



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Business School

PRME

an initiative of the
United Nations Global Compact

'Business for Better': Report on Progress 2020

Principles for Responsible Management Education





St Lucia campus



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Dean's foreword

In 2015, the world agreed on the United Nations' 17 Sustainable Development Goals (the SDGs, or 'global goals'). The architecture of these interlinked goals provides a framework for change and action towards a better world. The ultimate purpose of the University is to provide thought leadership and action to address societal challenges and create meaningful impact towards a better future for all. The University of Queensland (UQ) ranks among the world's top 50, and UQ's Business and Economics offerings are ranked 41st in the world by Times Higher Education World University Subject Rankings. Given our standing as a leading global university, we acknowledge our responsibility to engage our stakeholders in conversations and actions that address the grand challenges of our time and provide leadership to advance the global goals.

The world has changed since our last 2018 PRME report. As 2020 has reminded us, we are collectively facing major economic, environmental, health and societal challenges that call for action. Organisations and their leaders have a key role to play in responding to the questions that lie ahead. We acknowledge these historic shifts.

Against this backdrop, the Business School is pleased to share its progress in promoting the United Nations Principles for Responsible Management Education (PRME) in the period 2018-2020, and to confirm our future commitment to the global goals.

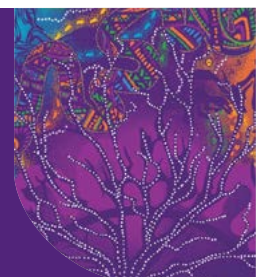
We do business to do better.

Professor Michael Brünig

Dean and Head of School

The Business School acknowledges the Traditional Owners and their custodianship of the lands on which the School operates.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.





PRME Director's foreword

The Business School became a signatory to PRME in 2015. In the same year, the United Nations' member states adopted the global goals with a 15-year vision for measurable change for the better by 2030.

To help us achieve this vision, the 17 goals were designed to guide governments, businesses and the community towards creating a more just and sustainable world. Within the 17 high-level goals are 169 targets to guide and evaluate progress. Poverty, affordable and clean energy, gender equality, climate change and preservation of life below water and on land – the goals are interlinked in a manner that reminds us all just how sobering and 'wicked' these grand challenges are.

The Business School intends to continue to act. However, before we move forward and to ensure we can measure and be held accountable for our future actions, it was important to first understand our starting point – our baseline. In 2020, we undertook a comprehensive audit to chart the School's current activities around teaching, research, partnerships and engagement against the global goals. With the help and advice of Conversio, we also undertook a carbon footprint study of the School's operations.

We are pleased to share the Business School's baseline in this report as well as the actions we will take to deepen our engagement with the global goals and our commitment to the PRME Principles. We will expand our values, strategies and actions beyond simply doing what is 'better for business'. Instead, given the magnitude of our impact and responsibilities in these challenging times, the Business School's PRME vision is 'Business for Better'.

Dr Cle-Anne Gabriel

PRME Director and Senior Lecturer



St Lucia community garden

Introduction

With a broad remit to create and disseminate knowledge, universities have long been the originators of thought leadership, innovation, and societal transformation. UQ is itself a vibrant community of world-leading courageous thinkers who aspire to outstanding ecological and social outcomes in Queensland, Australia, and the world. As of 2020, UQ is the first university in the world to offset 100% of our electricity needs from our own renewable energy generation. The UQ Business School sees itself as an educator of future leaders and implementers of the global goals. We are creators of leading-edge knowledge to support economic transitions. Therefore, we intend to continue in our tradition of setting ambitious goals and taking decisive action to contribute to the crafting of a better world.

Between 2018 and 2020, as part of our commitment to PRME, the Business School focused on mapping how we currently contribute to the SDGs in our main functions. This exercise enabled us to identify key areas of strength, as well as gaps in our contributions to achieving the global goals. The process provided an opportunity to engage with staff in fruitful dialogue via two open forums and build capacity for the global goals.

In this report, we begin with a snapshot of our School – our people, our activities, and our accomplishments. We also provide the context in which we established our baseline and the basis from which we take our next steps.

The report outlines our baseline and current initiatives in each of our four areas of activity: *Teaching and Learning*, *Research*, *Engagement* and *Operations*. We explain how we intend to ensure the effective *administration and planning* of our activities for the next two years.

Finally, building on this baseline, we are proud to launch our 2030 Pathway – the eight goals we aspire to in the next decade and 15 actions to be taken in the next two years. These goals and actions will guide our activities and commitment to ethics, responsibility, and sustainability under PRME as we continue to accompany and build *business for better*.



