



QUEEN'S MANAGEMENT SCHOOL PRME SHARING INFORMATION ON PROGRESS REPORT



2019-2021



**MANAGEMENT
SCHOOL**

PRME Principles for Responsible
Management Education
an initiative of the United Nations Global Compact

CONTACT INFORMATION

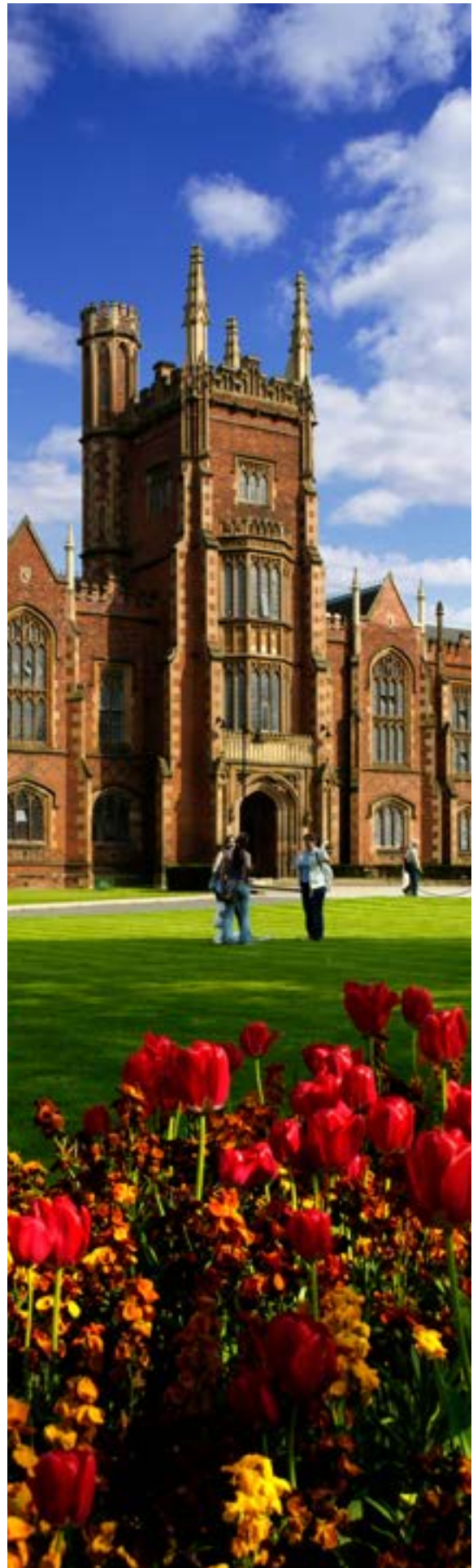
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OUR REPORTING METHODOLOGY & DESIGN

In addition to following guidance on reporting issued by the [Principles for Responsible Management Education](#) (PRME), this document has been produced in accordance with the Key Principles set out within the [European Commission Guidelines on Non-Financial Reporting](#). These specifically require organisations to disclose material information; provide a fair, balanced, and understandable account of activities; be comprehensive but concise; adopt a strategic and forward-looking approach; be stakeholder orientated; and consistent and coherent within and across reports.

In a bid to reduce our environmental impact – and reflect contemporary preferences – this report has been developed to be viewed digitally. Efforts have been made to adhere to principles of accessible design throughout, including the use of good quality descriptive tags, as well as a high contrast colour palette.

We welcome feedback on how we might continue to improve the quality and accessibility of our reporting.





LETTER FROM THE INTERIM HEAD OF SCHOOL, PROFESSOR PATRICK MCCOLE

Since the submission of our first Principles for Responsible Management Education (PRME) ‘Sharing Information on Progress Report’ in October 2019, the world has experienced a period of massive disruption. The COVID-19 pandemic, in addition to being a health crisis, has had profound social and economic consequences. It served to exacerbate existing inequalities, draw attention to the essential workers within our societies, and expose the vulnerabilities within complex global supply chains. At the same time, in Northern Ireland, we are continuing to navigate through the uncertainty stemming from the UK’s decision to withdraw from the European Union. Coupled with established global megatrends, such as climate change and resource scarcity, rapid technological advancement, and demographic and social change, it is clear that business as usual – and, for that matter, business education as usual – is no longer possible or desirable.

At Queen’s Management School, responsible management means striving to balance the interests of multiple stakeholders, fostering a culture of dialogue and partnership, and actively participating in building a future where both people and planet can flourish. As demonstrated within this document, our second ‘Sharing Information on Progress Report’, the Principles of PRME, alongside the UN Sustainable Development Goals, help to guide our current and future actions. Through our teaching, research, and civic engagement activities, we are striving to enhance diversity and inclusion, promote decent work and economic growth, support innovation and entrepreneurship, and tackle climate change, amongst other important aims. As you will discover, we have made substantial progress to date, and this is to be celebrated. However, we also recognise key areas for development over the 2021-2023 period, including the need to place a greater emphasis on measuring impact.

Finally, we wish to extend our gratitude to the individuals and organisations who have directly and indirectly contributed to this Report, including staff within Queen’s Management 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 Patrick McCole

Interim Head of Queen’s Management School



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We must always
be working toward
the moment when
our pupils are
become our critics
and our rivals.



INTRODUCTION TO OUR PRME SHARING INFORMATION ON PROGRESS REPORT

A core commitment of all signatories to the UN-supported Principles for Responsible Management Education (PRME) is the regular preparation and publication of a Sharing Information on Progress (SIP) Report. The SIP Report is an important accountability and transparency mechanism, demonstrating the institution's efforts to implement the Principles of PRME. In addition, the document can also help to facilitate stakeholder dialogue and engagement, as well as support mutual learning amongst current and potential PRME members.

Two years have elapsed since the submission of our inaugural PRME SIP Report in 2019. During this time, the world has experienced a period of enormous disruption. Much of this can be attributed to the impact of the COVID-19 pandemic. However, other factors, including rapid technological advancement and social change, have also played a significant role. In addition, awareness of the evidence for - and profound implications of - climate change has increased substantially. All of the above have served to provide fresh impetus in relation to our teaching, research, and civic engagement activities related to responsible and sustainable business and management.

This report begins by providing an overview of Queen's University Belfast, before introducing Queen's Management School specifically. The document is then structured in accordance with the Six Principles of PRME, namely:

- 1. **Purpose**
- 2. **Values**
- 3. **Method**
- 4. **Research**
- 5. **Partnership**
- 6. **Dialogue**

Each chapter begins with a high-level overview of our work related to the Principle, before providing illustrative examples. Next, we report against the Key Performance Indicators (KPIs) set out in our 2019 SIP Report, before establishing new targets for the 2021-2023 period. The document concludes with a final reflection, followed by a summary of our planned actions for the next two years. In compiling this report, significant focus has been placed on giving a voice to our students, staff, and other key stakeholders. We hope you find their contributions illuminating.



ABOUT QUEEN'S UNIVERSITY BELFAST

A WORLD-CLASS INTERNATIONAL UNIVERSITY THAT SUPPORTS OUTSTANDING STUDENTS AND STAFF, WORKING IN WORLD-CLASS FACILITIES, CONDUCTING LEADING-EDGE EDUCATION AND RESEARCH, FOCUSED ON THE NEEDS OF SOCIETY.

Queen's University Belfast is one of the leading universities in the UK and Ireland with a distinguished heritage and history. Founded in 1845 as Queen's College Belfast, we became an independent university in 1908. Today, we are ranked 43rd in the world (Times Higher Education Impact Rankings 2021), and a member of the Russell Group of UK research intensive universities, combining excellence in research and education with a student-centred ethos.

A WORLD CLASS EDUCATION AND STUDENT EXPERIENCE

At Queen's we offer a world-class education that prepares our students for leadership and citizenship in a global society. Our inspiring alumni comprises outstanding scholars, Nobel Prize winners - such as Seamus Heaney and David Trimble - and influential leaders who are making an impact in Northern Ireland and across the globe.

Our students enjoy being educated by world-leading academics working at the forefront of their disciplines and a significant investment in the student experience has resulted in high levels of student satisfaction.

LEADERS IN INNOVATION AND IMPACT

Queen's is a driver of innovation and talent based on excellence. We are globally connected with strategic partnerships across the world, helping us to expand our impact on wider society locally, nationally and globally.

We are leaders in commercial impact and are in the top five UK universities for revenue generated from research commercialisation. We are number one in the UK for participation in Knowledge Transfer Partnerships. A recent report by London Economics found that Queen's contributes £1.9billion to the UK economy, employing over 3,700 staff and supporting a further 2,750 jobs across the UK.



A GLOBAL AND INCLUSIVE UNIVERSITY

Queen's is ranked 17th in the world for international outlook and is attracting global talent to Belfast (Times Higher Education World University Rankings 2022). We currently have staff and students from over 80 countries, helping to create a multicultural and vibrant campus. They are joining a university that is committed to attracting, retaining, and developing the best global talent within an environment that enables them to realise their full potential.

An innovative, welcoming, and inclusive place to work and study, Queen's is a leader in gender equality and diversity. We are one of the UK's most successful universities in the Athena SWAN initiative which promotes gender equality and career progression. We currently have three Gold, six Silver and five Bronze departmental awards, as well as an Institutional Silver.

QUEEN'S UNIVERSITY STRATEGY 2030

In July 2021, Queen's University launched **Strategy 2030**, which sets out our ambition for the next ten years to 'Shape a Better World' through life-changing education and research.

Strategy 2030 was developed through extensive engagement with staff, students, and external stakeholders at a time of unique global crisis - the COVID-19 pandemic. It defines the response of the University in this crisis as we drive the social and economic recovery of Northern Ireland, a recovery that must be based on inclusion and sustainability. Strategy 2030 is centred around our people with four Strategic Priorities, as illustrated below. These build on our rich heritage of innovation, both economic and social, and focus on true global challenges aligned to the United Nations Sustainable Development Goals (SDGs).



Education and Skills



Research and Innovation



Global Reputation and Partnerships



Social and Civic Responsibility, and Economic Prosperity

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.

QUEEN'S COMMITMENT TO SUSTAINABILITY

As a global institution, we understand that we have a major role to play in making a positive impact in our environment.

Strategy 2030 sets out how we will embed the UN Sustainable Development Goals 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 University is a signatory to the UN Accord, which recognises the key role that global universities have in nurturing a culture of sustainability and achieving the Global Goals by 2030 through research and education. We are committed to embedding them in every aspect of our activity.

