

# 2025 Sharing Information on Progress (SIP) Report

Queen's Business School

## Table of Contents

1. About Queen's Business School .....	3
2. About PRME .....	4
3. About SDGs .....	6
4. Getting Started .....	7
5. Purpose .....	17
6. Values .....	21
7. Teach .....	30
8. Research .....	51
9. Partner .....	67
10. Practice .....	79
11. Share .....	91

## About Queen's Business School

Queen's Business School (QBS) 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 (IBEM); Information Technology, Analytics, and Operations (ITAO); Organisation, Work, and Leadership (OWL); and the William J. Clinton Leadership Institute.

QBS is accredited by EQUIS, AACSB, AMBA, and the Small Business Charter, holds an Athena SWAN Bronze Award, 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.



## About the Principles for Responsible Management Education (PRME)

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### **Purpose**

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



### **Values**

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



### **Teach**

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



### **Research**

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



### **Partner**

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



### **Practice**

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



### **Share**

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

## The Sustainable Development Goals (SDGs)

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





# Getting Started

This section provides foundational information about Queen's Business School, including key details and basic institutional data.

## Mission



*Image: The Lanyon Building at Queen's University Belfast. Opened in 1849, it is the centrepiece of the University estate.*

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

## Vision

Our School's **vision**, in alignment with [Queen's University Belfast 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.

In addition, Queen's University Belfast has five core **values**, which reflect the University's beliefs and its aspirations for staff conduct. These core values, which have the acronym ICARE, are **I**ntegrity, **C**onnectivity, **A**mbition, **R**espect and **E**xcellence.

- **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.

## Strategy

### Queen's Business School Strategy

#### Queen's University Belfast Strategy

Queen's University Belfast's [Strategy 2030](#) outlines a ten-year vision to enhance the institution's role as a global research-intensive university while driving social, economic, and cultural progress in Northern Ireland and beyond. Established in 1845, Queen's seeks to shape a better world through transformative education, world-class research, and impactful partnerships. Strategy 2030 emphasises inclusion, sustainability, and responsiveness to global and local challenges.

The University's vision centres on excellence in research and teaching, underpinned by values of integrity, respect, ambition, connectivity, and academic freedom. Key ambitions include advancing within global rankings, strengthening financial sustainability, and becoming an anchor institution for social and economic progress. Four strategic priorities guide delivery, specifically:

- **Education and Skills**
- **Research and Innovation**
- **Global Reputation and Partnerships, and**
- **Social and Civic Responsibility with Economic Prosperity**

These priorities are aligned with the UN Sustainable Development Goals (SDGs) and require interdisciplinary, cross-sector collaboration.

Education and Skills focuses on widening access, embedding sustainability, and enhancing employability through partnerships with industry. Research and Innovation aims to address global challenges such as climate change, rapid technological advancement, health inequalities, and inclusive communities, while fostering a culture of creativity and collaboration. Globally, Queen's intends to expand partnerships, attract international talent, and strengthen alumni engagement. Locally, the University will contribute to economic growth, social inclusion, and a transition to net-zero.

Delivery of this vision is enabled by investment in people, financial resilience, world-class infrastructure, and digital innovation. Progress is measured through indicators such as global rankings, research excellence, social responsibility, and financial performance. Ultimately, Strategy 2030 seeks to position Queen's as both a university for Northern Ireland and a globally connected institution, committed to shaping a sustainable, inclusive, and prosperous future for all.

## **Queen's Business School Strategy**

Queen's Business School's strategy aligns with the University's Strategy 2030 and is framed around seven core commitments, which underpin our mission and vision:

*Vision – To be pivotal in developing principled and effective leaders*

- Strategic Commitment 1: Continuous curriculum and programme refinement in line with evolving business and societal needs.
- Strategic Commitment 2: Providing a transformative experience for students.

*Vision – To expand research-led dialogue and engagement with business, civil society, and government*

- Strategic Commitment 3: Enhancing the region's competitiveness.
- Strategic Commitment 4: Embedding an ethos of engaged scholarship across the School.
- Strategic Commitment 5: Amplifying the School's research emphasis on creating socioeconomic impact and building inclusive societies.

*Vision – To grow in international stature and esteem*

- Strategic Commitment 6: Raising the School's international profile for impactful teaching and research.
- Strategic Commitment 7: Forging international partnerships that address a range of business and societal challenges.

The strategic commitments have been mapped to a series of sub-strategies to align the efforts of our staff. Each sub-strategy identifies a series of objectives and the Key Performance Indicators (KPIs) used to evaluate them.

The following section outlines how our strategic priorities align with advancing sustainable development, the common good, and quality education.

## Strategy Alignment

### Queen's Business School Strategy Alignment

Our School strategy integrates ethics, responsibility, and sustainability related considerations and places a strong emphasis on Equity, Diversity, Inclusion, and Belonging (DEIB), thereby ensuring full alignment with the PRME Principles and the UN SDGs. In particular, we strive to:

- **Provide a transformative experience for students** (SDG 4 Quality Education & PRME Principle 4 – Teach)
- **Widen access to higher education and create opportunities for life-long learning** (SDG 5 Gender Equality, SDG 10 Reduced Inequalities, & PRME Principle 6 – Practice)
- **Conduct high-quality, impactful sustainability-related research and scholarship** (All SDGs & PRME Principle 4 – Research)
- **Engage with representatives from the private, public, and third/voluntary sectors to understand and respond to the challenges they are facing** (SDG 8 Decent Work and Economic Growth, SDG 9 Industry, Innovation, and Infrastructure, SDG 17 Partnerships for the Goals & PRME Principle 5 – Partner)
- **Create an inclusive organisational culture that is underpinned by values of equity and diversity** (SDG 5 Gender Equality, SDG 10 Reduced Inequalities, & PRME Principle 6 – Practice)
- **Support the development of inclusive, sustainable societies, particularly in Northern Ireland as it continues to contend with the legacy of conflict and division** (SDG 11 Sustainable Cities and Communities & SDG 6 Peace, Justice, and Strong Institutions)
- **Engage in dialogue with our stakeholders and be transparent about our successes, as well as areas for development** (PRME Principle 7 – Share).

Through the content of our 2025 SIP report, we have sought to evidence how our institutional strategy supports the Principles of PRME and advances the UN SDGs. We hope you find it informative.

## Institutional History

### Queen's Business School Institutional History



*Image: The Student Hub at Queen's Business School, which was named Northern Ireland Building of the Year 2025 by the Royal Society of Ulster Architects (RSUA).*

#### 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 (QS University Rankings, 2026). 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 23,000 students and 4,300 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, including the business community. 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. In August 2025, Queen's became the first and only university in the UK to be awarded a [Sustainability Tracking, Assessment & Rating System](#) (STARS) rating, a significant milestone that highlights the University's dedication to sustainability. 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](#) (QBS) 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**, **AACSB**, **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.

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 created the role of [Director of Diversity, Equity, Inclusion, and Belonging](#) (DEIB), which is held by [Dr Janine Swail](#). Dr Swail chairs the **DEIB Committee**, which is taking forward the work of the School's established Gender Equality Team. She is supported by the School's Athena SWAN Champion, [Dr Yang Li](#). 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](#). 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, biodiversity, 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.

In 2025, the Student Hub was named **Northern Ireland's Building of the Year 2025** by the Royal Society of Ulster Architects (RSUA). The RSUA judges praised the Hub as "an outstanding achievement in holistic design, skilfully responding to a sensitive site, a complex brief and Queen's University's sustainability ambition". 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.


## Graduates & Enrollment

2024 Statistics	Number
Graduates	1097
Faculty & Staff at the University	4300
Faculty & Staff at the Institution	194
Student Enrollment at the University	22681
Student Enrollment at the Institution	3540
Undergraduate Attendance	2175
Masters-Level Postgraduate Attendance	485

2024 Statistics	Number
Doctoral Student Attendance	70
Certificate, Professional Development, or Continuing Education Attendance	810

## Degrees Offered

### Bachelor Programs

 Bachelor of Science (B.Sc. or B.S.)

### Masters Programs

 Master of Accounting (MAcc)  Master of Science (M.Sc. or M.S.)












### Doctoral Programs

 Doctor of Philosophy (Ph.D.)





## Undergraduate Degree Programmes

 BSc Economics  
  BSc/MAcc Advanced Accounting with Placement  
  BSc Business Economics  
 BSc Actuarial Science and Risk Management  
 BSc Business Management with Placement  
 BSc Economics and Accounting  
 BSc Finance with a Year in Industry  
 BSc International Business with French  
 BSc International Business with German  
 BSc International Business with Mandarin  
 BSc Financial Risk Management with a Year in Industry  
 BSc International Business with Portuguese  
 BSc International Business with Spanish  
 BSc Accounting with Spanish  
 BSc Accounting with French  
 BSc Economics with French  
 BSc Economics with Finance  
 BSc Economics with Spanish




## Masters Degree Programmes

-  MSc Human Resource Management
-  MSc Financial Analytics
-  MSc Financial Risk Management
-  MSc Finance
-  MSc Business Analytics
-  MSc Actuarial Science
-  MSc Accounting and Finance
-  Master of Business Administration (MBA) with Internship
-  Master of Business Administration (MBA)
-  MSc Marketing
-  MSc Management
-  MSc International Business

## Postgraduate Degree Programmes

-  Doctor of Philosophy (Accounting)
-  Doctor of Philosophy (Economics)
-  Doctor of Philosophy (Finance)
-  Doctor of Philosophy (Management)

## Certificates, Professional Development, or Associate Programmes

-  Executive Education: Business Sustainability Essentials
-  Executive Education: Digital Transformation and Emerging Technologies
-  Executive Education: Beyond GEN AI



# Purpose

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

## Letter of Commitment



QUEEN'S  
BUSINESS  
SCHOOL

Queen's Business School  
Riddel Hall  
185 Stranmillis Road  
Belfast  
BT9 5EE

30 September 2015

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 creation of an 'onboarding' initiative for new PRME Leads, active promotion of the PRME i5 pedagogy, organisation of the PRME Chapter UK & Ireland Innovative Pedagogy Seed Funding Competition with Lincoln International Business School, the development of a series of SIP writing workshops, and a project analysing the content of the 2024 SIP reports with Loughborough Business School. In addition, we co-lead the PRME Island of Ireland Local Network with Cork University Business School. We were delighted to host the 2025 PRME Chapter UK & Ireland Annual Conference and Doctoral Colloquium. As well as being a highlight within the PRME calendar, it represented an important milestone as it was the first time the event had been held in Northern Ireland or the Republic of Ireland. The conference attracted over 130 delegates from across the UK, Ireland, and beyond.

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 (see Principle 5 – Partner). 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, as evidenced under Principle 4 – Research. In 2022, we embedded the SDGs into our module review process, allowing us to obtain regular, detailed data in relation to the curriculum, which we have reported under Principle 3 – Teach. In particular, our programmes and modules support SDG 5 Gender Equality; SDG 8 Decent Work and Economic Growth; SDG 9 Industry, Innovation, and Infrastructure; SDG 10 Reduced Inequalities; SDG 13 Climate Action; and SDG 16 Peace, Justice, and Strong Institutions.

We are cognisant of our impact on and responsibility to both people and the planet. In 2017, we appointed a Director of Ethics, Responsibility, and Sustainability, who is responsible for leading our engagement with PRME. 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 was at the forefront throughout the

design process and the building integrates a number of green features, including a geothermal energy system. The Student Hub was named Northern Ireland Building of the Year 2025 by the Royal Society of Ulster Architects (RSUA), who noted both its holistic, context-sensitive design and sustainability credentials. As of 2025, we are accredited by three major business school accrediting bodies – EQUIS, AACSB, and AMBA – with our commitment to sustainability a contributor to our success in this regard.

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

## Definition of Purpose

Queen's Business School's purpose is to "educate and explore for the benefit of business and society". Guided by our values, we advance ethical, responsible, and sustainable management education through teaching, research, partnerships, and engagement, contributing to the advancement of PRME and the UN SDGs locally, nationally, and globally.

## Institutional Engagement

**76% - 100%** of faculty at Queen's Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

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



## How We Define Values

Queen's Business School is guided by five core values, expressed through the acronym ICARE: Integrity, Connectivity, Ambition, Respect, and Excellence. These underpin the conduct of our staff and students, inform strategic and operational decision-making, and shape our approach to teaching, research, scholarship, partnerships, and engagement. In doing so, they reflect our commitment to PRME and our contribution to advancing the UN SDGs.

## Who Champions Responsible Management Education at Our Institution

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

## Student Voices

The following narrative demonstrates how Queen's Business School has influenced students' academic journey and personal growth.

