

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

The University of Queensland
Business School

September 2026

Table of Contents

1. About The University of Queensland Business School	3
2. About PRME	6
3. About SDGs	8
4. Getting Started	9
5. Purpose	14
6. Values	18
7. Teach	20
8. Research	34
9. Partner	41
10. Practice	45
11. Share	48

About The University of Queensland Business School

The University of Queensland (UQ) is one of Australia's leading research and teaching institutions. For more than a century, we have been bringing together outstanding educators, researchers and innovators – across a range of disciplines – to inspire the next generation and to advance ideas that can benefit the world.



Today, UQ is ranked among the world's leading universities and we are consistently recognised as one of the top 5 universities in Australia.

Each year, we teach around 55,000 students across 5 faculties, located at our 4 beautiful campuses at St Lucia, Herston, Gatton and Dutton Park – as well as online. We aspire to broaden the knowledge and skills of these students so that they're equipped to achieve their professional goals and make a positive contribution to our society and the world.

The University is also home to 8 research institutes and more than 100 separate research centres with an interdisciplinary community of researchers who have come to UQ from all over the globe. This outstanding community of researchers is continuing to build upon UQ's long and proud tradition of discovery science, invention, innovation, translation and commercialisation.

At UQ, we recognise that our people are our greatest asset. As such, we seek to recruit innovative people who are passionate about helping us to advance our mission and broaden our impact.

Our culture is built on the things that we value most highly – the pursuit of excellence, creative and independent thinking, honesty and accountability, mutual respect and diversity, and providing support for our people. Through the promotion of these values, we're creating a culture that encourages our people to bring their very best, authentic self when they come to work at UQ.

Organisational Environment

The UQ Business School is located on the St Lucia campus with a staff of approximately 180 academic staff and 70 professional staff. The School also has an amazing city-based campus where it offers core MBA courses and provides executive education and function facilities.

The School has eight main areas of academic strength represented by disciplines in accounting, business information systems, finance, international business, management, marketing, strategy and entrepreneurship, and tourism.

Currently, the School has over 12,000 students enrolled in its undergraduate and postgraduate programs, and around 160 in research higher degree programs. Approximately 40% of the student cohort are international students, mostly from the Asia-Pacific region.



The School's aim is to achieve national and international recognition as being among the best research intensive business schools in the Asia-Pacific region. The School carries AACSB International and EQUIS accreditation – the first school in Australia to receive both AACSB and EQUIS accreditation across our full range of programs. The School enjoys strong research links with leading international research schools and is known for thought leadership, influencing direction for Australia and the Asia-Pacific region and developing future thought leaders.

Details of the teaching programs, research activities and business relations may be accessed through the School's web site at: <http://www.business.uq.edu.au/>.

Information about the Faculty and the School may be accessed on the Faculty's web site at <http://www.bel.uq.edu.au>.



About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about The University of Queensland Business School, including key details and basic institutional data.

Mission

Our mission is to educate, inspire, engage and enable:

- **educate** our students to have a transformative edge for success
- **inspire** our impactful research to shape ideas, innovation and action
- **engage** by partnering with diverse stakeholders locally and globally, for research, student experience and knowledge sharing
- **enable** by empowering courageous, sustainable and socially responsible business practices, enriching our communities.

Vision

Our vision is Knowledge Leadership for a better world.

Our global industry connections, cutting-edge research and celebrated educators shape our transformative educational offerings and work towards finding solutions to the world's most pressing business issues.

Strategy

Business School Strategic Priority Plan 2022-2025

View document 

Download document 

Strategy Alignment

Alignment of strategic priorities

The University of Queensland (UQ) Business School's strategic priorities closely align with advancing sustainable development, fostering the common good, and delivering high-quality education **through an integrated commitment to the Principles of Responsible Management Education (PRME) and the UN Sustainable Development Goals (SDGs)**. These strategic priorities are articulated across five focus areas: *Teaching, Research, Engagement, Operations, and Governance*. Collectively, they reflect the school's mission "*to educate, inspire, engage and enable*" emphasising its excellence in education and its transformative social purpose.

As an Advanced Signatory of the UN PRME, the School has embedded sustainability, ethics, and social responsibility across its teaching, research, engagement, and institutional culture. This commitment is operationalised through the **2030 Pathway**, a roadmap designed to embed SDGs into its strategic

directions. The School has specifically prioritised SDG12 (Responsible Consumption), SDG8 (Decent Work and Economic Growth), SDG9 (Industry, Innovation and Infrastructure), and SDG3 (Good Health and Well-being) as core areas for impact.

In education, the School continues to address all 17 SDGs through a large number of its courses across lecture content, seminars/tutorials and assessment items. SDG 8 'Decent work and economic growth' is featured in over half of these courses, with SDG 12 'Responsible consumption and production' also very well-represented. All of the courses that incorporate SDGs into their teaching provide clear identification of these SDGs within the publicly-available course profile, including links to the UN site. In addition, the School created a new course [ACCT2103 'Sustainability Reporting and Assurance'](#), which will equip commerce and business students to navigate the increasingly complex sustainability and climate-related disclosure requirements. The [Organisational Sustainability](#) field of study (major) in the Master of Business program was also updated, including [TIMS7334 'Sustainability Strategy and Leadership Capstone'](#). Flagship offerings like [TIMS3304 'Social Entrepreneurship'](#) and [IBUS7306 'Globalisation and the World Economy'](#) continue to allow students to engage directly with global challenges such as poverty and climate change, ensuring high-impact, values-driven learning.

