



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

**PRME**

an initiative of the  
United Nations Global Compact

# UQ BUSINESS SCHOOL SHARING INFORMATION ON PROGRESS REPORT 2018

**UNITED NATIONS PRINCIPLES FOR RESPONSIBLE  
MANAGEMENT EDUCATION (UN PRME)**



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# LETTER FROM THE DEAN



We are pleased to present this inaugural report, which highlights UQ Business School's commitment to the United Nations Principles for Responsible Management Education (UN PRME). As a school, we understand the privilege and responsibility of providing quality education that gives learners the knowledge and tools they need to succeed, change lives and transform societies.

Our global network of alumni are at the forefront of developing new technologies, driving business growth and tackling issues such as climate change and conservation. Our alumni affirm the crucial role our teaching programs played in their success. We are proud to see amidst a constantly changing environment that an education from UQ Business School has positive ramifications around the world.

Alongside our quality teaching programs, UQ Business School produces high quality, relevant and impactful research benefiting non-academic stakeholder groups. As a school we were classed as 'above world standard' in all fields of research according to

the Australian Government's 2015 Excellence in Research for Australia (ERA), with our business and management, tourism, and information systems research classed as 'well above world standard'. Our world-renowned researchers are dedicated to advancing knowledge, improving practice and strengthening society.

UQ Business School is leading the way in entrepreneurship and innovation with support for entrepreneurs and start-ups at every stage of their journey. We recognise that education is life-long and we are committed to providing opportunities in various modalities that are accessible, valuable and support people to reach their potential.

This report demonstrates that there is already significant alignment between UN PRME and UQ Business School across our teaching, research and engagement platforms. We acknowledge, however, there is always more we can do. As responsible management education is a high priority for the School, we look forward to enhancing our endeavours and delivering even greater sustainability outcomes for students, staff, and the wider society.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Julie Cogin'. The signature is fluid and cursive, written on a plain white background.

**Professor Julie Cogin**

Dean and Head of School  
UQ Business School







# INTRODUCTION

It is our great pleasure to introduce UQ Business School's first Sharing Information on Progress (SIP) report. The report highlights our responsible management education activities over the last two years. The aim of this report is to share our experiences and achievements to date, and identify avenues for future development and improvement.

All relevant UQ Business School faculty, including the leadership team, Head of School, accreditation team, program leaders, course coordinators and other entities have contributed to the development of this report. Through this process, we now have a better understanding of our responsible management baseline. Importantly, this process has also enabled valuable critical discussions on the issue of responsible management and its role across UQ Business School.

We would like to take the opportunity to thank Chelsea Gill, for her significant contribution and assistance in preparing this report, and all other individuals and organisations who actively contribute to and support this agenda at UQ Business School.

**Dr Cle-Anne Gabriel**  
PRME Director

**Associate Professor Lisa Ruhanen**  
Director of Education UQ Business School





# THE UNIVERSITY OF QUEENSLAND

**Founded in 1926, The University of Queensland (UQ) is the oldest university in Queensland and founding member of the prestigious Group of Eight - the coalition of Australia's leading universities.**

The exceptional quality of research at UQ has been reaffirmed in the 2015 Excellence in Research for Australia (ERA) assessment. One hundred per cent of UQ's research—evaluated across all 22 broad fields of research and 97 specialised fields of research including Business and Management—has been ranked at world standard or above.

The ERA assessment confirms that UQ is one of the nation's three leading research-focused institutions, offering world-class research-led education across all fields. It demonstrates the high calibre of our researchers, who excel across all disciplines to produce benefits for society through outstanding research on problems of global significance.

UQ Business School was founded in 1972. The core business of UQ Business School is to provide

distinctive learning experiences, deliver impactful research, and create value with stakeholders through meaningful partnerships. UQ Business School was the first Australian Business School to attain dual accreditation with AACSB International (Association to Advance Collegiate Schools of Business) and EQUIS (European Foundation for Management Development Quality Improvement System). Ranked in the top 10 programs worldwide (by the Economist), UQ Business School offers the no. 1 Master of Business Administration program in the Australia.

Our programs incorporate international alliances with leading international schools and universities around the world (i.e., Fudan University). Students of UQ Business School have participated in various community programs focused on social and economic engagement. Further, UQ Business School boasts a city campus, offering Executive Education programs which facilitate academic and industry engagement.





# UQ BUSINESS SCHOOL VISION, MISSION AND VALUES

## Challenging the Future. Transforming Business.

In consultation with staff, the Business School's executive leadership team has developed a new strategic plan for 2017-2021. UQ Business School's vision and mission is to be **courageous thinkers who empower future leaders to positively transform business and society.**

### Courageous Thinkers

UQ Business School will lead the agenda in business learning and research. We aim to create intellectual space for our staff and students to think innovatively. Our people will be encouraged to adopt alternative perspectives, take smart risks and offer evidence-based opinions while respecting a diversity of views.

### Empower future leaders

UQ Business School graduates will be high achieving, self-motivated, global agents of change. They will be adaptive problem solvers, who are ethical and respectful, and embrace diversity.

### Transform business and society

UQ Business School, in our learning and research programs, will embrace disruption in business, enable efficient and effective business outcomes, create sustainable, global solutions while remaining mindful of community impacts.

Building on the values of excellence, innovative and independent thinking, honesty and accountability, mutual respect and diversity, as well as a supportive culture, UQ Business School aims to develop and empower our graduates to be innovative, entrepreneurial thinkers and resilient and adaptable global citizens, prepared to become future leaders that will positively transform business and society for careers grounded in life-long learning.

We will strive for a state-of-the-art, industry-facing and research-led learning experiences. The foundation of our market-driven programmatic approach is to design contemporary, flexible, programs that meet the most pressing social, environmental, and financial issues that come to the fore. UQ Business School places sustainable thinking and practices at the fore of all its programs and disciplines, illustrating how social and environmental challenges create the opportunity to challenge the future and build companies and industries that last.

## PRME Highlights



### MGTS1301: Introduction to Management

Core to BBusMan, BCom, and BIHTM

The objective of the Introduction to Management course is to acquaint students with the core principles of managing business organisations through understanding and applying various concepts, models and approaches towards management theory. MGTS1301's coordinator is also UQ Business School's PRME Director, which means responsible management principles are interwoven with foundational management knowledge and concepts. This course provides the foundation for responsible management education by creating a solid foundation of ethical and social responsibility at the beginning of students' career. The course objectives are met with practical activities linking simulation experiences with responsible management case studies, and by encouraging students to work in diverse teams. The platform created allows responsible management education to develop and flourish as it is interwoven at the most fundamental level of students' studies.

**Course Coordinator:** Dr Cle-Anne Gabriel, [mgts1301@business.uq.edu.au](mailto:mgts1301@business.uq.edu.au)



## Achievements and Accreditations



**1st Australian business school** to gain dual accreditation from AACSB International and EQUIS.



**MBA received five-star rating** by Australia's most influential rating body, the GMAA, for 13 years running.



MBA program is ranked **1st in the Australia** by *The Economist*.



Classed as **above world standard** in all fields of research in the Australian Governments' ERA assessment.



Only school in Australia that offers tourism programs with **UNWTO accreditation**.

Our programs are accredited with **professional associations** such as the:

- Australian Computer Society (ACS)
- Australian Marketing Institute (AMI)
- Australian Human Resources Institute (AHRI)
- Australian Property Institute (API)
- Certified Practising Accountants Australia (CPA)
- Chartered Accountants Australia + New Zealand (CAANZ)
- Royal Institution of Chartered Surveyors (RICS)
- United Nations World Tourism Organization (UNWTO)





# PRINCIPLE 1:

PURPOSE – RESPONSIBLE  
MANAGEMENT EDUCATION



**Principle 1 | Purpose** - “We will develop the capabilities of students to be future generators of sustainable value for business and society at large, and to work for an inclusive and sustainable global economy.”

### Growing people, quality and equality

The values embodied in UQ Business School’s vision and mission have created the conditions for courageous thought leadership on responsible management education and practice. A defining characteristic of the past five years is the growth in our learning portfolio. Student numbers have steadily increased over the last five years in many of our programs (Appendix one).

Almost one in five students of the University are enrolled in a Business School program. Staff numbers have grown as well. Today, the School employs more than 170 academic staff and almost 80 professional staff. Looking ahead, the School has the capacity to grow but any growth cannot compromise the quality, prevalence and impact of the responsible management values instilled in

our programs and curricula. Indeed, strengthening our position on the ‘quality continuum’ remains the overriding goal across all dimensions of performance.

For our first SIP Report, the UQ Business School PRME team undertook a Curriculum Review to understand the extent to which responsible management principles are currently incorporated in our programs. The Curriculum Review will form the basis for strategic planning to enhance PRME activities across our programs and curricula.

At UQ Business School, we present our priorities as three pillars of our core business and four enablers. Within each pillar and enabler, there are opportunities to foster and enhance our responsible management education and practice.





## Pillars

### Learning for the future

Provide contemporary, authentic experiences to foster student employability from the start of their journey.

- Deliver a framework to support students in their personal development journey.
- Create an Employer Alliance Board for each discipline to facilitate industry connections and ensure program relevance.
- Facilitate more authentic connection with the world through work-integrated learning, international experiences and employability skills.

Attract the best students from around the world and promote intercultural and linguistic diversity.

- Review how our student body is constituted within all our programs to identify and address imbalances including, but not restricted to gender, ethnicity, and socio-economic background.
- Expand our international marketing to attract students from diverse ethnicities.
- Review our scholarship offerings to enable an increase in diversity.

### Research with impact

Create and promote collaboration on distinctive research themes to address business and societal challenges of national and international importance.

- Identify distinctive research themes informed by our research strengths, national research priorities and global business and societal challenges.

Shape and diversify the way the School and its stakeholders value research by increasing the importance of high quality academic research that demonstrates thought leadership and impacts upon the Academy and by delivering research outcomes that impact upon business and society.

- Recognise a spectrum of valuable research outputs.
- Align the workload model and enhance a rewards and incentives structure that acknowledges outcomes relating to academic and/or industry and community impact.

Enhance how we engage with and communicate our research excellence to our stakeholders, locally and globally.

- Develop a marketing and communications strategy to improve the accessibility and reach of our research.
- More fully integrate research, engagement and impact goals into programs and courses and across the student journey.

### Engagement with our stakeholders and community

Encourage collaboration on distinctive themes that address business and societal challenges of national and international importance.

- Encourage and support a lean startup team approach to engage with external stakeholders on projects related to our distinctive themes.

Build formal industry networking groups that allow partners to provide strategic advice and act as consultants to and champions of the School.

- Establish the “UQ Business School Leaders Forum” as a broad industry group that provides an avenue for the School and its stakeholders to engage in the discussion of current business problems and potential strategic directions for the School.

## PRME Highlights



### TOUR2007: Sustainable Tourism

The aim of the Sustainable Tourism course is to teach students to develop management strategies that maximise positive impacts and minimise potential negative impacts within the tourism industry. This course empowers students to be managers by providing them with a deep understanding of the environmental, socio-cultural and economic impacts of tourism, as well as the skills to create responsible solutions that maximise benefits to societies, the environment, global economies and the tourism industry. This course is offered yearly in every first semester.

**Course Coordinator:** Dr Karen Hughes, [k.hughes2@uq.edu.au](mailto:k.hughes2@uq.edu.au)





## Enablers

### People, culture and performance

Improve human resource functions, adopting an employee lifecycle approach, to align with the School's vision, values and priorities.

- Review and improve human resource functions including staff recruitment and induction, staff development, recognition and reward systems, and our performance appraisal system.

Continue to promote, support and nurture inclusiveness, equity and diversity.

- Promote equity, diversity and inclusiveness throughout the employee lifecycle.
- Develop an Aboriginal and Torres Strait Islander (ATSI) Trainee rotation program among our professional teams.

Support staff physical and mental wellness.

- Promote and support the UQ Wellness Program within our culture and operations.

### Governance and structure

Review, realign and continually evolve our governance framework, organisational structures and approach to decision making.