## Queen's Business School Student Voices



*Image: Students sitting outside a building on University Square, Belfast, between classes.*

Student voices are vital in responsible and sustainable management education because they offer fresh perspectives, diverse lived experiences, and evolving values that help shape curricula to be more inclusive, relevant, and forward-looking. By actively engaging students, institutions can ensure that future leaders are not only equipped with technical skills but also with the ethical, social, and environmental awareness needed to drive meaningful change. The voices of some of our students are presented below:

*"Queen's Business School play a critical role in the shaping of future leaders. Their contribution to postgraduate research surrounding sustainability enables students to become key decision makers that have the capabilities to tackle global environmental pressures. Their encouragement for research collaborations and involvement within industry allows for potential policymakers to attain the goal of driving evidence-based solutions. The fostering of this commitment allows for graduates that are prepared to manage firms that support the objective of tackling urgent climate risks."*

**Grace McCormick, Postgraduate Student (MSc Management), Queen's Business School**

*"Business schools must provide future leaders with the requisite knowledge and skills for effective leadership; this objective necessitates the integration of ethics, responsibility, and sustainability as fundamental modern imperatives. This initiative involves incorporating them into the curriculum and research while fostering a sustainable learning environment that enables students to actively address*

*community concerns. Such exercises could enhance students' competencies and confidence in their potential as future-ready leaders. Engaging with the PRME-supportive global community would enhance business schools' capacity to fulfil this ethical obligation."*

**Alaa Ali O Zahran, Doctoral Candidate, Queen's Business School**

*"As a PhD student, I've been able to research how advanced digital technologies like AI can support global sustainability in multinational firms thanks to QBS funding and support. I've also had the chance to guest lecture on several undergraduate and MSc courses in international business and strategy, sharing insights on digital sustainability with the next generation of business students. It's encouraging to see QBS not only backing research on cutting-edge sustainability opportunities and challenges, but also creating opportunities to bring that knowledge directly into the classroom."*

**Claire Kilpatrick, Doctoral Candidate, Queen's Business School**

## Student Awareness

**51% - 75%** of students at Queen's Business School are aware that we are a PRME Signatory Member.

## Student Engagement

**76% - 100%** of students at Queen's Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Values Voices

### Queen's Business School Values Voices



Image: Pictured (L-R), Dr Janine Swail, Alethea Bleyberg, and Dr Supun Chandrasena

The PRME Principle of "Values" calls upon Signatories to "place organizational responsibility and accountability to society and the planet at the core of what we do". The voices of some of our stakeholders in relation to "Values" are presented below:

*"At Queen's Business School, we view Diversity, Equality, Inclusion, and Belonging not as separate ambitions, but as interdependent values that create the conditions for responsible education and leadership. Diversity ensures that a wide range of perspectives inform our work; equality guarantees fair access to opportunities; inclusion fosters respect for all voices; and belonging gives every individual the confidence to contribute meaningfully. These values guide how we design our curricula, shape our research priorities, build partnerships with business and society, and govern our own practices. In doing so, we embed DEIB considerations across every aspect of School life, ensuring that the PRME principles are lived as well as taught. We recognise that this is a challenging moment for DEI globally, yet it is precisely now that our commitment matters most: preparing leaders who will champion sustainable, just, and inclusive futures."*

**Dr Janine Swail, Director of Diversity, Equity, Inclusion, and Belonging (DEIB), Queen's Business School**

*"Queen's Business School is committed to creating an inclusive, welcoming, supportive environment for international students. We provide tailored academic skills programmes, clear and timely information, and approachable and personalised specialist guidance for international students to remove barriers to learning. QBS Connect, a student-led platform for community, career exploration and intercultural engagement, organises a diverse programme of cultural events, collaborations and campaigns that recognise international students' contributions. The result is a supportive environment where international students feel seen, connected, and able to thrive."*

**Alethea Bleyberg, Undergraduate International Student Adviser, Queen's Business School**

*"At Queen's Business School, we are committed to creating an inclusive and accessible learning environment where every student can thrive. We work to remove barriers and promote equity, ensuring all students can participate fully in their studies and wider university life. This commitment to accessibility, equity, and belonging fosters a culture where differences are celebrated and prepares our graduates to become responsible leaders who value inclusion in all that they do."*

**Dr Supun Chandrasena, Disability Adviser, Queen's Business School**

## Additional Evidence

### Annual Mary McAleese Diversity Lecture Series at Queen's Business School



*Image: Pictured (L), former President of Ireland, Mary McAleese being interviewed by broadcaster Wendy Austin and (R), Professor Jill Rubery delivering the 2024 lecture at Queen's Business School.*

In June 2019, former President of Ireland, Mary McAleese, formally launched the **Queen's Business School Annual Mary McAleese Diversity Lecture Series**. This annual event is now part of Queen's Business School's mission to promote greater equality of opportunities and respect for diversity in the workplace, delivered in association with the [Chief Executives' Club](#) at QUB.

#### **2024 Lecture: Professor Jill Rubery**

In November 2024, a lecture titled "**Beyond a focus on gender gaps, why we need more egalitarian labour markets to achieve gender equality**" was given by Professor Jill Rubery, a distinguished scholar specialising in comparative employment systems. Throughout her career, Professor Rubery has advised numerous UK, European, and international institutions, including the European Commission and the International Labour Organization, on matters related to gender and employment. Her scholarly work has been instrumental in advancing the understanding of gender dynamics within labour markets, influencing policy development aimed at promoting gender equality in employment.

## International Women's Day 2024 at Queen's Business School: "Reach for Better Business"



*Image: Pictured (L), delegates enjoy a complementary yoga session in the Queen's Business School Student Hub and (R), the panellists discuss how businesses can meaningfully address sustainability, with a particular focus on gender equality.*

On Friday 8 March 2024, Queen's Business School hosted an event to mark International Women's Day called "**Reach for Better Business**", focused on celebrating businesswomen striving for sustainability. The day began with a yoga session led by the founder of Yoga Quarter in Belfast, Susan McEwen. Next was a panel discussion featuring trailblazing women working and researching across different areas of sustainable business in Northern Ireland. Susan McEwen of the Yoga Quarter was joined on the panel by Gillian McKee of GIRAFFE Associates, Maria Diffley of SustainIQ, and Professor Shuang Ren of Queen's Business School. The panel was chaired by Dr Laura Steele, a Reader of Business Ethics and Sustainability Education & Director of Ethics, Responsibility, and Sustainability at Queen's Business School. Participants gained valuable insights and a deeper understanding of different aspects of sustainability in business – from how each panellist was inspired to focus their career on sustainability, to how they view the evolution of sustainability in business in today's world.

## Living our Values at Queen's Business School – A Transformative Community Project



*Image: Some of the over 300 Queen's Business School students who participated in the transformative community project in 2024.*

In 2024, students from Queen's Business School participated in a transformative community impact project with [Compass Advocacy Network](#), a charity supporting children and adults with learning disabilities, autism, and mental health challenges, to transform their facilities. Over 300 students took part in hands-on building work over a seven-day period revitalising and repurposing a vacant area of land at Lislagan Farm, Ballymoney, Northern Ireland. The project included constructing a facility for social enterprise activities, and a community garden with sensory area for safe and imaginative play, learning, and relaxation.

Professor M.N. Ravishankar, Dean and Head of Queen's Business School said: *"We were delighted to collaborate with Compass Advocacy Network. Engaging our students in a project with real societal impact enables us to give back to our local community. As one of the leading business schools in the UK and Ireland, we have a duty to inject societal impact into our curriculum. Partnering with Splash Projects has provided us with the opportunity to support vital services for families on our doorstep."*

Professor Julie McCandless, Director of Business Engagement from Queen's Business School commented: *"While this deserving charity benefitted from the extra hands to enhance their facilities, our students also gained invaluable experience. They had the opportunity to build relationships, boost their confidence and develop essential skills in teamwork, creative problem-solving, and project management."*

Janet Schofield, CEO of Compass Advocacy Network, shared her enthusiasm: *"This is an incredible initiative, and we are beyond thrilled that Splash Projects and Queen's Business School chose to collaborate with Compass Advocacy Network. The impact on our community will be truly transformative. This magical garden and the woodworking shed will provide invaluable spaces for children and adults with learning disabilities, autism, and other neurodiversities—ranging in age from 8 to over 80—along with their families and carers. This will add even more magic to an already special place."*

Queen's Business School partnered with Splash Projects which delivers international team and leadership development programmes through community projects. The business school projects give students the chance to experience social impact first-hand with a small team of expert project facilitators guiding the students to build the infrastructure for the charity themselves.

Splash Projects' Project Manager Lloyd Comer said: *"It's been a pleasure to work with Queen's Business School which has invested both in its students and its local community, creating a lasting legacy. There are some things that can't be taught in a classroom. Experiencing social impact first-hand is extremely powerful and while the lives of the children will have been positively impacted by this project, so will the lives of the students."*

You can view a video overview of the initiative [here](#) and a galley of images [here](#).



# Teach

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



## How We Define Teach

At Queen's Business School, we are committed to embedding ethics, responsibility, and sustainability throughout our modules and programmes. Guided by our mission and the PRME Principles, we foster a transformative learning environment that inspires openness, curiosity, and critical thinking, enabling our graduates to become the responsible, globally orientated leaders of tomorrow.

## Courses that support RME

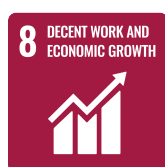
Queen's Business School reports 11 courses in 2024 that support responsible management education and sustainable development goals.

### **Making Ethical Business Decisions**

| OWL7210

Integrating ethical considerations into business decision making is vital for ensuring long-term organisational sustainability, social legitimacy, and trust. Beyond legal compliance, ethical frameworks help leaders evaluate the wider consequences of their choices, balancing profitability with responsibility to stakeholders. In the context of global trends – including the rise of artificial intelligence and automation, growing concerns regarding sustainability and climate change, rising geopolitical instability, the changing nature of work, and debates regarding diversity, equity, and inclusion (DEI) – ethical reflection can safeguard against risks, while promoting fairness, accountability, and transparency. Embedding ethics into strategy not only mitigates reputational and regulatory hazards but also fosters innovation grounded in values, enabling businesses to contribute positively to society while maintaining competitive advantage. Introduced in 2024-2025, OWL7210 Making Ethical Business Decisions discusses and evaluates the ethical responsibilities of managers and organisations. Forming part of the MSc Management programme at Queen's Business School, it explores themes/issues from international, multi-disciplinary and managerial perspectives, and analyses tensions, conflicts, contradictions and dilemmas via case studies and class discussion. Topics addressed include the role of ethical theories, the internal ethical environment (why and how do ethical dilemmas arise and how can they be resolved?); ethical issues regarding employees (including whistleblowing, Codes of Ethics, corporate governance), ethics and consumers, ethics and social responsibility, and ethical issues arising from using artificial intelligence and machine learning. The assessment for the module requires students to develop a presentation outlining a decision-making plan for a fictional organisation addressing a contemporary challenge, for example, enhancing diversity and inclusion or attracting and retaining a neurodiverse workforce. The assignment is underpinned by academic rigour and creativity, requiring students to integrate scholarly literature with current debates and practices. Assessment is based on theoretical engagement, depth of research and literature use, ethical integration, originality, and presentation quality. The exercise directly supports the Principles of PRME by fostering critical thinking, ethical awareness, and the ability to apply business and management theory to practical, socially relevant issues.

OWL7210 Making Ethical Business Decisions aims to develop responsible, reflective, and future-oriented leaders and managers who are equipped to address ethical and social challenges in a globalised business environment. In particular, it seeks to promote: (1) Enhanced ethical awareness – students learn to integrate ethical reasoning into managerial decision-making, moving beyond profit-maximisation to consider broader social responsibilities. In addition, exposure to DEI/EDI challenges develops sensitivity to fairness, equity, and justice in organisational contexts; (2) Critical and analytical skills – by applying and critiquing decision-making models, students strengthen their ability to evaluate complex scenarios from multiple perspectives. The emphasis on academic literature encourages evidence-based reasoning, rather than relying on assumptions; (3) Global and inclusive mindset – requiring students to consider international best practices fosters cultural awareness and adaptability. In addition, the intersectional lens adopted helps students appreciate complexity and avoid simplistic, one-dimensional thinking; (4) Stakeholder engagement and systems thinking – students gain experience in identifying and prioritising stakeholders, recognising the interdependence between business and society. This supports a more holistic – and realistic – understanding of corporate decision-making; (5) Practical application of theory – developing a decision-making plan allows students to bridge theory and practice, preparing them for real-world managerial challenges. Creativity and originality are encouraged, supporting innovation in problem-solving; (6) Personal and professional development – presenting their work enhances communication and presentation skills, critical for leadership roles. Engaging with DEI/EDI issues can foster empathy and self-reflection, making students more inclusive leaders. Dr Anastasia Kulichyova, the Module Coordinator, says of the course, “This is a challenging but ambitious module which underscores complexities of decision-making by modern organisations. Student-led debates are the most rewarding and interesting to follow.”