The Business School by numbers

REPUTATION



#41

Times Higher Education Rankings by Subject 2021 Business and Economics

#47

2021 The Economist Rankings Full-Time MBA

RESEARCH



5

Research Hubs

300+

journal articles published

18

Junior faculty involved in the Early Career Academy (ECA) program

\$5.5+ million

Australian Research Council (ARC) research grants

EQUAL OPPORTUNITIES



4

Indigenous PhD grants

41

BlackCard trainees

48%-52%

staff split female to male

\$2.2+ million

in scholarships awarded including five Indigenous undergraduate students

PROGRAMS



Bachelors

5 programs
6,204 students
41.1% international

Masters

6 programs
4,391 students
86.6% international

MBA

3 study modes
426 students
0.6% international

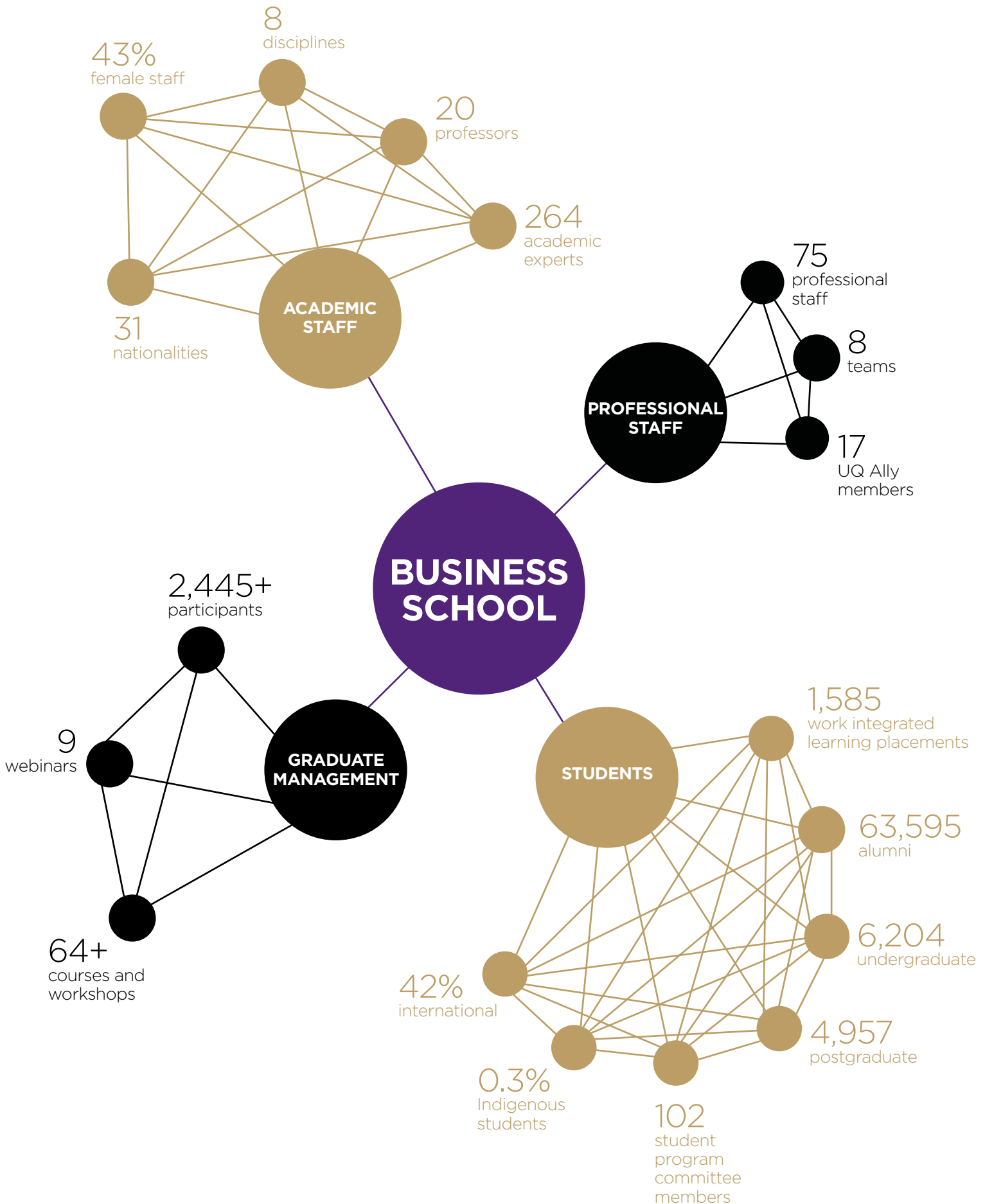
PhD

140 doctoral students
43% international

Continuing education

2,445 students

Our people and stakeholders





Teaching and learning

The Business School graduates will be courageous thinkers and responsible leaders. They will be capable of co-designing a more inclusive, just and sustainable global economy and co-creating opportunities to generate sustainable value for people, planet and prosperity. Our mission is to help them develop the capabilities they need to achieve this.

PRME PRINCIPLE 1: PURPOSE

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

PRME PRINCIPLE 2: VALUES

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

PRME PRINCIPLE 3: METHOD

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

Teaching and learning audit

In 2020, the Business School undertook a comprehensive audit of PRME-related topics (ethics, responsibility and sustainability content) in its courses and programs.

The 2020 audit revealed that 64% of our courses address PRME-related topics through at least one of the global goals. While this suggests the considerable breadth of our focus on the global goals in our curriculum overall, we have challenged ourselves to improve consistency across all our disciplines. For instance, while our Management and Tourism programs cover the global goals in over 80% of their courses, Accounting and Finance programs address the global goals in only 25% and 33.3% of their courses, respectively.

The average course at the Business School addresses four SDGs. The global goals are mostly taught through lecture content (37%), tutorial or seminar content (26%) and assessment (23%).

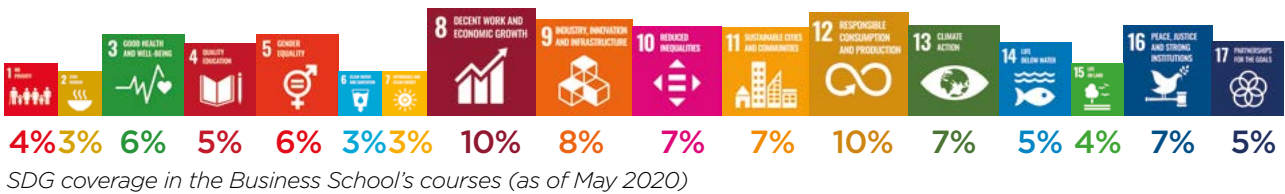
Some of the courses which have the greatest impact with reference to the global goals include Corporate Sustainability (TIMS7317), Marketing for Social Change (MKTG7513), Information Technology for Business Value (BISM7808), and Business and Society (MGTS7608).

