



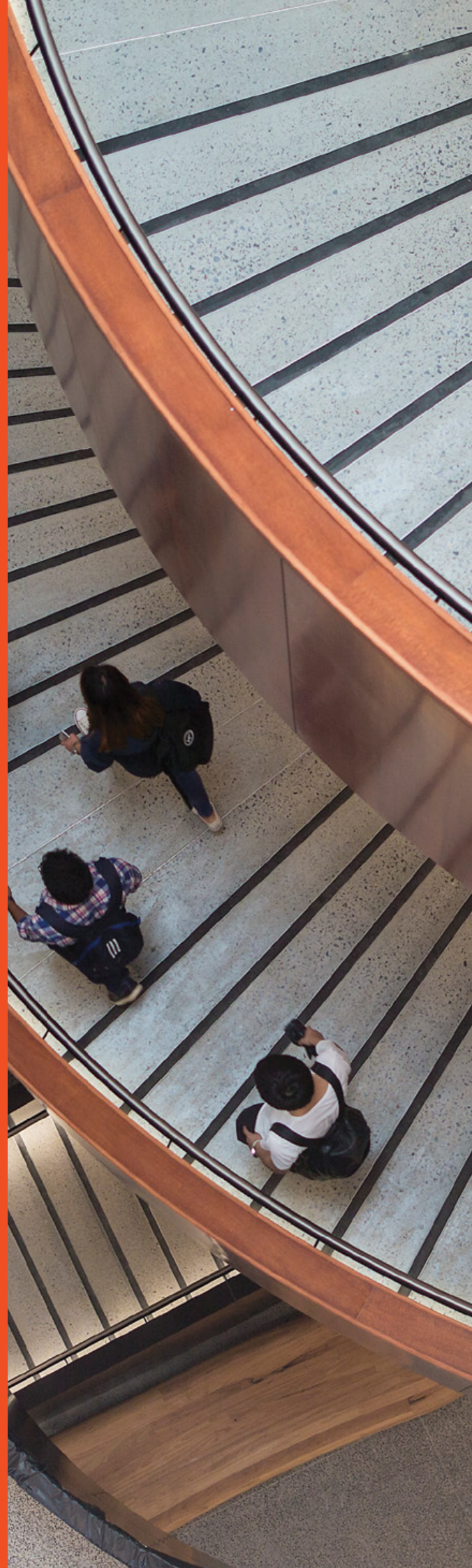
THE UNIVERSITY OF
SYDNEY
—
Business School

Transforming management education beyond shareholder primacy

The University of Sydney
Business School Sharing
Information on Progress
Report 2018-2019

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact



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A word from the Dean

Our aim is to empower leaders, inform policy makers and produce impactful research to build resilience and vision by advancing the Sustainable Development Goals (SDGs) and using Principles for Responsible Management Education (PRME) to systematically transform the narrative of business and management education beyond shareholder value maximisation.



The University of Sydney Business School's ('the School') commitment to the Principles for Responsible Management Education (PRME) is key in developing and equipping the next generation of business leaders with the knowledge and skills that are needed to effectively navigate the social inequity, climate and environmental challenges facing the world. As part of this, the School recognises that the Sustainable Development Goals (SDGs) are playing and will play a central role in how businesses need to approach their strategies, operations and activities beyond the traditional focus on shareholder primacy.

Since our first Sharing Information on Progress Report (2016–2017), we have stepped up our commitment to become a PRME Advanced Signatory in May 2019. By making this explicit

pledge, and as business educators, the School is committed to upholding and exemplifying the PRME and using the SDGs as the platform to achieve this.

We have begun the process of mapping our existing research and teaching curricula against the SDGs and have been pleasantly surprised at the amount of work that addresses one or multiple SDGs. We recognise how vital achieving the SDGs are for a sustainable, equitable and climate-ready future. However, there is deeper work required and we have now entrenched the advocacy of PRME and the development of an SDG aligned implementation strategy as one of the important initiatives in the School's future strategy (2020–2025): *'Business Not as Usual 2.0'*. Business Not as Usual 2.0 will embed the SDGs as part of all future routine program and research reviews, as well as in all aspects of the Schools operations and activities.

Business schools play a vital role in the preparation of our future leaders through management education, research, partnerships, and dialogue with business, civil society, and government, as to the importance of securing a sustainable and all-inclusive economy. To this end, we are delighted to present, this, our second Sharing Information on Progress Report (2018–2019).

A handwritten signature in black ink, appearing to read 'G. Whitwell', with a stylized flourish at the end.

Greg Whitwell
Dean, the University of Sydney Business School

The University of Sydney at a glance in 2019

61,309

total enrolments

6

faculties and schools

11

ARC Centres of Excellence

22,144

international
enrolments

20.1:1

student: staff ratio

15

Cooperative Research
Centres (CRC)

350,000

alumni in 170+
countries

250+

exchange opportunities
in 57 countries

\$386 million

HERDC research
income (2016)

8,100

continuing and
fixed-term staff

90

multidisciplinary research
and teaching centres

40+

sporting clubs

200+

clubs and societies



The Times Higher Education released its inaugural University Impact Rankings in 2019, placing the University of Sydney 25th in the world, out of more than 450 institutions across 76 countries. The rankings capture the overall universities' impact on society, based on their success in delivering the United Nations' Sustainable Development Goals (SDGs). Three of the five SDGs submitted by the University ranked in the top 15 including Good Health and Wellbeing (4th), Decent Work and Economic Growth (7th) and Gender Equality (13th).

