

UNIVERSITY of STIRLING  
**Management  
School**



SHARING INFORMATION ON PROGRESS | REPORT 2019



**PRiME**

**BE THE DIFFERENCE**

# **The Stirling Management School (SMS) is happy to present its second Sharing Information on Progress (SIP) report on the United Nations (UN) Principles for Responsible Management Education (PRME).**

**The report presents achievements during the 2017-2019 period and future targets for the 2019-2021 period.**

**The report contains an endorsement letter from Professor Kevin Grant, Dean of the SMS, an overview of the SMS and the University of Stirling, progress on the PRME principles, and an action plan for the 2019-2021 period.**

## **Contact Information**

Lila Skountridaki  
PRME Lead, University of Stirling Management School  
Tel.: +44 (0) 1786 467333  
Email: ks55@stir.ac.uk

## Stirling Management School are pleased to share the progress in promoting the six PRME principles in the period 2017-2019



**Professor Kevin Grant**

Dean Stirling  
Management School

I am very proud to present the Stirling Management School's (SMS), at the University of Stirling, Scotland, second report sharing our progress in promoting the six PRME principles in the period 2017-2019, and to confirm our future commitment to the Principles.

Responsible management education, via our developing ethos around responsible innovation is central to the SMS' vision, mission, and core values. Embedding the ethos and principles of sustainable and ethical business practice in everything that we do is part of our identity. Not least as an organisation we strive for continuous improvement in matters of equality, fairness, and diversity, responsible consumption of resources, and respectful engagement with our stakeholders.

I am delighted to see that previous efforts in embedding the Principles in curricula have started yielding results. The introduction of RME core modules in our programmes since 2014, in addition to RM lectures across modules, has ensured that our students acquire the knowledge and skills to become responsible leaders, managers, and professionals. Today we are proud to see students' positive response to the introduction of responsible business education, which is not least reflected in a large portion of dissertations across programmes focusing on responsible business' topics.

A future goal is to also integrate the Sustainable Development Goals (SDGs) into curricula in an explicit manner. We have already mapped our University and SMS research strategy and themes on the 17 SDGs, and we are making a call to all module coordinators to reflect on how their modules are relevant to the SDGs. Some additional work is needed in this space, but we remain committed to championing the Principles.

I am gratified to see an impressive number of staff engaging in research related to sustainability and responsible business. Securing over a million pounds in external funding for sustainability related research activities ensures our future contribution to communities and the environment, but also our ability to shape policy and promote stakeholder dialogue. It serves well our vision to be recognised as an exceptional place of research and learning with a distinctive focus on the principles of responsible and sustainable business, policy and practice.

We also have an array of new initiatives that the team here have been working and I am looking forward to reviewing how these have got on and in reporting them back to you.

Kind regards,

Professor Kevin Grant  
Dean Stirling Management School



# Vision, mission and values:

## The Stirling Management School

The Stirling Management School (SMS) is located at an exceptionally beautiful campus at the heart of Scotland. Rather small in terms of academic staff numbers (an equivalent of 95 full time staff members), it is vibrant in terms of research outputs, engagement with stakeholders and teaching.

Truly global, the SMS offers a number of international partnership courses: in Oman (in collaboration with Muscat College), in Singapore (in collaboration with the Singapore Institute of Management and Amity Global), at our new campus in the United Arab Emirates (in collaboration with Planet CORE), and in Hong Kong (with Lingnan University), a partnership soon to cease.

Our vision is to be recognised as an exceptional place of research and learning with a distinctive focus on the principles of responsible and sustainable business, policy and practice. Our mission is to equip our staff and students with the knowledge, skills, compassion and confidence to act as global citizens, capable of addressing the needs of society through improved business practice and policy and by developing innovative solutions that make a lasting difference.

These are reflected in our core values:

**Responsible** – embedding the ethos and principles of sustainable and ethical business practice in everything that we do

**Excellence** – leading the way in how we prepare our staff, students and stakeholders to make a difference

**Openness** – friendly and engaging where enquiry, collaboration and exchange are welcome and encouraged

**Ambition** – shaping our societies and improving business performance by making a lasting impact and transforming the world in which we live.



Reflecting on our principles and values we here summarise the main PRME related achievements. Future goals are summarised

Table 1 - 2017-2019 Achievements

- Development of a new web page dedicated to PRME and related news ([stir.ac.uk/283](http://stir.ac.uk/283))
- Engagement with the UK and Ireland PRME chapter.
- Reflecting the University of Stirling's research themes, the SMS research themes are now also intertwined to the UN SDGs.
- The SMS became a registered member of the SULITEST initiative. Sulitest is designed as a sustainability literacy test. It provides internationally recognised tools to assess the degree of awareness on sustainability challenges and solutions.
- Secured external funding for PhD scholarship on PRME related topic.
- Increase in number of academic papers on PRME-related topics.
- Preparation of interactive sessions on sustainability for student induction programmes (preparation of the material and piloting to UG and TPG students).
- Significant percentage of UG and TPG student dissertations focus on PRME related topics (20-30%).
- Data science student awards on PRME related projects.
- Secured over a million pounds in external funding for PRME related research projects.



These achievements will be discussed in some depth in the sections that follow. With these achievements in mind, however, we here acknowledge a number of challenges and instances of limited progress:

- Limited number of PhD students working on PRME related topics. After the successful completion of three PhD dissertations, there has been little progress in recruiting new PhD students working on sustainability and responsible management.
- Responsible Business module removed from externally accredited TPG programme. With the successful accreditation of a TPG programme by a renowned professional body, a module dedicated to responsible business was removed from the course.

**Potential action:** explore ways to re-introduce the module in part or full.

- The development of appropriate metrics to measure progress on the integration of PRME values into teaching and research or organizational practices is highly recommended but the SMS lags behind in this area.

