

2025 Sharing Information on Progress **(SIP) Report**

University of Queensland
Business School

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About University of Queensland Business School

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 your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 UQ Business School Mission

Subjects

- Across all business operations

Provide supporting context

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: we partner with diverse stakeholders locally and globally, for research, student experience and knowledge sharing.
- Enable: we empower courageous, sustainable, and socially responsible business practices, enriching our communities.

2. Vision

2.1 UQ Business School Vision

Subjects

- Across all business operations

Provide supporting context

Knowledge leadership for a better world

3. Strategy

3.1 UQ Business School Priority Plan

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1-3 Business-School-Strategic-Priority-Plan-2022

View document [↗](#)

4. Strategy Alignment

4.1 Alignment of strategic priorities

Subjects

- Across all business operations

Provide supporting context

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 through **UQ Business School's eight 2030 goals and 15 Actions for Impact (2021–2023)** and are structured across five focus areas—*Teaching, Research, Engagement, Operations, and Governance*. Collectively, they reflect the school's mission “to educate, inspire, engage and enable” emphasizing 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 conducted a full audit in 2020 to map PRME-related topics across its curriculum. As of 2022, 77% of courses addressed at least one SDG, and 100% of course profiles mapped SDGs to learning outcomes. Flagship offerings like “Social Entrepreneurship” and “Globalisation and the World Economy” allow students to engage directly with global challenges such as poverty and climate change, ensuring high-impact, values-driven learning. Further, the UQ Carbon Literacy Program has trained over 450 participants—including senior faculty and business leaders—to understand and act on climate change, extending educational impact beyond traditional classrooms.

In research, the School promotes cross-disciplinary hubs focusing on themes like decarbonization, health transformation, and responsible stewardship. Between 2015 and 2019, SDG-linked publications increased by 75%, with a higher-than-average citation rate and 60% greater grant funding. Researchers showcase leadership in their respective sustainability fields of expertise through numerous recognitions and awards. Projects like the “Low Harm Hedonism” initiative, led by Prof. Sara Dolnicar, for example, deliver measurable environmental

benefits in tourism without sacrificing customer experience—demonstrating research aligned with both sustainability and the common good. Complementing this, another stream of high-impact research focuses on business alignment with climate targets. Professor Matthew Hornsey, Dr Chris Greig (Princeton), and Dr Saphira Rekker 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, annual carbon audits, carbon literacy training for staff and students, expanded recycling programs, and developing a sustainability garden.

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.

Beyond its internal community, the School fosters the common good through ongoing engagement with civil society. Through the Social Economic Engagement Program (SEEP) and Community Engagement Project (CEP), students collaborate with non-profits, businesses, and community-based organisations to tackle real-world challenges. Since 2017, more than 125 student projects have been delivered to partners, including the Cancer Council Queensland and NewVote, an educational charity and research institute.

5. Institutional History

5.1 Institutional history

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1-5 Institutional history

[View document](#) 

6. Graduates

5217

7. Degrees Offered

- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- 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
- 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
- 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
- Graduate Certificate in Tourism, Hotel and Event Management
- Graduate Diploma in Business Research Methods

8. Faculty & Staff at the University

7,624

9. Faculty & Staff at the Institution

784

10. Student Enrollment at the University

57,143

11. Student Attendance at the Institution

11571

12. Student Attendance at the Institution

6508

13. Student Attendance at the Institution

4944

14. Student Attendance at the Institution

194

15. Student Attendance at the Institution

2658

16. Undergraduate Degree Programmes

16.1 Bachelor of Business Management

Degree Type

- Bachelor of Business Administration (B.B.A.)

Director Full Name

Sandra Figueira

16.2 Bachelor of Commerce

Degree Type

- Bachelor of Business Administration (B.B.A.)

Director Full Name

Lily Nguyen

16.3 Bachelor of Tourism, Hospitality and Event Management

Degree Type

- Bachelor of Business Administration (B.B.A.)