- Review, redesign and introduce a framework, including organisational structure, committee structures, roles and responsibilities that better support our priorities and facilitates improved collaboration, consultation and decision making.

### Operational excellence

Strive to improve business systems, processes and policies.

- Maintain effective resource allocation and financial sustainability.

### Built environment and infrastructure

Create a physical environment and infrastructure that supports and fosters collaborative learning and research.





# PRINCIPLE 2:

## VALUES – CURRICULUM





**Principle 2 | Values** - “We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.”

## UQ Business School Coursework Programmes

UQ Business School offers a wide range of programs and flexible study options including our renowned MBA, which is ranked no. 1 in Australia.

### Undergraduate programs

**Bachelor programs:**  
3 years full-time

- Bachelor of Business Management (BBusMan)
- Bachelor of Commerce (BCom)
- Bachelor of International Hotel and Tourism Management (BIHTM)

**Bachelor (Dual Degree) programs:**

- 4 - 4.5 years full-time  
e.g. Business Management/Economics
- 5.5 years full-time  
e.g. Business Management/Laws (Honours)

**Bachelor (Honours) programs:** 4-years full-time

- Bachelor of Business Management (Honours)
- Bachelor of Commerce (Honours)
- Bachelor of International Hotel and Tourism Management (Honours)
- Bachelor of Advanced Business (Honours)

### Postgraduate programs

**Masters programs:**

- Business (MBus): 1.5 - 2 years full-time
- Commerce (MCom): 1.5 - 2 years full-time
- Global Management (MGM) 2 years full-time
- Technology & Innovation Management 1.5 years full-time
- Tourism Leadership (MTHM Lead) 1.5 years full-time
- Tourism, Hotel and Event Management (MTHM) 1.5 - 2 years full-time

**Master of Business Administration:**  
1 year full-time

**Graduate Certificate and Diploma Programs**

### PRME Highlights



**MGTS7308: Social Enterprises & Not for Profits**  
Master of Business

The aim of the Social Enterprises & Not For Profits course is to enable students to identify effective business models to deliver long-term solutions to social problems. This course attracts students who want to position themselves as part of a new generation of responsible and mindful business leaders capable of managing the complex challenges faced by business and society in the 21st century. The course provides students with the latest research into how social enterprises and not-for-profit organisations can best be structured, resourced and enabled to grow. Further, the course gives students practical tools for measuring the social value provided through these organisations. Many students who enrol in this course are motivated to become social entrepreneurs to address important areas of need in different parts of the world. This course is offered once a year during the second semester.

**Course Coordinator:** Dr Bruce Mortimer, [b.mortimer@business.uq.edu.au](mailto:b.mortimer@business.uq.edu.au)

## Curriculum Review and Development

Upon becoming a signatory of UN PRME, UQ Business School engaged in an extensive Curriculum Review to assess the current implementation of responsible management education in the School<sup>1</sup>. The PRME Curriculum Review forms the foundation for future curriculum development, along with other curriculum reviews that UQ Business School undertakes frequently as part of innovation and improvement endeavours as well as its accreditation requirements.

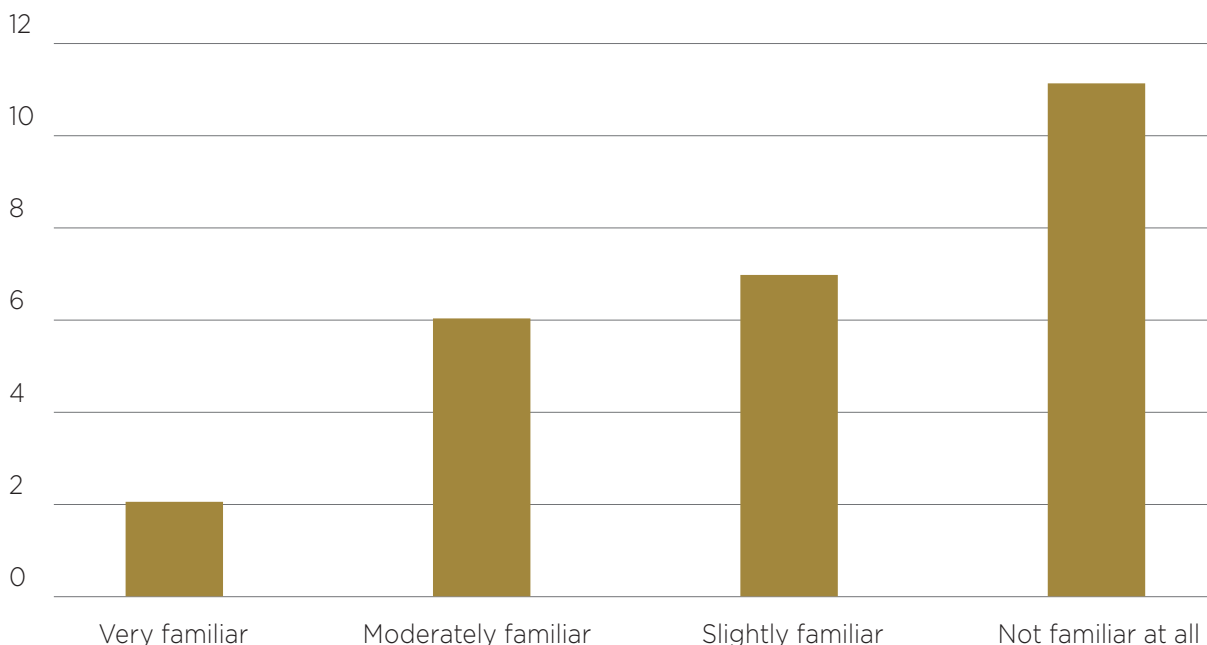
First, we identified all courses that are core (i.e. mandatory) to the undergraduate, postgraduate and MBA programs at UQ Business School. Second, we analysed data from the electronic course profiles (eCPs) of these core courses. Specifically, we analysed the number of core courses in each program that (i) explicitly cover PRME-related content in the lectures or seminars, (ii) address the UQ Graduate Attributes associated with ethical and social understanding, (iii) assess PRME relevant values, and (iv) contain PRME-related learning objectives. Third, we surveyed all course coordinators and students of core courses

in undergraduate and postgraduate programs for a detailed assessment of their perceptions of, for example, the extent to which PRME content was covered, students' preparedness to practice responsible management after taking the course and the extent to which educators, students and UQ Business School and University endorsed the value of PRME. Overall, we surveyed 26 course co-ordinators and received 708 completed student responses across 41 core courses within the undergraduate and postgraduate programs. The overall student response rate was 6.4 per cent within the courses where surveys were administered.

## The Curriculum Review Survey

We asked coordinators of our courses how familiar they were with PRME objectives. The results illustrated in the figure below indicate that only 30% were moderately or very familiar with PRME while the majority of course coordinators were not familiar with PRME and its objectives. This was an important outcome and indicates a need to create greater awareness about PRME, specifically among course coordinators.

### How familiar are you with PRME objectives?



<sup>1</sup>We acknowledge the former PRME Director Anna Krzeminska for initiating this process.



We asked our students and the coordinators of core courses about four main variables:



## Content Coverage

This measures student perceptions of the extent to which PRME content was covered in the course.



## Student Preparedness

This measures course coordinators and students perceptions of how well students feel prepared to practice responsibly and create social/environmental/economic value.



## Encouraging Responsible Leadership

This measures the extent to which students were encouraged to act and lead responsibly in the course.



## Endorsing Responsible Management

This measures students perceptions of the extent to which teachers, students, UQ Business School and UQ endorse the values of PRME.

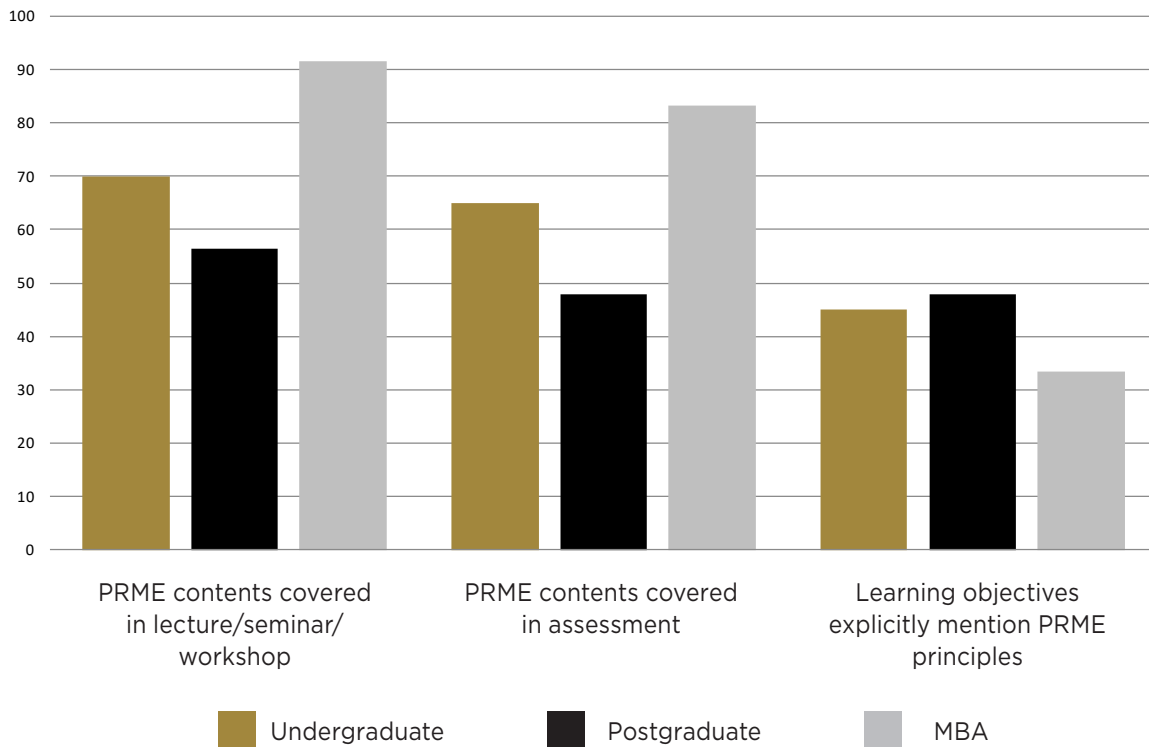




## Content Coverage

Our postgraduate students perceive that PRME content is covered more intensively in their courses than our undergraduate students. A review of the electronic course profiles (eCPs) of core courses demonstrated that approximately 72 per cent of our programs embed PRME related content such as ethics, social responsibility,

responsible leadership or environmental sustainability throughout lectures, seminars or workshops. PRME relevant content was assessed in approximately 65 per cent of core courses, while approximately 41 per cent of course profiles explicitly stated PRME principles in the learning objectives. The figure below illustrates the results for undergraduate, postgraduate and MBA courses.



Consistent with our focus on empowering courageous thought leaders, we were pleased that the courses in the MBA program have the highest degree of coverage and assessment of PRME

relevant content. These findings indicate the need to encourage the inclusion of PRME principles in our learning objectives and teaching methods more widely across our undergraduate programs.

### PRME Highlights



#### **MGTS7329: Cross Cultural Management** Master of Global Management

The aim of the Cross Cultural Management course is to provide students with an ability to convey and apply major principles relating to management across cultural and national boundaries. The course applies management theory and practical interactions to underpin its learning opportunities. This course focuses on interpersonal approaches between people of different cultures arising in management situations leading students, future managers, to gain a deeper level of understanding of one's own culture, other cultures and its relation to workplace failure or success. Upon completion of this course students will learn to use an inclusive managerial style along with diverse approaches that enables them to identify culturally intense situations and react accordingly.