The University of Sydney Business School at a glance in 2019

Our Vision

- We inspire, inform and empower others to shape a better future for business and humanity.

Facts and figures

6 Undergraduate programs

- Bachelor of Commerce
- Bachelor of Commerce and Bachelor of Commerce Advanced Studies
- Bachelor of Commerce combined with Bachelor of Arts
- Bachelor of Commerce combined with Bachelor of Science
- Bachelor of Commerce and Bachelor of Advanced Studies (Dalyell Scholars)
- Honours program

5 Graduate management programs

2 pre-experience:

- Master of Management
- Master of Management (CEMS)

3 post-experience:

- part-time MBA
- new full-time MBA
- Global Executive MBA

2 Research programs

- Master of Philosophy
- Doctor of Philosophy

5 Graduate specialised programs

- Master of Commerce
- Master of Human Resource Management and Industrial Relations
- Master of International Business
- Master of Logistics and Supply Chain Management
- Master of Professional Accounting

14,323 total enrolments in the Business School (2018).

The Business School's students come from over **130** countries across the world and speak over **115** languages.

The Business School has seen over **25,000** students complete our programs since 2007. They contribute to forming a **68,000+** network of Business School alumni located in more than **120** countries around the world.



Our commitment to the United Nation's Principles for Responsible Management Education

The School became a PRME signatory in February 2016. To signal and strengthen our commitment to PRME, the School became an Advanced PRME signatory in May 2019. By making the explicit pledge of being an Advanced PRME signatory and as business educators, the School is committed to upholding and exemplifying the PRME principles, using the SDGs as the platform to achieve this.

As an institution of higher education involved in the development of current and future managers, we declare our willingness to progress implementation of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

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.

Principle 2 – Values: We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 – Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

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.

Principle 5 – Partnership: 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.

Principle 6 – Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



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.

By making the explicit pledge of being an Advanced PRME signatory, the School is committed to upholding and exemplifying the PRME principles. This School's initial commitment to PRME was embedded in our 2020 Business Not as Usual strategy¹ which explicitly pledged the School to be an advocate for responsible management education. This Strategy built on its existing activities and expertise in the areas of social responsibility and sustainability. It signalled the early intent for the School to become an advocate for the SDGs, whilst questioning the traditional role of business and business schools in maintaining a status quo that privileges shareholder wealth maximisation at the expense of society and the planet.

We recognise our central purpose as a PRME Advanced Signatory is to use the PRME platform to advance and entrench the SDGs into every aspect of our School, to develop student capabilities for realising an inclusive and sustainable economy. In particular, an SDG mapping exercise was initiated for units of study by briefly surveying teaching staff and keyword searches of unit outlines. In response, the School has put in place, as part of all routine program reviews, an evaluation of the depth and coverage of the SDGs. As well, an SDG mapping exercise was initiated for research activities by briefly surveying research staff. This exercise found a more systematic approach is needed. In response, a process is being developed to capture SDG coverage such as the inclusion of an SDG criteria as part of our journal publication system. We showcase a selection of key examples to illustrate how the SDGs are embedded in the activities of the School throughout the rest of this report.

For this, our second PRME Sharing Information on Progress (SIP) report, the School formed a core project team of an Academic Lead (Dr Anna Young-Ferris) and a project officer (John Price) to collate the progress that had been made since our last commitment period. We drew heavily on and thank our teaching and research colleagues for their efforts and contributions to this process.





As we commence our next strategic phase, with our new Business Not as Usual 2.0 strategy, we remain committed to our purpose as an advocate for and leader in responsible management education. While the initial SDG teaching and research mapping exercises have given an indication of the scope of SDG embeddedness in the School's activities, they have also shown that a more systematic approach is needed. As such, the development of an SDG implementation strategy is one of the important initiatives in our new Business Not as Usual 2.0 strategy, with our PRME purpose and objectives stated as:

- taking the lead on impacting and advocating a more responsible role for business in society, by critically examining the roles and responsibilities of business;
- empowering business (our partners) and future leaders (our students) with transformative management education and impactful research beyond the traditional business narrative of shareholder wealth maximisation;
- informing and engaging the wider university, policy makers and the whole of society by building resilience and vision for a future that is prosperous, equitable, and sustainable.

Our commitment to progress in 2020-2021

We commit to establishing a PRME executive committee and commencing a recruitment process for dedicated PRME resources. The PRME executive committee and resources will be responsible for undertaking the current practice review, and developing and implementing the strategy to integrate the SDGs explicitly into the core curriculum, our research portfolio and internal practices as part of our new Business Not as Usual 2.0 strategy.

We commit to devising a PRME communication/marketing plan to stimulate engagement with internal and external stakeholders about our advocacy of the PRME and the SDG integration.

We commit to undertaking a *current practice review* that will more fully map SDGs to our core curricula, research, and internal practices. The results of this review will feed into the development of strategies that further embed the SDGs into the core curricula, our research portfolio, and internal practices as part of a specific Business Not as Usual 2.0 strategic initiative.