Sustainable Development Impact Rankings

In the Times Higher Education 2021 Impact Rankings, Queen's University was ranked in the top 10% (43rd out of 1115 universities worldwide) in six SDG areas:

- **Decent Work and Economic Growth**
#53 out of 685 Institutions Ranked
- **Reduced Inequalities**
#63 out of 669 Institutions Ranked
- **Sustainable Cities and Communities**
#41 out of 656 Institutions Ranked
- **Life Below Water**
#6 out of 379 Institutions Ranked
- **Life on Land**
#11 out of 402 Institutions Ranked
- **Peace, Justice, and Strong Institutions**
#79 out of 653 Institutions Ranked



QUEEN'S SOCIAL CHARTER

In November 2017, Queen's University launched a Social Charter that shines a light on the significant contribution made by our students and staff, and the positive impact we have on the communities in which we work.

In the Charter we pledge to provide leadership locally and globally; promote a positive impact on society through our research and education; and support equality and social justice. We will realise these principles through:

- Research with impact
- Education with a social purpose
- Breaking boundaries to produce new knowledge
- Civic culture and intercultural dialogues
- Equality and excellence
- Sustainability
- Recognising and rewarding contributions from staff and students



ABOUT QUEEN'S MANAGEMENT SCHOOL

Queen's Management School (QMS) is one of the leading business schools in the UK and Ireland and we pride ourselves in offering a world-class range of undergraduate and postgraduate degree programmes in Accounting, Economics, Finance, and Management. A globally renowned centre of education and research, we enjoy close links with the business community, a dedicated placement office, and a financial trading room. Since the introduction of business education in 1965, we have grown to encompass over 3,000 students and 90 academic staff. In 2021, the School was awarded both EQUIS and AMBA accreditation. These accreditations not only provide our students with a guarantee that they are receiving top quality education, they also present global networking and career opportunities.

In 2016, Queen's Management School merged with the William J. Clinton Leadership Institute. The Leadership Institute brings leading academics and industry experts together to deliver a portfolio of executive education and leadership programmes. Since its launch, the Leadership Institute has become a focal point for outstanding leadership development and executive education in Northern Ireland and further afield. Through a range of high-end open and bespoke programmes over 500 organisations have entrusted us with the development of their senior teams.

The School is guided by its mission, vision, and values and seeks to educate and equip leaders to transform businesses and societies.





OUR MISSION, VISION, AND VALUES

OUR MISSION

Our mission is to equip leaders to transform local and global business and society through education and research.

OUR VISION

The School's vision is to be an internationally engaged, recognised, and accredited management school that interacts with and influences business and society.

OUR VALUES



INTEGRITY

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



CONNECTED

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, face challenges, and seek opportunities as a means to develop robust and dynamic business and society.



RESPECT

Leaders who act with humility, recognise personal contribution, and have the ability to inspire others as a means to create positive change in society.



EXCELLENCE

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

ABOUT PRME

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. In July 2017, Queen's Management School proudly became a signatory to PRME.

As a signatory, we commit to uphold PRME's Six Principles:

- 1 PURPOSE**
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.
- 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.
- 3 METHOD**
We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.
- 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.
- 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.
- 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 responsibility and sustainability.



In January 2020, Queen's Management School became one of 37 PRME Champion institutions, reflecting our commitment to delivering thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda.

The School is actively involved in the UK and Ireland Chapter of PRME. This has included supporting the Chapter's established 'Responsible Business and Management Writing Competition' and, in conjunction with colleagues from Leeds University Business School and the Lincoln International Business School, developing a new 'Seed Funding Competition for Developing Innovative Pedagogic Approaches and Teaching Practices in PRME' in 2020.

The School is currently responsible for coordinating the Island of Ireland Local Network for PRME. In October 2021, in collaboration with the Scotland Local Network, we held a 'Virtual PRME SIP Writing Retreat'. The event provided an opportunity to engage with experienced SIP writers, as well as develop new connections within the PRME community. It was attended by representatives from over 25 institutions. As a result of the interest shown, we will hold a second 'European PRME SIP Writing Retreat' in Spring 2022.

During the 2021-2023 period, we intend to both broaden and deepen our engagement with the PRME community globally through activities and events such as those outlined above.

OUR COMMITMENT TO THE UN SUSTAINABLE DEVELOPMENT GOALS

In addition to our work on PRME, Queen's Management School is also committed to advancing the UN Sustainable Development Goals through our teaching, research and engagement activities. The 17 interconnected Goals provide a framework to achieve a better future for all by addressing poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. Our work related to specific SDGs will be highlighted throughout this report.

SUSTAINABLE DEVELOPMENT GOALS



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.

At Queen's Management School, PRME is an integral element of our Ethics, Responsibility, and Sustainability (ERS) Strategy. The ERS Strategy is based on three interconnected pillars, specifically: Education, Research, and Society.



Education refers to the embedding of ERS across all degree programmes offered at the Management School.



Research concerns the School's outputs and activities within the specific areas of ERS.



Society reflects our relationships with external stakeholders, including the business community, politicians and policy makers, third sector organisations, schools and colleges, the media, and members of the general public.

In addition, our ERS Strategy also requires us to critically evaluate our own organisational practices to ensure that we are 'walking the talk' in relation to ethics, responsibility, and sustainability (something that will be explored further in the following chapter on 'Values').

As noted above, the three pillars are strongly interconnected. For example, research conducted within the areas of ethics, responsibility, and sustainability informs the design and delivery of modules within the School. In turn, our educational programmes aim to develop the responsible leaders of tomorrow, who will shape the communities in which they reside.

The three pillars bring clarity of focus to our ERS related activities and provide a valuable framework for evaluating and reporting on progress both internally and externally. The following section of the report provides an overview of the personnel responsible for the development and implementation of PRME and the broader ERS Strategy, namely the Director of Ethics, Responsibility, and Sustainability and the Ethics, Responsibility, and Sustainability Committee. In addition, it briefly discusses the mechanisms that have been introduced in order to monitor progress.

DIRECTOR OF ETHICS, RESPONSIBILITY, AND SUSTAINABILITY

In June 2017, a Lecturer (Education) in Business and Society, Dr Laura Steele, was appointed to lead on the integration of PRME and develop our wider Ethics, Responsibility, and Sustainability Strategy. Since her appointment, Dr Steele has focused on establishing a systematic approach to collating information on our educational activities, research, and societal engagement related to ERS; liaising with a wide range of stakeholders in order to explore opportunities for collaboration; and developing a range of new initiatives. In August 2021, this role was redesignated as 'Director of Ethics, Responsibility, and Sustainability' in reflection of the fact that these areas – including the advancement of PRME and the UN Sustainable Development Goals – are a strategic priority for the School.



ETHICS, RESPONSIBILITY, AND SUSTAINABILITY COMMITTEE

An Ethics, Responsibility, and Sustainability Committee has been formed to monitor, evaluate, and communicate the implementation of the School's ERS Strategy. In addition, the ERS Committee specifically considers the integration of PRME within the Management School. The Committee convenes four times per year. The ERS Committee is chaired by the Director of Ethics, Responsibility, and Sustainability and includes academic and administrative staff from across the School. The Committee reports to the Accreditation Committee and School Management Board.

COMMUNICATING ABOUT PRME AND THE UN SDGS

Communication, both internally and externally, around PRME and the UN Sustainable Development Goals was recognised as an area that required development. As a result, an 'Ethics, Responsibility, and Sustainability & PRME Update' was developed in Spring 2021. The newsletter serves to showcase relevant pedagogic practices, research, and scholarship, as well as events and other engagement opportunities. The ERS-PRME Update is published approximately six times per year.

MONITORING PROGRESS

In order to monitor progress made towards the integration of the Principles of PRME and the embedding UN Sustainable Development Goals, since 2018 we have been collecting, collating, and reviewing data on ethics, responsibility, and sustainability within our teaching and research. Over the last two years, we have worked to increase the scope and accuracy of this information. A detailed overview of our activities, as well as the results produced, is contained within Chapter 3 (Method) and Chapter 4 (Research).

PURPOSE: REFLECTION ON 2019-2021 KPIS

In our inaugural PRME SIP Report, under 'Purpose' we set out three Key Performance Indicators (KPIs) for the 2019-2021 period. Specifically, we committed to collect data related to ERS/PRME across teaching, research, and societal engagement activities on an annual basis. In addition, the ERS Committee was required to meet four times per year to monitor and review progress, and an interim report was to be prepared by October 2020. Despite the challenges presented by the pandemic, each of these KPIs was successfully met. Our new KPIs for 2021-2023 are listed below.

PURPOSE: KEY PERFORMANCE INDICATORS 2021-2023

- Ethics, Responsibility, and Sustainability Committee to meet four times per year.
- Interim report on progress presented to the School Management Board December 2022.
- Publication of six issues of the QMS ERS-PRME Update per year.

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.

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

The COVID-19 pandemic exposed the fragilities and fault lines within global social, economic, and political systems. It exacerbated existing inequities, frequently placing additional pressure on those already enduring food, housing, employment, and financial insecurity. Experts fear that the pandemic reversed much of the progress towards achieving the Global Goals to date. As a result, it has never been more important to reaffirm our commitment to the sustainability agenda.

The following chapter discusses how we strive to integrate the values of global social responsibility and sustainability within our own organisational practices. In particular, it highlights our long-standing commitment to equality, diversity, inclusion, and belonging. It begins by considering the various support mechanisms available for current (and, indeed, prospective) students, before describing our efforts relating to staff. It concludes by highlighting accessibility and sustainability considerations that influenced the design of our new building, which is currently under construction.



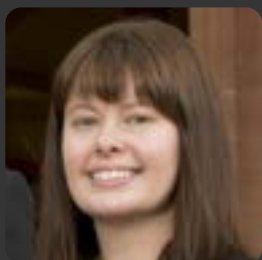
THE PATHWAY OPPORTUNITY PROGRAMME



Queen's Management School participates in the Pathway Opportunity Programme, which 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 QMS, 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 2021, the third cohort of students who completed the Pathway Programme commenced their undergraduate studies at the School across a range of programmes including Accounting, Actuarial Science, Business Economics, Business Management, and Finance.



"I have had the privilege of delivering sessions on the Pathway Opportunity Programme since it was introduced at Queen's Management School. It is one of the highlights of my year and I never fail to learn from the participants. In addition to introducing them to business and management as a discipline, I am also keen to establish a sense of belonging. The doors of the School – and the University as a whole – are very much open to them."

