

2024 Sharing Information on Progress (SIP) Report

Queen's Business School

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Purpose

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

Letter of Commitment

Queen's Business School demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

QUEEN'S BUSINESS SCHOOL PRME SHARING INFORMATION ON PROGRESS SUMMARY 2024



QUEEN'S
UNIVERSITY
BELFAST

QUEEN'S
BUSINESS
SCHOOL

PRME Principles for Responsible
Management Education

an initiative of the



CONTACT INFORMATION

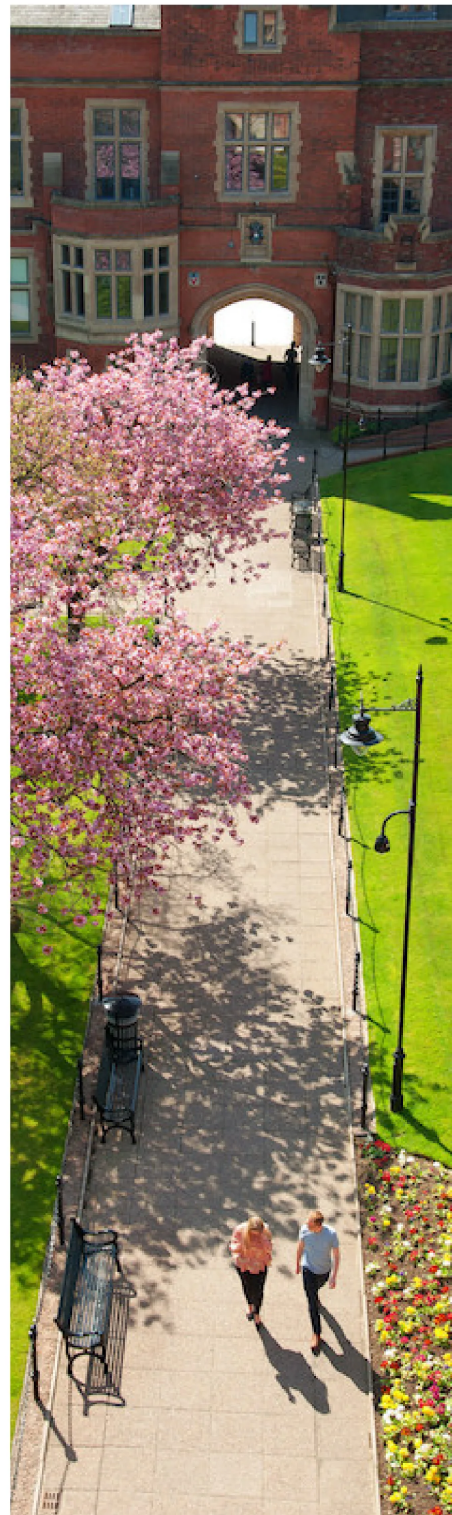
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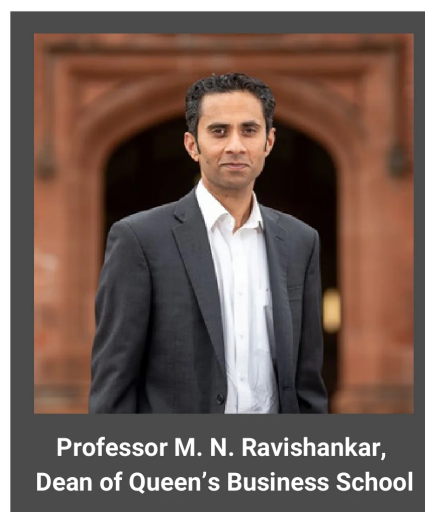




To our stakeholders,

The purpose of this letter is to reaffirm the commitment of Queen's Business School (QBS) to the Principles for Responsible Management Education (PRME). The accompanying Sharing Information on Progress (SIP) report describes our ongoing efforts to integrate the Principles of PRME across our curricula, research, partnerships, and organisational practices. In addition, the SIP highlights our contribution to the UN Sustainable Development Goals (SDGs) and support for the UN Global Compact. Since 2020, the School has served as a PRME Champion institution, demonstrating thought and action leadership through the development of a series of international SIP writing workshops, the creation of an 'onboarding' initiative for new PRME Leads, active promotion of the PRME i5 pedagogy, organisation of the PRME Chapter UK and Ireland Innovative Pedagogy Seed Funding Competition with Lincoln International Business School, and leadership of the PRME Island of Ireland Local Network in collaboration with Cork University Business School.

We engage with a wide range of stakeholders and foster dialogue on sustainability-related issues through internal and external events, including conferences and symposia, articles in academic and practitioner journals, reports for government and industry bodies, and consultancy projects. Since 2021, we have mapped our research and scholarship outputs against PRME and the UN SDGs. This exercise has allowed us to identify areas of particular strength, including SDG 3: Good Health and Well-being; SDG 7: Affordable and Clean Energy; SDG 8: Decent Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; and SDG 16: Peace, Justice, and Strong Institutions. In 2022, we embedded the SDGs into our module review process, allowing us to obtain regular, detailed data in relation to the curriculum.



We are cognisant of our impact on and responsibility to both people and the planet. In 2023, we appointed a Director of Diversity, Equity, Inclusion, and Belonging (DEIB). With the support of the DEIB Committee, the Director of DEIB works to ensure that these issues are embedded across all of our activities. We are committed to reducing our environmental impact and contributing to Queen's University's efforts to become a 'Net Zero University' by 2040. In September 2023, we formally opened our new Student Hub located on the Queen's Business School campus at Riddel Hall. Sustainability has been at the forefront throughout the design process and the building integrates a number of green features, including a geothermal energy system. We hope to welcome many of you to our new facilities in the coming year, including at the 2025 PRME Chapter UK & Ireland Conference, which we are delighted to host.

Finally, we wish to extend our gratitude to the individuals and organisations who have directly and indirectly contributed to our PRME SIP report, including staff within Queen's Business School, the wider University, and various businesses who share our commitment to responsible and sustainable management. We look forward to continuing to work together to advance the 17 Global Goals.

Professor M. N. Ravishankar
Dean of Queen's Business School

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INTRODUCTION TO OUR PRME SHARING INFORMATION ON PROGRESS SUMMARY

A core commitment of all signatories to the UN-supported Principles for Responsible Management Education (PRME) is the regular preparation and publication of a Sharing Information on Progress (SIP) report. The SIP report is an important accountability and transparency mechanism, demonstrating the institution's efforts to implement the Principles of PRME. In addition, it can help to facilitate stakeholder dialogue and engagement, as well as support mutual learning amongst current and potential PRME members. Our previous SIP reports can be downloaded via our [website](#).

In 2024, the PRME Commons, an innovative digital platform, was launched. The Commons serves as a self-reporting database for business schools to monitor the transformation of their teaching, research, and thought leadership in alignment with the PRME Principles. SIP reports were also revised alongside the launch of the Commons. At the foundation of the new SIP is a questionnaire designed to assess each school's commitment to the PRME Principles. Queen's Business School (QBS) was pleased to participate as an 'Early Adopter' of the new SIP reporting framework in 2023, trialling the questions and providing feedback to the PRME Secretariat.

Our 2024 SIP report is available to view via the PRME Commons. In addition, we have created this 'SIP Summary', which provides a high-level overview of the content, drawing readers' attention to key information and offering insights from Queen's Business School faculty and professional services staff.

The SIP Summary begins by providing an overview of Queen's University Belfast (QUB), before introducing Queen's Business School. It is then structured in accordance with the Seven Principles of PRME, namely:

1. **Purpose**
2. **Values**
3. **Teach**
4. **Research**
5. **Partner**
6. **Practice**
7. **Share**

Reflecting our commitment to continuous improvement and self-reflection, throughout our SIP report and this accompanying Summary document we have sought to showcase our successes, whilst also identifying areas for development. We hope you find the content informative and inspiring.

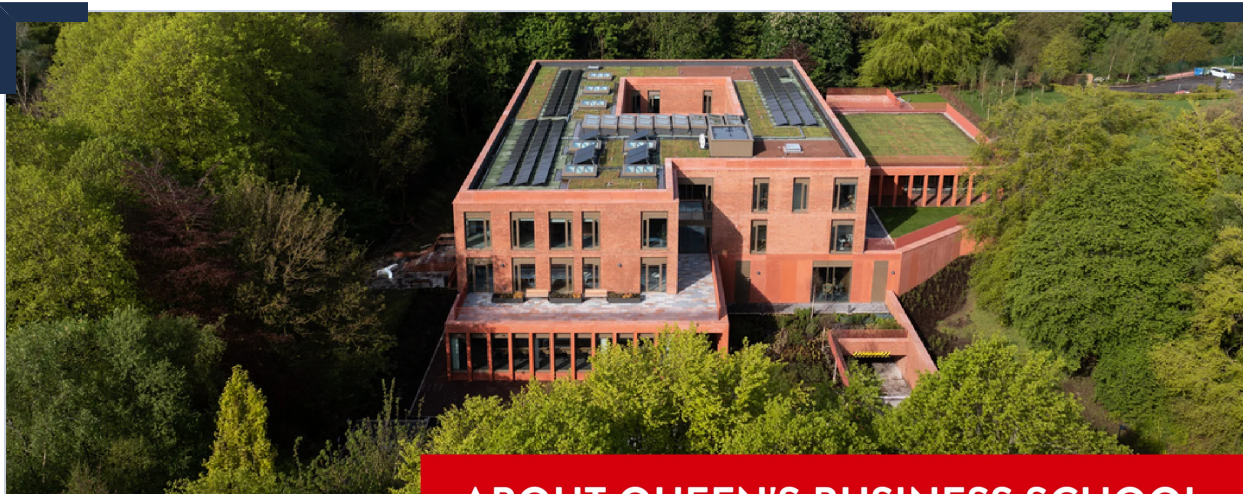


ABOUT QUEEN'S UNIVERSITY BELFAST

Queen's University Belfast is a public institution, the 9th oldest university in the United Kingdom (founded in 1845), and ranked in the top 200 in the world for impact and sustainability (THE Impact Rankings 2024/QS World University Rankings 2024: Sustainability). Queen's is a member of the Russell Group comprising 24 leading UK universities which are committed to undertaking high-quality research. The University has approximately 24,000 students and 4,400 staff, with 15 schools organised across three faculties. Queen's Business School (QBS) is situated within the Faculty of Arts, Humanities, and Social Sciences (AHSS).

In July 2021, Queen's University launched Strategy 2030, which sets out our ambition to 'Shape a Better World' through life-changing education and research. Strategy 2030 was developed through extensive engagement with staff, students, and external stakeholders at a time of unique global crisis—the COVID-19 pandemic. Strategy 2030 is centred around our people with four Strategic Priorities, namely: Education and Skills; Research and Innovation; Global Reputation and Partnerships; and Social and Civic Responsibility and Economic Prosperity. These build on our rich heritage of innovation, both economic and social, and focus on global challenges aligned to the United Nations Sustainable Development Goals (SDGs). The Strategic Priorities are underpinned by four enablers—Our People, Financial Sustainability, Infrastructure, and Technology—to ensure we have the optimum environment, resources, and systems needed to deliver our vision.

As a global institution, we understand that we have a major part to play in making a positive impact in our environment. Strategy 2030 sets out how we will embed the SDGs across all our activities, from research and education to adopting a leadership role in the promotion of the SDGs, and leading by example in areas such as equality, diversity and inclusion, sustainable procurement, and a commitment to disinvestment from fossil fuels. Queen's is a signatory to the SDG Accord, which recognises the key role that global universities have in nurturing a culture of sustainability and advancing the Global Goals through research and education. In February 2023, Queen's University Belfast and University College Cork (UCC) established Ireland's first all-island network dedicated to delivering on the SDGs. The Sustainable Development Solutions Network Ireland (SDSN Ireland) works with local authorities, NGOs, civil society organisations, and policymakers to bring the latest research and best practice to bear on producing solutions for the SDGs. In October 2023, we launched our Net Zero Plan, committing to achieving net zero emissions across our scope 1, 2, and 3 emissions by 2040. Further information about our work related to sustainability, including updates on our progress towards net zero, is available [here](#).



ABOUT QUEEN'S BUSINESS SCHOOL

Queen's Business School offers world-class undergraduate, postgraduate, and executive education. The School has six core academic departments and one institute: the Departments of Accounting; Economics; Finance; International Business, Entrepreneurship, and Marketing (IBEM); Information Technology, Analytics, and Operations (ITAO); Organisation, Work, and Leadership (OWL); and the William J. Clinton Leadership Institute. The School is accredited by EQUIS, AMBA, Small Business Charter, and has served as a PRME Champion institution since 2020. In addition, as a member of the Global Business School Network (GBSN), the School is connected through strategic partnerships across the world. Our MBA programme was recently ranked in the top 40 globally by Corporate Knights as part of its 2023 Better World MBA ranking which assesses the extent to which business schools integrate sustainability-related content within their curriculum.

