

# Sharing Information on Progress Report 2022

Principles for Responsible Management Education



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Written and edited by Roxane Valier-Brasier,  
Strategic Projects Team — UQ Business School

## Message from the Dean

### Our transformation journey continues.

The Business School recognises the importance of integrating and advocating social and sustainable responsibility into everything we do. As educators of tomorrow's business leaders and managers, our School plays a vital role to help business to transition to a low-carbon society. Our students and alumni will need to mitigate the impact of their workplaces on the environment and help to build a more resilient society. As an organisation, we also need to do our part and lead by example. Our activity depends on energy and material flows, stable climatic conditions, and vibrant ecosystems. We must respect planetary boundaries to be sustainable, and to do so we also need to measure, understand and reduce our own emissions - outlined in this report.

I would like to thank the Business School PRME Directorate for their outstanding work over the last two years - with many of the outcomes presented in this report. I would like to also acknowledge and thank our former staff member, Dr Cle-Anne Gabriel. Cle-Anne's passion and tireless efforts saw her drive many initiatives in the School as our former PRME Director. We are pleased that Cle-Anne continues to be affiliated with our School.

In 2023, Professor Daniel Nyberg joins our School and is our new PRME Director. Daniel was previously the Director of the International Centre for Corporate Social Responsibility at the University of Nottingham, UK. His research focuses on organisational and societal responses to climate change. Daniel has had previous experience with PRME. I am sure under his leadership both our relationship with PRME and our initiatives will continue to flourish. His vision and action plan 2023-2025 are presented at the end of this report.

Kind regards

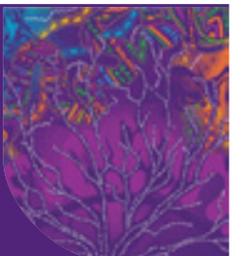
**Professor Brent Ritchie**

Dean and Head of School



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

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



# About UQ Business School\*



## REPUTATION

**#27** QS World University Rankings by Subject 2022 Hospitality & Leisure Management

**#1** in Australia for Full-Time MBA ranking by *The Economist* 2022

**#8** Shanghai Global Rankings of Academic Subjects 2022 Hospitality & Tourism Management

**1st** Australian University Business School to receive accreditation for its Tourism programs with UNWTO - Reaccredited in 2022



## RESEARCH

**\$2.6+ million** Australian Research Council (ARC) research grants

**6** Research Hubs

**415+** journal articles

**5** Indigenous PhD grants



## PROGRAMS

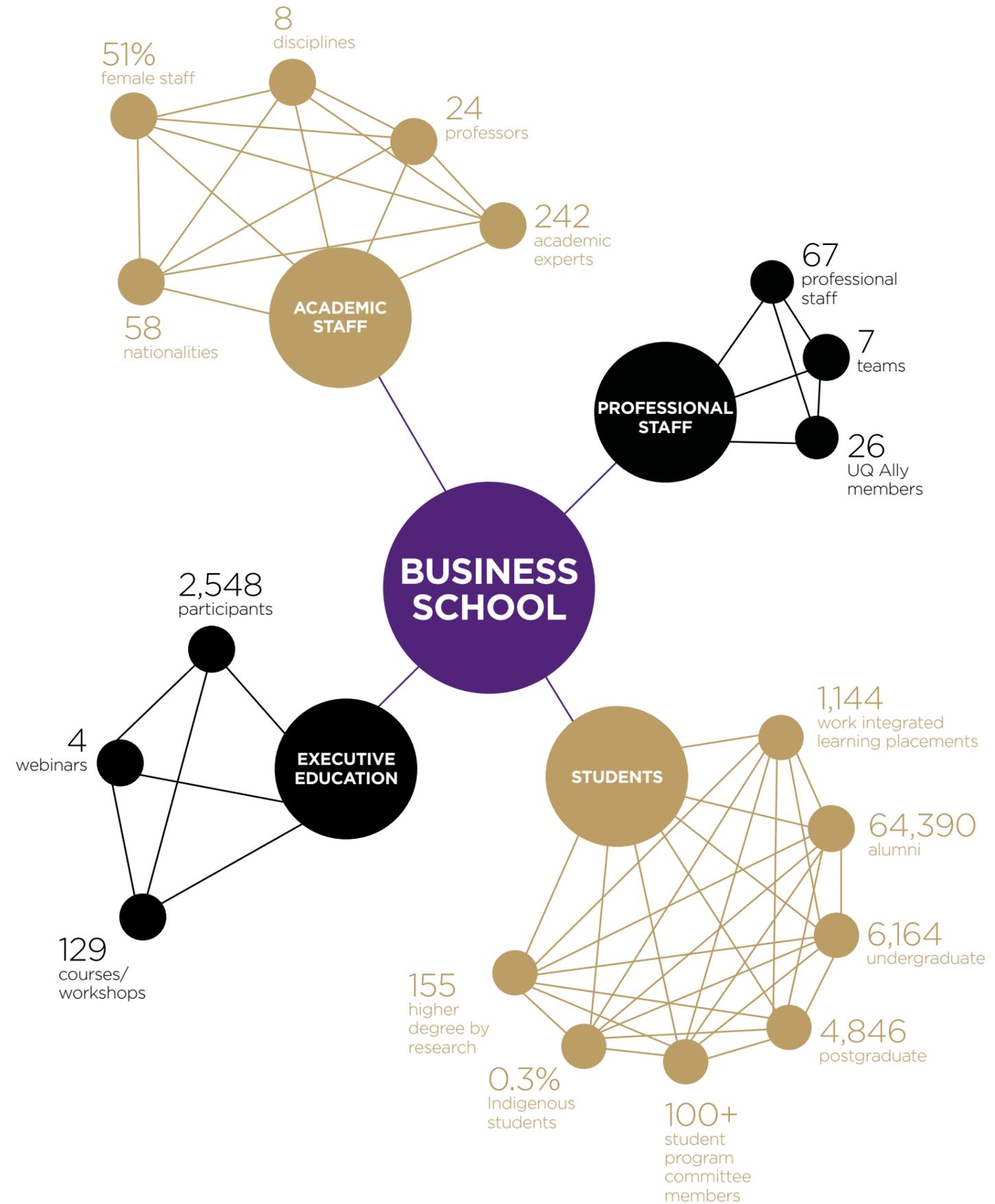
**Bachelors**  
5 Programs  
6,164 students  
43% international

**Masters**  
8 Programs  
4,846 students  
87% international

**MBA**  
3 study modes  
293 students  
1.4% international

**PhD**  
155 doctoral students  
38% international

**Continuing education**  
7,234 students



\* 2022 data

# Principle 1: Purpose

The Business School develops the capabilities of students to be future generators of sustainable value for business and society at large and to work for an exclusive and sustainable global economy.