Director Full Name

Karen Hughes

16.4 Bachelor of Advanced Business (Honours)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Director Full Name

Michael Turner

16.5 Bachelor of Advanced Finance and Economics (Honours)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Director Full Name

Stephen Gray

17. Masters Degree Programmes

17.1 Graduate Certificate in Business

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Sandra Figueira

17.2 Graduate Certificate in Business Administration

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Nicole Hartley

17.3 Graduate Certificate in Business Analytics

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Ida Asadi Someh

17.4 Graduate Certificate in Commerce

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Lily Nguyen

17.5 Graduate Certificate in Entrepreneurship and Innovation

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Frederik Von Briel

17.6 Graduate Certificate in Finance and Investment Management

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Chris Bell

17.7 Graduate Certificate in Tourism, Hotel and Event Management

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Karen Hughes

17.8 Graduate Diploma in Business Research Methods

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Kelvin Tan

17.9 Master of Business

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Sandra Figueira

17.10 Master of Business Administration

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Nicole Hartley

17.11 Master of Business Analytics

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Ida Asadi Someh

17.12 Master of Commerce

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Lily Nguyen

17.13 Master of Entrepreneurship and Innovation

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Frederik Von Briel

17.14 Master of Finance and Investment Management

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Chris Bell

17.15 Master of Tourism, Hotel and Event Management

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Karen Hughes

17.16 Master of Philosophy

Degree Type

- Master of Business Administration (M.B.A.)

Director Full Name

Stan Karanasios

18. Postgraduate Degree Programmes

18.1 Doctor of Philosophy

Degree Type

- Doctor of Philosophy (Ph.D.)

Director Full Name

Stan Karanasios



Purpose


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

19. Letter of Commitment

19.1 Head of School Letter of Commitment

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250512-PRME report-Letter from senior officer

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Values

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



20. RME Lead

- Centralized sustainability office
- Individual leader
- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization
- Research or issue group, society, or club leading sustainability efforts
- Senior leadership office



Teach

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



21. Courses

21.1 Applied Management Accounting and Control

Course code

ACCT2114

Department

- Accounting

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)

My course touches on the following concepts:

- Accounting Ethics and Professional Responsibility
- Budgeting and Financial Forecasting
- Cash Flow Management and Liquidity Planning
- Cost Accounting and Managerial Decision-Making
- Environmental and Social Accounting
- Small Business Accounting and Financial Planning

My course implements the following pedagogies:

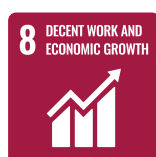
- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Experiential Learning
- Flipped Classroom
- Learner-Centered Pedagogy
- Project-Based Learning (PjBL)
- Student-Centered Learning

Course Description

Accounting information relevant for planning, control and performance evaluation decisions by management; behavioural implications of performance measurement and rewarding. The course focuses on two broad topics: 1: Analysing corporate performance. Under this topic, we learn about the accounting techniques for analysing performance of the organisation and its sub-units. We examine tools to analyse costs and profitability of products, services and

customers. We learn how to prepare master budgets to understand the differences between actual and expected performance. We study how to effectively control decentralised units in a large organisation, how to set up transfer prices for intracompany transactions, and how transfer prices impact units' and segments' performance. 2: Driving corporate performance. In the second part of the course, we focus on how to design performance measures to implement strategies, align incentives, and influence motivation of employees. We concentrate on understanding the design and consequences of formal incentive systems, and explore the role of strategic measurement systems, such as the balanced scorecard, in communicating and implementing organisational strategies.

Relevant SDGs addressed through the course



21.2 International Business Operations

Course code

IBUS3310

Department

- International Business

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Foreign Direct Investment and Multinational Enterprises
- Global Market Entry Strategies
- Import-Export Business Operations
- International Corporate Social Responsibility (CSR) and ESG

- Outsourcing and Offshoring Strategies
- Technology and Digital Transformation in Global Markets

My course implements the following pedagogies:

- Case Method
- Collaborative Learning
- Critical Pedagogy

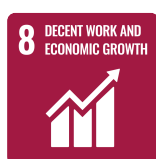
Course Description

This course will provide students with skills to determine and make recommendations on the full suite of modes of entry and operation available for internationalisation into markets overseas. Increasingly, innovative firms, both small and large, are selecting modes of operation that make full use of market exchange rather than the hierarchical forms and these choices are evidenced in the disaggregation of global value chains and the relocation of value creation away from the home country. A complete understanding of the full suite of modes of entry and operation will equip students with an invaluable capability to make recommendations on the manner in which firms practice their international business operations, and to advise these firms on how the various modes are put into practice. Foreign operation methods refer to 'a company's way of operating in foreign markets, or the 'how' part of foreign operations, which has been considered as basic to any discussions about companies' international business strategies and performance. The course aims to provide a comprehensive analysis and comparison about all common foreign operation methods that a company can use to conduct international business activities, including franchising, licensing, management contracts, international outsourcing, project operations, exporting, alliances, and foreign direct investment. At the strategy level, the course explains the choice, development, combination and change among all foreign operation modes; at the implementation level, the course provides the detailed information about the use and management of each foreign operation method. Through combining international business theories and practical insights, this course provides a skill set for conducting and managing foreign operations.