## Artificial Intelligence in Business and Society

| OWL7209

Artificial intelligence (AI) has already had a substantial impact on business and society, such as data driven business strategies, changes to the nature of work, the development of innovations which shape the behaviour of individuals and society, privacy and surveillance concerns, and recent ethical crises in the use of data. With the fast pace of AI development these trends seem likely to continue, making it essential to consider the wider implications of AI on business and society. This postgraduate module, which forms part of the MSc Business Analytics and MSc AI in Business programmes at Queen's Business School, encourages students to engage with these issues, building a deeper understanding of the wider implications of AI, and how they can contribute to responsible development and use of AI in their future career. The pedagogic approach adopted within this module

is structured around an active, student-centred model that combines lectures, tutorials, and independent study. In addition, there is extensive integration of interactive activities and guest speakers from the private, public, and third/voluntary sectors. The UN SDGs are woven throughout the module and regularly used as a framework to analyse specific issues (for example, the impact of AI on work or the environmental concerns arising from the development and deployment of Large Language Models (LLMs)). The core text, "AI & Work: Transforming Work, Organizations, and Society in an Age of Insecurity" (2025, Sage Publishing), was co-edited by the Module Coordinator, Dr Laura Steele, and features contributions from several faculty within Queen's Business School. The book examines how AI reshapes work, organisations, and society—addressing power, ethics, inequality, sustainability, and intersectional issues. It situates AI within neoliberal, global, and environmental contexts, emphasising both its promises and the social risks it poses. The assessment for this module adopts a developmental and reflective pedagogical approach, requiring students to produce two blog posts and accompanying reflective statements with optional input from generative AI (Gen AI). Each blog demands critical engagement with academic literature and module concepts, while translating complex ideas into accessible, practice-oriented formats. The reflective statements encourage students to experiment with and critique Gen AI tools, fostering digital literacy and ethical awareness. By structuring the assignment in two stages, with feedback from the first informing the second, the design supports iterative learning and continuous improvement in line with PRME i5 characteristics ("Design for Iteration"). Overall, the assessment blends academic rigour with applied communication, encouraging independent inquiry, critical evaluation, and reflective professional development.

This module aims to have a broad and lasting impact on students in a variety of ways, including: (1) Developing critical awareness – students gain the ability to critically evaluate the implications of AI for both business and society, considering not only technological opportunities but also ethical, legal, social, and environmental risks; (2) Practical skill development – reflective assignments, students strengthen their academic research, writing, and digital literacy skills, including the responsible use of generative AI; (3) Professional readiness – the focus on applying theory to practice, such as writing for wider audiences and assessing the strategic and ethical use of AI, prepares students for roles in organisations navigating technological change; (4) Reflective practice – the structured use of feedback and reflective statements promotes continuous improvement, self-assessment, and awareness of personal learning processes; (5) Transferable skills – the module explicitly cultivates problem-solving, critical analysis, independent inquiry, teamwork, communication, and time management skills, all of which are highly valued in professional contexts. In summary, the module equips students not just with knowledge about AI, but with the analytical, ethical, and reflective capacities needed to engage responsibly and effectively with emerging technologies in their careers and wider society.

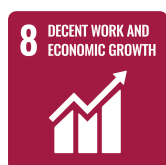


## Business, Government, and Society

| OWL1012

OWL1012 Business, Government, and Society explores the role of business in its wider environmental context and specifically examines the relationships between business, government and society within and across countries. It is offered across several programmes within Queen's Business School, including BSc Business Management. Businesses do not exist and act in a vacuum but rather have to interact with and oftentimes accommodate the views of a wide range of stakeholders in order to be successful. For example, Multinational Enterprises may decide to shift production into low-cost countries, however, they have to consider the societal and legal challenges that this decision generates, both at home and abroad. Organisational structures and corporate governance frameworks are thus developed to ensure that businesses can engage with these wider social and public policy contexts. As a result, businesses are becoming more deeply rooted in and intertwined with local, national and international communities. Indeed, beyond a narrow profit-making focus, there is a growing acceptance that corporate interests can and should converge with societal interests to generate better, sustainable outcomes for the business in the long term. However, balancing the drive to make profits and to satisfy short-term shareholder interests with the long-term needs of society and its environment is tough. Consideration must be given to developing sustainable and responsible businesses. Students learn about the challenges that businesses but also students themselves face in day-to-day (business) life and discuss and develop different solutions to these challenges. Regarding the assessment, students are given a case study of a multinational company and asked to reflect on the social and technological changes identified in the case, the factors that facilitated and created threats to the company's success, and the expected level of success of the company in next 5-10 years in the context of the UK.

OWL1012 Business, Government and Society seeks to have a significant impact on students by broadening their understanding of how organisations operate within a wider context. It encourages them to see beyond the narrow pursuit of profit and recognise the influence of laws, policies, and societal expectations on business decisions. Through real-world examples, such as multinational enterprises managing global operations, students gain insight into the complexities of balancing economic growth, ethical responsibilities, and social sustainability. This fosters critical thinking about the trade-offs between short-term shareholder demands and long-term societal needs, preparing students to navigate challenges in their own professional and personal lives. Ultimately, the module equips students with the knowledge and skills to become responsible leaders and decision-makers who can contribute to building sustainable, ethical, and socially conscious organisations in line with the mission and vision of PRME. Dr Sara Melo, the Module Coordinator, says of the course, "This module fosters students to think about real strategic and operational issues faced by organisations from the perspective of multiple stakeholders. During the module, students realise that decisions are often not straightforward but involve the consideration of the dynamic relationships between businesses, government, and society. As an introductory module, it helps prepare students for the key business management concepts, which are then further explored throughout their degree."



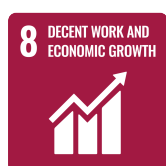
## Contemporary Technologies in Accounting

| ACC3043

Accounting faces unprecedented levels and extent of change, driven by technological developments which are expected to continue and gather pace. The aim of ACC3043 Contemporary Technologies in Accounting is to advance students' understanding of contemporary technologies and the accountant's evolving role as technologies change. It builds on students' foundational studies of Accounting Information Systems, Data Analytics and contemporary technologies to develop a critical mindset around technological change. It is offered as part of Queen's Business School's innovative MAcc Advanced Accounting with Placement programme. The nature of this module allows for some fluidity in content as technologies develop. Topics and technologies are expected to change over time but will relate to three core sections of the module: (1) At the outset, the role of technology in contemporary organisations is discussed, alongside the evolving role of accountants and the nature of the technology skillset required by accountants in contemporary organisations; (2) Practical application of contemporary technologies, with an initial employer-led focus on productivity (Excel) and analysis (Power BI/Tableau) technologies. Existing skills are refreshed and enhanced, before the focus shifts to application of these skills in relation to a case study, developing students' ability to evaluate data, interpret it and communicate meaningful insights from it; (3) Conceptual understanding of contemporary and emerging technologies including, for example, Blockchain and cryptocurrencies, Artificial Intelligence, Robotic Process Automation, Virtual/Augmented Reality, Drone Technology and Quantum Computing. Across all elements, there is a focus on developing critical skills in relation to these and future technologies. Specifically, the module develops: (a) Critical evaluation of the impact of new technologies on Accounting Information Systems; (b) Understanding of legal/regulatory, ethical, sustainability and security implications of new technologies; (c) Professional scepticism around data quality and outputs; and (d) Interpretation and communication of data analysis and outputs. These skills are developed through use of practical applications (presently Microsoft's Excel, Power BI and Copilot), engagement with current literature and professional publications, along with real-world case examples and guest lectures to help tackle complex issues.

ACC3043 Contemporary Technologies in Accounting aims to have a significant impact on students, both academically and professionally, for example by: (1) Promoting critical thinking and adaptability: the module emphasises critical evaluation of technological change, rather than just technical proficiency. This equips students to question, assess, and adapt to future technologies, not just those taught in class; (2) Enhancing professional competence beyond technical skills: students develop professional scepticism, especially around data quality and outputs – an essential skill in auditing, financial reporting, and risk management. The focus on legal, regulatory, ethical, and sustainability

issues prepares students to make responsible decisions in an era of automation and big data. The inclusion of communication skills ensures students can explain insights effectively to both technical and non-technical stakeholders, a vital attribute for accountants moving into advisory roles; (3) Broadening understanding of the accountant's role: the module helps students see accountants not just as "number-crunchers" but as strategic partners in business decision-making, capable of leveraging technology for efficiency, insight, and innovation. In addition, by situating accounting in the wider context of digital transformation, students gain a realistic view of their profession's trajectory and their place in it; (4) Increasing employability: by learning practical tools such as Excel, Power BI, and Copilot, students develop technical competencies that are in high demand among employers. Exposure to emerging technologies (AI, Blockchain, RPA, etc.) can give students an edge in interviews and professional roles, as they can demonstrate awareness of current and future industry trends. Finally, employer-led elements and case studies ensure that students gain experience directly aligned with workplace needs, improving placement and graduate job prospects. Professor Danielle McConville, the Module Coordinator, says of the course, "We developed the course to be responsive to the changing needs of our profession. The pace of technological change is relentless, and we wanted to equip our students not just with the skills to use current technologies, but also to learn to learn new technologies, apply critical thinking and professional scepticism in their use of these technologies as they engage with data and present findings. We wanted to develop their skills in managing changing technologies and to foster critical thinking and professional scepticism around new technologies and their impacts on our profession and their future careers. Having been a very popular optional module in 2023/24 and 2024/25 it has become a compulsory module for 2025/26, reflecting the importance of the module. Feedback from employers has indicated their support for developing these skills with our students. Moreover, multiple aspects of the module have been presented at education conferences and dissemination events, plus a case study on the QUB AI Hub, potentially influencing practices and having impact on students in QUB and nationally".



## Supply Chain Management

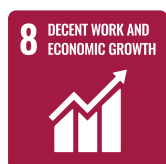
| ITAO3013

Global supply chains are increasingly complex, influenced by factors including technological innovation, heightened sustainability and climate-related expectations, and increasing geopolitical tensions. The rise of digital technologies, such as artificial intelligence, blockchain, and the Internet of Things, has transformed supply chain visibility and decision-making, enabling real-time tracking and predictive analytics. However, these advances also create challenges around data integration, cybersecurity, and the uneven adoption of technology across countries and regions. At the same time, sustainability pressures have intensified, with stakeholders demanding reductions in carbon

emissions, ethical sourcing, and circular economy practices. Supply chains must now balance cost efficiency with resilience and environmental responsibility, as recent disruptions from the Covid-19 pandemic and geopolitical instability have highlighted vulnerabilities in global networks. Consequently, modern supply chain management requires navigating a dynamic interplay of efficiency, risk, technology, and sustainability. ITAO3013 Supply Chain Management, which is offered across several programmes at Queen's Business School, including BSc Business Management, provides students with a comprehensive introduction to supply chain management, framed within the wider context of responsible and sustainable business practice. It contributes directly to the development of competencies required to advance the UN Sustainable Development Goals (SDGs), particularly those relating to Responsible Consumption and Production (SDG 12), Decent Work and Economic Growth (SDG 8), and Industry, Innovation and Infrastructure (SDG 9). The curriculum introduces students to the structure and dynamics of supply chain networks, establishing a foundation for understanding flows of materials, services, and information across organisational boundaries. Students critically examine different approaches for managing supply chains, enabling them to assess the trade-offs between efficiency, flexibility, and resilience. Operational decision-making is further explored through dedicated study of demand management, supply management, and inventory management, providing insight into the tools and processes that underpin effective coordination. Strategic aspects of supply chain practice form a central component of the module. Students engage with issues of supplier selection and assessment, supplier relationship management, and supplier development and involvement, highlighting the importance of collaboration, trust, and ethical engagement in building sustainable supply partnerships. The curriculum also addresses contemporary challenges such as supply chain risk management and sustainable supply chain management, ensuring learners are equipped to evaluate not only financial and operational outcomes but also environmental and social impacts.

By engaging with contemporary issues in supply chain management, students develop a strong foundation of knowledge about the structures, strategies, and operational practices that underpin global business. The integration of sustainability and responsibility ensures that students are not only aware of efficiency and performance metrics, but also of the ethical, social, and environmental implications of managerial decisions. This broad perspective equips them to approach complex business problems with critical insight and to appreciate the trade-offs between cost, resilience, and sustainability. In terms of employability, the module strengthens key transferable skills such as teamwork, problem-solving, and analytical thinking. Exposure to real-world case studies and debates around emerging technologies fosters adaptability and innovation. Ultimately, the module seeks to prepare students to contribute to organisations as reflective, responsible practitioners capable of managing supply chains in ways that create long-term value for business and society. Dr Stephanie Graham, the Module Coordinator, says of the course, "From the outset of the module, students are presented with real-life company examples to demonstrate the importance of effective supply chain management for all organisations. Interactive small group discussion activities are peppered throughout the module to encourage students to critically evaluate some of the complex supply chain

challenges faced by organisations operating in the current climate. The first assessment requires students to evaluate an example where an area of effective supply chain management has contributed to success in a real organisation. The second assessment requires them to analyse a real problem related to ineffective supply chain management and develop recommendations on how to avoid future problems based on what they have learned in the module. Therefore, by the end of the module all students will have developed their understanding of the potential for supply chain management to 'make or break' potential organisational success."



## Business Ethics

| OWL3012

Business ethics, social responsibility, and sustainability have become essential in today's global economy. Organisations are no longer judged solely by their financial success but also by how they impact society and the environment. Ethical practices build trust with stakeholders, including customers, employees, and investors, which strengthens reputation and long-term sustainability. Social responsibility encourages businesses to go beyond profit-making by contributing positively to communities, addressing issues such as climate change, labour practices, and diversity. Companies that integrate ethical decision-making and responsible management often gain competitive advantages, such as customer loyalty and employee commitment. In an era where consumers and regulators demand transparency, ignoring ethics can lead to reputational damage and legal consequences. OWL3012 Business Ethics discusses and evaluates the ethical responsibilities of managers and organisations. It explores themes/issues from multi-disciplinary and managerial perspectives and analyses tensions, conflicts, contradictions and dilemmas via case studies and class discussion. Topics addressed include the role of ethical theories, the internal ethical environment (why and how do ethical dilemmas arise and how can they be resolved?), ethical issues with regard to employees (including whistleblowing, Codes of Ethics, corporate governance), ethics and consumers, and ethics and social responsibility.

