Letter from the Heads of School

1 December 2017

As one of the first signatories to UN Principles for Responsible Management Education (PRME) initiative, the University of St Andrews School of Management is very proud to submit our fifth Sharing Information on Progress (SIP) report.

We are proud because the mission of PRME, “to develop the responsible leaders of tomorrow”, resonates so closely with the values of our School. Our activities and reputation are focused around the theme of “responsible enterprise” – a theme that is core to our teaching, research, engagement as well as our own internal governance. While the School does not seek to define or delimit what is meant by “responsible enterprise”, the theme permeates our culture in a number of important ways. In particular, it urges our staff and students to challenge taken for granted assumptions and to ask ourselves how our research, or the ideas and techniques we discuss in our classrooms, lead to better organisational, social and environmental outcomes.

Our focus on responsible enterprise brings to the fore our leadership in accountability, sustainability and ethics, which we apply to a wide variety of enterprises – including private, public and social.

Prof John Ferguson and Prof Ruth Woodfield
Co-Heads of School

Agnes Sophie Roggentin
Corporate Sustainability Team HUGO BOSS
(MLitt International Business, 2015)

My studies at St Andrews have prepared me very well for the duties of my job. I focused on ethics and sustainability issues, such as a responsible use of resources and care for future generations.

Following my studies I wanted to explore how businesses actually deal with sustainability in practice and also have a small impact myself. I therefore started working for HUGO BOSS at their German Headquarters. I joined the Corporate Sustainability team and am involved in projects such as the creation of the Sustainability Report for the current year and the continuous development of the stakeholder dialogue.
During my degree I obtained a rich understanding of the wider picture of the modern business world, including the socio-cultural factors and trends shaping the framework in which companies operate. The program gave me an understanding of key theoretical approaches and the methodological research training to further my interest in this field. By pursuing a postgraduate degree in Social Anthropology, I now build on the critical reasoning and the confidence to conduct own research, which I gained during my time in St Andrews.
The School of Management was established in 2004, following the merging of the expertise of the Department of Management and the Centre for Business Education. The School of Management is one of 19 Schools in a research-intensive University and enjoys an international reputation for excellence in both teaching and research. We are proud of our continued high ranking on numerous university league tables as well as our reputation for student satisfaction – the School of Management is ranked 1st in the UK in The Complete University Guide 2018 and 2nd in the UK in both The Times and Sunday Times Good University Guide 2018 and the Guardian University Guide 2018.

The School attracts an international cohort of both students and staff from over 40 countries and a wide range of different ethnic backgrounds. The School currently has 47 academic staff and 9 Professional Service staff. For undergraduate students, the School offers both single and joint honours degree programmes and has around 360 undergraduates across various degree pathways. Our Postgraduate taught Masters degrees (PGT) are offered in seven specialist areas of Business and Management and currently have around 220 students in our suite of PGT programmes.

As noted above, the ethos of responsible enterprise is reflected in the governance of the School and our model of distributed leadership. The School adopts a practice of appointing Co-Heads/Co-Leads of areas of responsibility, including Co-Heads of School, Co-Directors of Teaching, Co-Chairs of Staff Council, and Co-Convenors of Thematic Groups. In cases where the Co-Leadership model operates, we seek to appoint a woman and a man to the roles whenever possible. The use of short life working groups and the broad-base membership of the senior management team and of the School’s committees are expressions of an inclusive culture built on collective conversations about how the School works.

The School of Management has recently been successful in its application for the Bronze Athena SWAN equalities charter award. The Athena SWAN charter was developed to advance gender equality in higher education. Initially established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM), the charter was expanded in 2015 to include in arts, humanities, social sciences, business and law. We are especially pleased with this achievement and endorsement of the School’s ethos, culture and practices. Our School is the first in the Arts and Social Sciences within the University to achieve this recognition.
Principle 1: Purpose

“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 community.”

The School of Management embeds the ethos of responsible enterprise into the education of our students. This entails developing modules that consider ethical approaches to managing within organisations, the impact of human enterprise on the environment, the interaction between forms of investment and social and organisational impact and the need to foster creativity and development.

