of over 60% of the target population to ensure risk sharing among insured members, external or mandatory public financing as a seed money until attaining self-sufficiency (i.e., ability to generate enough revenue to maintain the scheme without external funding), and a robust regulatory framework. Even though Bangladesh is known as the birthplace of microfinance and the land of non-governmental organizations with many successful community initiatives, it is unlikely that CBHI would achieve sustainability in the long run without these essential components. The challenging conditions for the financial sustainability of CBHI in Bangladesh raise significant concerns about its feasibility as a financing mechanism for achieving UHC in any other settings.



How city attractiveness and population growth created unaffordable housing in Greater Sydney

| [DOI](#)

Authors: Juan Pablo Ríos-Ocampo, Strathclyde Business School, Glasgow, United Kingdom | Michael Shayne Gary, School of Management & Governance, Business School, University of New South Wales, Sydney, Australia

Date of publication: September, 2025

Department: Management Science

Cities worldwide face housing pressure due to rapid population growth exceeding the housing supply. Despite efforts to increase housing supply, housing affordability continues to decline. Understanding policymakers' perceptions of the housing sector in urban planning is critical to guaranteeing housing opportunities for everyone. We examine the complexities of housing affordability in the urban planning process by analyzing three urban planning reports in Greater Sydney. We use an existing dataset for Greater Sydney urban planning reports and causal mapping to analyze policymakers' perceptions about the relationships that drive the housing demand, housing supply, and housing prices. The findings highlight the need for a better understanding of the drivers of urban sprawl, the limitations of current supply-side strategies, and alternative solutions to control urban growth and mitigate housing crises in urban areas.



Ideological capacities in consumer communities

| [DOI](#)

Authors: Irem Tastan, Strathclyde Business School, Glasgow, UK | Zeynep Ozdamar Ertekin
Department of Business Administration, Izmir University of Economics, Izmir, Turkey

Date of publication: September, 2025

Department: Marketing

Purpose:

This study aims to explore how a postmodern tribe enacts and re-interprets ideologies as a part of consumers' collective experience, to enhance our understanding of consumer communities in conjunction with ideological capacities.

Design/methodology/approach:

The community of "presenters" is conceptualized as a self-organized tribe with heterogeneous components that generate capacities to act. Netnographic observation was conducted on 18 presenter accounts and lasted around six months. Real-time data were collected by taking screenshots of the posts and stories that these users created and publicly shared. Data were analysed by adopting assemblage theory, combining inductive and deductive approaches. Firstly, a qualitative visual-textual content analysis of the tribe's defining components was conducted. Then, the process continued with the thematic analysis of the ideological underpinnings of the tribe's enactments.

Findings:

Findings shed light on the ways in which consumer communities interpret the entanglement of religious, political, and cultural ideologies in shaping their experiences. In the case of the presenters tribe, findings reflect a novel ideological interplay between neo-Ottomanism, post-feminism and consumerism.

Research limitations/implications:

The study offers a deep dive into a unique tribe that is being organized around the consumer-created practice of “presenteering” and investigates consumer communalization in alignment with the ideological turn in culture-oriented interpretative research on consumers, consumption, and markets. This exploration helps to bridge the research on the communalization of consumers with the recent discussions of ideology in the postmodern market.

Originality/value:

The study offers a deep dive into a unique tribe that is being organized around the consumer-created practice of “presenteering” and investigates consumer communalization in alignment with the ideological turn in culture-oriented interpretative research on consumers, consumption, and markets. This exploration helps to bridge the research on the communalization of consumers with the recent discussions of ideology in the postmodern market.