## Establish UQ Business School's first UN PRME Directorate

**As part of our ongoing commitment to our 2030 pathway, the UQ Business School nominated a inaugural PRME Directorate in April 2020. The working party is formally endorsed by the Head of School.**

The Directorate is responsible for guiding the School's actions for impact over the period 2020-2022. Following the departure of Dr Cle-Anne Gabriel, Director of UN PRME, the Business School appointed Professor Daniel Nyberg who started in February 2023.



Professor Daniel Nyberg  
Director, PRME



Dr Jonathan Staggs  
Associate Director  
(Teaching & Learning)



Professor Matthew Hornsey  
Associate Director  
(Research)



Dr Christoph Breidbach  
Associate Director  
(Engagement)



Dr Sharlene Leroy-Dyer  
Associate Director  
(Indigenous Engagement)



Roxane Valier-Brasier  
Manager  
(Operations)

## Alignment with the University of Queensland's Sustainability Strategy 2021-2025

Mid-2022, the University of Queensland became a formal signatory to the United Nations Sustainable Development Goals, laying a strong foundation to implement the UQ-wide Sustainability Strategy. Becoming a signatory to the UN goals builds on UQ's sustainability record in both research and operational pursuits, UQ was also recognised with a Silver STARS rating in 2021.

The Business School is supporting UQ in creating change at both local level and on a global scale. We are committed to transforming our educational and research programs to be at the forefront of seeking solutions to sustainability issues.

## Business School's Sustainable Development Goals organisational purpose map

The Business School's UN PRME Directorate determined a baseline and defined priorities in the 2020 PRME Sharing Information on Progress report. Based on the Business School's location, specificities and appetite, particular focus is placed on four 'core' SDGs, with dedicated activities also taking place on five 'important' SDGs. The action plan was embedded in the Business School Strategic Priority Plan 2022-2025.



# Principle 2: Values

The Business School incorporates into our academics' activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

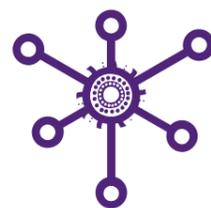
## Indigenous Engagement Strategy 2023-2032

**The UQ Business School supports the University of Queensland and Business, Economics and Law Faculty's objectives to build an inclusive organisation that works respectfully with Aboriginal and Torres Strait Islander peoples.**

In order to commit to working towards aspirational thought leadership, quality education, social and economic outcomes for First Nations peoples, the UQ Business School developed an Indigenous Engagement Strategy 2023-2032. Actions include:

- Activating reconciliation and healing through meaningful Aboriginal and Torres Strait Islander cultural learning and Indigenous knowledge by staff and students across the School
- Authentically and ethically engaging with Aboriginal and Torres Strait Islander organisations and communities through our research, student engagement and industry partnerships
- Creating a learning environment that provides pathways for empowering Aboriginal and Torres Strait Islander students, academic staff, industry and community to achieve positive outcomes for themselves, their organisations, businesses, and community.

To achieve our commitment by 2032, the School will focus on two pillars:



### Indigenous Business Hub

To provide a capacity-building framework for aspirational thought leadership and educational outcomes for First Nations peoples.



### Enriching our communities

Strong engagement with internal and external partners to power the business hub and create positive outcomes that are impactful, appropriate and empowering.



### Accelerating Indigenous engagement via dedicated support

Appointed Senior Manager, Indigenous Engagement for the Business School, Cameron Costello (pictured) has been creating momentum for the development of the Indigenous Engagement Strategy 2023-2032 in partnership with the PRME Associate Director (Indigenous Engagement), Dr Sharlene Leroy-Dyer and the Director of Engagement, Associate Professor Tim Kastle.

## Reconciliation Action Plan (RAP)

The School values equity, diversity and inclusion for all peoples. In particular, we acknowledge and respect Aboriginal and Torres Strait Island peoples as First Australians, and work with them to build a strong sense of belonging through teaching, learning, research and collaboration.

The BEL Faculty have developed a RAP Implementation Plan which demonstrates how the BEL Faculty, including the Business School, is supporting UQ's RAP. The School's Director of Education was a member of the Plan development working party.

RAP is a strategic document that provides a framework to strengthen the relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples for the benefit of all Australians.

“Reconciliation means Indigenous and non-Indigenous Australians working together to create a just society that benefits all.”



Matthew Jones, proud Torres Strait Islander, MBA graduate (2019)



## Strengthening staff cultural competency with the BlackCard Program

BlackCard, a specialist consultancy providing cultural capability training and consultancy services, has been partnering with the Business School to enable people and organisations to work effectively with members of the Aboriginal community. Three-hour trainings were delivered to volunteering staff, including members of the Senior Leadership Team.

**52**  
trainees  
since 2019

# UQ GIVING DAY

## \$58,690

raised by Business School staff to support the Don and Tina Hamson Memorial Scholarship to raise funds for Aboriginal and Torres Strait Islander student scholarships

## Wear it Purple Day

Every August, this event fosters supportive, safe, empowering and inclusive environments for rainbow young people. It was launched in 2010 following the suicide of several young people who had been bullied and harassed resulting from their lack of acceptance of their sexuality or gender identity. The Business School's staff (pictured on the left) joined the movement.

# Principle 3: Method

The Business School creates educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

## Deep listening on Minjerribah (North Stradbroke Island)

Some students and staff (pictured below) participated in a three-day field trip on Minjerribah (North Stradbroke Island) in November, 2021.

