

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Griffith Business School

October 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

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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 Griffith Business School, including key details and basic institutional data.

Graduates & Enrollment

2025 Statistics	Number
Graduates	10,536
Faculty & Staff at the University	3715
Faculty & Staff at the Institution	278
Student Enrollment at the University	32575
Student Enrollment at the Institution	5351
Undergraduate Attendance	3581
Masters-Level Postgraduate Attendance	979
Doctoral Student Attendance	197
Certificate, Professional Development, or Continuing Education Attendance	56

Degrees Offered

Bachelor Programs

- Bachelor of Advanced Business (Honours) ● Bachelor of Advanced Commerce (Honours)
- Bachelor of Advanced Digital Marketing and Analytics (Honours)
- Bachelor of Advanced Government and International Relations (Honours)
- Bachelor of Advanced International Tourism and Hotel Management (Honours)
- Bachelor of Advanced Political Science and International Relations (Honours)
- Bachelor of Applied Financial Advice ● Bachelor of Business ● Bachelor of Business (Honours)
- Bachelor of Business Innovation ● Bachelor of Business/Bachelor of Commerce
- Bachelor of Business/Bachelor of Criminology and Criminal Justice
- Bachelor of Business/Bachelor of Data Science
- Bachelor of Business/Bachelor of Government and International Relations
- Bachelor of Business/Bachelor of International Business
- Bachelor of Business/Bachelor of Political Science and International Relations ● Bachelor of Commerce
- Bachelor of Commerce/Bachelor of International Business
- Bachelor of Government and International Relations
- Bachelor of Government and International Relations/Bachelor of Asian Studies
- Bachelor of Government and International Relations/Bachelor of Criminology and Criminal Justice
- Bachelor of International Business
- Bachelor of International Business/Bachelor of Government and International Relations
- Bachelor of International Tourism and Hotel Management
- Bachelor of International Tourism and Hotel Management/Bachelor of Business
- Bachelor of Political Science and International Relations
- Bachelor of Political Science and International Relations/Bachelor of Criminology and Criminal Justice
- Bachelor of Political Science and International Relations/Master of International Law
- Bachelor of Psychological Science/Bachelor of Business
- Bachelor of Architectural Design/Bachelor of Business ● Bachelor of Arts/Bachelor of Business
- Bachelor of Arts/Master of Public Policy and Leadership
- Bachelor of Communication and Journalism/Bachelor of Business
- Bachelor of Communication and Journalism/Bachelor of Government and International Relations
- Bachelor of Communication and Journalism/Bachelor of Political Science and International Relations
- Bachelor of Communication/Bachelor of Business
-

Bachelor of Communication/Bachelor of Political Science and International Relations

- Bachelor of Creative and Interactive Media/Bachelor of Business
- Bachelor of Cyber Security/Bachelor of Business ● Bachelor of Design/Bachelor of Business
- Bachelor of Engineering (Honours)/Bachelor of Business
- Bachelor of Environmental Science/Bachelor of Business
- Bachelor of Exercise Science/Bachelor of Business
- Bachelor of Information Technology/Bachelor of Business
- Bachelor of Information Technology/Bachelor of Commerce
- Bachelor of Laws (Honours)/Bachelor of Asian Studies
- Bachelor of Laws (Honours)/Bachelor of Government and International Relations
- Bachelor of Laws (Honours)/Bachelor of International Business
- Bachelor of Laws (Honours)/Bachelor of Political Science and International Relations
- Bachelor of Laws/Bachelor of Business ● Bachelor of Laws/Bachelor of Commerce
- Bachelor of Laws/Bachelor of Government and International Relations
- Bachelor of Laws/Bachelor of International Business ● Bachelor of Science/Bachelor of Business
- Bachelor of Sport Development/Bachelor of Business ● Bachelor of Visual Arts/Bachelor of Business

Masters Programs

- Bachelor of Political Science and International Relations/Master of International Law
- Bachelor of Arts/Master of Public Policy and Leadership

Additional

- Diploma of Applied Financial Advice ● Diploma of Business ● Diploma of Commerce
- Diploma of International Tourism and Hotel Management
- Diploma of Political Science and International Relations



Purpose

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

Definition of Purpose

In this context, purpose represents the "why" or "North Star" that guides the School's vision, values, and strategic direction. PRME's purpose, "we advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems", aligns closely with Griffith Business School's own purpose: "to strengthen leadership, governance, and business practice for positive societal impact." This shared commitment is reflected throughout our curriculum, with all degree programs incorporating core courses that develop students' understanding of the role business can play in creating positive outcomes for society and the environment. Embedding these principles in the student learning experience is one of the most important ways we bring our purpose to life.

Institutional Engagement

26% - 50% of faculty at Griffith 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

At Griffith Business School, values are the enduring principles that guide the School's culture, strategic priorities, and actions. They underpin teaching, research, engagement, and governance, ensuring these activities reflect ethical, sustainable, inclusive, and socially responsible practice. The School's values of performance excellence, responsible leadership, sustainable business practices, respect for others, and global orientation inform decision-making at all levels and are reflected in curriculum, research, partnerships, and organisational practices. Together, they embed integrity, diversity, equity, environmental stewardship, and cultural respect across the School's operations and its contribution to society.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Disciplinary efforts within business school

Student Awareness

26% - 50% of students at Griffith Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Griffith Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.