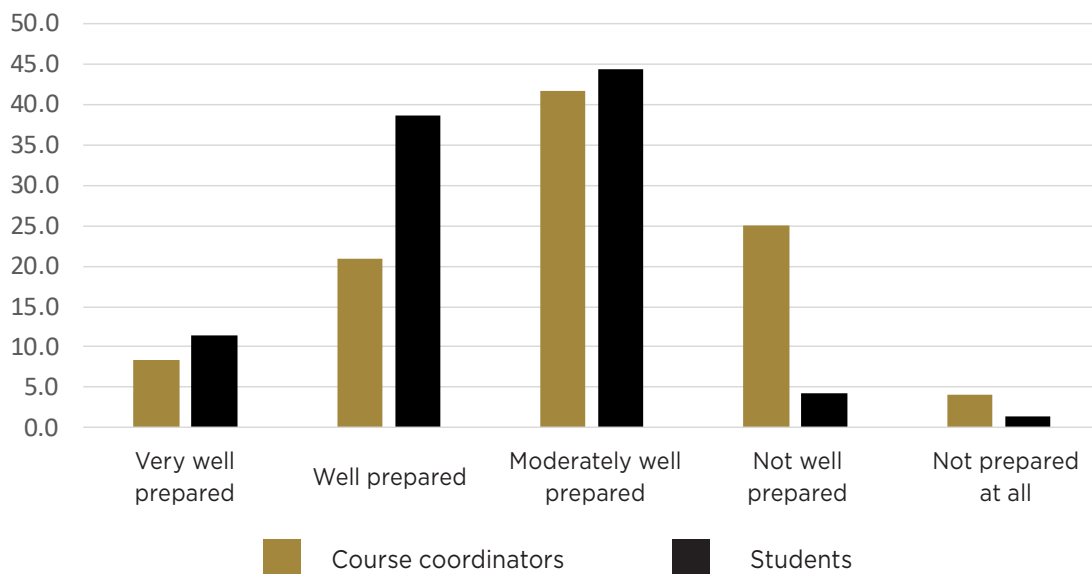
**Course Coordinator:** Dr Andre Pekerti, [a.pekerti@uq.edu.au](mailto:a.pekerti@uq.edu.au)

## Student Preparedness

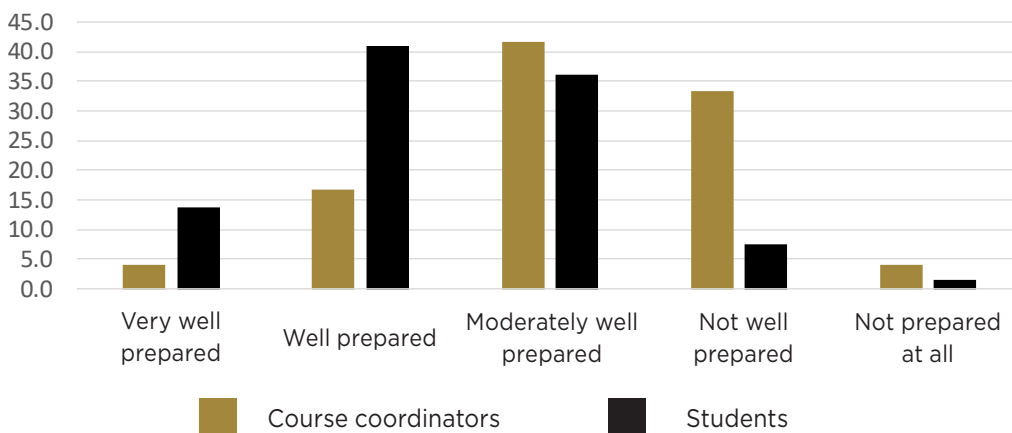
Course coordinators believe that 71 per cent of students are moderately to very well prepared to responsibly practice in this area. Whereas only 62 per cent believe that students are prepared to generate future value from a social, economic or environmental perspective in the related

subject area. In comparison, 94.3 per cent of students believe they are prepared and 87.1 per cent that they will generate future value. There is a noticeable difference between the students' perception of preparedness for responsible management practice compared to that of their course coordinators.

**To what extent do you think you (as a student) or (students completing this course) are prepared to responsibly practice in the area?**



**To what extent do you think you (as a student) or your students (completing this course) are prepared to generate future social/economic/environmental sustainable value, in the area?**



Our students are confident in their ability and preparedness to practice responsible management. Our postgraduate students are perceived by their course coordinators to be better prepared than our undergraduate students. Our faculty reasoned that postgraduate students have more experience and thus a more realistic expectation of their ability to practice responsibly. In addition, our postgraduate curricula offers more opportunities for practical experience in responsible management.

Therefore, our challenge is to ensure our course coordinators are empowered, and can provide our students with the right skills and tools to apply what they learn in our courses to transform business and society. We aim to make the challenges of responsible management clear, so our students can make informed responsible decisions in their workplaces.



## Encouraging Responsible Leadership

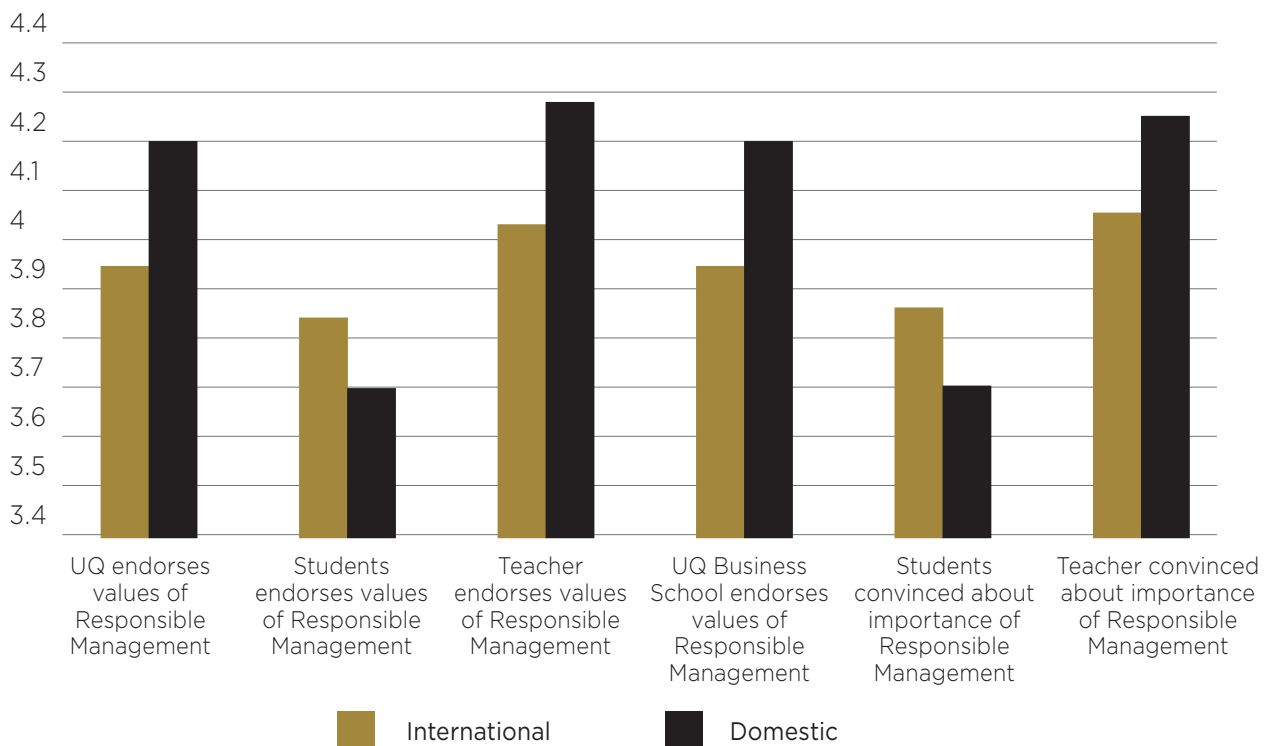
At UQ Business School our purpose is to transform business and society through empowering our students and other stakeholders. Overall, our students perceive being strongly encouraged by our staff and University to practice responsible leadership, with results ranging from 3.75/5 (BCom core courses) to 4.2/5 (BITHM core courses). We will continue to encourage responsible leadership among our students and help them translate these values into practice.

## Endorsing Responsible Management

As part of the Curriculum Review, students were asked about their perception of the degree that their teacher, UQ Business School and the University endorse the values of responsible

management. Students rated the endorsement at an average 4.05 out of 5. This result indicates that students recognise the strong commitment to responsible management of the University, UQ Business School and our staff.

Interestingly, students perceived other students' endorsement of the values of responsible management as lower than those of the University, UQ Business School and our staff. Furthermore, there was a significant difference between the perceptions of domestic and international students, with domestic students perceiving a bigger gap between student endorsement and University endorsement of responsible management values than international students. We will continue to work to fill these gaps by empowering our students to understand and act upon responsible management values.



## PRME Highlights



### Majors

#### Leadership Major

Leadership critically affects not just the success and sustainability of organisations, but as importantly the sustainability of the planet and the preservation of human dignity for all. The Leadership major is designed for individuals committed to transformative leadership that positively contributes to humanity and environmental sustainability at the micro (interpersonal), meso (organisational), and macro (national and global) levels. Having understood the multiple ways of historically considering leadership, students then consider the principles of wise leadership, which is founded on eudaimonic outcomes as the result of personally enacted virtue. A critical element of the course is the experiential learning approach to embodied leadership. This is achieved through surveys as well extra-mural activities, the results of which students reflect on in order to gain greater awareness about their own values and virtues and their capacity to enact virtuous leadership.

**Teaching Staff:** Associate Professor Bernard McKenna, [b.mckenna@business.uq.edu.au](mailto:b.mckenna@business.uq.edu.au)

## Next Steps for our Curriculum

At UQ Business School, we integrate responsible management principles throughout our curricula, and are pleased that our students are cognisant of our efforts. However, we understand that the implementation of PRME into our curriculum is an ongoing process. Therefore, we will continue to enrich our academic activities with PRME values, helping us to create and encourage leaders and courageous thinkers that will address the future challenges of business and society.

In response to the Curriculum Review, UQ

Business School has included information about PRME in its regular education newsletters sent out to staff. Last year, the PRME Director hosted faculty development workshops to feedback the results from the Curriculum Review, and engage in discussion to define areas for development and future support needs<sup>2</sup>.

The next steps include focus groups with students analogous to faculty development workshops, a survey of the MBA program and progress measurement for courses or programs where changes have been implemented.

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<sup>2</sup>We acknowledge Dr Anna Krzeminska for her coordination of our curriculum review activities.

### PRME Highlights



#### Majors

##### Organisational Sustainability Major

Comprehensive knowledge of sustainable business concepts is a critical requirement for courageous thinkers and future leaders seeking to develop adaptive and resilient companies and communities. Sustainable business management is of crucial importance for success in a future characterised by physical (natural), market, economic, legal and social uncertainty. Transformation will be necessary to meet the risks, realise the opportunities and accelerate the path to a sustainable future defined by earth's and society's safe operating space. New models of business and a greater understanding of system-wide impacts will be necessary for businesses to thrive in a climate changing, resource-constrained, and interconnected environment. This major provides our postgraduate students with the skills to operate in future markets and explore new and innovative business models that will transform business and society. Within the Organisational Sustainability Major, students will combine theory with practice to provide them with the knowledge to succeed in an evolving global environment.