In research, the School promotes cross-disciplinary hubs focusing on themes like decarbonisation, health transformation, and responsible stewardship. In 2025, SDG-linked publications comprised nearly one third of total peer-reviewed outputs. Researchers showcase leadership in their respective sustainability fields of expertise through numerous recognitions and awards. Projects like the "Low Harm Hedonism" initiative, led by Professor Sara Dolnicar, deliver measurable environmental benefits in tourism without sacrificing customer experience—demonstrating research aligned with both sustainability and the common good. Members of the Net Zero Observatory have published on the prevalence and predictors of belief in misinformation about renewables, including ground-breaking interventions on how AI can be used to reduce this misinformation. Complementing this, another stream of high-impact research focuses on business alignment with climate targets. Dr Saphira Rekker, Professor Belinda Wade and Dr Chris Greig (Princeton) have investigated how businesses and investors are progressing—or failing—in relation to the Paris Agreement. Their work examines how corporate emissions strategies align with Paris-compliant pathways, evaluates investment portfolios for carbon transition readiness, and explores the managerial decision-making needed to reduce emissions.

In its **operations**, the School also leads by example. With an ambition to be carbon neutral by 2030, it has implemented various initiatives that embed sustainability across day-to-day operations. These include a faculty-wide fly-less policy, expanded recycling programs, and customised climate change programs delivered by the School's Executive Education team that are open to students and industry.

The School values equity, diversity, and inclusion for all peoples, strongly reflected in its **Indigenous Engagement Strategy 2023–2032**, which outlines a long-term commitment to empowering Aboriginal and Torres Strait Islander communities through education, research partnerships, and culturally grounded collaboration. This includes the establishment of an Indigenous Business Hub, incorporating Indigenous pedagogies into the curriculum, and continued cooperation with organisations such as BlackCard to deliver cultural capability training for staff and students. The School actively supports equity and access through initiatives like the Don and Tina Hamson Memorial Scholarship and by integrating inclusion goals into programs such as the Student Managed Investment Fund, where targeted strategies have been used to address gender imbalances.

Graduates & Enrollment

2025 Statistics	Number
Graduates	3,953
Faculty & Staff at the University	8,471
Faculty & Staff at the Institution	735
Student Enrollment at the University	60,173
Student Enrollment at the Institution	13,344
Undergraduate Attendance	7,571
Masters-Level Postgraduate Attendance	4,636
Doctoral Student Attendance	175
Certificate, Professional Development, or Continuing Education Attendance	1,137

Degrees Offered

Bachelor Programs

- Bachelor of Advanced Business (Honours)
- Bachelor of Advanced Finance and Economics (Honours)
- Bachelor of Business Management
- Bachelor of Commerce
- Bachelor of Tourism, Hospitality and Event Management

Masters Programs

- 📖 Master of Business Administration (M.B.A.)
- Master of Business
- Master of Business Analytics
- Master of Commerce
- Master of Entrepreneurship and Innovation
- Master of Finance and Investment Management
- Master of Tourism, Hotel and Event Management
- Master of Philosophy

Doctoral Programs

- 🎓 Doctor of Philosophy (Ph.D.)

Additional

- Graduate Certificate in Business Administration
- Graduate Certificate in Business Analytics
- Graduate Certificate in Commerce
- Graduate Certificate in Entrepreneurship and Innovation
- Graduate Certificate in Finance and Investment Management
- Graduate Certificate in Tourism, Hotel and Event Management
- Graduate Diploma in Business Research Methods



Purpose

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

Letter of Commitment



10 August 2026

Business School

Letter of Commitment – PRME

The University of Queensland Business School remains steadfast in its commitment to the Principles for Responsible Management Education (PRME) and to advancing sustainable development through our teaching, research, partnerships and organisational practices. Guided by our vision of *Knowledge Leadership for a Better World*, we continue to embed responsible management education across the seven PRME principles:

- Purpose
- Values
- Teach
- Research
- Partner
- Practice
- Share

As an Advanced Signatory to PRME, the Business School continues to integrate sustainability, ethics, social responsibility and Indigenous engagement into our strategic priorities and day-to-day activities. Our commitment is reflected through our 2030 Pathway and alignment with the United Nations Sustainable Development Goals, particularly our focus on Decent Work and Economic Growth (SDG 8), Industry, Innovation and Infrastructure (SDG 9), Responsible Consumption and Production (SDG 12), and Good Health and Wellbeing (SDG 3).

The School's PRME Directorate continues to provide leadership and strategic guidance, supported by Associate PRME Directors responsible for Research, Education, Engagement and Indigenous Engagement. Together, they ensure PRME principles remain embedded across our curriculum, research, operations and stakeholder engagement activities.

I am pleased to submit this annual report highlighting the School's progress during 2025. Our achievements demonstrate the breadth of responsible management education taking place across the School. We continue to strengthen sustainability learning through innovative courses such as Responsible AI, Sustainability Reporting and Assurance, Sustainability Strategy and Leadership, and Social Entrepreneurship. Our students are also engaging with complex societal challenges through initiatives such as Map the System, Tech4Change and Newish Communications, which combine academic learning with meaningful social impact.



Our research community continues to make significant contributions to addressing global sustainability challenges. During 2025, the School produced 141 peer-reviewed publications supporting responsible management education and sustainable development. Research initiatives including the Net Zero Observatory, the Low Harm Hedonism Initiative, climate accountability projects led by Dr Saphira Rekker, and charitable giving research led by Associate Professor Cassandra Chapman demonstrate our commitment to producing knowledge that creates positive environmental, social and economic outcomes.