OWL3012 Business Ethics provides students with a comprehensive understanding of business ethics and social responsibility, enabling them to critically evaluate the ethical responsibilities of organisations and the role of ethics in business at local, national, and international levels. Students develop the ability to critique ethical theories and management practices, while assessing the rights, duties, and relationships between organisations and their stakeholders. Alongside theoretical knowledge, the module offers opportunities to strengthen key skills such as synthesising and analysing information from diverse sources, applying critical thinking to complex scenarios, and solving problems through case studies and policy analysis. Students also gain valuable experience in planning, conducting, and presenting original research, as well as enhancing their communication

through essays, reports, and presentations. Finally, the module supports the development of teamwork and independent working skills, preparing students for both academic and professional success.

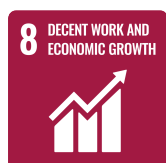


## Equity Research

| FIN3013

Equity research plays a vital role in finance by providing investors with detailed analysis of companies, industries, and markets. It helps in evaluating a firm's financial health, growth potential, and risk factors, enabling informed investment decisions. By producing forecasts, valuations, and recommendations, equity research bridges the gap between raw financial data and actionable insights. It also enhances market efficiency by ensuring transparency and reducing information asymmetry. FIN3013 Equity Research addresses topics including valuation techniques, mergers and acquisitions, capital structure, corporate growth, and value drivers, while addressing common pitfalls and risks. In doing so, the module draws attention to ethics, responsibility, and sustainability concerns in equity research, encouraging critical reflection on both research and practice. Dr Philip Fliers, the Module Coordinator, said of the course, "Equity research is not only about building financial models and valuations; it is about understanding the broader context in which companies operate. In FIN3013 we encourage students to question assumptions, reflect on ethical and sustainability challenges, and recognise that responsible analysis can shape better decisions for investors, businesses, and society."

FIN3013 Equity Research equips students with the knowledge and skills required to succeed as equity analysts by focusing on company valuation and investment decision-making. Students learn to assess firm value using a range of valuation techniques, critically evaluate the practices of equity analysts, and make independent buy, hold, or sell recommendations. They also develop the ability to engage with debates in financial journalism and academic research, enhancing their analytical and critical thinking. In doing so, students gain practical insights into equity investment processes, strengthen their understanding of capital markets, and build a strong foundation for pursuing professional qualifications such as the CFA.

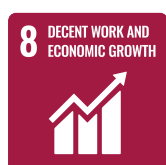


## Corporate Finance

| FIN8001

Environment, Social, and Governance (ESG) considerations play an increasingly important role in corporate finance as they shape trust, reputation, and long-term value creation. Ethical practices help prevent fraud, ensure transparency, and build stakeholder confidence. Social responsibility strengthens relationships with communities, employees, and customers, reducing risks and improving corporate image. ESG factors guide sustainable investment decisions by highlighting risks and opportunities beyond traditional financial metrics. FIN8001 Corporate Finance equips students with a strong understanding of fundamental concepts and analytical tools in finance, corporate finance, and financial management, while highlighting their application to real-world business challenges. It encourages students to critically engage with contemporary issues such as financing structures, dividend policy, investment decisions, and the growing importance of corporate social responsibility. Topics addressed include principles of finance, industry and investment analysis, capital structure and dividend decisions, mergers and acquisitions, and – not least – the role of CSR and ESG in modern corporate strategy. Philip Fliers, the Module Coordinator, said of the course, “In FIN8001 we aim not only to equip students with the technical foundations of corporate finance, but also to challenge them to consider how financial decisions intersect with broader societal responsibilities. By engaging with ESG and CSR issues alongside traditional finance topics, students learn to see value creation as a long-term, sustainable process built on trust, accountability, and ethical practice”.

On completing FIN8001 Corporate Finance students have the ability to critically evaluate concepts of risk, assess investment projects, and identify suitable funding sources for companies, while also recognising key risk factors and value drivers in corporate finance. They can apply their knowledge to make independent, well-justified investment recommendations. Alongside technical knowledge, the module develops valuable transferable skills, including critical analysis of financial strategies and outcomes, independent research using diverse data sources, and the ability to interpret financial information to draw logical conclusions. Students also enhance their professional communication skills by learning to present financial recommendations effectively through multiple formats.



## Sustainable Operations Management

| ITAO2005

Managing operations well requires strategic, tactical and operational skills and is critical to every type of organisation. However, it is widely recognised that the optimal use of resources available is not enough anymore. Air, water and soil in our environment are becoming more and more polluted, climate change is speeding up, institutions of our society are facing outdated regulations and, in some instances, need for new ones, and the fabric of the global society is going through change due to geopolitical, environmental and digital technologies related factors. Thus, businesses in both the manufacturing and service sectors need to design and manage operations sustainably, i.e. to run

economically viable, environmentally friendly, socially responsible, as well as robust and resilient operations to the occurrence of unexpected events. The primary objective of this module, developed and taught by Dr Jelena Vlajic, is to familiarise students with the basic concepts, techniques, methods and applications of operations management, as well as new approaches that can complement traditional operations management tools and help assess the environmental and social impact of operations. Topics addressed include sustainability and operations (strategy, performance, network, product and process design), planning and scheduling, circular economy and reverse logistics, as well as use of new technologies. In addition, contemporary manufacturing philosophies such as sustainable manufacturing, 3D printing/additive manufacturing, lean management, Industry 4.0 and trends are also covered.

IBEM2005 Sustainable Operations Management equips students with both practical and theoretical knowledge of operations management, with a strong focus on sustainability and its role in organisational competitiveness. By the end of the module, learners understand the key principles and theories of operations management and how these can be applied or adapted to support sustainable practices. They are able to distinguish between service and manufacturing operations, recognising the different sustainability challenges and opportunities each presents. Students also develop the ability to conduct operational analysis using a range of traditional and contemporary tools and models, and to evaluate sustainability implications through relevant performance indicators. In addition, the module introduces learners to contemporary issues and emerging trends in operations, including innovative tools, technologies, and practices that influence the planning and management of sustainable operations.



## Contemporary and Emerging Issues in Business and Management | IBEM3034

Contemporary and emerging issues in business and management addresses the rapidly changing global environment in which organisations operate. Digital transformation, driven by artificial intelligence, automation, and big data, is reshaping business models and workforce dynamics, requiring leaders to adapt to new technologies and skills demands. Globalization and supply chain interdependence create both opportunities and vulnerabilities, particularly in light of rising geopolitical tensions and economic uncertainties. Climate change and environmental degradation have intensified the need for sustainable and responsible practices, pushing companies to integrate environmental, social, and governance (ESG) considerations into strategy. Additionally, shifting workforce expectations, including the demand for equality, diversity, and inclusion, as well as more flexible working arrangements, are influencing organisational culture and leadership approaches. IBEM3034 Contemporary and Emerging Issues in Business and Management allows final year undergraduate

students to explore a range of contemporary and emerging issues under the broad umbrella of grand challenges and wicked problems. Macro-level and emerging global 'issues' such as those relating to, for example, to the United Nations Sustainable Development Goals (SDGs), modern day slavery, and (de)industrialisation are discussed. Changing trends in consumer behaviour, the role and impact of working with diverse stakeholders are also addressed. Given the uncertainty of operating in Volatile, Uncertain, Complex, and Ambiguous (VUCA) environments, topics such as organisational resilience and diversity are also explored. Attention is given to local and national issues and their impact (both positive and negative) on the internal business environment. Dr Thomas Hastings, the Module Coordinator, said of the course, "This module critically examines contemporary challenges in business, management and society through engagement with a range of critical theories and empirical examples. An important objective of the course is to encourage critical and holistic thinking about contemporary challenges mediated at different scales, whilst also encouraging students to mobilise their own thoughts on how best to interpret and address wicked problems. The course engages a range of cross-cutting themes, yet students are also able to focus on specific contemporary challenge topics in line with their interests and enthusiasms developed over the course of their degree".

IBEM3034 Contemporary and Emerging Issues in Business and Management provides students with the opportunity to develop a deep understanding of grand challenges and wicked problems, and their significance within business and management contexts. Learners critically examine contemporary and emerging issues, both nationally and internationally, and assess their impact across diverse business environments. By engaging with theories from disciplines such as geography, sociology, and management, students enhance their ability to apply interdisciplinary perspectives to real-world challenges. Alongside theoretical knowledge, the module fosters essential skills in critical evaluation of information, logical reasoning, and problem-solving through scenario-based learning. Students also strengthen their capacity to communicate effectively in written and oral forms, critique theoretical frameworks, and collaborate productively in group settings. Furthermore, the module encourages independent enquiry, effective time management, and workload organisation, equipping students with both academic and professional skills vital for navigating complex and evolving business landscapes.



## Environmental Economics

| ECO3037

The field of environmental economics informs policymakers of the policy levers required to efficiently guide society towards sustainable patterns of consumption. This module will touch on issues such as behavioural economics when dealing with consumer behaviour. As many well-meaning environmental policies have had counter-intuitive negative consequences, this module will empower students to fully engage with the costs and benefits of climate change interventions. The module will also delve into the role of various environmental policy instruments touching up on some of the recent works at the frontiers of environmental economics. The course is meant to equip students with the necessary knowledge to analyse theoretical and empirical discussions in environmental economics.

ECO3037 Environmental Economics offers students a comprehensive understanding of environmental and energy economics. By engaging with case studies from the UK, Ireland, and Europe, students critically evaluate real-world environmental policies while considering efficiency, equity, and political economy trade-offs. Emphasis is placed on recognising the potential for unintended consequences of well-meaning policies, encouraging students to think carefully and critically about their economic implications. Alongside this, students build knowledge of related fields such as game theory, behavioural economics, and industrial organisation, strengthening their analytical foundations. Intellectual skills are developed through the interrogation of policies and the construction of arguments based on solid economic reasoning, while practical skills are enhanced through assignments that require evaluation and presentation of economic arguments. The module also fosters key study skills, including the ability to critique economic policies and work collaboratively in groups, providing students with a foundation in energy and environmental economics that is valuable for careers in industry, policy, and research.



## Teaching Awards

In 2024, 1 award was given to faculty and educators at Queen's Business School.

## Queen's University Belfast Rising Star Teaching Award

**Granter:** Queen's University Belfast

**Grantee:** Professor Julie McCandless

### **Award Description:**

This Teaching Award was presented to Julie McCandless, a Professor of Practice in Queen's Business School. Professor McCandless has used her expertise in business practice to deliver a learning environment for students to think creatively and critically – while being mindful of ethics, responsibility, and sustainability-related considerations. Her action learning approach, which is aligned with aspects of PRME i5 pedagogy, notably "Make Learning Meaningful" and "Facilitate Active Engagement", provides her students with the opportunity to work on authentic business problems and develop professional skills important for managerial development. She has collaborated on a range of innovative initiatives that involve businesses in the curriculum, including student project delivery.

## **Educator Recognition**

At Queen's Business School, we recognize educators for quality of teaching in the following ways:

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

## **Teaching Voices**

The following statement demonstrates ways in which educators at Queen's Business School support sustainability and responsible management in their classrooms.

## Queen's Business School Teaching Voices



Image: Pictured (L-R), Dr Chirantan Ganguly, Dr Lisa Bradley, Arlene Bustard, and Natalie Le Seilleur

The PRME Principle of "Teach" calls upon Signatories to "transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy". The voices of some of our stakeholders in relation to "Teach" are presented below:

*"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 ethics, responsibility, and sustainability 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 ethics, responsibility, and sustainability-related 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 Education, Queen's Business School**

*"At Queen's Business School we are committed to fostering an inclusive and welcoming community in which every student's voice is recognised and respected. The school aims to provide a safe and supportive setting where students can thrive academically, collaborate meaningfully, and build strong social connections."*

### **Arlene Bustard, International Student Adviser. Queen's Business School**

*"At Queen's University Belfast, our approach to Education for Sustainable Development is not abstract but grounded in evidence and lived practice. The framework we have developed, with Queen's Business School at its heart, reflects the insights of staff and students and sets out a clear pathway for change. It anchors sustainability in the systems that shape teaching and learning, while also opening up Living Labs as testbeds where pressing challenges can be confronted in real time. The Roots Framework*

*extends this further, enabling students to take on active leadership roles, while staff development ensures colleagues across disciplines have the tools and confidence to embed sustainability in their teaching. Together, these elements create a university culture where sustainability is not an add-on but a defining feature of education."*

**Natalie Le Seilleur, Climate and Sustainability in the Curriculum Officer, Queen's University Belfast**

## **Fostering Innovation**



### **A lot**

Our institution supports innovation significantly through teaching and learning.

## **Experiential Learning**



### **A lot**

Our institution supports experiential learning significantly through teaching and learning.

## **Learning Mindset**



### **A lot**

Our institution supports a lifelong learning mindset significantly through teaching and learning.