Influencing others to prevent hospitality food waste

| [DOI](#)

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Date of publication: September, 2025

Department: Marketing

Hospitality employees play a crucial role in food waste prevention, yet there is little understanding of how employees can influence the way food waste is thought about and dealt with within their workplace. To address this gap, we conducted semi-structured interviews with 23 UK hospitality actors, including frontline employees, managers and business owners to understand how they influence others, and have been influenced by others, to prevent food waste. We analyse the data through a sensemaking lens, which shows that food waste messages are received and made sense of instantly, or with delay due to exposure over time, or when the time is right. This reception process is

active or passive, and congruent or incongruent, which has implications for whether food waste messages are understood as intended and the behavioural outcomes of the reception process. Developing a more comprehensive understanding of how food waste messages are received, understood and enacted has implications for food waste communications and how hospitality actors can influence the way food waste is thought about and dealt with within their workplace.



Peace Brand Activism: Global Brand Responses to the War in Ukraine

| [DOI](#)

Authors: Eleni Tsougkou, Strathclyde Business School, University of Strathclyde, UK | Martin Sykora, School of Business and Economics, Loughborough University, UK | Suzanne Elayan, School of Business and Economics, Loughborough University, UK | Kemefasu Ifie, School of Business and Economics, Loughborough University, UK | João S. Oliveira, ISEG, Lisbon School of Economics and Management, Lisboa University, Portugal

Date of publication: September, 2025

Department: Marketing

Following the outbreak of the war in Ukraine in February 2022, many global brands took a stand on the crisis, which often elicited polarized consumer responses. This study explores this phenomenon—peace brand activism (PBA)—by conducting an inductive analysis of global brands’ responses to the Russia–Ukraine war as disclosed on social media channels across three different platforms: Facebook, Twitter, and Instagram. The analysis highlights the range of PBA tactics that global brands employ, revealing diverse action- and statement-based forms that they can adopt, including instances of pseudo-activism. In addition, this study identifies seven key characteristics of PBA: substantiality, nature, side-taking, location specificity, responsiveness, persistence, and diversity, each manifesting across spectra of differential ends. This work elucidates the evolving role of businesses in promoting peace and offers valuable guidance for managers navigating the complex terrain of PBA, emphasizing the importance of brands being cognizant of the various PBA options and thoroughly weighing the implications of taking a stand on sensitive geopolitical issues. The findings bear important policy implications, suggesting that policy makers must consider PBA's impact on bilateral relations and collaborate with brands to develop informed, strategic PBA initiatives. Finally, the authors outline important avenues for future research.



"Still the white man's world?" Exploring visible and invisible intersectional dynamics and aesthetic labour related inequalities among english language teachers in the UAE education sector

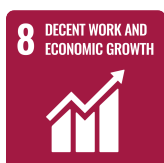
| [DOI](#)

Authors: Milena Tekeste, Social Sciences, New York University Abu Dhabi, Abu Dhabi, UAE | Dennis Nickson, Strathclyde Business School, University of Strathclyde, Glasgow, UK | Anastasios Hadjisolomou, Strathclyde Business School, University of Strathclyde, Glasgow, UK

Date of publication: September, 2025

Department: Work, Employment and Organisation

Research on the gendered lived experience of female self-initiated expatriates (SIEs) in the MENA region is limited and limiting. Although research has informed us that gender and other intersections such as race and nationality play a pivotal role in shaping one's working and private life in the MENA region, it is limiting in illustrating the role of tri-racial aesthetic labor which encompasses both visible and invisible intersectional characteristics. In this article, we examine the extent to which tri-racial aesthetic labor manifests itself in the employment experiences of female SIEs employed in the United Arab Emirates (UAE) private education sector. Drawing on the accounts of 30 individuals with varying intersectional identities, we demonstrate how individuals can be discriminated against by both visible intersections such as accent, race, and gender, as well as invisible intersections such as nationality. We further discuss how this tri-racial dynamic of aesthetic labor is embedded in organizations' meso-level HR practices and influences hiring practices and other outcomes such as pay. We offer a novel perspective on the existing knowledge about aesthetic labor and broaden our understanding of the intersection of nationality, accent, and race in the understudied context of the UAE.