Teaching within our School has a long and embedded history of critical enquiry, with the core assumptions of theory and practice coming under close scrutiny. This underpins our approach to our engagement with PRME; whatever the module or degree programme, our interactions with students are designed in such a way to challenge and encourage students to develop well informed views about how social responsibility and sustainability are linked to the subjects that they study.

Alexia Nussli
Associate Account Strategist, Google
(MLitt International Business, 2016)

“Managing the complexity and interconnectedness of the contemporary globalised economy requires an understanding of all the forces at work globally. After my undergraduate studies at a conventional, practice-driven business school, I was thus drawn to the University of St Andrews. Due to its long history of academic excellence St Andrews possesses the ability to offer a more interdisciplinary and critical approach to business and management. It is the gained ability to analyse problems from multiple viewpoints, and understand the links between them, that helps me in my current job at Google.”
Since 2014, and driven by our participation and commitment to PRME, the School has embarked on a series of regular consultations with staff, students and the School’s Advisory Council about our values, PRME values and the theme of responsible enterprise in our teaching and research. Consultation has been undertaken in a number of ways. We have conducted two surveys of staff since 2014, specifically around the School’s core values and the theme of responsible enterprise. The purpose of both surveys was to develop an appreciation of how staff understand and incorporate the responsible enterprise theme into their activities. Further, the surveys allow us to critically reflect on our core values and to consider whether they still resonate with staff.

In addition to the surveys above, the School has also discussed our values and culture at the School’s annual strategic away day – where specific sessions have been timetabled to allow for a process of dialogic engagement around responsible enterprise. The School also hosted an all day workshop on the theme of ‘responsible management education’ in May 2015, aimed at opening up this issue to scrutiny, discussion and debate and to consider what it might entail for theory and practice.

In 2017, the School put in place a formal working group to lead on PRME related activities. The group, led by Prof. John Ferguson and Dr. Lucy Wishart, conducted a survey of staff on teaching and research on PRME related activities. The survey will be used to develop further dialogue around PRME, as well as providing an overview of current practice and helping to identify whether there are any opportunities to widen our provision. In addition, the working group also held discussion sessions with undergraduate students. The purpose of these session was to increase student awareness of PRME and to gain an understanding of how students feel the School is delivering upon the PRME Principles.

The School of Management sits within a wider institution that emphasises, in both its teaching and research, the prosperity and wellbeing of wider society and a consideration of the societal impact of new developments, discoveries and research.

The University of St Andrews (2015-2025) maintains that:

The ideas that have been born in St Andrews over the centuries have assisted in shaping the prosperity of society. In recent years our ideas have improved our understanding of how people think, how the oceans and the ecosystem behave under stress, have begun to harness light to heal wounds and advanced materials to deliver drugs within the human body. In a world that is becoming more mindful of the societal impact arising from new discoveries or knowledge, there is an increasingly short-term outlook. We must respond to this changing emphasis quickly and enthusiastically, maintaining our value and relevance to civic Scotland and beyond. However, in doing this, we must never overlook the significant long-term benefits of pure research. Through this, the collation of academic and industrial effort, both within and outwith our own community, we will accelerate development of new ideas and the enhancement of their usefulness to society.

(University of St Andrews Strategy 2015-2025)
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.”

The School incorporates the values of social responsibility and responsible enterprise throughout the entirety of our degree programmes. Our innovative, research-led degree courses bring together cutting edge research with a range of pedagogical approaches to deliver a world class learning experience that addresses a wide range of social and environmental issues that are central to contemporary management. The School’s periodic review of teaching and continual re-design and development of its programmes continues within the over-arching ethos of responsible enterprise. This theme is substantively integrated into the design and delivery of our teaching. In addition, all of our programmes and modules – from undergraduate to doctorate – are designed around one or more of the School’s thematic groups and are research led (a description of our thematic groups is outlined under Principle 4). With each iteration of the review process, it becomes ever easier to demonstrate how the Global Compact is articulated into our teaching.

Both our undergraduate and postgraduate programmes integrate responsible management throughout core and optional modules. We have highlighted some selected examples below to illustrate the broad range of social responsibility themes incorporated into our teaching.