64%

courses address at least one SDG

4

SDGs embedded in each course on average



In addition to the courses offered at the Business School, we audited our programs for content related to the global goals.



Our Bachelor of Advanced Business, Bachelor of Commerce, Master of Commerce and Master of Entrepreneurship and Innovation will require our attention over the next two years. By improving the inclusion of global goals in these programs, we will reach 3,800+ more students.



The Business School facilitates learning that equips students with the ability to evaluate business-critical challenges from the perspective of people, planet and prosperity. Our students learn critical thinking for sustainability in our classrooms, and we provide opportunities for them to apply these principles in real-world contexts.

Learning through experiential projects

Global Business Challenge Finalist

A UQ team, Smart Harvest, made it to the finals and received a commendation in the Global Business Challenge, the largest competition of its type in the world, with 153 teams representing 48 institutions from across 23 countries. The 2020 theme challenged students to 'develop novel and sustainable solutions to aid in resource recovery and promote the circular economy'.

The UQ team was mentored by Dr Belinda Wade and accompanied and coached by MBA alumnus Silvie Ketelaars. They formed their solution to help farmers estimate current and upcoming demand, ensuring farmers have the necessary information to make strategic business decisions. They joined six global student teams.

UQ Startup Academy Final Pitch Winner

Bachelor of Advanced Business (Hons) student Lara Berge won the UQ Startup Academy final pitch in 2020. Lara's winning innovation, Hirely, is a subscription-based designer clothing retail platform for young professional women that aims to reduce fashion consumption and make fashionable garments available to everyone.

Milgard Invitational Case Competition on Social Responsibility Gold Winner

Professor Allan Hodgson and four students - Benjamin Smith (Finance), Jordan Ferrari (Finance), Briana Pearce (Accounting) and Andrea Lim (Marketing) - competed in the Milgard School of Business Center for Leadership & Social Responsibility's case competition 2020 and won gold. Competing with 19 other international universities, the case subject was looking at investing in a corporation (an oil company) by a socially responsible (CSR) investment fund.

Courses with a sustainability practical edge

Social Entrepreneurship course

Available for undergraduate and postgraduate students, the Social Entrepreneurship course looks at giving students the necessary tools to understand complex problems to enable them to be equipped to create solutions. Through personal theory of change, students first had to identify their personal values, create a personal theory of change, aligned with the global goals, and run an experiment to test out their assumptions. Students then chose a problem to explore and tackle, going from consumer behaviour with fast fashion, blood donations, access to locally grown food, and early detection of dengue fever.

Globalisation and the World Economy course

This course takes a transdisciplinary approach to globalisation in order to enhance students' understanding of our economic, environmental, social and ethical responsibilities. Global warming and its impact, understanding shared resources from a globalisation lens,

our responsibilities as global citizens, corporate social responsibility (CSR), corporate governance and the triple bottom line are amongst the topics discussed, as well as the likely future directions of world business in a global context.

Education for all

Micro-credentials accessible at a fair rate

The Business School is very committed to standing by the business community during difficult times.

Last April, during the COVID-19 crisis, the School offered three free online courses for the first 1,000 people who registered (usually valued at up to AUD\$540 per course). After the first 1,000 enrolments, participants only had to pay AUD\$8 per course (an administration cost for edX). The three courses offered cover leadership, innovation, management and resilience-building across a range of industries, including tourism, and suited all levels of experience.

The three courses, Tourism & Travel Management; Design Thinking and Creativity for Innovation; and Leading High-Performing Teams now have a combined enrolment of over 96,000 participants from across 166 countries. The School continued to offer the discounted registration fee of AUD\$8 for the remainder of 2020.

Public lectures on global challenges

The School has developed a series of webinars throughout 2020 to provide our stakeholders, business, and the wider community the opportunity to learn from thought leaders and industry partners on current key local and global issues. 10 webinars have been developed for the series up to the end of June and cover issues such as managing mental health in quarantine, thriving in the decade of disruption, taking a long-term view during turbulent times or how businesses are adapting and building resilience through crisis.

Reduce the gender gap in finance studies

Established in 2017, the Student Managed Investment Fund (SMIF) enables the Business School's students to apply their academic knowledge and acquire practical skills by managing a portfolio of Australian equity securities, using real money in real time. The student-staff partnership revealed the need for better marketing of the SMIF to female students, and a greater gender diversity balance in the staff and student leadership of the fund.

In 2019, a new model for recruiting students was trialled with the organisation of a team stock pitch competition taking place. It contributed to encouraging female involvement in the SMIF.



Enhancing innovative thinking and entrepreneurial mindset

2020 Ericsson Innovation Award Winner

Bachelor of Commerce/Law student Tom Bizzell and Bachelor of Engineering (Hons) student Jack Anderson, took out first place at the 2020 Ericsson Innovation Awards, claiming a prize of \$40,000. The annual global competition calls on students to set major change in motion by addressing current and future climate challenges.

'Test Your Big Idea' blended online short course

The UQ MBA Test Your Big Idea was developed and piloted within a three-month period. An innovation grant from Practera (experiential learning platform, used within the MBA program) enabled the School to work alongside Practera's learning designers and within three weeks were ready to launch the program. The program ran over six weeks with 22 MBA students, 18 MBA Alumni and four external registered participants.