This year's recipient of the UQ Business School Award for **Excellence in Advancing the Objectives of PRME**, Dr Sandra Figuera, exemplifies the values and aspirations of responsible management education. Through her leadership in creating the Sustainability: Strategy and Leadership field within the Master of Business program, Sandra has made a substantial contribution to equipping future leaders with the skills and mindset required to address complex sustainability challenges. Her work demonstrates the transformative potential of PRME principles in shaping innovative, impactful educational experiences.

Looking ahead, we remain committed to expanding opportunities for students, staff, industry and community partners to collaborate on responsible management education and sustainable development initiatives. Through continued partnerships with organisations such as the Business Council for Sustainable Development Australia, the Indigenous Business Hub, UQ Ventures and industry partners, we will seek new opportunities to strengthen our impact and contribute to a more sustainable, equitable and prosperous future.

I am proud of the collective efforts of our staff, students, alumni and partners, whose commitment continues to advance responsible management education and reinforce the important role business schools play in addressing the challenges facing our society and our planet.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Lisa Ruhanen', with a long horizontal flourish extending to the right.

Professor Lisa Ruhanen

Interim Dean and Head of School, School of Business
The University of Queensland

76% - 100%

of faculty at The University of Queensland Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



Who Champions Responsible Management Education at Our Institution

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



Teach

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



Courses that support RME

The University of Queensland Business School reports 8 courses in 2025 that support responsible management education and sustainable development goals.

Applied Management Accounting and Control | ACCT2114

This course examines the role of management accounting in supporting organisational planning, control, performance evaluation, and strategic decision-making. Students explore accounting information and techniques used by managers to analyse organisational and sub-unit performance, evaluate costs and profitability, and support resource allocation decisions. The course covers the preparation and use of budgets to compare actual and expected performance, as well as approaches to controlling and evaluating decentralised operations. Students also investigate transfer pricing and its implications for the performance of business units and organisational segments.

A major focus of the course is understanding how performance measurement and reward systems influence behaviour within organisations. Students examine the design and consequences of formal incentive systems and consider how performance measures can be aligned with organisational strategies. The course also explores strategic performance measurement frameworks, including the balanced scorecard, as tools for communicating strategy and driving organisational performance.

Students develop analytical and decision-making skills that enable them to evaluate organisational performance and apply management accounting techniques to support effective management and strategic outcomes.



International Business Operations | IBUS3310

This course examines the range of modes through which organisations enter, operate, and compete in international markets. Students develop an understanding of foreign operation methods and the strategic considerations involved in selecting, implementing, combining, and adapting these approaches in different international contexts. The course explores how firms create and capture value across global markets and considers the implications of changing global value chains, internationalisation strategies, and evolving business environments.

Students analyse a comprehensive range of foreign operation methods, including exporting, licensing, franchising, management contracts, project operations, international outsourcing, strategic alliances, and foreign direct investment. The course examines these approaches from both strategic and operational perspectives, considering the factors that influence mode selection as well as the

practical challenges involved in managing international business activities.

Drawing on international business theory and contemporary practice, students evaluate alternative approaches to international operations and develop recommendations for firms operating across borders. Students develop the knowledge and practical skills required to navigate international business environments and support strategic decision-making in a global context.

Students gain practical, hands-on knowledge of foreign operations, empowering them to navigate international business environments with confidence and strategic insight.



Building the Future Workforce | MGTS2609

This course examines contemporary approaches to workforce planning, work design, talent attraction, recruitment, and selection in rapidly changing organisational environments. Students explore how organisations can design work and workforce systems that leverage both human capability and technological innovation to achieve strategic objectives. The course considers the relationship between human resource management and organisational strategy, with particular emphasis on how workforce decisions contribute to sustainable organisational performance.

Key topics include workforce planning, employer branding, candidate experience, recruitment and selection processes, employment arrangements, outsourcing, organisational design, job analysis, and induction. Students also examine legal, ethical, diversity, and wellbeing considerations that influence workforce practices in domestic and global contexts. Contemporary technologies and evidence-based approaches to talent management are incorporated throughout the course.

Students develop the knowledge and practical skills required to attract, select, and retain talent, while applying ethical and evidence-informed human resource management practices that support organisational effectiveness and long-term workforce success.

Students are being exposed to the importance of HRM in the strategic approach taken by firms to improve their performance. The course raises the awareness in students of the significance of an ethical approach by business to HRM.



Transformational Marketing | MKTG7806

This course examines contemporary marketing principles, practices, and technologies that are reshaping the role of marketing within organisations. Students explore how data, insights, and digital technologies can be leveraged to create value, improve marketing effectiveness, and support strategic decision-making. The course considers emerging developments in marketing practice and the evolving expectations of customers, organisations, and broader stakeholder groups.

Students engage with key concepts including customer centricity, customer experience, customer engagement, customer equity, brand equity, agile marketing, integrated marketing communications, omnichannel marketing, market segmentation, marketing automation, marketing analytics, and marketing performance measurement. The course also addresses issues relating to data privacy, ethical marketing practice, value creation, and innovation in contemporary marketing environments.

Through individual and collaborative learning activities, students apply marketing concepts and technologies to real organisational contexts. Students develop the knowledge and practical skills required to design, implement, and evaluate marketing strategies that create value for customers, organisations, and society.