## **Method of Teaching and Learning**



### **In person**

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

## **Barriers to Innovative Curriculum**

In 2024, Queen's Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:



- ❖ Assessment challenges
- ❖ Scalability issues
- ❖ Time constraints

## Barriers to Innovative Pedagogy

In 2024, Queen's Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:



- ❖ Administrative hurdles
- ❖ Classroom infrastructure limitations
- ❖ Scalability issues
- ❖ Time constraints

## Additional Evidence

QBS ERS-PRME Related Guest Speakers 2024-2025    View document     Download document 

QBS Modules Addressing the UN SDGs 2024-2025    View document     Download document 

QBS Modules with RME in the Module-Level Learning Outcomes 2024-2025    View document     Download document 

QBS Programmes with RME in the Programme-Level Learning Outcomes 2024-2025    View document     Download document 

QBS Student Opportunities Brochure    View document     Download document 

## Queen's Business School – Sustainable Food Systems, Accounting, & the UN SDGs



*Images: Students participating in "Sustainable Food Systems, Accounting, & the UN SDGs: A Live One-day Learning Event."*

The Queen's Business School (QBS) "**Sustainable Food Systems, Accounting, & the UN SDGs: A Live One-day Learning Event**" offered 18 postgraduate students an immersive learning experience on sustainable food systems and the UN SDGs. Activities included a visit to the College of Agriculture, Food, & Rural Enterprise's (CAFRE) Greenmount Campus, a sustainable lunch at Riddel Hall, and inspiring talks by industry experts.

Students explored cutting-edge agricultural techniques at CAFRE, learning how sustainability and productivity can coexist to address global food challenges. Guest speakers Brian Horgan from Queen's University and Joe McDonald from ASDA shared strategies to reduce food waste, source responsibly, and implement ESG practices, inspiring students to think critically about their roles in helping sustainable food systems. The event emphasised leadership and innovation as vital components of addressing sustainability in business.

Aligned with the Principles of PRME, the event integrated real-world applications into the curriculum, encouraging creativity, collaboration, and a sustainability mindset. Outputs like student videos and transferable resources extended the event's impact beyond the participants, reflecting QBS's commitment to responsible management education and preparing students to drive positive change in their future careers.

The event was generously supported by an award received by the organiser, Dr Xinwu He, as part of her successful application to the [PRME Chapter UK & Ireland Innovative Pedagogy Seed Funding Competition](#).

Read a full overview of the event by Dr Xinwu He [here](#).

Connecting through PRME & the UN SDGs - From  
Belfast to Boulder Teaching Resources

View document  Download document 

## Queen's Business School "Fairtrade Challenge" 2024

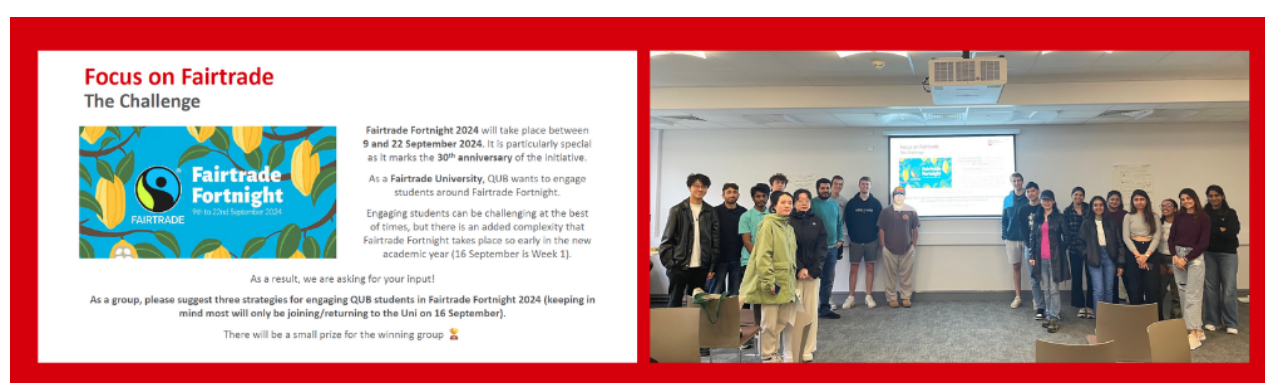


Image: Pictured (L), the "Fairtrade Challenge" set to students and (R) participants following the presentation of their engagement strategies.

**Queen's University Belfast is a Fairtrade University.** The Fairtrade Foundation was set up to help improve the livelihoods of farmers and producers around the world, with the aim of achieving better prices, fair terms of trade, and improving working conditions and local sustainability. Fairtrade promotes and develops positive and long-term local change through building fair, trade-based relationships that build and encourage self-sufficiency. This enables farmers and producers to improve their position and have more control over their lives. More than just a fair wage, Fairtrade partnerships are based on mutual respect between parties.

Queen's achieved certification as a Fairtrade University in 2019. This is an accreditation that is reviewed every two years and marks us out as a University which has made a commitment to supporting and using Fairtrade. This involves using as many Fairtrade items as possible in our day-to-day business, as well as raising awareness through the year, centred round key dates such as **Fairtrade Fortnight** and **World Fairtrade Day**. In 2024 as part as module on Contemporary Issues in Business and Management, we challenged students to identify strategies to engage their peers in Fairtrade. They came up with a wide range of innovative ideas – some of which were taken forward by the University's Sustainability Team.

## Queen's Business School "Data for Good" Hackathon 2024



*Image: Some of the participants in the 2024 Queen's Business School "Data for Good" Hackathon".*

In 2024, the Queen's Business School "**Data for Good**" Hackathon addressed some of the most important issues facing the healthcare system in Northern Ireland (NI). Participants were required to draw on Open Data to analyse healthcare provision in NI, and suggest data driven and wider strategic opportunities to solve these challenges. Effective healthcare provision is a cornerstone of a well-functioning society, and something we all rely on for ourselves and our families. The Northern Ireland healthcare system has faced a multitude of challenges, such as increasing hospital wait times, the closure of GP practices and social care facilities, and increased demand due to changing demographics. This is set in the context of wider funding and political challenges, as well as the recent COVID-19 pandemic.

Students worked in teams, alongside industry mentors, to develop strategic data driven solutions to crucial societal issues. Full training is provided prior to the Hackathon, this introduced the problem and the data, as well as specific analytics methods. Half of the training day is spent on explaining the data, the healthcare system, and the general problem. The second half included an opportunity to gain a hands-on introduction to data analysis using Alteryx, a leading Analytics software provider, who recently made a \$15 million donation to the university. Participants therefore benefit from insights into the healthcare sector, networking opportunities, as well as learning new analytics skills. To hear directly from the event organiser, Dr Byron Graham, please click [here](#).

**The Data for Good Hackathon will return in 2025.**



# Research

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

## How We Define Research

At Queen's Business School, our research interprets patterns of economic, business and social life to foster new theories and ideas and develop recommendations for public policy and business innovation. Guided by the Principles of PRME and in support of the UN SDGs, we are committed to generating knowledge that promotes ethical leadership, inclusive prosperity, and sustainable futures.

## Research vs Research for RME/Sustainable Development



## Research Funding

In 2024, Queen's Business School was awarded funding for research that is:



**Institution  
Specific**



**Local**



**Regional**



**National**



**International**

## Socializing Research

In 2024, Queen's Business School contributed research findings to:

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

## Research Projects

In 2024, Queen's Business School reported 2 research projects that implemented responsible or sustainable activities.

### The Northern Ireland Productivity Forum

**Period Covering:** March, 2021 -

**Department:** Finance | Economics

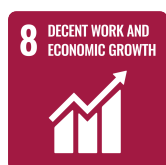


*Image (L-R): Professor John Turner, Ruth Donaldson, Dr David Jordan, Clodagh Rice, Graeme Roy, and Ashley Lait.*

Northern Ireland is home to 1.8 million people, with the capital Belfast the only city with a population of more than 100,000. Its traditional industrial economy, most notably in shipbuilding, rope manufacture and textiles, has largely been replaced by services and it is consistently one of the least productive regions of the UK. Its output per hour in 2018 was 15.6% below the UK average, third from bottom among the 12 UK regions.

Established in 2021 and led by faculty at Queen's Business School, the **Northern Ireland Productivity Forum** is a regional body under the UK's [Productivity Institute](#) focused on understanding and improving productivity in Northern Ireland. It is involved in the implementation of research insights, the design of practical business and policy interventions, and in providing input to the development of the Institute's future research agenda.

Further information about the Forum, including recent publications, is available [here](#).



## Relmaging Supply Chains Network Plus (RiSC+)

**Period Covering:** September, 2024 -

**Department:** Information Technology, Analytics, and Operations (ITAO)



*Image (L-R): David Quinn, Executive Director of the Belfast Region City Deal at Queen's; Beth McEvoy, Multidisciplinary Research Development Manager at Momentum One Zero at Queen's; Professor Nola Hewitt-Dundas, Pro-Vice-Chancellor for the Faculty of Arts, Humanities and Social Sciences at Queen's; Professor Sir Ian Greer, President and Vice-Chancellor of Queen's; Economy Minister Conor Murphy; Dr Hangfei Guo, Principal Investigator on the project and Senior Lecturer in Supply Chain Management at Queen's Business School; Professor Simon Teasdale, Director of Research at Queen's Business School; and Dr Stephen McCabe, Interim Executive Director of Momentum One Zero at Queen's.*

Queen's University Belfast has secured a £6.25m funding award from UK Research and Innovation (UKRI), as part of its **Building a Secure and Resilient World** strategic theme, to model and re-imagine supply chains across the UK in the areas of food, critical minerals, and fashion. Modern society requires resilient and reliable supply chains for stability. With recent world events such as the Covid-19 pandemic and rapid climate change highlighting weaknesses in supply chains that affect everyday lives, this work will seek to find new solutions to address the uncertainties of our times.

Led by [Dr Hangfei Guo](#), Reader of Supply Chain Management at Queen's Business School, the project will be based in **Momentum One Zero (M1.0)**, one of the data-driven Innovation Centres being delivered by the University under the Belfast Region City Deal, with the aim of driving inclusive innovation across the region. Dr Guo says of the project, "The '**Relmaging Supply Chains Network Plus (RiSC+)**' will bring together a vast network of experts who can use their specialist knowledge to populate and render the complex systems of the UK's fashion, critical mineral, and food supply chains. Our project will also offer evidence that exposes vulnerabilities, remedies current risks and demonstrates future potential, ultimately helping to empower the UK to move towards more resilient and secure supply chains."

The project will support collaboration with a range of partners including Ulster University, University of Derby, Nottingham Trent University, University of Plymouth, University of Reading, the College of Agriculture, Food and Rural Enterprise (CAFRE) and the Department of Agriculture, Environment and Rural Affairs (DAERA). They will work alongside regionally based companies such as Moy Park (Mid & South West), Foods Connected (North West), and Coca-Cola (Lisburn). Additionally, there is the opportunity through a flexible fund for a wider range of companies to engage with RiSC+, embedding staff within universities to cultivate skills that can be used to create and lead new teams in industry that are not easily replicable elsewhere.

We look forward to providing an update on RiSC+ in our next SIP report.



## Research Awards

In 2024, Queen's Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

### **Accounting for Society and Environment Workshop Best Paper Prize**

**Granter:** Accounting for Society and Environment

**Grantee:** Martin Quinn (Queen's Business School), Bibek Bhatta (Queen's Business School), & Julie Bertz (Dublin City University)

#### **Award Description:**

Award presented at the Accounting for Society and the Environment Workshop 2024 for a paper titled, "Legitimation of Public Funding for Local Government Environmental Services".

## Publications Related to RME and/or Sustainability

### Assessing the Nexus of Generative AI Adoption, Ethical Considerations and Organizational Performance

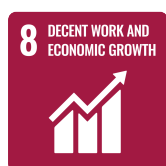
| [DOI](#)

**Authors:** Professor Nripendra P. Rana, Queen's Business School, Queen's University Belfast | Professor Rajasshrie Pillai, Pune Institute of Business Management | Dr Brijesh Sivathanu, COEP Technological University | Dr Nishtha Malik, Jaipuria Institute of Management

**Date of publication:** June, 2024

**Department:** Business Administration | Business Analytics

Numerous [enterprises](#) employ Generative [AI](#) (GenAI) for a plethora of business operations, which can enhance organizational effectiveness. The adoption might be driven by multiple factors influencing the business landscape. Additionally, numerous ethical considerations could impact the deployment of GenAI. This unique study investigated how organizations adopt GenAI and its effects on their performance. Further, this research utilized institutional theory and ethical guidelines for AI design to develop a research framework examining how organizations adopt GenAI and its impact on their performance. A survey of 384 managers from information technology (IT) and information technology-enabled services (ITeS) companies was conducted. Data analysis was done using PLS-SEM to examine and validate the proposed model. The study outcome reveals that institutional pressures, i.e., coercive, normative and mimetic forces, influence the use of GenAI in organizations. It was also found that fairness, accountability, transparency, accuracy and [autonomy](#) influence the use of GenAI. Also, the results divulge that the use of GenAI influences organizational performance and is moderated by organizational [innovativeness](#). This study provides insights to developers of GenAI, senior management of companies, the government and IT policymakers by highlighting the institutional pressures and ethical principles influencing the use of GenAI.