The School partnered with Quandamooka Yoolooburrabee Aboriginal Corporation (QYAC) to provide nine students the chance to engage in problem-based learning as QYAC continues to develop strategic opportunities on the island. Students engaged in 'Dadirri' (deep listening) as they learn about the current challenges that the island faces, including Native Title, sustainable tourism and water ecology. Students participated in a 'yarn' of their impressions from a variety of cultural, economic and political lenses.

The field trip was a pilot for the School's indigenising the curriculum project that aims to highlight the importance and effectiveness of experiential learning related to ethics, responsibility and sustainability. The project also seeks to improve upon Indigenous engagement and understanding among the School's students and staff.



## Embedding SDGs into Business School courses

Some progress, but more needs to be done.

Through the mobilisation of academics and the learning designer team, progress has been made to further embed SDGs into the Business School's curriculum. Although many courses still implicitly touch on SDGs and further work needs to be done to teach the goals more explicitly. SDGs have now been fully integrated to all course profiles. Students are being made aware of how a course relates to global challenges.

### SDGs most taught in 2022



# 77%

courses implicitly or explicitly address at least one SDG

# 100%

course profiles now mention which SDGs are embedded in the course design/pedagogy, lecture/tutorial content or assessment

## Igniting digital innovation for a bright future

A Business School course is preparing business students for future technologies and jobs that haven't been invented yet by encouraging them to turn theory into innovative action.

More than 1,600 students have participated in a hackathon, in which they used cloud or blockchain technologies, in partnership with global technology company Oracle Cloud, to develop a digital tool to address one of the United Nations Sustainable Development Goals.

The opportunity enabled students to learn entrepreneurial skills, while working with a high-profile industry partner on real world problems creating meaningful solutions. The winning teams created a token-based donation system and a solution that would track and log the social media activities of politicians. Other finalists aimed to use blockchain to address environmental issues at the Great Barrier Reef or tackle textile waste with Non Fongible Tokens (NFTs).

Pictured: Associate Professor Christoph Breidbach, Senior Lecturer in Business Information Systems, and Jason Lowe of Oracle



# Principle 4: Research

The Business School engages 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.

## Reputation outcomes

**UQ Business School's researchers continue to showcase leadership in their respective sustainability field of expertise through numerous recognitions and awards acquired.**

- Professor Sara Dolnicar and Dr Ya-Yen Sun (pictured) received the Australian Information Industry iAward, valuing the Low Harm Hedonism Global Sustainability Lab.
- Professor Sara Dolnicar was named as a finalist in Australia's leading science awards, the 2022 Australian Museum Eureka Prize for 'Outstanding Mentorship of Young Researchers'.
- Dr Saphira Rekker, Associate Professor Jacquelyn Humphrey, and Dr Katherine O'Brien's paper 'Do sustainability rating schemes capture climate goals?' was chosen by the journal editors of Business and Society as best paper in 2021.
- Dr Ya-Yen Sun was awarded the CAUTHE Fellows Award for her contribution to Tourism, Hospitality and Events.



## Half of Business School's research aligns with SDGs

# 52%

research outputs published in 2020-2021 aligned with one or several SDGs

**UQ Business School's faculty continue to showcase leadership in the sustainability space, by further relating their research to the global challenges.**

The below graph outlines the School 2020 and 2021 research outputs covering SDGs. A prominent focus has been placed on SDG 12 - Responsible Consumption and Production, SDG8 - Decent work and economic growth, SDG9 - Industry Innovation and Infrastructure and SDG3 - Good health and wellbeing.



## Research programs involving students tackling wicked problems

UQ provides students with an opportunity to gain experience working alongside a researcher in a formal environment and area of interest. As part of the Summer, Winter or Global Youth research programs, students have the opportunity to work on projects that relate to Sustainable Development Goals.

During 2020 and 2021, topics included:

- Using deep learning for investigating the impacts of privacy concerns on the adoption of public health mobile apps
- Procurement security for a circular infrastructure industry
- Climate-related risk disclosures: implications for investors and auditors
- The impact of Covid-19 health crisis on employee workplaces, productivity and wellbeing.

## A new Social Impact Research Hub launched

In addition to the five research hubs originally created in 2019, the Business School launched a new one in 2022 dedicated to social impact, with a focus on non-profit and social enterprises.

The Social Impact hub is bringing together UQ Business School's outstanding collection of scholars of social impact to collaborate, nuance our theorising and scholarship, enhance our industry engagement, and amplify our impact in this essential sector of Australia's business landscape.

Collectively, the 20 founding hub members have particular expertise related to diverse forms of social impact, especially charities and non-profits, social enterprises and social entrepreneurship, and socially-conscious business practices.

# Integrating transition issues in research with a multidisciplinary approach

The Business School and the Business Sustainability Initiative research hub deliver high quality, impactful, ground-breaking research. They provide thought leadership and practical solutions for a climate-changed and resource-constrained future.

## Helping businesses and financial institutions on their pathway to a zero-carbon future

**Business School researchers are part of an initiative championed by Princeton University and called the Rapid Switch Project.**

The research assists in moving Australia from a fossil fuel-dependent economy to a strategic leader in rapid decarbonisation.

UQ Business School researchers, Dr Saphira Rekker, Dr Belinda Wade (both pictured below), Professor Matthew Hornsey and Princeton researcher Dr Chris Grieg are pursuing three key topics for transitioning to a zero-carbon 2050:

- Assessment: the evaluation of corporations alignment with Paris-compliant decarbonisation scenarios;
- Investment: the examining of portfolio compliance with Paris aligned deep decarbonisation pathways;
- Business management: the managerial decision-making required to drive accelerated action.

Dr Saphira Rekker published her initial findings in August 2022, showing that 10 global cement companies and nine Australian utility companies were not complying with Paris Agreement targets to tackle climate change.

In a follow-up study in partnership with Norges Bank Investment Management, she also examined emissions data from 25 steel production companies and discovered most of the enterprises had by 2019 already emitted more than their entire carbon budget allowance under a Paris-compliant pathway.