**Potential action:** engage with PRME Champions to share ideas and best practice on performance indicators.

# The University of Stirling overview

With sustainability at the core of its strategy, the University of Stirling is a true home to the SMS and its values. Since its founding in 1967, the University of Stirling has always been driven by transformative thinking and a spirit of innovation. It serves as an agent for change, innovating and transforming the lives of our students, staff and the global communities. The University of Stirling is inspired by a constant desire to innovate and improve in order to make a difference to society, at a global and local level.

Recent developments such as the announcement of City Region Deal investments supporting sustainability and a new Sustainability Strategy and Plan, along with continued practices promoting inclusivity among students, and cutting edge research centres, offer excellent examples of the University's current and future commitment to sustainability.

## Commitment to Sustainability across the University of Stirling

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Sustainability initiatives and projects are a priority in the University of Stirling's operations. Small or large in scale, requiring simple changes

or the commitment of significant resources, recent sustainability-related initiatives at the University of Stirling include: the replacement of the campus water mains network, the replacement of inefficient fluorescent lighting with LEDs, the employment of a full time Building Management System engineer, bike maintenance classes, the installation of additional bike shelters and the introduction of a charge for single use cups.

Overseen by the Corporate Sustainability Steering Group, the University of Stirling engages with sustainability initiatives in four work streams:

- 1) Sustainable Procurement
- 2) Sustainable Travel
- 3) Embedding Sustainability in Learning, Teaching and Research
- 4) People (Communication and Behaviour Change).

The Corporate Sustainability Steering Group also oversees the management and embedding of climate change action and regularly reports on the University of Stirling Climate Change Duties. The latest report (2018) can be found [here](#).



## Scotland's International Environment Centre

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The University of Stirling has secured a £5m investment to create a cutting-edge research and policy hub at the University and state-of-the-art training facilities including an environmental business incubator in Clackmannanshire. The Environment Centre will provide the best possible conditions and infrastructure for businesses to flourish and ensure a cleaner, greener, and healthier environment for future generations.

The research and policy hub will build on the University's existing relationships with industry and regulatory bodies, including the Scottish Environment Protection Agency and the Department for Environment, Food and Rural Affairs, offering innovative solutions to policymakers and businesses. By fostering interactions between researchers and practitioners, we will co-create the dynamic responses needed to tackle environmental challenges across the world.

Policymakers around the world are beginning to appreciate the opportunities and benefits of green, inclusive growth. However, unlocking these benefits requires

effective environmental regulation, developed in collaboration with researchers. Economic growth is not sustainable without sound environmental management, but environmental sustainability is often perceived as a secondary priority. The solution is to develop a comprehensive approach to environmental stewardship that places responsibility and sustainability at the centre of the drive to be more productive. The Stirling and Clackmannanshire City Region Deal will ensure that the University delivers Scotland's International Environment Centre offering a comprehensive approach to economic growth through innovation and enterprise, skills training and sustainable environmental management.

## Leaving no-one behind: Inclusivity at the University of Stirling

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The University of Stirling is committed to enabling students from all backgrounds to achieve their full potential, and actively encourages applications from all strands of society. Students are selected on both ability and potential, with a range of tailored support packages in place to assist

those facing particular challenges during their time at university. The University's long-standing record of success in driving access to higher education reflects its commitment to be an institution where ability, not background, is valued.

Working closely with schools and colleges, the University actively helps to raise the aspirations of those less likely to consider continuing into higher education, and supports a range of routes into University. Specific support is also available for students with a background in care, or those whose studies may be disrupted because they care for friends or family members. Support provided by the University of Stirling to those traditionally under-represented in higher education was recently highlighted during an event at the Scottish Parliament on Tuesday 6 February.







## Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## Mission and Values

The Stirling Management School's vision, mission and core values are an integral part of what we do and how we plan our strategy. Following the lead of the University of Stirling Research Themes, in 2018, our School's research strategy was carefully interrelated to the United Nations SDGs (Table 2). For example, the first research theme, Informing Sustainable Communities (Table 2) supports the UN Sustainability goal 11: Sustainable Cities and Communities. Our research in this

area addresses a wide range of impacts on communities including climate change, urbanization, demographic change, surveillance and safety. Similarly, our fourth research theme Understanding Decent Work (Table 2), highlights that sustainable economies need workplaces that provide decent conditions and equitable opportunities for everyone. Our research in this area supports the UN Sustainability goal 8: Decent Work and Economic Growth as it explores workplace challenges related to diversity, inclusion, new technologies, skills, innovation and the impact

of under- and unemployment. The remaining four research themes support the SDGs on Responsible Consumption and Production, Good health and Wellbeing, and Industry, Innovation and Infrastructure (Table 2).

A future target is to integrate the 17 SDGs into our research web pages so that our values are effectively communicated to internal and external stakeholders.



