



## 6. Social and environmental responsibility\*

**University Graduate Profile Theme:** Graduates of the University are expected to acknowledge Māori worldviews and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference and to consider the social, cultural and economic consequences of national and international issues.

**Bachelor of Commerce Graduate Capability:** Graduates will recognise the significance of the principles underpinning the Treaty of Waitangi and explain their obligations in relation to sustainability, whilst displaying constructive approaches to diversity.

**Progression statement:** In your 100 level courses, you will be introduced to the Treaty of Waitangi and its foundational place in Aotearoa/New Zealand, acknowledging the diversity of national and international business. You will learn how social, economic, and environmental sustainability relate to business decisions. As you move on to 200 level courses, you will continue to apply the principles of the treaty and come to appreciate the value of diversity. Through your lectures and assessment tasks, you will consider the social, economic and environmental consequences of economic and managerial decisions. By the time you complete your 300 level courses, you will understand the role we can play in creating a sustainable future and an inclusive society.

	Indicators	100	200	300	700
6.1	<b>The Treaty of Waitangi and Māori worldviews</b>	Describes the place of the Treaty of Waitangi in Aotearoa/New Zealand.	Describes the principles underlying the Treaty of Waitangi and their application to business. Describes elements of the Māori worldview and how they relate to social and environmental responsibilities.	<b>Relates</b> and applies the <b>principles underlying the Treaty of Waitangi to issues in business contexts</b> . Explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.	Relates and applies the principles underlying the Treaty of Waitangi to issues in business contexts. Explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.
6.2	<b>Social Justice, equity and rights</b>	Identifies and describes issues in business relating to social justice, equity or rights.	Describes how businesses contribute to social (in)justice and describes their obligations in terms of equity and rights.	<b>Evaluates the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice</b> . Demonstrates in-depth insight into equity, fairness, and rights.	Effectively evaluates the issues of fairness, prejudice, discrimination, and ethical behaviour and relates them to specialist areas.
6.3	<b>Multiculturalism</b>	Identifies own cultural rules and biases and/or differences in values and behaviours between cultures and social groups.	Describes how culture affects and is reflected in an economy or business.	<b>Demonstrates an understanding of how cultural diversity affects business or economic thinking, regionally or globally</b> . Demonstrates insight into the complexity of own and others' cultures and the impact of biases in thinking.	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures as they apply in specialist areas.
6.4	<b>Environmental responsibility</b>	Describes the impact of a business activity on an aspect of the environment.	Assesses the impact of business and economic activity on the environment.	<b>Accurately evaluates the impact of business and economic activity on the environment</b> and has insight into remedial or preventative strategies.	Shows an advanced and critical understanding of the ecological issues related to the interaction between business, people, and environment as they apply in specialist areas.

	Indicators	100	200	300	700
6.5	<b>Sustainable business practices</b>	Describes sustainable environmental, social <b>or</b> economic business practices as discrete issues.	Describes and assesses sustainable business practices.	<b>Applies</b> and evaluates <b>sustainable business practices to authentic contexts,</b> demonstrating an understanding of the implementation challenges.	Integrates relevant forms and types of sustainability (e.g., human, economic, social, and environmental) into planning, developing, and assessing business ventures.

\* The rubrics at each stage relate to B students and above.

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**Social responsibilities**

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Understanding the Treaty of Waitangi and Māori worldview</b>	Does not relate the principles underlying the Treaty of Waitangi to issues in business contexts.	<b>Relates the principles underlying the Treaty of Waitangi to issues in business contexts.</b>	In addition to meeting standard, explains core elements of the Māori worldview and their implications for the social and environmental responsibilities of business.
<b>Social Justice, equity and rights</b>	Fails to evaluate the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice.	<b>Evaluates the actions, strategies and policies of stakeholders in business and the economy to assess their impact on social justice.</b>	In addition to meeting the standard, demonstrates in-depth insight into equity, fairness and rights.
<b>Multiculturalism</b>	Does not demonstrate an understanding of how cultural diversity affects business and economic thinking.	<b>Demonstrates an understanding of how cultural diversity affects business or economic thinking, regionally or globally.</b>	In addition to meeting the standard, demonstrates insight into the complexity of own and others' cultures and the impact of biases in own thinking.
<b>Sustainable business practices</b>	Does not apply sustainable business practices to authentic contexts.	<b>Applies sustainable business practices to authentic contexts.</b>	In addition to meeting standard, demonstrates an understanding of implementation challenges.

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**Environmental responsibilities**

Indicators	Below Standard	Meets Standard*	Above Standard
<b>Environmental responsibility</b>	Fails to accurately evaluate the impact of business and economic activity on the environment.	<b>Accurately evaluates the impact of business and economic activity on the environment.</b>	In addition to meeting the standard, has insight into remedial or preventative strategies.
<b>Sustainable business practice</b>	Does not apply sustainable business practices to authentic contexts.	<b>Applies sustainable business practices to authentic contexts.</b>	In addition to meeting standard, demonstrates an understanding of implementation challenges.

\* The criteria for 'meets standards' have been written for a graduating student. They may need to be softened if you are assessing a 100 or 200 level course.

## Glossary

Culture:	Beliefs, values, knowledge and artefacts shared by a group.
Cultural rules and biases:	Ways of knowing and acting based on shared beliefs and values which provide a sense of belonging to a group.
The Treaty of Waitangi:	The University, in its Strategic Plan, 'recognises a special relationship with Māori under the Treaty of Waitangi' and identifies that part of the special character of the University is 'conferred by our special place in the Pacific and our acknowledgement of the principles of the Treaty of Waitangi'. There is a commitment to develop and implement strategies to assist all staff and students to have a knowledge and understanding of The Treaty of Waitangi/Te Tiriti o Waitangi relevant to their disciplines.
Principles of the Treaty:	Includes partnership, active protection and redress as determined by the Courts and Waitangi Tribunal.
Worldview:	The way in which a person makes sense of the world around them.

## Sources

Main sources:	Association of American Colleges and Universities Intercultural Knowledge and Competence Value Rubric. Association of American Colleges and Universities Global Learning Value Rubric.
Secondary source:	University of Canterbury's Bicultural Competence and Confidence Framework.