Dr Laura Steele, Senior Lecturer (Education)

SUPPORTING STUDENTS DURING THE COVID-19 PANDEMIC

The COVID-19 pandemic has presented particular challenges for students. In addition to having to adapt to learning online, many have found it difficult to build and maintain relationships due to a lack of in-person activities. As a result, the University has sought to provide additional support ranging from the practical – including coordinating and delivering supplies to those forced to self-isolate – to the emotional.

Within the Management School, students can seek support from a range of staff, including their Programme Director, Adviser of Studies, and the Associate Director for Student Support. We also have a Student Disability Officer, who works extensively with the University’s well-resourced and highly skilled [Disability Services](#) team. In addition, we have two dedicated [International Student Advisers](#) who engage with students throughout their time at the School, providing one central point for academic and pastoral support, guidance, and information to help them make the most of the student experience offered by Queen’s.

“An internationally diverse student body offers opportunities beyond developing intercultural skills for a global economy. Integrating the UN Sustainable Development Goals into the QUB Strategy 2030 will bring students from across disciplines to work together, sharing ideas to look at problems affecting our fractured, fragile, rapidly changing world. By working together and understanding issues from multiple perspectives, our students will develop skills to meet current and new economic and social challenges, locally and globally.”



Natalie Le Seilleur, International Student Adviser

QUEEN’S MANAGEMENT SCHOOL PLACEMENT OFFICE

Students completing a placement as part of their course receive extensive advice and guidance from our [Placement Office](#). Staff within the department work closely with a wide range of employers to develop a first-class placement programme. The programme prepares students for their year in industry and matches students with employer needs. The Placement Office offers a holistic approach to the development of student employability skills.

Preparation for placement begins in first year with an induction course educating students on the placement process. In second year, students attend a number of workshops on interview techniques, commercial awareness, presentation skills, peer learning, stress management and report writing. They also receive one to one support and guidance. In addition, Placement Office staff are available to students throughout their placement year should any questions or concerns arise.



“At Queen’s Management 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 MANAGEMENT SCHOOL GENDER EQUALITY INITIATIVE



The Queen's Management School Gender Equality Initiative (GEI) joins the efforts by the University's Diversity and Inclusion Unit to ensure equality of opportunity and respect for diversity across the institution and its wider community. The GEI is supported by the Gender Equality Team (see below).

School Commitments

Queen's Management School is committed to the promotion of equality of opportunity and to creating and sustaining an environment that values and celebrates the diversity of its staff and student body. All policies are aimed at enabling staff and students to meet their full potential and to be treated as individuals. A number of policies that go beyond statutory requirements are also in place, whereby the School commits to being a leader in the industry, for example, in relation to Paternity Leave, Flexible Working, Career Breaks, and Adoptive Leave. In addition, the University is committed to its Trans Equality Policy and provides support for LGBTQ+ students.

Gender Equality Team

QMS created the Gender Equality Team (GET) to explore our gender balance, processes, practices, and culture. The GET meets approximately monthly and consists of staff and students from across the School. Work carried out by the GET includes hosting and facilitating conversations on gender issues in academia, drawing attention to senior female role models, organising gender awareness activities, and ensuring that School processes actively promote gender equality to staff members and students.

Athena SWAN

In May 2020, Queen's Management School was awarded a Bronze Athena SWAN Charter Mark. Bronze institution awards recognise that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. In particular, the School was commended for taking a proactive, team-based approach and displaying a high level of commitment to promoting gender equality.



"As a management school, we appreciate the importance of making use of all our talents. We also appreciate that underrepresentation of women and in areas such as economics and finance has implications for the nature of the questions that are addressed by researchers; the approaches that are valued and the policy advice that is produced. We have set ourselves the goal of increasing the female undergraduate proportion in these disciplines and also of increasing the proportion of female staff. We have made some progress and achieved an Athena Swan Bronze award. However, much remains to be done."

Dr Renee Prendergast, Reader and Athena SWAN Champion



ANNUAL MARY MCALEESE DIVERSITY LECTURE SERIES

In June 2019, former President of Ireland, Mary McAleese (pictured above), formally launched the Queen's Management School Annual Mary McAleese Diversity Lecture Series during an event at the University. The lecture series is part of the Management School's mission to promote greater equality and diversity in the workplace, particularly with regards to ensuring equality of opportunity and respect for diversity across the University and the wider community. Mary McAleese, who is a Professor of Children, Law and Religion at the University of Glasgow, discussed female empowerment, same sex marriage, misogyny, and homophobia, during the course of the event.

In 2020, the Mary McAleese Diversity Lecture was delivered by Dr Anita Sands, a global technology and business leader. A graduate of the University, Dr Sands' career path has taken her from Wall Street to Silicon Valley, and from an operating role into the boardroom. Speaking during her lecture titled, 'The Future of Work and Women', Dr Sands reminded the audience that: "Diversity and gender equality are a fundamental business and social imperative and our success as leaders in business, not to mention our future prosperity as a country, depends on it". More recently, in December 2021, the Mary McAleese Diversity Lecture was delivered by Lady Brenda Hale, former President of the Supreme Court of the United Kingdom.

RACIAL EQUITY CHAMPIONS

In 2020, Queen's University became a signatory to the Race Equality Charter. Building on the experience, methodology, and framework of the Athena SWAN Charter discussed above, Advance HE launched the Race Equality Charter in January 2016. The Charter 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.

By signing up to the Charter, and following its framework, we will ensure that the work we are doing on racial equity is focused, relevant, and impactful. We will also benefit from being able to share experiences and key learning with other universities who are REC members, as well as being held to account externally on our progress. We have appointed two Racial Equity Co-Champions, Dr Bibek Bhatta and Anne Rowan, to lead on the development of the REC within the School.



"As a Racial Equity Co-champion, I have been engaged in discussions with colleagues across the University to make our approach to racial equity consistent, fair and lawful. My approach is mainly motivated by the inconsistency and unfairness that is evident in contemporary racial discourse permeating academia and the wider society. Take for example the general tendency to a knee-jerk reaction to perceived racial discrimination only when the perpetrators and victims exhibit certain ethnicities, while such reactions become subdued or even absent when the ethnic roles are reversed. Such inconsistencies in treatment of racial issues highlight the weakness of the prevalent approach. To achieve sustainable racial equity, there is an urgent need to embed consistent, fair, and lawful approach into our curriculum so that students who come to join Queen's from far and wide are aware of the real racial issues plaguing today's society."

Dr Bibek Bhatta, Lecturer and Racial Equity Co-Champion

SUSTAINABILITY AND ACCESSIBILITY OF OUR NEW BUILDING

Over the last decade, Queen’s Management School has experienced substantial growth in both student and staff numbers. This has resulted in the need to expand our estate through the creation of a new purpose-built facility at Riddel Hall (illustrated below). The project will provide teaching space and ancillary research, support, and social accommodation. The building will be placed in a sunken part of the site and is surrounded by native woodland. It is a unique, precious setting, and the facility has been designed to settle into the context with sensitivity. Sustainability has been a core concern from the outset. As a result, the building will feature ground sourced geothermal heating technology, as well as green roofing – a solution that enhances biodiversity, reduces pollution, and is aesthetically pleasing. The building is due to be completed in 2022.

“The issue of sustainability is very important. We are keen to reduce our carbon footprint even with a growing estate, so it was one of the objectives included in the business case: ensure the environmental sustainability of the solution is in line with the key priorities which underpin the Estate Strategy.”

Jacqueline Kearns, QUB Estates Manager



We are committed to ensuring that all our buildings and facilities are accessible. Queen’s University has partnered with not-for-profit group [AccessAble](#), which promotes accessibility, to develop guides to help our staff, students and visitors get to and around our University buildings and sites more easily. The guides provide detailed access information on our buildings and facilities specifically to help people with an accessibility need.

VALUES: REFLECTION ON 2019-2021 KPIS

In our inaugural PRME SIP Report, under ‘Values’ we committed to formally review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organisational practices.

Our actions in this area have undoubtedly been impacted by the COVID-19 pandemic, which necessitated a shift in priorities. While efforts have been made to map the integration of ethics, responsibility, and sustainability within our teaching and research (as demonstrated in the following chapters), more work remains to be done. We intend to return to this during the 2021-2023 period as part of our wider work related to delivering the University’s Strategy 2030.

VALUES: KEY PERFORMANCE INDICATORS 2021-2023

- Annual participation in the Pathway Opportunity Programme.
- Continued engagement with Athena SWAN, the Race Equality Charter, and the broader Equality, Diversity, and Inclusion agenda.
- Increased monitoring of the environmental impact of our estate, including energy consumption.



3: METHOD

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

Queen's Management School offers a range of highly regarded programmes at undergraduate, postgraduate, and executive level. The content covered varies widely, including, but not limited to, accounting, actuarial science, business analytics, economics, finance, human resource management, and marketing. However, one common thread can be identified throughout: a commitment to integrating responsible and sustainable management theory and practice.

As discussed previously, we endeavour to develop leaders who transform business and society, and who do so in full cognisance of their ethical, social, and environmental responsibilities. This process starts with the design of our programmes, continues in the classroom, and - ideally - never ends. We believe that being a responsible leader requires a lifelong commitment to personal and professional reflection and development, and we are available to support students throughout this journey.

This chapter begins by providing a brief overview of the integration of ethics, responsibility, and sustainability within our curricula at the School, before providing specific examples from three modules and one programme across the domains of Accounting, Finance, and Management. Next, it critically evaluates our performance against the KPIs set out in our 2019 SIP Report, before establishing new targets for 2021-2023.

OVERVIEW OF ETHICS, RESPONSIBILITY, AND SUSTAINABILITY IN OUR MODULES AND PROGRAMMES

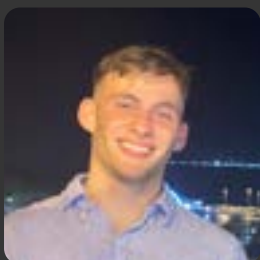
Since 2017, the School has taken steps to monitor and evaluate the integration of ethics, responsibility, and sustainability within our curricula. Module Coordinators are required to complete an annual review scoring the level of coverage from 0 (Not Appropriate for this Module) to 4 (Extensively Incorporated in this Module and Central to Learning Outcomes). This information can then be aggregated to a programme and School level.