The School had a total of 25 learners complete the program and 14 attended the final face-to-face pitch event. School staff Rebecca McIntosh and Abby Reynolds were accountability coaches and provided support to program participants, including reviewing personal reflections and providing support and motivation. Participants, on completion of the course, have been able to validate their big ideas and make informed and de-risked decisions on the commitment to their enterprise.

The School is now planning a March/April 2021 launch of the program with delivery partner Practera, and is reviewing the course content to provide more value to course participants. The goal is to scale the program to the UQ wider community and based off that program, develop a paid program that can be scalable to meet the community needs in 2021.

Gain exposure to social impact entrepreneurship, communities and not-for-profit organisations

Undergraduate and postgraduate students through the Community Engagement Project (CEP) and the Social Economic Engagement Program (SEEP) have undertaken 125 projects from 2017 to 2020 for more than 60 companies. These projects ranged from but not limited to; creating business, marketing or fundraising strategies; to data and marketing analysis; as well as expanding business capabilities.

“It is critical to stay resilient through the challenges we’re facing – COVID-19 and the global issues more broadly – and be equipped to learn, innovate and grow.”

Associate Professor and MBA Director Nicole Hartley (pictured)

Recent projects have included the development of an engagement plan for youth volunteers for Cancer Council Queensland, or the design of a philanthropy business plan and collateral materials for NewVote, an educational charity and research institute aiming to redesign democracy, and increase both the amount and the quality of public engagement.



Research

The Business School researchers will continue to produce leading-edge research that advances our understanding of the role and impact of enterprise in preserving societal, ecological and economic resilience.

Our mission is to encourage and reward future-oriented researchers who work towards action on the global goals and devise solutions to grand challenges.

PRME PRINCIPLE 4: RESEARCH

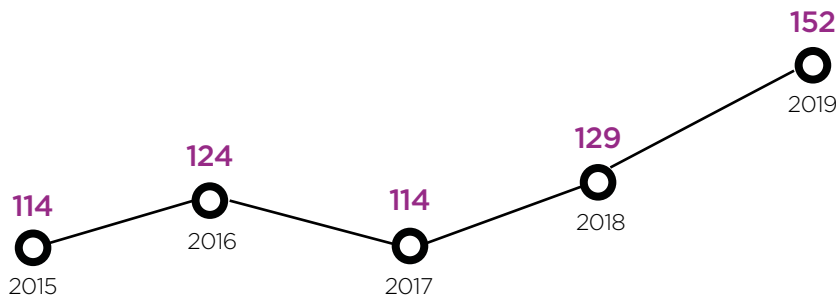
We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable, social, environmental and economic value.

PRME PRINCIPLE 5: PARTNERSHIP

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

Research audit

Business School researchers engaged in PRME-related topics over the past five years. In that time, our research journal publications addressing one or more of the global goals increased by 75%. 39% are published in high impact quality research journals. Despite the increasing emphasis on ethics, sustainability and responsibility in our research, only about 41% of these outputs could be linked to at least one global goal.



Publications embedding SDGs over 2015-2019 at UQ Business School

75%

increase in research journal publications addressing one or more of the SDGs

11.37

average citation count of journal articles embedding SDGs

60%

more grant value when embedding SDGs into research projects (2015-2019)

The SDG-related research produced by Business School researchers has a noticeably higher impact than non-SDG related research. On average they are published in better quality journals, attract a slightly higher number of citations (11.37 vs 10.92) and attract 60% more grant funding. Our research strengths are SDG3 Good Health and Well-being, SDG9 Industry, Innovation and Infrastructure, SDG8 Decent Work and Economic Growth, SDG13 Climate Action and SDG12 Responsible Consumption and Production.



SDG coverage in the Business School's research output (as of May 2020)

The Business School has a vibrant Higher Degree by Research (HDR) culture, with 50% of our students engaging in topics related to the global goals. Here is a selection of topics that our students are currently working on:

- From CSR to social innovation: how can corporate social entrepreneurship create greater dual value?
- Women empowerment: exploring the challenges and opportunities for women working within the entertainment industry in the Kingdom of Saudi Arabia (KSA)
- The rise of the disempowered citizen and its impact on the development of effective responses to the Climate-Energy nexus
- Low carbon future: reducing the negative environmental impacts of tourism
- Gender diversity in STEM: is there a business case for family-friendly academic career paths?



Research with impact is one of the Business School Strategic Plan pillars, with a view to ‘focus on core research strengths, enable our leaders to take smart risks and identify grand challenges to optimise impact upon academia, business and the community’.

Five research priorities

To enable this key strategy, the School has provided a pathway for faculty to identify key cross-disciplinary research themes that would enable development and completion of projects, research collaborations, and quality outcomes in stated areas of global concern.

The first three research hubs were launched in 2018, and in 2020, five integrated research themes operate to foster cross-disciplinary research collaboration. One of the key initiatives of the research hubs is the nurturing of quality and in-depth engagement across a range of stakeholders within each theme to ensure activities and outcomes provide the most impact. Each research theme is required to include stakeholders from across the spectrum of academia and industry, including, PhD students; postdoctoral fellows; international academic collaborators; industry partners; and where appropriate, an industry advisory board.