Designing Food and Beverage Experiences | HOSP7050

This course examines the design, delivery, and evaluation of food and beverage experiences across hospitality, tourism, festival, and event contexts. Drawing on a multidisciplinary perspective, students investigate how food and beverage experiences are created and how they contribute to customer satisfaction, destination appeal, and organisational success. The course integrates theoretical perspectives with industry practice to provide an advanced understanding of experience design in contemporary food and beverage environments.

Students engage with concepts including food and beverage management, culinary arts, gastronomy, wine appreciation, authenticity, sustainability, servicescapes, food science, neurogastronomy, consumer involvement, and destination marketing. Through experiential learning activities, students

evaluate how scientific and social scientific knowledge can inform the development of meaningful and innovative experiences.

The course provides opportunities to engage with researchers and industry practitioners who contribute specialised expertise and contemporary insights. Students develop advanced knowledge and professional skills to design, evaluate, and deliver food and beverage experiences that create value across hospitality, tourism, and event settings.



Advanced Studies in Finance | FINM4401

This capstone course examines the relationship between finance strategy, organisational policy, and strategic decision-making. Students explore how finance strategies are developed, implemented, and aligned with broader organisational objectives, while considering the organisational and environmental factors that influence financial decision-making. The course provides an opportunity for students to integrate and apply knowledge acquired throughout their finance studies.

A major component of the course is the critical evaluation of finance research and contemporary issues within the discipline. Students examine research methods commonly used in finance, assess the quality and rigour of academic studies, and explore approaches for establishing and evaluating causal relationships. Through extensive reading and analysis, students engage with current debates and emerging developments in finance.

Students undertake a significant research project that requires independent inquiry, critical analysis, and effective communication of complex ideas. The course develops advanced analytical, research, and communication skills that prepare students to evaluate evidence, conduct rigorous financial research, and contribute to professional and academic discussions in finance.

This course helps students gain a deep appreciation for the rigour required in high-quality academic research and guides them in understanding and applying empirical methods to establish causality. Moreover, the course supports them in developing the skills to present complex topics and execute advanced quantitative research projects with rigour.



Responsible AI | BSAN7210

This course examines the ethical, legal, and societal considerations associated with data analytics, artificial intelligence, and automated decision-making systems. Students explore the responsibilities involved in collecting, storing, managing, sharing, and using data, while considering issues relating to privacy, consent, ownership, confidentiality, trust, fairness, discrimination, and accountability. The course provides a foundation for understanding governance frameworks that support responsible and ethical data-driven decision-making.

Students critically analyse ethical and legal principles relevant to data analytics and artificial intelligence, including Australian and international regulatory environments, data governance, intellectual property, legal liability, and algorithmic bias. Through an ethical, legal, and social framework, students evaluate the implications of artificial intelligence and related technologies for individuals, organisations, and society.

Drawing on case studies, discussion, and critical reflection, students examine real-world challenges associated with the development and deployment of AI systems. Students develop the knowledge, critical thinking, and professional skills required to evaluate and apply responsible AI practices in business, policy, and broader societal contexts.

This course equips students with the ethical reasoning, legal awareness, and critical thinking skills essential for leadership in AI-driven industries, addressing the complexities of AI in a rapidly evolving world. It ensures they are prepared for the challenges and opportunities AI will bring to business, policy, and society. By combining reflection with real-world case analysis and lively in-class discussion, this course strengthens their ability to navigate complex challenges and enhances their professional readiness for responsible, future-focused decision-making. In many instances, students report that it is the first time they have considered these critical ethical, legal, and social issues in the context of AI.



Impact Academy 1: Discovering New Solutions for Complex Problems

| MGTS7820

This course is the first in a series of immersive learning experiences focused on understanding complex challenges and creating value for diverse stakeholders. Students work in multidisciplinary teams on projects drawn from a curated portfolio of contemporary social, environmental, technological, and economic issues. The course provides opportunities to engage directly with complex real-world problems and explore approaches to innovation, problem solving, and value creation.

Students develop a deep understanding of the people and contexts associated with their chosen challenge through stakeholder engagement, empathy-building activities, personal reflection, and external analysis. Emphasis is placed on understanding unmet needs, unresolved problems, and unrealised opportunities from multiple stakeholder perspectives. Students learn how to frame and define complex challenges before exploring potential pathways for change and improvement.

Through collaborative project work, students develop and evaluate potential interventions that may create meaningful value for affected stakeholders. Students develop analytical, collaborative, and creative problem-solving skills that enable them to navigate complexity and contribute to the design of innovative and impactful solutions.



Teaching Awards

In 2025, 14 awards were given to faculty and educators at The University of Queensland Business School.

HEA Fellowship - Principal Fellow

Granter: Higher Education Academy

Grantee: Associate Professor Rachel Fitzgerald

Award Description:

Within their context, Principal Fellows demonstrate extensive evidence of strategic impact on high quality learning.

Principal Fellows are a diverse community representing the full range of strategic leadership in higher education. They may work in academic, professional or service positions, on senior or executive leadership teams, for a professional body, or in other roles with impact on learning and teaching in Higher Education.

HEA Fellowship - Senior Fellow

Granter: Higher Education Academy

Grantee: Associate Professor Jacquelyn Humphrey

Award Description:

Senior Fellows demonstrate that their comprehensive understanding and effective practice provides a basis from which they lead or influence those who each and/or support high-quality learning.

Senior Fellows lead and influence teaching and learning practice in many different settings. Working with and through their colleagues, peers, mentees, etc., they operate to support, guide and initiate change or influence enhancement of practice in a wide range of global contexts.