As of November 2021, data was available for 80 modules. Analysis indicates that approximately half (48%) of modules either moderately or extensively integrate ethics, responsibility, and/or sustainability within their content. In addition, a further 35% 'lightly' incorporate these topics. Five modules (6%) do not currently cover ethics, responsibility, and/or sustainability. However, there may be scope to address these concepts in future, particularly now that additional support mechanisms for teaching staff have been introduced. (Around 10% of respondents stated that it was not appropriate to integrate ethics, responsibility, and/or sustainability into their course, generally because it was wholly computational in nature).

From 2022, we intend to capture a more granular level of data by including a new section on the UN Sustainable Development Goals in module review forms. Module Coordinators will be required to map the content of their courses against the Global Goals. In order to support them with this endeavour – and encourage an increased focus on responsible and sustainable management more broadly – a number of resources have been produced or are in development, as outlined below.

SUPPORTING THE INTEGRATION OF PRME AND THE UN SUSTAINABLE DEVELOPMENT GOALS IN MODULES AND PROGRAMMES

In September 2021, a resource for lecturers to support broader and/or deeper integration of PRME and the UN Sustainable Development Goals was developed and made available across the School. It includes detailed slides on each of the 17 Global Goals; discussion points on sustainability for use in class or an online forum; links to quizzes; advice on integrating the SDGs into assessments; and a reading list, amongst other content. It will be updated on an annual basis to ensure that the material remains topical and engaging. The release of the resource was supported by a session for staff as part of the Queen's Management School Festival of Teaching and Learning on 13 and 14 September 2021.



“Possessing relevant knowledge and skills allows students to support a future which is both sustainable and fair. Relevant ethical issues, sustainability concerns, and wider commitment to social responsibility have been carefully weaved into modules - reflecting the University's Strategy 2030 vision. I am proud to say that Queen's have supported me in pursuing my interests through schemes such as 'Master Your Environmental Leadership' and the 'Carbon Literacy Programme'.”

Alex Mulree, BSc Business Economics Student

Also in September 2021, we piloted the inclusion of a session on ethics, responsibility, and sustainability, including features on PRME and the UN Sustainable Development Goals, within induction for two programmes (the MBA and MSc Business Analytics). The sessions included an introduction to PRME and the UN SDGs, as well as the concept of 'responsible management'. To make the material more interesting - and emphasise the fact these relate to pressing real-world challenges - recent examples of irresponsible or unsustainable business practices were provided. A list of modules in relation to each programme was included and key aspects of ethics, responsibility, and/or sustainability arising within each was highlighted (for example, ethical issues with data and algorithms that can perpetuate inequality within a Business Analytics module). Feedback from both students and staff was very positive. As a result, the sessions will be offered to all Programme Directors from the start of the 2022-2023 academic year.

“The MSc Management programme places a strong emphasis on sustainable and ethical leadership, with frequent referral made to the UN SDGs. Through both theory and real-life examples, we learned the benefits that responsible and ethical management can bring to both organisations and society as a whole.”

James Gillespie, MSc Management Graduate

PRME IN PRACTICE: EDUCATION

The following section of the report provides short illustrative examples from modules and programmes across three Subject Groups within the Management School, specifically Accounting, Finance, and Management.

ACC3010 ADVANCED FINANCIAL ACCOUNTING

Module Coordinator: Miss Xinwu He

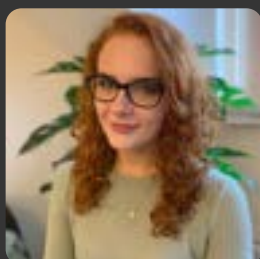
Level: Final Year Undergraduate

Over the past two decades, the importance of non-financial reporting has increased considerably through the growing awareness of the United Nations Sustainable Development Goals (SDGs), environmental issues, corporate social responsibility (CSR); the proliferation of non-financial reporting (including sustainability/CSR reporting, integrated reporting <IR>, or other equivalents) standards/frameworks; and the increasing adoption of non-financial reporting by organisations in both private and public sectors. As a result, accounting students are expected to have a broader understanding of corporate reporting, value creation, and sustainable development.

As part of the innovative Advanced Financial Accounting module, students are taught to identify the limitations of traditional financial accounting, reporting, and assurance, as well as critically evaluate the role of non-financial reporting in the evolution of corporate reporting and the achievement of the SDGs. Further, they are required to write an assignment on <IR>, based on the knowledge covered in a dedicated lecture and a recommended reading list provided. After submitting the assignment, students attend a workshop where <IR>, sustainable development, sustainability accounting and reporting, and stakeholder accountability are discussed further. Through this learning process, the students gain an understanding of sustainable development, the SDGs, contemporary accounting issues, and the evolving non-financial reporting field. Meanwhile, they hone their skills in critical thinking, in-depth reading, and academic writing. Their perspectives reveal how the reform of corporate reporting could/should be linked to the achievement of the SDGs and reflect the importance of integrated thinking for modern enterprises.

The Module Coordinator, Xinwu He, said of the course:

“By reading research articles, writing the assignment, and doing group discussions, students have obtained a general understanding of <IR> and the SDGs. They have also acquired the ability to critically analyse the strengths and weaknesses of <IR> and identify gaps in practice and opportunities for future developments. More importantly, they have gained a sustainability mindset through this teaching and learning process.”



“Business ethics, social responsibility and sustainability should be at the forefront of decision-making in every business today to bring about the essential change required in global business practices. Ethical leadership and decision-making are essential qualities of the transformative leaders of the future, and I am grateful that these subjects have been at the core of my management education throughout my entire degree.”

Lydia McAlister, BSc Business Management Student

FIN3029 SUSTAINABLE FINANCE

Module Coordinator: Dr Theodor Cojoianu

Level: Final Year Undergraduate



Sustainable finance involves taking due account of Environmental, Social, and Governance (ESG) considerations when making investment decisions within the financial sector. It is one of the fastest growing areas of finance as investors increasingly focus on environmental considerations and seek to support the transition to a low-carbon economy.



FIN3029 Sustainable Finance provides students with a comprehensive understanding of the recent developments in sustainable investments, sustainable finance policy, and green data science. It introduces participants to the theory and practice of sustainable finance principles across asset classes and financial institutions and organisations (including asset management, banking, central banking, and private equity), the design features and implications of sustainable finance policy such as the EU Green Taxonomy and EU Climate Benchmarks, as well as the data value chains underpinning sustainable finance and sustainable business decision-making.



Topics covered include the investment case for considering ESG criteria in investment decision making; carbon accounting and ESG reporting; green banking and net-zero investing in primary capital markets; impact investing; and anti-greenwashing detection tools for investors. While this module addresses the UN SDGs holistically, some specific Goals covered, including SDG 13: Climate Action, are highlighted left.



MSc FINANCE

Programme Director: Dr Tony Klein

Level: Postgraduate

Responsible and sustainable acting, both from a business and investment perspective, are key concepts addressed in the MSc Finance programme.

In taught modules offered to students, such as Corporate Finance, Derivatives, and Money and Banking, at least eight UN SDGs are emphasised, with inclusive and sustainable economic growth and equitable education with regard to financial literacy leading the way. Additionally, case studies and other examples are used to show how financial decision making, in particular in financing and investing, could be shifted from a purely profit-at-all-cost approach to ensuring sustainable investment which does not adversely affect others. This ethical component is also reflected against current market designs and policies.

Going forward, the programme will focus on a modular system connecting the UN SDGs across taught modules, demonstrating their omnipresence in modern Finance and their importance in developing strategies and policies. This ensures that our graduates are involved in responsible policy making as well as taking decisions that reflect on the common goals of sustainable development.

MGT7181 ARTIFICIAL INTELLIGENCE IN BUSINESS AND SOCIETY

Module Coordinator: Dr Laura Steele

Level: Postgraduate

Artificial intelligence (AI) has already had a substantial impact on business and society, including 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 repeated 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.

Introduced in 2019-2020, this module forms part of the innovative MSc Business Analytics programme. It 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. In addition to critically examining ethics and social responsibility issues arising in relation to AI, the module also considers topics such as surveillance and privacy; the potential impact on employment and wealth distribution; the future of organisational leadership in the age of AI; decision-making, strategy, and change; and corporate governance and disruptive technologies.

The Module Coordinator, Dr Laura Steele, said of the course:

“Ethics, responsibility, and sustainability are core considerations within this module. Over the course of ten weeks, we explore some of the exciting opportunities presented by AI, for example, in terms of driving innovation within the domains of healthcare, education, and agriculture. However, we also analyse the darker side, including the concept of algorithmic bias.

“At Queen’s Management School, we do not believe it is sufficient for students to simply acquire technical skills in relation to business analytics, they must also develop the capacity to critically evaluate the benefits and costs associated with the use (and misuse) of technology.”

While this module addresses the UN SDGs holistically, some specific Goals covered, including SDG8: Decent Work and Economic Growth, are highlighted right.



EXECUTIVE EDUCATION AT THE CLINTON LEADERSHIP INSTITUTE

The concepts of ethics, responsibility, and sustainability are also integrated into the extensive executive education portfolio offered by the [William J. Clinton Leadership Institute](#) at the Management School. The team at the Institute, led by the Director of Executive Development, Laith Dajani, and Academic Director, Professor Min Zhang, deliver a wide of open courses and custom programmes. For example, the popular Senior Executives Programme now features an interactive half-day session on ‘The New Context of Leadership’ which addresses, amongst other relevant issues, the current and potential impact of climate change on individuals and organisations.



“Ethics, Responsibility and Sustainability are integral topics in many of our PGT modules. Students are encouraged to assess how these issues relate to their core discipline, whether that be Business Analytics, Finance, Accounting, and other Management disciplines. At least 11 of the SDGs are addressed in our programmes and we also provide further opportunities for students to develop their interests and knowledge in ERS related topics through consultancy projects with charitable organisations, or specific modules such as ‘Social Innovation and Business Planning’ or ‘AI in Business and Society’. We find our students are extremely engaged with issues relating to Ethics, Responsibility and Sustainability and consider these learning opportunities one of the most interesting and enjoyable features of their programmes of study!”.

Dr Denise Currie, Senior Lecturer and Director of Graduate Studies

METHOD: REFLECTION ON 2019-2021 KPIs

In our inaugural PRME SIP Report, we committed to the annual collection, collation, and analysis of data related to the coverage of ERS/PRME at both a module and programme level. In addition, a brief guidance document was to be prepared to support staff with integrating these concepts. Finally, regular engagement with the PRME community was required in order to share best practice in relation to responsible management education.