Business Sustainability Initiative



Future of Health



Practice and Process Studies



Service Innovation Alliance



Trust, Ethics & Governance Alliance

	Business Sustainability Initiative	Future of Health	Practice and Process Studies	Service Innovation Alliance	Trust, Ethics & Governance Alliance
Objective	Building resilience, adapting to change	Enabling transformative patient-centric healthcare delivery	Driving change and enhanced outcomes	Future proofing service organisations	Better management of trust, ethics and governance issues
Research projects themes	<p>Corporate sustainability - decarbonisation, climate change and natural resources</p> <p>Capital markets - social and environmental performance and measurement</p> <p>Social impact and entrepreneurship</p> <p>Tourism and climate impacts</p>	<p>Managing for transformational healthcare change</p> <p>Transformative healthcare innovation</p> <p>Patient-centred care</p> <p>Accountable and flexible healthcare systems</p>	<p>Strategy</p> <p>Skilful performance</p> <p>Entrepreneurship</p> <p>Advancing practice and process theory</p>	<p>Customer experience</p> <p>Service workers</p> <p>Service innovation</p>	<p>Trust building and repair</p> <p>Ethics, corporate regulation and culture</p> <p>Responsible stewardship in the digital era</p>

Global Goals-related topics



Research projects with positive impact

A number of researchers from the Business School are contributing in areas that connect with the PRME principles and the global goals.



Helping grow a digital health generation, Professor Andrew Burton-Jones

Professor Andrew Burton-Jones from the Business School's Business Information Systems Discipline, in conjunction with colleagues from Health and Wellbeing Queensland, have secured AUD\$3.08 million in funding from the Queensland Department of Health for a project that will support the digital transformation of healthcare in Queensland over the next five years. One of the projects is to look into how wearable devices can help people with chronic illnesses to improve the efficiency of health monitoring.



Corporate sustainability governance of ports in Australia and New Zealand, Dr Cristyn Meath

This research project led by Dr Cristyn Meath revealed major differences in stakeholder awareness of ports in the region. Health and safety were highlighted as the most important sustainability indicator for port operations, ranking before economic/financial and environmental performance measures.

Adoption of environmental best management practices was found to be comparable to ports in Europe. Findings indicate that disclosure of port's sustainability performance is not yet used as part of a corporate sustainability strategy on an industry-wide level. This provides an opportunity for Port of Brisbane Pty Ltd (PBPL) to develop corporate port sustainability strategies and/or contribute to an industry-wide sustainability governance strategy.



The low harm hedonism initiative, Professor Sara Dolnicar

The project funded by an Australian Research Council (ARC) grant consists of exploring a new theory that guides the development of practical measures to entice people to behave in more environmentally friendly ways across a wide range of enjoyment-focused contexts.



The economic contribution of Queensland's national parks, Dr Sally Driml

A collaboration between the Business School's Dr Sally Driml, Associate Professor Richard Brown from UQ School of Economics, and the Queensland Department of Environment and Science, demonstrated how important national parks are to the local economy. A survey of more than 1000 tourists visiting national parks indicates that a sizeable proportion of these domestic and international visitors consider national parks as very important attractions when planning a holiday. They found tourists who visited a particular region to go to a national park, directly contributed AUD\$1.98 billion to GDP, and helped support 17,240 jobs.



Small islands initiative for a plastic-free ocean, Dr Anna Phelan and Dr Carl Smith

This topical project focuses on reducing ocean plastic pollution in remote coastal communities in Indonesia. In partnership with the Indonesian Institute of Science, the project applies participatory diagnosis tools within a transdisciplinary systems approach to identify opportunities in community-based waste management strategies. It also aims to influence relevant policies for cleaner environmental outcomes.



Pictured (top left to bottom right): Professor Andrew Burton-Jones, Dr Cristyn Meath, Professor Sara Dolnicar, Dr Sally Driml, Dr Anna Phelan and Dr Carl Smith



Engagement

The Business School situates its activities in teaching and research around the contemporary social, ecological and economic realities and imperatives of our communities and our region, notwithstanding the broader context of Australia and our global partners.

Our mission is to encourage and reward the work of empathetic and adaptable staff and students who are receptive to the needs of and partner with business, government and civil society.

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media and civil society on critical issues of global social responsibility and sustainability.

PRME PRINCIPLE 2: VALUES

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

PRME PRINCIPLE 5: PARTNERSHIP

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

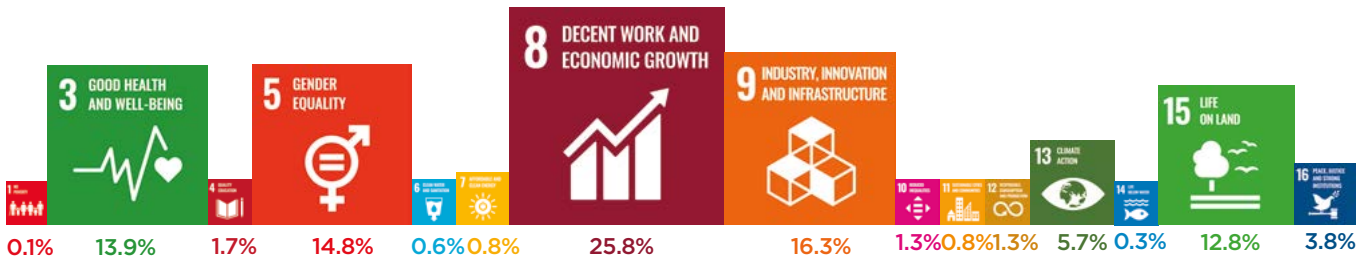
PRME PRINCIPLE 6: DIALOGUE

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

Engagement, partnerships, outreach and dialogue

The Business School engages on global goals-related topics with partners and in the media. In 2019, 81% of the stories generated in the media related to the global goals. The stories receiving the most traction in the media were related to SDG8 – Decent Work and Economic Growth (25.8%), SDG9 – Industry Innovation and Infrastructure (16.3%) and SDG5 Gender Equality (14.8%).