Table 2 - SMS Research Strategy - Developing and Aligning Research Themes and the SDGs

<b>SMS vision:</b> To be recognised as an exceptional place of research and learning with a distinctive focus on the <b>principles of responsible and sustainable business, policy and practice</b>				
Theme 1: Informing sustainable communities	Theme 2: Transforming consumption and production markets	Theme 3: Supporting healthy behaviours	Theme 4: Understanding decent work	Theme 5: Exploring organisations
<b>Cross-cutting interests:</b> reducing inequalities; innovation and entrepreneurship; business practice and policy; responsible use of data				
<b>Links to climate and environment; environments and ageing; sustainability; grassroots and community organisations; surveillance; resource economics</b>  Creating spaces where communities can come together is an essential part of how global societies function. Our research in this area supports UN Sustainability Goal 11: Sustainable Cities and Communities, addressing a wide range of impacts on communities, including climate change; urbanization; demographic change; organisational systems; surveillance; and safety.	<b>Links to retail; branding; supply chains; materials; consumer behavior; sustainable consumption; food economics; household decision making</b>  The way we produce and consume resources has become a global concern, with implications for economies, societies and the environment. Our research in this area contributes to UN Sustainability Goal 12: Responsible Consumption and Production. Our work investigates the consumption and production lifecycle, bridging the gap between business, marketing and the consumer.	<b>Links to health behaviour; medical tourism; healthy ageing; wellbeing, public health economics</b>  Ensuring good health and well-being is a key element of any sustainable community. Our research in this area links to UN Sustainability Goal 3: Good Health and Wellbeing. We focus on building an understanding of why people make the decisions they do, and how societies can better support a healthy population at all stages of life, informing both policy and practice.	<b>Links to human capital; labour economics; education; (un)employment, skills; capabilities; self-employment and entrepreneurialism; diversity and inclusion; responsible and sustainable business</b>  Sustainable economies need workplaces that provide decent conditions and equitable opportunities for everyone in the society. Our research supports progress in UN Sustainability Goal 8: Decent Work and Economic Growth. We explore workplace challenges related to diversity, inclusion, new technologies, skills, innovation and the impact of under- and unemployment.	<b>Links to co-production and co-creation; corporate governance; start-ups and SMEs; models of ownership and organisation; networks; business history and communications; corporate accountability; change; leadership</b>  Developing that organizations that work, for people and for the planet, is a new priority that everyone must now address. Our research in this area underpins many of the UN SDGs and contributes directly to Goal 9: Industry, Innovation and Infrastructure. Our work focuses on the organizational structures, processes, systems and governance that drive economic development.
<b>University research programmes</b>				
<ul style="list-style-type: none"> <li>• Ageing and Dementia</li> <li>• Being connected</li> <li>• Digital Society and culture</li> <li>• Extreme events</li> <li>• Home, housing and community</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual Learning in Humans and Machines</li> <li>• Digital Society and Culture</li> <li>• Environmental Change</li> <li>• Global Food Security</li> <li>• Human Security, conflict and cooperation</li> <li>• Health and Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Ageing and Dementia</li> <li>• Being connected</li> <li>• Health and Behaviour</li> <li>• Mobile cognition</li> </ul>	<ul style="list-style-type: none"> <li>• Ageing and Dementia</li> <li>• Being connected</li> <li>• Health and Behaviour</li> <li>• Mobile cognition</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual learning in Humans and Machines</li> <li>• Digital society and culture</li> <li>• Environmental change</li> </ul>
<b>UN Sustainable development goals</b>				
Responsible consumption and production	Sustainable Cities and Communities	Good health and wellbeing	Decent work and Economic Growth	Industry, innovation and infrastructure

To facilitate communication and coordination, an academic staff member serves as the PRME Lead and contact person within the SMS. In collaboration with the Dean and the Deputy Dean, an annual agenda of actionable points is agreed and PRME related initiatives and developments are annually evaluated.

As summarized in Table 1, a recent achievement is the development a new web page dedicated to PRME. The web page presents the SIP reports and includes a news section with PRME-related activities, developments and achievements undertaken by staff. Furthermore, the SMS is committed to maintaining an external engagement strategy that includes attendance and presentation at PRME events.

In 2018 the SMS had for the first-time presence at the PRME Regional Chapter UK and Ireland Annual conference.

Another recent activity is the preparation of an induction session which aims to raise awareness over sustainability and the SDGs among the students since day one. The session, which has already been designed and piloted to TPG programmes, runs as an interactive workshop and will be integrated to the formal student induction programme in September 2019. The session will also encourage students complete the SULITEST, a UN supported sustainability literacy test. The aim is to annually monitor students' scores for comparative reasons.

Furthermore, the SMS is exploring ways to measure progress. For example, alongside SULITEST scores, a measure we are considering is to annually monitor dissertation topics, as there has been an increased interest among students in PRME related topics. In certain programmes, for example, the percentage of students choosing a PRME-related dissertation topic has been as high as 30%. This demonstrates the positive impact of earlier interventions that aimed at increasing in the PRME focus of the curricula.

The remaining of the 2017-2019 achievements are discussed in some depth in the sections that follow.





## Principle 2 | Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

**We continuously strive to integrate our distinctive focus on the principles of responsible and sustainable business, policy and practice into our institutional culture. This is reflected in our relationship with staff and students; in our application for an Athena Swan Bronze Award and our continuous commitment to offering a service which is welcoming and supportive of the needs of all students.**

**These priorities also reflect our commitment to respect our partners and meet the expectations of a wider range of SMS stakeholders. For example, accreditation bodies such as the AACSB, emphasise in their guiding principles the importance of ethical behavior (towards students, faculty, administrators and professional staff), a collegiate environment, and a commitment to address social responsibility issues that are relevant to the organization.**

## Athena Swan and Stirling Management School

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Stirling Management School is committed to leading on issues to do with equality, diversity and inclusion. Our commitment to lead on these issues and to make a difference to working lives and culture at Stirling Management School is reflected in our application for an Athena Swan Bronze Award – an indicator of an inclusive working environment that recognises the advancement of gender equality.

We shall be producing a four-year action plan as part of our application. Where we can, we shall implement actions with immediate effect. Already we have placed Athena Swan as a standing item on the School Executive. We have also made the issue of 'Diversity and Inclusion' a standing item on divisional committee meetings. These report on a wide range of activities and initiatives to do with equality, diversity and inclusion going on within the Faculty and the wider university.