Despite the challenges presented by the COVID-19 pandemic, as evidenced above, all of these KPIs were successfully met. In particular, we were delighted to have the opportunity to help develop a ‘Seed Funding Competition for Developing Innovating Pedagogic Approaches and Teaching Practices in PRME’ on behalf of the UK and Ireland Chapter. The Seed Funding Competition has now successfully completed its second cycle and we look forward to reporting on the outcomes at the PRME UK and Ireland Chapter Conference in June 2022.

METHOD: KEY PERFORMANCE INDICATORS 2021-2023

- Map content relevant to the UN SDGs within modules and programmes.
- Support deeper engagement on responsible and sustainable management through the development of resources, including a ‘Short Strategic Guide for Integrating PRME and the UN SDGs into Modules and Programmes at Queen’s Management School’.
- Introduce a session on ethics, responsibility and sustainability, including features on PRME and the UN Sustainable Development Goals, to programme inductions.

4: RESEARCH

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



Research is recognised in the School's mission as a fundamental mechanism through which we can transform business and society. As demonstrated within this chapter, academics from across the School are actively engaged in research and scholarship that advances the aims of PRME and supports the achievement of the UN Sustainable Development Goals. The University's Strategy 2030, as discussed previously, aims to further enhance our impact by strengthening our research position and working with industry to broaden our translational impact and increase innovation, ensuring we deliver high-quality, world-leading research, which addresses local and global challenges.

This chapter begins by providing a brief overview of our research related to PRME and the Global Goals, highlighting particular strengths including SDG 3: Good Health and Well-being; SDG 8: Decent Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; SDG 13: Climate Action; and SDG 16: Peace Justice and Strong Institutions. Next, it showcases five different publications addressing distinct aspects of responsible management, including journal articles, a book, and a business case study. Following this, it introduces two of our current doctoral students engaged in sustainability related research, before discussing our vibrant Research Centres. Finally the chapter concludes by critically evaluating our performance against the KPIs set out in our 2019 SIP Report, before establishing new targets for 2021-2023.

OVERVIEW OF RESEARCH RELATED TO PRME AND THE UN SUSTAINABLE DEVELOPMENT GOALS

Since 2018, we have been identifying and analysing research and scholarship outputs related to ethics, responsibility, and/or sustainability, including journal articles, conference papers, and book chapters. More recently, we mapped outputs published between 2019 and 2021 against each of the UN SDGs. This involved a multistep process, starting with the extraction of data from Pure, the University's research information management system. Times Higher Education, Vertigo Ventures, Elsevier and others collaborated to develop search queries that encompass the first 16 SDGs (details of the full methodology is available via [Elsevier](#)). Using these search strings, Pure identifies research relevant to each Global Goal. SDG 17: Partnership for the Goals is not included because it does not relate to any specific content, but rather collaboration on other SDG related work. However, it can be added manually if it is believed the output meets the criteria set forth by the UN. In order to ensure the validity of the data, entries were first checked by the Director of Ethics, Responsibility, and Sustainability, before being distributed to individual scholars for final review.

Our analysis produced over 180 results, which encompassed 16 of the 17 SDGs. (No entries were recorded for SDG 6: Clean Water and Sanitation during the 2019-2021 period; however, it was considered in a small number of earlier publications). It should be noted that some outputs are included more than once because they address multiple Global Goals (for example, SDG 3: Good Health and Well-being and SDG 10: Reduced Inequalities).

As illustrated below, the School has particular strengths in relation to SDG 3: Good Health and Well-being; SDG 8: Decent Work and Economic Growth; SDG 9: Industry, Innovation, and Infrastructure; SDG 10: Reduced Inequalities; SDG 13: Climate Action; and SDG 16: Peace Justice and Strong Institutions. Cutting across the majority of outputs is SDG 17: Partnerships for the Goals. This reflects the fact that most publications result from the collaborative efforts of multiple individuals within the Management School, the wider University, various other academic institutions, and/or the private, public, and third/voluntary sectors.

OUR RESEARCH RELATED TO THE UN SDGS (2019-2021)



The chart above illustrates our research outputs between 2019 and 2021 related to each of the UN Sustainable Development Goals. It highlights particular strengths, including SDG 3: Good Health and Well-being; 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. SDG 17: Partnerships for the Goals has been placed around the outside of the chart to emphasise the fact it is often vital to work across organisational, sectoral, and geographical boundaries to deliver research that advances the Global Goals.

PRME IN PRACTICE: RESEARCH

The following section of the report provides a snapshot of some of the research and scholarship produced by our academics related to ethics, responsibility, and/or sustainability.

JOURNAL ARTICLE

'Leveraging Nordic Links: South African Labour's Role in Regulating Labour Standards in Wine Global Production Networks', Dr Tom Hastings



When selecting wine, we may consider the variety, such as Sauvignon Blanc or Syrah, the region of production and, of course, the price. But how often do we reflect on the treatment of those involved in producing it?

Dr Tom Hastings, a Lecturer in Management within the School, has examined the changing inspection of labour standards in South African vineyards. His study argues that activist pressure on wine global supply chains has added pressure on both private and public regulators to tackle labour exploitation. South Africa is a major player in the international wine industry, the sixth largest exporter of wine globally by volume, with a high proportion of sales to European markets. The study focused on the role of Scandinavian countries (Denmark, Sweden, Norway, Finland, Iceland, and the Faroe Islands) which import over 10 per cent of South Africa's global wine exports, and in particular Sweden and Norway who channel wine sales through state-run alcohol monopolies (Systembolaget and Vinmonopolet respectively). These alcohol monopolies strongly regulate the quantity and quality of their wine imports, creating a potential line of pressure on foreign wine producers to adhere to expected ethical standards.

The research also examined the impact of a Danish filmmaker – Tom Heinemann – who produced the documentary *Bitter Grapes* which uncovered a multitude of labour exploitations on vineyards in South Africa in 2016. The documentary exemplified how transnational campaigning can transfer pressures on supply chains, marked by a range of monitoring/observation changes by the Swedish and Norwegian alcohol monopolies who have introduced more stringent monitoring processes since the film aired. The research shows how both the South African state labour inspectorate and the Wine and Agricultural Ethical Trade Association (WIETA) have looked internally at ways of improving adherence to private standards and labour laws on vineyards in South Africa.

Commenting on the findings, Dr Hastings said: "The research demonstrates that worker activism is global and relevant despite questions over the role of trade unions in the twenty-first century. It demonstrates that people can convey moral arguments which actually influence the internal monitoring which firms/buyers put on producers". He continued, "While attempts at worker organising have often been stifled on wine farms, the research shows that people are capable of using corporate networks to improve the policing of their rights/entitlements".

Reference: Hastings, T. (2019) Leveraging Nordic links: South African labour's role in regulating standards in wine global production networks. *Journal of Economic Geography*, 19(4): 921-842. doi.org/10.1093/jeg/lbz010

JOURNAL ARTICLE

'Growing Older in Social Work: Perspective on Systems of Support to Extend Working Lives—Findings from a UK Survey', Dr Heike Schroder



The power of collaboration - as emphasised by SDG 17: Partnership for the Goals - can be illustrated by an award winning interdisciplinary study into social workers' wellbeing and attitudes towards their profession. Dr John Moriarty, from the School of Social Sciences, Education and Social Work, and Dr Heike Schröder, from the Management School at Queen's University Belfast designed and co-authored the research which was published in the British Journal of Social Work, along with colleagues from Ulster University and King's College London.

The study, 'Growing older in social work: Perspective on systems of support to extend working lives - Findings from a UK survey', reports on a survey of over 1,300 social workers across the UK. It showed high demand for increased work flexibility and suggests that the coming years may see many retire early from the profession if more supports are not put in place.

Dr Moriarty said: "We found that the leading reason for social workers to consider early retirement, or a change of profession, was the level of demand and stress experienced in work. This could impact both the demand for social services among those impacted by long-term work stress, as well as the ability to meet those demands and retain the skills and knowhow of our most experienced social workers."

Dr Schröder commented: "The COVID-19 pandemic has shone a spotlight on the wellbeing of frontline workers, but our study demonstrates that the high demands on social workers predate lockdown and the current pressures created by rising domestic violence. It is crucial that we think about whether our organisational systems are supporting frontline workers' wellbeing, and how to actively promote policies which provide much-needed flexibility and role transition opportunities to workers who need these accommodations."

The paper was awarded the European Social Work Research Association's Award for an Outstanding Publication in European Research.

Reference: McFadden, P., Moriarty, J., Schröder, H., Gillen, P., Manthorpe, G., and Mallett, J. (2020) Growing Older in Social Work: Perspective on Systems of Support to Extend Working Lives—Findings from a UK Survey. *The British Journal of Social Work*, 50(2): 405–426. doi.org/10.1093/bjsw/bcz165



Throughout the pandemic, most individuals act without knowing their health state, which naturally affects their willingness to social distance. Research by Dr Luís Guimarães, a Lecturer in Economics at Queen's Management School, suggests that this uncertainty can be quite adverse, by increasing contagion and raising COVID-19 related deaths. However, part of the uncertainty can be reduced by antibody testing. By revealing that susceptible and asymptomatic individuals are not immune, antibody testing reduces their social activity lowering the scale of the pandemic.

Dr Guimarães built an economic model of epidemics extending the standard SIR epidemiological model, widely used to guide policy during the pandemic, to include individuals' choice of social distancing. In the model, individuals react to the information about infections. When infections rise, they realise the increased risk of infection and lower their social contacts, which reduces the effective reproduction number (R_t). However, if susceptible individuals are unsure of their health state and erroneously believe themselves to be immune, they constrain their social activity by less than otherwise.

In this regard, by informing individuals, antibody tests reduce average social activity and permanently lower COVID-19 related deaths. When the model is calibrated to capture the costs of social-distancing and of infection as well as the basic reproduction number (R_0), Dr Guimarães found that antibody testing could prevent approximately 12 per cent of COVID-19 related deaths within 12 months.

Speaking about the findings, Dr Guimarães explained: "This research suggests that there can be sizeable gains in terms of lives saved from conducting large-scale antibody testing. The benefits of these tests are particularly large for those that cannot work from home in areas in which many are estimated to have been infected like London."