## Boosting pro-environmental actions in hedonic contexts

**Funded by the Australian Research Council's Laureate Fellowship scheme, the Low Harm Hedonism Initiative aims at developing and validating a new theory that explains, predicts and elicits pro-environmental conduct among consumers in enjoyment-focused settings.**

The Low Harm Hedonism Initiative collaborates with businesses, mostly hotels and restaurants, to improve their environmental performance. In past projects, it managed to reduce by 63% unnecessary daily hotel room cleans (each using 1.5 KWh of electricity, 35l of water, 100ml of chemicals). It has also decreased buffet food waste among families by 34%, and electricity use from room heaters in student accommodation by 60%. The bonus is that all these improvements in environmental performance also saved money. When partnering with the initiative, the research team measures organisations' baseline environmental performance; select practical measures to test; deploy them; and analyse their effectiveness.

The team (pictured above) received a CETT Alimara Barcelona Award for applied research in responding to the challenges faced by the tourism and hospitality industry.



## Prestigious award for early career researcher

**The Academy of the Social Sciences in Australia has named Dr Felix Septianto (pictured) as one of four leading early career researchers in Australia.**

Dr Septianto received a 2022 Paul Bourke Award for Early Career Research, an honour bestowed to early career social science researchers who have achieved 'excellence in scholarship' in their field.

Dr Septianto is a consumer behaviours expert who studies the influence of feelings and emotions on judgement and decision making. The award recognises his research on the emotional underpinnings of charitable giving, sustainable branding, and corporate social responsibility.

During his five years as a researcher, Dr Septianto has published 91 peer-reviewed journal articles and received five best paper awards. In addition to his published work, Dr Septianto's research contribution has been recognised with multiple awards, including an ARC DECRA fellowship, the ANZMAC Emerging Marketing Researcher of the Year Award, and a UQ Foundation Research Excellence Award.

# Principle 5: Partnership

The Business School interacts with managers of business organisations to extend the knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

## Closing Australia's digital skills gap

**A UQ Business School program is educating 500 business students a year in low-code to equip the workforce of the future with the digital skills to succeed in their careers.**

Thanks to a partnership with Mendix - a division of Siemens - this course gives postgraduate students with no coding experience an industry certification that showcases their ability to develop apps using Mendix's low-code development platform.

Associate Professor Sabine Matook (pictured below with Tim Srock) said 'digital skills were no longer a 'nice to have', but a necessity in the business world'. She has been partnering with Mendix to pioneer a new model of work-integrated learning, one that produces work-ready graduates while benefiting broader society.



## Helping gig workers getting fair and decent remuneration and conditions

**In February 2022, Tyler Riordan, Associate Professor Richard Robinson (pictured below) and Associate Professor Gerhard Hoffstaedter, from UQ Humanities and Social Sciences, made a submission in response to the Victorian Government's proposed Fair Conduct and Accountability Standards for on-demand platforms.**

The proposed Standards were part of the Government's 'Inquiry into the Victorian On-Demand Workforce' which considered whether gig workers - such as Uber Eats drivers - are safe at work, being paid enough and receiving adequate protections.

The Government has now officially released its Standards for on-demand platforms. Based on their research, Tyler, Richard and Gerhard's recommendations to provide fair and decent remuneration and conditions; transparency around earnings, associated costs, and algorithms; and establish an independent body to facilitate disputes, were included in the final Standards document.



## Creating Out Loud: peer-coaching support to revive the arts and culture sector during Covid-19 times

**After 18-months of close collaboration with national peak bodies, arts companies, and independent artists and arts workers around Australia, Dr Kate Power (pictured above) officially launched in July 2022, the Creating Out Loud peer coaching program for the arts and culture sector.**

This new program supports arts workers in sharing knowledge and building relationships of mutual support, meeting regularly in small groups for courageous conversations about their artistic and business practices.

Participants can choose to join either:

- a topic-based program, addressing key issues facing the sector, or
- a goal-focused approach, where participants bring their own questions or challenges to each session and receive input from the group.

All of the Creating Out Loud program materials are freely available online and can be downloaded from the project website, by independent artists or arts companies who are looking for new approaches to knowledge-sharing, collaboration, and mutual support.

Creating Out Loud was supported by an Industry Reference Group comprising Theatre Network Australia (TNA), Queensland Ballet, La Boite Theatre, NAVA, Arts Nexus, and BlakDance. TNA also co-hosted three quarters of the peer coaching circles, through which the final program was developed. Since launch, the feedback from participants have been outstanding. Ninety two per cent of participants say they are likely or very likely to recommend Creating Out Loud to other colleagues working in the arts.

Dr Power hopes that governments and peak bodies will follow TNA's lead in curating circles that connect people across the sector - particularly independent artists. Arts companies can help connect staff from different teams, by enabling the voluntary formation of in-house circles, and people whose job type means they often work alone within their company can form circles with people in similar job types at other companies. Independent artists can also use the program like a book club, getting together with people they already know.

# Principle 6: Dialogue

The Business School facilitates and supports 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.

## Delivering impactful climate education

**The UQ Carbon Literacy Program is a short course that brings together people and organisations from all sectors and walks of life to collaborate, disseminate and act on climate change. More than 450 participants have gained their carbon literacy certification since UQ launched the program in 2021. Accredited by international climate education leader, the UK-based Carbon Literacy Project, the UQ Carbon Literacy Program is developed and delivered by certified carbon literacy trainers. UQ is the first university in Australia to launch a local version of the program.**

The UQ Carbon Literacy Program is a learning solution dedicated to achieving behavioural change. Its curriculum is intellectually rigorous and rooted in science, yet its content is accessible and focused on the impact of everyday activities. The program goes beyond facts and statistics; it empowers learners to take action. Commitment to lowering our carbon footprint is embedded into the framework, with each attendee designing their own tailored pledge to reduce emissions. Participants are required to create at least two significant actions: one as an individual, to reduce their own carbon footprint, and a second involving other people, to reduce the collective footprint of their workplace, community or place of education. The pledges are a necessary component to receive certification.

With a diverse attendee base, the UQ Carbon Literacy Program has a domino transformative effect, generating a baseline awareness and then creating a ripple of sustainability initiatives. The program also enables the University to mobilise senior leadership teams. For example, the UQ Business School's certification as a Bronze Carbon Literate Organisation was dependent on senior executives and board members obtaining their own carbon literacy certifications. This has resulted in staff taking pledges, such as flying less for work purposes, making a significant reduction to their personal - and the School's - carbon footprint.