**Teaching Staff:** Dr Belinda Wade, [b.wade@business.uq.edu.au](mailto:b.wade@business.uq.edu.au)



# PRINCIPLE 3:

## METHODS



**Principle 3 | Methods** - “We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”

## Assessment and Learning Methods

### Experiential Learning

#### Case studies

UQ Business School staff have developed a strong case-based learning approach to teaching as a means for students to understand the ethical complexities associated with particular issues. This enables a deep level of learning as students employ critical thinking, communication and collaboration skills to balance multiple perspectives and achieve sustainable outcomes for all stakeholders. In 2017, UQ Business School awarded \$25,000 to a team of case-teaching faculty, including Carol Bond, Jacquelyn Humphrey, Debbie Jeffrey and Cle-Anne Gabriel, to continue their work on ‘Making the Case for Sustainability’ - to develop teaching case studies on sustainability. The case studies developed include the first indigenous business case study in our undergraduate Introduction to Management course (Tjapukai Aboriginal Cultural Park) and a case study on the business challenges associated with addressing energy poverty issues in emerging markets (Illumination Solar). Our students cover a range of responsible management issues through cases each year, including the privacy and security challenges facing some of the world’s largest technology companies in this digital age, and the nutrition and well-being concerns of the world’s largest food

manufacturers. In addition, university partners in Australia have adopted the case-teaching best practice demonstrated in our introductory management course

#### Simulations

UQ Business School applies the practical learning method of simulations to increase the learning and replication of the guiding principles for responsible management. By combining conventional learning methods with practical learning tools such as simulations, UQ Business School is able to instil the core principles for responsible management at a deeper level. Students that experience simulations gain a practical knowledge base regarding course materials allowing them to replicate and use as a foundation in becoming responsible leaders in the industry. At UQ Business School, both our introductory and capstone courses uses simulations to teach strategy, ethics and leadership. Three academics from UQ Business School’s Tourism discipline were part of the project team that developed the Virtual Field Trip funded by the Australian Government Office for Learning and Teaching, which gives students authentic learning experiences via virtual access to international hotels and restaurants to understand management practices and how to respond effectively to real world problems. This resource is utilised by various courses in the Tourism discipline.





## Active Learning

UQ Business School applies the method of active learning to generate a deeper level of understanding of the guiding principles for responsible management. We believe the retention and level of practicality our students arrive at is more significant with active learning. The opportunity for our students to have hands on practical experience with the various principles guides their development in becoming leaders and managers with responsible management as their foundation.

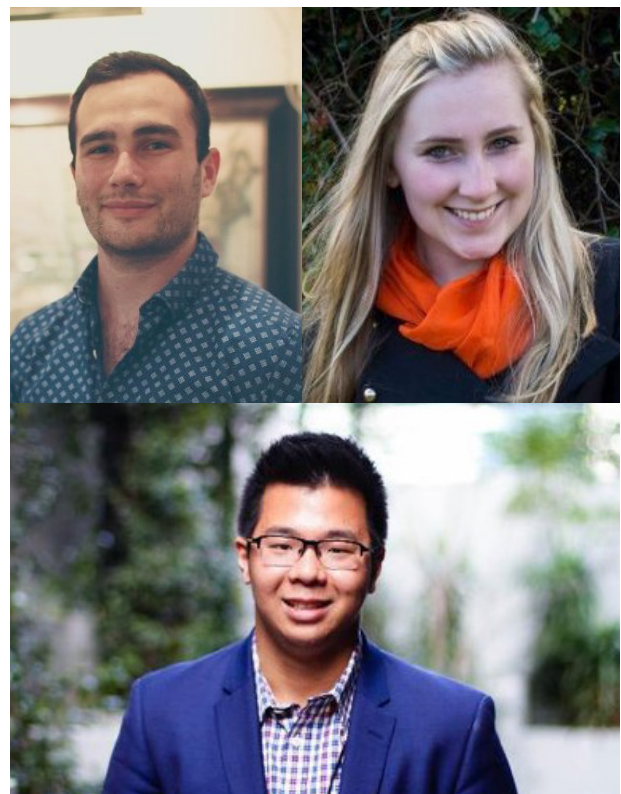
UQ Business School's course, Social Entrepreneurship in Practice (TIMS3304), co-ordinated by Dr Lance Newey is an example of the active learning methodology being applied. Active learning is the driving force of this course and aims to provide students with practical experience at using lean startup methodology to work towards a viable, sustainable and impactful social enterprise. The overarching focus of the course is 'community' and how working with one another, for one another, can drive socially responsible companies towards success. Dr Lance Newey challenges students to design, execute and incubate their own social enterprise with measurable social and financially sustainable impact.

In this course, two UQ Business School students, Zachary Fook and Mikayla Ivanov, worked on a group assignment, which aimed at creating measurable and testable social impact. Not long after, their social venture, The Tippy Toe Co., was born. Tippy Toe is a not-for-profit ballet school where toddlers, tweens and teens learn ballet and engage in activities specifically catering to their physical, social and emotional needs. Upon completion of this assignment, The Tippy Toe Co. has seen student numbers more than double each year and now offers five 45-minute classes each Saturday, with classes tailored to the individual needs of each child.

## IMPACT Social Enterprise

IMPACT is a student-run organisation that delivers world-changing social enterprise education. IMPACT creates experiences that set up young change-makers with the know-how and network required to translate their ambitions into social impact. In collaboration with 50+ social entrepreneurs and many community organisations and businesses, IMPACT has directly introduced over 250+ young people to the principles of social entrepreneurship. Their Operations are part of a broader mission to bust the myth that creating social impact comes at the expense of business and one's career. UQ Business School is a long-term partner and sponsor of IMPACT Social Enterprise and the majority of students running the organisation are current or past UQ Business School students. UQ Business School staff attend and support the conference as judges, mentors and speakers.

Sean Tran, IMPACT Education Director (Higher Education), was inspired to join IMPACT after taking our introductory management course, MGTS1301 Introduction to Management.



Top: Zachary Fook (left) and Mikayla Ivanov, The Tippy Toe Co.  
Bottom: Sean Tran, Impact Education Director

## Blended Learning

*Massive Online Open Courses (MOOC) offered by EdX*

### Tourism & Travel Management MOOC

In partnership with Tourism and Events Queensland, UQ researchers developed and presented TOURISMx. The self-paced course explores topics such as sustainability; technology innovation; planning and development; service and experience management; workforce planning and development; and risk and crisis management, giving learners substantive insights into the management challenges facing destinations and operators. Several of the modules were filmed on location at some of Queensland's premier tourism destinations, with video interviews and case studies of leading Queensland practitioners. The first MOOC offering in 2017 attracted 14,500 students from 200 countries/regions and due to its success is being offered again in 2018.

*MicroMasters Courses launched in 2018 - offered by EdX*

### Business Leadership

The Business Leadership MicroMasters program prepares both emerging and experienced managers to face the modern complexities and challenges of leadership by bridging the knowledge gap between higher education and the workplace. The modules provide learners with a deeper understanding of effective leadership by exploring the abilities required to lead teams, direct the vision of the organisation, navigate broader social and economic influences on the business and gain greater self-insight through engaging in critical self-reflection.

### Leadership in Global Development

The Leadership in Global Development MicroMasters provides learners with the technical and management skills needed to tackle the most demanding and complex challenges in

international and community development. By understanding how to be an adaptive leader, who can analyse and respond effectively to complicated issues in development and consider a range of different perspectives, learners will be better able to help reduce poverty and improve the living standards, health and quality of life for those who need it most.

### Corporate Innovation

The Corporate Innovation MicroMasters provides learners with the knowledge and skills to understand, integrate and encourage innovation and entrepreneurship within a variety of settings including public, private and not-for-profit organisations and research institutions. The innovation value chain is explored alongside real-world case studies to enable the development of strategies to improve business productivity, economic growth and global competitiveness.

### Sustainable Energy (not offered by UQ Business School)

The Sustainable Energy MicroMasters explores the complex nature of energy generation, distribution and supply and the challenges of transitioning to a sustainable energy future. Learners understand the role of technology, policy and innovation in energy project management and development, as well as the implications of balancing social, economic and environmental considerations. The program equips learners with the knowledge of science, policy and industry, sustainability and risk management to help organisations prosper in the complex world of energy. Although the MicroMasters is not offered by UQ Business School, many of our students engage with the sustainable energy knowledge and values shared.





## University Events

### Sustainability at UQ

The University of Queensland is committed to embedding sustainability across all aspects of learning, discovery, engagement and operations. Recently, the UQ Warwick Solar Farm project was announced which will enable UQ to be 100 per cent renewable by 2020, making UQ the first university in the world to generate 100 per cent of its electricity from its own renewable energy asset. In addition to its environmental and financial benefits, the project provides the groundwork for a range of new teaching, research and engagement opportunities.

### UQ Sustainability Week

One week each year at UQ is dedicated to sustainability awareness and aptly named Sustainability Week. This offers a unique opportunity for students to become aware about sustainability in their relevant fields as well as in society in general by attending talks, workshops, tours, competitions, and much more. Sustainability Week was first launched in 2013 and has become a firm fixture in the University's calendar. It is designed to educate, engage and entertain the UQ community, incorporating all aspects of sustainability—from transport, recycling and waste to biodiversity and climate-change solutions—in its diverse line-up of events.

The 2018 program was the largest event to date, with almost 60 events on offer to students, staff, alumni and the general public. It incorporated several initiatives aimed at plastic reduction such as Green Labs: Buy One Thing Green, the Eco

Pop-up Shop, and film screenings of Minimalism, The Clean Bin Project and A Plastic Ocean. An exciting new transport initiative was launched during the 2016 Sustainability Week: GoGet, Australia's largest car-sharing service, is now available at St Lucia for staff, students and the local community.

### Sustainability Website

The University of Queensland has further shown its commitment to sustainability by creating a separate website geared towards informing students and faculty with the latest news regarding sustainability. The website is a hub for students and faculty alike to pursue knowledge and current news regarding sustainability around the world. Sustainability events at the University as well as in the local Brisbane area are posted to provide students and faculty with the opportunity to attend.

### Green Office Program

Staff and students across The University of Queensland have demonstrated their commitment to promoting good environmental practices within workplaces through participating in the Green Office Program. More than 100 staff representatives across 82 areas of the University help spread the message of sustainability through hosting events, introducing new sustainability initiatives and inspiring colleagues. The program aims to raise environmental awareness in offices, labs and other workspaces; reduce the amount of recyclables going to landfill; reduce energy and water consumption; and increase the purchase of environmentally preferred products.

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<http://www.sustainability.uq.edu.au>





## Green Residents Program

The University of Queensland has eleven residential colleges, which are home to over 3,000 students within ten colleges at the St Lucia campus, and one Hall of Residence at Gatton campus. The residential colleges administer their own unique sustainability programs tailored to each college's requirements. Complementing these programs is the Sustainable Colleges Initiative, which is a network of the University's residential colleges interested in promoting sustainable practices in residential life.

This group's vision is for residents to lead a coordinated, networked approach to educate, communicate and promote sustainability among colleges and the broader community into the future. The residents have generated a Poster Series for Residential Colleges that focus on illustrating living practices that lead to creating green bedrooms, green bathrooms, green common rooms and kitchens, laundry, library, and relocating.

## School Events

### Social Entrepreneur Guest Lectures and Speakers

In select courses within UQ Business School, students have the opportunity to engage with social entrepreneurs as guest lecturers. MGTS7308 Social Enterprises and Not for Profits provides this opportunity to our students. The opportunity to engage on a personal level with a social entrepreneur such as Andreas Heinecke, CEO and Founder of Dialogue Social Enterprise, offers students the opportunity to identify the value of entrenching responsible management into their career. The ability to connect on a personal level and understand the social value created by the pursuit of a social business underpinned by responsible management empowers students to pursue like endeavours.





# PRINCIPLE 4:

## RESEARCH - ADVANCEMENT OF COMMON GOOD





**Principle 4 | Research** - “We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.”

## Overview

World-class research emerging from UQ Business School attracts significant international and national recognition and funding. Strategic collaborations within and outside the School leverage interdisciplinary research strengths to transform business and society. Many Higher Degree by Research students are actively pursuing research topics relevant to PRME.

## Business Sustainability Initiative

UQ Business School's Business Sustainability Initiative is one of the new Interdisciplinary Research Themes (IRTs) identified by the School, as contributing to our impact on the transformation of business and society. The Initiative consists of a group of experts leading the advancement of resilience and pre-emptive adaptation of business ecosystems for a sustainable future. With our multidisciplinary expertise spanning corporate sustainability, social impact and entrepreneurship, capital markets and tourism, UQ Business School researchers are advancing the transformations necessary to accelerate the path to a sustainable future.