Reference: Guimarães, L. (2021) Antibody tests: They are more important than we thought. *Journal of Mathematical Economics*, 93.

doi.org/10.1016/j.jmateco.2021.102485

BOOK

'Management and War: How Organisations Navigate Conflict', Dr Joanne Murphy



War and conflict are a reality of life throughout the world. While much is written about the impact of violence and disorder, how people and organisations adapt to these environments is poorly understood. [Management and War: How Organisations Navigate Conflict and Build Peace](#) by [Dr Joanne Murphy](#), a Reader in Leadership and Organisational Change and Co-Director of the Centre for Leadership, Ethics, and Organisation (CLEO) at the Management School, tells the often-hidden story of people managing, delivering services and sustaining economies through and beyond violent conflict.

The book is written for both general readers and academic specialists, combining first person interviews, insights from witness seminars, and informal conversations with more scholarly research. Building on what we already know about organisational behaviour and conflict transformation, it looks at the delivery of housing and public amenities, the management of public space and commemoration and the role of local businesses during and beyond violent conflict. In particular, it focuses on the role of organisational managers as peacebuilding entrepreneurs, generating and sustaining conflict transformation efforts.

Reference: Murphy, J. (2020) *Management and War: How Organisations Navigate Conflict and Build Peace*. Chan, Switzerland: Palgrave Macmillan.



“Academics at Queen’s Management School engage in extensive research and scholarship aligned with the UN Sustainable Development Goals. We have particular strengths related to Good Health and Well-being; Decent Work and Economic Growth; Peace, Justice, and Strong Institutions and a commitment to partnership which is critical to leadership for global change. Our research strategy seeks to build a collaborative culture and support colleagues to develop high quality outputs that address real-world need”.

Dr Joanne Murphy, Reader and Director of Research

BUSINESS CASE STUDY AND TEACHING NOTE

'Time to Turn Over a New Leaf? Exploring Ethics and Corporate Social Responsibility within the Global Tea Industry', Dr Laura Steele



How do you make a 'good' cup of tea? From a taste perspective you might think about the quality of the leaves, the temperature of the water, or even the composition of your cup. But what about the challenges involved in creating a beverage that is 'good' in terms of people, planet, and profit?

In 2021, [Dr Laura Steele](#), a Senior Lecturer (Education) at the Management School, published a case study and accompanying teaching note titled, '[Time to Turn Over a New Leaf? Exploring Ethics and Corporate Social Responsibility within the Global Tea Industry](#)'. The case explores the global tea trade through the lens of a small business, [Suki Tea Makers](#), that is attempting to produce a more sustainable beverage. Tea is the second most consumed beverage globally after water; however, most students know very little about how this important commodity is produced. In addition to providing an overview of the tea industry, the case draws attention to the appalling working and living conditions on many tea estates. Key certification schemes, such as Fairtrade, which aim to address these abuses are also discussed. Students are encouraged to reflect on the challenges associated with starting a business in an industry dominated by the 'titans of tea', as well as ensuring high ethical and social responsibility standards in the context of a complex global supply chain.

OUR RESEARCH STUDENTS

Many of our postgraduate students conduct research related to responsible and/or sustainable business and management. Two of our current PhD candidates, Claire Kilpatrick and Anh Vu, briefly discuss their work below.

Claire Kilpatrick, PhD Candidate in Management

My research is centred in International Business and will explore how two megatrends - artificial intelligence (AI) and sustainable development - combine to influence the global strategies of multinational enterprises. By transforming business practices and relationships along global value chains, AI offers an exciting opportunity to augment the global sustainability efforts of multinational enterprises. However, unintended consequences, such as job loss from automation, exacerbation of the digital divide and significant increases in energy requirements, could hinder sustainable development. Considering these developments, my research aims to explore how managers leverage and exploit AI to enhance the sustainability efforts of their multinational enterprises. As such, my research primarily relates to SDG 9: Industry, Innovation and Infrastructure and SDG 12: Responsible Consumption and Production. However, the research will touch on almost all the SDGs, as the sustainability strategies of MNEs are diverse and the impacts of AI are wide-reaching.

Anh Vu, PhD Candidate in Finance

My research projects focus on sustainable finance policies and their impacts on the financial sector. While only in the last decade, nearly 400 sustainable finance policies have been implemented by central banks around the world, their effects and interactions with existing legal framework have not been studied extensively. With these regulations and traditional environmental policies in place, the engagement of financial institutions in sustainable finance has remained low. That is a major capital gap given the sizeable assets owned by corporate pension plans and facilitated by investment banks, for example. Hence, my research seeks to understand the impact of green finance policies on the financial sector and their relations with existing fossil fuel subsidies and other non-financial environmental measures. The most relevant SDG to my research is SDG 13: Climate Action, but since finance plays a critical role in achieving the SDGs, my projects may expand into other SDGs.

OUR RESEARCH CENTRES

Within the Management School, specialisms have grown where a critical mass of researchers in specific areas have formed Research Centres, each of which engage in work relevant to PRME and the UN Sustainable Development Goals. Our Research Centres include the highly regarded Queen's University Centre for Economic History (QUCEH); the Centre for Health Research and the Management School (CHARMS); and the Centre for Not-for-Profit and Public Sector Research (CNPR).

In 2020, a new research centre was created by Dr Shirley-Ann Hazlett and Dr Joanne Murphy. The Centre for Leadership, Ethics, and Organisation (CLEO) aims to promote management and organisational studies (MOS) research into issues relating to leadership, ethical management practices, and organisational development/transition. The Centre seeks to explore these areas within the wider research context of grand challenges, wicked problems, and system-wide change. Global concerns such as climate change, the recent experience of the pandemic, the impact of AI, international terrorism, mass migration between continents and countries, the injurious behaviour of financial institutions all have implications beyond individual and even groups of organisations and institutions. Under the direction of Dr Murphy and Dr Hazlett, CLEO seeks to frame its activities and actions in the light of these global, interconnected, system-wide problems. On 23 June 2021, CLEO was officially launched with a keynote address by the Former President of Ireland and Adjunct Professor of Climate Justice, Trinity College Dublin, Professor Mary Robinson.

Our faculty also engage with interdisciplinary centres across the wider University that are involved in work that addresses the Global Goals, including, but not limited to, The Senator George J. Mitchell Institute for Global Peace, Security and Justice and the Centre For Sustainability, Equality and Climate Action.



RESEARCH: REFLECTION ON 2019-2021 KPIs

In our inaugural PRME SIP Report, under ‘Research’ we committed to the annual monitoring of research and scholarship outputs related to ethics, responsibility, and sustainability across the Management School. In addition, we intended to promote this work through our website, social media channels, press releases, etc. (with a target of 6-8 unique features per annum). Further, we aspired to regularly engage with the PRME community in order to share best practice in relation to responsible management research.

Despite the challenges presented by the COVID-19 pandemic, these targets were largely – but not wholly – achieved. While we successfully mapped research and scholarship outputs against the 17 Global Goals (as evidenced above), more work needs to be done to enhance the impact of these important publications. For example, through our Ethics, Responsibility, and Sustainability Blog and the QMS Good Business Podcast, as well as external media sources. This will be a key focus for the 2021-2023 period.

RESEARCH: KEY PERFORMANCE INDICATORS 2021-2023

- Map research and scholarship outputs against the UN SDGs on an annual basis.
- Regular engagement with the PRME community in order to share best practice in relation to responsible management research.
- Promotion of ethics, responsibility, and sustainability related research through the School website, social media channels, press releases, etc. (target of 6-8 unique features per annum).



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.

At Queen's Management School we believe that partnership is vital in order to advance the Principles of PRME and the UN Sustainable Development Goals. Therefore, we are committed to strengthening existing relationships and fostering new ones in order to increase dialogue and encourage collaboration that addresses pressing global economic, social, and environmental concerns.



“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 a better understanding of the challenges organisations face and more informed research and business recommendations.”

Julie McCandless, Professor of Practice and Associate Director of Corporate Relationships

There is both an internal and an external dimension to partnership, particularly within a large institution such as Queen's University. Within the Management School, actions such as having representatives from the four subject groups, as well as professional support staff, serving on panels including the Ethics, Responsibility, and Sustainability Committee and Gender Equality Team is helping to eradicate silos. In addition, we have begun to collaborate more closely with colleagues from other areas of the University, including computer science, engineering, and law on sustainability related issues, such as the integration of the UN SDGs within curricula. Further, and as discussed below, we have also developed strong relationships with a wide range of individuals and organisations across the private, public, and third/voluntary sectors who share our commitment to responsible and sustainable business and management. The following section of the report begins by introducing our International Advisory Board, before discussing the 'Eco Innovation and Job Creation Business Breakfast' we hosted in 2021. Next, it critically evaluates our performance against the KPIs set out in our 2019 SIP Report, before establishing new targets for 2021-2023.

“The Linen Quarter Business Improvement District is committed to driving the sustainability agenda within Belfast. We believe that to achieve the UN Sustainable Development Goals by 2030 it will be vital to work in partnership. We were delighted to co-host an event with Queen's Management School in 2021 - the Eco Innovation and Job Creation Business Breakfast - and look forward to working together again in future.”



Dr Ken Bishop, Sustainability Consultant



OUR INTERNATIONAL ADVISORY BOARD

Queen's Management School benefits from the knowledge and expertise of an International Advisory Board who advise on the strategic management of the School. In addition, the Board also supports the School in increasing its societal and economic impact through education and research.



Through education, the Board 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 Board identifies issues of concern to business, public and third sector organisations, and assists in the production and dissemination of research results including engagement with communities of practice.

The International Advisory Board also represents an invaluable opportunity to interact directly with business leaders from around the world and learn first-hand about the social and environmental challenges they are facing with a view to working together to find innovative solutions.

The external members of the International Advisory Board are:

Mrs Sue Douthwaite (Chair), Non-Executive Director and Adviser; Professor Petra Ahrweiler, Professor of Sociology of Technology and Innovation, Social Simulation, Johannes Gutenberg University; Professor Jim Crilly, Honorary Professor, Nottingham Business School; Professor Robert D. Galliers, Professor Emeritus, Bentley University; Mr John Healy, Vice President & Managing Director, Allstate Northern Ireland; Mr Paul Henry, Director, Osborne King; Ms Laura Jackson, Partner, BDO Northern Ireland; Dr Stephen Kingon, Chair, NI Centre for Competitiveness; Mr Feargal McCormack, Managing Director, PKFFPM; Professor Andrew Pettigrew OBE, Saïd Business School, University of Oxford; Professor Roberta Piermartini, Chief of Trade Costs Analysis, World Trade Organisation; Mr Richard Ramsey, Chief Economist, Ulster Bank; Mr James Rutherford, Non-Executive Director; and The Honorable Deborah L. Wince-Smith, President & CEO, Council on Competitiveness.