Teach

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



How We Define Teach

At Griffith Business School, teaching, in the context of PRME, involves the intentional design of learning experiences that integrate the principles and practices of responsible management throughout curriculum and pedagogy. We achieve this by embedding sustainability, ethical leadership, Indigenous knowledge, diversity, and the United Nations Sustainable Development Goals across our programs. In 2025, the School offered 31 courses with a direct focus on responsible management education (RME). The courses highlighted below represent a sample of these offerings across disciplines identified by PRME.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Griffith Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Administrative resistance
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Overloaded faculty
- ❖ Resource allocation challenges
- ❖ Time constraints
- ❖ Change fatigue
- ❖ Standardized testing expectations

Barriers to Innovative Pedagogy

In 2025, Griffith Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Digital divide
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Change resistance
- ❖ Faculty resistance
- ❖ Limited faculty development opportunities
- ❖ Student engagement concerns
- ❖ Student access to resources



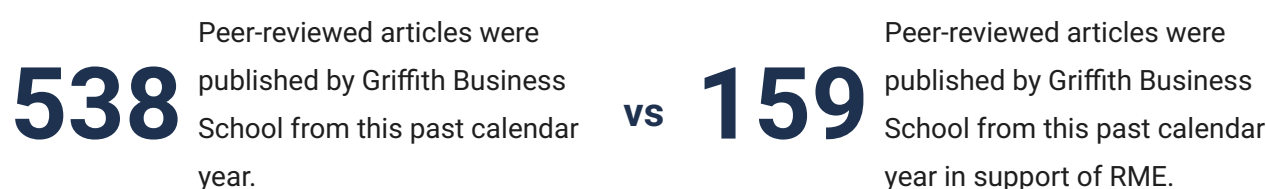
Research

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

How We Define Research

Research at Griffith Business School generates high-impact, interdisciplinary knowledge that addresses pressing economic, social, and environmental challenges, while inspiring responsible management and education practice. Our researchers work collaboratively with industry, government, and community partners to co-create solutions, inform policy, and strengthen business and governance for positive societal impact. Through thought leadership, case studies, executive education, and policy engagement, research findings are translated into practice, contributing to the Sustainable Development Goals, influencing decision-making, and reinforcing the role of business in advancing the common good.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Griffith Business School was awarded funding for research that is:



Socializing Research

In 2025, Griffith 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

- ❖ Social media and digital outreach

Research Awards

In 2025, Griffith Business School was awarded 4 research awards for responsibility- and/or sustainability-related research.

Higher Education Awards 2025 - Community Engagement

Granter: Australian Financial Review

Grantee: Timo Dietrich, Dr Pamela Saleme, Dr Yannick van Hierden and the Blurred Minds

Award Description:

This award recognises strategies and initiatives that bring together students and external communities or community groups in a way that delivers significant and demonstrable benefits to both – and contributes meaningfully to the educational and social goals of the Higher Education sector.

Marian Simms Policy Engagement Award

Granter: Australian Political Studies Association (APSA)

Grantee: Sarah Cameron

Award Description:

This national award recognises outstanding achievement, innovation and creativity in research impact and policy engagement in the discipline of Political Science. The award recognises Sarah's work as a Chief Investigator of the Australian Election Study, providing policy stakeholders and the media with evidence on citizen attitudes towards government, democracy and public policy in Australia.

2025 Asialink Asian-Australian Leadership Award (Education Category)

Granter: AsiaLink

Grantee: Carys Chan

Award Description:

The Asian-Australian Leadership Awards celebrate the valuable contributions that Asian-Australians bring to the country. This award acknowledges the collaborative spirit Carys brings to her work alongside colleagues, students, and industry partners who share her commitment to meaningful, future-focused research.

Excellence in Research Impact

Granter: Griffith Business School Dean (Research)

Grantee: Timo Dietrich, Dr Pamela Saleme, Dr Yannick van Hierden and the Blurred Minds team

Award Description:

This award is given to individual or teams who demonstrate clear research objectives and evidence of research impact outside academia coherent with the direction of the research. The nominees for this award are those significantly contributing to embedding a culture of impact, promoting research excellence, and enhancing the University's research reputation. Additionally, awardees should demonstrate how the research underpins the impact described (e.g., in collaboration with x, and funded by y, # outputs were produced and led to development of z), and the pathways proposed to continue growing the reach and influence of the research and its impact. Finally, there needs to be evidence of how the research conducted has led to positive impacts outside academic settings. Forms of evidence include but are not limited to testimonials from end-users/partners, citations in policy documents, survey outcomes (e.g., analyses of behaviour/attitude/skills change) and economic analyses. In 2025, Blurred Minds Team: Timo Dietrich, Dr Pamela Saleme, Jeremy Larsen, Cheyenne Apap, Dr James Durl, Dr Matthew Bowie and Dr Yannick van Hierden won the award. The team also won the Vice Chancellor's Award.