## Corporate Sustainability – Decarbonisation, Climate Change & Natural Resources

*Dr Belinda Wade; Dr Carl Smith; Dr Cle-Anne Gabriel; Assoc Prof Jacquelyn Humphrey; Dr Stephen Jones; Dr Russell Richards, Prof Brent Ritchie*

Researchers within the Business Sustainability Initiative specialise in adaptation and organisational resilience to the effects of climate change, the use and valuation of natural resources and the impact on local livelihoods. Key research areas are in examining dynamic capabilities for decarbonisation, corporate adaptation, how businesses can support progress towards achieving the Sustainable Development Goals, and applying systems theory to corporate sustainability questions. With resource scarcity and climatic change defining future trends, the Business Sustainability Initiative provides thought and practice leadership on these key issues for achieving a sustainable future.



Top (left to right): Dr Belinda Wade, Dr Carl Smith, Dr Cle-Anne Gabriel, Assoc Prof Jacquelyn Humphrey  
Bottom (left to right): Dr Stephen Jones, Dr Russell Richards, Prof Brent Ritchie



## Capital markets – social and environmental performance and measurement

Researchers within the Business Sustainability Initiative are specialists in the interaction between environmental, social and governance (ESG) issues and capital markets. Financial market participants are increasingly demanding information on ESG and ESG factors are becoming critically important in decision-making by investors, firms and governments. Key research areas are the economic implications of ESG, firm disclosure of ESG issues, measurement of ESG performance and how investors respond to firms' ESG decisions.

## Social Impact & Entrepreneurship

*Dr Anna Phelan; Dr Carol Bond; Assoc Prof Jay Weerawardena; Dr Lance Newey; Prof Martie-Louise Verreyne; Cristyn Meath*

Business Sustainability Initiative researchers specialise in social impact and entrepreneurship. The Unit has a theoretical and practical impact on communities by connecting evidence-based social solutions with profitable business models. Research is also being conducted which seeks to break new ground in terms of how to build communities for sustainable wellbeing as well as how to manage sustainable and scalable social enterprises. Researchers are actively engaged in conducting social entrepreneurship training programs for disadvantaged communities both locally and abroad.



Top (left to right): Dr Anna Phelan, Dr Carol Bond, Assoc Prof Jay Weerawardena, Dr Lance Newey  
Bottom (left to right): Prof Martie-Louise Verreyne, Cristyn Meath

## Tourism – climate impacts

Researchers within the Business Sustainability Initiative focus on assessing the impact of tourism development on climate, and the resilience and adaptation capacity of tourism firms to climate-related challenges. With tourist arrivals and climate change mutually influencing each other, the Business Sustainability Initiative provides leadership on key issues for governance, including examining the economic and environmental

trade-offs of tourism development, and providing cost-benefit analyses of climate mitigation policies for national and regional governments. Research initiatives focus on enhancing tourism firms' resilience and adaptation capacity to nature-related risks from an individual and organisational perspective. Researchers also specialise in assessing the risk attitudes of customers and firms' strategies to effectively respond to and recover from crises and disasters.



## Research Grants

### **Capturing Coral Reef & Related Ecosystem Services (CCRES)** (World Bank: \$4.8M)

*Dr Anna Phelan; Dr Carl Smith; Dr Russell Richards; Prof Damian Hine*

The project aims to strengthen coastal management through system simulation modelling and enterprise-based solutions focused on sustainable livelihoods that protect and enhance coastal ecosystem services. Research outputs included: a simulation model and app which quantifies interaction between activities and coastal ecosystems to simulate the behaviour of the coastal system over time; and Ecosystem-based Business Development approach to support small-scale fisheries, sustainable tourism and value-added products in low-resource coastal communities.

### **Future Fuels Cooperative Research Centre** (Ministry for Science, Jobs and Innovation: \$96M)

*Dr Carol Bond*

Dr Carol Bond is Chief Investigator on a 7-year Social Impact project for the Future Fuels CRC (FFCRC). The FFCRC will enable Australia's multibillion dollar energy industry to transition to clean fuels for Australia's electricity, transport, agriculture, mining, building and industrial sectors. Partnering with over 50 companies, 6 universities, the energy market operator and 2 regulators the FFCRC will create the technology and skills to produce, store and deliver clean, reliable, secure and affordable future energy delivered through new and repurposed infrastructure. Dr Bond's project will investigate appropriate community engagement as well as policy solutions for new technology governance. Dr Bond is on two steering committees within the FFCRC: *Social Acceptance & Public Safety* and *Researcher Development Program*.

### **Consumer preferences for voluntary carbon mitigation in the aviation sector** (ARC Discovery<sup>3</sup>: \$186,400 in funding, 2015-2018)

*Prof Brent Ritchie*

The demand for aviation is rapidly growing creating carbon emissions. Little is known about consumer preferences for aviation carbon offsets and how they evolve over time. This hinders the expansion of voluntary schemes at a crucial period in history. This research will investigate consumers offset preferences and their willingness to pay for aviation carbon mitigation using a novel time series methodology. The project will inform government policies and help industry to develop carbon offset programs which are more likely to be supported by consumers, helping to reduce carbon emissions in the long term. It will also profile carbon offsetting groups to support communication activities to increase the size and value of offsets.

### **Encouraging voluntary purchasing of carbon offsets** (ARC Linkage : \$160,000 in funding, 2016-2019)

*Prof Brent Ritchie & Prof Sara Dolnicar*

Climate change is one of the most critical challenges societies collectively face today and in the future. Voluntary carbon offsetting offers a solution that avoids politically costly mandatory offset schemes. Yet, currently very few people purchase carbon offsets voluntarily; fewer than 10 per cent of air travellers, for example. There is significant untapped growth potential. This project will (1) profile consumers interested in voluntarily purchasing carbon offsets, (2) identify motivational sub-segments among them, and (3) develop and experimentally test carbon offset offers for domestic flights targeted at these segments. Findings will generalise beyond carbon offsetting for air traffic.

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<sup>3</sup>The Australian Research Council (ARC) is a Commonwealth entity that seeks to grow knowledge and innovation through fostering high quality and impactful research that yields cultural, economic, social and environmental benefits for the Australian community. The ARC awards competitive funding to the most dynamic researchers in Australia through the ARC Discovery Program (aimed at supporting individuals and small teams) and the ARC Linkage program (aimed at creating links with industry and other partners outside universities).



## Research Publications

UQ Business School's sustainability related researchers disseminate their research findings in high-quality peer-reviewed academic journals, including Nature Climate Change, Journal of Business Ethics, Academy of Management Review, Journal of Sustainable Tourism, Journal of Corporate Finance, Ecological Economics and Business and Society.

## Doctoral Research Projects

UQ Business School has more than 130 Higher Degree by Research students studying a wide variety of topics. Here is a snapshot of some of our students' cutting-edge PhD research relevant to the Principles for Responsible Management Education.

### HDR Student

### Research Topic

#### Dhani Agung Darmawan



The impact of economic acceleration and expansion of Indonesian economic development MP3EI on welfare and poverty in the Eastern Indonesian regions

#### Buddhika Niranjan Gamage



Entrepreneurship orientation, entry, business continuity and growth of small and medium scale enterprises operating in war affected provinces in Sri Lanka: an assessment after five years from the end of 30 years civil war

#### Barbara Heilemann



What we focus on grows: positive interventions to achieve critical mass of women in executive roles

#### Danny Huang



Doing good and good returns - how and to what extent does developing and implementing ESG (Environment, Social, Governance) principles impact the profitability and cost of capital of firms?



## HDR Student

### Nkosana Mafico



## Research Topic

Bridging the divide: the role of hybrid integration in social enterprise management

### Shahzrad Roohy Gohar



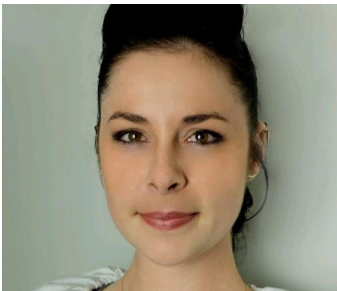
Environmentally sustainable business process design: a roadmap to measure and design green business processes

### Marianne Roux



Ethical, self-transforming leadership: a necessity for creating sustainability in a complex world

### Laura Steele



What Human Resource Management Performance (HRMP) strategies can be utilised to promote excellence, effectiveness and efficiency in the administration of a United Nations (UN) peacekeeping support operations?

### Corinne Unger



Organising for reliable mine rehabilitation and closure: a framework for low residual risk and value creation





# Saphira Rekkar

Saphira Rekkar is a PhD student in the area of corporate sustainability. Her research topic is **“A new and more effective approach to measuring corporate sustainability: converting limits to ecological systems into meaningful and scientifically derived sustainability guidelines.”**

Some of Saphira’s most recent accolades include:

- Winner of the **UN Principles for Responsible Investment (PRI) essay competition** in San Francisco, September 2018.
- **“Best Pitching Research Letters (PRL) of 2017”** prize in the Journal of Accounting, Management and Information Systems in 2017.
- **“Best Written Pitch for a HDR student (Accounting, Finance or BIS Cluster)”** at the University of Queensland Research Student’s Colloquium, 2017.
- **Excellence in Teaching (Tutor)** award at the University of Queensland.

Along with an International Postgraduate Research Scholarship worth **\$160,000**, Saphira received **\$2500** of funding from the Dow Centre for Sustainable Engineering Innovation in 2016 for her early concept grant “Life.Sorted”.

Saphira is passionate about her research topic. She believes “there are many worldwide issues that are not considered in business education. This is a problem because these students are going to be the future leaders. For example, **if we do not talk about morals (in business) with students, we almost teach them that there is no space for morals in business**, which can lead to negative societal outcomes. I hope that by quantifying the impacts of business on natural systems that are essential in supporting human life and development, impacts can be managed a lot more effectively.”







# PRINCIPLE 5:

PARTNERSHIPS –  
JOINT APPROACHES  
TO SUSTAINABILITY



**Principle 5 | Partnerships** - “We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

## Overview

The previous sections illustrated how UQ Business School teaching and research programs fulfil the principles of PRME. In this section, we illustrate the many significant interactions with industry

managers and their corporations, our success in Executive Education, as well as many initiatives beyond the classroom, which further reiterate our commitment to PRME and transforming business and society.

## Executive Education

### For Individuals

Professional development short courses provide best-practice business insights based on rigorous scholarship and real-world industry knowledge. This transforms learners in their thinking and practice within days.

### For Organisations

Opportunities for organisations to receive custom programs that blend the latest research and academic insights with practical, commercial tools and frameworks. The academics specialise in flexible, sustainable solutions to complex challenges.

### Industry Events

Each month there a number of business networking events where thought leaders from academic and industry communities come together to share their insights and explore the most complex issues facing organisations today.

Our professional development courses and programs are delivered by some of the brightest minds in the business world, and combine cutting-edge research, case studies, guest speakers and experiential learning techniques to inspire and equip businesses with the skills and tools to meet the responsible management challenges of the future. Our learning philosophy underpins everything we do: **Integrate, Collaborate, Engage.**

We have provided quality customised executive education since 2004. Examples of programs

and our resulting ongoing training relationships with clients include an eight year partnership with Telecom NZ to deliver a Senior Leadership Development Program covering topics of leading self, leading people, leading the business, building culture, and leading transformation and change. UQ Business School also coordinated a Women in Leadership Program for Thies Australia. This program was a five-day residential program (3+2) that was part of Thies’ diversity agenda to assist female managers to lead in a male dominated engineering organisation and industry.





## Industry Partnership Outcomes

*Dr Shabbir Ahmad &  
Associate Professor John Steen*

Funded by the Australian Centre for International Agricultural Research, this project seeks to create wealth in smallholder farms through efficient credit systems in Pakistan. It influences the Government and Reserve Bank of Pakistan on poverty alleviation and micro-finance through entrepreneurship, particularly with women. Policy workshops for stakeholders were held in Lahore and attended by Pakistan's Finance Minister, High Commissioners and Microfinance CEOs.

*Dr April Wright*

After partnering with Queensland Health and the Royal Brisbane and Women's Hospital, Associate Professor April Wright's research findings were published with five emergency physicians in the 'Emergency Medicine Australasia' journal. The hospital subsequently used the findings of this study as part of its submission when it sought re-accreditation for its work-based training program in the emergency department.