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

The wider University of Sydney has four central values, that are aligned to the values of global social responsibility, that inspires the research work, curricula and activities of the Business School. These values are:

Courage and creativity

- We challenge the status quo so that we can find new ways of thinking.
- We will work together in a culture that adapts to change and is unafraid of failure.
- We will not be limited by what we know now; rather, we will encourage each other to explore further and imagine a better world.

Respect and integrity

- We value every member of the University for the contribution they can make to our collective success.
- We will act with the highest regard for academic freedom, collegiality, and robust and respectful debate.
- When we disagree, we will not dismiss each other's ideas, nor undervalue expertise.

Diversity and inclusion

- Our work is stronger because we value different and unique perspectives.
- We will advocate for all to realise their full potential.
- We will never limit people's pursuit of excellence on the basis of their background or circumstances.

Openness and engagement

- We will seek and be open to new ideas.
- We will make a global impact by listening to and understanding the needs and aspirations of others.
- We will always look for what we can learn and how we can contribute to the wellbeing of the communities we serve.



Waltja Cultural Place, Alice Springs, NT - Students from our Social Entrepreneurship (IBUS3108) RARE team spend the day with Waltja Tjutanku Palyapayi Aboriginal Corporation board members and paint their stories together.

Here, we showcase some examples of how we have incorporated the wider University's global social responsibility aligned values into our School:

Diversity and inclusion – We will never limit people's pursuit of excellence on the basis of their background or circumstances.

- The School has committed to ethical, responsible and sustainable behaviour in our administrative and staffing practices, and have recently adopted an expanded *Diversity and Inclusion Strategic Framework*. This Framework builds on existing equity measures and initiatives, including the Diversity and Inclusion Unit, gender equity profiles for all faculties and administrative portfolios, and the Indigenous strategy 'Wingara Mura – Bunga Barrabugu' ('thinking path to make tomorrow').
- The School's Associate Dean (Indigenous Strategy and Services), Associate Professor Juliette Overland, works with the National Centre for Cultural Competence and provides support for the School's indigenous students. The University is publicly accountable for progress towards equity targets, and its annual report includes information on progress towards a more equal representation and distribution of female staff, Indigenous staff, staff whose first language is not English, and staff with a disability.²



Associate Professor Juliette Overland

Openness and engagement – We will always look for what we can learn and how we can contribute to the wellbeing of the communities we serve.

- The School's Strategy, Innovation, and Entrepreneurship Discipline host the Remote and Rural Enterprise (RARE)³ program which was a recipient of the Association for Tertiary Education Management's Engagement Australia Excellence in Community Engagement Award in 2018. This is a community-engaged learning program, connecting postgraduate and undergraduate students at the University with remote and rural enterprises in Australia to collaboratively participate in the initiation and development of sustainable business projects. The program ensures the University's entrepreneurial activity benefits some of our more challenged communities and businesses while increasing students' social and cultural empathy and respect.
- The School offers a range of scholarships to promote positive community outcomes including the UN Women's Global Executive MBA Scholarship and the Anstice Scholarships for Community Leadership in addition to the University's extensive equity scholarships scheme.



Professor Leanne Cutcher

2. See: <http://sydney.edu.au/about-us/vision-and-values/annual-report.html>
3. See <https://sydney.edu.au/business/industry-and-community/community-initiatives/remote-and-rural-enterprise-program.html>



Sunrise over Papunya campsite - RARE students make an early start after spending the night learning from community leaders about their connection to country and the role social enterprise could play in community development.

Courage and creativity – We challenge the status quo so that we can find new ways of thinking.

- The School has recently worked with Mercer to launch the IM/Pact project aimed at increasing the number of women working in Finance. When the School launched this, it brought 20 senior investors into a network with students (mostly women). This work is linked to research conducted by the School's Professor Rae Cooper, Dr Sarah Oxenbridge and Professor Susan Thorp on women working in investment management.



Professor Susan Thorp

Our commitment to progress in our first SIP Report 2016–2017

We will develop a cultural strategy specific to the Business School, and as part of this implement a Professional Staff Leadership Initiative, aimed at building foundational HR and people-related processes and activities for our professional staff.

We will ensure that the decisions we make reflect our values, and that the way we interact with and communicate about students reflects our values.

Progress made during 2018–2019

The School has reconfigured its academic leadership, in particular the Associate Dean and Deputy Dean roles, as well as making professional management and Academic Director appointments, in order to support the University's organisational design and the new *Business Not as Usual 2.0* strategic initiatives towards more diversity and inclusion. The new position of the Associate Dean (Student Success and Mobility) includes directing the administration of scholarships. The School has also created the position of Associate Dean (Indigenous Strategy and Services). These roles and duties reflect the School's commitment to the PRME principles. In addition, the Dean has reinvigorated the (external) Board of Advice. At the time of the last SIP report there were 8 members including one woman. Currently, there are 10 members, including 5 women.

The School shows its commitment to decision making that reflects our values by questioning the roles and responsibilities of business and business schools, and by embedding cultural competence in the curriculum in core units, for example, in the Bachelor of Commerce, 'Leading and Influencing in Business' and 'Future of Business'.

The School has initiated the *Work. Live. Play. Learn* project to involve students as co-designers of their own learning experience, engaging with 100 students in critical conversations about their teaching and learning experience, their use of technology and how they react and respond to the requirements of completing their degree. *Work. Live. Play. Learn* has delivered over 41 hours of student engagement and is a critical component of the development of our teaching and learning approaches.