### DEA-based Index Systems for Addressing the United Nations' SDGs (Introduction to a Special Issue of Environmental Science & Policy)

| [DOI](#)

**Authors:** Dr Charles Vincent, Queen's Business School, Queen's University Belfast | Professor Ali Emrouznejad, Surrey Business School, University of Surrey

**Date of publication:** December, 2024

**Department:** Business Analytics

The Sustainable Development Goals (SDGs) represent a global commitment to tackling pressing challenges such as poverty, inequality, and environmental degradation by 2030. This special issue focuses on applying Data Envelopment Analysis (DEA) as a tool for measuring and benchmarking progress towards these goals across various sectors. DEA, known for its capacity to handle multiple dimensions of performance, offers a comprehensive framework for assessing the efficiency of different systems in achieving sustainability targets. The 16 papers included in this issue are organised into three thematic sections: Sustainable Efficiency in Resource Management, Environmental and Energy Efficiency for Sustainability, and Governance, Policy, and Social Dimensions of SDG Implementation. Each section explores the application of DEA to key areas such as water management, energy use, waste management, public transport, and governance, providing insights into how DEA-based index systems can drive progress toward achieving the SDGs. The issue also sets a future research agenda, highlighting the need for expanding DEA applications across underrepresented regions and sectors, addressing data challenges, and incorporating dynamic and behavioural factors into DEA models. This collection of papers provides valuable contributions to academics, policymakers, and practitioners working to advance global sustainability efforts.



## Disclosing Non-visible Disabilities in Educational Workplaces: A Scoping Review (Special Issue of Environmental Science & Policy)

| [DOI](#)

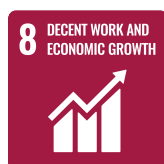
**Authors:** Dr Juliet Hassard, Queen's Business School, Queen's University Belfast | Mehmet Yildirim, School of Health Sciences, University of Nottingham | Dr Louise Thomson, School of Medicine, University of Nottingham | Professor Holly Blake, School of Health Sciences, University of Nottingham

**Date of publication:** March, 2024

**Department:** Human Resource Management | Management

A sizable proportion of the working population has a disability that is not visible. Many choose not to disclose this at work, particularly in educational workplaces where disability is underrepresented. A better understanding of the barriers and facilitators to disclosure is needed. The reasons underpinning disclosure are complex and emotive-in-nature. Both individual and socio-environmental factors influence this decision and process. Stigma and perceived discrimination are key barriers to disclosure and, conversely, personal agency a key enabler. There is a growing trend of non-visible disabilities within the workplace, largely because of the increasing prevalence of mental ill health. Understanding the barriers and facilitators to disability disclosure is key to the provision of appropriate workplace support. This review shows that both individual and socio-environmental factors influence

choice and experience of disclosure of non-visible disabilities in educational workplaces. Ongoing stigma and ableism in the workplace, in particular, strongly influence disabled employees' decision to disclose (or not), to whom, how and when. Therefore, developing workplace interventions that can support employees with non-visible disabilities and key stakeholders during and beyond reasonable adjustments is imperative.



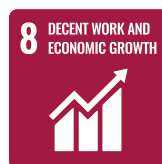
## 'Divergent Work Ageing' and Older Migrants' (Un)extended Working Lives | [DOI](#)

**Authors:** Dr Sajia Ferdous, Queen's Business School, Queen's University Belfast

**Date of publication:** January, 2024

**Department:** Human Resource Management | Management

This article theorises older ethnic minority women's work attitudes and labour market behaviour from an intersectional cumulative perspective within the extended working lives contexts. Empirical evidence has been drawn from interviews with South Asian British Muslim women aged between 50 and 66 living in Greater Manchester, UK. The findings show that the cohort's ageing process is asynchronous with the British work ageing outlook as their cultural understanding of working age, age roles and successful ageing defies the extended working lives philosophies, and cumulative factors including caring responsibilities, legacy inequalities, and health issues present additional challenges for extending their work lives. Their culture- and context-specific work ageing process remains absent in the UK's labour market discourse and policy landscape. The article theorises their idiosyncratic work ageing including non-conformist attitudes to extending work lives by proposing a 'divergent work ageing' model that can guide policymakers in creating inclusive labour market policies.



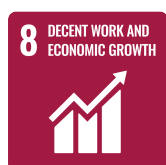
## Driving Digital Sustainability in Global Value Chains: Multinational Enterprises as Chief Orchestrators | [DOI](#)

**Authors:** Claire Kilpatrick, Queen's Business School, Queen's University Belfast | Dr Kieran M. Conroy, Queen's Business School, Queen's University Belfast

**Date of publication:** June, 2024

**Department:** International Business

Digital sustainability has the potential to transform how multinational enterprises (MNEs) capture, create, and distribute value in their global value chains (GVCs). Yet, a real problem persists in understanding how MNEs drive digital sustainability across their GVCs. This is a complex and evolving process that requires MNEs to coordinate with and collaborate across a multiplicity of globally dispersed partners. Adopting an orchestration perspective, this paper constructs a novel take on digital sustainability in several ways. First, the authors reimagine the role of MNEs as “chief orchestrators” in GVCs, driving digital sustainability through orchestration activities underpinning coordination and collaboration, which in turn generates opportunities for value capture and creation along the GVC. Second, they disentangle the impact of MNE-driven digital sustainability, unpacking the undesired consequences for GVC partners relating to dependency, power dynamics, transparency, and supplier squeeze or exclusion. Their insights temper claims about the transformative potential of digital sustainability, challenging scholars, practitioners, and policymakers to reflect on and respond to the double-edged effects of MNE-driven digital sustainability in GVCs. Their arguments are demonstrated through three illustrative cases from firms across industries (agriculture, energy, and fast-moving consumer goods). They identify implications for management practice and policy and offer guideposts for future research.



## Epistemic Injustice and Epistemic Resistance: An Intersectional Study of Women's Entrepreneurship Under Occupation and Patriarchy

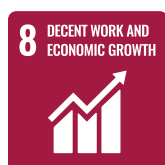
| [DOI](#)

**Authors:** Dr Wojdan Omran, Queen's Business School, Queen's University Belfast | Professor Shumaila Yousafzai, Cardiff Business School, Cardiff University

**Date of publication:** December, 2023

**Department:** Entrepreneurship

Women face unique challenges in their quest to achieve business success relative to men. Applying the theories of epistemic injustice and intersectionality, this study collectively analyzes the overlapping impacts of identities that complement gender at multiple levels in the context of the oppressive, interconnected power structures of occupation and patriarchy. The authors' findings explain how the impact of institutional oppressors, through structural and normative discrimination, may cause some Palestinian women entrepreneurs to internalize and accept injustice while others tap into available resources to engage in epistemic resistance.



## Making Sense of Climate Change in Central Government Annual Reports and Accounts: A Comparative Case Study between the United Kingdom and Norway

[DOI](#)

**Authors:** Dr Victoria C. Edgar, School of Business and Law, University of Agder | Dr Elaine Stewart, Queen's Business School, Queen's University Belfast

**Date of publication:** July, 2024

**Department:** Accounting

Taking a sensemaking and accountability perspective, this paper explores how the Norwegian and the United Kingdom (UK) central governments understand climate change in the annual reports and accounts and how this shapes its accountability. Using a thematic analysis, the authors find that the Norwegian central government makes sense of climate change as a global problem requiring coordinated actions with shared responsibility and accountability to international agreements. In contrast, the UK central government understands climate change as a problem for individual departments and accountability to national guidelines. Sensemaking is enabled primarily in the narratives but also visually in the UK central government. Their research contributes to climate-related and accounting research by illustrating how central government understands climate change. Theoretically, they extend the literature on sensemaking to the public sector and how sensemaking shapes accountability for climate change.



## The Spectre of Terrorism and the Stock Market

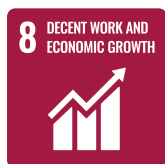
[DOI](#)

**Authors:** Dr Alan Hanna, Queen's Business School, Queen's University Belfast | Professor John Turner, Queen's Business School, Queen's University Belfast | Dr Clive Walker, Queen's Business School, Queen's University Belfast

**Date of publication:** June, 2024

**Department:** Finance

Terrorism is a major issue in the twenty-first century. In this paper, the authors examine the effect of terrorism on the stock market. They go beyond previous studies to explore the spectre of terrorism on the market rather than terrorist activities. Using a narrative-based approach á la Shiller (2019), they find that the spectre of terrorism during the Northern Ireland Troubles reduced returns and increased volatility in the UK stock market.



## Carbon Disclosure, Greenhouse Gas Emissions and Market Value of FTSE 350 Firms – Evidence from Voluntary Carbon Disclosers versus Non-Disclosers

| [DOI](#)

**Authors:** Dr Lane Matthews, Queen's Business School, Queen's University Belfast | Dr Ali Meftah Gerged, University of Sheffield Management School, University of Sheffield | Dr Mohamed Elheddad, Faculty of Economics, Misurata University & Teeside International Business School, Teeside University

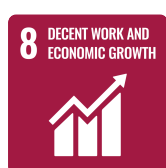
**Date of publication:** August, 2024

**Department:** Accounting | Economics



*Image: The "Dark Hedges", an avenue of trees in Northern Ireland made famous by the television show Game of Thrones, is experiencing rapid degradation – with climate change considered a significant factor.*

In 2013, a carbon disclosure mandate was adopted by UK-listed companies. This motivated the authors to explore the effects of the 2013 carbon disclosure regulation (CDR) and Greenhouse Gas (GHG) emissions on firms' market value for voluntary disclosers versus non-disclosers pre- and post-2013 CDR. Using a sample of FTSE 350 firms in a short (2010–2016) and long window (2010–2020), their difference-in-differences design shows a beneficial (adverse) effect of the 2013 CDR on market value for voluntary carbon disclosers (non-disclosers). Also, they document the negative impact of GHG emissions on market value after the 2013 CDR for voluntary disclosers. In contrast, a somewhat positive GHG-market value nexus is noted in the case of non-disclosers post-2013 CDR. Their evidence suggests that voluntary carbon disclosers are heavier GHG emitters and, hence, bear much higher environmental risks/liabilities, a negative attribute that became ever more taxing to their market value after the 2013 CDR.



## Softening-Up Persistently Stubborn Institutional Stances in Net Zero Change Environments

| [DOI](#)

**Authors:** Dr Nicola Barron, Queen's Business School, Queen's University Belfast | Professor Mark Palmer, Queen's Business School, Queen's University Belfast | Joseph Ireland, Queen's Business School, Queen's University Belfast | Dr Chuan Li, Queen's Business School, Queen's University Belfast

**Date of publication:** December, 2024

**Department:** Business Administration | Management

The decarbonization of the built environment remains a strategically important net zero pathway. Relative to other net zero pathways, the built environment persistently lags behind. To address this problem, the authors use the theoretical lens of institutional stance to enrich the understanding of the cognitive-cultural foundations of institutions, in particular how entrusted institutional members hold, reflect and assert specific stances towards decarbonization of the built environment. In this institutional stance analysis, they identify three institutional change practices of *nudging*, *tugging* and *mooring* for softening-up persistently stubborn stances in the pursuit of net zero goals. The findings point to *mooring* mechanisms which permit institutional members to 'step out' via *temporal institutional respites*, and subsequently reconciling these stances through the practice of *satisficing*, *technology cycling* and *contrasting*. Finally, conclusions and practical implications are presented for softening-up persistently stubborn stances in prolonged net zero change environments.



## Transitioning through a Crisis: Industrial Customer Responses to a Green Technology Innovation Scheme

[DOI](#)

**Authors:** Dr Amani M. Gharib, Queen's Business School, Queen's University Belfast | Professor Mark Palmer, Queen's Business School, Queen's University Belfast | Dr Devon Gidley, Queen's Business School, Queen's University Belfast | Professor Min Zhang, Queen's Business School, Queen's University Belfast

**Date of publication:** June, 2024

**Department:** Business Administration | Management

Government-driven innovation diffusions have addressed the intersections between technology, the environment and society, with far-reaching implications for both diffusors and adopters. In this paper, the authors introduce how industrial customers respond to a crisis using a case of a renewable heat incentive scheme that led to an elected government collapse. This crisis exposed institutional breaches, or an absence of functionalities in the scheme's governance systems. Their findings test and extend the theory of Etzioni (1975) on responses to market crisis conditions: (i) calculative responses during the scheme's initial diffusion; (ii) strategic responses during the surfacing of institutional breaches; (iii) distrustful responses after customer hardship was not addressed. They contribute a process model of the interaction amongst breaches and responses over time. Overall, this study brings forth insights on industrial customer responses to institutional processes and shows the evolved retorts amidst a crisis. It also identifies diffusion implications for policy makers.



## Research Voices

The following statement demonstrates a way in which researchers at Queen's Business School bring sustainability and responsible management into their research.