*Dr Lance Newey*

Lance Newey is currently conducting two large scale international projects looking at how leaders can govern their societies based on a wellbeing framework. Newey's research is both testing and building a model of how best to maximise community wellbeing based on leveraging eight interdependent components of wellbeing: economic, environmental, social, cultural, psychological, spiritual, material and physical.

In one study with 120 leaders across Alaska, India and Norway, Newey is testing hypotheses that leaders have different beliefs about wellbeing and how best to create it. In a second in-depth case study, Newey is working with senior leaders in the City of Anchorage, Alaska to more deeply understand the change process of governing from a wellbeing perspective. Newey's research is funded by a partnership of Brisbane primary and secondary schools who are seeking to implement research findings into curriculum for a new generation of leader.



Top to bottom: Dr Shabbir Ahmad, Associate Professor John Steen, Dr April Wright, Dr Lance Newey





## Beyond the Classroom

### 180 Degree Consulting

[180dc.org](http://180dc.org)

180 Degrees Consulting is a UQ Business School pro bono student consultancy that works with local NGOs and socially conscious organisations to improve their social impact. Teams of UQ Business School students completing studies in all fields work throughout the semester with clients to identify and overcome specific challenges. This process is mutually beneficial. Students assist NGOs and socially conscious organisations to develop innovative, sustainable and practical solutions. At the same time, students are able to contribute to their communities, apply their university studies in a practical environment, and develop valuable life skills.

A broad range of consulting services are offered, including organisational planning and development, market research and analysis, and project review and realisation. Importantly, our students track the progress of clients over time, even after the official consultation process has concluded. By using the records of our international client base to establish best practices, we make an impact on social outcomes in the long-term.

### Enactus UQ

[enactus.org](http://enactus.org)

Enactus University of Queensland is a student-led non-profit community of students, academics and business leaders. The purpose of Enactus is to enable progress through entrepreneurial action aimed at bettering the community environmentally, economically and socially. Enactus aims to give real-world experience to its members. Students have the opportunity to develop skills as well as networks with like-minded students and professionals in business and social entrepreneurship.

Enactus holds a variety of events such as seminar series and project development workshops. The goal of their projects is to empower individuals and groups within the community to improve their quality of life and standard of living. They strive to not only transform lives, but to help students develop the kind of talent and perspective that are essential to becoming effective, values-driven leaders.



Top to bottom: Alex Whitehead, 180 Degrees Consulting, UQ Branch President  
Afiq Roslan, Enactus UQ President





## Social Economic Engagement Program (SEEP)

*Coordinator: Associate Professor Neil Paulsen  
n.paulsen@business.uq.edu.au*

Effective business leadership increasingly requires the ability to exercise leadership in the wider community. UQ Business School offers MBA students the opportunity to work with community organisations through the Social Economic Engagement Program (SEEP).

MBA students can apply their classroom learning while gaining practical experience. It is also an opportunity for students to give something back to the community, and find out about the challenges facing the not-for-profit sector. In the past SEEP projects have included developing:

- A feasibility study, business case and pitch document for the new social enterprise RETREDS - Resources Sector Recycling Project
- A marketing plan in partnership with the Edmund Rice Foundation for Timor Coffee, a critical Coffee Microfinance Program in East Timor
- Systems to increase YMCA warehouse operational efficiencies in the Y-Care Breakfast Program, a training initiative which assists disadvantaged people across Queensland
- A sustainable corporate funding and employee engagement model for GIVIT, an online charity that matches people who have goods to donate with charities that need them
- A business plan for Mummy's Wish, an organisation which aims to minimise the negative impact on families when a mother has cancer

## Community Engagement Program (CEP)

The Community Engagement Program (CEP) provides students with the opportunity to work on real life projects within the community sector, engaging in an active learning environment with direct benefit to not-for-profit and charity organisations. The program is extracurricular and challenges students to develop their business planning and strategy skills, leadership capability and networking skills while giving back to the community. To enhance the performance of the students, the program includes compulsory business consulting workshops with experienced specialists on topics such as Team Building, Communicating with Clients, Scoping a Project Brief and Presenting with Impact.

Recent projects have included:

- The creation of a social media strategy for Talk Like a Pirate Day, a fundraising initiative owned and run by Childhood Cancer Support
- The study of legal implications of the Regional Planning Interests Act 2014 for Queensland Farmers Federation
- The design of human resources policies and procedures, and cost benefit model for Joining Hands Australia. Joining Hands Australia is a not-for-profit social enterprise supporting vulnerable young people to access natural health services and wellbeing programs



- The development of a successful financial plan for Love Your Work Wellness, who provide massage services to for profit businesses that “pay it forward” to subsidise the service for non-profit employees

### MBA International Immersion

The rise of emerging markets has been one of the biggest forces shaping the global economy this century. As the world order changes, emerging economies are becoming increasingly important as a source of both new business opportunities and of competition.

UQ Business School facilitates immersion programs to various developing countries such as India and China. The MBA International Immersion is an opportunity for MBA candidates to learn about the country’s economy and what is driving growth, understand the culture and political system and their impacts on business. MBA candidates can also build professional and social networks with local representatives from industry, government and the not-for-profit sector, and develop opportunities to study and build a career in the respective country.

### Pro Bono Eonos

Pro Bono Eonos is a recognised international community services organisation working to encourage economic voluntarism, equip third sector leaders and eliminate financial illiteracy. UQ Business School students joining Pro Bono Eonos comprise PAVE, a strong international community of economists collaborating from diverse cultures, backgrounds and career stages. They help charities and aim to equip people with the economic and financial knowledge and insights necessary to live a fulfilled life in the economy of tomorrow. Pro Bono Eonos provides students with the opportunity to work on semester long projects aimed at providing social ventures with the economic literacy to succeed. This “pro bono” work experience provides a mutually beneficially experience for both the students and social ventures. Pro Bono Eonos connects its members to a global network as they have hubs ranging from South East Asia to the United States of America.



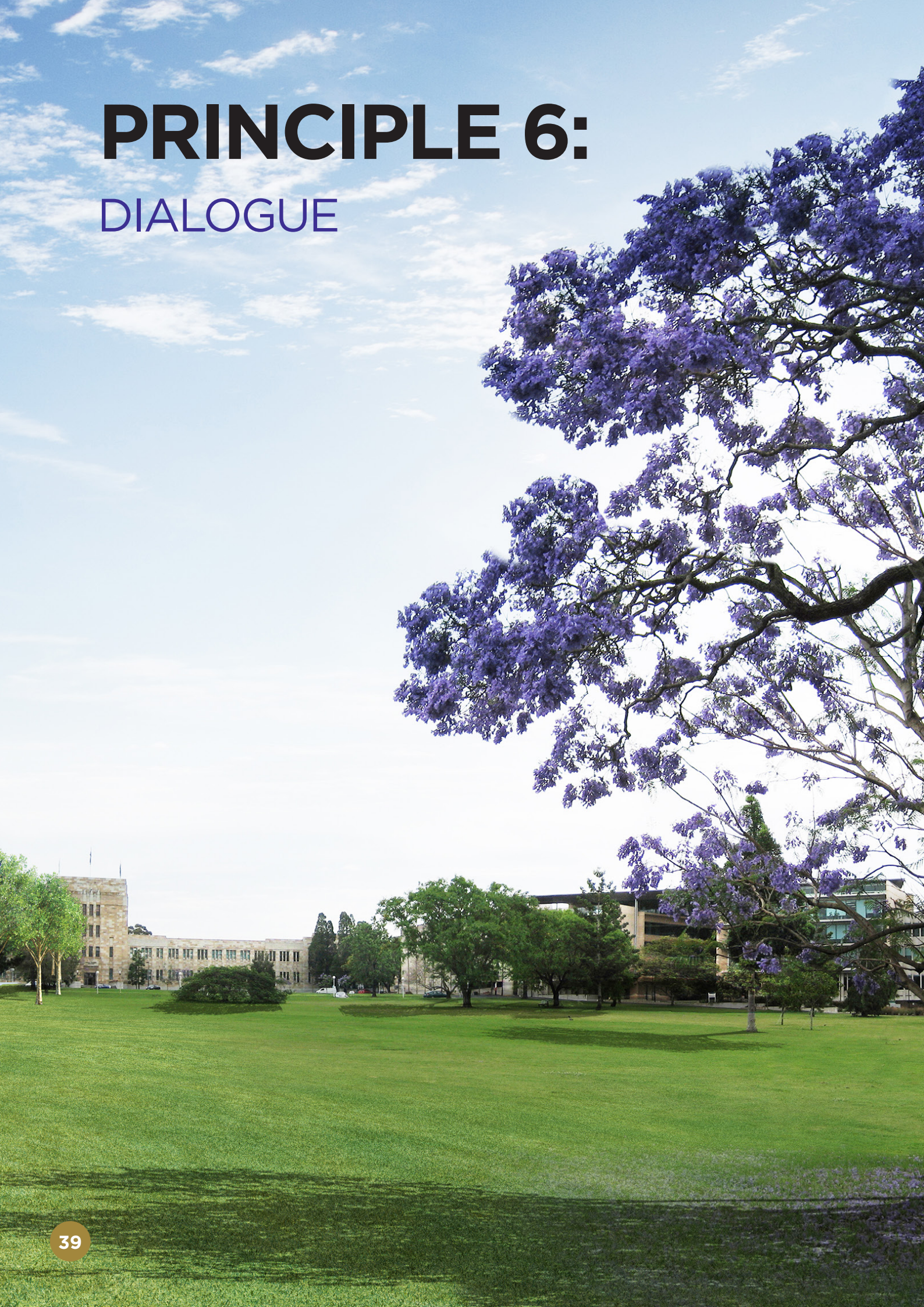
Left: Associate Professor Neil Paulsen  
Bottom: Pro Bono Eonos UQ





# PRINCIPLE 6:

## DIALOGUE





**Principle 6 | Dialogue** - “We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”

## Overview

At UQ Business School, an important part of empowering courageous thinkers and future leaders is to seek dialogue with a variety of internal and external stakeholders. In addition to those already mentioned throughout this report, we tailor specific initiatives to other educators, industry professionals and the general public.



Left: Belinda Wade, Sustainable Business Program Leader



## UQ UConn CIBER Sustainable Business Program

The annual UQ UConn CIBER Sustainable Business Program is a collaboration between UQ Business School and the Center for International Business Education and Research (CIBER) at the University of Connecticut (UConn).

Across two weeks, the immersion program involves visiting academics from the United States to meet with executives of Australian companies who are leading the way in sustainable business practices.

The program also explores the impact of climate change on business management and the role of new technology, energy resources and the carbon economy will play in the changing business landscape.

## Industry Think & Drink events

Two events with a sustainability/climate change focus have been held in 2018 for an industry and a postgraduate audience.

Sarah Parrott & Professor Andrew Griffiths hosted “Climate change as a defining issue for strategic management.”

Climate change and resource scarcity are reported as key megatrends shaping the global economic environment, so how are organisations actively managing the issue? This sustainability focused Think & Drink explored whether climate change is a defining issue for organisational strategic management or whether corporations can continue to follow a business as usual approach.





## In the Media

Our academics regularly demonstrate the impact of their research and teaching through internal and external press, workshops and engagement activities. Some recent examples include:

Dr Carol Bond's research in conjunction with other UQ scientists, social scientists and the Sustainable Minerals Institute (SMI) led to the development of the online mining rehabilitation resource 'MRC'wiki' (right).

*After all the talk, what is the Turnbull government actually doing for small business?*

In an article published in The Conversation (17th February 2017), UQ Business School's Associate Professor Martie-Louise Verreyne and Dr Thea Voogt argue that a company tax rate cut is not necessarily the best approach for government to support small business.

There needs to be more focus given to find ways to reduce bureaucracy so that small business have time to focus on innovation.