Our commitment to progress in 2020–2021

We commit to developing and delivering workshops and activities which promote the University and the Business School's values, engage staff and help embed these values into their behaviour.

We commit to expanding our offerings aimed at strengthening connections between domestic and international students and facilitating cross-cultural awareness.

Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The vision of PRME is that business schools play a central role in shaping the mindsets and skills of future leaders, as powerful drivers of corporate sustainability, to realise the SDGs through responsible management education. In line with this, the School's central mission as a business school is to provide a truly transformative educational experience that prepares our students for the jobs of the future, while also equipping current executives with the skills needed to face an often uncertain economic, environmental and societal landscape.

During this commitment period, the School has commenced a process to transform the curricula to express the School's 2020 Business Not as Usual strategy. This has included initiatives focusing on real business sustainability problems, inclusive leadership, collaborative creativity and peer learning, and a greater emphasis on experiential learning. In our new 2025 strategy, Business Not as Usual 2.0 the PRME mission to transform business and management education, and develop the responsible leaders of tomorrow, has become even more central. The new 2025 strategy now incorporates a dedicated strategic initiative to embed the PRME and advance the SDGs as part of a transformational educative experience over the next five years.

Some highlights for the period include:

- We ranked first in both the MBA and Global Executive MBA (EMBA) ranking in Australia, according to the Australian Financial Review 2019 BOSS MBA Rankings⁴. As an Advanced Signatory of PRME, courses within the MBA programmes are increasingly focused on a more

sustainable role for business in society as well as on inclusive leadership. For example, *Building Enterprise Sustainability Project* (FMBA5009), *Strategies for Growth* (SMBA6002); and *Managing Connected Enterprises* (EMBA6003).

- The Master of Commerce has been in a process of review and is currently being redesigned in line with PRME for 2021 delivery.
- Ethical and Social Responsibility is a Course Learning Outcome for every program offered by the School, with assurance of learning in every Capstone Unit of Study.
- Corporate social responsibility (CSR), shared value and inclusive leadership have been introduced as signature content themes in core units in the undergraduate and graduate Commerce programs.
- Multiple units are exclusively focused on ethics/sustainability/responsibility and multiple SDG's. For example, the graduate-level Unit of Study *Poverty Alleviation and Profitability* (CEMS6005) and the undergraduate-level Unit of Study *Sustainability Accounting* (ACCT3016).
- Student mobility offerings through the Community Placement Program which places students in for-credit projects with non-profit and community organisations in Australia, the U.S., China, France, and Chile have expanded.⁵
- New mentoring programs have been introduced and existing programs have been expanded and the School has improved the employability skills of postgraduate students through the Job Smart initiative.

4 See: <https://sydney.edu.au/news-opinion/news/2019/09/26/university-of-sydney-takes-out-top-master-of-management-ranking.html>

5 See: <http://sydney.edu.au/business/study/opportunities>










Method

Mapping our Units of Study to the SDGs

One of the most significant aspects of progress during this commitment period was the commencement of a curriculum mapping exercise that allowed us to assess the extent of integration of the SDGs in our individual Units of Study. We briefly surveyed teaching staff and undertook keyword searches of our Unit of Study outlines and included a summary table of the results of this mapping in Table A below.

Table A: Mapping our Units of Study to the SDGs

SDGs	Teaching	
All or most SDGs	ACCT3016 ACCT6015 FMBA5009 INFS2010 INFS6004 INFS6016 INFS6022	Sustainability Accounting (Accounting) Extended Performance Reporting (Accounting) Building Enterprise Sustainability Project (Full-time MBA program) People, Information and Knowledge (Business Information Systems) Business Transformation Projects (Business Information Systems) Technology Enabled Business Innovation (Business Information Systems) Systemic Sustainable Development (Business Information Systems)
	EMBA6004 FMBA5002 IBUS3108 IBUS6016 SMBA6005	Thriving in New Markets (Executive MBA program) Critical Analysis and Thought Leadership (Full-time MBA program) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Critical Analysis and Thought Leadership (Part-time MBA program)
	CLAW3209	The Environment, Law and Business (Business Law)
	EMBA6004 IBUS3108 IBUS6016	Thriving in New Markets (Executive MBA program) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship)
	BUSS1331 EMBA6004 FTMBA5002 IBUS3108 IBUS6016 SMBA6005	China Study Tour: Future of Business (Work Integrated Learning) Thriving in New Markets (Executive MBA program) Critical Analysis and Thought Leadership (Full-time MBA program) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Critical Analysis and Thought Leadership (Part-time MBA program)
	BUSS1000 CLAW3209 EMBA6004 FMBA5002 IBUS3108 IBUS6016 SMBA6005 SMBA6007 WORK2203 WORK3206 WORK3208 WORK6012 WORK6116	Future of Business (International Business) The Environment, Law and Business (Business Law) Thriving in New Markets (Executive MBA program) Critical Analysis and Thought Leadership (Full-time MBA program) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) Critical Analysis and Thought Leadership (Part-time MBA program) Managing people and organisations (Part-time MBA program) Industrial Relations Policy and Processes (Work and Organisational Studies) Workplace Law and Regulation (Work and Organisational Studies) Globalisation, Work and Employment (Work and Organisational Studies) Industrial Relations Policy (Work and Organisational Studies) Employment and the Law (Work and Organisational Studies)
	CLAW3209 MKTG2112	The Environment, Law and Business (Business Law) Consumer Behaviour and Waste (Marketing)
	ACCT2019 CLAW3209 WORK6033	Management Accounting (Accounting) The Environment, Law and Business (Business Law) Organisational Sustainability (Work and Organisational Studies)