As outlined within our PRME SIP report, the School is committed to advancing the sustainability agenda through our curriculum, research, and partnerships, as well as ensuring that we 'walk the talk' in terms of our own organisational practices. Our work related to Ethics, Responsibility, and Sustainability (ERS) is led by our Director of ERS & PRME Lead, Dr. Laura Steele. In 2023, we appointed a new Director of Diversity, Equity, Inclusion, and Belonging (DEIB), Prof. Shuang Ren. Prof. Ren chairs the DEIB Committee, which is taking forward the work of the School's established Gender Equality Team. In 2022, a Wellness and Sustainability Committee was established comprising professional services and academic staff from across the School. The Committee has a wide remit, encompassing matters related to health, safety, and well-being, as well as sustainability.

In September 2023, we formally opened our new Student Hub, pictured above. The building sits alongside the listed red-brick Riddel Hall and serves as the base for a vibrant student and staff community, providing an enhanced social and educational experience. A commitment to sustainability, bio-diversity, and protecting the natural environment was at the centre of the design and construction of the Student Hub, for example:

- The building integrates photovoltaic and geothermal technologies, with the latter representing the largest project of its kind to date in Northern Ireland;
- A wildflower meadow covers the lower roof, to encourage biodiversity;
- We incorporated 'swift bricks' and a swift calling system, to help swifts, a bird that has been placed on the 'red list' of conservation concern in the UK, locate a safe place to nest; and
- Staff have access to bike parking, showers, and lockers to encourage sustainable travel to work.

We look forward to sharing this space with our stakeholders over the coming years and using it to facilitate high-quality teaching, research, and civic engagement focused on ethical, responsible, and sustainable business and management.



OUR MISSION, VISION, AND VALUES

OUR MISSION

The School's mission is to educate and explore for the benefit of business and society.

OUR VISION

The School's vision, in alignment with Queen's Strategy 2030, is to:

- Be pivotal in developing principled and effective leaders;
- Expand research-led dialogue and engagement with business, civil society, and government; and
- To grow international stature and esteem.

OUR VALUES



INTEGRITY

Leaders who hold themselves and others to account, and are mindful of their ethical, social, and environmental responsibilities.



CONNECTIVITY

Leaders who play an active role in global society whilst embracing the unique history and culture of the region.



AMBITION

Leaders who pursue personal development, embrace challenges and seek opportunities to shape business and society.



RESPECT

Leaders who act with humility and inspire others to create positive change in society.



EXCELLENCE

Leaders who pursue excellence and draw on the region's rich industrial and entrepreneurial heritage to pursue cutting-edge solutions to business and societal problems.

ABOUT PRME

The Principles for Responsible Management Education is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in business schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. In 2017, Queen's Business School proudly became a signatory to PRME and, since 2020, we have served as a PRME Champion institution. This reflects our commitment to demonstrating thought and action leadership on responsible management education in the context of the UN sustainable development agenda.

As a Signatory, we commit to uphold PRME's Seven Principles:

- 1 PURPOSE**
We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.
- 2 VALUES**
We place organizational responsibility and accountability to society and the planet at the core of what we do.
- 3 TEACH**
We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.
- 4 RESEARCH**
We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.
- 5 PARTNER**
We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.
- 6 PRACTICE**
We adopt responsible and accountable management principles in our own governance and operations.
- 7 SHARE**
We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The School is actively involved in the UK and Ireland Chapter of PRME. This has included developing and delivering an 'onboarding' initiative for new PRME Leads, organising a series of workshops designed to support Signatories in preparing their PRME SIP reports, and establishing a Seed Funding Competition for Developing Innovative Pedagogic Approaches and Teaching Practices in PRME with colleagues from Lincoln International Business School and Leeds University Business School. Our Director of Ethics, Responsibility, and Sustainability & PRME Lead, Dr. Laura Steele, was elected to the PRME Chapter UK & Ireland Steering Committee in June 2022, where she serves as Vice-Chair, Co-Lead for Organisational Learning and SIP Reporting, and Co-Lead for the PRME Island of Ireland (IoI) Local Network, with Dr Karen Neville from Cork University Business School. From 17 to 19 June 2025, we will host the annual PRME Chapter UK & Ireland Conference at our Riddel Hall campus.

1. PURPOSE

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

As outlined in the previous section, the School's mission is to educate and explore for the benefit of business and society. PRME is an integral element of our Ethics, Responsibility, and Sustainability (ERS) Strategy. The ERS Strategy is based on three interconnected pillars, specifically: Education, Research, and Society. Education refers to the integration of ERS across the degree programmes offered at the Business School. Research concerns the School's outputs and activities within the specific areas of ERS. Society reflects our relationships with external stakeholders, including the business community, politicians and policy makers, civil society organisations, schools and colleges, the media, and members of the general public. In addition, our ERS Strategy also requires us to critically evaluate our own organisational practices to ensure that we are 'walking the talk' in relation to ethics, responsibility, and sustainability (something that will be explored further under Principle 6: Practice). The three pillars are strongly interconnected. For example, research conducted within the areas of ethics, responsibility, and sustainability informs the design and delivery of modules within the School. In turn, our educational programmes aim to develop the responsible leaders of tomorrow, who will shape the communities in which they reside. The three pillars bring clarity of focus to our ERS related activities and provide a valuable framework for evaluating and reporting on progress both internally and externally.



"The topics of ethics, responsibility, and sustainability are of an increasingly significant relevance to the research and teaching undertaken in Queen's Business School. It is imperative that these principles permeate all of the School's activities as they reflect a concern for the environment, people, and society. This can facilitate staff and students in promoting ERS standards to organisations and enable organisations to drive their own sustainable success and contribute to a more equitable global economy."

Professor Ciaran Connolly, Deputy Head of School

Director of Ethics, Responsibility, and Sustainability

In 2017, QBS appointed a Director of Ethics, Responsibility, and Sustainability & PRME Lead. The Director of ERS is responsible for promoting PRME within the School and, as a measure of the importance we place upon this, significant resources have been allocated for PRME-related work. Our Director of ERS, [Dr. Laura Steele](#), currently serves as the Vice-Chair of PRME Chapter UK & Ireland and Co-Lead of the PRME Island of Ireland (IoI) Local Network. The responsibilities of the Director of ERS include developing the School's ERS strategy and monitoring its implementation; collating and monitoring data on teaching, research, and engagement activities related to ERS and PRME; developing and promoting student focused initiatives related to ERS and PRME; and raising the profile of the [PRME i5](#) pedagogy within the School. The Director of ERS reports to the Dean and Head of School, [Prof. M. N. Ravishankar](#), and the Deputy Head of School, [Prof. Ciaran Connolly](#). The Director of ERS is part of and supported by the School's wider Accreditation Team.

"At Queen's Business School we are committed to integrating responsible and sustainable management within our own organisational practices. We believe it is essential to act as a role model for students, staff, and the businesses we engage with. This includes actively promoting diversity and inclusion, as well as investing resources to enhance the sustainability of our estate."

Sonia O'Hare, School Manager



2. VALUES

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

We are committed to creating leaders who transform business and society, and who do so in full cognisance of their ethical, social, and environmental responsibilities. In reflection of this, we are striving to fully integrate the Principles of PRME and embed the UN SDGs across our teaching, research, and engagement activities, as well as within our own organisational practices. Our actions are underpinned by our core values, including integrity and respect. These serve as important guiding principles and inform our decision-making.

Ethics, Responsibility, and Sustainability-Related Education

Responsible management education (RME) is essential for cultivating ethical leaders, promoting sustainability, fostering social responsibility, addressing current and future global challenges, and encouraging innovation for societal good. Our Director of Undergraduate Education, [Dr. Chirantan Ganguly](#), Director of Graduate Studies, [Dr. Lisa Bradley](#), and Director of Executive Education, [Prof. Ashish Malik](#) are responsible for leading the development and implementation of our strategies related to undergraduate, postgraduate, and executive education, which includes the integration of content related to RME. Further information about our activities related to teaching and learning is contained under Principle 3: Teach.

Ethics, Responsibility, and Sustainability Related-Research and Scholarship

Research and scholarship related to responsible and sustainable business and management is vital for advancing knowledge, facilitating evidence-based decision-making, influencing policy, supporting innovation, and achieving societal impact. Our Director of Research, [Prof. Simon Teasdale](#), is responsible for developing our research strategy and monitoring its implementation. This includes promoting research and scholarship related to ethical, responsible, and sustainable business and management. Prof. Teasdale is supported by our Director of Research Impact and Engagement, [Dr. Michael Aldous](#), who seeks to develop and facilitate a school-wide ethos of engaging with non-academic audiences and generate impact from research. Further information about our activities related to research is contained under Principle 4: Research.

Engaging with Business and Society on Responsible and Sustainable Business and Management

We seek to engage with a wide range of stakeholders on issues related to ethics, responsibility, and sustainability. Depending on the area of focus, different staff are responsible and accountable; however, they frequently work in collaboration to achieve our institutional aims and objectives. Our Director of ERS, [Dr. Laura Steele](#), is responsible for engagement related to RME in general. Our Director of Business Engagement, [Prof. Julie McCandless](#), leads on business engagement, which often includes activities that address corporate responsibility and sustainability. Our Director of Internationalisation, [Dr. Alex Wilson](#), is charged with developing and maintaining the School's global partnership network. Further information about our activities related to engagement is contained under Principle 5: Partner.

"QBS places ethical, responsible, and sustainable behaviours at the centre of all that we do. It is our obligation to support students to become professionals who can shape a better world. In concert with our research, our programmes provide continuous learning and development towards this aim. This is core to our international partnerships and how we develop education and research activities as a business school."

Dr Alex Wilson, Director of Internationalisation



3. TEACH

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

Queen's Business School offers a range of highly regarded programmes at undergraduate, postgraduate, and executive level. The content covered varies widely, including accounting, business analytics, economics, finance, human resource management, international business, marketing, and public management. However, one common thread can be identified throughout—a commitment to integrating responsible and sustainable management theory and practice. As discussed previously, we endeavour to develop leaders who transform business and society, and who do so in full cognisance of their ethical, social, and environmental responsibilities. This process starts with the design of our programmes, continues in the classroom, and—ideally—never ends. We believe that being a responsible leader requires a lifelong commitment to personal and professional reflection and development, and we are available to support students throughout this journey.

Modules and Programmes

As evidenced within our SIP report, the majority of the under- and postgraduate programmes offered by the School address ethics, responsibility, and sustainability within their programme-level learning outcomes. In addition, since 2022, the School has mapped the integration of the SDGs within our modules. This has allowed us to understand our current position, as well as take steps towards increasing the breadth and depth of coverage of the Global Goals. The 2023-2024 mapping exercise revealed that at least 79 of the 153 modules reviewed addressed one or more SDG, with the most frequent being SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation, and Infrastructure, and SDG 10: Reduced Inequalities. We are committed to increasing the integration of RME and the SDGs within our curriculum through both dedicated modules and by encouraging faculty to consider how RME-related concepts, issues, and challenges may fit within their teaching. To this end, we have sought to provide support in the form of training activities and resources, including two interactive workshops on PRME i5.

Guest Speakers and Showcase Events

Each year, the School is delighted to host a range of guest speakers on topics related to ethics, responsibility, and sustainability during lectures, seminars, and workshops. (A full list of guest speakers is contained within our SIP report). In addition, staff within the School have organised a number of showcase events, including an annual Data for Good Hackathon (June 2023 & June 2024), led by Dr. Bryon Graham; a one-day learning event on Sustainable Food Systems, Accounting, and the UN SDGs (May 2024), organised by Dr. Xinwu He; and Carbon Literacy Training (September 2023), delivered with the support of the Queen's University Belfast Estates Directorate and Keep Northern Ireland Beautiful.



"Ethical standards in business practice, social responsibility, and environmental sustainability are fundamental imperatives, arguably more so now than ever before. As educators of the future generations of professional practitioners, decision makers, entrepreneurs, and leaders, we recognise our obligation at QBS to foster awareness and critical thinking on these issues. We have accordingly embedded topics related to ERS and the UN SDGs in the curricula across all our undergraduate programmes. As real-world institutions, regulations, and professional practice evolve and as new academic research emerges in response to ERS concerns, so will we strive to continually adapt our curricula to equip our students with the latest knowledge and skills to deal with these issues."

Dr Chirantan Ganguly, Director of Undergraduate Studies

4. RESEARCH

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

Research is recognised in the School's mission as a fundamental mechanism through which we can transform business and society. Academics from across the School are actively engaged in research and scholarship that advances the aims of PRME and supports the attainment of the SDGs. Queen's Strategy 2030 aims to further enhance our impact by strengthening our research position and working with industry to broaden our translational impact and increase innovation, ensuring we deliver high-quality, world-leading research, which addresses local and global challenges.

Since 2021, we have mapped the SDGs across our research and scholarship outputs. This has allowed us to identify and leverage areas of strength, as outlined within our SIP. Our most recent analysis, which covered the 2022-2024 period, produced over 230 results, which encompassed all 17 SDGs. The School has particular strengths in relation to SDG 3: Good Health and Well-being; SDG 8: Decent Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; SDG 11: Sustainable Cities and Communities; SDG 13: Climate Action; and SDG 16: Peace Justice and Strong Institutions. Further information on our research is available [here](#).