HEA Fellowship - Associate Fellow

Granter: Higher Education Academy

Grantee: Kate Nash, Victoria Rosa Sturley, Dr Muhammad Rashid Saeed

Award Description:

Associate Fellowship is a professional recognition for individuals relatively new to teaching or supporting learning in higher education.

Staff from a wide range of roles have successfully achieved Associate Fellowship, including professional staff, PhD students, post-doctoral researchers, learning and educational design officers, and industry fellows or partners.

HEA Fellowship - Fellow

Granter: Higher Education Academy

Grantee: Dr Eric Tan, Dr Shirina Lin

Award Description:

This category recognises individuals from a wide variety of contexts whose practice enables them to evidence all Dimensions of PSF2023.

Successful applicants usually demonstrate 3 - 5 years of experience, and/or have substantive teaching and support for learning responsibilities in either Academic or Professional roles.

Tutor Award for Excellence

Granter: UQ Business School

Grantee: Minh Le, Hetiao 'Slim' Xie, Rebecca Zhang, Corene Crossin, Yufan Liu, Md Imran Hossain, Moein Beheshti, Shannon Lutz, Shuying He, Xinyao (Xin) Zheng

Award Description:

This award acknowledges outstanding contributions by Business School tutors to student learning and engagement, across undergraduate and postgraduate courses.

Excellence in Advancing the Objectives of PRME

Granter: UQ Business School

Grantee: Associate Professor Sandra Figueira

Award Description:

Associate Professor Sandra Figueira was presented with the Excellence in Advancing the Objectives of PRME award. She showed remarkable leadership and innovation in embedding responsible management education at the Business School. Her most significant achievement was the creation of the new Sustainability: Strategy and Leadership field of study within the Master of Business program, equipping students with the skills and mindset to tackle complex sustainability challenges. Through collaboration with colleagues, staff, and industry partners, Associate Professor Figueira set a powerful example of how PRME principles can shape impactful program development.

Citation for Outstanding Contribution to Student Learning

Granter: Australian Awards for University Teaching

Grantee: Dr Cassandra France, Associate Professor Sergeja Slapnicar

Award Description:

Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning. They are awarded to individuals or teams who have contributed to the quality of student learning in a specific area of responsibility over a sustained period, whether they are academic staff, general staff, sessional staff or institutional associates.

Dr France was awarded for bridging the dynamism gap for business marketing students, navigating the dynamic nature of strategic marketing through experiential design and reflection of simulation learnings.

Associate Professor Slapnicar was recognised for showcasing management accounting in action, with real-world lessons from and for startups.

Excellence in Innovation

Granter: UQ Business School

Grantee: Dr Jonathan Staggs and Dr Lee Slaughter

Award Description:

Dr Jonathan Staggs and Dr Lee Slaughter have driven innovation through the Student Regional Engagement Pilot Project, connecting classroom learning with real-world regional challenges. Combining Dr Staggs' expertise in entrepreneurship with Dr Slaughter's knowledge of sustainable tourism, they created a program that empowers students to deliver meaningful, place-based projects. Their work enhances employability and strengthens UQ's commitment to regional engagement, setting a benchmark for experiential learning and social responsibility.

Innovation in Large Courses

Granter: UQ Business School

Grantee: Dr Shirina Lin and Dr Shahrzad Roohy Gohar

Award Description:

Dr Lin transformed a large Behavioural Finance course into a high engagement learning experience. She introduced interactive behavioural experiments, redesigned tutorials to encourage analytical thinking, and created a new applied assessment using a fictional client scenario. Course evaluations increased dramatically, reflecting the impact of her innovative, student-focused redesign.

Dr Roohy Gohar redesigned UQ's largest course (BISM1201, with over 2,300 students per year) by embedding AI literacy throughout the curriculum, not as a one-off topic but integrated into every module. Students learn AI governance, bias, process automation, and future workplace impact. Her work has been showcased at Faculty and University level, and students praise her energetic teaching and inspiration. This innovation is already influencing curriculum change beyond her course.

Excellence in Work-Integrated Learning (WIL) and Employability

Granter: UQ Business School

Grantee: Remi Descamps and Ryan Webb

Award Description:

Remi and Ryan developed the MBA Career Milestones program: a personalised, structured, 12-month career development framework that connects academic learning with real career outcomes. Through reflective diagnostics, goal setting, industry engagement and one-to-one mentoring, they have transformed employability support and enhanced student confidence and job readiness. The program is scalable, data-driven, and already influencing curriculum design across multiple programs.

Excellence in Student Engagement and Student Experience

Granter: UQ Business School

Grantee: Dr Reihaneh Bidar

Award Description:

Dr Bidar designed an AI-enabled, hands-on learning environment where students “learn by doing” through live prompt modelling, critique, and experimentation. She introduced an AI literacy module, improved course results through the Student Evaluation of Course and Teaching (SeCaT) survey, and actively shares her practice across Teaching and Learning forums. Her work builds student confidence, digital capability, and ethical AI judgment, lifting both experience and outcomes.

Excellence in Leadership in Teaching and Learning Initiatives

Granter: UQ Business School

Grantee: Dr Samantha Cooms and Associate Professor Jacquelyn Humphrey; Carrie Finn

Award Description:

Dr Cooms and Associate Professor Humphrey jointly led the full Indigenisation of curriculum within the Master of Finance, the first program in UQ's BEL Faculty to achieve this status. Rather than a tokenistic approach, they implemented a program-wide model across multiple courses, aligning learning outcomes and graduate attributes. Their leadership ensured cultural capability is embedded authentically and sustainably in the curriculum.