[theconversation.com/after-all-the-talk-what-is-the-turnbull-government-actually-doing-for-small-business-72666](http://theconversation.com/after-all-the-talk-what-is-the-turnbull-government-actually-doing-for-small-business-72666)

## Mine rehabilitation and closure made easier

BY SANDRA ARGESE

Mine rehabilitations and closures command significant industry attention, yet despite this, the task of accessing knowledge relating to the two has traditionally been quite difficult and expensive.

Combining expertise in minesite rehabilitation, closure planning, information technology and social science, University of Queensland scientists and Central Queensland coal mine rehabilitation experts and practitioners, in addition to other researchers including The University of Queensland Business School Lecturer Dr Carol Bond and Dr Thomas Baumgartl, Vanessa Glenn and Paul Sabourenkov from the Sustainable Minerals Institute (SMI), have developed an online resource called MRC-wiki to ease this barrier.

While the issue is not unique to Central Queensland, it was through the Central Queensland Mine Rehabilitation Group (CQMRG) and Centre for Mined Land Rehabilitation (CMLR) at The University of Queensland, that the knowledge management research project was developed and Australian Coal Association Research Program (ACARP) funding granted.

Initiated by a 2014 scoping study, the platform took shape following a two-year research project which involved a number of workshops with CQMRG and SMI researchers.

### The quest for knowledge

There are a variety of readily accessible sources already available on coal mine rehabilitation, including access to research reports via the ACARP website, industry conferences and workshop proceedings and a range of industry and government produced practice guides.

With a wealth of information already out there, the issue can be attributed to the lack of readily accessible knowledge and experience shared between industry personnel.

According to Queensland University Centre for Mined Land Rehabilitation Senior Research Officer Corinne Unger, the CQMRG observed this as a significant loss of knowledge that was commonplace when mine rehabilitation and closure practitioners left their positions.

"This can occur during mining booms and bust cycles or is simply to do with career progression or retirement," Ms

Unger told *National Mining Chronicle*.

"The kind of knowledge included is personal experience and knowledge gained from working in the field of mine rehabilitation and closure. It can be very technical and specific, or it can be more general about principles applied.

"When knowledge is lost, practices which may have failed in the past can be repeated without that learning being passed on. Similarly, practices which have worked may not be communicated and embedded in practice.

"As a result there can be 're-invention of the wheel'. This can be a waste of resources and delay the maturity of rehabilitation and closure programs."

### Structured for collaboration

MRC-wiki allows users to capture and collectively share experiences and knowledge working on mine rehabilitation fields and closures in the coalfields of Central Queensland.

CQMRG Chair Stuart Ritchie said the resource had the potential to define the future of the resources industry.

"As the wiki is seen as a useful provider of information, we hope more practitioners will be motivated to contribute," he said.

Ms Unger took a similar stance, noting the wiki could expand and increase in value with widespread industry support.

"The MRC-wiki encourages knowledge sharing for a common good, of improved environmental, social and economic outcomes from mining," she said.

Anyone can access the wiki, with industry practitioners in both Queensland and further afield invited to contribute, should they have valuable knowledge to add. Visit [www.mrcwiki.org.au](http://www.mrcwiki.org.au) to access the wiki. **NMC**

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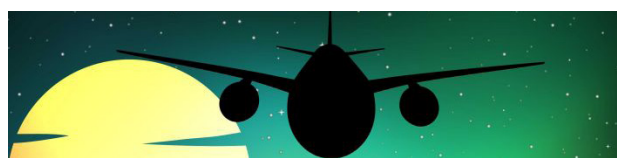
After all the talk, what is the Turnbull government actually doing for small business?  
February 16, 2017 6:09am AEDT

Scott Morrison is continuing to make the case for the government's company tax cut plan to be passed. AAP/Mark Tokasz

Treasurer Scott Morrison [continues to warn](#) about the decline of Australia's global competitiveness if the centrepiece of the 2016-17 federal budget – a company tax rate cut – is not passed.

Authors  
Martie-Louise Verreyne  
Associate Professor in Innovation, The University of Queensland

Professor Brent Ritchie was featured across [Radio Australia](#), [MSN](#) and [ABC online](#) (12th April 2018) discussing if it's worth paying carbon offsets when you fly.





*World-first study aims to keep emissions targets on track.*

In UQ News (10th May 2018), Saphira Rekker explains how two key elements in tackling climate change have largely been resolved – a safe limit of greenhouse gas concentration in the atmosphere and a corresponding remaining carbon budget.

[uq.edu.au/news/article/2018/05/world-first-study-aims-keep-emissions-targets-track](http://uq.edu.au/news/article/2018/05/world-first-study-aims-keep-emissions-targets-track)

*Industry panellists talk sustainability with students*

A diverse panel of business experts from around the world, including UQ Business School Dr Belinda Wade, addressed graduate students during a discussion titled “A global environmental response: CSR in Practice” at the Graduate Business Learning Center in Hartford.

[today.uconn.edu/school-stories/industry-panelists-talk-sustainability-students/](http://today.uconn.edu/school-stories/industry-panelists-talk-sustainability-students/)

## World-first study aims to keep emissions targets on track

10 May 2018

A simple method to determine if fossil fuel producers are on track to meet global emission reduction targets has been developed by University of Queensland researchers.

The method results from research that investigated a sample of 20 world-leading investor-owned and state-owned entities and compared fossil fuel extraction rates with global climate goals.

UQ Business School researcher [Saphira Rekker](#) said two key elements in tackling climate change had been largely resolved – a safe limit of greenhouse gas concentration in the atmosphere and a corresponding remaining carbon budget.



## UConn Today

### Industry Panelists Talk Sustainability with Students

May 14, 2018 - Claire Hall



(Sunil Yernagula '18 MSBAPM)

A diverse panel of business experts from around the world addressed graduate students during a discussion titled, “A Global Environmental Response: CSR in Practice,” on April 19 at the Graduate Business Learning Center in Hartford.

Panelists included: **Diane Cantello**, vice president of Corporate Sustainability at The Hartford Financial Services Group Inc.; **Jerome Garciano**, counsel at Robinson & Cole; **Michelle Naggar**, president, TakeCare Relief Fund, Marriott; **Brian Paganini '03**, vice president of Quantum Biopower, the state's first food-waste-to-energy plant; and **Belinda Wade**, lecturer, University of Queensland School of Business, who joined the discussion virtually from Australia.





## Public Lectures

UQ Business School holds numerous events aimed at connecting students, faculty and alumni with current trends happening in the business world. Such events provide an invaluable opportunity to instil and shed light upon social and environmental responsibility. A unique event hosted by UQ Business School in mid 2017 was a Public Lecture with Jean Paul Samputu.

Jean Paul is a remarkable Rwandan man who experienced and survived the Rwandan genocide in 1994. His parents, three brothers and sister were killed by a childhood friend, Vincent. He went through nine very dark years, until he finally chose forgiveness. He met with Vincent at a traditional village gathering and forgave him publicly and they embraced. As a singer and song-writer he tours the world with a powerful message of love, forgiveness and reconciliation

Jean Paul shed light on his personal story and challenged students, faculty and alumni in attendance to be break the cycle of revenge in the world, understand the legacy you want to leave and to find the courage to forgive. Although on the surface this Public Lecture may seem irrelevant to business it had a profound effect in facilitating discussions around social and environmental responsibility and the role we play in becoming stewards for future generations.

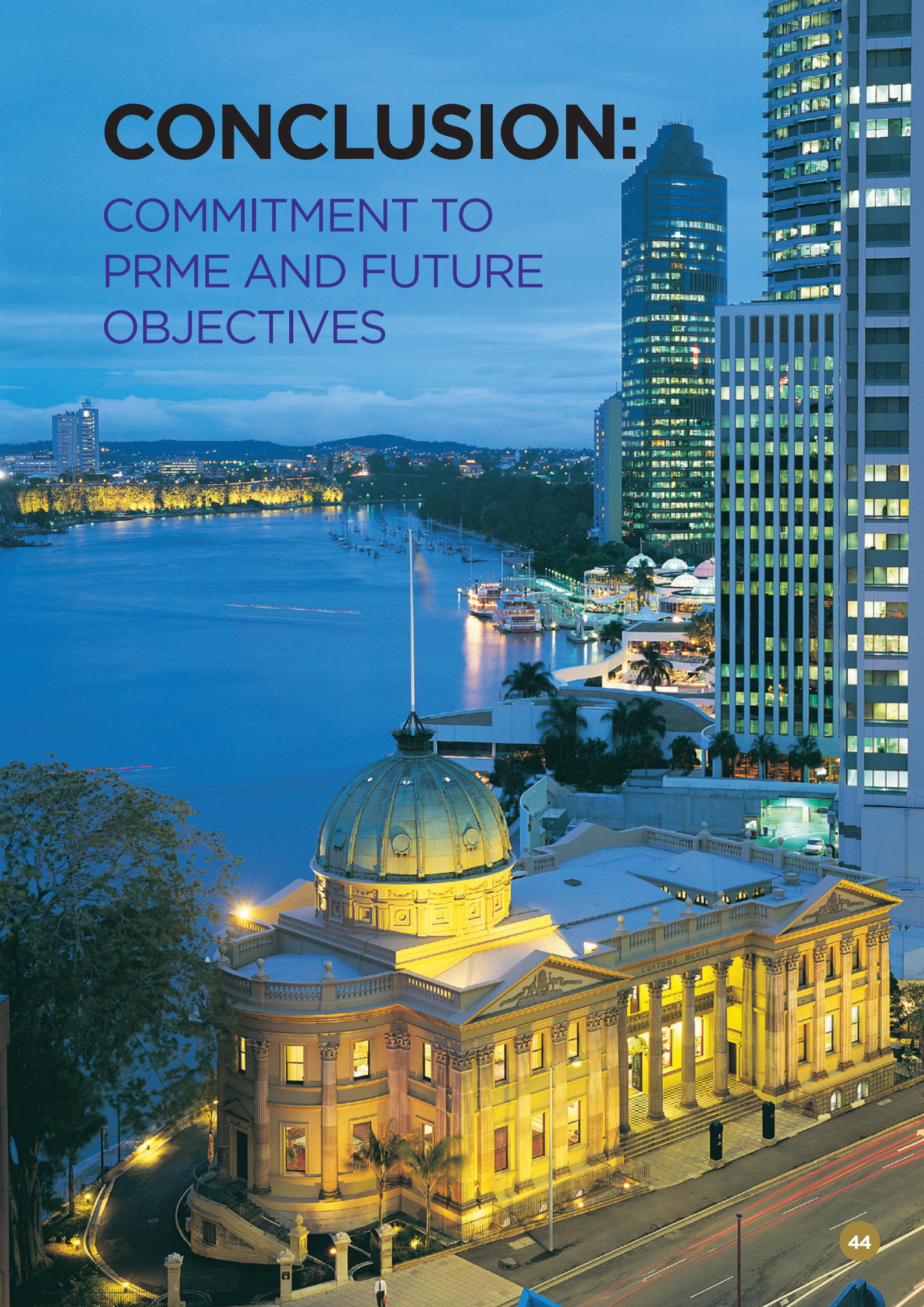
In mid 2018, UQ Business School hosted a Public Lecture with Dr Astrid Kemperman on the topic of *Trade-offs between dimensions of sustainability: exploratory evidence from family firms in rural tourism regions*. Dr Astrid shared findings from a study into the drivers of sustainability in rural tourism family firms, which often pursue social and environmental sustainability or Corporate Social Responsibility efforts beyond regulatory requirements. She explained that once financial requirements have been satisfied, ecological and social considerations are predominant considerations for such firms.





# CONCLUSION:

COMMITMENT TO  
PRME AND FUTURE  
OBJECTIVES





**UQ Business School is a proud advocate of PRME.** The numerous examples contained within this report demonstrate our commitment to upholding and engaging in high-quality education, research and dialogue with our stakeholders. We acknowledge that in these turbulent and uncertain times, we cannot simply celebrate our successes but must constantly innovate and adapt to remain at the forefront of societal change.