"At QBS our research emphasis is on creating socioeconomic impact and building inclusive societies. We are strongly committed to engaged research and scholarship. Our research is mapped against relevant UN SDGs, and we are building from particular strengths in the areas of responsible and ethical governance, fair and inclusive workplaces, digital and financial inclusion, social value creation, and sustainable business models. Our processes are driven by the commitment to social and environmental responsibility exemplified by our faculty and PhD students."

Professor Simon Teasdale, Director of Research

Research Seminars and Conferences

The School regularly holds research seminars related to ethics, responsibility, and sustainability delivered by our faculty and guest speakers. These sessions are important for a number of reasons, including the dissemination of knowledge, feedback and constructive critique, networking, collaboration, and professional development. (A full list of seminars for the 2022-2023 & 2023-2024 academic years is included in our SIP report). Conferences and workshops related to responsible and sustainable business and management are vital for the dissemination of research, feedback and peer review, the sharing of new ideas and approaches, and networking and community building. The School was delighted to have hosted a number of relevant conferences between 2022 and 2024, including the Third Interdisciplinary Conference on Disability and Consumption (12 April 2024) and the CSEAR Ireland Congress on Social and Environmental Accounting Research (8-10 November 2023). The PRME Chapter UK & Ireland Annual Conference will take place at QBS from 17-19 June 2025.

"Our faculty conduct wide-ranging research that is engaged with the UN Sustainable Development Goals. As part of the school's vision, we proactively support faculty to conduct research-led dialogue and engagement with business, civil society, and government. This allows our academics' research to have real-world impact, embedding principles of sustainability and ethics within our stakeholders."

Dr Michael Aldous, Director of Research Impact and Engagement



5. Partner

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

At Queen's Business School we believe that partnership is vital in order to advance the Principles of PRME and achieve the SDGs. Therefore, we are committed to strengthening existing relationships and fostering new ones in order to increase dialogue and encourage collaboration that addresses pressing global economic, social, and environmental concerns. In our 2024 PRME SIP report, we provide an overview and examples of our work related to Informing, Dialoguing, Problem Solving, Acting, and Governance. This includes educational initiatives, research projects, conferences, seminars, workshops, competitions, and awards.



Informing

We view informing—the act of translating and disseminating knowledge—as being a core aspect of our role within business and society. This involves taking our academic research and scholarship and making it accessible, understandable, and useful for our stakeholders, including students, members of the business community, policymakers, and politicians.



Dialoguing

Dialoguing—the process of engaging in meaningful, bidirectional communication with our stakeholders—is a key element of our work. Dialoguing involves collaboration and the sharing of ideas, insights, and experiences. We strive to be open, inclusive, and interdisciplinary in our approach, bringing together diverse viewpoints in order to challenge assumptions and drive positive change.



Problem Solving

Problem solving—the process of identifying, analysing, and finding solutions to challenges and obstacles in order to achieve a specific goal or outcome—is the aim of much of our activities related to ethics, responsibility, and sustainability. Our work encompasses multiple Sustainable Development Goals and involves myriad stakeholders, including individuals and organisations from the private, public, and third/voluntary sectors.



Acting

We act by working collaboratively to bring about positive change locally, nationally, and internationally. Our key partners include individuals and organisations from the private, public, and third/voluntary sectors, other higher education institutions, and our students and alumni.



Governance

The School has robust governance structures in place to ensure that we 'walk the talk' in regard to responsible management. We regularly review our policies and processes to promote ethics, accountability, transparency, and organisational sustainability.



"We are focused on creating and maintaining partnerships with businesses of all sizes to share learning on the issues of sustainability and climate change. Through activities such as consulting projects, our students engage directly with local businesses to both drive sustainability innovation and enhance business practices. This collaborative approach enables better understanding of the challenges organisations face and more informed research and business recommendations."

Professor Julie McCandless, Director of Business Engagement

6. PRACTICE

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

As a global institution, we understand that we have a significant role to play in terms of advancing the sustainability agenda. [Queen's Strategy 2030](#) sets out how the University will embed the SDGs across all our activities, seeking to lead by example through activities such as sustainable procurement, green construction, a commitment to disinvestment from fossil fuels, and the promotion of diversity, equity, inclusion, and belonging (DEIB).

In regard to addressing climate change and promoting environmental sustainability, our [Net Zero Plan](#) sets out a road map to how we will reach net zero emissions by 2040. In developing the Net Zero Plan the University undertook a net zero engagement campaign with staff, students and local residents. This enabled our community to have their say on Queen's sustainability ambitions, whilst ensuring they are part of our sustainability journey. To align with government ambitions, we also have an interim target of 45% reduction by 2030 across scope 1 and 2. To achieve these targets, the University has set aside over £6 million in support of our shift to net zero.

Full details of our work related to environmental sustainability, including our [Environmental Sustainability Plan \(2023-25\)](#), [Staff and Student Sustainability Engagement Plan](#), and [Sustainable Travel Guidance Document](#), are contained within our 2024 SIP report.



"At Queen's Business School, we believe that ethics, responsibility, and sustainability are more than just aspirational values—they are the foundation of an inclusive and equitable environment. We are committed to embedding these principles in every action, decision and innovation, fostering a culture where diversity flourishes, equity is upheld, and every individual feels a true sense of belonging. This unwavering commitment shapes not only the leaders we cultivate but also the positive impact we strive to have on society."

Professor Shuang Ren, Director of Diversity, Equity, Inclusion, & Belonging

We have introduced a range of strategies, policies, and guidelines aimed at enhancing aspects of social sustainability (for example, fair work, equality and social justice, human rights, health and well-being, and access to education) and promoting diversity, equity, inclusion, and belonging. This includes the [Queen's Social Charter](#), a set of principles aligned to the SDGs which guide and inspire our engagement with local partners, and our [Equality Scheme and Action Plan 2024 -2029](#), which outlines out how the University will continue to sustain an environment that values and celebrates the diversity of our staff and student body. In 2022, QBS established a Wellness and Sustainability Committee and, in 2023, a Director of DEIB, Prof. Shuang Ren. was appointed. Full details of our work related to social sustainability and DEIB is contained within our 2024 SIP report.

"The QBS Wellness and Sustainability Committee, comprising of both academic and professional service staff, PhD students, and representatives from our shared space partners, QUB Campus Food and Drink, has been a driving force behind the building of a sense of community within the School and a champion of sustainability initiatives such as Veganuary and Carbon Literacy Training. It has played a pivotal role in ensuring that responsible and sustainable operational processes are implemented across the QBS Estate, allowing students to see that the School is committed to practicing what we preach outside the classroom."



Kelly Tagg, Sustainability Champion

7. SHARE

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



“PRME is underpinned by a spirit of collegiality and collaboration. Signatories are encouraged to strive for continuous improvement, to celebrate their successes while being open about areas for improvement. PRME has had a positive impact on our School, driving change and allowing us to engage with a vibrant global community which shares a collective aim of promoting RME and advancing the UN Sustainable Development Goals.”

Dr. Laura Steele, Director of Ethics, Responsibility, and Sustainability

Our 2024 PRME SIP report and this accompanying ‘SIP Summary’ have afforded us the opportunity to share some of our successes in regard to integrating PRME and advancing the UN SDGs at Queen’s Business School. These include:

- The opening of the new Student Hub on our Riddel Hall campus, which integrates a range of sustainability-related features, including geothermal and photovoltaic technologies, a living roof, and ‘swift bricks’ to support the nesting of this endangered bird population.
- The appointment of a new Director of Diversity, Equity, Inclusion, and Belonging (DEIB), Prof. Shuang Ren, and the establishment of a DEIB Committee to take forward the work of the School’s established Gender Equality Team.
- An increase in the breadth and depth of coverage of the UN SDGs within our modules and programmes. In addition, the SDGs have now been integrated into our module review processes, allowing us to obtain more timely and accurate data.
- The introduction of several new modules addressing ethics, responsibility, and sustainability, including IBEM8005 Sustainability and Social Innovation, ITAO2005 Sustainable Operations Management, and OWL7210 Making Ethical Business Decisions.
- An increase in the number of scholarly outputs aligned with the UN SDGs, as well as a rise in conferences, seminars, workshops, and other events related to ethics, responsibility, and sustainability hosted by the School.

In regard to areas for development, the exercise of compiling our SIP report, which involved collecting and analysing data, communicating with stakeholders, and engaging in critical reflection, resulted in the identification of the following priorities for 2024-2025:

- Improve internal communication regarding PRME and the UN SDGs by creating an internal ‘Sustainability SharePoint’ site to hold key documents, resources, etc.
- Enhance external communication regarding PRME and the UN SDGs by redesigning and updating the relevant pages on the School website.
- Support faculty to integrate PRME and the UN SDGs into their modules and programmes by offering a range of seminars and workshops, as well as collating and disseminating resources.
- Host at least two events for external stakeholders that showcase research conducted by faculty within the School related the the UN SDGs.

We look forward to updating you on our progress in June 2025.

Queen's Business School

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Institutional Mission, Vision, and Strategy

The following outlines Queen's Business School's institutional mission, vision, and strategic approach to responsible management education.

Queen's Business School Mission, Vision, and Values

The attached statement outlines the Mission, Vision, and Values of Queen's Business School, Belfast.



Relevant Stakeholders

All University Stakeholders

Purpose

Queen's Business School at Queen's University Belfast offers world-class undergraduate, postgraduate, and executive education. The School has six core academic departments and one institute: the Departments of Accounting; Economics; Finance; International Business, Entrepreneurship, and Marketing; Information Technology, Analytics, and Operations; Organisation, Work, and Leadership; and the William J Clinton Leadership Institute. The School is accredited by EQUIS, AMBA, Small Business Charter, and has served as a PRME Champion institution since 2020. As a member of the Global Business School Network, the School is connected through strategic partnerships across the world. All of our efforts and activities are aligned with our Mission, Vision, and Values.

QBS Our Mission, Vision, and Values

View document  Download document 



Values

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

RME Leadership Accountability

At Queen's Business School, accountability for responsible management education is structured as follows:

Yes, but the role is formalized elsewhere within the PRME signatory's organization (e.g., center/institute leader, faculty/staff member), but not in senior leadership team

PRME at Queen's Business School

In 2017, [Queen's Business School](#) appointed a Director of Ethics, Responsibility, and Sustainability (ERS) & PRME Lead. The Director of ERS is responsible for RME within the School and, as a measure of the importance we place upon this, significant resources have been allocated for RME-related work. Our Director of ERS, [Dr. Laura Steele](#), currently serves as the Vice-Chair of PRME Chapter UK & Ireland and Co-Lead of the PRME Island of Ireland (IoI) Local Network.

The role of the Director of ERS includes, but is not limited to:

- Developing the School's Ethics, Responsibility, and Sustainability strategy and monitoring its implementation.
- Collating and monitoring data on teaching, research, and engagement activities related to ERS and PRME.
- Reporting on our RME-related activities to relevant bodies, including PRME.
- Developing and promoting events related to ERS and PRME that enhance engagement with the private, public, and/or third/voluntary sectors, as well as members of the academic community.
- Developing and promoting student focused initiatives related to ERS and PRME.
- Supporting colleagues within the School in terms of introducing or enhancing the coverage of ERS and PRME within new or existing programmes or modules.
- Supporting colleagues within the School in terms of advancing research related to ERS and PRME.

The Director of ERS reports to the Dean and Head of School, [Professor M. N. Ravishankar](#), and the Deputy Head of School, [Professor Ciaran Conolly](#). The Director of ERS is part of and supported by the School's wider Accreditation Team.

Organizational Structure for RME

The following organizational entities at Queen's Business School are responsible for RME:

- ❖ Teaching-Focused Entity
- ❖ Community Engagement Entity
- ❖ Research-Focused Entity



Teach

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



RME Elements in Degree Programs

Queen's Business School integrates responsible management education into its degree programs through 4 different approaches:

Guest Speakers and Showcase Events

Queen's Business School Ethics, Responsibility, and Sustainability-Related Guest Speakers in Lectures 2023-2024

Each year, Queen's Business School is delighted to welcome guest speakers addressing topics related to ethics, social responsibility, and sustainability into our modules and programmes. They come from a wide range of organisations across the private, public, and third/voluntary sector. Details of the guest speakers who joined us during the 2023-2024 academic year are attached. We wish to thank them for sharing their knowledge, insights, and time with our students and faculty.

Date

September, 2023 - June, 2024

Location

Queen's Business School, Belfast, Northern Ireland


Speakers

Various

The attached document provides a list of guest speakers within modules at Queen's Business School during the 2023-2024 academic year.

QBS ERS-PRME Guest Lectures 2023-2024

View document 

Download document 

RME Related Guest Speakers and Events at Queen's Business School

Each year, Queen's Business School is delighted to host a range of guest speakers and organise showcase events related to RME as part of our degree programmes. They take the form of talks within lectures, seminars, workshops, and more.

Accompanying this narrative is a list of guest speakers in lectures and seminars that addressed topics related to ethics, responsibility, and sustainability during the 2022-2023 and 2023-2024 academic years. As you will see, they covered issues including professional ethics, managing diversity in the workplace, sustainability reporting, reducing social and economic deprivation, and the responsible development and integration of emerging technologies.