Carrie Finn exemplified strategic and inclusive leadership in learning design. She leads a high-performing team that supports curriculum innovation, Ultra course redevelopment, digital learning, and AI adoption. Her vision, relational leadership style and ability to elevate others have transformed learning design capability across the Business School. Her work consistently exceeds expectations and strengthens student-centred teaching practice.

Innovation in Assessment Design

Granter: UQ Business School

Grantee: Dr Cristyn Meath and Catalina Espinosa Tovar

Award Description:

Dr Meath and Ms Espinosa Tovar redesigned assessment to build real-world capability in sustainability reporting by integrating artificial intelligence into a live case study for MGTS7309 Decision Making and Reporting for Sustainability. Students used AI tools to generate sustainability report content, evaluated the accuracy and usefulness of AI outputs, and reflected on how AI can add value—or introduce limitations—to the reporting process. This innovative assessment builds critical thinking, ethical judgment, and professional readiness while engaging an industry partner on a current sustainability challenge. Their work exemplified assessment innovation that enhanced learning, industry engagement, and graduate employability.

Award for Service for Outstanding Support in Teaching and Learning

Granter: UQ Business School

Grantee: Ryan Waters

Award Description:

Mr Waters enhanced the student learning experience by providing in-depth guidance and assistance to the Program Convenor of the Master of Business (MBus) program, as well as to the Academic Lead of the Language Project Pilot. This award recognises his exceptional contribution to program and course enhancement across the Academic Program Review of MBus implementation, Language Project Pilot, and Graduate Attribute mapping and rubrics development.

Educator Recognition

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

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

Teaching Voices

The following statements demonstrate ways in which educators at The University of Queensland Business School support sustainability and responsible management in their classrooms.

Map the System

The Business School **partnered with Oxford University's Skoll Centre to deliver the [Map the System](#)** learning program and competition. Map the System is a globally recognised education program supporting students to apply systems thinking principles to complex social and environmental challenges. This program **complements UQ Business School curriculum on social entrepreneurship** by equipping students with skills and knowledge around how to understand complex systems *before* moving toward action. Students gain skills and knowledge through a **blended education experience** utilising resources from global leaders in systems change at Oxford University and complemented by UQ Business School academics with deep research expertise in this field. In 2025, students explored the systemic nature of problem gambling in Queensland.

Tech4Change

Tech4Change is a UQ-wide innovation hackathon challenge that brings students together to design practical, socially responsible technology solutions addressing information and communication technology (ICT) for development in the Asia-Pacific Region. Through a one-day bootcamp consisting of mentoring, teamwork and presentations, students apply business, technology and strategy skills to real-world problems affecting communities across the Asia-Pacific.

In 2025, the Tech4Change Hackathon brought together 97 students across 27 interdisciplinary teams. Students were mentored throughout the event by academics from the Business Information Systems Discipline (with special thanks to Dr Katie Williams, Professor Stan Karanasios, Dr Morteza Namvar and PhD student James Boyce) and supported by the Asia-Pacific Telecommunity; the Department of Infrastructure, Transport, Regional Development, Communications, Sport and the Arts (DITRDCA); and Accenture. The challenge focused on digital inclusion, promoting innovative solutions that spanned from AI-powered access to government services to tools supporting Australian farmers.

The initiative develops student employability, strengthens belonging and creates an authentic learning experience where students can connect classroom knowledge with meaningful social impact.

Major sponsors of the 2025 event were APT and UN Women Australia.

Newish Communications

Newish Communications is a full communications agency run by students with guidance and mentorship from industry mentors and academics. Students manage planning, finances, client acquisition, client negotiation, client complaints, as well as the development and execution of projects, working with Not For Profit organisations as well as corporate clients. Students are recruited from a variety of backgrounds, skill sets and disciplines and strive to create meaningful work for external clients. The model empowers students to gain hands-on experience and develop job-ready skills under the guidance of industry mentors and marketing academics.

In 2025, Newish Communications won the Australian Financial Review Higher Education Award in the category of Employability. This achievement recognises Newish on a national stage. It is great recognition for current students, industry and academic mentors, clients, Newish alumni and Business School staff.

Barriers to Innovative Curriculum

In 2025, The University of Queensland Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Administrative resistance
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Compliance and legal concerns
- ❖ History and institutional tradition
- ❖ Outdated infrastructure
- ❖ Overloaded faculty
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, The University of Queensland Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Assessment rigor concerns
- ❖ Budget constraints
- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Compliance concerns
- ❖ Digital divide
- ❖ History and institutional tradition
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Time constraints



Research

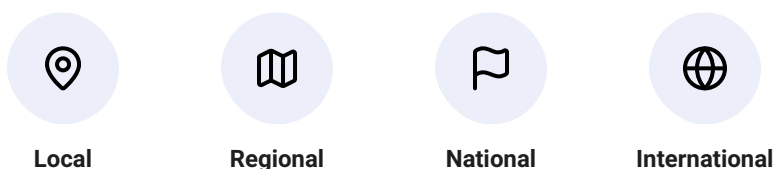
We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, The University of Queensland Business School was awarded funding for research that is:



Socializing Research

In 2025, The University of Queensland Business School contributed research findings to:

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

Research Projects

In 2025, The University of Queensland Business School reported 5 research projects that implemented responsible or sustainable activities.

Net Zero Observatory

Period Covering: January, 2024 - December, 2029

Department: UQ Business School

Professor Matthew Hornsey's 2023 ARC Laureate Fellowship, *Understanding and overcoming community roadblocks to achieving net-zero*, will design strategies to accelerate industry action and community support for rapid decarbonisation.