## The future of UQ Business School

In broad terms, the vision for UQ Business School is to achieve some very significant changes over the next five years. First, in the education portfolio the School will establish and consolidate its programs and strive to offer the highest possible quality educational experience to our students. Within our portfolio will be a place for programs that are elite by design and tailored to particular markets as well as our generalist degrees. In all programs, we will elevate the student experience to ensure our graduates gain the enduring skills and abilities to prepare them for a lifelong learning journey. Second, high quality, academic research outputs will embrace the importance of having a positive impact upon business and society. The School will be distinctive and known for innovative approaches and thought leadership in core research areas. Finally, the School will engage in a much more systematic and purposeful strategy for engaging with industry.

Supporting this strategy, UQ Business School will become the focal point of a Leadership Forum in which the top leaders across business and society will interact and exchange ideas. Consolidating the leadership position of the School in the Asia-Pacific requires us to meet the needs of all stakeholders. Only then will UQ Business School be in a position to “challenge the future” and transform business.

## The future of PRME at UQ Business School

As we are at the beginning of our PRME journey, UQ Business School intends to formulate a more concrete strategy to develop our responsible management commitments and practices further in the coming years. We will engage in consultations with students, staff and external stakeholders to identify solutions to gaps in our curricula and engagement activities and ways we can enhance the impact of our PRME related research on our communities locally, nationally and in the Asia-Pacific region.

We have identified a need to

- Increase staff awareness and engagement with PRME
- Build on PRME’s integration across our curricula by better integrating responsible management principles and methods in our teaching practice (Principles 2 and 3)
- Focus on our undergraduate students, and improve their preparedness to practice responsible management and leadership in their careers and communities
- Enhance the impact of our responsible management related research (Principle 4)

The next two years are crucial for UQ Business School. We accept the challenge to take even bigger steps towards embedding the principles of responsible management across the lives and experiences of all current and future staff, students and other stakeholders. We look forward to highlighting our achievements in future SIP reports.





# APPENDIX





**Appendix one**

**UQ Business School: Growing People, Quality and Equality**

Postgraduate Student Enrolments for 2014 - 2018

Program	2014			2015			2016			2017			2018		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
<b>Business Suite</b>															
Female	95	318	413	76	329	405	71	375	446	67	582	649	52	942	994
Male	63	212	275	60	203	263	36	223	259	33	311	344	32	473	505
Other	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1
<b>Total</b>	<b>158</b>	<b>530</b>	<b>688</b>	<b>136</b>	<b>532</b>	<b>668</b>	<b>107</b>	<b>599</b>	<b>706</b>	<b>100</b>	<b>894</b>	<b>994</b>	<b>84</b>	<b>1416</b>	<b>1500</b>
<b>Commerce Suite</b>															
Female	50	467	517	49	548	597	54	613	667	53	815	868	38	1083	1121
Male	79	307	386	78	349	427	76	336	412	70	457	527	49	623	672
Other	0	0	0	0	1	1	0	1	1	0	1	1	0	0	0
<b>Total</b>	<b>129</b>	<b>774</b>	<b>903</b>	<b>127</b>	<b>898</b>	<b>1025</b>	<b>130</b>	<b>950</b>	<b>1080</b>	<b>123</b>	<b>1273</b>	<b>1396</b>	<b>87</b>	<b>1706</b>	<b>1793</b>
<b>Tourism, Hotel &amp; Event Management Suite</b>															
Female	15	267	282	7	289	296	4	361	365	10	441	451	10	489	499
Male	4	69	73	4	77	81	4	87	91	4	105	109	1	138	139
<b>Total</b>	<b>19</b>	<b>336</b>	<b>355</b>	<b>11</b>	<b>366</b>	<b>377</b>	<b>8</b>	<b>448</b>	<b>456</b>	<b>14</b>	<b>546</b>	<b>560</b>	<b>11</b>	<b>627</b>	<b>638</b>
<b>Business Administration Suite</b>															
Female	137	3	140	155	4	159	138	2	140	145	3	148	137	1	138
Male	316	3	319	326	5	331	364	1	365	343	8	351	330	5	335
<b>Total</b>	<b>453</b>	<b>6</b>	<b>459</b>	<b>481</b>	<b>9</b>	<b>490</b>	<b>502</b>	<b>3</b>	<b>505</b>	<b>488</b>	<b>11</b>	<b>499</b>	<b>467</b>	<b>6</b>	<b>473</b>
<b>Executive Education Programs</b>															
Female	29	2	31	28	2	30	37	0	37	19	0	19	21	0	21
Male	49	7	56	35	7	42	38	2	40	28	0	28	28	0	28
<b>Total</b>	<b>78</b>	<b>9</b>	<b>87</b>	<b>63</b>	<b>9</b>	<b>72</b>	<b>75</b>	<b>2</b>	<b>77</b>	<b>47</b>	<b>0</b>	<b>47</b>	<b>49</b>	<b>0</b>	<b>49</b>
<b>Entrepreneurship &amp; Innovation (previously Technology &amp; Innovation Management)</b>															
Female	2	4	6	3	5	8	3	2	5	4	1	5	10	7	17
Male	4	13	17	8	10	18	14	12	26	17	11	28	11	14	25
<b>Total</b>	<b>6</b>	<b>17</b>	<b>23</b>	<b>11</b>	<b>15</b>	<b>26</b>	<b>17</b>	<b>14</b>	<b>31</b>	<b>21</b>	<b>12</b>	<b>33</b>	<b>21</b>	<b>21</b>	<b>42</b>



Global Management															
Female	0	3	3	1	7	8	1	10	11	0	7	7	1	7	8
Male	1	1	2	1	5	6	3	10	13	2	10	12	2	6	8
Total	1	4	5	2	12	14	4	20	24	2	17	19	3	13	16
Business Research Methods Suite															
Female	1	0	1	5	0	5	3	2	5	4	1	5	3	1	4
Male	3	0	3	3	0	3	5	0	5	6	0	6	2	5	7
Total	4	0	4	8	0	8	8	2	10	10	1	11	5	6	11
Project Management Suite (discontinued)															
Female	27	5	32	11	3	14	7	8	15	8	10	18	5	1	6
Male	30	10	40	37	9	46	26	11	37	31	14	45	12	6	18
Total	57	15	72	48	12	60	33	19	52	39	24	63	17	7	24
Property Studies Suite (discontinued)															
Female	10	9	19	13	12	25	13	18	31	6	9	15	2	0	2
Male	18	9	27	20	12	32	22	10	32	14	1	15	5	0	5
Total	28	18	46	33	24	57	35	28	63	20	10	30	7	0	7



## UQ Business School: Growing People, Quality and Equality

### Undergraduate Student Enrolments for 2014 - 2018

Program	2014			2015			2016			2017			2018		
	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
<b>Business Management</b>															
<b>BBusMan (inc duals)</b>															
Female	1068	265	1333	1125	287	1412	1089	304	1393	1095	374	1469	1036	466	1502
Male	1162	242	1404	1204	247	1451	1204	271	1475	1209	336	1545	1122	387	1509
Other	0	0	0	1	1	2	1	1	2	3	0	3	2	1	3
<b>Total</b>	<b>2230</b>	<b>507</b>	<b>2737</b>	<b>2330</b>	<b>535</b>	<b>2865</b>	<b>2294</b>	<b>576</b>	<b>2870</b>	<b>2307</b>	<b>710</b>	<b>3017</b>	<b>2160</b>	<b>854</b>	<b>3014</b>
<b>BBusMan/BCom</b>															
Female	143	2	145	146	2	148	142	5	147	150	5	155	139	5	144
Male	156	3	159	168	1	169	183	4	187	196	8	204	174	11	185
<b>Total</b>	<b>299</b>	<b>5</b>	<b>304</b>	<b>314</b>	<b>3</b>	<b>317</b>	<b>325</b>	<b>9</b>	<b>334</b>	<b>346</b>	<b>13</b>	<b>359</b>	<b>313</b>	<b>16</b>	<b>329</b>
<b>BBusMan/BIHTM</b>															
Female	105	4	109	160	9	169	201	14	215	206	18	224	201	19	220
Male	16	0	16	22	4	26	38	4	42	49	5	54	46	5	51
<b>Total</b>	<b>121</b>	<b>4</b>	<b>125</b>	<b>182</b>	<b>13</b>	<b>195</b>	<b>239</b>	<b>18</b>	<b>257</b>	<b>255</b>	<b>23</b>	<b>278</b>	<b>247</b>	<b>24</b>	<b>271</b>
<b>Commercoe</b>															
<b>BCom (inc duals)</b>															
Female	694	479	1173	710	519	1229	681	627	1308	697	723	1420	649	758	1407
Male	1332	387	1719	1388	374	1762	1401	405	1806	1442	483	1925	1396	566	1962
<b>Total</b>	<b>2026</b>	<b>866</b>	<b>2892</b>	<b>2098</b>	<b>893</b>	<b>2991</b>	<b>2082</b>	<b>1032</b>	<b>3114</b>	<b>2139</b>	<b>1206</b>	<b>3345</b>	<b>2045</b>	<b>1324</b>	<b>3369</b>
<b>International Hotel &amp; Tourism Management</b>															
<b>BIHTM (inc duals)</b>															
Female	325	252	577	302	253	555	248	268	516	205	294	499	180	291	471
Male	77	76	153	81	79	160	65	94	159	45	103	148	30	124	154
<b>Total</b>	<b>402</b>	<b>328</b>	<b>730</b>	<b>383</b>	<b>332</b>	<b>715</b>	<b>313</b>	<b>362</b>	<b>675</b>	<b>250</b>	<b>397</b>	<b>647</b>	<b>210</b>	<b>415</b>	<b>625</b>



Honours

**B Advanced Business(Hons)**

Female	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	21	0	0	21
Male	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	36	0	0	36
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	57	0	0	57

**B AdvFinEcon(Hons)**

Female	0	0	0	0	0	0	0	0	15	33	1	33	60	0	0	0	0	0	0	60	0	0	60
Male	0	0	0	0	0	0	0	36	87	0	87	182	0	0	0	0	0	0	0	182	2	2	184
Total	0	0	0	0	0	0	0	51	120	1	120	242	0	0	0	0	0	0	0	242	2	2	242

**BBusMan(Hons)**

Female	8	0	8	6	4	10	2	1	3	3	1	4	4	3	4	4	4	4	4	3	3	7	7
Male	2	2	4	1	1	2	1	4	5	2	5	7	0	0	0	0	0	0	0	7	7	7	7
Total	10	2	12	7	5	12	3	5	8	5	6	11	4	4	4	4	4	4	4	10	10	14	14

**BCom(Hons)**

Female	1	2	3	2	0	2	2	3	5	4	2	6	3	3	6	3	3	3	3	6	3	3	6
Male	9	2	11	4	5	9	5	5	10	8	2	10	11	5	10	11	11	11	5	16	5	16	16
Total	10	4	14	6	5	11	7	8	15	12	4	16	14	8	16	14	14	14	8	22	8	22	22

**BIHTM(Hons)**

Female	6	1	7	1	2	3	1	4	5	0	3	1	1	3	3	1	1	1	2	3	2	3	3
Male	0	3	3	0	2	2	0	2	2	0	2	0	1	2	2	1	1	1	2	3	2	3	3
Total	6	4	10	1	4	5	1	6	7	0	5	2	2	5	5	2	2	2	4	6	4	6	6



**UQ Business School Staff 2014-2018**

Academic Staff	2015	2016	2017	2018
Full-time Female	68	69	70	78
Full-time Male	86	94	89	95
<b>Total Full-time</b>	<b>154</b>	<b>163</b>	<b>159</b>	<b>173</b>
Part-time Female	2	4	5	6
Part-time Male	2	2	1	1
<b>Total Part-time</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>7</b>
<b>Professional Staff</b>				
Full-time Female	45	54	50	52
Full-time Male	22	19	15	13
<b>Total Full-time</b>	<b>67</b>	<b>65</b>	<b>65</b>	<b>65</b>
Part-time Female	5	4	8	4
Part-time Male	0	0	0	0
<b>Total Part-time</b>	<b>5</b>	<b>4</b>	<b>8</b>	<b>4</b>







**PRME**

*an initiative of the  
United Nations Global Compact*

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