Tell us about the impact you're making on your students

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

Relevant SDGs addressed through the course



21.3 Building the Future Workforce

Course code

MGTS2609

Department

- Human Resource Management

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Compensation and Benefits Strategies
- Corporate Culture and Employee Engagement
- DEI (Diversity, Equity, and Inclusion) in the Workplace
- Ethics and Fair Practices in HR
- HR Analytics and Workforce Planning
- Labor Laws and Compliance
- Psychological Safety and Workplace Wellbeing
- Recruitment and Talent Acquisition
- Remote Work Strategies and Virtual Team Management
- Strategic Human Resource Management
- Workforce Planning and Future of Work
- Workplace Diversity and Inclusive Hiring Practices

My course implements the following pedagogies:

- Active Learning
- Blended Learning

- Case Method
- Collaborative Learning
- Flipped Classroom

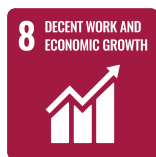
Course Description

As the world of work is changing, approaches to designing work and attracting talent for the workforce of the future are also evolving. This course will focus on building knowledge and skills in designing work that benefits from the contribution of both people and technology and attracting or sourcing people with the needed skills or potential to achieve the business outcomes. The course will cover workforce planning, work design, employer branding, the candidate experience, contemporary recruitment and selection practices and the use of technology. Examples and applications will be framed in both a domestic and global context, and address legal, ethical and diversity perspectives. This course takes the strategic approach as the foundation upon which an organisation seeks to establish a competitive advantage in its market. A critical component of a successful approach is the link between human resource management (HRM) and corporate strategy. This course takes the assumption that the skills and talents of staff are fundamental to the future success of the organisation. Topics within the course will address the different ways an organisation works with its people, through a range of employment arrangements, to execute its aims or business objectives. The course takes a holistic perspective to examine how business needs are matched to individual skills and experience to source, attract, select and appoint the right people to the right roles. The course is underpinned by the latest research in business ethics and positive and strengths-based approaches to HRM. Students will learn about organisation design, the job analysis process, identifying key selection criteria, employment types and options (e.g., including contracting and outsourcing). Students will examine the development of position descriptions, identifying an employment value proposition to attract the right talent, writing job ads, short-listing processes, selection processes and induction. We will also consider the range of circumstances where strategic management processes are needed, such as responding to the context in which the organisation operates, strategic change and restructuring. Legal and ethical considerations (e.g., equity, diversity, wellbeing) will also be addressed. A major focus will be equipping students to apply academic evidence to their practice as a HR professionals or as a line managers.

Tell us about the impact you're making on your students

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.

Relevant SDGs addressed through the course



21.4 Transformational Marketing

Course code

MKTG7806

Department

- Marketing

The duration of my course is:

- 13 weeks

My course session format is:

- 3 one-hour session

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Brand Management and Positioning
- Business-to-Business (B2B) Marketing
- Consumer Behavior and Market Psychology
- Content Marketing and Digital Storytelling

- Customer Experience Management (CEM)
- Customer Relationship Management (CRM) and Retention Strategies
- Data-Driven Marketing and Predictive Analytics
- Digital and Social Media Marketing
- Direct Marketing and Sales Strategies
- E-Commerce and Online Retail Strategies
- Email Marketing and Automation
- Event Marketing and Sponsorship
- Experiential and Guerrilla Marketing
- Influencer Marketing and Brand Partnerships
- Integrated Marketing Communications (IMC)
- Marketing Ethics and Consumer Rights
- Market Research and Competitive Intelligence
- Media Planning and Advertising Strategies
- Mobile Marketing and App Advertising
- Pricing Strategies and Revenue Management
- Public Relations and Crisis Communication
- Sustainable and Cause-Related Marketing

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Competency-Based Education (CBE)
- Constructivist Pedagogy
- Experiential Learning
- Flipped Classroom
- Inquiry-Based Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