81%
of media stories
addressed at least
one SDG in 2019

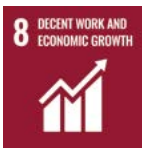


SDG coverage in Business School's generated media stories in 2019 (SDG2 – Zero Hunger and SDG17 – Partnerships for the Goals did not generate any media stories in 2019)

Alumni leaders take action



Matt Granfield (pictured), MBA 2015, created a not-for-profit organisation called Spare Keys. This platform matches empty hotel rooms and unused airline seats with people experiencing tough times.



Nico Morales, Master of Business 2014, launched an innovative approach to job-matching in Chile, focusing on candidates who want to make a positive impact on the world with socially responsible employers.



Dan Jarvis, MBA 2017, is Non-Executive Director at Hear for You, which mentors and inspires teenagers who are deaf or hard of hearing through educational programs to enable them to find their place in the hearing world.



Runali Maniya (pictured), Master of Business 2019, founded SDG Impactors, a social enterprise that seeks to create awareness among people about the SDGs through fashion and apparel.



The Business School interacts with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities, explore joint approaches to meeting these challenges.

Partnerships to support industries and communities flourishing sustainably

Arts

Dr Kate Power (pictured) received an 18-month, AUD\$90,000 fellowship to work with arts sector partners La Boite Theatre, Arts Nexus and Queensland Ballet on a peer-mentoring program. Before the COVID-19 pandemic, Queensland's arts sector employed more than 80,000 people; however, around 75 per cent of those workers had lost employment due to restrictions on public gatherings. Peer mentoring is a low-cost, high-impact and sustainable method of building competence, connectivity and confidence.

Hospitality

Dr Richard Robinson is leading a research project with funding from the William Angliss Institute, and UQ's Foundation Research Excellence Award (FREA).

Dr Robinson is lifting the lid on kitchen workplace culture with a focus on Australian chefs, in an attempt to find out the key issues and ways to challenge them. He invites the industry to tackle the culture of low pay and wage theft, which is underpinned by the 'stage' system, in which up-and-coming chefs' work free of charge. So that cookery is not only seen as an attractive occupation to enter, but also offers a rewarding long-term career in which chefs can flourish and be treated with dignity.

Health

UQ PhD Graduate, Dr Rahmat Shazi, is part of a group of Malaysian professionals volunteering their time and expertise to develop innovative medical and delivery devices helping the country fight the COVID-19 crisis. Collectively known as Doctors & Design Engineers against COVID-19 Malaysia (DDEC19MY), they are rapidly innovating to get solutions to frontline workers and communities in time to save lives. COMBAT is a mobile COVID-19 testing unit that can test up to 1200 patients per day, approximately four times more than clinics and hospitals. It minimises contact for frontline workers, providing a safer working environment, performing more tests and reducing the amount of PPE needed, which is critical when it is in such short supply across the globe.



Responsible Innovation

The Indigenous Innovation Alliance is an initiative led by Australia's leading Aboriginal and Torres Strait Islander leaders and supported by a facilitation team of science and business leaders from CSIRO, UQ Business School and Charles Darwin University. It aims at building partnerships between Indigenous communities and scientists. The goal is to develop projects that support sustainable development on Indigenous estates that can deliver real-world benefits for Indigenous communities.

Tourism

Dr Richard Robinson received a three-year, AUD\$300,000 fellowship in partnership with the Queensland Tourism Industry Council (QTIC) to develop a crisis resilience and recovery plan for the Queensland tourism workforce. Dr Robinson will consult with tourism employees, businesses, government and peak body associations in four key Queensland regions on the best strategies for workforce recovery and resilience. Although most recovery plans prioritise businesses, his research will focus equally on addressing the concerns and job security of individual employees.





Operations

The Business School needs to adapt its own organisational practices to serve as an example of the values and attitudes we convey to our students and stakeholders. The School presents diverse opportunities to create real change.

We will engage in dialogue and encourage and facilitate action from our staff, students and other stakeholders to do better in our daily life – from our consumption habits, to the way we commute to work and school each day.

PRME PRINCIPLE 2: VALUES

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

PRME PRINCIPLE 3: METHOD

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

Carbon footprint study results

A carbon footprint study was conducted by expert and 2006 MBus alumnus Alexander Stathakis, Director of Conversio. The table below summarises the scope 1, 2 and 3 greenhouse gas (GHG) emissions for 2019 in CO₂e tonnes. Full details of the GHG inventory are available on the Business School's website.

Scope 1	Scope 2	Scope 3
211	389	12,919


In partnership with



13,519
total tonnes CO₂e
emitted in 2019
(scope 1, 2, 3)

Emission equivalence

 **2,291**
London-Brisbane
round trip
economy flights

 **.04%**
of Brisbane's
carbon footprint*
* citycarbonfootprints.info

Carbon sequestered by

 **17,000**
acres of forests
in one year

The Business School's carbon footprint

5,071
(37.5%)
Commute
to St Lucia
campus



4,794
(35.5%)
International
student travel
- flights

653
(4.8%)
Business travel
- flights



622
(4.6%)
Consumables

621
(4.6%)
Marketing &
Advertising



467
(3.5%)
Grid-purchased
electricity

261
(1.9%)
Hospitality



211
(1.6%)
Fugitive
emissions

211
(1.6%)
Water
supply and
wastewater



172
(1.3%)
Waste disposal
to landfill

110
(0.8%)
Equipment



110
(0.8%)
Business travel -
accommodation

91
(0.7%)
Professional
services



69
(0.5%)
Transmission and
distribution losses



57
(0.4%)
Staff
development



Administration and planning

The Business School will engage with internal and external stakeholders including students and staff, government, business and the wider community to establish a structure and processes for PRME governance.