SDGs	Teaching	
	BUSS1331 China Study Tour: Future of Business (Work Integrated Learning) CLAW3209 The Environment, Law and Business (Business Law) EMBA6004 Thriving in New Markets (Executive MBA program) FMBA5002 Critical Analysis and Thought Leadership (Full-time MBA program) IBUS3108 Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) IBUS6005 Ethical International Business Decisions (International Business) IBUS6016 Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) SMBA6005 Critical Analysis and Thought Leadership (Part-time MBA program) SMBA6007 Managing People and Organisations (Part-time MBA program) WORK2203 Industrial Relations Policy and Processes (Work and Organisational Studies) WORK3206 Workplace Law and Regulation (Work and Organisational Studies) WORK3208 Globalisation, Work and Employment (Work and Organisational Studies) WORK6012 Industrial Relations Policy (Work and Organisational Studies) WORK6116 Employment and the Law (Work and Organisational Studies)	
	BUSS1000 Future of Business (International Business) CLAW3209 The Environment, Law and Business (Business Law) FMBA5002 Critical Analysis and Thought Leadership (Full-time MBA program) IBUS6005 Ethical International Business Decisions (International Business) SMBA6005 Critical Analysis and Thought Leadership (Part-time MBA program) WORK2210 Strategic Management (Work and Organisational Studies) WORK6033 Organisational Sustainability (Work and Organisational Studies)	
	CLAW3209 The Environment, Law and Business (Business Law) EMBA6004 Thriving in New Markets (Executive MBA program) FMBA5002 Critical Analysis and Thought Leadership (Full-time MBA program) IBUS3108 Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) IBUS6016 Social Entrepreneurship (Strategy, Innovation and Entrepreneurship) SMBA6005 Critical Analysis and Thought Leadership (Part-time MBA program) SMBA6007 Managing People and Organisations (Part-time MBA program) WORK2203 Industrial Relations Policy and Processes (Work and Organisational Studies) WORK2210 Strategic Management (Work and Organisational Studies) WORK3208 Globalisation, Work and Employment (Work and Organisational Studies) WORK6012 Industrial Relations Policy (Work and Organisational Studies)	
	BUSS1000 Future of Business (International Business) CLAW3209 The Environment, Law and Business (Business Law) INFS5002 Digital Business Foundations (Business Information Systems) ITLS5100 Transport and Infrastructure Foundations (Institute of Transport and Logistics Studies) ITLS6102 Strategic transport planning (Institute of Transport and Logistics Studies) ITLS6301 City Logistics (Institute of Transport and Logistics Studies) WORK6033 Organisational Sustainability (Work and Organisational Studies)	
	ACCT2019 Management Accounting (Accounting) BUSS1000 Future of Business (International Business) BUSS1331 China Study Tour: Future of Business (Work Integrated Learning) CLAW3209 The Environment, Law and Business (Business Law) IBUS6005 Ethical International Business Decisions (International Business) INFS5002 Digital Business Foundations (Business Information Systems) MKTG2112 Consumer Behaviour and Waste (Marketing) WORK3208 Globalisation, Work and Employment (Work and Organisational Studies)	
	ACCT2019 Management Accounting (Accounting) CLAW3209 The Environment, Law and Business (Business Law) FMBA5006 Financial Management (Full-time MBA program) IBUS6005 Ethical International Business Decisions (International Business) INFS5002 Digital Business Foundations (Business Information Systems) ITLS6102 Strategic transport planning (Institute of Transport and Logistics Studies) WORK6033 Organisational Sustainability (Work and Organisational Studies)	
	CLAW3209 The Environment, Law and Business (Business Law)	
	CLAW3209 The Environment, Law and Business (Business Law) INFS5002 Digital Business Foundations (Business Information Systems)	
	AccHons (Accounting Honours program) CLAW3209 The Environment, Law and Business (Business Law) CLAW6031 International Financial Crime (Business Law) FMBA5002 Critical Analysis and Thought Leadership (Full-time MBA program) IBUS6005 Ethical International Business Decisions (International Business) SMBA6005 Critical Analysis and Thought Leadership (Part-time MBA program) WORK2203 Industrial Relations Policy and Processes (Work and Organisational Studies) WORK3208 Globalisation, Work and Employment (Work and Organisational Studies) WORK6012 Industrial Relations Policy (Work and Organisational Studies)	
	BUSS1331 China Study Tour: Future of Business (Work Integrated Learning) IBUS6005 Ethical International Business Decisions (International Business)	

Method

A selection of Units of Study aligned to the SDGs

Following from Table A on page 14-15, we showcase a small selection of more detailed descriptions of the Units of Study from across the School's disciplines that embed one or multiple SDG's. The information is presented in alphabetical order by unit code.