The program also attracted a significant demand from organisations. The Business School trained small groups from PwC, Boeing, Port of Brisbane and the Indian Office of the Australian Department of Foreign Affairs and Trade.

At the end of 2022, the UQ Carbon Literacy Program tied for the top prize in the Next Generation Learning and Skills category at the Australasian Green Gown Awards. The category recognises exceptional contributions to sustainability education.



15

program rollouts

95%

participants felt empowered to take climate action following the program

2

tonnes of carbon savings pledged per participant

45

participant pledges shared on LinkedIn

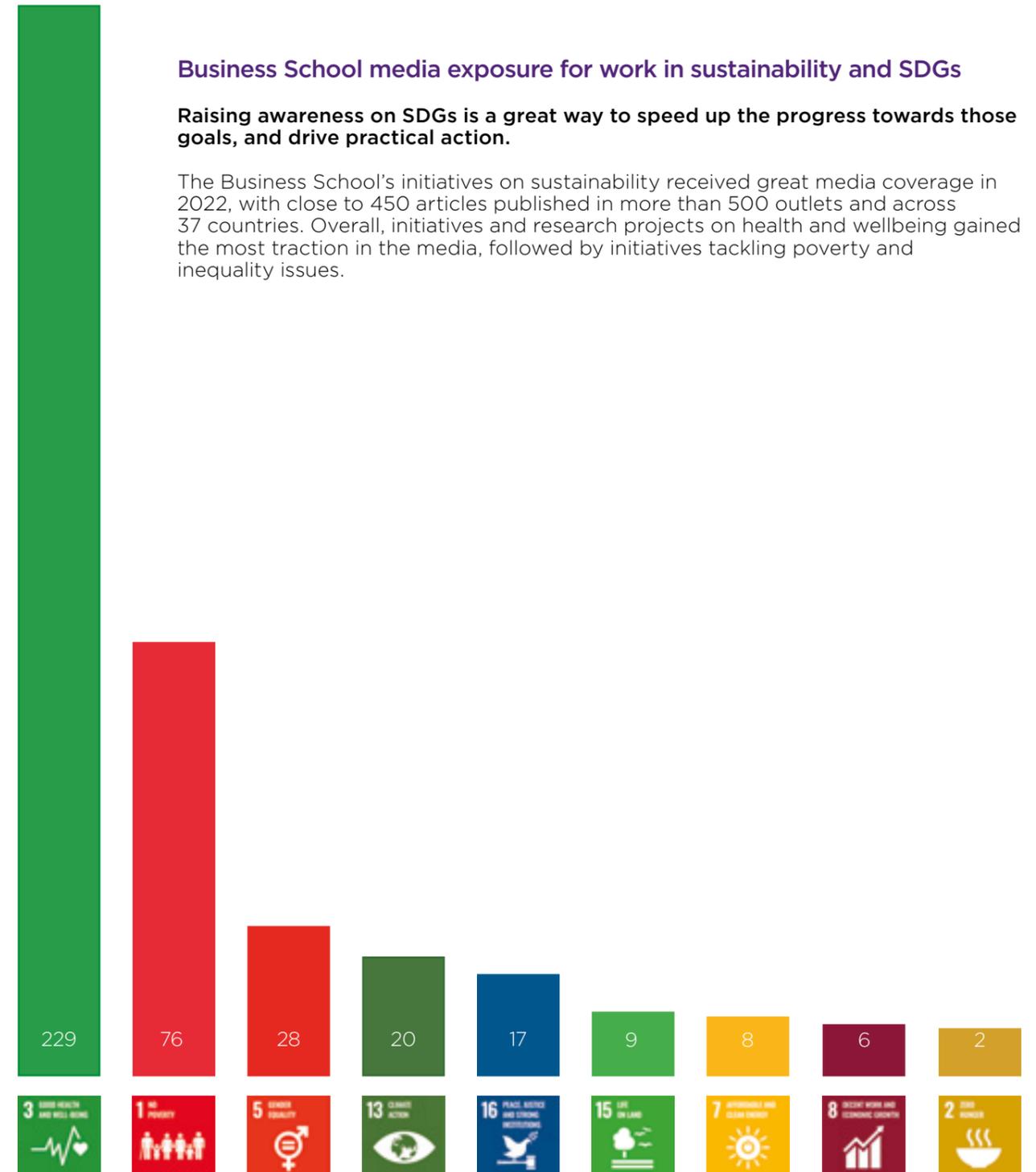
14

media stories

## Business School media exposure for work in sustainability and SDGs

**Raising awareness on SDGs is a great way to speed up the progress towards those goals, and drive practical action.**

The Business School's initiatives on sustainability received great media coverage in 2022, with close to 450 articles published in more than 500 outlets and across 37 countries. Overall, initiatives and research projects on health and wellbeing gained the most traction in the media, followed by initiatives tackling poverty and inequality issues.



Number of articles published in the media on sustainability-related issues, mentioning the Business School, in 2022

# Principle 7: Organisational practices

The Business School understands that our own organisational practices should serve as example of values and attitudes we convey to our students.

## Staff creates a new sustainability garden following their carbon literacy training

**Situated on the University Drive side of the Sir Llew Edwards building, UQ Business School's new sustainability garden contains an array of native plants and edible produce that will rotate over time, according to the season.**

The idea came about as part of a group pledge made by colleagues who attended the UQ Carbon Literacy Program in 2021 (see story page 18). The internationally accredited program teaches participants how to think about their individual carbon emissions, as well as those of their organisations and society. Staff were encouraged to make changes, big and small, that can help reduce the impact of their organisation and improve the environment.

The garden received funding from both UQ Business School and the UQ Green Fund, which exists to assist projects exactly like this one where new ideas and positive actions that individuals and teams around the University can implement at a grassroots level.

“We wanted to do something that would help spread the sustainability message, but would also give people a physical way to practice sustainability.”