As part of our application to the Athena Swan, a staff survey and interviews are currently undertaken to determine experiences of equality, diversity and inclusion (or lack thereof). The results alongside potential action points will be shared in our next SIP report.

## Unconscious bias training

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The SMS also offers training on unconscious bias, primarily targeted at decision makers at faculty level. The training aims to give a deeper understanding of how unconscious bias can be embedded in current processes and policies, in particular around advancement and promotions. This training is part of the University's gender targets and the Athena SWAN action plan to further reduce any bias in policies and processes. There is a clear expectation from all senior SMS staff to follow this equality, diversity and inclusion training opportunity.

## Accessibility and inclusion

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We're committed to offering a service which is welcoming and supportive of the needs of all students. Serving the diverse needs of students, our Accessibility and Inclusion service offers support for anyone with physical and mobility difficulties, sensory impairments, mental health conditions and learning difficulties such as dyslexia. Furthermore, Student Support Services operates a counselling and emotional wellbeing service on campus, making qualified counsellors and mental health professionals available to students. It is also notable that the University of Stirling and Students' Union have trained a group of staff as University Sexual Violence and Misconduct Liaison Officers (SVMLOs). This means that they are trained in taking disclosures and supporting people who have been affected by sexual violence. They are committed to listen empathically to potential victims without judgement; and provide information on victims' options if they have been affected by sexual violence in any way.



## Principle 3 | Methods

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

The SMS had previously revisited its undergraduate (UG) and taught post-graduate (TPG) programmes to ensure all students graduate with the analytical skills and critical thinking concerning the role of business in society. These were described in detail in the 2017 SIP.

Today we can proudly say that introducing core modules on responsible business along with responsible management education material in most courses has led to increased student engagement with responsible business issues.

**Dr Aleksandra Webb**, module coordinator of a foundational module running across three study programmes in the SMS shares: *“Fundamentals of Business and Management module introduces students to the area of business ethics and sustainability concepts such as the triple bottom line. Ethical and responsible practice issues are integrated into this foundational module along the general business and management concepts. Students are also assessed on this thematic area. In 2017 students assignment was focused on ethical assessment of behaviours, decisions and practices by one of the most powerful and successful technological multinational organisations. In 2018, our international partners carried out the same assessment, whereas Stirling students’ exam featured question on responsible employment practice.”*

As evidence of this, we are happy to see a large number of students doing their 4th year dissertation on topics related to social problems, business ethics, and global challenges (see Table 3). For example, 27 out of 125 Business Studies, Human Resource Management, and Management students are working on a topic directly relevant to responsible business (2018-2019).



**Professor Lisa Evans** and **Dr Colin Dey**, Accountancy and Finance division, lead the undergraduate module Issues in Accounting. The module is another excellent example of integrating responsible management education and the United Nations Sustainable Development Goals in teaching. In this module, accounting and finance students have the opportunity to engage with the wider social, historical, interdisciplinary and critical contexts of accounting. First, they are called to critically reflect on the dark side of accountancy ranging from common stereotypes and gender issues to corporate scandals and their impact to society. Students are then introduced to corporate social and environmental accountability and reporting, the relevance of the United Nations Sustainable Development Goals, the growth in sustainability accounting along with critical perspectives and limitations of CSR disclosure.

Similarly, in 2017-2018 an impressive number of UG students following the same programmes (33 out of just over a hundred) chose a dissertation topic related to responsible management, sustainability or business ethics. Sustainability related dissertation topics are also popular among Marketing and Economics' UG students and TPG students across the school.

#### Integrating the SDGs in scenario planning (MBA course)

**Professor George Burt** will share his experience in integrating the 17 SDGs into MBA teaching at the United Nations Academic Impact (UNAI). Professor George Burt's approach is innovative in that it integrates the SDGs into experiential learning through scenario planning. Students currently select one country from: Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan. They then have two days to undertake individual research on this country. The research is shared with other group members. A further three days is allocated to the development of a set of scenarios (usually 4 stories). The scenarios are developed from the insights and issues identified from their research. Further research can be undertaken during these three days if required. The timescale to develop the scenarios is 2030. A benefit of adopting the scenario planning to embed the 17 SDGs into curricula is the ability of the process to harness multiple perspectives and plurality of voices. These are needed to enable individuals to open their minds as they explore the complexity of the context being studied. It also offers the potential to challenge current thinking and bring about a paradigm-shift in how an individual, and groups of individuals, understand the context under study.

SMS's commitment to sustainability and responsible management is also demonstrated through UG and TPG programmes with a focus on sustainability.

In 2017 we were proud to see our first Strategic Sustainable Business (SSB) MSc students graduate. The MSc in SSB was launched in 2016-2017 as a flagship programme of the Stirling Management School's commitment to sustainable practice, ethical and social responsibility. The course uniquely combines a deep understanding of sustainability while equipping students with skills to make a real difference to the way business is done. The course has global pull across a wide range of nationalities, attracting highly engaged and committed students. Working with a network of external stakeholders and collaborators is also a crucial part of embedding the business skills and experience required for the students to make a real difference. This network is of great value to our students, and organisations work closely with our students through modules such as their business consulting group project.



**2016-2017 MSc in SSB  
Graduation day**



The Sustainable Events Management, BA (Hons) degree course is another example of the SMS's commitment to sustainability. The course crosses the boundaries between marketing, human resources, finance, planning and other business and management skills to develop multi-disciplined, creative leaders, able to deliver high quality events' and create memorable experiences. Sustainability has emerged as a key events management concept and the degree has an emphasis on how a successful events manager must strive to fulfill a range of community, business and government objectives.