Customer abuse and harassment in the hospitality industry

| [DOI](#)

Authors: Fotios Mitsakisa, Nottingham Business School, Nottingham Trent University, Nottingham, UK
| Anastasios Hadjisolomou, Strathclyde Business School, University of Strathclyde, Glasgow,
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Nottingham, UK

Date of publication: September, 2025

Department: Work, Employment and Organisation

This article, drawing on the General Strain Theory (GST), discusses customer abuse and harassment in the Greek hospitality sector during the unprecedented strain of the Covid-19 pandemic. The study draws on an online survey questionnaire, incorporating a combination of open-ended and closed questions to secure both qualitative and quantitative data. Customer abuse and harassment are outlined as endemic phenomena of workplace violence in the industry, and workplace crimes that were further intensified because of the pandemic. Managerial immoral inaction towards customer misbehaviour, as well as the underreporting of this issue, are discussed as impeding factors in addressing customer abuse and harassment. The study's theoretical contribution stems from the examination of abuse and harassment from a criminology perspective, employing the GST and the classification of such (mis)behaviours as an everyday workplace crime, which remains unmanaged, accepted, and tolerated in the hospitality and tourism sector, violating employees' well-being and dignity at work.



The metagovernance of power in collaboration innovation: a case study of transforming local systems in the Scottish Highlands.

| [DOI](#)

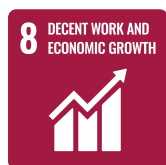
Authors: Riley Livingstone, Strathclyde Business School, Glasgow, UK

Date of publication: September, 2025

Department: Work, Employment and Organisation

This paper examines the dynamic and relational factors influencing collaborative innovation in public service delivery through an analysis of a regional innovation project in the Scottish Highlands. The study highlights the critical role of metagovernance in addressing power asymmetries, ensuring meaningful inclusion of diverse actors, and sustaining collaborative processes. By exploring how hands-on and hands-off metagovernance techniques can mitigate structural power imbalances and foster inclusive participation, the research advances understanding of how governance strategies

shape innovation in public services. The findings provide actionable insights for policymakers, particularly in navigating the complex dynamics of collaborative governance and overcoming barriers to innovation.



Research Voices

The following statement demonstrates a way in which researchers at University of Strathclyde bring sustainability and responsible management into their research.

Research Voices - Strathclyde Business School

Department of Economics and the Fraser of Allander institute

Members of the department of Economic and the Fraser of Allander Institute (a research centre based within the department) apply economic techniques to explore the links between energy and environmental issues and the economy. These are becoming increasingly important given the widespread adoption of net zero targets by a wide range of countries and regions and the broader recognition in the ways in which economic activity is underpinned and influenced by environmental factors. Economic techniques are also able to shed light on the challenges and consequences in the transition to a lower carbon and lower environmental impact economy.

The group publish in leading academic journals as well as closely engage with colleagues across the Business School and the wider University to undertake research funded by external organisations. Members also contribute to supervising postgraduate research students in these areas, as well as teaching across the department and faculty's undergraduate and postgraduate programmes. The group's theory-informed, high-impact, applied research also generates regular engagement and impact with the wider business and policy communities.

Strathclyde Institute for Sustainable Communities (SISC)

The Strathclyde Institute for Sustainable Communities (SISC) advances the University's commitment to sustainability by focusing on the role of communities in driving meaningful change. SISC explores how grassroots innovations contribute to sustainable development, assessing their scale, distribution, and impact across diverse contexts.

Through interdisciplinary research, SISC examines the characteristics of community-led initiatives, the value they generate, and the barriers they face. It collaborates with practitioners to co-create evidence-based solutions that unlock grassroots action and outline inclusive transition pathways to sustainability.

SISC also fosters knowledge exchange by connecting stakeholders across sectors and countries, supporting the creation and application of insights that strengthen sustainable communities. This approach ensures that sustainability is not only technically and economically viable but also socially empowering.

By positioning communities as active agents of change, SISC exemplifies Strathclyde's strategic integration of sustainability into research and education, preparing students and partners to address global challenges through collaboration, innovation, and responsibility.