Helen Lambe  
Executive Coordinator



Business School Industry Lunch, November 2021 “Towards net zero: what you can do to succeed by 2050”

## The faculty events team is motivated to reduce the environmental footprint of promotional activities

**Events are a fantastic way to raise awareness about sustainability and foster positive change. They present a great opportunity to inspire attendees, including students, staff, suppliers, and the local community.**

During 2022, the events team took measures to minimise its environmental impact by adopting best management practices to lower the carbon footprint of events, reduce energy consumption and waste generation and eliminate single use plastics. Initiatives include:

- 50% of the food offerings at cocktail events are vegetarian, 25% seafood and 25% white meat. At sit down events, fish or chicken are always preferred to red meat.
- Printed materials - programs, brochures and printed collaterals - have been reduced significantly.
- Plastic name tags holders are reused.
- No interstate events since 2019 to reduce air travel for staff.

## Other initiatives aiming to reduce the Business School's impact on the environment

- Sustainable academia guidelines, including a flyless policy, has been approved on principle by the Faculty. Implementation guidelines are currently being written.
- Extensive recycling program adopted, including newly installed bins for food organics, soft plastic and stationery (via the TerraCycle program).
- Reduced consumables, including copy paper, by 87% from 2019 to 2021.
- An intranet community board where staff can sell, exchange or donate goods to contribute to a circular economy.

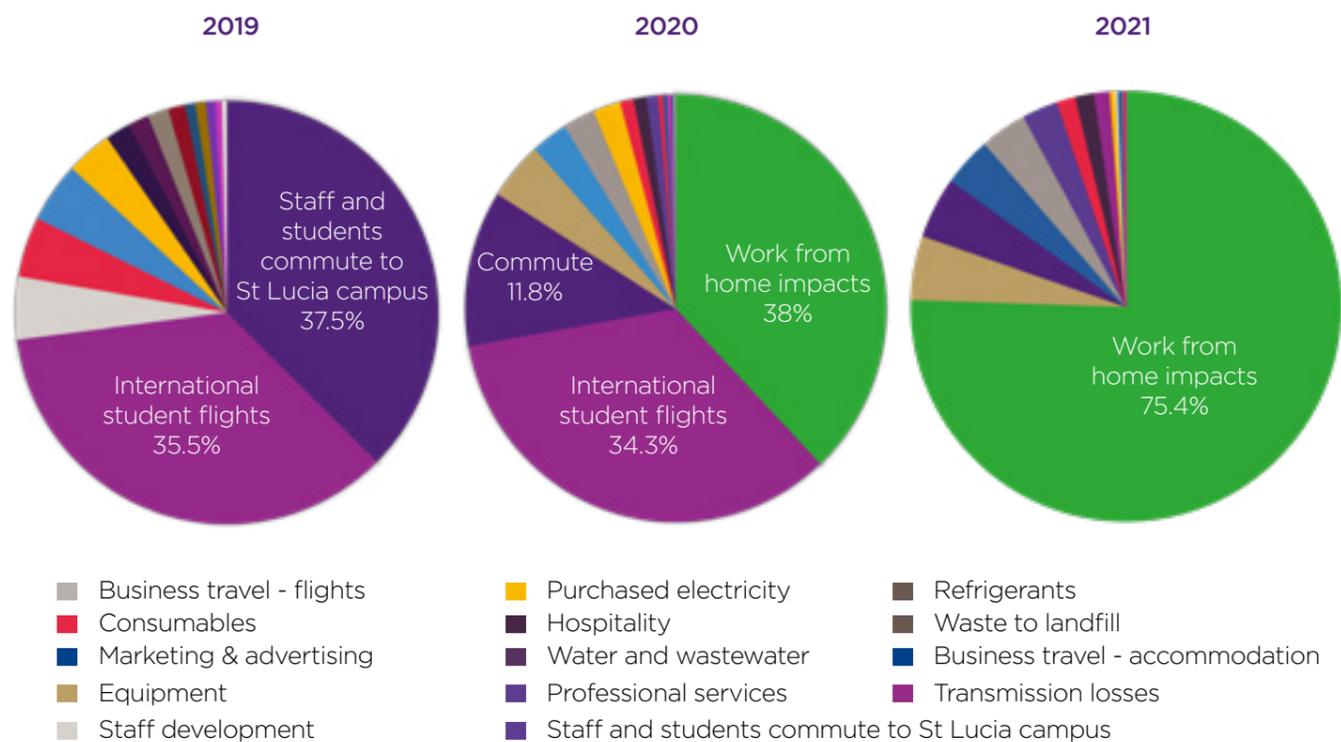
# Building a low-carbon strategy on our direct and indirect emissions

To align with the Paris Agreement, the Business School needs to cut its carbon footprint by half by 2030. Assisted by the consulting firm The Ecoefficiency Group, the Business School carried out its second and third assessments of its carbon emissions for years 2020 and 2021. The results and how it compares with our 2019 baseline are outlined below.