**Table 3 - Examples of UG research dissertation topics (2018-2019)**

Business Studies, Management, Human Resource Management		
Do potential job applicants care about the corporate social responsibility/values of the company they are applying for?	The effects of inequality in the workplace in terms of age and gender. A case study of Scottish Environmental Protection Agency (SEPA)	An investigation into the compliance of CSR within the mining/oil industry in Asia and Australasia
The importance of environmental management within retail operations	A study into the effects of gender discrimination on women's career development	Can Virtue Ethics be applied to help organisations within the social media sector resolve their cultural and ethical issues?
Environmental protection by reducing disposable cups and promoting reusable cups in the University of Stirling	How consumer loyalty of under 30s in the UK is affected by unethical business practices	The key to flight personnel's wellbeing: a survey on the occupational impact on the wellbeing of flight personnel
The impact of organisation's ethical stances and CSR activities on societal perspective and consumer spending	The perception of sustainable tourism of low budget travellers (e.g. students, backpackers) in the UK and Germany. Implications for the tourism industry	Female managers in male-dominated industries. Reasons for the need of adaptation of leadership styles and managerial characteristics
How does CSR affect the stakeholder perspective in the supermarket industry in Cyprus. Do they actually care?	Responsible business to responsible consumer: the influence of corporate social responsibility on price effects and consumer purchasing habits between Scotland and Northern Ireland	Mohammed, can I not just call you Mo?" An investigation into subtle discrimination and micro-inequities in the workplace and their impact on wellbeing and performance
Determining the potential discrimination or bias against physical appearance in the workplace.	Are zero-hour contracts as problematic as mainstream media suggests?	The impact of zero hours contracts on employee wellbeing
How do ethical issues affect the manufacturing firms?	The implementation of moving from a linear economy to a circular economy in Stirling's food and drink industry	How socially responsible human resource management influences female employees' attitude and behaviours at workplace in the Chinese hospitality industry
Economics, Marketing, and Finance		
Has the change in home ownership rates created a larger intergenerational wealth divide?	Does Pollution affect the Labour Productivity of athletes in Mexico?	Are there long-run effects on violent crime from reducing lead in the drinking water?
Does self-concept affect consumer behaviour towards ethical/socially responsible brands?	Is it possible to get fur without hurting neither the animals nor the environment? Use of Fur in the Fashion Industry	The impact of environmental and ethical issues on consumers behaviour and purchase decisions
Social pressures driving sustainable marketing: A look at plastic reduction in Scottish organisations	An investigation into the negative effects of unhealthy advertisements aimed at the younger, more vulnerable generations	The Effect of Violence in Video Games: A Comparative Study Between Scottish and Japanese Students
Is Artificial Intelligence allowing marketing to become too invasive into consumer's lives?	An investigation into existing ethical advertising frameworks and students' reactions to shock advertising	How are low income families influenced by marketing practices of pay day loans?

## Principle 4 | Research

As in earlier years, the 2017-2019 period has seen SMS researchers active in the area of responsible management education and the SDGs. Externally funded projects and research outputs, such as publications in highly esteemed journals and policy reports, demonstrate this continued commitment and contribution. This section offers an overview and examples of such research activities.

## Research projects in the area of Responsible Business and Sustainability (externally funded)

### The Economics of Marine Plastic Pollution: What are the Benefits of International Cooperation?

**Professor Frans de Vries** will lead a new 3-year project on the Economics of Marine Plastic Pollution and the Benefits of International Cooperation. This project received a £850k grant by the ESRC and NERC to shed light on the economic damages associated with marine plastic, the costs of reducing it, and the benefits of international coordination in addressing the problem. Co-investigators include Tobias Börger, Nick Hanley (University of Glasgow and Honorary Professor in the Stirling Management School), and scientists from Plymouth Marine Laboratory and Clark University (United States). A postdoctoral research assistant will also be added to the team for the lifetime of the project.

### Fairer and more inclusive transport systems that consider the needs of women as both users and employees

Stirling Management School will receive 316,000 over the next three years to carry out data analysis which will help identify, design and evaluate specific measures for fulfilling the needs and expectations of women as both users of different types of transport, and as job holders in the sector. **Professor of Work and Employment Ron McQuaid** said: "The University of Stirling's involvement will make a major contribution to this project, linking data and academic knowledge to action that will help make transport systems more inclusive and efficient." Researchers will analyse four different aspects of the transport industry where inclusiveness is currently a central issue, including: railways and interconnecting public transport; autonomous driving; vehicle sharing; and corporate social responsibility and employment. Together with other project partners, they will use this data to take concrete action to enable progression towards an inclusive and efficient transport system.

The project is funded by EU Research and Innovation programme Horizon 2020, and involves transport, non-governmental organisations and university partners from Spain, UK, France, Italy, Poland, Serbia, Turkey and Ireland.

### Life Unleaded: Investigating the impact of public interventions to reduce drinking water lead contamination on infant health in Scotland

**Dr Mirko Moro** leads a project assessing the impact that two water treatment programmes had on pregnancy outcomes and infant mortality in Glasgow. The programmes aimed to remove lead from tap water in 1978 and 1989. Lead is a very toxic element that can have adverse consequences on babies and children's health, even at low concentrations. In the 1970s, the majority of people – including pregnant mothers – living in Glasgow would drink tap water that contained 5 times the level of lead than is currently accepted. When the toxicity of lead started to be widely recognised, sometimes after campaigns by civic groups, the UK regulators set up programmes and policies to reduce and eventually phase out lead from water pipes and petrol. This project examines the influence of specific interventions to remove lead from the water supply on pregnancy outcomes (e.g., live births, birth weight, stillbirths, miscarriage) and infant mortality by combining historical and administrative health data. Dr Mirko Moro has also successfully attracted SGSSS-ESRC PhD funding to support this research project.