The [Net Zero Observatory](#) (NZO) team have been working on a project examining emission reduction technologies for five of Queensland's economic sectors supporting the State's emission reduction targets. Also, in partnership with the UK's Chartered Banker Institute, the NZO has developed and is delivering climate change executive education to the Bank of Queensland, aligned with the UN Principles of Responsible Banking.

Members of the NZO have been examining organisational behaviour change in response to mandatory climate disclosure requirements for the Australian Accounting Standards Board. In addition, under the Net Zero Australia project, NZO researchers are leading a project examining trust in the net zero transition with a focus on communities.



Low Harm Hedonism Initiative

Period Covering: November, 2019 - November, 2026

Department: UQ Business School

Professor Sara Dolnicar and her research group – [the Low Harm Hedonism Initiative](#) – continue to work with businesses to improve their environmental impact.

Their research collaboration with the Hilton Surfers Paradise Hotel over the past five years has resulted in a food waste saving of approximately 3.5 tonnes per year. Projects such as the Lower Emissions Hotel Room have been featured by media outlets around the world. The group continues to attract awards for their work, including four finalist awards for research presented at the annual conference of the International Association of Scientific Experts in Tourism in Paris in August.



Paris-compliance: Assessing companies and portfolio

Period Covering: March, 2024 - March, 2027

Department: UQ Business School

Dr Saphira Rekker is working to systematise the assessment of corporate climate performance using rigorous, science-based carbon budget approaches. She leads research on corporate climate benchmarking methodologies, collaborating internationally with institutions including Oxford, Princeton, London School of Economics, and Utrecht. Her recent comment in Nature Climate Change advocates for standardised tools that maintain the disciplining power of quantitative emissions benchmarks while enabling practical corporate climate accountability. Through the first demonstration of the open-source Carbon Budget Tracker platform (carbonbudgettracker.com), Dr Rekker translates this research into accessible tools that enable investors, policymakers, and other stakeholders to assess whether companies are genuinely aligned with Paris Agreement carbon budget constraints.



Charitable triad: How donors, beneficiaries and fundraisers influence giving

Period Covering: January, 2022 - December, 2026

Department: Management

Associate Professor Cassandra Chapman is testing a new model of charitable giving to examine how donors, beneficiaries and fundraisers together influence donor decisions. She has published nine peer-reviewed articles from her DECRA Fellowship so far, with six more currently under review. Collectively, this research evidences Charitable Triad Theory, the novel theory of donor psychology that she developed during her PhD. Associate Professor Chapman continues to prioritise practitioner outreach through her dedicated research translation website (DonorPsych.org) and by developing and delivering executive education offerings on donor psychology and fundraising ethics through the Fundraising Institute of Australia.



Strengthening sustainability of the Indian Ocean Territories Marine Parks and local economy, through collaborative world-class ecotourism

Period Covering: March, 2023 - October, 2025

Department: Tourism

Led by Dr Noreen Breakey, the objectives of the project were to facilitate the sustainable future of nature-based tourism in the Indian Ocean Territories (IOT) and enable tourism capacity building through engagement with the local industry.

The recommendations from the research were presented to the Department of Infrastructure, Transport, Regional Development, Communications and the Arts (Canberra); Parks Australia; the [Administrator](#) and her IOT Regional Development Organisation team; the Shire of Christmas Island; the IOT Administration; as well as to the Christmas Island Tourism Association (CITA), other key stakeholders, and the locals on Christmas Island.



Research Awards

In 2025, The University of Queensland Business School was awarded 5 research awards for responsibility- and/or sustainability-related research.

Research Excellence Award

Granter: UQ Business School

Grantee: Associate Professor Frederik von Briel

Award Description:

Associate Professor von Briel is an outstanding scholar who ranks among the top 2% of global researchers for the third consecutive year. His achievements include ARC Discovery funding, publications in leading journals such as the Academy of Management Review, and impactful work across entrepreneurship and business information systems. Beyond his research, Associate Professor von Briel is deeply committed to developing others, sharing his expertise with HDR students and postdocs through initiatives like the Academy of Management Review paper development workshop. His contributions exemplify excellence and leadership in research.

Queensland Tourism Industry Council Pip and Charles Woodward Award

Granter: Queensland Tourism Industry Council

Grantee: Professor Lisa Ruhanen

Award Description:

Recognising Professor Ruhanen's contributions to Indigenous tourism in Queensland, the award is in honour of Pip and Charles Woodward who opened Rainforestation Nature Park in 1976 in Kuranda (in Far North Queensland).

Cross-Disciplinary Research Award

Granter: UQ Business School

Grantee: Associate Professor Sergeja Slapnicar

Award Description:

Associate Professor Slapnicar has built a strong research portfolio in cybersecurity governance and risk management, collaborating across disciplines with Business Information Systems and UQ's Centre for Cybersecurity Research. Her work has gained significant traction in both academia and industry, with presentations at major conferences and practitioner publications shaping real-world practices. Through competitive funding, international collaborations, and PhD supervision, Associate Professor Slapnicar exemplifies research that bridges disciplines and delivers impact.

Early Career Researcher Excellence in Research

Granter: UQ Business School

Grantee: Dr Jonah Zankl

Award Description:

Dr Zankl has already made an outstanding impact through his publications in leading journals, including the Academy of Management Review and Research in the Sociology of Organizations, showcasing both conceptual depth and methodological rigour. Beyond his research, Dr Zankl is committed to mentoring students, co-supervising PhDs, and organising the Strategy and Entrepreneurship Discipline's seminar series to foster engagement with high-profile scholars. His dedication and achievements exemplify excellence in early career research.