Research Barriers

In 2025, Griffith Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy
- ❖ Regulatory and legal restrictions
- ❖ Participant recruitment
- ❖ Publishing barriers
- ❖ Time constraints
- ❖ Technology and resource access



Partner

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

How We Define Partner

Partner at Griffith Business School means building and sustaining purposeful, values-aligned relationships with business, government, civil society, and academia to advance responsible and accountable management education and practice. GBS does this by cultivating strategic partnerships that amplify positive impact. These partnerships are not transactional; they are mutually beneficial collaborations that drive innovation, enhance curriculum relevance, strengthen graduate employability, and deliver measurable contributions to the common good.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ Australian Business Deans Council
- ❖ Earth Check
- ❖ Queensland Treasury Corporation
- ❖ Sun Yat-Sen University
- ❖ Commonwealth Bank of Australia
- ❖ National Economics University Vietnam
- ❖ Village Roadshow
- ❖ EFMD (European Foundation for Management Development)

Student Organization Partnerships

- ❖ None



Practice

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

How We Define Practice

Practice at Griffith Business School means demonstrating responsible management in action through governance, leadership, policies, and organisational culture. The School models the values it promotes by fostering an inclusive and equitable workplace, supporting staff wellbeing and development, advancing diversity and flexibility, and embedding ethical and accountable decision-making across its operations.

Institutional Policies and Practices

- ❖ None
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)

Practice Awards

In 2025, Griffith Business School received 5 awards for responsible and/or sustainable practices.

Academic of the Year

Granter: CPA Australia

Grantee: Kerry Bodle

Award Description:

This award recognises the academic who is most effectively shaping accounting and commerce undergraduates, instilling a passion for the profession, professional excellence and expertise. Kerry delivers a legacy inspiring universities to integrate Indigenous knowledge, history, and culture into business programs, ensuring accounting graduates are culturally capable when engaging with Indigenous Australians.

Gold Coast Bulletin Woman of the Year 2025

Granter: Gold Coast Bulletin

Grantee: Robyn Cameron

Award Description:

The Gold Coast Bulletin Women of the Year Awards are an opportunity to celebrate and recognise the inspirational, influential and innovative women of the Gold Coast. The Woman of the Year Award honour recognises Robyn's extraordinary dedication to community impact and her inspiring volunteer work supporting breast cancer research.

Innovators That Inspire

Granter: AACSB

Grantee: Academy of Excellence in Financial Crime Investigation and Compliance

Award Description:

Each year, AACSB recognises institutions around the world that are innovating to create relevant, equitable, and impactful business education. Griffith Business School's Academy of Excellence in Financial Crime Investigation and Compliance have been included in AACSB's 2025 list of 'Innovators That Inspire'.

Partnering with Commonwealth Bank of Australia (CBA), the Academy was recognised for its industry-informed, holistic approach, using a methodology that integrates forensic accounting, criminology, and cybersecurity to deliver comprehensive education, training, research, and engagement programs.

This recognition highlights their commitment to fostering innovative partnerships that drive impactful change in education, research and policy.

Responsible Leadership Award,

Granter: Pro Vice Chancellor (Business) Staff Excellence Awards

Grantee: Juliet Pietsch

Award Description:

This award recognises staff who demonstrate responsible leadership in their professional and/or personal endeavours and actions that have inspired, developed and supported others to be socially responsible business leaders. The leadership should be sustained for a period of time, and demonstrate the highest levels of integrity and ethical behaviour and respect for others, such as embracing diversity and inclusiveness.

Sustainable Business Practices Award

Granter: Pro Vice Chancellor (Business) Staff Excellence Awards

Grantee: Lainie Groundwater

Award Description:

This award recognises remarkable leadership in progressing the School's goals of sustainable development, either through the development and implementation of sustainable practices within the School or through research and teaching initiatives that inform sustainable business practices in the broader community. This leadership must be manifested in concrete actions that change the way we and/or the communities we serve to operate, and must be evident over a sustained period of time. The award demonstrates the importance of moving us and/or our stakeholders towards sustainable (business) practices in our everyday work lives.



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

Share at Griffith Business School means fostering a culture of open communication, transparency and mutual learning, where achievements, challenges and insights are openly communicated and used to drive continuous improvement. The School encourages dialogue and knowledge exchange through feedback mechanisms, collaborative action planning, and active engagement with staff, students, alumni, industry, government and community partners. Griffith Business School shares the outcomes, impacts and lessons arising from its teaching, research and engagement activities through a range of internal and external channels, contributing to broader conversations about responsible management education and sustainable development.

Engagement Opportunities

Griffith 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:

- ❖ 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
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs

Communication Audiences

Griffith Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Griffith Business School



Address

Griffith University, Brisbane South (Nathan) Campus
Australia



Website

<https://www.griffith.edu.au/business-government/griffith-business-school>