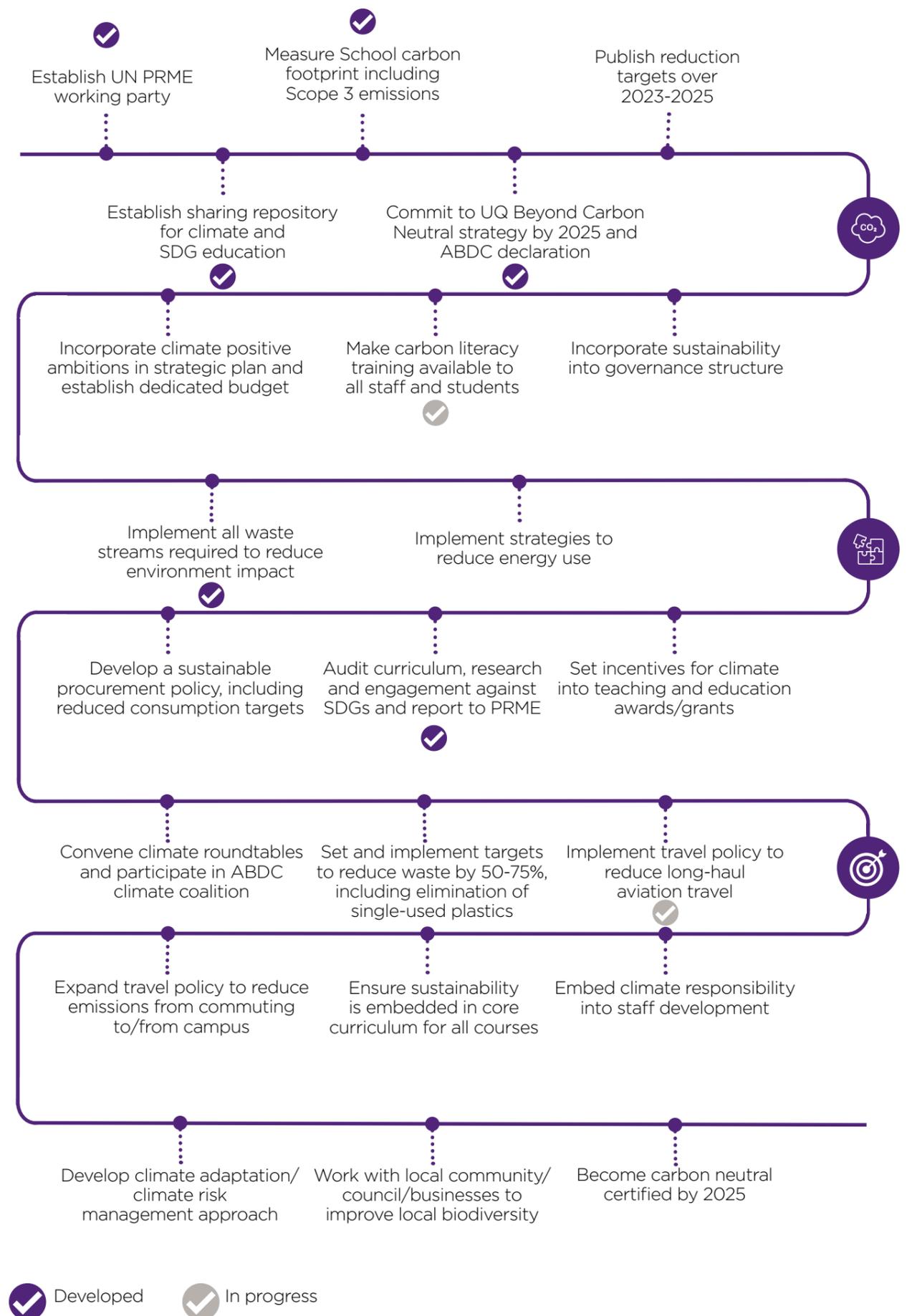
Emissions (in tCO <sub>2</sub> e)	Scope 1	Scope 2	Scope 3	Total	YOY difference
2019	211	389	12,919	13,520	
2020	211	175	8,130	8,516	-38%
2021	211	22	5,790	6,023	-29%

From 2020 to 2021, the Covid-19 pandemic caused the Business School to operate very differently, with the online delivery of courses, the near-elimination of student's flights and staff business flights and commuting, and also the reduction of energy and overall consumption expenses. As a result, during those two years, the Business School managed to meet its climate goals.

With the return of staff and students commuting and travelling to campus, and the reintroduction of face-to-face teaching from 2022, it is important for the School to recognise that the restrictions across 2020-2021 enabled it to reach Paris compliance. Going forward, the School has integrated those changes into a climate action roadmap for 2023-2025 (see details on page 23) to meet its net zero goals by 2025, aligning with the UQ Sustainability Strategy 2021-2025.



## UQ Business School climate action roadmap 2023-2025



# Progress on action plan 2020-2022

UQ Business School key objectives for the prior period 2020-2022, outlined in our PRME Report on Progress 2020, are assessed in the table below.

Goal #	Principle	Key objectives and commitment	Review of actual outcomes
1	Teaching & Learning	Create resources to support teaching staff to embed responsible business education principles and the global goals in their courses	Ongoing - The PRME Directorate has been meeting with academics who were willing to embed SDGs further into their courses. A repository (wiki) of resources to advance faculty's knowledge of their discipline and sustainability has also been developed.
2	Teaching & Learning	Co-design and co-create learning environments and opportunities with our students that support experiential learning related to ethics, responsibility, sustainability and the global goals	Ongoing - The UQ Carbon Literacy Program is an example of a successful student-staff partnership that creates value for multiple internal and external stakeholders of the university in the space of sustainability (see story page 18).
3	Teaching & Learning	Make the Business School's programs more inclusive	Ongoing - Activities that attract, support and retain a diverse and inclusive community of students have been strengthened, in particular with scholarships to Indigenous and Torres Strait Islands people.
4	Research	Develop further the portfolio of the existing research hubs to include other priority areas	Done - A new research hub on social impact has been announced late 2022 (see story page 13).
5	Research	Explicitly encourage, prioritise, and facilitate interdisciplinary collaborations across other faculties and institutions	Done - More than 15 seminars were organised with other Australian universities to encourage interdisciplinary work.
6	Research	Increase the success rate of grant applications focused on global goals-related research	Ongoing - Two workshops on winning grants and grant opportunities in the sustainability space were organised by the Business Sustainability research hub Initiative in 2022. Increased success rate is still to be measured with future grant rounds.
7	Partnerships	Establish a think tank and impact lab - an interdisciplinary, multi-stakeholders group generating ideas and initiatives to explore and guide pathways to ethical and responsible enterprise and business models	Discontinued - This project was halted due to a change in direction.