In addition, QBS has also held a number of showcase events for students related to RME and sustainability, including:

- **Queen's Business School Fairtrade Challenge** (27 June 2024): Students undertaking a postgraduate module on Business Governance and Ethics were challenged by members of the University's Fairtrade Committee to develop novel strategies to engage their peers in Fairtrade. The best ideas will be developed for inclusion within the University's programme of events for [Fairtrade Fortnight 2024](#).
- **Data for Good Hackathon** ([16 June 2023](#) & [13 June 2024](#)): In 2023, [Dr. Bryon Graham](#) introduced an annual 'Data for Good Hackathon'. Working with industry mentors, student teams use data to address some of the key societal challenges of our time. In 2024, the Hackathon was focused on using health-related data to improve healthcare provision in Northern Ireland.
- **Sustainable Food Systems, Accounting, and the UN SDGs** (30 May 2024): [Dr. Xinwu He](#) delivered a one-day event for postgraduate students that examined the relationship between sustainable food systems and accounting. In the morning, students visited the [College of Agriculture, Food, and Rural Enterprise campus at Greenmount](#), Antrim. After a sustainable lunch, they benefited from presentations from senior leaders within the food industry in the afternoon. The day culminated with a 'social media video challenge'. Dr. He received an award from the PRME Chapter UK & Ireland Seed Funding Competition for Innovative Pedagogic Approaches and Teaching Practices in 2022 to support the development of this initiative.
- **i5-Infused Sustainability 'Treasure Hunt'** (27 March 2024): Students visiting from Leeds Business School at the University of Colorado Boulder participated in a sustainability 'treasure hunt' organised by [Dr. Laura Steele](#). The activity, which was designed to integrate the PRME i5 characteristics, required students to solve puzzles in order to locate sustainability-related locations on a map of Belfast. This was followed by a short seminar exploring the importance of the various sites. A more detailed description of the session is contained within the [PRME i5 Viewbook](#).
- **HRxHR: Human Rights in Human Resources Webinar** (6 December 2023): In December 2023, Steve Kenzie, Executive Director of the [UN Global Compact Network UK](#), delivered a presentation on the role of the Global Compact, including how it advances human rights within the context of work.

- **Carbon Literacy Training** (29 September 2023): With the support of the [Queen's University Belfast Estates Directorate](#) and [Keep Northern Ireland Beautiful](#), we offered Carbon Literacy Training to under- and postgraduate students within the School as part of our induction programme.
- **i5-Informed Sustainability Walking Tour** (February 2023 – Present): In February 2023, Dr. Laura Steele piloted an i5-informed 'Sustainability Walking Tour' with MBA students at Queen's Business School. The tour, which takes place on and around the Queen's University Belfast campus, exposes participants to various sustainably-related sites, including the [Troubles exhibition at the Ulster Museum](#) (SDG 16: Peace, Justice, and Strong Institutions) and the [Botanic Gardens](#) (SDG 13 Climate Action and more). Dr. Steele is continuing to develop the initiative, including in the form of a virtual map.

Queen's Business School Ethics, Responsibility, and Sustainability-Related Guest Speakers in Lectures 2022-2023

Each year, Queen's Business School is delighted to welcome guest speakers addressing topics related to ethics, social responsibility, and sustainability into our modules and programmes. They come from a wide range of organisations across the private, public, and third/voluntary sector. Details of the guest speakers who joined us during the 2022-2023 academic year are attached. We wish to thank them for sharing their knowledge, insights, and time with our students and faculty.

Date

September, 2022 - June, 2023

Location

Queen's Business School, Belfast, Northern Ireland

Speakers

Various

The attached document provides a list of guest speakers within modules at Queen's Business School during the 2022-2023 academic year.

QBS ERS-PRME Guest Lectures 2022-2023

View document 

Download document 

Queen's Business School Student Fairtrade Challenge

Queen's University Belfast achieved certification as a Fairtrade University in 2019. This is an accreditation that is reviewed every two years and marks us out as an institution which has made a commitment to supporting and using Fairtrade. It involves using as many Fairtrade items as possible in our day-to-day business, as well as raising awareness throughout the year, centred around key dates such as Fairtrade Fortnight and World Fairtrade Day. In June 2024, we challenged postgraduate students within Queen's Business School to help us develop strategies to engage their peers across the University in Fairtrade.

Department

Management

Learning Object Subject

Business Governance and Ethics

Educational Level

Postgraduate

Learning Outcome

To develop an understanding of Fairtrade.

Interactivity Type

Following a presentation by the lecturer, students worked together in small groups to develop strategies to engage their peers in Fairtrade. They then presented their ideas to two members of Queen's Staff, the Business School Sustainability Champion and the University Sustainability Officer, who provided feedback.

Learning Object Description

On 26 June 2024, we set postgraduate students at Queen's Business School the challenge of developing strategies to engage their peers across the University in Fairtrade. Working in groups, they developed a wide range of ideas, including social media competitions, a fashion show centred on second-hand or pre-loved clothes and accessories, and a showcase of Fairtrade foods and beverages. Some of the best ideas will be taken forward by the University's Fairtrade Committee in 2024-2025.

QBS Fairtrade Challenge 2024

View document  Download document 

Using PRME i5 to Engage Students in Sustainability at Queen's Business School

Faculty at Queen's Business School, Belfast, have actively embraced PRME i5 in order to engage students in responsible and sustainable business and management. This example centres on the use of i5 with a group of students visiting Queen's from the United States. The aim was to introduce them to concepts related to sustainability, while fostering a strong sense of place. This example also appears in the PRME i5 Viewbook.

Department

Organisation, Work, and Leadership

Learning Object Subject

Sustainability

Educational Level

Undergraduate

Learning Outcome

To provide students with an overview of sustainability concepts in the context of Northern Ireland (NI). As NI is a post-conflict society, a particular emphasis was placed on SDG 16: Peace, Justice, and Strong Institutions.

Interactivity Type

Students began the session with a 'treasure hunt' that required them solve clues that revealed important sustainability-related landmarks on a map of Belfast. This was followed by a 60-minute 'debrief' where we discussed the nature and relevance of these locations.

Learning Object Description

When a group of students from the United States visited Queen's Business School to learn about sustainability, we intended to take them outside for an educational walking tour. Nature, however, had other plans! After an adverse weather warning was issued, we turned to the PRME i5 Playbook for inspiration. We decided to bring the outside inside by obtaining free city maps from the local tourist information office and created a series of puzzles that led students to various sites across Belfast with a sustainability connection. These included a word search, cryptogram, and jigsaw puzzle (there are many free puzzle creation websites available online). In addition, an iconic piece of architecture from the city skyline—one of the yellow Harland & Wolff cranes—was hidden in the room. Students were placed in groups and the first to solve all of the puzzles and circle the correct locations on the map won. The atmosphere in the room was joyful and energetic, and there was supportive social interaction within groups (and some healthy competition between them!). Searching for the hidden artifact encouraged participants to move around and explore the space. On occasion, gentle hints were provided to groups who found themselves 'stuck'. After the exercise was completed, we discussed each of the

locations in turn, including why they were important from a sustainability perspective and how they connect to Agenda 2030. While it is not as meaningful as visiting them in person, it was undoubtedly more engaging than a traditional lecture. We are looking forward to repeating the activity and refining the delivery. Our main lessons learned were that (1) necessity can drive creativity, particularly when you have access to a framework such as i5 and (2) educational resources can be found in unexpected places!

QBS PRME i5 Sustainability 'Treasure Hunt'

[View document](#)

[Download document](#)

Queen's Business School i5 Infused Sustainability Walking Tour

In 2023, Queen's Business School developed a 'Sustainability Walking Tour' that takes students out of the classroom to explore sustainability-related issues and challenges on and around our campus. The sessions have proved to be very beneficial, not only in terms of improving participants sustainability literacy, but also in regard to enhancing their sense of place and belonging.

Department

Organisation, Work, and Leadership

Learning Object Subject

Sustainability

Educational Level

Postgraduate (MBA)

Learning Outcome

The aim of the session is to enhance students knowledge of core sustainability related concepts, as well as enable them to understand how these are relevant to the local context. (In other words, making the 'Global Goals' a local concern).

Interactivity Type


This session is highly interactive, with students leaving the classroom to explore the local area guided by the lecturer.

Learning Object Description

The PRME Impactful Five (i5) initiative aims to support pedagogical adoption of playful learning and calls upon instructors to make learning meaningful, facilitate active engagement, design for iteration, develop supportive social interaction, and foster joy and wellbeing. Based on these characteristics, we developed an i5 informed 'Sustainability Walking Tour' for postgraduate students that took place on and around the Queen's University Belfast campus. Lasting approximately 50 minutes, it encompassed several sites including a botanical garden, museum, and ancient burial ground. The tour sought to blend local social and economic history,

discussion in relation to contemporary sustainability related issues and challenges, and how these relate to the UN Sustainable Development Goals (SDGs). Where relevant, parallels were drawn between local and global issues, for example, in relation to biodiversity loss, sociodemographic change, and equality, diversity, and inclusion.

QBS Sustainability Walking Tour

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

Queen's Business School Modules that address the UN Sustainable Development Goals 2023-2024

At Queen's Business School, we map the coverage of the UN Sustainable Development Goals (SDGs) in our modules and programmes. The attached document provides an overview of the SDGs in our curriculum for the 2023-2024 academic year.

Department

Queen's Business School

Learning Object Subject

Various

Educational Level

Undergraduate and Postgraduate

Learning Outcome

The attached document provides an overview of all modules (courses) that addressed one or more of the UN Sustainable Development Goals (SDGs).

Interactivity Type

The integration of content related to the UN SDGs takes a variety of forms, including traditional lectures, seminars, workshops, guest speakers, class activities, and formal assessments.

Learning Object Description

At Queen's Business School, we map the coverage of the UN Sustainable Development Goals (SDGs) in our modules and programmes. In 2023-2024, at least 79 of the 153 modules reviewed addressed one or more SDG. This is in addition to broader content related to RME that may not be captured by the SDGs. The attached chart provides an overview of the integration of the SDGs within modules. In 2024-2025, we will continue to provide support to faculty who wish to increase the breath and/or depth of coverage of the SDGs within their teaching.

QBS Modules by UN SDG 2023-2024

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

Integrating RME at Queen's Business School: Faculty-Led Initiatives

Since 2022, Queen's Business School has mapped the integration of the UN Sustainable Development Goals (SDGs) within our modules (courses) and programmes. This has allowed us to understand our current position, as well as take steps towards increasing the breadth and depth of coverage of the Global Goals. In addition to dedicated modules (discussed later in our SIP), faculty within the School frequently choose to address RME-related concepts within their courses.

An overview of the results of the mapping exercise for the 2023-2024 academic year is included as an attached Learning Object. At least 79 of the 153 modules reviewed addressed one or more SDG, with the most frequent being SDG 9: Industry, Innovation, and Infrastructure, SDG 8: Decent Work and Economic Growth, and SDG 10: Reduced Inequalities. QBS faculty covered a wide range of RME-related topics in their teaching and assessment, with the most common including:

- Business ethics;
- Corporate social responsibility;
- Corporate governance;
- Climate change and environmental sustainability;
- Diversity, equity, inclusion, and belonging;
- Ethical leadership and decision-making;
- Ethics in trade and international business;
- Global citizenship and cross-cultural management;
- Human rights and social justice;
- Social entrepreneurship and innovation;
- Sustainable human resource management;
- Sustainable supply chains and operations.

QBS is committed to increasing the integration of RME and the SDGs within our curriculum through both dedicated modules and by encouraging faculty to consider how RME-related concepts, issues, and challenges may fit within their course. To this end, we have (1) sought to provide support in the form of resources and training activities; and (2) integrated the SDGs into our annual module review process (each year, faculty evaluate their courses identifying strengths and areas for development. Now, they are required to consider sustainability as part of this). In addition, from 2024, all new modules being developed across the University are required to consider sustainability, if relevant.

Integrating RME at Queen's Business School: RME-Related Modules

At Queen's Business School we have a growing number of dedicated modules (courses) on RME-related topics for undergraduate, postgraduate, and executive education students. In addition, concepts such as ethics, responsibility, sustainability are included within the learning outcomes for a large number of our modules, reflecting the importance we place on developing the responsible leaders and managers of the future.

Specific modules addressing ethics, responsibility, and sustainability include:

- FIN3029 Sustainable Finance (Undergraduate)
- MGT3012 Business Ethics (Undergraduate)
- MGT7105 Sustainable Supply Chains and Networks (Postgraduate)
- MGT9203 Business Governance and Ethics (Postgraduate)

In 2024-2025 we are introducing a number of new modules that address RME-related issues, including:

- ITA02005 Sustainable Operations Management (Undergraduate)
- IBEM8005 Sustainability and Social Innovation (Postgraduate)
- OWL7210 Making Ethical Business Decisions (Postgraduate)

Also in 2024-2025, we are launching a number of new 'capstone' projects for postgraduate students that will integrate lectures, seminars, workshops, and assessments that address topics including business ethics, social responsibility, and sustainability. We look forward to providing a further update on progress in our 2025 SIP.