Kajsa Johansson
Graduate at Investec
(MA Management, 2016)

The most important thing that I bring with me from being a Management student is the confidence I gained. At my interview, the topic of responsible investments came up and having taken classes in Financial Markets and Sustainable Development I felt emboldened in knowing I had an informed opinion and argument to make. Studying Management at St Andrews has not only given me the ability to analyse situations, but also the confidence to speak up and trust in my own ability.
Undergraduate Education

First Year
Organisations and Society – compulsory
This module introduces students to a range of aspects of contemporary Management. The ‘Understanding The Business Environment’ component of the module analyses changes in key environmental forces. In the past three years, we have covered topics such as climate change, global demographic trends, threats to biodiversity, social justice, inequality and surveillance and privacy. The module considers the impact of such changes on organisations and the implications for managers. The ‘People and Work’ component of the module looks at theoretical perspectives and practical problems in understanding people at work and how they are managed. Finally, the ‘Theories of Organisations’ component of the module takes an historical view of managerial ideas and concepts – and subjects them to critical appraisal.

Second Year
Management and Society – compulsory
This module undertakes a multidisciplinary examination of the organisation’s relationships with its internal and external environment. The key themes of marketing and organisation behaviour are explored to understand how the behaviour of individuals and groups may be better understood and sensitises the managers to the external environmental issues.

Management and Analysis – compulsory
This module develops an understanding of accounting that is firmly rooted within the broader context of society. In particular, it addresses the theme of transparency in relation to issues of accountability, stakeholder theory and corporate governance. In this respect, the module seeks to engage with accounting and finance from a broader sociological perspective, through trying to make sense of the production and impact of accounting knowledge and the effects that it can have upon organisations and society alike.

Enterprises & creativity – option
Gives second year students from across the university, the opportunity to learn how to develop a project by doing it. Enhancing their own creativity and enterprise skills, students will be working in a team to design and deliver an enterprising project. There is a strong emphasis on social enterprises and projects that are aimed at moving beyond generating shareholder value and which in different ways contribute to a society’s wellbeing.
Honours

Organisational Studies – core
This module examines critical perspectives on theories of organisation. An interdisciplinary module that explores the range of organisational forms that have obtained in recent times. Recognising the range of perspectives and assumptions that are embedded in these organisational forms allows a diversity of insights about the roles of power and socioeconomic systems to shape our lives.

Contemporary Issues in Management – core
This module outlines the dynamics of socio-economic-ecological systems and their relevance for organisations using a multiple capitals framework. Among the topics covered in this module are, carbon, biodiversity, modern slavery, economic democracy and material flows. The module takes an innovative pedagogical approach, where students work as part of a team to diagnose challenges and potential solutions for an organisation. The module also encourages students to reflect on their prior learning and existing knowledge in order to become a more reflective management practitioner.

Sociology of Finance – option
In the wake of the global financial crisis, scholars and professionals alike have attempted to understand the causes of the collapse. In this module students develop a deep understanding of the mechanisms that power financial markets and their relevance to the global economy. This module discusses why we as humans construct finance and structure our markets the way that we do. Building on this, alternative financial perspectives on how markets could be structured are also discussed and assessed.

Human Resource Management – option
This module develops participants’ critical appreciation of the role of HRM in organisations and promotes an understanding of the issues faced by managers in attracting, motivating and retaining employees. The module discusses issues of equality, gender and fairness in human resource management both from the perspective of management and from the view of their impacts on workers.

Corporate Social Responsibility, Accountability and Reporting – option
The module fosters a critical but constructive engagement with the CSR agenda. It takes an interdisciplinary approach to challenge taken for granted assumptions about the corporation, corporate governance and corporate responsibility. The module addresses contemporary issues in CSR, including business and human rights, non-financial reporting and CSR in a global context.

Sustainable Development and Management – option
This module examines the origin of the concept of sustainable development in public policy discourses with particular focus on the implications this concept has for the operation of business organisations. The module examines the difficulties of applying notions of sustainable development to single organisations as well as the challenges that conventional economic systems present to sustainable development. The module includes topics on: carbon, biodiversity, modern slavery, economic democracy, and material flows.
Management of Change – option
This course provides a critical appreciation of the theory and practice of managing change in order to develop practical and realistic knowledge and skills appropriate to facilitating and leading change in organisational contexts. In doing so, the course addresses issues such as organisational polyphony and the ethics involved in communicating, diagnosing and enacting organisational change.