PRME PRINCIPLE 2: VALUES

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

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

Defining priorities moving forward

Building on the mapping exercise, UQ Business School is now able to define clear priorities and the global goals that will be our future road map. In addition to the four core focus areas – Teaching & Learning, Research, Engagement & Partnerships and Operations – the Business School is also looking at strengthening its engagement with the global goals to respond to local specificities and challenges, reflecting its own geographical and economic circumstances.



Our pathway forward: 2030 goals

Building on our progress to date and considering our current challenges, in the next ten years, the Business School will strive to achieve the following goals.

We aim to transform our organisational practices, teaching, research and public engagement activities in line with the needs and interests of our partners and community. To achieve these goals by 2030, we will actively engage with internal and external stakeholders and report on progress every two years as required under PRME.

100%

of courses to explicitly embed ethics, responsibility and sustainability principles, or at least one of the global goals

50%

of Work Integrated Learning and Internships aligned with ethics, responsibility and sustainability principles, and the global goals

25%

of courses using pedagogies and knowledge frameworks from diverse worldviews, including Indigenous perspectives

Double

our research output and outcomes in priority global goals

100%

carbon literate staff and students

1,000

organisations accompanied to future-proof their business models

20

flagship partnerships with industry, public institutions or not-for-profit around the global goals

Carbon neutral

Business School

15 actions for impact 2021-2023

	Teaching and Learning			Research			Engagement, Partnerships, Outreach and Dialogue		
	1	2	3	4	5	6	7	8	9
Actions	Create resources to support teaching staff to embed responsible business education principles and the global goals in their courses	Co-design and co-create learning environments and opportunities with our students that support experiential learning related to ethics, responsibility, sustainability and the global goals	Make the Business School's programs more inclusive	Develop further the portfolio of the existing research hubs to include all priority areas	Explicitly encourage, prioritise, and facilitate interdisciplinary collaborations across other faculties and institutions	Increase the success rate of grant applications focused on global goals-related research	Establish a think tank and impact lab - an interdisciplinary, multi-stakeholders group generating ideas and initiatives to explore and guide pathways to ethical and responsible enterprise and business models	Better communicate on the School's PRME activities	Initiate the dialogue with Indigenous stakeholders
Key Outcomes	<p>Organise a series of workshops 'Integrating Sustainability into Business Education'</p> <p>Create a repository of resources and materials on sustainability, ethics and responsible management education</p> <p>Provide support for global goals-related learning design - learning activities and assessment design</p>	<p>Develop and encourage Work Integrated Learning projects and internships that relate to the global goals.</p> <p>Develop Student-Staff Partnerships with a focus on PRME principles and the global goals - carbon literacy learning module pilot accessible to all students</p> <p>Increase use of pedagogies and knowledge frameworks from diverse worldviews, including Indigenous perspectives</p>	<p>Create short-form courses (MOOCs) and lifelong learning opportunities on the global goals and their relationship with key business challenges</p> <p>Engage with learners beyond the traditional physical classroom</p>	<p>Increase engagement in matters of social equity and inclusion, climate action and the natural environment, and responsible consumption and production</p> <p>Create a visiting scholar program to boost diverse and interdisciplinary collaborations on the global goals-related research</p>	<p>Help academics understand and map out their research according to the global goals, by leveraging from the work of the School's Research Impact Champions to further align research outputs with the global goals</p> <p>Incentivise and reward bold thought leadership that advances the global goals (awards, promotion, etc.)</p>	<p>Create a repository of grant-makers focused on global goals-related research</p> <p>Provide support for researchers seeking funding for global goals-related research</p>	<p>Take on an active advocacy role within the community, by writing and disseminating white papers and blueprints via a PR strategy</p> <p>Develop consulting services and initiatives with corporations, governments and not-for-profits, involving students and academics, to accompany them to transition to fair just carbon neutral business models</p>	<p>Develop the School's PRME webpage</p> <p>Publish how the School's activities relate to the global goals</p> <p>Organise regular open-access panel discussions/recordings around a fair and just transition to carbon neutral societies (with podcast distribution)</p>	<p>Open active dialogue with Indigenous stakeholders to better understand needs and how the School can contribute to positive outcomes</p> <p>Include Indigenous matters in the School strategy</p> <p>Develop a School-based Indigenous engagement plan</p>

	Operations and Facilities		Governance and Leadership			
	10	11	12	13	14	15
Actions	Equip staff and students with the foundational knowledge around sustainability to unlock action at all levels	Decrease School's operational carbon footprint	Establish a PRME working party - a high level body overseeing the implementation of the Business School's PRME Action Plan	Consult the School Advisory Board on topics relating to PRME and the global goals	Revise the School's strategy to include responsible business as a key objective for the next five years	Develop a PRME and global goals dashboard
Key Outcomes	<p>Make carbon literacy training available to all staff</p> <p>Promote bus carbon neutrality option, and encourage staff to use eco-friendly modes of transport to come to campus and adopt a fly-less mindset</p> <p>Broaden the access to Indigenous awareness training (BlackCard for example, etc.)</p>	<p>Sustain and enhance remote work arrangements</p> <p>Develop a sustainable purchasing and catering guide</p> <p>Implement UQ Towards Zero Waste Plan</p> <p>Develop a carbon offset strategy in line with UQ Sustainability Plan 2021-2025</p>	<p>Publish the PRME working party terms of reference and mission</p> <p>Compose the working party with champions in the five key PRME areas</p> <p>Develop targets and KPIs for each of the actions for impact in a consultative way</p>	<p>Better understand business' needs and barriers in order to transition to fair and just carbon-neutral business models</p>	<p>Make sure responsible business is a key discussed theme in School's strategy working groups</p> <p>Embed responsible business, 'Business for Better' philosophy, climate change impacts and adaptation strategies into our strategic and operational plans</p>	<p>Measure and track the School's engagement with each of the global goals and its progress towards KPIs in an accessible, interactive and informative way</p> <p>Report annually on progress, including the publication of an annual carbon footprint</p>