ECO INNOVATION AND JOB CREATION BUSINESS BREAKFAST

In order to further enhance our connections with organisations in the private, public, and third sectors, on 8 November 2021, we hosted an Eco Innovation and Job Creation Business Breakfast in collaboration with the Linen Quarter Business Improvement District (BID). The event formed part of the broader [Linen Quarter Re\[act\] Festival](#) and was aligned with the 26th UN Climate Change Conference of the Parties (COP26), which took place in Glasgow between 1 and 12 November 2021.

The business breakfast opened with a keynote speech from Will Ennett, Head of Sustainability at TalkTalk. This was followed by a panel discussion featuring Kerry Curran, Acting Director Strategy and Policy at InterTrade; Kat Maguire, Lean Start-Up Programme Manager at Queen's University; Elaine Smyth, Head of Innovation Community at Catalyst; and Laura Steele, Senior Lecturer & Director of Ethics, Responsibility and Sustainability at Queen's Management School. In light of the success of the business breakfast, we aim to host at least one similar event per year.

QUEEN'S MANAGEMENT SCHOOL 'GOOD BUSINESS' PODCAST AND ETHICS, RESPONSIBILITY, AND SUSTAINABILITY BLOG

In our first PRME SIP Report, we discussed the development of our '[QMS Good Business Podcast](#)', as well as our '[Ethics, Responsibility, and Sustainability Blog](#)'. These proved to be useful not only in terms of enhancing partnership and dialogue, but also represented a helpful educational tool for use both inside and outside of the classroom. As a result, we expressed the intention to produce 10 editions of each per year; however, this was unfortunately significantly hindered by the pandemic.

In 2020-2021, we released a small number of podcast episodes, including on the subjects of 'Mental Health, Wellbeing, and Work' and 'How to Make a "Good" Cup of Tea: Exploring Ethics and Social Responsibility within the Global Tea Industry'. In addition, we published three blogs, one of which addressed the topical issue of 'The Ethics of Ordering Non-Essential Items Online During the Coronavirus Lockdown'. However, this falls short of our stated ambitions. During the 2021-2023 period, we intend to relaunch the podcast and blog.

PARTNERSHIP: REFLECTION ON 2019-2021 KPIS

In our inaugural SIP Report, under 'Partnership' we committed to releasing ten episodes of the QMS Good Business Podcast and publishing 10 blog posts related to ethics, responsibility, and sustainability per year. However, as discussed above, this was unfortunately not achieved. We did, however, fulfil our ambition of hosting an event focused on business and sustainability (the Eco Innovation and Job Creation Business Breakfast). In addition, we actively engaged with PRME community, participating in a number of events and activities, including the PRME Virtual Global Forum and UK & Ireland Annual Chapter Conference in both 2020 and 2021.

PARTNERSHIP: KEY PERFORMANCE INDICATORS 2021-2023

- Hosting of one event on business and the UN Sustainable Development Goals per year.
- Attendance at the Annual PRME UK & Ireland Chapter Conference and PRME Global Forum.
- Development and release of 10 episodes of the QMS Good Business Podcast per year.
- Publication of 10 blog posts and/or news stories related to ethics, responsibility, and sustainability per year.

6. DIALOGUE

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

The sixth and final principle of PRME, Dialogue, arguably underpins each of the others and is closely aligned to SDG 17: Partnership for the Goals. Simply put, without critical discussion and purposeful debate in relation to the social, environmental, and economic challenges we are facing, little meaningful impact will be achieved.

At Queen's Management School dialogue between academics, students, business leaders, government officials, and civil society representatives, amongst other actors, occurs on a daily basis. It takes place in a wide variety of settings from classrooms to boardrooms, community halls to parliamentary committee rooms. Each and every interaction represents an opportunity for mutual learning and enhanced understanding. Discourse also occurs through student placements, company visits, and the numerous consultancy projects engaged in by both staff and students.

During the 2019-2021 period, we placed a particular emphasis on breaking down internal and external silos in order to improve communication and increase collaboration. We have, for example, supported colleagues from various other Schools and Institutes within the University to integrate the UN SDGs into their curricula. In addition, as detailed below, we have developed and delivered several events and initiatives designed to foster dialogue, including the Business and Human Rights Student Ambassador Programme, the Queen's Management School Student Managed Fund, the Northern Ireland Business Challenge for Schools, and 'My Vision for a Sustainable Future: A Challenge for Schools', as well as our ongoing work in relation to the Global Peace Index.



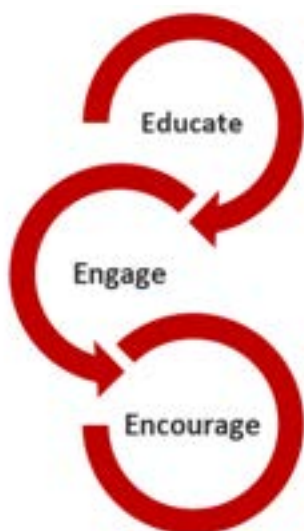
NORTHERN IRELAND BUSINESS AND HUMAN RIGHTS STUDENT AMBASSADOR PROGRAMME

Launched in 2019, the Northern Ireland Business and Human Rights Student Ambassador Programme is a collaborative initiative between Queen's Management School and the Northern Ireland Business and Human Rights Forum.

The purpose of the Programme is to equip students with the knowledge and skills to act as ambassadors to promote ethics and human rights within business during both their academic studies and future professional careers. Although organised by the Management School, the Programme is open to students from across Queen's University.

The Programme is aligned to the Queen's University DegreePlus scheme, which recognises and accredits Queen's Students for the personal drive and initiative they demonstrate in developing skills and experiences outside of their academic studies. Successful completion of the Programme enables students to receive a certificate at their graduation ceremony.

The Student Ambassador Programme is based upon three elements which must be fulfilled for the student to be put forward for DegreePlus accreditation:



Attendance at three half day workshops organised by QMS and the NIBHR Forum exploring issues around human rights, business ethics, sustainability, and responsible management.

Attendance at two additional events, for example, meetings of the NIBHR Forum, the UK Global Goals Roadshow, or any other relevant events as approved by QMS and the Forum.

Organisation and delivery of a student-led activity at the QUB Development Weeks held in May/June each year. This may include, but is not limited to, a talk, mini conference, or workshop open to students from across the University.



"I thoroughly enjoyed participating in the programme this year. The taught content was really interesting, and it was great to have time to discuss it with students. I have been interested in human rights for a long time but was great to increase my knowledge of it in a business context. I found the information on ethical supply chains especially poignant... Attending events such as a meeting of the NIBHR Forum and UN webinars added to this, which I would not have known about without being an Ambassador. Organising an event and meeting students from other degrees was fantastic and has given me great experience which I hope to take with me into my professional career."

NI Business and Human Rights Student Ambassador, 2020-2021

In June 2021, students in the second cohort of the Programme held a thought-provoking webinar titled 'The Right to Burn Bright, Not Burn Out'. The event explored the concept of work-related burnout in the context of the COVID-19 pandemic and featured contributions from Dr Maria Quinlan, a sociologist and founder of Pink Flower Research, and Frank Liddy, Lead Mindfulness Practitioner at Inspire and co-founder of the Belfast Mindfulness Centre.

Approximately 30 students have completed the Business and Human Rights Student Ambassador Programme to date, with the third cycle due to commence in January 2022.

QUEEN'S MANAGEMENT SCHOOL STUDENT MANAGED FUND



The 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. Using the FinTrU Trading Room, students make all investment decisions with guidance provided by the faculty Oversight Committee. Queen's is one of only a handful of UK and Irish Universities offering students such an experience ensuring they have more of an edge in the global jobs market.

The Fund seeks to achieve consistent long term positive returns by optimally managing downside risk in a responsible manner. The Fund is underpinned by a number of core value statements, including 'We are Impact Investors', which means that Environmental, Social, and Governance (ESG) metrics are incorporated into investment decisions and a proportion of profits is donated to charity.



NORTHERN IRELAND BUSINESS CHALLENGE FOR SCHOOLS



Pictured at the 3rd NI Schools Business Challenge (L-R), Professor Ciaran Connolly, Queen's University Management School, Darren Nickels, Head of Technology at Henderson Technology, the winning Glenlola Collegiate team members and Nigel Harra, Senior Partner at BDO Northern Ireland.

Since 2018, Queen's Management School, in partnership with BDO Northern Ireland and the Henderson Group, has held an annual Business Challenge for Schools. Aimed at Year 13 and 14 students studying A-Level Business Studies, the innovative initiative both supports the academic curriculum and facilitates the development of pupils' business skills and knowledge in an enjoyable and interactive forum. Jill Armer, Education Manager at the Council for the Curriculum, Examinations & Assessment (CCEA), stated following the 2020 Challenge: "The NI Business Challenge is a fantastic opportunity for pupils to put theory into practice and demonstrate their knowledge."

The competition aims to help pupils develop practical work-related skills – including communication, critical thinking, and teamwork – by challenging them to consider how organisations can enhance their operations and become more socially responsible. Nigel Harra, Senior Partner for BDO Northern Ireland, said of the competition: "This challenge gives young people the opportunity to understand the real-life, strategic decision-making process organisations go through. The purpose of the challenge is to enable pupils to use their theoretical knowledge to solve problems while receiving help and advice from the best in business".

The Business Challenge was forced to take a hiatus in 2021 due to the COVID-19 pandemic, but will return in February 2022.

'MY VISION FOR A SUSTAINABLE FUTURE: A CHALLENGE FOR SCHOOLS'

In November 2021, Queen's Management School launched a new sustainability-related challenge for schools in collaboration with the Linen Quarter Business Improvement District (BID). The initiative called upon young people in Years 8 and 9 from across Northern Ireland to help raise awareness of climate change by creating a poster, comic strip, or collage featuring their 'Vision for a Sustainable Future'. The challenge formed part of the broader Linen Quarter Re[act] Festival and was aligned with the 26th UN Climate Change Conference of the Parties (COP26).



We will report on the outcomes of the Challenge in our next PRME SIP Report.