Gain knowledge, skills, and tools to transform the role of marketing in organisations. This course examines contemporary marketing thinking and practice and explores new ways to leverage data, insights, and technology to improve marketing effectiveness. Students will learn about best practice frameworks to develop and execute marketing strategy and make informed marketing decisions. Students will learn key marketing concepts such as agile marketing, brand equity, customer centricity, customer engagement, customer equity, customer experience,

customer value, data analytics, data privacy, integrated marketing, market segmentation, market networks, marketing automation, marketing communications, marketing metrics, omnichannel marketing, value cocreation, value innovation and value propositions. This course will challenge students to think ethically and critically about the processes involved in marketing within organisations, the marketplace, and organisations' internal and external stakeholders. Students will complete group and individual assessment pieces which will demonstrate their understanding of and ability to apply marketing concepts in organisations using marketing technology. Completing the course will provide students with a holistic purview of marketing processes and how they occur in contemporary organisations.

Relevant SDGs addressed through the course



21.5 Designing Food and Beverage Experiences

Course code

HOSP7050

The duration of my course is:

- 13 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Brand Management and Positioning
- Content Marketing and Digital Storytelling
- Customer Experience Management (CEM)
- Digital and Social Media Marketing

- Market Research and Competitive Intelligence
- Media Planning and Advertising Strategies
- Pricing Strategies and Revenue Management
- Business Ethics and Corporate Social Responsibility
- Sustainable Business Models and ESG Integration
- Small Business Accounting and Financial Planning
- Cluster Analysis and Customer Segmentation

My course implements the following pedagogies:

- Active Learning
- Case Method
- Collaborative Learning
- Experiential Learning
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Student-Centered Learning
- Transformative Learning

Course Description

This course provides students with advanced professional skills in creating food and beverage experiences. It invites students to embrace a multidisciplinary perspective to investigate the design of food and beverage experiences in various contexts, including tourism, festivals and events and the traditional hospitality sector. Utilising an experiential teaching and learning style students will assess the impact of state of the art scientific and social scientific research that food and beverage professionals employ to construct and design experiences. Core concepts include food and beverage management, culinary arts, gastronomy and wine appreciation, authenticity, sustainability, servicescapes, food science, neuro-gastronomy, ego-involvement and destination/product marketing. Food and beverage experiences are fundamental to the hospitality, tourism and event industries. This course will equip students with advanced knowledge necessary to design contemporary food and beverage experiences. This course gives students access to a range of researchers and practitioners with specific expertise in food and beverage environments.

Relevant SDGs addressed through the course



21.6 Advanced Studies in Finance

Course code

FINM4401

The duration of my course is:

- 13 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies

My course touches on the following concepts:

- Financial Decision-Making in Business

My course implements the following pedagogies:

- Collaborative Learning
- Constructivist Pedagogy
- Experiential Learning

Course Description

This integrative, capstone course is concerned with the interplay of finance strategy and organisational policy and strategy making. How finance strategy supports the achievement of the strategic ambitions of organisations is a particular focus. Key issues are establishing effective finance strategies and the organisational and environmental precursors to developing such strategies. Emphasis is placed on the alignment of finance strategy with organisational strategy. Students are expected to show intellectual leadership by conducting a significant research project within the domain of finance. This course equips you with the skills to understand, synthesize, and critique research in finance. You will explore key research methods used in finance and learn to identify and evaluate high-quality studies. Additionally, the course covers current issues in finance, requiring extensive reading and critical analysis of relevant topics.

Tell us about the impact you're making on your students

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.

Relevant SDGs addressed through the course



21.7 Responsible AI

Course code

BSAN7210

The duration of my course is:

- 13 weeks

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Business Ethics and Corporate Social Responsibility
- Legal and Regulatory Environment in Business

- AI and Machine Learning for Business
- Data Ethics and Privacy Compliance
- Artificial Intelligence and Automation
- Ethical Considerations in IT and Business
- Diversity and Inclusion in Leadership

My course implements the following pedagogies:

- Active Learning
- Case Method
- Collaborative Learning
- Constructivist Pedagogy
- Inquiry-Based Learning
- Student-Centered Learning
- Transformative Learning

Course Description

Gathering, understanding, interpreting and making decisions based on collected data is an invaluable tool for business. However, concerns about privacy, consent, confidentiality, discrimination, ownership, commercialisation, intellectual property, human, societal, and environmental wellbeing, authenticity, public trust, and the importance of fair benefit sharing need to be considered. Consideration is also required by those who access and make decisions about collected linked personal information. In this course students will critically analyse the ethical and legal foundations of data analytics governance that are relevant to data collection, storage, integration, exchange and access. Issues covered will include the ethical dimensions of data management, legal and regulatory frameworks in Australia and in relevant jurisdictions, data policy, data privacy, data ownership, legal liabilities regarding analytical decisions, and discrimination. The course will equip students to apply ethical, legal, and social/societal considerations to the core processes of business analytics. Artificial intelligence has provided social and economic benefits to society as a whole by accelerating innovation for economic prosperity. But the accomplishments of artificial intelligence is fraught with varying ethical, legal, and societal issues that need to be considered when developing and deploying an algorithm to be used in business decision-making. This course consists of four modules. You will be using an ethical, legal, and social framework to consider the implications of artificial intelligence and similar automated decision-systems.