REBI: The Responsible Business Institute (ReBI) is a strategic initiative of Strathclyde Business School's ambition to promote and contribute towards the UN's Sustainable Developmental Goals (SDGs). ReBI is built on the foundation that a positive and long-lasting change in our society is possible and must be the result of synergies among different stakeholders, including the business world. In a collaborative environment, we aim to create a solid bridge between academia, business leaders, and policymakers, where responsible business practices and policy actions, informed by rigorous research, are offered.

The Institute aims to create a platform that brings together educators, researchers, industry experts, policymakers and students to discover concrete ways to take action that tackles climate change and improves society and quality of life while striving for increased equity and inclusiveness.

ReBI strongly believes that in an increasingly complex world, basic values like integrity, ethics and responsibility, are conducive to making a difference and delivering sustained outcomes that can benefit our economy and society.

Financial Regulation Innovation Lab

The Financial Regulation Innovation Lab (FRIL) is a flagship initiative of the University of Strathclyde's FinTech Cluster, a strategic cluster led from the Strathclyde Business School. As a project delivered in partnership with FinTech Scotland and the University of Glasgow, FRIL is an industry-led collaborative innovation accelerator dedicated to leveraging emerging technologies to respond to, shape, and evolve the future of financial regulation in the UK and globally.

FRIL provides a neutral space where regulators, industry leaders, innovators, and academics collaborate openly to address the increasing demands of financial regulation. Through innovation calls, and aligned skills and education and actionable research, the Lab accelerates responsible innovation and builds confidence in technology-led solutions that can meet regulatory standards worldwide.

Thematically, FRIL's innovation calls have addressed some of the most pressing challenges in financial services regulation: advancing environmental, social, and governance (ESG) regulation compliance by developing data-led solutions that deliver positive outcomes for society and the environment;

strengthening consumer protection through technologies that support fair value, clear communication, and better outcomes for vulnerable customers; and addressing financial crime by developing solutions that enhance identity verification, fraud detection, and monitoring of illicit activity, while reducing the rising costs and inefficiencies faced by financial institutions.

The University of Strathclyde leads actionable research and knowledge exchange activities, with recognised expertise in frontier areas such as Multimodal Generative AI, Explainable AI, and Agentic AI, as well as applications at the intersection of Earth Intelligence and AI. By combining frontier research with industry-driven innovation challenges, FRIL supports the development of solutions that strengthen the resilience, transparency, and inclusiveness of regulatory practice in financial services. By equipping current practitioners and future leaders with the skills, insights, and tools needed to navigate technological and regulatory change, FRIL advances a culture of responsible innovation that safeguards consumers, strengthens trust, and contributes to sustainable economic and social outcomes.



Partner

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

How We Define Partner

Engaging and partnering with businesses, governments, civil society, and academia is central to our mission. We understand that our impact must go beyond the classroom and research publications. We partner to deepen our understanding of the challenges faced and to jointly explore effective approaches to addressing them.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ Aim2Flourish
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Responsible Research in Business & Management (RRBM)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies

Student Organization Partnerships

- ❖ Glasgow Goes Green
- ❖ Strath Union Sustainability Society
- ❖ Sustainable Development Solutions Network (SDSN) Youth



Practice

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

How We Define Practice

We recognise the importance of good governance and understand that striving for positive environmental and social impacts can sometimes cause unintentional harm. We are accountable for these impacts and seek to reduce our corporate footprint. From our travel policy to our Equality, Diversity, and Inclusion policies, we practise the responsible management we teach.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Education_for_Sustainable_Development_Mainstreaming_Guidance  View document  Download document