## Queen's Business School Research Voices



Image: Pictured (L-R), Professor John Turner, Dr Michael Aldous, and Dr Heike Schröder-Altmann

The PRME Principle "Research" calls upon Signatories to "study people, organizations, institutions, and the state of the world to inspire responsible management and education practice". The voices of some of our stakeholders in relation to "Research" are presented below:

*"At QBS our research and scholarship are all about creating socioeconomic impact. 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 research reflects the commitment to social and environmental responsibility embodied in our faculty and PhD students."*

### **Professor John Turner, Director of Research, Queen's Business School**

*"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, Queen's Business School**

*"In Business Schools, our research concerns real people, real organisations, real societal contexts, and the real connections and interactions between them. For our research to be relevant and useful, we therefore must consider the very real challenges that people, organisations and societies face today and in the future. Being out of sync with the challenges of our core constituents in business and society renders our work meaningless."*

### **Dr Heike Schröder-Altmann, Head of the Department of Organisation, Work, and Leadership (OWL), Queen's Business School**

## Research Barriers

In 2024, Queen's Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Publishing barriers
- ❖ Time constraints

## Additional Evidence

### PRME Chapter UK & Ireland Conference 2025 hosted by Queen's Business School



*Image: Delegates at the 2025 PRME Chapter UK & Ireland Conference hosted by Queen's Business School.*

Queen's Business School was delighted to host the **PRME Chapter UK & Ireland Annual Conference and Doctoral Colloquium from 17 to 19 June 2025**. In addition to being a highlight within the PRME calendar, it represented an important milestone as it was the first time the event had been held on the island of Ireland. The conference attracted over 130 delegates from across the UK, Ireland, and beyond.

In line with PRME's fifth [Principle](#), Partnership, and the United Nations' [17th Sustainable Development Goal](#) (SDG), "Partnerships for the Goals," the conference theme, "**Partnering for Progress: Enhancing Collaboration, Building Communities, and Navigating Conflict to Accelerate Agenda 2030**" acknowledged the transformative power of partnerships in achieving environmental, social, and economic sustainability.

The conference featured over 50 papers and workshops, four keynote addresses, and three panel discussions with highly regarded speakers from academia, as well as the private, public, and voluntary/third sectors. In addition, the conference dinner, which was sponsored by the Business School, included a fireside chat with leading figures within the global PRME community, namely Professor Carole Parks (University of Winchester) and Professor Sheila Killian (University of Limerick).

To learn more, you can download the **2025 PRME Chapter UK & Ireland Conference Report** [here](#). In addition, you may wish to view the **Book of Extended Abstracts** from the conference [here](#).

QBS Ethics, Responsibility, and Sustainability  
Related Research Seminars 2024

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# Partner

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

## How We Define Partner

At Queen's Business School, we actively cultivate partnerships across academia, industry, the public sector, and civil society to advance responsible management education and practice, and to contribute meaningfully to the achievement of the UN SDGs. These collaborations are grounded in our core values of integrity, connectivity, ambition, respect, and excellence.

## Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AASHE (Association for the Advancement of Sustainability in Higher Education)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ AIRMIC
- ❖ Athena SWAN
- ❖ Centre For Ethnic Minority Economic Empowerment (EMEEN)
- ❖ Global Business School Network (GBSN)
- ❖ Queen's Business School Advisory Board
- ❖ Small Business Charter (SBC)
- ❖ Women in Business Northern Ireland

## Student Organization Partnerships

- ❖ Enactus
- ❖ Queen's Student Managed Fund

## Partnerships

The following provides more details on 13 key partnerships at Queen's Business School.

## Queen's Business School Advisory Board



*Image: Members of the Queen's Business School Advisory Board pictured outside Riddel Hall on the Queen's Business School campus.*

The School Advisory Board (SAB) advises the Dean and 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. Membership of the Board includes:

- Sue Douthwaite (Chair), Non-Executive Director and Adviser
- The Honourable Deborah L Wince-Smith, President & CEO, Council on Competitiveness
- Paul Henry, Director, Osborne King
- Laura Jackson, Partner, BDO Northern Ireland
- Karl Hanlon, Managing Director, Chief Commercial Officer at FinTrU
- Dr Stephen Kingon, Chair, NI Centre for Competitiveness
- Feargal McCormack, Managing Partner, FPM
- Paul Allen, Executive Chairman and Entrepreneur
- James Rutherford, Non-Executive Director
- Elaine Birchall, Non-Executive Director
- Ann Pickering, Strategic Advisor, Director and Executive Coach
- Professor David Oglethorpe, Emeritus Professor at Cranfield School of Management

- **Professor M. N. Ravishankar, Dean and Head of Queen's Business School**
- **Sonia O'Hare, School Manager, Queen's Business School**

For more information about the members of the School Advisory Board and their work, please click [here](#).

## **Small Business Charter & Queen's Business School**

Small businesses play a vital role in the economy globally and represent over 99% of the business population in the UK. In December 2021, Queen's Business School received the Small Business Charter (SBC) and was reaccredited in 2025. The SBC award recognises expertise and celebrates business schools that play an effective role in supporting small businesses, local economies, and student entrepreneurship.

QBS supports businesses of all sizes through our [Business Hub](#). The Hub brings together a range of activities led by our Directorate of Business Engagement:

- [Business Clinic](#): Businesses of all sizes can utilise a student consultancy team to work on a specific issue through the Business Clinic.
- [Data Duo Mentoring](#): Organisations develop a two-way mentoring relationship with a QBS Business Analytics student, learning how to utilise their business data and passing on valuable experience.
- [Meeting of Minds](#): Business and academic experts discuss, debate, and collaborate on the skills required for the careers of the future.

In addition, [The William J Clinton Leadership Institute](#) (WJCLI) at Queen's University Belfast offers executive education through a range of courses and custom programmes. WJCLI was founded in 2011 and has helped shape a generation of influential leaders with international impact. The executive education programmes are offered across a range of disciplines including management, digital transformation, data analytics, advanced manufacturing.

## Women in Business Northern Ireland & Queen's Business School



Image (L-R): Ciara Hughes, Women in Business Young Women's Network with Julie McCandless, Queen's Business School MBA Programme Director.

[Women in Business](#) is the leading network for women in the workplace across Northern Ireland. The organisation's mission is to equip women with the skills they need to start and grow their own business or develop their careers. By positively impacting all its members, Women in Business aspires to create a New Economy; whereby all women in Northern Ireland significantly contribute to the economic success of our society. In keeping with their values, Women in Business facilitates positive contributions to the economy and society of Northern Ireland by developing every member's professional skills, connections, and confidence to achieve their ambition.

Queen's Business School has been delighted to partner with Women in Business on a number of initiatives, including by sponsoring the "Advancing Diversity in the Workplace" category at the [2024 Women in Business Awards](#) and sponsoring the Young Women's Network. The [Young Women's Network](#) provides an invaluable platform to equip young women with the tools, networks, and opportunities they need to excel in their careers. With QBS supporting the initiative, the network is set to expand its reach and continue its mission of inspiring and uplifting young women at pivotal moments in their professional journeys. Julie McCandless, MBA Programme Director, states, "At Queen's Business School, we are committed to cultivating a culture of innovation, inclusivity, and leadership. Partnering with the Young Women's Network is a great opportunity to empower the next generation of female leaders and support them as they navigate their professional journeys. Together, we aim to create impactful opportunities that enable young women to thrive and lead with confidence in a rapidly changing world."

## Enactus and Queen's University Belfast

[Enactus](#) is a global non-profit organisation that brings together university students, academics, and business leaders to use entrepreneurial action to create social and environmental impact. It provides students with opportunities to develop leadership, innovation, and business skills through community-based projects. Enactus also hosts national and international competitions where teams showcase their projects and compete for recognition. Queen's Business School is delighted that the Enactus Committee at Queen's University is currently led by three of our BSc Business Management students – the President, Katherine Boyle, Vice-Chair, Angela Li, and Secretary, Jodi Williamson, alongside Treasurer, Catherine McIlhone (BSc Biochemistry).

## Queen's 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.

The Queen's Student Managed Fund Annual Report for 2024-2025 can be viewed [here](#).

## AIRMIC & Queen's Business School

[AIRMIC](#) (the Association of Insurance and Risk Managers in Industry and Commerce) is a UK-based membership association that supports professionals in risk management, insurance, and related fields. It provides education, research, networking, and advocacy to help organisations improve resilience and manage emerging risks effectively. AIRMIC also represents members' interests to policymakers and promotes best practices across industries. Queen's Business School has been delighted to partner with AIRMIC and leading insurance broker Marsh since 2023 to host an annual "Special Interest Group" meeting at our Riddel Hall campus. Themes addressed have included the ethical and responsible adoption of AI, the growing cyberthreat, and the impact of climate change on industry.

## Association of MBAs (AMBA) & Queen's Business School

The Association of MBAs (AMBA) is a global organisation that accredits postgraduate business programs, including MBAs and DBAs, to ensure they meet international standards of quality and impact. It also serves as a professional membership network, connecting students, graduates, and

business schools worldwide to promote excellence in management education. Queen's Business School was initially accredited by AMBA in 2021, then reaccredited for a further three years in 2024. For more information about our MBA programme, please click [here](#).

## **Athena SWAN & Queen's Business School**

Athena SWAN is a charter established in the UK but now utilised globally to encourage and recognise commitment to advancing gender equality in higher education and research institutions. It awards bronze, silver, and gold accreditations to institutions and departments that demonstrate progress in creating inclusive environments and addressing inequalities. In May 2020, Queen's Business School received a Bronze Athena SWAN Charter Mark in recognition of our progress towards eliminating gender bias and developing an inclusive culture that values all staff. For more information about our work related to Diversity, Equity, Inclusion and Belonging (DEIB), please click [here](#).

## **Association to Advance Collegiate Schools of Business (AACSB) & Queen's Business School**

The [Association to Advance Collegiate Schools of Business](#) (AACSB) is a leading global business school accrediting body established in 1916. It evaluates schools based on rigorous standards addressing strategic planning, resources, curriculum, assurance of learning, teaching effectiveness and impact, impact of scholarship, and engagement and societal impact to ensure continuous improvement and relevance to the business world. AACSB accreditation is widely regarded as a hallmark of excellence, achieved by less than 6% of the world's business schools. Queen's Business School was granted membership of AACSB in 2015, before being formally accredited in 2025.

## **AASHE & Queen's University Belfast**

The [Association for the Advancement of Sustainability in Higher Education](#) (AASHE) is an organisation that supports universities and colleges in promoting sustainability through education, research, operations, and community engagement. Its Sustainability Tracking, Assessment & Rating System (STARS) is a self-reporting framework that enables institutions to measure, compare, and improve their sustainability performance across key areas. STARS awards ratings (bronze, silver, gold, and platinum), providing both recognition and a roadmap for progress. In 2025, Queen's University Belfast became the first and only institution in the UK to be awarded an AASHE STARS GOLD rating. For more information, please click [here](#).

## **EFMD Quality Improvement System (EQUIS) & Queen's Business School**

[EQUIS](#) is a leading international system of quality assessment, improvement, and accreditation of higher education institutions in management and business administration. Managed and run by [EFMD Global](#), the fundamental objective of EQUIS is to raise the standard of management education

worldwide. EQUIS accreditation benchmarks schools against international standards in governance, programmes, faculty, research, internationalisation, ethics, responsibility, sustainability, and corporate engagement. Queen's Business School was first awarded EQUIS accreditation in 2021 and, in May 2024, we were reaccredited for a period of five years.

## **Centre For Ethnic Minority Economic Empowerment (EMEEN) & Queen's Business School**

[EMEEN](#) is a national network of ethnic minority professionals. It is a Northern Ireland-based organisation committed to promoting employment and entrepreneurship among ethnic minority professionals and entrepreneurs in the region. It strives to empower and engage individuals by providing them with opportunities to flourish in their careers and businesses. EMEEN supports ethnic minority professionals in their employment and business journeys by collaborating with employers, business support organisations, councils, research community and business owners.

Queen's Business School was proud to sponsor a fireside panel discussion at the NI Ethnic Minority Employment and Careers Conference 2024 with Karl Webb, our Business Engagement and Employability Manager, serving as a speaker. Karl states, *"At Queen's Business School, we are committed to developing principled leaders and fostering inclusive growth. Our highly talented international students play a crucial role in this mission, significantly contributing to the Northern Ireland economy. This aligns with our Vision 2030, which emphasises impactful education and research."*

## **Global Business School Network (GBSN) & Queen's Business School**

In 2023, Queen's Business School joined the Global Business School Network (GBSN), a network of the world's leading business schools working on improving access to management education for the developing world. [GBSN](#) encompasses over 140 business schools spread globally, implementing impactful projects and programmes and developing thought leadership. It brings the world's leading business schools together with businesses, NGOs, and governments to improve access to quality, locally relevant management and entrepreneurship education.

A key element of the vision for Queen's Business School is to develop principled and effective leaders who transform business and society. Joining GBSN reinforces the School's commitment to providing transformative experiences for students and amplifying the emphasis on socioeconomic impact and inclusive societies. Professor Ravishankar, Dean of Queen's Business School, said at the time of joining, *"As a member of GBSN, we look forward to expanding opportunities for collaborative research and learning experiences for our students and staff. GBSN is an exciting platform for developing our international footprint and addressing some of the most complex global challenges in collaboration with*

*like-minded partner organisations.*" In recent years, QBS faculty and students have participated in a range of GBSN initiatives and programmes, including the Social Logistics Challenge and the Experiential Educator Fellowship.

## Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Queen's Business School support sustainability and responsible management education.