Queen's Business School MBA Session on Sustainability Strategy

Queen's Business School integrates ethics, social responsibility, and sustainability across multiple modules in our MBA programme. The attached learning object is an example from the module on the 'Global Economic Environment'.

Department

Management

Learning Object Subject

Global Economic Environment

Educational Level

Postgraduate (MBA)

Learning Outcome

Following completion of the session, participants should be able to (1) understand the concepts of sustainability and ESG; (2) appreciate trends and future directions in relation to sustainability and ESG; (3) critically examine the backlash against ESG; and (4) discuss the potential to use sustainability as a business strategy..

Interactivity Type

In addition to a traditional lecture, the session also included an online quiz administered via Kahoot! and an interactive exercise.

Learning Object Description

The attached presentation is an example of a session delivered as part of the Queen's Business School MBA programme. The lecture element covered, amongst other topics, the current context in relation to sustainability and climate change; key concepts and frameworks (e.g., the Triple Bottom Line and ESG); the business case for sustainability; trends and directions in sustainability; and the potential use of sustainability as a business strategy. The class ended with an interactive exercise whereby students were tasked with developing a sustainability strategy for a fictional business at a crossroads in terms of their sustainability journey (do they seek to meet minimum standards, aim for the 'middle ground', or strive to be an industry leader?). Working in groups, they developed their ideas and engaged in lively debate about the optimal approach!

Queen's Business School MBA Session on
Sustainability and ESG

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

Queen's Business School Modules with RME in the Module-Level Learning Outcomes

Attached is a list of modules (courses) that make explicit reference to RME-related concepts in their learning outcomes. In addition, many modules that do not make explicit reference to RME within their learning outcomes also address topics such as accountability, ethics, corporate governance, equality, diversity, and inclusion, social responsibility, and sustainability. An overview of these modules is contained in the section of the SIP on RME-related content at the discretion of the professor.

Department

Queen's Business School

Learning Object Subject

Various, including Accounting, Taxation, Economic Growth, Financial Institutions and Markets, Corporate Finance and Derivatives, Marketing, Operations Management, Strategy, and Social Innovation.

Educational Level

Undergraduate and Postgraduate

Learning Outcome

Various learning outcomes relates to RME.

Interactivity Type

Faculty within the School use a range of approaches to support students in attaining the respective learning outcomes, including lectures, seminars, workshops, interactive activities (including gamification), and guest speakers.

Learning Object Description

Attached is a list of RME-related learning outcomes extracted from over 40 undergraduate and postgraduate modules delivered at Queen's Business School during the 2023-2024 academic year.

QBS Modules with RME in the Module-Level
Learning Outcomes

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

Program-Level RME Integration**Integrating RME at Queen's Business School: RME-Related Programme-Level Learning Outcomes**

The majority of undergraduate and postgraduate degree programmes offered by Queen's Business School address RME within their programme-level learning outcomes. A list of degree programmes and their relevant learning outcomes is provided in the attached object.

Typical programme level learning outcomes related to RME include:

- Engage with issues around ethics, responsibility, and sustainability.
- Demonstrate professional, ethical, and social responsibility.
- Appreciate diversity and be capable of placing issues within their local and international contexts.
- Understand and evaluate organisations and the external environment within which they operate, as well as their relationship with the natural environment.

- Understand the role, operation, and functions of international financial institutions and markets which underpin the global financial industry, including an awareness of the broader economic, social, ethical, legal, political, regulatory and environmental issues which influence their operation.
- Understand the behaviour, financing, ethical considerations and regulations influencing the financial decisions of individuals, firms, and governments.

Chapters

List of RME-Related Programme-Level Learning Outcomes

The attached object contains a list of RME-related programme-level learning outcomes for courses offered by Queen's Business School.

Queen's Business School RME-Related Programme-Level Learning Outcomes

The attached object contains a list of RME-related programme-level learning outcomes for courses offered by Queen's Business School.

Department

Queen's Business School

Learning Object Subject

Various

Educational Level

Undergraduate and Postgraduate

Learning Outcome

Multiple learning outcomes related to RME

Interactivity Type

Various

Learning Object Description

The majority of undergraduate and postgraduate degree programmes offered by Queen's Business School address RME within their programme-level learning outcomes. A list of degree programmes and their relevant learning outcomes is attached.

QBS RME-Related Programme-Level
Learning Outcomes

View document  Download document 



Research

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

RME Elements in Research

Queen's Business School incorporates responsible management education into its research endeavors through 3 different methods:

Regular Research Seminars

Responsible and Sustainable Business and Management Research Seminars at Queen's Business School (2023-2024)

This object provides an overview of responsible business and management research seminars held during the 2023-2024 academic year.

Date

September, 2023 - August, 2024

Location

Queen's Business School, Belfast, Northern Ireland

Speakers

Various

Queen's Business School regularly holds research seminars related to ethics, responsibility, and sustainability delivered by both our faculty and guest speakers. These sessions are important for a number of reasons, including the dissemination of knowledge, feedback and constructive critique, networking, collaboration, and professional development. The attached documents provide an overview of our ethics, responsibility, and sustainability-related seminars for the 2023-2024 academic year. The seminars covered a wide range of topics, including sustainability reporting, green finance, impact investing, social enterprise, health and well-being, and equality, diversity, and inclusion.

QBS ERS Related Research Seminars
2023-2024

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

Responsible and Sustainable Business and Management Research Seminars at Queen's Business School (2022-2023)

This object provides an overview of responsible business and management research seminars held during the 2022-2023 academic year.

Date

September, 2022 - August, 2023

Location

Queen's Business School, Belfast, Northern Ireland

Speakers

Various

Queen's Business School regularly holds research seminars related to ethics, responsibility, and sustainability delivered by both our faculty and guest speakers. These sessions are important for a number of reasons, including the dissemination of knowledge, feedback and constructive critique, networking, collaboration, and professional development. The attached documents provide an overview of our ethics, responsibility, and sustainability-related seminars for the 2022-2023 academic year. The seminars covered a wide range of topics, including sustainability reporting, green finance, impact investing, social enterprise, health and well-being, and equality, diversity, and inclusion.

QBS ERS Related Research Seminars
2022-2023

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

Research Conferences

Responsible and Sustainable Business and Management Conferences and Workshops at Queen's Business School

Conferences and workshops related to responsible and sustainable business and management are vital for the dissemination of research; feedback and peer review; the sharing of new ideas and approaches; and networking and community building. Queen's Business School is delighted to have hosted a number of relevant conferences between 2022 and 2024, as outlined in this object.

Date

September, 2022 - August, 2024

Location

Queen's Business School, Belfast, Northern Ireland

Speakers

Various

The attached document provides an overview of some of the key conferences, symposia, and workshops related to ethics, responsibility, and sustainability hosted by Queen's Business School during the 2022-2023 and 2023-2024 academic years.

Responsible and Sustainable Business and

Management Conferences and Workshops at QBS [View document](#) [Download document](#)

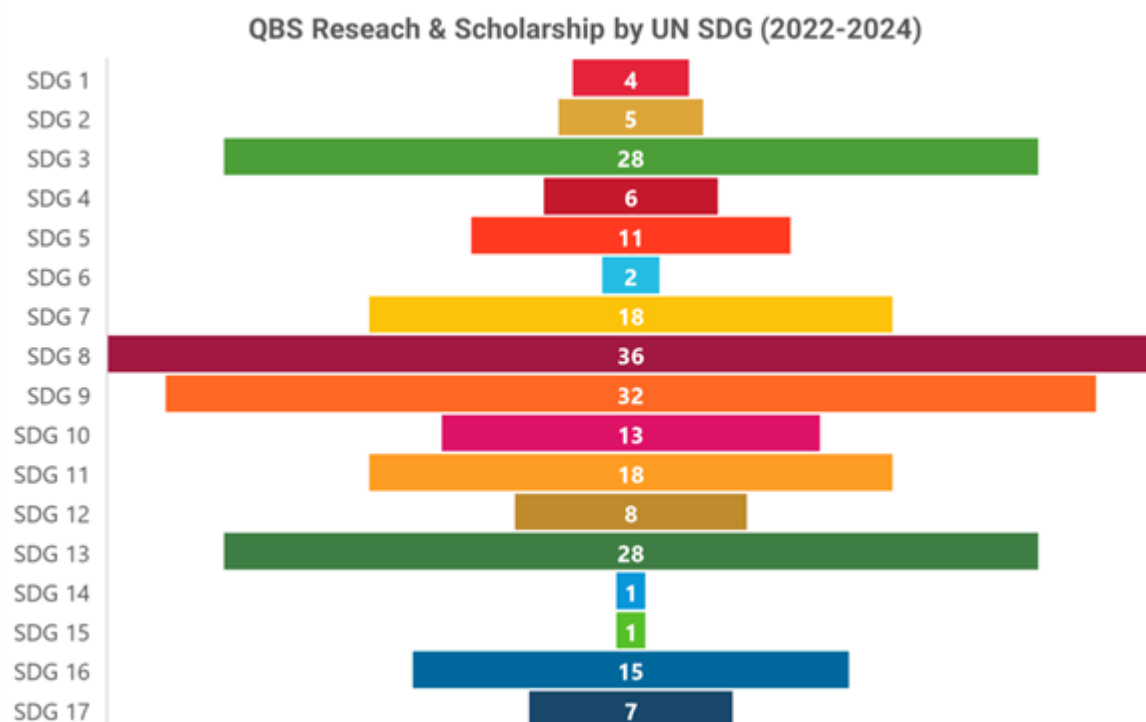
Required Research Reporting

Responsible Business and Management Research at Queen's Business School

Research is recognised in the School's mission as a fundamental mechanism through which we can transform business and society. Faculty from across the School are actively engaged in research and scholarship that advances the aims of PRME and supports the achievement of the UN Sustainable Development Goals (SDGs). The University's Strategy 2030 aims to further enhance our impact by strengthening our research position and working with industry to broaden our translational impact and increase innovation, ensuring we deliver high-quality, world-leading research, which addresses local and global challenges. Since 2021, we have mapped the SDGs across our research and scholarship outputs. This has allowed us to identify and leverage areas of strength, as outlined below.

Faculty Research Related to RME

All faculty are required to record their research and scholarship outputs within our research information management system, Pure. The system automatically tags outputs against any relevant SDGs. This data is then extracted and, in order to ensure accuracy, the Director of Ethics, Responsibility, and Sustainability conducts a manual review of the results. Our most recent analysis which covered the 2022-2024 period produced over 230 results, which encompassed all 17 SDGs. It should be noted that some outputs are included more than once because they address multiple Global Goals (for example, SDG 3: Good Health and Well-being and SDG 10: Reduced Inequalities). As illustrated below, the School has particular strengths in relation to SDG 3: Good Health and Well-being; SDG 8: Decent Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; SDG 11: Sustainable Cities and Communities; SDG 13: Climate Action; and SDG 16: Peace Justice and Strong Institutions.



Student Research Related to RME

Our under- and postgraduate students are regularly involved in projects related to PRME and the UN SDGs. For example, at undergraduate level students may undertake consultancy projects for organisations across the private, public, and third/voluntary sectors on sustainability related topics (e.g., to identify consumer/client demands in relation to sustainability or to explore opportunities for eco innovation). Our postgraduate taught students frequently complete traditional dissertations and critical literature reviews on a wide range of topics related to responsible management and sustainability (for example, on ethical issues in marketing; equity, diversity, and inclusion in HRM; green finance; sustainable operations and supply chains; accounting for the SDGs; and the responsible use of data for business analytics). Finally, many of our PhD candidates are currently working on doctoral research related to PRME and the SDGs. For example, Claire Kilpatrick is examining the role of industry 4.0 technologies in enhancing global sustainability, as well as how managers leverage 4.0 technologies to enhance the global sustainability efforts of their multinational enterprises. Blessing Gadi is exploring leadership styles and NGO organisational sustainability. Alaa Ali O Zahran is investigating education for sustainable development (ESD) within higher education institutions. Sarah Mohammed Albugami is seeking to understand women's leadership within the public sector in Saudi Arabia with reference to Saudi Vision 2030. We strive to expose all of our students to a wide range of issues related to responsible management and sustainability.

Then, as far as is practical, allow them to select and examine the topics/themes of greatest interest to them. This tends to promote enthusiasm, engagement and, ultimately, higher quality outputs.



Partner

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

Partnership Approaches for RME

Queen's Business School partners with external stakeholders to advance responsible management education through 5 different approaches:

Knowledge Translation and Dissemination

Informing: Knowledge Translation and Dissemination at Queen's Business School

At Queen's Business School, we view informing—the act of translating and disseminating knowledge—as being a key aspect of our role within business and society. This involves taking our academic research and scholarship and making it accessible, understandable, and useful for our stakeholders, including students, members of the business community, policymakers, and politicians.