Equality and Diversity – option
This module addresses the legal framework within which Equality and Diversity issues exist in the UK, with a consideration of issues related to gender, age, disability, ethnicity and sexuality. In addition, the module explores the individual and group processes which frame the utilisation of stereotypes within organisations and how such devices can produce bias, prejudice and discrimination. The course also examines the relationship between Equality and Diversity issues and organisational culture and sub-culture.

Contemporary Global Issues in Management – core
This module develops an appreciation of how global trends impact on economies, organisations and the practice of management and marketing. A wide range of issues are covered on this module, including: Human Rights, Labour Rights, Transparency and Anti-Corruption, Environmental Concerns and Sustainable Development.

Responsibility, Sustainability and Accounting in Organisations – option
This module explores the principles underlying responsible enterprise namely: (1) how are organisations’ responsibilities determined? (2) how is accountability for various responsibilities discharged? and (3) what implications does the pursuit of sustainable development (encompassing social, economic and environmental justice issues) have for organisations? An integrating case study is developed during the module focusing on sustainable development and global marine fisheries.

Consumer Behaviour and Marketing Research – option
The aim of this module is to familiarise students with the concepts, theories and analytical techniques within marketing research, communications and buyer behaviour. The module explores the way humans learn, store, and recall information about products and brands directly influences consumer decision making and behaviour. The module considers how we are influenced and the role marketing research communications plays in this. The module addresses a range of ethical concerns related to marketing activities and how marketing communication tools such as advertising, public relations, selling, promotions and packaging can be used in an unethical way.
Global Business Strategy – option
This module explores the conceptual and practical issues inherent in developing business strategy within firms with a global market orientation. International business is an integrative discipline that encompasses a wide range of issues confronting businesses – for example, the effects on companies’ strategies of global warming, carbon trading and taxation are addressed. This also includes acknowledging diverse cultural characteristics and perceptions of ethics found around the globe and beliefs of what ‘responsible business behaviour’ should account for.

Managing Human Resources – option
The module covers both the strategic and operational requirements necessary to secure, develop, reward and retain employees and to ensure their maximum contribution to organisational performance requirements. Individual, organisational and contextual factors that influence the management of people are also considered and throughout there is an emphasis on the critical, analytical and evaluative study of the subject. The module discusses issues of equality, gender and fairness in human resource management.

Alternative Investments – option
This module provides students with an overview on investment opportunities alternative to the main equity and bond markets. This module considers the key challenges of evaluating alternative investment portfolios’ performance. More than half of the course is directly addressing issues of responsibility and sustainability in the context of investment. There is a strong focus on Responsible Investments, Carbon Finance and Islamic Finance and students are challenged to analyse and discuss means of investments alternative to those mainstream vehicles such as equity and bond markets.

Masterclasses In Human Resource Management – option
This module critically engages with a range of HRM issues, including: employee engagement and new forms of the employment relationship; work, workers and the workplace; diversity and equality management; health and well-being and HRM; employee voice and conflict resolution, and; HRM and the management of knowledge, projects and teams.

Ethics, Organisations and Management – option
This module develops students’ understanding of the ethical issues surrounding management and organisations. The course is arranged around five core themes which illuminate ethical problems that face managers and organisations: How should we understand the place of business in a capitalist system? Can managers be moral beings? Do corporations have a role to play in politics and what is the purpose of business? What rights should corporations have? And finally, can markets be ethical? We approach these themes from philosophical, sociological, and organisational perspectives, developing students’ understanding of the issues through theoretical analysis, case studies and extensive discussion.
Marketing and Society – option
This module encourages students to examine the effects of marketing on societies. The powerful social and cultural influence of marketing has been widely recognised. Through branding and communication marketing shapes consumption, identity and relationships. Our appearance, ideas and behaviour are influenced by marketing in ways more subtle and pervasive than we might think. What we eat, drink and wear; where we live and how we travel; our work and leisure; even the most intimate details of our lives respond to the powers of marketing. The future of marketing is challenged by the negative connotations of globalisation. Actions by certain firms have caused strong reactions to negative effects on workers, consumers and environments, such that a plethora of anti-corporate protest movements has been mobilised in recent decades.
Principle 3: Method

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

According to The Complete University Guide, The School of Management “leads the rest of the UK”. The Guide notes that, “undergraduate degrees at the St Andrews School of Management encourage critical thinking and a multidisciplinary approach to management”. We are delighted with this accolade and with the positive external recognition of our processes and learning environment.