### Zero Waste Scotland Funded Projects on understanding and reducing food waste among students living in communal housing

A new project aimed at understanding and reducing food waste among students living in communal housing started in October 2018. It is funded by the government related agency Zero Waste Scotland. A key focus of Zero Waste Scotland is to help Scotland reach its food waste reduction target of 33% by 2025. Main researchers are **Dr Craig Anderson** and **Professor Ronald McQuaid** in collaboration with Dundee University.

### Smart Governance for Sustainable Cities

**Professor William Webster** is one of the principle investigators of an international research project aiming to advance collaborative governance between citizens and governments for sustainable urban development. Smart use of ICT presents a “golden opportunity” for engaging citizens to co-produce liveable cities. Many local and regional governments are experimenting with social networking technologies but little is known about their significance in civic involvement. Key research objective of the study is to analyze how the use of ICT stimulates or hinders collaborative sustainability governance. This research is funded by NWO, ESRC and FAPESP and is conducted by three research institutes: Utrecht University (Netherlands), Stirling University (UK) and Fundação Getulio Vargas (Brazil). The cross-country comparison helps to reveal the contextualized, place-specific

influences on governance models and their societal results. The research will not produce a one-size-fits all approach to smart governance but the basis for learning between cities around the world.

### Equality. Diversity. Invisibility? Diversity in the Business School Curriculum

A British Academy of Management funded study by **Linda Perriton** (University of Stirling), and **Carole Elliott** (University of Roehampton), focused on the diversity in the Business School Curriculum. Their audit of undergraduate and postgraduate courses offered by 112 business and management schools in the UK HE sector has revealed the extent to which diversity is absent from the non-visual presentation of degree programmes to prospective students.

Most interestingly, Perriton and Elliott’s institutional survey suggests that neither the accreditation requirements of lead professional bodies or international educational quality marks such as AMBA, EQUIS or AACSB act in ways to promote visible commitment to diversity in the curriculum. Whilst Athena SWAN might concentrate minds in relation to the management of staff diversity issues it does not guarantee operationalization at the curricular level or require module content to reflect the wider claims made by the management school about its diversity commitment.

### Exposing modern slavery policy-making to management theory

**Dr Darren McGuire** will lead a project that examines how policy-makers conceptualise and monitor modern slavery and considers the role that management theories could play in strengthening their hand. The project builds on a study of state-organised forced labour in Uzbekistan’s cotton industry (McGuire and Laaser, 2018) and is funded by a UN Global Compact initiative, the 2018 PRME UK & Ireland Chapter Research Seed Funding.

### Integrating the Sustainable Development Goals in Higher Education Institution degrees accredited by Professional Associations

**Dr Lila Skountridaki** is leading a project on the integration of the SDGs in professionally accredited HEI degrees. Professional associations offer accreditation to numerous degrees in Higher Education Institutions in the UK, including the CIPD (Human Resource Management), ACCA (Accountancy), and APM (Project Management). While accreditation procedures often promote professional ethics, it is often the case that Responsible Management Education (RME) as advanced by the PRME and the SDGs are not prioritised. Focusing on the CIPD accreditation requirements of postgraduate degrees in Human Resource Management, this research aims to explore how RME and the SDGs can be integrated into curricula by engaging into dialogue with CIPD representatives and programme leaders of HEI accredited courses. The study is supported by the 2018 PRME UK & Ireland Chapter Research Seed Funding.

## Recently published research in the area of Responsible Business and Sustainability

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**From forest management and eco-innovation to business ethics, human rights and managerial responses to climate change, in 2017-2019, our staff has produced a wealth of excellent academic papers on sustainable living and practice.**

Acheson G, Campbell G and Turner JD (2019) Private Contracting, Law and Finance, *Review of Financial Studies*, Available at SSRN: <https://ssrn.com/abstract=3342312> or <http://dx.doi.org/10.2139/ssrn.3342312>

Anagnostopoulos C, Byers T & Kolyperas D (2017) Understanding strategic decision-making through a multi-paradigm perspective: The case of charitable foundations in English football. *Sport, Business and Management: An International Journal*, 7 (1), pp. 2-20. <https://doi.org/10.1108/SBM-02-2016-0005>

Anderson CG & Reid LA (2018) Collaborative decision-making in multi-buy food purchases (Forthcoming/Available Online). *Journal of Cleaner Production*. <https://doi.org/10.1016/j.jclepro.2018.12.128>

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Black I & Veloutsou C (2017) Working consumers: Co-creation of brand identity, consumer identity and brand community identity. *Journal of Business Research*, 70, p. 416–429. <https://doi.org/10.1016/j.jbusres.2016.07.012>

Brown J, Katikireddi SV, Leyland AH, McQuaid RW, Frank J & Macdonald EB (2018). Age, health and other factors associated with return to work for those engaging with a welfare-to-work initiative: a cohort study of administrative data from the UK's Work Programme. *BMJ Open*, 8 (10), p. e024938

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Burnes B (2017) After Paris: Changing Corporate Behaviour to Achieve Sustainability. *Social Business*, 7 (3-4), pp. 333-357. <https://doi.org/10.1362/204440817X15108539431532>

Cason TN & de Vries F (2018) Dynamic Efficiency in Experimental Emissions Trading Markets with Investment Uncertainty (Forthcoming/Available Online). *Environmental and Resource Economics*. <https://doi.org/10.1007/s10640-018-0247-7>

Comerford DA, Lange I & Moro M (2018) Proof of concept that requiring energy labels for dwellings can induce retrofitting. *Energy Economics*, 69, pp. 204-212. <https://doi.org/10.1016/j.eneco.2017.11.013>