Goal #	Principle	Key objectives and commitment	Review of actual outcomes
8	Dialogue	Better communicate on the School's PRME activities	Ongoing - The Business School's media team has seen ample interest in sustainability-related topics in the media.
9	Dialogue	Initiate the dialogue with Indigenous stakeholders	Ongoing - The PRME Directorate has been very active in this space with, in particular, the launching of an Indigenous Business Hub (see story page 8).
10	Dialogue	Equip staff and students with the foundational knowledge around sustainability to unlock action at all levels	Ongoing - The UQ Carbon Literacy Program has been offered to 450 staff and students since June 2021. It has created momentum for other sustainability-related initiatives such as the development of sustainable academia guidelines and a community garden.
11	Operational practices	Decrease School's operational carbon footprint	Ongoing - The Business School has seen a significant decrease of its carbon footprint in 2020 and 2021 due to the Covid-19 pandemic. It is a blueprint for a low carbon pathway forward.
12	Operational practices	Establish a PRME working party, a high-level body overseeing the implementation of the Business School's PRME Action Plan	Done - The appointed PRME Director resigned early 2022. Professor Daniel Nyberg joined us in February 2023 as the new PRME Director.
13	Operational practices	Consult the School's Advisory Board on topics relating to PRME and the global goals	Ongoing - The School's Advisory Board has been engaged recently. This will be a priority for a newly designed School Advisory Board commencing in 2023.
14	Operational practices	Revise the School's strategy to include responsible business as a key objective for the next five years	Done - The School's '2022 Plan on a page' now includes the PRME Directorate's action plan and working toward meeting SDGs.
15	Operational practices	Develop a PRME and global goals dashboard	Discontinued - The project was put on hold due to financial constraints however the PRME Directorate has been using the freely available BCorp Impact Assessment tool in order to better measure and manage our social and environmental impact.

# Action plan 2023-2025

## Teaching and Learning

1

**Actions** Implement PRME Impactful Five (i5) to develop and pilot pedagogical approaches to holistic skillset development to help the next generation of leaders build a safe and just future.

2

**Actions** Promote equity in educational opportunities for minority, marginalised and disadvantaged groups through increasing inclusion and engagement.

3

**Actions** Support the Business School's newly appointed Chair of Ethics to help students lead with integrity.

### Key Outcomes

Embed sustainability-related issues further into Business School's curriculum, through the revision of key undergraduate and postgraduate programs and courses and provide support for Assurance of Learning (AoL) process to support global goals-related learning design.

Explore and utilise new pedagogies, experiential learning and industry partnerships to mobilise and raise awareness among students, alumni and the broader community about the global goals.

Develop and maintain a repository of resources and materials on sustainability, ethics, and responsible management education.

Develop sustainability courses and programs within Executive Education.

Support the Indigenous Business Hub's objectives to promote learning, student experience and pathways as outlined in the Business School's Indigenous Engagement Strategy 2023-2032

Increase use of pedagogies and knowledge frameworks from diverse worldviews in Business School's curriculum.

Empower Business School's faculty with theories, tools, case studies and contemporary examples of managing ethics and corporate responsibility.

Embed the skills of responsible leadership and ethical decision-making across a range of Business School's courses and programs to equip the new generation of leaders with the tools they need to pioneer responsible change and lead with purpose.

Liaise with other UQ faculties and units to support and deliver events that promote multi-disciplinary approaches to ethics, responsibility and the global goals.

## Research

4

**Actions** Encourage social impact initiatives across the Business School.

5

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

6

**Actions** Raise awareness and accelerate research on alternative business models and the systemic changes needed to address planetary overshoot and become regenerative and distributive by design.

### Key Outcomes

Support the Indigenous Business Hub's research and innovation objectives as outlined in the Business School Indigenous Engagement Strategy 2023-2032.

Amplify the work of the Social Impact Research Hub in facilitating mentorship, collaboration, and research dissemination, advancing our practical and theoretical understanding of social impact practices, and increasing the impact of social impact research.

Assist the establishment of a Centre dedicated to research and advocacy on Gender Equality in Business.

Guide and equip researchers with the knowledge and tools that enable to work ethically with Aboriginal and Torres Strait Islander peoples and communities in line with the AIATSIS code.

Create a repository of grant providers focused on global goals-related research and promote those opportunities to academics.

Provide support for researchers seeking funding for global goals-related research projects and/or initiatives.

Mobilise key institution partners and other UQ faculties, schools and centres to propose a series of guided and open conversations around those topics.

Organise several public events to mainstream new thinking and ideas on how to radically transform our societies and businesses for a safe future.

# Action plan 2023-2025

## Engagement, Partnerships, Outreach and Dialogue

7

**Actions** Engage with key external partners to lobby and progress the sustainability agenda in the global higher education industry, and in Asia-Pacific more specifically.

8

Be a key advocate of equity, diversity and inclusion externally by fostering collaborative approaches with the civil society.

**Key Outcomes** Coordinate the implementation of the ABDC Declaration on Climate Action's key identified opportunities locally and engage with Global Business Schools Network and the Globally Responsible Leadership Initiative's networks and resources to advance sustainability globally.

Support the industry and community engagement objectives as outlined in the Business School Indigenous Engagement Strategy 2023-2032.

Advance gender equality by fostering collaborative approaches with local grassroots initiatives.

Translate, integrate and promote AACSB and EQUIS accreditation bodies standards - respectively 'Being best for the world' and 'the resolution of societal challenges and act as good citizens to the environment in which they operate'.

Support and contribute to the PRME Australia-New-Zealand Chapter and the Working Group on Climate Action, leading the mainstreaming of climate education in business schools in the Asia-Pacific region.

Play an active role in promoting "responsible business", advocating sustainable business development and co-creating solutions with industry.

## Operations and Facilities

9

**Actions** Continue to support the operationalisation of the UQ Sustainability Strategy 2021-2025.

10

Develop an action plan to integrate adaptation into Business School's management decisions and operations.

**Key Outcomes** Progress on the goals included in the Business School's Climate Action Roadmap 2023-2025.

Develop an action plan to integrate adaptation into Business School's management decisions and operations.

Support the implementation of the BEL Faculty Sustainable Academia Guidelines and advocate centrally for broader impact.

Map climate impact and environmental risks for the Business School.

Make climate education a key component of professional development for the Business School's staff.

Compile recommendations and launch Business School's commitment to Action Plan, and incorporate adaptation, planning and capacity building into operations.

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

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



### Business School

PRME Team  
St Lucia Campus

**P** +61 7 3346 8100  
**E** [prme@business.uq.edu.au](mailto:prme@business.uq.edu.au)  
**W** [business.uq.edu.au/un-prme](https://business.uq.edu.au/un-prme)

Connect with us



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