Teaching and learning in our School employs a range of engaging, interactive pedagogical approaches. Most modules employ an element of group/team work, presentations and student-led initiatives and activities are established to encourage and develop leadership. Our talented and self-motivated body of students have developed a range of activities through their own Management Society (see https://www.mng-soc.com), as well as driving such initiatives such as Green Week and the Fairtrade initiative. Mechanisms to provide encouragement, stimulation and support for students are embedded in our School, which provides an environment where they can flourish.

For our Doctoral students, activities and development opportunities are closely linked to thematic groups and to the various research centres within the School (discussed under Principle 4 below). It is through these structures that our doctoral students develop expertise in areas of responsible management for which our School is internationally recognised. In addition, these structures provide opportunities for students to participate in and develop conferences, workshops, research seminars and engagement with practice and policy. Students will often have a leading role in initiatives and will actively support and engage with conferences and workshops such as the Annual Congress on Social and Environmental Accounting Research and the Organisational Learning, Knowledge and Capabilities Conference. Perhaps the most striking example, however, is the Scottish Doctoral Management Conference.

The importance the School ascribes to the student learning experience and to developing innovative ways to integrate responsible management into the curriculum is reflected in our workshops and publication activity.

Selected recent publications (since 2015):


Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role dynamics and impact of corporations in the creation of sustainable social environmental and economic value.

Research is the foundation of the School of Management and our research profile is both distinctive and internationally renowned. Research informs our teaching and engagement with practice, with our activities and reputation focused around the theme of ‘responsible enterprise’. This focus has emerged organically over time, and is developed and reassessed through regular School-wide engagement around our research interests, values and ambitions. The focus on responsible enterprise brings to the fore our research into accountability, sustainability and ethics as we explore a wide variety of enterprises – private, public and social. (See Appendix 1 for a selection of our recent publications).

Research in the school is organised around intellectual themes rather than functional silos. This structure has facilitated the development of a distinctive, active and motivated community that is focused on high performance in research, as well as engagement with policy and practice. The School currently has four thematic groups: Accounting, Governance and Organisations Group; Financial Institutions and Markets; Knowledge and Practice, and; Organisations and Society. Further details about the activities of these groups is provided below.
Financial Institutions and Markets
One of the core themes of the Financial Institutions and Markets (FIM) group is ‘responsible finance’. Here the group investigates how social and environmental policies impacts performance of corporations and investment funds. As to the former, examples are the impact of pollution and carbon emissions on the cost of capital or firm value. As to latter, examples are studies regarding how social, religious or environmental constraints affect portfolio performance.

Accounting, Governance and Organisations Group
The Accounting, Governance and Organisations Group [AGOG] focuses on the mechanisms of governance in organisations. Within this shared intellectual framework, individual group members’ research covers a wide range of interests: sustainability, the ethics and governance of management and organisations, markets, marketing and market exchange; it spans empirical sites such as the management and governance of water and waste, incentive systems, corporate accounting and accountability, and financial markets. The group is underpinned by a commitment to understanding the ethics of governance and organisation and to responsible and sustainable enterprise.
Knowledge and Practice
The Knowledge and Practice Group is an interdisciplinary research grouping that focuses on the relationship between knowledge and practice in various areas of work, including technical, creative, professional and policy settings. Research in within this group includes studies of the development of professional expertise and attendant power relations; the role of knowledge in creative settings; and the use of research-informed knowledge in political and policy arenas. Particular areas of focus include public policy and the sustainability agenda, education, the third sector and healthcare.