ACCT2019 – Management Accounting (Accounting)

Dr Tanya Fiedler, Dr Vijaya Murthy and Ravi Seethamraju

ACCT2019 is a core undergraduate unit for the study of management accounting. In recognition of the need to mainstream sustainable thinking as normal business practice, we are redeveloping our teaching content. From the first semester of 2020, ACCT2019 will build into its lectures a fully integrated and real-life case, featuring a Hunter Valley winery. The case will illustrate how climate change is impacting day-to-day financial decision-making, and bring to our students' attention the uncertain future business is facing and the types of choices they will need to make.

The unit will illustrate how climate change is affecting our case organisation by bringing about: (a) loss of soil moisture; (b) vintage compression; and (c) refrigeration needs. As a consequence of these effects, the winery has needed to manage a loss in yield, significant investments in infrastructure including an irrigation system, as well as increased electricity and other costs, including the application of sunscreen on days of extreme heat. These impacts have all affected the types of costs that need to be considered, sales volume, shorter-term and capital budgeting, process costing and short-term decision-making.



Dr Tanya Fiedler



Dr Matthew Egan

ACCT3016 – Sustainability Accounting (Accounting)

Dr Anna Young-Ferris and Dr Matthew Egan

ACCT3016 is a third year undergraduate elective unit centred on current methods for the accounting of sustainability, environmental, and social impacts of business. Upon completing the unit, students will be able to: (a) explain current trends in voluntary reporting practices and major sustainability accounting frameworks; (b) critically reflect on debates regarding mandatory reporting, integrated reporting and climate change; (c) evaluate the user or investor perspective of sustainability accounting; and (d) assess the extent (or not) to which sustainability accounting tools can contribute to a more sustainable planet.

The unit engages closely with published academic research, considering the theory of sustainability accounting, and contrasting this with empirical insights into the realities and challenges in practice. As a dedicated sustainability unit, the SDGs are integrated in the workshop content during the opening week and in each subsequent week, as students conduct a group presentation assessment in which they are asked to explain the business context and how specific SDGs relate to the academic paper they present on.



The Extended Performance Reporting (ACCT6015) are awarded their certificates for participation in the World's Largest Lesson, and now understand how the SDGs are an important part of their future careers.

BUSS1000 – Future of Business (International Business)

Dr Anish Purkayastha

This compulsory first year unit is designed to provide commencing undergraduate students with insights into the study and the practice of business. Students gain foundational knowledge in relation to business stakeholders, business challenges and the ways in which business leaders might approach responding to these challenges. Critical business challenges such as climate change and sustainability, the future of work and workforce diversity are investigated. The way that these challenges affect different types of business, sectors and stakeholders is analysed and responses constructed to them.

In the week 7 lecture (title: Sustainability), we use a theoretical framework from the article (title: Competitive Environmental Strategies: When does it pay to be green?) by Orsato (2006) along with multiple examples/videos to demonstrate economic benefits of sustainability. In the week 8 lecture (title: Evolving Workplace), we explain the negative effect of gender inequality in raising labour costs and lowering quality of human capital in the workforce.



Dr Anish Purkayastha

In the week 9 lecture (title: Urbanization), we discuss megatrends of urbanization, and the possible options available to provide a sustainable life style to an increasingly urban population. In addition to the lecture/workshop content, we are partnered with a Fortune 500 organisation to use their live case study and suggest novel ideas that are aligned with their sustainability strategy.

CLAW3209 – The Environment, Law and Business (Business Law)

Dr Cary Di Lernia

The relationship between the natural environment and business practice is deep and complex, and a multiplicity of regulatory initiatives have been employed in an attempt to manage and influence their interaction. This unit of study aims to demystify environmental regulation as far as it is relevant to the running of a business. It begins with an analysis of the contemporary institutional framework surrounding the interaction between business and the environment with particular reference to the historical conditions which have given rise to it, before introducing major stakeholders in the development of environmental and business regulation (including nation states, international organisations and other non-state actors) and their respective roles.

The unit then discusses international environmental regulation and situates Australian regulation within it in order to explain its impact on Australian businesses. The effectiveness of different regulatory styles in this area is assessed together with the argument that business can and should take ownership of problematic elements of their interactions with the natural environment. Different strategies developed to 'manage' a business' relationship with the environment and issues surrounding liability for environmental damage are also considered.

CLAW6031 – International Financial Crime (Business Law)

**Dr David Chaikin and
Dr Christian Chamorro-Courtland**

Money laundering is estimated to amount to 2-5% of global GDP (\$1.6 to \$4 trillion/year) enabling organised crime, corrupt officials and tax evaders to enjoy the fruits of their crimes, thereby stunting economic growth, undermining political stability and causing devastating losses to millions of families especially in developing countries. According to the World Bank: "Corruption, bribery, theft and tax evasion cost some US \$1.26 trillion for developing countries per year; this amount of money could be used to lift those who are living on less than \$1.25 a day above \$1.25 for at least six years".

Study of money laundering, anti-money laundering (AML) systems and predicate crimes such as bribery and corruption are essential to preventing and deterring transnational organised crime which undermines economic, social and political development and financial integrity. An effective AML system will promote economic and political stability and the rule of law through a reduction in systemic corruption.

EMBA6004 – Thriving in New Markets (Executive MBA program)

Dr Jarrod Vassallo and Clary Castrission

This unit is designed for Executive MBA students to learn about how they can contribute to achieving the SDGs through social entrepreneurship. SDGs are a core component of the content, which focuses largely on social enterprises that operate in developing markets such as India. Students work to develop their own social enterprise business plan, aimed at solving social and environmental issues that relate to one or several of the SDGs and how enterprises can successfully prioritise these goals in a financially sustainable manner.