Tell us about the impact you're making on your students

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.

Relevant SDGs addressed through the course



22. Teaching Awards

22.1 Award for Service for Outstanding Support in Teaching and Learning

Award Granter

UQ Business School

Award Grantee

Fiona Porter, Adrian O'Donnell-Meyer, Siobhan Cross, Donna Moodie, Michael Gould, Sylvia Bonny

22.2 Excellence in Innovation

Award Granter

UQ Business School

Award Grantee

Sam MacAulay

22.3 Citation for Outstanding Contribution to Student Learning

Award Granter

Australian Awards for University Teaching

Award Grantee

Sabine Matook

22.4 HEA Fellowship - Senior Fellow

Award Granter

Higher Education Academy

Award Grantee

Stan Karanasios

22.5 HEA Fellowship - Fellow

Award Granter

Higher Education Academy

Award Grantee

Caroline Knight

22.6 HEA Fellowship - Associate Fellow

Award Granter

Higher Education Academy

Award Grantee

Joseph Baladi

22.7 HEA Fellowship - Associate Fellow

Award Granter

Higher Education Academy

Award Grantee

Anna Black

22.8 Citation for Outstanding Contributions to Student Learning

Award Granter

Australian Awards for University Teaching

Award Grantee

Cassandra France

22.9 Citation for Outstanding Contributions to Student Learning

Award Granter

Australian Awards for University Teaching

Award Grantee

Sergeja Slapnicar

22.10 Award for Programs that Enhance Learning

Award Granter

UQ Award for Excellence in Teaching and Learning

Award Grantee

Newish Communications - Nicolas Pontes, Sharon Twomey and Jaanvi Singh

22.11 Citation for Outstanding Contributions to Student Learning

Award Granter

UQ Awards for Excellence in Teaching and Learning

Award Grantee

Christoph Breidbach

22.12 Commendation for Outstanding Contributions to Student Learning

Award Granter

UQ Awards for Excellence in Teaching and Learning

Award Grantee

Frederik Von Briel

22.13 Excellence in Innovation in Large Courses

Award Granter

UQ Business School

Award Grantee

Natalie Peng, Ryan Waters, Cecilia Chiu, Gemma Irving, Sandra Figueira, Jonathan Staggs

22.14 Excellence in Leadership in Teaching and Learning Initiatives

Award Granter

UQ Business School

Award Grantee

Robyn King

22.15 Innovation in Assessment Design

Award Granter

UQ Business School

Award Grantee

Caroline Knight

22.16 Excellence in Work Integrated Learning and Employability

Award Granter

UQ Business School

Award Grantee

Jie Wang

22.17 Student Engagement and Student Experience

Award Granter

UQ Business School

Award Grantee

Ronghong Huang, Saphira Rekker, Khoa Hoang

22.18 Tutor Award for Excellence

Award Granter

UQ Business School

Award Grantee

Joshua Suherman, James Boyce, Ann Le, Paul Dibley-Maher, Janine Narbutas

23. Teaching Voices

23.1 Course "Business Information Systems Analysis and Design"

Subjects

- Across all business operations

Provide supporting context

Systems analysis and design is a process focused on the development of new and the extension of existing information systems. It requires a unique set of problem-solving skills and knowledge of the information systems and business domains – such skills are in high demand in industry.

Analysis and design of an information system is an activity that is carried out by a systems analyst with the involvement of various other stakeholders who are the source of requirements for the system. As such it is paramount that as business professionals, students are competent in this area to be able to participate in the process of developing new and extending existing information systems.

Students in the course "Business Information Systems Analysis and Design" (BISM7255) embrace sustainability ideas in their learning. Specifically, students use AI and low-code platforms to develop software apps that meet real-world requirements.