ENGAGEMENT THROUGH OPEN LEARNING

Queen's University's [Open Learning Programme](#) offers a wide range of short courses to the community. In 2020, Dr Laura Steele from the Management School joined colleagues from across the University to deliver an Open Learning session titled 'How Should Queen's Address Climate Breakdown and Unsustainability?' as part of a module on 'Our Planetary Emergency: Hope and Agency in Turbulent Times'. Following from the success of this initiative, in January 2022, the University will host a virtual [Sustainability Summit](#) that is designed to stimulate thinking and accelerate key debate on the pressing sustainability challenges facing our planet today. The event will feature a talk from Dr Steele titled, 'Why on Earth Should Businesses Care about Climate Change?', which will be followed by a discussion session led by PhD students from the School.

GLOBAL PEACE INDEX

The [Global Peace Index](#) (GPI) is the flagship publication of the Institute for Economics & Peace and is now on its fifteenth edition. The GPI presents a comprehensive analysis of trends in peace worldwide, the economic value of peace, and how to develop peaceful societies. The GPI measures the levels of Negative Peace, which is the absence of violence or fear of violence. Negative Peace is a complement of Positive Peace, which is defined as the attitudes, institutions, and structures that create and sustain peaceful societies.

The William J. Clinton Leadership Institute at Queen's Management School has a long-standing relationship with Institute for Economics & Peace, having hosted the launch of the twelfth edition in 2018 alongside the Senator George J. Mitchell Institute for Global Peace, Security and Justice. More recently, on 1 July 2021, the Leadership Institute hosted a [virtual panel discussion](#) which focused on the latest trends in peacefulness, as well as understanding the concepts of Peace. The panel was led by Serge Stroobants, Director Europe and MENA from the Institute for Economics & Peace. Mr Stroobants was joined by Dr Andrew Thomson from the Senator George J Mitchell Institute for Global Peace, Security and Justice and Enda Young of the William J. Clinton Leadership Institute.

DIALOGUE: REFLECTION ON 2019-2021 KPIS

In our inaugural PRME SIP Report, under Dialogue we committed to delivering the NI Business and Human Rights Student Ambassador Programme on an annual basis, as well as continuing to engage with the Global Peace Index. As demonstrated above, both of these KPIS were successfully met. In addition, we stated our intention to encourage discourse with representatives from the private, public, and third/voluntary sectors in relation to responsible and sustainable management. Unfortunately, the pandemic led to the postponement or cancellation of some planned activities. However, it also spurred innovation and the adoption of technologies that allowed us to reach a wider audience across a broader range of platforms. Going forward, we are keen to leverage this learning in order to continue to promote dialogue on responsible and sustainable management.

DIALOGUE: KEY PERFORMANCE INDICATORS 2021-2023

- Dialogue with representatives from the private, public, and third/voluntary sectors in relation to Ethics, Responsibility, and Sustainability encouraged and monitored.
- NI Business and Human Rights Student Ambassador Programme delivered on an annual basis.
- Continued engagement with the Global Peace Index.



FINAL REFLECTIONS

DR LAURA STEELE, PRME CHAMPION

As noted at the beginning of this document, the primary purpose of our second SIP Report has been to reaffirm our commitment to implementing the Principles of PRME and advancing the UN Sustainable Development Goals at Queen's Management School. In addition, it serves as an important accountability and transparency mechanism, critically reflecting upon our efforts to date.

Our inaugural SIP Report set out ambitious plans for the 2019-2021 period. As a result of the COVID-19 pandemic, some of these had to be cancelled or postponed due to government restrictions or a necessary shift in priorities. (For example, in order to focus on delivering high-quality teaching online). However, despite the challenges presented by the crisis, we were able to meet the majority of targets set. In particular, we have made significant progress in relation to collecting, collating, and analysing data that captures the integration of the UN SDGs within our teaching and research. This will be further enhanced with the inclusion of new section on the Global Goals within module review forms from 2022. In addition, we continued to deliver a number of established activities, including the Pathway Opportunity Programme, the NI Business and Human Rights Student Ambassador Programme, and the Annual Mary McAleese Diversity Lecture Series. We also introduced new initiatives, such as the Eco Innovation and Job Creation Business Breakfast and the 'My Vision for a Sustainable Future Challenge for Schools'. Each success is a testament to the dedication and resilience of our staff, students, and other stakeholders.

Turning our attention to 2021-2023, a key priority is to more accurately capture and report on the impact, rather than simply the outputs, of our actions. Impact, simply put, is about creating real change in the real world. Measuring impact is important for a number of reasons, including enhancing our understanding of where we are creating real value and how to best direct our resources, as well as increasing credibility - and, in turn, engagement - with our stakeholders. We look forward to sharing our progress with you in 2023.

Dr Laura Steele
PRME Champion

SUMMARY OF KPIs (2021-2023)

1 PURPOSE

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

- Ethics, Responsibility, and Sustainability Committee to meet four times per year.
- Interim report on progress presented to the School Management Board December 2022.
- Publication of six issues of the QMS ERS-PRME Update per year.

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.

- Annual participation in the Pathway Opportunity Programme.
- Continued engagement with Athena SWAN, the Race Equality Charter, and the broader Equality, Diversity, and Inclusion agenda.
- Increased monitoring of the environmental impact of our estate, including energy consumption.

3 METHOD

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

- Map content relevant to the UN SDGs within modules and programmes.
- Support deeper engagement on responsible and sustainable management through the development of resources, including a 'Short Strategic Guide for Integrating PRME and the UN SDGs into Modules and Programmes at Queen's Management School'.
- Introduce a session on ethics, responsibility and sustainability, including features on PRME and the UN Sustainable Development Goals, to programme inductions.

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.

- Map research and scholarship outputs against the UN SDGs on an annual basis.
- Regular engagement with the PRME community in order to share best practice in relation to responsible management research.
- Promotion of ethics, responsibility, and sustainability related research through the School website, social media channels, press releases, etc. (target of 6-8 unique features per annum).

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.

- Hosting of one event on business and the UN Sustainable Development Goals per year.
- Attendance at the Annual PRME UK & Ireland Chapter Conference and PRME Global Forum.
- Development and release of 10 episodes of the QMS Good Business Podcast per year.
- Publication of 10 blog posts and/or news stories related to ethics, responsibility, and sustainability per year.

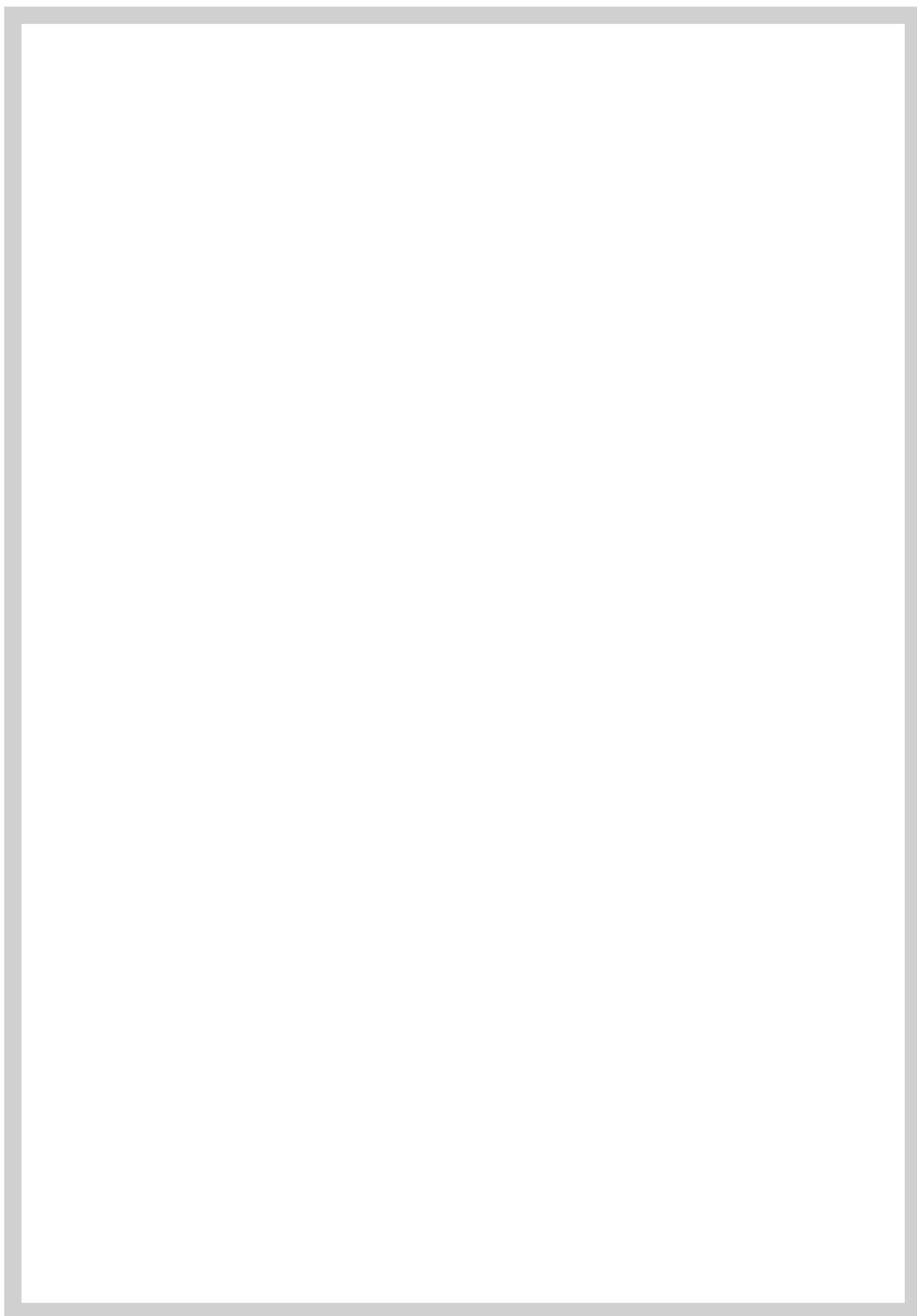
6 DIALOGUE

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 responsibility and sustainability.

- Dialogue with representatives from the private, public, and third/voluntary sectors in relation to Ethics, Responsibility, and Sustainability encouraged and monitored.
- NI Business and Human Rights Student Ambassador Programme delivered on an annual basis.
- Continued engagement with the Global Peace Index.



NOTES

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**PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION
SHARING INFORMATION ON PROGRESS REPORT
2019-2021**

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