Students pitch their social enterprise ideas and plans to social impact investors at the end of this Module. Previous ideas include: (a) rooftop hydroponics (cross-subsidization model so that food goes to local slum communities); (b) customer/beneficiary data gathering app for social organisations to help monitor the health of patients in urban slums (low-cost Jugaad model); (c) digital platform matching social enterprises with social impact investors to make this system more effective (system-wide reform); (c) textile homewares that provides jobs to women in remote villages (market linkage model).



Jared Harrison

IBUS3108 – Social Entrepreneurship (Strategy, Innovation and Entrepreneurship)

Dr Jarrod Vassallo and Jared Harrison

This unit is designed to allow undergraduate students to learn about how they can contribute to achieving the SDGs through social entrepreneurship. Content centres on the SDGs. Students work with actual social entrepreneurs, usually in remote indigenous communities, to solve local social and environmental issues that relate to one or several of the SDGs and how enterprises can successfully prioritise these goals in a financially sustainable manner. Every semester we work with 2-4 Social Enterprises to help them achieve their social/environmental objectives. For example, we helped recently settled Yazidi refugees from Iraq develop new social enterprises; we worked with many Indigenous community organisations (e.g., Waltja in Alice Springs) to help improve the livelihoods and quality of life for their members (supportive of self-determination).

IBUS6005 – Ethical International Business Decisions (International Business)

Dr Jacqueline Mees-Buss

This unit introduces students to the most influential philosophical schools of thought that have grappled with morality; with the question 'What is the right thing to do?' Applying this knowledge to international business decisions inevitably leads to the conclusion that business decisions guided by broadly accepted business theories, are often questionable from multiple moral perspectives. The prioritisation of profit is assumed without question and can lead to decisions that increase inequality, harm or exploit others, or harm the environment. Businesses that try to change this (e.g. the signatories of the UN Global Compact), or

so-called 'B' companies who try to contribute to the SDGs are often limited in what they can do because they are caught in a prisoners' dilemma or faced with 'wicked problems' for which there are no easy solutions. The unit addresses these types of problems and how they demand a different approach from decision-makers.

Students learn to reflect on the moral issues facing international business in HR, marketing, accounting, outsourcing, FDI, trade, etc.; how to conduct a moral analysis approaching these issues from various philosophical perspectives; how to develop alternative solutions or experiments and how to build a moral argument for these alternative solutions. The unit raises awareness for all SDGs and defines them as 'wicked problems' (problems of design). It critically looks at the role business can play in alleviating the problems, in particular but not exclusively SDG 8, 9, 12, 13, 16 and 17.

INFS5002 – Digital Business Foundations (Business Information Systems)

Dr Sebastian Boell

This unit teaches how IT comes to matter to organisations in transforming how organisations are operating. As part of this there is a dedicated lecture on sustainability, as well as a lecture on the ethical implications of IT. The group assessment takes the example of a particular contemporary issue where digital technology is related to organisational change. In previous semesters the area was smart farming where the aim was to use technology for achieving better farming outcomes and a smaller environmental footprint. This semester the issue is Mobility as a Service (MaaS), which can potentially lead to reduced resource need for meeting transportation needs at a societal level. The idea of MaaS is to better integrate transportation services through the use of IT and thereby provide better convenience to customers and better utilisation of transportation assets, potentially reducing the need for private car ownership. The SDGs addressed by this unit change from semester to semester. So far student projects were related to SDG 11, 12, 13, 15.

INFS6022 – Systemic Sustainable Development (Business Information Systems)

Professor Steve Elliot

This unit considers mobilisation of key societal actors in the public and private sectors, to achieve a transition from 'business-as-usual' thinking towards a sustainable development path. Businesses will have to develop and deliver many of the new technologies, organisational models, and management systems needed for this transition. In individual and group

assignments, students analyse how business leaders and managers can transform their companies towards systemic sustainable development. INFS6022 Systemic Sustainable Development introduces and analyses each of the SDGs to explore potential opportunities for businesses to design, implement, execute and evaluate.

ITLS5100 – Transport and infrastructure foundations (Institute of Transport and Logistics Studies)

Professor Michiel Bliemer

This unit provides an overview of transport and infrastructure and how cities can be made more liveable through appropriate transport and urban planning as well as traffic and freight management and transport pricing strategies. Transport and infrastructure plays an important role both in terms of personal mobility as well as accessibility of businesses and their transportation needs. The key concepts and theories needed for management of transport and infrastructure are introduced along with the analysis and problem solving skills needed for confident decision making. In providing the foundational knowledge for students in transport and infrastructure, the unit also introduces students to the professional communication skills needed. Each student has to write an advisory report on a self-identified transport related problem in their residential area and is asked to describe solutions that are socially responsible and financially viable. In line with SDG11, the unit teaches students the complexity of cities and make them aware of the current and future issues that need to be addressed in order to achieve successful, liveable and sustainable cities.