24. Fostering Innovation

A lot

25. Experiential Learning

A lot

26. Learning Mindset

A lot

27. Method of Teaching and Learning

In person



Research

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

28. 2024 Publications

329

29. 2024 Publications on Sustainable Development and/or RME

173

30. Research Funding

- Institution Specific
- Local
- Regional
- National
- International

31. Socializing Research

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

32. Research Projects

32.1 Net Zero Observatory

Who is involved in the project

- Faculty

This research project covers:



Period covering

January, 2024 - December, 2029

Describe the research project

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.

A suite of tools for government, industry and green innovators will be designed and delivered to assist in future-proofing the economy and reducing social conflict in our communities.

Matthew and his team are working with six national and international academic partner institutions. Major research topics include:

- promoting acceptance of technological pathways that facilitate decarbonisation
- maintaining social cohesion on the road to 2050
- maintaining Australians' commitment to change
- achieving meaningful corporate climate reporting - beyond greenwashing and greenhushing
- measuring and monitoring corporations' progress to net zero targets
- climate change executive education and training.

Link to any additional materials

[View document](#)

32.2 Low Harm Hedonism Initiative

Who is involved in the project

- Faculty

This research project covers:



Period covering

November, 2019 - November, 2026

Describe the research project

Professor Sara Dolnicar and her research group – the Low Harm Hedonism Initiative – have had yet another successful year.

They tested their new theory of pro-environmental behaviour at hotels and, in so doing, continue to push the boundaries of knowledge while developing practical measures for businesses to reduce their environmental footprint. These achievements led to them being selected as finalist for four awards (including the Financial Times Higher Education Award in the “Community” category and the inaugural Food Waste Awards) and winning two (Peter Keller Best Paper Award for the contribution that best integrated theoretical contribution and practical relevance and Overall Best Paper award at the 2024 Aiest conference).

Link to any additional materials

[View document](#) 

32.3 Paris-compliance: Assessing companies and portfolio

Who is involved in the project

- Faculty

This research project covers:



Period covering

March, 2024 - March, 2027

Describe the research project

Dr Saphira Rekker is working to turn the tide on misleading corporate climate pledges and systematise the assessment of companies' climate performance by using a rigorous and science-based approach. Saphira aims to assess companies in an open-source platform, allowing all stakeholders to make climate-safe decisions and guide policy makers to enforce the required changes for any business to become Paris-compliant.

32.4 UN Framework Convention on Climate Change - COP 29

Who is involved in the project

- Faculty

This research project covers:



Period covering

November, 2024 - November, 2024

Describe the research project

COP29 is the 29th United Nations Climate Change Conference which took place in Baku, Azerbaijan. It brings together leaders from government, business and civil society to advance solutions on the climate crisis.

Associate Professor Ya-Yen Sun has shared her leading research about the contribution of tourism carbon emissions at the COP29 plenary session in November 'Drivers of Tourism Emissions, Scientific Research on GHG emissions from Tourism Operations'. Associate Professor Sun explained how tourism-related carbon emissions are tracking and if we are on track to achieve any targets.

The findings was endorsed by the UN Tourism and UNEP.

Link to any additional materials

[View document](#) 

33. Research Awards

33.1 UQ Business School PRME Award

Award Granter

UQ Business School

Award Grantee

Ryan Waters

Description of Award

Ryan Waters (Learning Design Team) was awarded for his outstanding contribution to integrating sustainability into entrepreneurship education. Ryan has led the design and development of an innovative activity that encourages undergraduate entrepreneurship students to prioritise the United Nations Sustainable Development Goals (SDGs) throughout their ideation processes. This initiative reflects Ryan's commitment to fostering a generation of entrepreneurs who are not only creative but also socially and environmentally responsible.



Partner

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

34. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- Graduate Management Admission Council (GMAC)
- Times Higher Education (THE)
- Association of Asia-Pacific Business Schools - Somewhat
- Australian HR Institute - Somewhat
- Group of Eight (Australia) - Somewhat
- UN Tourism - Somewhat
- Universitas 21 - Somewhat

35. Student Partners

- None



Practice

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

36. RME Practices


- Accreditation body recommendation documents
- Buildings/real estate
- Climate action plan
- Campus operations guides
- Carbon reduction or offset commitments
- Curriculum guidelines
- Employee equity, diversity, inclusion
- 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

37. RME Policies

37.1 RME policies

Upload or select a document

7-2 RME policies

View document 



Share

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



38. Transparent Engagement

- 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

39. Audiences

- 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

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