Excellence in PhD Supervision

Granter: UQ Business School

Grantee: Dr Morteza (Mory) Namvar

Award Description:

Dr Namvar has built a distinctive pipeline of HDR talent in AI and Machine Learning, guiding students from coursework through to PhD and fostering a vibrant research community. His AI in Business Virtual Lab and HDR AI Community of Practice have created a collaborative environment that produces high-quality research, industry-linked projects, and inclusivity in advanced AI studies. Through structured supervision and mentorship, Dr Namvar has empowered emerging scholars to achieve excellent outcomes and make a real impact.

Research Barriers

In 2025, The University of Queensland Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Ethical concerns
- ❖ Funding challenges
- ❖ Participant recruitment



Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ CAUTHE (Council for Australasian Tourism and Hospitality Education)
- ❖ Surf Life Saving
- ❖ Business Council for Sustainable Development - Australia (BCSDA)
- ❖ CPA Australia
- ❖ IAIR (International Academy for Intercultural Research)
- ❖ IACCP (International Association for Cross Cultural Psychology)
- ❖ FIRN (Financial Research Network)
- ❖ University councils
- ❖ UN Tourism
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ UQ Ventures
- ❖ Tech4Change
- ❖ SportsPro
- ❖ Oxford University
- ❖ Microsoft
- ❖ Del Technologies
- ❖ Oracle

Partnerships

The following provides more details on 4 key partnerships at The University of Queensland Business School.

Business Council for Sustainable Development - Australia (BCSDA)

The UQ Business School became an active member of the Business Council for Sustainable Development - Australia (BCSDA) in 2024. The BCSDA is the national peak body representing forward-thinking companies and organisations that are working towards the transition to a sustainable Australia. As part of this partnership the School co-hosted the *Sustain Queensland 2025* summit on Queensland's transition economy and industry decarbonisation. The event comprised a keynote presentation as well as dynamic panel discussions including academics, industry and government representatives. This partnership has led to an ongoing yearly summit, as well as sharing research

outcomes and knowledge for BCSDA members and working groups. School staff have also contributed to government policy submissions related to matters such as the circular economy and mandatory disclosures and sustainability reporting, amongst other topics. The Dean of the UQ Business School was also a Director of the BCSDA board in 2025.

UQ Ventures

UQ Ventures empowers the next generation of entrepreneurs and changemakers through immersive programs, collaborative experiences, and a vibrant community of innovators. They are committed to building entrepreneurial capability, fostering inclusive access to innovation, and driving impactful change across ecosystems. The Business School's Indigenous Business Hub (IBH) and UQ Ventures collaborated to host 3 free activities for Indigenous entrepreneurs and businesses in 2025:

1. Indigenous business mixer (May)
2. Grant writing workshop (June)
3. Tender writing workshop (November).

Bank of Queensland

Building on the success of the inaugural program launched on World Environment Day 2025, Professor Belinda Wade continued her work with Bank of Queensland (BOQ) to strengthen climate capability across the organisation. The Climate Change: Principles of Responsible Banking program, delivered by UQ Business School Executive Education in partnership with the Chartered Banker Institute, provided participants with a foundational understanding of climate change risks, opportunities and their application within the banking sector. Through a combination of online learning modules, facilitated workshops and practical reflection activities, more than 80 leaders, executives and board members developed their knowledge of climate-related issues and built the skills required to respond effectively to the evolving regulatory landscape. As a key component of BOQ's climate readiness strategy, the program supported capability development for mandatory climate-related disclosures under the AASB S2 Climate-related Disclosure Standard. Participants applied their learning to develop role-specific climate action plans, helping translate climate knowledge into practical organisational action and supporting BOQ's broader commitment to responsible banking and climate resilience.

Financial Research Network (FIRN)

The Business School, in conjunction with the Financial Research Network (FIRN), hosted the 4th annual Asset Management Meeting in 2025, featuring keynote speaker Professor Itzhak Ben-David from The Ohio State University. In addition to delivering the keynote address, Professor Ben-David led a dedicated Early Career Researchers (ECR) Workshop entitled "Where do Research Ideas Come from?", where he shared practical insights into identifying promising research questions, developing

innovative research agendas, and building a successful academic career. The workshop provided valuable mentoring and professional development opportunities for emerging researchers. The conference received 59 paper submissions, with only nine selected for presentation, reflecting its highly competitive nature. The event attracted presenters and discussants from eight domestic and seven international institutions, reinforcing its growing reputation as a leading forum for asset management research.



Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

RME policies

View document  Download document 

Practice Awards

In 2025, The University of Queensland Business School received 1 award for responsible and/or sustainable practices.

Excellence in Advancing the Objectives of PRME

Granter: UQ Business School

Grantee: Associate Professor Sandra Figueira

Award Description:

Associate Professor Sandra Figueira was presented with the Excellence in Advancing the Objectives of PRME award. She showed remarkable leadership and innovation in embedding responsible management education at the Business School. Her most significant achievement was the creation of the new Sustainability: Strategy and Leadership field of study within the Master of Business program, equipping students with the skills and mindset to tackle complex sustainability challenges. Through collaboration with colleagues, staff, and industry partners, Associate Professor Figueira set a powerful example of how PRME principles can shape impactful program development.



Share

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



Engagement Opportunities

The University of Queensland Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

The University of Queensland Business School communicates its policies and progress on sustainable development and responsibility with:

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

SIGNATORY

The University of Queensland Business School



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Website

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