Czajkowski M, Budzinski W, Campbell D, Giergiczny M & Hanley N (2017) Spatial heterogeneity of willingness to pay for forest management. *Environmental and Resource Economics*, 68 (3), pp. 705-727. <https://doi.org/10.1007/s10640-016-0044-0>

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Dzidza PM, Jackson I, Normanyo AK & Walsh M (2017) The Effects of Poverty Reduction Strategies on Artisanal Fishing in Ghana: The Case of Keta Municipality. *Journal of Sustainable Development*, 10 (3), pp. 68-80. <https://doi.org/10.5539/jsd.v10n3p68>

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Haghpanahan H, Mackay DF, Pell JP, Bell D, Langley T & Haw S (2017) The Impact of TV Mass Media Campaigns on Calls to a National Quitline and the Use of Prescribed Nicotine Replacement Therapy: A Structural Vector Autoregression Analysis. *Addiction*, 112 (7), pp. 1229-1237. <https://doi.org/10.1111/add.13793>

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## Principle 5 | Partnerships

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Student projects, engagement with PRME and UN networks, partnerships and sustainability Awards' sponsoring showcase the SMS' interaction with key stakeholders in the period 2017-2019. In what lays ahead, the SMS will encourage staff to increase engagement with PRME networks, by actively participating in PRME Working Groups.**

## The Climate Literacy Programme

**Professor Iain Black** is leading a new educational programme on climate change aimed at businesses. The programme, named Climate Literacy Programme (CLiP), aims to educate organisational managers and practitioners in the strategic imperatives, science, terminology and possibilities of climate positive action. In the face of climate breakdown, the CLiP contributes to an urgent political agenda to manage carbon emissions and reverse unsustainable organisational environmental practice. One of its kind, the programme has attracted high level of interest from a wide range of organisations, sectors, and industry bodies within Scotland and beyond. The programme will have accredited and unaccredited outcomes for participants. The CLiP is being developed by the Stirling Management School in partnership with the Royal Scottish Geographic Society, the Edinburgh Centre for Carbon Innovation, and an online education platform provider, Jump Digital.

## United Nations Initiatives and Events

### **Professor Ron McQuaid**

presented a paper on 'Public Private Partnerships in Services' at a conference on Public private partnerships for the implementation of the 2030 Agenda for Sustainable Development organised by the United Nations Joint Inspection Unit and World Association for Sustainable Development, at the United Nations, Geneva, 11-14 April 2018. The Joint Inspection Unit (JIU) is the only independent external oversight body of the United Nations system mandated to conduct evaluations and inspections system-wide. It seeks to ensure that the optimum use is made of resources available, and to enhance the efficiency of the administrative and financial functioning of the United Nations system. The Unit also seeks to identify best practices, propose benchmarks, and facilitate information-sharing throughout the system.

**Professor George Burt** will share his experience in integrating the 17 SDGs into MBA teaching at the United Nations Academic Impact (UNAI).

**Dr Lila Skountridaki** joined for the first time the the PRME Regional Chapter UK & Ireland 5th Annual conference hosted by the Queen Mary University of London (28-29 of June 2018). Lila presented on 'Inclusivity, justice and equality in Management Education: A values Based Approach' (prepared with Professor Sharon Bolton) and attended the Annual General Meeting (AGM) of the Chapter.

## VIBES 2018

The VIBES - Scottish Environment Business Awards are a partnership between the Scottish Environment Protection Agency (SEPA), the Scottish Government, the Energy Saving Trust, the Highland & Islands Enterprise, the Scottish Enterprise, Scottish Water, Zero Waste Scotland and the Scottish Natural Heritage. The awards aim to encourage the efficient use of resources, enhance the competitiveness of businesses, improve environmental performance and support the wider goals of sustainable development including social benefits through community and staff involvement.

2018 was the 4th year the Management School attended the VIBES awards and sponsored the category of Management SME Award. The 2018 winner of this award was Hickory who are a catering events company based in Musselburgh.

## MSc in Strategic Sustainable Business

Dr Craig Anderson, programme director of the MSc in Strategic Sustainable Business (SSB) has set up spring business consulting projects and summer consultancy projects that have benefitted our SSB post-graduate students. Networking so far includes organisations such as the Low Carbon Behaviours group at the Scottish Government, Sustrans, The Conservation Volunteers, Zero Waste Scotland, Keep Scotland Beautiful, Loch Lomond and Trossachs National Park.



## Student project awards

### SMS students win twice top industry awards for data analysis projects

An innovative idea from a team of University of Stirling Masters students won the inaugural Data Lab MSc Challenge Competition in 2017. Students Cynthia Morel, Peter Henriksen and Robert Hamlet worked with Zero Waste Scotland to analyse data from three local authorities to develop a prototype that will

detect, predict and prevent future fly-tipping across Scotland – an issue that is estimated to cost the country £2.5m.

The competition brought 90 students from seven Scottish universities together and challenged them to develop new insights, services or products that have a social or economic benefit using datasets unique to Scotland.

The success in the annual competition was repeated as Debbie Maltman, an MSc Data Science for Business student at SMS, was

awarded the Data Lab MSc 2018 Project Award. Debbie was praised for her work which helped provide new insights into why and how often people volunteer, and what a typical volunteer looks like. “They already have an amazing team at Volunteer Scotland, who are really committed to volunteering,” she said. “The project was about enhancing what they were doing and looking at how we could increase digital engagement on the website using data science and statistical tools”.



## Principle 6 | Dialogue

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

The SMS has promoted dialogue with non-academic audiences including non-governmental organisations, policy makers, governmental bodies, communities and the general public in order to communicate research outcomes and understand the needs and the expectations of various stakeholders. This section includes examples of such engagement that took place in the 2017-2019 period.