### Queen's Business School Partner Voices



*Image: Pictured (L-R), Laura Jackson, Dr Alex Wilson, Professor Julie McCandless, and Dr Alan Hanna*

The PRME Principle "Partner" calls upon Signatories to "engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice". The voices of some of our stakeholders in relation to "Partner" are presented below:

*"Our collaboration with QBS provides students with opportunities for practical, hands-on learning that incorporates themes around business and sustainability. Programmes like the NI Business Challenge and the Business Insight Programme, involving outreach to schools across Northern Ireland, and encourage students to develop business strategies, teamwork, and innovative thinking in real-time, addressing actual business challenges and ethical dilemmas faced by real and indigenous organisations. For example, case studies and business challenges often focus on pressing issues around sustainability, ethics, and social impact, requiring students to devise responsible solutions that benefit both business and society."*

**Laura Jackson, Partner, BDO Northern Ireland & Member of the Queen's Business School Advisory Board**

*"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, Queen's Business School**

*"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, Queen's Business School**

*"Business School accreditations are designed to promote continuous improvement but they also require schools to think carefully about their mission, impact on society, and connections to the global community. Committing to PRME, and adopting the seven principles, has helped to frame our approach to responsible management practices on our journey to achieving 'triple accreditation'. We are delighted to have been part of the PRME Champion network to demonstrate our commitment to 'serving business and society' and to strengthen and deepen ethics and sustainability across our teaching, research, and engagement activities."*

**Dr Alan Hanna, Director of Accreditation, Queen's Business School**

## Additional Evidence

### Queen's Business School Business Breakfast Insights – Sustainability 2030 and Beyond



*Image: Queen's Business School Business Breakfast Insights - Sustainability 2030 and Beyond*

In February 2025, Queen's Business School (QBS) welcomed representatives from organisations across the private, public, and third sectors to discuss current and future sustainability-related opportunities and challenges.

The event opened with a keynote address by David Donoghue, Honorary Professor of Practice at QBS, former Irish Ambassador to the United Nations, and Co-Facilitator of the negotiations on the [UN Sustainable Development Goals](#) (SDGs). Ambassador Donoghue highlighted the vital role that businesses can play in advancing the UN SDGs and creating a more sustainable future for all.

This was followed by a lively panel discussion featuring [Faye Thomas](#), Chief Commercial Officer at Vyta; [Brian Reid](#), Chief Executive of Deli Lites Ireland; [Dr Laura Steele](#), Director of Ethics, Responsibility, and Sustainability at QBS; and [Professor Michael Alcorn](#), Associate Pro-Vice Chancellor (Strategic Projects and Sustainability), Queen's University Belfast.

The Business Breakfast concluded with interactive breakout sessions on various sustainability-related themes facilitated by the following subject matter experts from QBS:

- [Dr Stephanie Graham](#)
- [Dr Xinwu He](#)

- [Laura Mazzola](#)
- [Dr Elaine Stewart](#)
- [Dr Jelena Vlajic](#)

A summary of the key insights gained from the breakout sessions can be viewed [here](#).

## The Northern Ireland Schools' Business Challenge 2024



*Image: Pictured (L), organisers and judges of the NI Schools' Business Challenge Professor Danielle McConville from Queen's Business School, Billy Moore from Henderson Group, Bronagh Luke from Henderson Group, Professor Ciaran Connolly from Queen's Business School and Laura Jackson from BDO NI and (R), the winning team from Glenlola Collegiate.*

The [Northern Ireland Schools' Business Challenge](#) is an annual event for school pupils organised by Professor Ciaran Connolly, Deputy Dean of Queen's Business School, in collaboration with BDO Northern Ireland and the Henderson Group, and supported by the Council for the Curriculum, Examinations & Assessment (CCEA). The competition tests the business acumen of A-Level Business Studies pupils who are tasked to work in teams to develop a business strategy in real time. Nigel Harra, Senior Partner at BDO Northern Ireland said, "the NI Schools' Business Challenge, now in its 7th year, continues to provide a unique opportunity for pupils to apply knowledge gained through their studies to practical business scenarios while receiving help and advice from the best in business. The challenge provided an insight into the real-life, strategic decision-making processes applied by a familiar and very successful organisation. I was inspired by the talent of all the pupils who took part". In 2024, first place was awarded to Glenlola Collegiate, Bangor, Northern Ireland.



# Practice

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

## How We Define Practice

At Queen's Business School, we strive to "walk the talk" by embedding ethics, responsibility, and sustainability across all aspects of our activities. This commitment extends from our curricula, research, and organisational culture to our partnerships, governance, and resource management. We strive to set clear objectives, measure progress, and report transparently in line with the Principles of PRME.

## Institutional Policies and Practices

- ❖ AASHE STARS report
- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

## Policy Documents Related to RME and/or Sustainability

Queen's University Belfast Adoptive Leave Policy

View document  Download document 

Queen's University Belfast Biodiversity Policy

View document  Download document 

Queen's University Belfast Dependent Leave Policy

View document  Download document 

Queen's University Belfast Disability Action Plan

[View document](#)

[Download document](#)

Queen's University Belfast Disability Action Plan -  
Progress Report

[View document](#)

[Download document](#)

Queen's University Belfast Environmental Policy  
Statement

[View document](#)

[Download document](#)

Queen's University Belfast Equality Scheme  
(2024-2029)

[View document](#)

[Download document](#)

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

[View document](#)

[Download document](#)

Queen's University Belfast Equality, Diversity, and  
Inclusion Policy

[View document](#)

[Download document](#)

Queen's University Belfast Fertility Treatment Leave  
Policy

[View document](#)

[Download document](#)

Queen's University Belfast Health and Safety Policy

[View document](#)

[Download document](#)

Queen's University Belfast Net Zero Design Guide

[View document](#)

[Download document](#)

Queen's University Belfast Net Zero Plan

[View document](#)

[Download document](#)

Queen's University Belfast Parental Leave Policy



[View document](#)

[Download document](#)

Queen's University Belfast Paternity-Partner Leave Policy

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

Queen's University Belfast Responsible Investment Policy

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

Queen's University Belfast Shared Parental Leave Policy

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

Queen's University Belfast Single Use Plastic Reduction Action Plan

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

Queen's University Belfast Staff Charter

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

Queen's University Belfast Student Disability Policy

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

Queen's University Belfast Sustainability Engagement Strategy

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

Queen's University Belfast Sustainable Business Travel Policy

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

Queen's University Belfast Sustainable Food Policy Statement

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


Queen's University Belfast Trans Equality Policy


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

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


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


Queen's University Belfast Water Standard Policy

View document 

Download document 

Queen's University Belfast Whistleblowing Policy

View document 

Download document 

## Practice Awards

In 2024, Queen's Business School received 1 award for responsible and/or sustainable practices.



### Queen's Business School Student Hub Awarded Northern Ireland Building of the Year

**Granter:** Royal Society of Ulster Architects (RSUA)

**Grantee:** Queen's Business School, Queen's University Belfast

#### Award Description:

The Student Hub at Queen's Business School was named Northern Ireland's Building of the Year 2025 by the Royal Society of Ulster Architects (RSUA). Designed by TODD Architects, our Student Hub is situated beside the historic Riddel Hall within the Stranmillis Conservation Area. The building thoughtfully integrates with its mature woodland surroundings, featuring a two-storey façade facing Riddel Hall and stepping down to three floors at the rear to preserve views of the woodland canopy. Its design includes entrance colonnades, a triple-height atrium, and a variety of teaching and learning spaces that promote collaboration and reflection. The RSUA judges praised the Hub as "an outstanding achievement in holistic design, skilfully responding to a sensitive site, a complex brief and Queen's University's sustainability ambition". The building incorporates a geothermal heating system and uses sustainable materials, aligning with the university's environmental goals. Sonia O'Hare, School Manager at Queen's Business School, commented, "This recognition is a testament to the collaborative effort and dedication of everyone involved in bringing the Student Hub to life. The project reflects our commitment to providing an inspiring and sustainable environment for our students and staff." The Student Hub's success at the RSUA Awards underscores Queen's Business School's dedication to creating spaces that enhance learning and build community, setting a benchmark for future educational developments.

## Practice Voices

The following statement from stakeholders at Queen's Business School demonstrates our commitment to sustainable and responsible practices.

## Queen's Business School Practice Voices



Image: Pictured (L-R), Sara Lynch, Brian Horgan, Sonia O'Hare, and Kelly Tagg

The PRME Principle "Practice" calls upon Signatories to "adopt responsible and accountable management principles in our own governance and operations". The voices of some of our stakeholders in relation to "Practice" are presented below:

*"At Queen's sustainability is a strategic priority that informs our teaching, research, and operations across the institution. The Business School is leading the way through its active engagement with PRME, demonstrating a strong and sustained commitment to the UN Sustainable Development Goals. By embedding the SDGs into curriculum design, research agendas, and student experiences, the School ensures that graduates are equipped with the knowledge, skills, and values to respond to global challenges. This leadership is helping to shape a generation of changemakers who will champion social responsibility and contribute to a fairer, greener, and more resilient society."*

### **Sara Lynch, Head of Sustainability, Queen's University Belfast**

*"Sustainability is central to everything we do at the University. We worked closely with the Business School to develop the café in the Student Hub, and both staff and students have embraced its sustainable approach—most notably, the decision not to use single-use paper cups. This small but meaningful change helps reduce waste going to landfill and reflects our commitment to responsible environmental practices. With agriculture playing a vital role in the local economy, we are proud to champion local produce and suppliers. Our chefs take great pride in showcasing dishes that celebrate the rich food heritage of Northern Ireland. Our Campus Food, Drink and Retail team also provides valuable opportunities for students, engaging around 200 in casual work each year. This not only offers an important source of income, but also helps students build confidence and develop employability skills. These student workers are also passionate advocates for sustainability and ethical procurement, helping to ensure we continue to meet high standards in these areas."*

### **Brian Horgan, Head of Campus Food, Drink, and Retail, Queen's University Belfast**

*"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, Queen's Business School**

*"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, Queen's Business School**

## **Additional Evidence**

### **Climate and Environmental Policies and Practices at Queen's University Belfast – A Summary**



*Image: Queen's University Belfast students visiting the city's Botanical Gardens, which are situated next to the University campus.*

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 within the SIP.

## Social Sustainability and Diversity, Equity, Inclusion, and Belonging (DEIB) at Queen's University Belfast – A Summary



*Image: Students in the Graduate School at Queen's University Belfast. The Graduate School is an important venue for postgraduate students from across the University to connect, collaborate, and build community - as well as avail of training opportunities.*

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), Dr Janine Swail, 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 2024, the sixth 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.

Queen's University Belfast Annual Sustainability  
Report 2023-24

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# Share

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



## How We Define Share

At Queen's Business School, we celebrate our achievements in advancing ethics, responsibility, and sustainability in line with the Principles of PRME. At the same time, we remain committed to demonstrating integrity and transparency by openly acknowledging areas where further progress is required, ensuring continuous improvement and meaningful impact.

## Engagement Opportunities

Queen's Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

## Communication Audiences

Queen's Business School communicates its policies and progress on sustainable development and responsibility with:

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

## Sharing Voices

The following statement from stakeholders at Queen's Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

### Sharing Voices - The Queen's Business School Ethics, Responsibility, and Sustainability Blog



*Image: Postgraduate students engaged in conversation in the Executive Education Suite at the Queen's Business School Student Hub.*

The [Queen's Business School Ethics, Responsibility and Sustainability \(ERS\) Blog](#) exists to share information on our educational activities, research output, and societal engagement. On this blog we provide updates on our progress in relation to the implementation of PRME, as well as discuss how our work supports the advancement of the UN SDGs. Some recent blogs include:

#### [Queen's Business School Business Breakfast Insights – Sustainability 2030 and Beyond](#)

Dr Laura Steele, Reader of Business Ethics and Sustainability Education, Queen's Business School

#### [Sustainable Food Systems, Accounting, & the UN SDGs: A Live One-day Learning Event](#)

Dr Xinwu He, Lecturer in Accounting, Queen's Business School

#### [Responsible Web Scraping](#)

Dr Alan Hanna, Reader of Finance Education, Queen's Business School

#### [CSR in the Post COVID-19 Era: An Old-fashioned Term or a Broadened Concept?](#)

Yaping Chen, MSc Accounting and Finance Graduate, Queen's Business School

## [Fixing the 'Leaky Pipe': Are the right tools being used for the job?](#)

Dr Stuart McClure, Lecturer in Organisational Behaviour, Queen's Business School

We welcome submissions from Queen's Business School faculty, professional services staff, and students.

## Communication Barriers

Queen's Business School faces the following barriers in transparent communications:



**Audience  
reach**



**Bureaucratic  
delays**



**Engagement  
gaps**



**Inconsistent  
updates**

## Additional Evidence

### Queen's Business School - Reflecting Back and Looking Forward



*Image: Students utilising the Student Hub 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.

Our 2025 PRME SIP report afforded us the opportunity to share some of our successes in regard to integrating PRME and advancing the SDGs at Queen's Business School. These include a significant increase in the breadth and depth of coverage of the Global Goals within our programmes and modules, growth in the number of scholarly outputs aligned with the SDGs, and 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 the next reporting period:

- Improve internal communication regarding PRME and the SDGs with faculty and professional services staff by creating a "Sustainability SharePoint" site to hold key documents, resources, etc.
- Promote awareness of and engagement with PRME amongst students, for example, by integrating relevant content within induction.
- Continue to support faculty to integrate PRME and the 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 SDGs.

We look forward to updating you on our progress in 2026.



SIGNATORY

# Queen's Business School

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United Kingdom



## Website

<https://www.qub.ac.uk/schools/queens-business-school/>