The primary goal of our knowledge translation and dissemination activities is to bridge the gap between academic research and practice. It frequently involves the creation of actionable insights and practical applications. Our faculty collaborate with a wide range of stakeholders across multiple domains including accounting, education, health and social care, financial services, human resource management, manufacturing, and marketing. This helps us to ensure that our research is timely, relevant, and meets their needs. In addition to academic journals, we regularly disseminate findings at conferences (including non-academic events), via reports, through blogs (such as *The Conversation*), and social media. Some notable examples of our work related to 'informing' include:

- **Building Sustainable Supply Chains for International Success** (13 June 2024): At this event hosted by the [Northern Ireland Chamber of Commerce](#), [Dr. Jelena Vlajic](#), a Senior Lecturer at Queen's Business School, offered members of the business community evidence-based advice on enhancing supply chain sustainability.
- **Chartered Accountants Ulster Society Seminar on Sustainability Reporting** (May 2024): [Dr. Elaine Stewart](#) and [Professor Ciaran Connolly](#) of the Accounting Department at Queen's Business School discussed public sector sustainability accounting and reporting, drawing insights from their recent research on the topic.
- **Teaching and Learning with Sustainability Workshop and Considerations for Localising the UN Sustainable Development Goals (SDGs)** (17 April 2024): The Queen's Business School Teaching and Learning Forum welcomed Dr. John Barimo, Manager of the Sustainable Development Solutions Network (SDSN) Ireland, who offered practical advice and tools for integrating the SDGs into modules and programmes.

- **Understanding and Integrating the PRME Impactful 5 (i5) Pedagogy with Prof. Natascha Radclyffe-Thomas** (26 March 2024): The Queen's Business School Teaching and Learning Forum hosted Prof. Radclyffe-Thomas, Chair of PRME Chapter UK & Ireland and member of the PRME i5 Expert Pedagogy Group. Prof. Radclyffe-Thomas explained the nature of i5 and worked with faculty to explore different ways of integrating the i5 characteristics into their teaching.
- **The Business of Sustainable and Circular Fashion with Prof. Natascha Radclyffe-Thomas** (27 March 2024): Prof. Radclyffe-Thomas, Professor of Marketing and Sustainable Business at the British School of Fashion at Glasgow Caledonian University, introduced faculty and students at Queen's Business School to key concepts and trends related to sustainable and circular fashion.
- **International Women's Day 2024: Reach For Better Business** (8 March 2024) & **International Women's Day 2023: 'Out of My Comfort Zone'** (8 March 2023): Each year, Queen's Business School hosts an event for faculty and students to celebrate International Women's Day. In addition to providing a venue to discuss recent research and scholarship related to SDG 5: Gender Equality and SDG 10: Reduced Inequalities, members of the business community are invited to participate in informative and inspiring panel discussions. In 2024, the event was titled '[Reach for Better Business](#)' and in 2023 '[Out of My Comfort Zone](#)'.
- **'Spring Clean your Finances' – A Financial Literacy Initiative** (21 February 2023): In February 2023, Queen's Business School collaborated with Lean In Belfast and Women in Business to host an event titled '[Spring Clean your Finances](#)' for the local community to help improve financial literacy. Speakers included [Aine Gallagher](#) and [Dr. Elaine Stewart](#) of Queen's Business School.

For more information about our previous and upcoming events, please visit: www.qub.ac.uk/schools/queens-business-school/events

Dialoguing: Conversations with External Communities at Queen's Business School

At Queen's Business School (QBS) we view dialoguing—the process of engaging in meaningful, bidirectional communication with our stakeholders—as being a key aspect of our work.

Dialoguing involves collaboration and the sharing of ideas, insights, and experiences. We seek to be open, inclusive, interdisciplinary in our approach, bringing together diverse viewpoints in order to challenge assumptions and drive positive change. Dialoguing also requires us to be open to constructive critique, particularly in the context of our work related to ethics, responsibility, and sustainability.

Dialoguing takes multiple forms at QBS, including through workshops and seminars, conferences, research collaborations, and public engagement activities. It enhances the knowledge and understanding of our faculty and students, fosters collaboration, promotes critical thinking, and supports knowledge transfer.

Our **School Advisory Board (SAB)** is of particular importance in terms of dialoguing. The SAB advises the Head of School on the strategic management of Queen's Business School. The SAB also supports the School in increasing its societal and economic impact through education and research. Through education, the SAB provides an employer perspective on future graduate skills, facilitates access to work-based learning opportunities for students, and provides direct input into degree programmes. Through research, the SAB identifies issues of concern to business, public and third sector organisations, and assists in the conduct and dissemination of research results including engagement with communities of practice. For more information about the SAB, including full details of the membership, please click [here](#).

Some other recent examples of our work related to 'dialoguing' include:

- **'Shaping Belfast's Future Together' with AIRMIC** (29 September 2023): In September 2023, QBS partnered with the [Association of Insurance and Risk Managers in Industry and Commerce](#) (AIRMIC) to host the inaugural meeting of the Belfast Special Interest Group (SIG). The event, which attracted around 50 participants, featured a keynote speech on ESG from Eric Alter, Risk and Cyber Engagement Leader at Marsh, and a panel discussion on the ethical and responsible use of AI, with experts including Dr. Barry Quinn (QBS), Dr. Bahareh Ansari (QBS), and Prof. Hui Wang (School of Electronics, Electrical Engineering, and Computer Science, QUB).
- **Mary McAleese Diversity Lecture Series** (2022 & 2023): In 2019, Queen's Business School introduced the [Annual Mary McAleese Diversity Lecture](#). Named after the former President of Ireland, the lecture series is part of the School's mission to promote greater

equality and diversity in the workplace, particularly with regards to ensuring equality of opportunity and respect for diversity. In 2022, the lecture was delivered by Prof. Dierdre McCloskey, Distinguished Professor Emerita of Economics and Economic History at the University of Illinois at Chicago. Prof. McCloskey addressed the topic, 'I've Done My Part: Why Gender Diversity Promotes Prosperity and Peace'. In 2023, the School welcomed Dame Kate Barker, one of the leading policy-orientated economists of her generation, who delivered a lecture titled 'Do we need more women in economic policy?'.

Collaborative Problem Solving

Problem Solving: Joint Problem Solving with External Partners at Queen's Business School

At Queen's Business School problem solving—the process of identifying, analysing, and finding solutions to challenges and obstacles in order to achieve a specific goal or outcome—is the aim of much our work related to ethics, responsibility, and sustainability. Our activities encompass multiple Sustainable Development Goals, such as SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 8: Decent Work and Economic Growth, SDG 13: Climate Action, and SDG 16: Peace, Justice, and Strong Institutions, and involve myriad stakeholders, including individuals and organisations from the private, public, and third/voluntary sectors.

As outlined under Principle 4, faculty within the School engage in extensive research aimed at addressing grand challenges and wicked problems, including climate change, biodiversity loss, energy transition, inequality, poverty, ageing populations, and health disparities. This is often conducted in collaboration with other higher education institutions, as well as organisations from the private, public, and third/voluntary sectors. In addition, faculty frequently supervise undergraduate and postgraduate student consultancy projects that seek to support organisations to, for example, assess and improve their environmental impact, understand sustainability reporting requirements, or explore the potential for more environmentally friendly products and services.

Knowledge Transfer Partnerships (KTPs) are another vehicle for problem-solving. [KTPs](#) are a collaborative programme designed to facilitate the transfer of expertise, skills, and technology between businesses and academic institutions. The goal of a KTP is to help businesses innovate, improve their processes, and become more competitive by leveraging the knowledge and resources available in universities. Faculty within QBS have undertaken a number of sustainability-related KTPs, including most recently [Dr. Shirley-Ann Hazlett](#). The project, which involves Cooneen Defence Ltd, as well as Dr. Paula Douglas and Mr Alan Clarke from the Advanced Manufacturing Innovation Centre (AIMC) at Queen's, will create a circular value-chain

management system for 'end-of-life' clothing. The new capabilities developed and embedded will enable Cooneen to become a leader in the delivery of circular fabric solutions ensuring continued business growth.

A further example of problem solving is **The Northern Ireland Productivity Forum**. Northern Ireland has the worst productivity performance of any region in the UK, trailing 17% behind the UK and 29% behind the Republic of Ireland. This gap is a persistent feature of the local economy. Led by [Prof. John Turner](#) with support from [Dr. David Jordan](#) and [Dr. Graham Brownlow](#), the Northern Ireland Productivity Forum, one of eight regional forums established by [The Productivity Institute](#), is involved in the implementation of research insights, the design of practical business and policy interventions, and in providing input to the development of Institute's future research agenda. Members include stakeholders from policy, community and business leaders from local, national and multinational enterprises. More information about the Forum is available [here](#).

Collaborative Change Action

Acting: Working Collaboratively to Enact Change at Queen's Business School

At Queen's Business School (QBS), we seek to 'act' by working collaboratively to bring about positive change locally, nationally, and internationally. The decisions we make in regard to acting are shaped by the work we undertake related to 'informing', 'dialoguing', 'problem solving', and 'governance'. Below, we provide an overview and examples of acting in relation to collaboration with (1) the private, public, and third/voluntary sectors; (2) other higher education institutions; and (3) students.

Collaborating with the Private, Public, and Third/Voluntary Sectors

- [Northern Ireland Schools' Business Challenge \(2023 & 2024\)](#): Since submitting our last SIP report, we have held two further rounds of the 'Northern Ireland School's Business Challenge', led by [Prof. Ciaran Connolly](#). Aimed at Lower 6th/Year 13 pupils, the initiative uses real-world examples to bring the Business Studies curriculum to life and facilitate the development of pupils' business skills and knowledge. The Challenge is supported by two leading local businesses, [BDO Northern Ireland](#) and the [Henderson Group](#).
- [Sustainable Business Leader of the Year Award \(2023 & 2024\)](#): QBS was delighted to sponsor the 'Sustainable Business Leader of the Year Award' at both the 2023 and 2024 Business Eye Sustainability Awards. This allowed us to identify and celebrate responsible and sustainable leadership within Northern Irish business community.

- Advancing Diversity in the Workplace Award (2023 & 2024): The School sponsored the 'Advancing Diversity in the Workplace Award' at both the 2023 and 2024 Women in Business Awards. This allowed us to recognise champions for equity, diversity, inclusion, and belonging within the Northern Irish business community.

Collaborating with Other Higher Education Institutions

- Research and Scholarship: Collaboration with other higher education institutions is important for the production of high-quality, impactful research and scholarship. Indeed, it is vital for addressing grand challenges and wicked problems, including climate change, biodiversity loss, water scarcity, food insecurity, poverty, global health pandemics, rising inequality, conflict and war, and refugee and migration crises. Researchers from across the School engage in local, national, and international partnerships that support the advancement of the UN SDGs. More information on our research is available [here](#).
- Teaching and Learning: As with research and scholarship, teaching and learning within the School is enhanced through collaboration. This takes multiple forms, including guest speakers and showcase events (please see Principle 3: Teach for examples), student consultancy projects, and inbound and outbound study tours. For example, in 2024, the School was delighted to welcome faculty and students from Leeds School of Business at the University of Colorado Boulder (March 2024) and the Manning School of Business at the University of Massachusetts Lowell (June 2024) to participate in programmes related to social responsibility and sustainability.

Collaborating in PRME

- The School has proudly served as a [PRME Champion](#) institution since 2020 and strives to make a positive contribution to the global PRME Community. In October 2021, we developed and delivered a 'SIP Writing Workshop' to support PRME Leads in developing their reports. The event proved to be successful and is now offered twice per year. The most recent focus has been on helping Signatories prepare for 'SIP 2.0'. In addition, we introduced a series of 'onboarding' sessions for new PRME Leads in the UK and Ireland. Following from this, our Director of Ethics, Responsibility, and Sustainability, Dr. Laura Steele, led on the development of a guide and accompanying resources on onboarding for use by other PRME Chapters with Sophie Kacki from the PRME Secretariat and fellow members of the Champions Group. The School continues to be involved in organising the UK and Ireland Chapter Seed Funding Competition for Innovative Pedagogic Approaches and Teaching Practices in PRME with Lincoln International Business School. The competition, which is now in its fourth cycle, has funded 14 novel projects to date. In

June 2022, Dr. Steele was elected to the PRME UK and Ireland Chapter Steering Committee, where she serves as Vice-Chair, Co-Lead for Organisational Learning and SIP Reporting, and Co-Lead for the PRME Island of Ireland Local Network.

Collaborating with Students (e.g., Student-Led Initiatives and Events)

- Queen's Business School Student Managed Fund: Queen's Student Managed Fund (QSMF) provides students with the opportunity to manage and operate a real-money investment portfolio. Established in 2012, the fund transitioned to a real money fund in April 2016. Students currently manage funds of around £50,000 through one of our Gold Sponsors, Davy Group, Ireland's leading provider of wealth management, asset management, capital markets, and financial advisory services. QSMF is also generously supported by Gold Sponsor, Citco, the world's largest hedge fund administrator. The primary aim of the fund is to develop skills, provide practical experience, and to enhance career opportunities. Since 2020-2021, students have formally integrated ESG metrics into their decision making and consider this within their annual report.
- Northern Ireland Business and Human Rights Student Ambassador Programme: We also continue to deliver the Northern Ireland Business and Human Rights Student Ambassador Programme in collaboration with the Northern Ireland Human Rights Commission. The initiative, which is now completed its fourth cycle, requires participants to attend three interactive workshops, engage in two external activities, and deliver a student-led event on business and human rights. In December 2023, the Programme culminated with a webinar on 'HRxHR: Human Rights in Human Resources', featuring insights from Steve Kenzie, Executive Director of the UN Global Compact Network UK.