## Creating and capturing value at work: who benefits? Understand who benefits from current business models and value creation by organisations

**Paul Thompson, Professor of Employment Studies**, was one of the authors of a study exploring the way by which organisations create value through their business model and the extent to which their stakeholders benefit from this value. The study was commissioned by the **CIPD (Chartered Institute of Personnel and Development)**, a large professional body, and it investigates the contrasting perspectives on value in organisations, the concepts of value creation and value capture, and the different

models businesses can adopt to deliver value to their stakeholders. This report, which was published in January 2018, contributes important thought leadership on the role of organisations in generating and distributing value, and who the major beneficiaries of business value should be.

**Edward Houghton**, Senior Research Advisor in CIPD notes: *"We're thrilled to have such a high quality piece of work to inform how we develop our human capital, governance and workforce research. We are already making use of the work in the way we position both our response to the FRC Corporate Governance Code consultation, and our development of the CIPD Governance research project".*

## CRISP knowledge exchange events and workshops

CRISP is a collaborative initiative between the University of Stirling's Management School, The University of St Andrews, the University of Edinburgh's School of Social and Political Sciences and School of Law and the University of Essex. CRISP research focuses on the political, legal, economic and social dimensions of the surveillance

society. CRISP's core aim is to generate and disseminate new knowledge about 'information, surveillance and privacy'. Professor William Webster, a director of CRISP, contributed to a variety of events and activities engaging non-academic audiences, including:

- (a) chairing a Westminster Briefing workshop, in October 2018, reviewing the progress of the National Surveillance Camera Strategy. Speakers included Tony Porter, the Surveillance Camera Commissioner and Superintendent Simon Corbin, the CCTV lead at the Metropolitan Police.
- (b) publication of an article titled 'If surveillance cameras are to be kept in line, the rules will have to keep pace with technology' in The Conversation in March 2017.
- (c) speaking at the Institute of Philosophy's symposium on 'Privacy in the New Public Sphere, its Value and its Threats', in September 2018. The event focused on the value of privacy in contemporary society, and the threats it faces, and brought together philosophers, legal, media and computing science scholars, political theorists and practitioners.



## Challenge debate

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The University, in partnership with the Friends of Logie Kirk hosted a debate focusing on the impact of climate change. The event, which took place in November 2018 explored what we can do as individuals to make a difference and whether we have a moral responsibility to save the planet.

## Public Lecture: ‘From ‘I’ to ‘We.’ Changing the narrative in Scotland’s relationship with consumption’

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Professor Iain Black gave a public lecture titled ‘From ‘I’ to ‘We.’ Changing the narrative in Scotland’s relationship with consumption’ in November 2018, in Aberdeen. The lecture draws on a report co-authored with Professor Deirdre Shaw and Dr Katherine Trebeck, and criticises current debt fuelled, wasteful, unsatisfying consumerism patterns that promote individualism. It calls for changes in language, perceptions and behaviour through policy and educational interventions that aim

to promote a collective experience and responsibility among citizens. Professor Iain Black regularly engages with local community issues regarding the sustainability agenda through his roles as a member of International Centre for Anti-Consumption Research, a board member of the Friends of the Earth (Scotland), the director of the Think Tank Common Weal working on environment, housing, poverty and food and an advisor to to SMAUG (SNP members against unconventional oil and gas).

## Honorary Graduate delivers lecture on Leadership for Sustainable Growth

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In November 2017 Dr Jim McColl OBE, Honorary Graduate of the University of Stirling, spoke about his entrepreneurial approach to business when he delivered the final Innovation and Excellence lecture on Leadership for Sustainable Growth in celebration of the University’s 50th anniversary. The lecture focused on the capabilities required to turn around a struggling business, how to drive technical and managerial innovation and enable sustainable growth across an entire portfolio of companies.

## Experts discuss the ethics of ‘nudging’ to promote behavioural change

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Internationally-renowned experts from a range of fields met at the University of Stirling, last September, to discuss the ethics of ‘nudging’ – a method used to promote behavioural change. Economists, psychologists, philosophers and computer scientists were joined by policymakers, including representatives from the Scottish Government, at a workshop to discuss the ethical issues related to behavioural interventions. They also looked at the various approaches researchers in different fields take when dealing with distinctively ethical issues. The workshop, Applied Ethics of Nudging, was organised by Dr Philip Ebert, Senior Lecturer in Philosophy, and Dr Conny Wollbrant, Associate Professor in Economics, at Stirling.

## 2019-2021 Targets

**Building on recent achievements and considering current challenges, in the following two years the SMS will strive to achieve PRME goals that relate to organisational practices, teaching, research activities, and public engagement. It aims to:**

- Disseminate PRME-related activities via the web page and a social media account (e.g. twitter)
- Integrate into the SMS's research web pages how the SMS research strategy is interrelated to the SDGs
- Integration of a sustainability-related session to UG and TPG student induction programmes
- Revise our school's strategy to include responsible innovation for business scale up as part of our mission and vision
- Monitor numbers (percentage) of student dissertation topics related to PRME and sustainability
- Increase number of PhD students working on PRME related topics
- Continue engagement with PRME events and engage with PRME working groups
- Report results of staff survey on equality, diversity, inclusion undertaken in preparation for the Athena Swan Bronze Award
- Introduce the SULITEST to UG and TPG students and monitor changes in student sustainability awareness
- Prepare a presentation with examples of how the SDGs can be integrated into curricula (to be communicated to programme directors and module coordinators across the SMS)
- Develop metrics to measure change in the integration of our values into curricula, research, and organisational practices
- Continue with sponsorship of the VIBES awards

To achieve these goals in the course of the next two years, the SMS will actively engage with internal and external stakeholders including students and staff, PRME Champions, and business.