Organisations and Society
Organisations and Society is an interdisciplinary research group concerned with the relations between organisations and society in the broadest possible sense. The group researches the role of organisations in shaping society and the role of society in shaping organisations. We examine this inter-relation from a range of theoretical perspectives (mainstream and critical), in a variety of empirical locations (from the micro-level of behaviour and inter-personal relations to the macro-level of institutions and societies). At the heart of our group is a concern with the sociological and psychological nature of organisational behaviour, and with the ethical and political context and consequences of organisations.
The work of the thematic groups is supported by a number of research centres and institutes. These centres also form a focus for taught postgraduate work and doctoral research giving major multipliers to the work of the thematic group.

**CRBF**
The Centre for Responsible Banking & Finance (CRBF), is a research centre within the University of St Andrews School of Management. It conducts banking and finance research by bringing together an experienced team of researchers across disciplines within the University of St Andrews. The CRBF aims to better understand current issues and challenges facing corporates, financial institutions and financial markets. A particular feature of the centre is its orientation toward empirical research which increases an understanding of corporate governance, social, environmental, ethical and trust issues for financial and non-financial firms.

**CRISP**
Centre for Research into Information, Surveillance and Privacy (CRISP) is a collaborative initiative between the University of Stirling’s Management School, The University of St Andrews and the University of Edinburgh’s School of Social and Political Sciences and School of Law. 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’.

**CSEAR**
The Centre for Social and Environmental Research (CSEAR) is an international membership-based network that aims to be a world-recognised, global community of scholars who engage with students, activists, practitioners, policy makers and other interested groups in order to generate and disseminate knowledge on social and environmental accounting and accountability.

**CSPPG**
The Centre for the Study of Philanthropy & Public Good (CSPPG) supports and develops relevant, impactful, research that contributes to both theoretical understanding and applied knowledge on philanthropy and the public good. The centre also convenes and serves as an intellectual forum for policy and practice thinking on philanthropy.

**ICC**
Institute for Capitalising on Creativity (ICC) is a unique partnership of leading researchers, educators and institutions concerned with the Creative Industries. They focus on industry research and knowledge transfer, postgraduate education, and networking between public bodies, creative enterprises and academics. Work in the institute is inter-disciplinary and aims to develop an understanding of how different elements and inter-relationships of capital - intellectual, cultural, and social - and how these distinct forms can be traded for economic capital.

**RURU**
The Research Unit for Research Utilisation (RURU) is a cross-university research collaboration that investigates the use of social science research in public policy and service delivery settings. RURU is concerned with how research is combined with other forms of evidence and knowledge and how this impacts on the nature, distribution, effectiveness, efficiency and quality of public services. RURU seeks to synthesise thinking and empirical evidence on research use from four key public service areas: health care, social care, education and criminal justice.
Principle 5: Partnerships

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

The School engages with a wide-range of organisations and individuals from outside the university from a range of different sectors. For example, the School engages extensively with the public sector, including an executive education relationship with Fife Partnership (whose representatives include Fife Council, NHS Fife, the voluntary sector as well as further and higher education institutions). The Research Unit for Research Utilisation (RURU) has a well-established relationship with the National Health Service. A recent series of workshops, jointly organised by RURU and Health and Care Research Wales, explored “Facilitating meaningful dialogue around diverse kinds of knowledge”. These events focused on discussions of various types of knowledge that might inform frontline services in health care, social care and education.

Other partnerships have been established through the Institute for Capitalising on Creativity (ICC), whose raison d’être is to establish cooperative joint research projects and activities. To date, these have included working with theatres, artistic communities, musical initiatives and art galleries. Similarly, the Centre for Social and Environmental Accounting Research (CSEAR) has strong links with the accounting profession, and have worked with, and been supported by, the Charted Institute of Management Accountants (CIMA) over the past 3 years.

John Ferguson and Lucy Wishart recently partnered with the Scottish Government to provide a systematic evaluation of Scotland’s implementation of the United Nations Guiding Principles on Business and Human Rights (UNGPs). The baseline assessment was published in autumn 2016 and will inform the development of a National Action Plan (NAP) on business and human rights by identifying, prioritising and selecting a range of measures to be included in the NAP. Based on the work undertaken for the baseline assessment, John continues to provide input into the Scottish National Action Plan, through a working group Co-convened by the Scottish Government, Amnesty International UK and the Scottish Human Rights Commission.