Business School

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Connect with us



CRICOS Provider Number 00025B



CREATE CHANGE

Our pathway forward: 2030 goals

Building on our progress to date and considering our current challenges, in the next ten years, the Business School will strive to achieve the following goals.

We aim to transform our organisational practices, teaching, research and public engagement activities in line with the needs and interests of our partners and community. To achieve these goals by 2030, we will actively engage with internal and external stakeholders and report on progress every two years as required under PRME.

100%

of courses to explicitly embed ethics, responsibility and sustainability principles, or at least one of the global goals

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Double

our research output and
outcomes in priority
global goals

**Carbon
neutral**

Business School

15 actions for impact 2021–2023

Teaching and Learning

Research

1

2

3

4

Actions

Create resources to support teaching staff to embed responsible business education principles and the global goals in their courses

Co-design and co-create learning environments and opportunities with our students that support experiential learning related to ethics, responsibility, sustainability and the global goals

Make the Business School's programs more inclusive

Develop further the portfolio of the existing research hubs to include all priority areas

Key Outcomes

Organise a series of workshops 'Integrating Sustainability into Business Education'

Create a repository of resources and materials on sustainability, ethics and responsible management education

Provide support for global goals-related learning design - learning activities and assessment design

Develop and encourage Work Integrated Learning projects and internships that relate to the global goals.

Develop Student-Staff Partnerships with a focus on PRME principles and the global goals - carbon literacy learning module pilot accessible to all students

Increase use of pedagogies and knowledge frameworks from diverse worldviews, including Indigenous perspectives

Create short-form courses (MOOCs) and lifelong learning opportunities on the global goals and their relationship with key business challenges

Engage with learners beyond the traditional physical classroom

Increase engagement in matters of social equity and inclusion, climate action and the natural environment, and responsible consumption and production

Create a visiting scholar program to boost diverse and interdisciplinary collaborations on the global goals-related research

Operations and Facilities

Governance and Leadership

10

11

12

13

Actions

Equip staff and students with the foundational knowledge around sustainability to unlock action at all levels

Decrease School's operational carbon footprint

Establish a PRME working party - a high level body overseeing the implementation of the Business School's PRME Action Plan

Consult the School Advisory Board on topics relating to PRME and the global goals

Key Outcomes

Make carbon literacy training available to all staff

Promote bus carbon neutrality option, and encourage staff to use eco-friendly modes of transport to come to campus and adopt a fly-less mindset

Broaden the access to Indigenous awareness training (BlackCard for example, etc.)

Sustain and enhance remote work arrangements

Develop a sustainable purchasing and catering guide

Implement UQ Towards Zero Waste Plan

Develop a carbon offset strategy in line with UQ Sustainability Plan 2021-2025

Publish the PRME working party terms of reference and mission

Compose the working party with champions in the five key PRME areas

Develop targets and KPIs for each of the actions for impact in a consultative way

Better understand business' needs and barriers in order to transition to fair and just carbon-neutral business models

Engagement, Partnerships, Outreach and Dialogue

5

Explicitly encourage, prioritise, and facilitate interdisciplinary collaborations across other faculties and institutions

Help academics understand and map out their research according to the global goals, by leveraging from the work of the School's Research Impact Champions to further align research outputs with the global goals

Incentivise and reward bold thought leadership that advances the global goals (awards, promotion, etc.)

6

Increase the success rate of grant applications focused on global goals-related research

Create a repository of grant-makers focused on global goals-related research

Provide support for researchers seeking funding for global goals-related research

7

Establish a think tank and impact lab - an interdisciplinary, multi-stakeholders group generating ideas and initiatives to explore and guide pathways to ethical and responsible enterprise and business models

Take on an active advocacy role within the community, by writing and disseminating white papers and blueprints via a PR strategy

Develop consulting services and initiatives with corporations, governments and not-for-profits, involving students and academics, to accompany them to transition to fair just carbon neutral business models

8

Better communicate on the School's PRME activities

Develop the School's PRME webpage

Publish how the School's activities relate to the global goals

Organise regular open-access panel discussions/recordings around a fair and just transition to carbon neutral societies (with podcast distribution)

9

Initiate the dialogue with Indigenous stakeholders

Open active dialogue with Indigenous stakeholders to better understand needs and how the School can contribute to positive outcomes

Include Indigenous matters in the School strategy

Develop a School-based Indigenous engagement plan

14

Revise the School's strategy to include responsible business as a key objective for the next five years

Make sure responsible business is a key discussed theme in School's strategy working groups

Embed responsible business, 'Business for Better' philosophy, climate change impacts and adaptation strategies into our strategic and operational plans

15

Develop a PRME and global goals dashboard

Measure and track the School's engagement with each of the global goals and its progress towards KPIs in an accessible, interactive and informative way

Report annually on progress, including the publication of an annual carbon footprint