Formalized Partnership Governance

Governance: 'Walking the Talk' on Responsible Management at Queen's Business School

At [Queen's Business School](#) (QBS), we have robust governance structures in place to ensure that we are 'walking the talk' in relation to responsible management. We regularly review our processes to promote ethics, accountability, transparency, and organisational sustainability. The following section outlines our governance structures in relation to education, research, partnerships, and operations.

Queen's Business School sits within the [Faculty of Arts, Humanities, and Social Sciences](#) (AHSS) at [Queen's University Belfast](#) (QUB). The School has six departments, namely:

- Department of Accounting

- Department of Economics
- Department of Finance
- Department of International Business, Entrepreneurship, and Marketing (IBEM)
- Department of Information Technology, Analytics, and Operations (ITAO)
- Department of Organisation, Work, and Leadership (OWL)

In addition, Executive Education is delivered through the [William J. Clinton Leadership Institute](#).

The Dean of QBS, [Prof. M. N. Ravishankar](#), is responsible for developing and implementing strategy in conjunction with the School Management Board and other key stakeholders. The Dean is assisted by a Deputy Head of School, [Prof. Ciaran Connolly](#). In addition, the School Manager, [Sonia O'Hare](#), provides operational support. Heads of Department and Director roles assume responsibility for specific areas and represent QBS on Faculty and University committees.

School Management Board

The School Management Board (SMB) consists of senior staff from across the School, including the Dean and Head of School, Deputy Head of School, School Manager, Director of Undergraduate Education, Director of Graduate Studies, Director of Research, Director of Accreditation, Director of Internationalisation, Director of Business Engagement, and Director of Diversity, Equity, Inclusion, and Belonging. To support the operation and strategic development of the School, roles are formally defined with set responsibilities. SMB receives reports from faculty holding key roles, including progress updates and performance against targets. After discussion, decisions are normally taken based on the consensus view of the Board. Membership of SMB ensures that all internal stakeholders are represented in decision-making.

Directors of Ethics, Responsibility, and Sustainability (ERS) & Diversity, Equity, Inclusion, and Belonging (DEIB)

The School has appointed a Director of Ethics, Responsibility, and Sustainability & PRME Lead, [Dr. Laura Steele](#), and a Director of Diversity, Equity, Inclusion, and Belonging (DEIB), [Prof. Shuang Ren](#). Dr. Steele and Prof. Ren are responsible for providing strategic leadership in relation to teaching and learning, research and scholarship, civic engagement, and organisational practices within their respective domains. They report to the Dean and School Management Board.

Directors of Undergraduate, Postgraduate, and Executive Education

The School delivers a wide range of undergraduate, postgraduate, and executive education programmes. Leadership in regard to education is provided by our Director of Undergraduate Education, [Dr. Chirantan Ganguly](#), Director of Graduate Studies, [Dr. Lisa Bradley](#), and Director of

Executive Education, [Prof. Ashish Malik](#). In addition to sitting on the School Management Board, our Directors of Education work directly with the Directors of ERS and DEIB in order to advance these concepts within the curriculum.

Directors of Research & Research Impact and Engagement

Faculty at QBS produce a wide range of high-quality research and scholarship. (See Principle 4: Research for a detailed discussion of our research and scholarship related to ethics, responsibility, and sustainability). Our Director of Research, [Prof. Simon Teasdale](#), provides strategic direction in regard to our research activities. In addition, the School has appointed a Director of Research Impact and Engagement, [Dr. Michael Aldous](#), who seeks to develop and facilitate a school-wide ethos of engaging with non-academic audiences and generate impact from research. In turn, this supports our activities related to 'Informing', 'Dialoguing', 'Problem Solving', and 'Acting', as discussed under Principle 5: Partner. The School's Research Committee, chaired by the Director of Research, is responsible for considering applications for ethical approval submitted by faculty and students.

Partnerships

As underscored by SDG 17: Partnerships for the Goals, as well as Principle 5 of PRME, partnerships are vital in order to advance the sustainability agenda. However, it is important that partnerships embody values such as accountability, honesty, integrity, fairness, and respect. At QBS, we engage in partnerships with a range of stakeholders, including other higher education institutions, businesses, and civil society organisations. Further information on our international educational partnerships is available [here](#).

Operations

As an institution, we seek to stive to 'walk the talk' in relation to ethics, responsibility, and sustainability, particularly within the context of our operations. As discussed in detail under Principle 6: Practice, we have introduced a wide range of policies and practices related to environmental, social, and economic sustainability. In addition, in 2022, we established a Wellness and Sustainability Committee consisting of professional services and academic staff from across the School. The Committee has a wide remit, encompassing matters related to health, safety, and well-being, as well as social and environmental sustainability. The Committee organises a number of events each year designed to support the physical and mental health of colleagues, including free or discounted health checks, massage therapy, and social activities.



Practice

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

RME Policy Implementation

Queen's Business School has implemented 8 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Queen's University Belfast Net Zero Plan

Queen's University Belfast has committed to achieving net zero emissions by 2040 across our scope 1, 2, and 3 emissions. To achieve this, we must ensure that we integrate climate action into all that we do. Our Net Zero Plan sets out a road map to how we will reach net zero emissions by 2040. In developing our new 2040 Net Zero Plan we undertook a net zero engagement campaign with our staff, students and local residents. This enabled our community to have their say on Queen's sustainability ambitions, whilst ensuring they are part of our sustainability journey. A new baseline emission figure for 2018/19 of 105,430 tonnes of carbon dioxide covering scope 1, 2, and 3 emissions was established. A model of comprehensive actions to drive the required carbon reductions to achieve net zero by 2040 across scope 1, 2 and 3 provided us with our Net Zero Plan. To align with NI ambitions, we also have an interim target of 45% reduction by 2030 across scope 1 and 2. To achieve these targets, the University has set aside over £6 million in support of our journey to net zero.

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Local staff/student/faculty transportation

Queen's University Belfast Travel Plan (2023-2028)

The Queen's University Belfast Travel Plan outlines how the institution will increase active travel to ensure we achieve our commitment to reduce carbon emissions associated with commuting by 25% by 2028. Further, Queen's has reaffirmed its commitment to lobby for change from key partners to facilitate improvements to our sustainable travel infrastructure.

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Travel

Queen's University Belfast Sustainable Business Travel Guidance

The Queen's University Belfast Sustainable Business Travel Guidance is intended to support staff to make an informed decision and better understand the carbon implications of business-related travel. It aims to encourage the whole University community to reduce, where possible, the carbon impact of the business-related travel and to reduce the carbon impact of required travel.

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June, 2023

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Employee equity, diversity, inclusion

Queen's University Belfast Equality Scheme and Action Plan 2024-2029

Our Equality Scheme and Action Plan 2024 -2029 sets out how Queen's University Belfast will continue to sustain an environment that values and celebrates the diversity of our staff and student body. Queen's promotes an inclusive culture where everyone is supported to do their best work through development opportunities, collegiality, and a sense of belonging. Significant progress has been made in the last five years across key areas of focus and actions as outlined in our 2018-2023 Equality Action Plan. Equality, diversity and inclusion were at the heart of all efforts as the University navigated the Covid-19 pandemic and adapted to new ways of working and delivering the academic programme. In developing the Equality Scheme and Action Plan (2024 -2029) a two-stage approach was undertaken to review Queen's University Equality Scheme (2018 -2023): Stage 1 - We reviewed the University's Equality Scheme to ensure it remained current, compliant with Equality Commission guidance and aligned with Strategy 2030 ambitions, and Stage 2 - We reviewed progress against the previous Audit of Inequalities and Equality Action Plan and carried out a desktop review of broad research and evidence. Following external and internal consultation and approval from University Management Board in November we were pleased to launch our Equality Scheme and Action Plan 2024 -2029. We will continue to review and monitor the Scheme and Action Plan and report annually to the Equality Commission of Northern Ireland on our progress.

Scope

Queen's University Belfast

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Queen's University Belfast Staff Charter

At Queen's University, our people are at the centre of what we do and how we do it. Our core values, Excellence, Connectivity, Ambition, Respect and Integrity, were developed in 2016 to support the University's vision, shape our culture and reflect the behaviours that are valued at the University. In simple terms, the values describe how we do things at Queen's. Our Staff Charter, developed by and for our staff, describes the practical application of our core values through our behaviours, translating them from words on a page into meaningful and relevant actions and scenarios within our daily working lives.

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January, 2023

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QUB Staff Charter

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Queen's University Belfast Trans Equality Policy

Queen's University Belfast is committed to promoting equality of opportunity to all and to ensuring that all individuals are treated fairly and with dignity and respect. The University is committed to providing an inclusive and welcoming community where staff and students are enabled to meet their full potential and are treated as individuals. This includes providing advice, support and understanding to those individuals who are trans, gender non-conforming or questioning their gender identity. Transitioning can be a very positive experience in someone's life, however with all major life events it may be challenging for some. The University recognises that this can be a very difficult and complex time for an individual and would wish to

act in a sensitive and supportive way by having a helpful policy and practices in place to ease any transitional period. As part of our commitment to our Equality, Diversity and Inclusion Policy and in compliance with Northern Ireland Equality legislation, we will ensure that all staff and students (including trans people, staff and students associated with trans people and people perceived to be trans) are treated with dignity and respect and will not tolerate any discrimination, harassment, bullying or victimisation during recruitment and their employment.

Scope

Queen's University Belfast

Enforcement Date

November, 2016

Number Of Pages

10

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Student equity, diversity, inclusion

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Scope

Queen's University Belfast

Enforcement Date

November, 2016

Number Of Pages

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Buildings/real estate

Queen's University Belfast Sustainable Construction Guidance

Queen's University is committed to ensuring sustainability is incorporated into every aspect of its operations. A Net Zero future is Queen's University Belfast's main environmental goal, with our Net Zero Plan launched in 2023. The University targets Passive House certification and BREEAM 'Excellent' on all projects greater in value than £1M. For projects less than £1M, Passive House will be considered against criteria including 'value for money' and University outcomes. The University targets EnerPHit certification and BREEAM 'Very Good' for all projects greater in value than £1M. SKA 'Gold' Rating is targeted for all fit-out projects below £1M.

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Enforcement Date

June, 2023

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Water

Queen's University Belfast Water Standard

Water is a scarce resource, and we are aware of the importance of water pollution prevention and sustainable use of water resources. This object provides an overview of the Queen's University Belfast Water Standard Policy.

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[Supporting Links](#)

Queen's University Belfast Sustainable Food Policy

Our University Strategy 2030 commits us to drive social change, embrace the sustainable development goals and transition to a carbon neutral society. This sustainable food policy outlines our commitment to ensure that food and drink is produced, sourced, consumed and disposed of in a way which takes account of our environmental impact, has a positive benefit on our society and raises animal welfare standards. As part of our commitment, we recognise our responsibility to provide healthy, seasonal, local and responsibly sourced food to our staff, students, and visitors which will reduce our social and environment impact and promote positive experiences for those learning, working and visiting the University. The Sustainable Food Policy provides a framework for our commitments to ensure that food and drink is produced, sourced, consumed and disposed of in such a way that considers the protection of the environment, provides benefit for society and that sets high standards for animal welfare.

Scope

Queen's University Belfast

Enforcement Date

June, 2020

Revision Date

June, 2022

Number Of Pages

4

Publisher

Queen's University Belfast

Media

Policy Document

[Supporting Links](#)

Queen's University Belfast Staff and Student Sustainability Engagement Strategy

Environmental sustainability should be an integral part of every individual's role and actions. The University supports its staff, students and local community to act for environmental sustainability by engaging with the Queen's community to embed a culture of environmental sustainability. Partnerships will be nurtured with people and organisations in pursuit of shared goals around sustainability. This will be supported by: (1) Empowering people to make change and act, helping to promote opportunities to engage with sustainability, and (2) Prioritising processes and infrastructure that support positive environmental behaviour and decision-making. Key performance measures: (1) Engagement of staff, students and the local community in environmental sustainability issues and projects, and (2) Awareness of the complexity of sustainability issues after taking part in Queen's sustainability programmes.

Scope

Queen's University Belfast

Enforcement Date

July, 2022

Number Of Pages

7

Publisher

Queen's University Belfast

Media

Strategy Document

[Supporting Links](#)

Queen's University Belfast Single Use Plastic Reduction Action Plan

Queen's University Belfast is committed to undertaking steps needed to eliminate the use of unnecessary single-use plastics on campus. The Single Use Plastic Reduction Action Plan outlines the key actions we are taking to achieve this aim.