Business corporations are also key to the School’s partnerships: The School welcomed Executive MBA students from Sciences Po, Paris for a study week in August 2017. This was the ninth time the School hosted a delegation of students from Sciences Po. The study visit, which this year focused on corporate social responsibility and sustainable development, was one of a number of collaborative initiatives currently being pursued by the two institutions. In addition, our established Masters Extra (MX) programme, which is designed specifically for taught masters students, provides a series of talks, workshops, networking opportunities and activities that includes guest lectures from experienced managers and entrepreneurs. For our undergraduate students, the Management Student Society successfully draws major figures from a wide range of important businesses to speak at its events and to engage with our students.
Advisory board

The School formed an external advisory council in October 2016 – which brings together membership from across sectors, including private, public and third. The Advisory Council meets twice per year and the dialogue and engagement around the School's values and strategic direction serve as an important forum to both challenge and support our activity. Current members of School Advisory Council are:

Alan Alexander, Chair of Advisory Council, General secretary of the Royal Society of Edinburgh

Helen Chambers, Founder and deputy Chief Executive of Inspiring Scotland,

David Cox, former Director, Fine & Rare whiskies, The Edrington Group

Peter Dawson, former Chief Executive and Secretary of the Royal and Ancient Golf Club

Joanne Goddard, Business development specialist, former Director of Law firm Young & Partners

Edwin O’Hora, Owner of oHoRa Consulting and former Human Resource Director, Heineken

Tetsuya Ohara, Vice President of Innovation and Global Innovation & Performance CoE for Gap Inc

Larry Sullivan, Group Chair of COINS and founder and Chair of COINS Foundation
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 School engages widely with a range of communities and on a range of issues. As outlined above in relation to Principle 5, individual researchers and research centres have engaged widely with government, policy makers and a range of public and private organisations around issues of governance, accountability and knowledge dissemination. The School’s emphasis on responsible enterprise, is shared with a parallel commitment to the praxis of engagement: knowledge interaction and exchange of all kinds so that the research fruits from the School can be shared and debated as a crucial part of our intellectual engagement.

Recent examples of such intellectual engagement and dialogue include:

Lisi Gordon has recently been involved with the development of a report, commissioned by the British Academy of Management (BAM) and the Chartered Management Institute (CMI), around the under-representation of Black, Asian and Minority Ethnic (BAME) groups in key roles within British businesses. The report, “Delivering Diversity” provides evidence around the everyday challenges facing BAME managers and how BAME issues are represented and managed by FTSE companies. The report was launched at the House of Commons and has achieved widespread news coverage in National print, radio and broadcast press. For further information about this project, see: http://www.managers.org.uk/deliveringdiversity

As part of the Centre for Research into Information, Surveillance and Privacy (CRISP), Kirstie Ball is involved with The Scottish Privacy Forum (SPF) - a group of independent senior academics, practitioners and policy-makers who meet periodically to share knowledge about the development of public policy and service delivery and their impact on privacy. The SPF was initiated and is supported by the UK Information Commissioner’s Office (ICO) and considers issues relating to data protection, Freedom of Information, identity management, information sharing and surveillance. The SPF provides an important opportunity for dialogue between different stakeholders and to further explore privacy issues in a way that facilitates networking and the exchange of knowledge across service areas and between academia and practice.

The Centre for the Study of Philanthropy & Public Good (CSPPG) hosted The Annual Scottish Philanthropy Innovation & Research Exchange in August 2017 – a roundtable event to bring together foundation representatives, philanthropy stakeholders and academics. The aim of the event was to develop dialogue on the opportunities and challenges related to ‘engaged’ philanthropy. The CSPPG also held a roundtable discussion in Oct 2016 exploring the relationship between philanthropy, culture, arts and heritage. The event brought together key representatives and stakeholders from the areas of philanthropy, culture, arts and heritage and sought to develop opportunities for development, dialogue and future collaborations.
Appendix 1

Selected list of recent publications on PRME related topics (since 2015)


Lasselle, L., 2017. Exploring young people’s perception and attitudes towards their potential progression to university: a Scottish rural perspective. Australian and International Journal of Rural Education 27(2) pp.6-17


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