EDI_Policy_Final_Feb_2021  View document  Download document

Travel_Policy  View document  Download document

Fair_Work_First_Statement	View document	Download document
Health and Safety Policy Sept 2024	View document	Download document
Sustainable_Procurement_Strategy_2023-25_Final	View document	Download document
Socio Economic Impact and Community Benefits Strategy	View document	Download document
Water_Management_Policy	View document	Download document
Strathclyde_People_Strategy_2025	View document	Download document
University_of_Strathclyde_Biodiversity_Policy_Oct_2024	View document	Download document
SD_and_Climate_Change_Policy_Web_Version	View document	Download document
University of Strathclyde Net Zero Carbon Management Plan October 24	View document	Download document
University_of_Strathclyde_Sustainable_Design_Quality_Standards	View document	Download document
Sustainable_Food_Policy	View document	Download document
Waste_Management_Policy_2024_update_FOR_UPLOAD	View document	Download document
Water_Management_Policy	View document	Download document

2020 AACSB Business Accreditation Standards Feb 28 2025

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AACSB 2020-Interpretive-Guidance-Feb 28 2025

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Research_Data_Management_and_Sharing_Policy

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Court_Statement_of_Primary_Responsibilities

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Practice Awards

In 2024, University of Strathclyde received 2 awards for responsible and/or sustainable practices.



2025 Scottish Graduate School of Social Science (SGSSS) Impact Competition (the 'planned impact' category)

Granter: Scottish Graduate School of Social Science

Grantee: Jenna Gilmartin

Award Description:

PhD researcher Jenna Gilmartin, Department of Work, Employment and Organisation, has won the 'planned impact' category of the 2025 Scottish Graduate School of Social Science (SGSSS) Impact Competition for her research into the gig economy. Jenna was one of eight shortlisted candidates for this year's SGSSS competition which showcases the amazing work that doctoral researchers are

planning to do across Scotland or have already achieved. The candidates all put together videos and posters which showcased their research and the impact it is making and there was a public vote to decide on the winners of each category. On winning the award, Jenna said, "I was incredibly honoured to be shortlisted and even more so to have won the SGSSS Planned Impact section of the competition. It was a fantastic experience, not only to showcase my own research but also to hear about the impactful work being done by fellow academics. "The Competition provided a unique experience to connect with others and learn from their innovative approaches to tackling real-world challenges. I look forward to continuing to contribute to impactful research in the future." Jenna's PhD supervisors are Dr Kendra Briken and Professor Stewart Johnstone. Dr Johnstone said, ""We were delighted to hear of Jenna's award. Her research project on worker rights and voice in delivery work is not only important given Scotland's vision of becoming a Fair Work Nation, but especially timely given potential implications of the current Employment Rights Bill on worker rights in this area of the economy". Jenna's research - "Sorry We Missed You: The Unheard Voices of the Independent Retail Gig Economy" - gives voice to the often overlooked delivery workers trapped in insecure paid gig economy work. Hidden behind algorithmic control, they face unstable hours and poor protections. As new UK legislation promises change as part of the Employment Rights Bill, smaller employers risk falling short. Jenna's study exposes the reality for the workers and demands urgent action for fairer work. By investigating the workers' experiences and expectations, Jenna seeks to highlight the precarious nature of their work and advocate for improved conditions and right.

RegTech Innovation 2025

Granter: The Scottish Financial Technology Awards

Grantee: Financial Regulation Innovation Lab (FRIL)

Award Description:

This award recognises an organisation driving innovation in the field of regulation and compliance. This could include RegTech companies, academic institutions or FS / Fintech organisations driving progress, invention or development within the regulatory domain. FRIL's work was praised for: ☒ Strategic place-based impact ☒ Industry-led collaboration ☒ Strength of research outputs and policy relevance ☒ Focus on inclusion, consumers, and fairness



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

As an academic faculty, we know that success and failure are two sides of the same coin. We cannot improve without review and feedback. We disseminate and celebrate success and what works, reflect on failure and what doesn't, and facilitate dialogue to connect these insights.

Engagement Opportunities

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

- ❖ Partnerships with local organizations
- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Student and staff volunteer programs

Communication Audiences

University of Strathclyde communicates its policies and progress on sustainable development and responsibility with:

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



SIGNATORY

University of Strathclyde



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