Scope

Queen's University Belfast

Enforcement Date

November, 2019

Revision Date

November, 2022

Number Of Pages

1

Publisher

Queen's University Belfast

Media

Policy Document

[Supporting Links](#)

Queen's University Belfast Biodiversity Policy

Biodiversity has intrinsic value and also provides an essential resource to humans as a result of its economic, aesthetic and recreational values. The University realises that protecting, enhancing and combatting the rate of decline of biodiversity is of utmost importance as it plays a crucial role in our health and wellbeing, both physical and mental. It also has a vital role in enhancing the quality of our lives and contributing to our economy and standard of living. We have a responsibility to ensure that our practices and human activities do not have a negative effect on the ecological systems that surround us. This Biodiversity Policy outlines our actions to protect and enhance biodiversity on campus for the benefit of the whole University community, as well as the city of Belfast and beyond.

Scope

Queen's University Belfast

Enforcement Date

March, 2018

Revision Date

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Number Of Pages

3

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Media

Policy Document

[Supporting Links](#)

Social Sustainability and Diversity, Equity, Inclusion, and Belonging (DEIB) Policies at Queen's University Belfast

At Queen's University Belfast, we have introduced a range of strategies, policies, and guidelines aimed at enhancing aspects of social sustainability (for example, fair work, equality and social justice, human rights, health and well-being, and access to education) and promoting Diversity, Equity, Inclusion, and Belonging (DEIB). A summary of the key initiatives is provided below.

- **Queen's Social Charter:** Queen's University's Social Charter is a set of principles which guide and inspire our engagement with local partners. The Social Charter, aligned to the UN Sustainable Development Goals (SDGs), represents our civic commitment to give back to society, and to provide a place of Sanctuary. The Social Charter shines a light on the significant contribution we can make and the positive impact we can have. It was endorsed by our Vice-Chancellor, staff members, and student representatives during the signing of the Social Charter at our Civic Mission Launch event. Our Social Charter is based on three core principles: (1) Providing leadership locally and globally; (2) Promoting a positive impact on society through our research and education; and (3): Equality and social justice. Further information on the Social Charter is available [here](#).
- **Queen's Equality Scheme and Equality Scheme Action Plan (2024-2029):** Our Equality Scheme and Action Plan 2024 -2029 sets out how the University will continue to sustain an environment that values and celebrates the diversity of our staff and student body. Queen's promotes an inclusive culture where everyone is supported to do their best work through development opportunities, collegiality, and a sense of belonging. More information on the Equality Scheme and Action Plan is available [here](#).
- **Queen's Gender Initiative & Athena SWAN:** [Queen's Gender Initiative](#) (QGI) is a female-focused entity that works to enhance the participation and visibility of women in all aspects of University life. QGI was established following the work of the Women's Forum that was set up in 1999, with the support of the then Vice Chancellor, to progress gender

equality in Queen's. A series of listening exercises, led by a group of senior women, engaged with women at all grades across the University and resulted in a portfolio of recommendations to address inequalities. These were adopted in full and work over the last 25 years continues to address gender imbalance through initiatives, projects, and influencing structures and policy. Reflecting the progress made, in January 2024, Queen's was awarded a prestigious [Gold Athena Swan Award](#) by Advance HE. Queen's is the first university on the island of Ireland and only the second in the UK to achieve an institutional Gold Award for its work improving gender equality. At a School level, we have appointed a Director of Diversity, Equity, Inclusion, and Belonging (DEIB), [Prof. Shuang Ren](#), who is supported by a DEIB Committee consisting of staff and students from across the School. The Business School holds an Athena SWAN Bronze Award.

- **Race Equality Charter (REC), Race Equity Champions, & iRISE:** Building on the experience, methodology, and framework of the Athena SWAN Charter, Advance HE launched the Race Equality Charter (REC) in January 2016. REC provides universities with the framework to identify and critically reflect on institutional and cultural barriers standing in the way of Black, Asian, and Minority Ethnic staff and students. Queen's University Belfast signed up to the [REC](#) in 2020. The Charter covers academic staff, professional services staff, student progression and attainment, and diversity in the curriculum. A [Racial Equity Champions Network](#) has been established at Queen's to support the University in its work on REC, and racial inequality more broadly. The network is made up of staff from all of our Schools and Directorates who are passionate about advancing race equality and have knowledge and expertise in this area. [Dr Bibek Bhatta](#) serves as the Race Equity Champion for Queen's Business School. [iRISE](#) is a peer network open to all academic and professional services staff who identify as, or are characterised as, BAME and/or international; to contribute to addressing misrepresentation, inequalities, and unbelonging within the academic functions at Queen's. iRISE provides a safe and welcoming space for BAME and/or international staff in Queen's to regularly meet during working hours to discuss issues and work matters, in addition to planning social events both on and off campus.
- **Queen's Fertility Leave Policy:** The University recognises the physical and emotional impact of undergoing fertility treatment and the impact that this can have on staff. The Fertility Treatment Leave Policy outlines the University's commitment to supporting staff who are undergoing fertility treatment, or those supporting a partner who is undertaking fertility treatment, including the provision of paid time off. The policy sets out leave and pay arrangements as well as further sources of information and support available to all staff. Further details are available [here](#).

- **Queen's Menopause Policy:** Queen's University understands that colleagues may need additional consideration, support, and adjustments during the time before, during, and after the menopause and is committed to ensuring that those affected are supported in the workplace. The University endeavours to create an environment where women feel confident to raise issues about their symptoms and ask for reasonable adjustments at work, if necessary. This policy and accompanying Menopause Guidance set out the University's commitment to supporting colleagues experiencing the menopause and/or menopause type symptoms. Further details are available [here](#).
- **Queen's Trans Equality Policy:** The University is committed to promoting equality of opportunity to all and to ensuring that all individuals are treated fairly and with dignity and respect. The University is committed to providing an inclusive and welcoming community where staff and students are enabled to meet their full potential and are treated as individuals and this includes providing advice, support, and understanding to those individuals who are trans, gender non-conforming, or questioning their gender identity. Transitioning can be a very positive experience in someone's life, however with all major life events it may be challenging for some. The University recognises that this can be a very difficult and complex time for an individual and would wish to act in a sensitive and supportive way by having a helpful policy and practices in place to ease any transitional period. Further details of the Trans Equality Policy are available [here](#).
- **Queen's Widening Participation Initiatives:** At Queen's University, we are committed to providing students with an educational experience that is on par with the best universities in the world. We are also committed to ensuring that those most able but least likely to participate in Higher Education should have an equal opportunity to do so. We have developed a range of [Widening Participation](#) initiatives to support primary and secondary school pupils, as well as care experienced applicants and mature students. Since 2018, Queen's Business School has participated in the [Pathway Opportunity Programme](#) ('Pathways'). Pathways provides a route for talented young people who live in Northern Ireland and have the ability to study at Queen's but might require additional support and encouragement to reach their full potential. This may, for example, be because they are care experienced or are currently under the care of a Health and Social Care Trust, they have caring responsibilities themselves, and/or they live in a disadvantaged neighbourhood. Pathway students benefit from a structured series of events designed to aid progression to Queen's, including receiving admissions guidance and support. Students also participate in a week-long assessed residential summer school. Participants who successfully complete the programme benefit from a guaranteed conditional offer to study at the University in a selected course in their Pathway subject and, depending on their performance on the assessed summer school,

may receive a reduced admissions offer. During the annual summer school at QBS, students are introduced to a range of topics, including leadership, accounting, and economics, and given support to develop their study skills. In addition, they have the opportunity to visit a business and learn more about the type of careers that may be open to them on graduation. In September 2023, the fifth cohort of students who completed the Pathway Programme commenced their undergraduate studies at the School across a range of programmes including Accounting, Business Economics, Business Management, and Finance.

Climate and Environmental Policies and Practices at Queen's University Belfast

At Queen's University Belfast, we have introduced a range of strategies, policies, and guidelines designed to reduce our environmental impact and help us achieve net zero by 2040. As a global institution, we understand that we have a significant role to play in terms of advancing environmental sustainability. [Queen's Strategy 2030](#) sets out how the University will embed the UN Sustainable Development Goals (SDGs) across all our activities, seeking to lead by example through activities such as sustainable procurement, green construction, and a commitment to disinvestment from fossil fuels. We are a signatory to the [SDG Accord](#), which recognises the key role that global universities have in nurturing a culture of sustainability and achieving the SDGs through research and education. In addition, we established and lead the [Sustainable Development Solutions Network \(SDSN\) Ireland](#) in collaboration with University College Cork, Ireland. SDSN Ireland mobilises its members on the Island of Ireland and leverages their strengths to help realise the Global Goals.

Launched in October 2023, our [Net Zero Plan](#) sets out a road map to how we will reach net zero emissions by 2040. In developing the Net Zero Plan we undertook a net zero engagement campaign with our staff, students, and local residents. This enabled our community to have their say on Queen's sustainability ambitions, whilst ensuring they are part of our sustainability journey. A new baseline emission figure for 2018/19 of 105,430 tonnes of carbon dioxide covering scope 1, 2, and 3 emissions was established. A model of comprehensive actions to drive the required carbon reductions to achieve net zero by 2040 across scope 1, 2, and 3 provided us with our Net Zero Plan. To align with NI ambitions, we also have an interim target of 45% reduction by 2030 across scope 1 and 2. To achieve these targets, the University has set aside over £6 million in support of our journey to net zero. In recognition of our efforts, in 2023 the University received the '[Best Energy Achievement in Third Level Education](#)' award at the Business Energy Achievement Awards held in Dublin. We regularly provide updates on our progress [here](#).

Links to our other policies related to environmental sustainability are provided below.

Environmental Policy and Action Plan

- [Environmental Sustainability Plan](#) (2023-25)
- [Environmental Policy Statement](#)

Sustainability Engagement Plan

- [Staff and Student Sustainability Engagement Plan](#)

Travel Plan

- [Travel Plan 2023 - 2028](#)
- [Sustainable Travel Guidance Document](#)

Biodiversity

- [Biodiversity Policy](#)
- [Green Flag Management Plan](#)

Waste, Water and Energy

- [Plastic Reduction Action Plan](#)
- [Waste Policy](#)
- [Waste Stream Management Practice](#)
- [Water Standard](#)

Institutional Aspiration Targets

Queen's Business School has set aspiration targets in 3 different areas:

- ❖ GHG Emission Targets
- ❖ Building and Real Estate Targets
- ❖ Travel Reduction Targets



Share

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



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, Queen's Business School operates with the following approach:

Full Transparency Disclosure

Sharing our Progress on RME at Queen's Business School

Our primary vehicle for sharing information regarding our progress related to PRME and the UN Sustainable Development Goals is our website. In addition, we have created a 'SIP Summary', which provides a high-level overview of the content of our 2024 SIP, drawing readers' attention to key information and offering insights from some of our faculty, professional services staff, and students. (Please see Principle 1: Purpose for the SIP Summary).

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Queen's Business School

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[Supporting Links](#)

Sharing our Progress on RME at Queen's Business School

"PRME is underpinned by a spirit of collegiality and collaboration. Signatories are encouraged to strive for continuous improvement, to celebrate their successes while being open about areas for improvement. PRME has had a positive impact on our School, driving change and allowing us to engage with a vibrant global community which shares a collective aim of promoting RME and advancing the UN Sustainable Development Goals."

Dr. Laura Steele, Director of Ethics, Responsibility, and Sustainability, Queen's Business School

Our 2024 PRME SIP report and the accompanying 'SIP Summary' (see Principle 1: Purpose) have afforded us the opportunity to share some of our successes in regard to integrating PRME and advancing the UN SDGs at Queen's Business School. These include:

- The opening of the new Student Hub on our Riddel Hall campus, which integrates a range of sustainability-related features, including geothermal and photovoltaic technologies, a living roof, and 'swift bricks' to support the nesting of this endangered bird population.
- The appointment of a new Director of Diversity, Equity, Inclusion, and Belonging (DEIB), Prof. Shuang Ren, and the establishment of a DEIB Committee to take forward the work of the School's established Gender Equality Team.
- An increase in the breadth and depth of coverage of the UN SDGs within our modules and programmes. In addition, the SDGs have now been integrated into our module review processes, allowing us to obtain more timely and accurate data.
- The introduction of several new modules addressing ethics, responsibility, and sustainability, including IBEM8005 Sustainability and Social Innovation, ITAO2005 Sustainable Operations Management, and OWL7210 Making Ethical Business Decisions.
- An increase in the number of scholarly outputs aligned with the UN SDGs, as well as a rise in conferences, seminars, workshops, and other events related to ethics, responsibility, and sustainability hosted by the School.

In regard to areas for development, the exercise of compiling our SIP report, which involved collecting and analysing data, communicating with stakeholders, and engaging in critical reflection, resulted in the identification of the following priorities for 2024-2025:

- Improve internal communication regarding PRME and the UN SDGs by creating an internal 'Sustainability SharePoint' site to hold key documents, resources, etc.
- Enhance external communication regarding PRME and the UN SDGs by redesigning and updating the relevant pages on the School website.
- Support faculty to integrate PRME and the UN SDGs into their modules and programmes by offering a range of seminars and workshops, as well as collating and disseminating resources.

- Host at least two events for external stakeholders that showcase research conducted by faculty within the School related the the UN SDGs.

We look forward to updating you on our progress in June 2025.



SIGNATORY

Queen's Business School



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