Professor Michiel Bliemer

ITLS6301- City Logistics (Institute of Transport and Logistics Studies)

Professor Michael Bell

This unit conveys the fundamentals of city logistics. All aspects of city logistics from planning, management and operation to security, efficiency and mitigation of environmental impact are covered for cities of all types. The relationships between land use, transport and city logistics are described. Traffic engineering concepts like 'link' and 'place' are described and the implications for city logistics explored. Forms of urban freight consolidation centre are looked at along with the role of alternative transport modes, like public transport (co-modality), cargo bikes, electric vehicles, droids and drones. Ecommerce and fulfilment models, including omni-channel retail, are studied. The implications for city logistics of new technologies, apps and the 'sharing economy' are considered. Strategies to improve the sustainability of city logistics are reviewed, including forms of Clean Air Zone. Reverse logistics, the circular economy and urban farming are covered. The contribution of Intelligent Transport Systems (ITS) to urban freight mobility are examined. Cyber and physical threats to city logistics are studied along with mitigation strategies. The lectures culminate with a look into the future for city logistics. Seminars by city logistics professionals complement the lectures. Students have an opportunity to develop city logistics solutions for themselves through a group design project.

MKTG2112 - Consumer Behaviour (Marketing)

Dr Rohan Miller

Traditionally, organisations and educators have focused on the selection, acquisition and use of products in their consideration of consumer behaviour. To this, we add specific attention to how products are disposed and the concept of waste. The activities we undertake include personal and household audits of waste, as well as activities that examine how to reduce, for example, packaging. We also discuss issues related to ground water, coffee cups and tourism.

Specifically, for SDG 6, reducing waste and better managing rubbish is pivotal to ground water quality, our environment, economy and health. For SDG 12, consumers need to change how they think of products to influence consumption and waste as a by-product. Industry usually follows consumer trends, and this should be a cleaner/more sustainable solution than trying to influence profit driven firms.

SMBA6007 - Managing people and organisations (Part-time MBA program)

Professor Rae Cooper

This unit draws a parallel between modern organisations and the broader social environment in which they operate. The unit investigates these themes through a focus on the future of work and the future of workforce, with a significant focus on gender and cultural diversity. It demonstrates how global, technological and demographic trends are re-shaping modern workplaces and highlights the importance of inclusive leadership in managing people. Students build experience in leading change in organisations, and develop a better understanding of the dynamics of organisational culture, power and influence and the role of diversity. Students develop this understanding by critically reflecting on their own work contexts, and through real-world case studies focus on the implementation of a change management program addressing significant workforce and leadership diversity challenges. By the end of this unit of study, students are better equipped to drive organisational performance, and get the most from the people they manage.



Top: Professor Rae Cooper
Above: Dr Rohan Miller

SDG 5, 8 and 10 are covered in the unit to different degrees and there is engagement with industry and community leaders across issues including addressing gender inequality, breaking racism and discrimination in relation to cultural background as well as issues such as how to build a good jobs agenda into the future of work.



Professor Bradon Ellem

WORK2203 – Industrial Relations Policy and Processes (Work and Organisational Studies)

Professor Bradon Ellem

The aim of this unit of study is to provide an understanding of the institutions and processes engaged in the regulation of work and labour markets. At times of intense change and debate such as today, it becomes all the more important to develop understandings of industrial relations policy that are intellectually rigorous; that is, which are evidence-based, theoretically-explicit and historically-informed. Among the key content issues are focused on: (a) the history of gender wage inequality and attempts to overcome it through state policy (SDG5). ‘Work and family balance’ is also introduced here as central to debates about the efficacy of and government policies (SDG5); (b) assessing arguments about the drivers of, and more particularly the distribution of the gains from, productivity growth (SDG8, SDG10); (c) immigration as a policy issue, but also as a process central to economic and social development with uneven impacts upon different groups of people (SDG8, SDG10, SDG16); and (d) workplace and social institutions, notably unions and other forms of employee voice, are considered while assessing the strength of social institutions (SDG16).

WORK3206 – Workplace Law and Regulation (Work and Organisational Studies)

Dr Stephen Clibborn

This unit of study examines Australia’s work laws through the lens of Decent Work (SDG8). Students are challenged each week to critically analyse an aspect of law regulating paid work by asking the question, ‘to what extent and how do the laws support decent work’? In doing so, students draw on the International Labour Organisation’s (ILO’s) and academic conceptualisations of decent work. The analysis is grounded on the argument that public (state) regulation of work aimed at achieving decent work should have the aim of supporting work in all of its forms and not just ‘employment’. This requires the creation of standards and the means to enforce them, relating to a number of key areas of work law. This necessarily involves considering the application of laws in different ways to different classes of worker, particularly employee and independent contractor.

For example, minimum wage laws contained in industrial awards, and protection against unfair termination, apply only to employees and not to independent contractors. However, the legal distinction between employee and independent contractor is often unclear and practically difficult for a worker to prove. Businesses have increasingly been leveraging this issue to avoid minimum employment obligations, particularly facilitated in recent years by app-enabled technology in the ‘gig economy’. Contemporary developments such as this present challenges to public regulation aimed at sustaining decent work. Gender equality is also considered within topics on regulation of work and family, as well as on sex discrimination.

WORK6033 Organisational Sustainability (Work and Organisational Studies)

Professor Christopher Wright

Organisational sustainability is a critical part of contemporary managerial practice, focusing on organisations' economical, social and environmental impact. This unit critically evaluates the intentions, practices and outcomes of organisational sustainability initiatives. By applying relevant theoretical frameworks, students are encouraged to enhance their understanding of the role and responsibilities of management, the impact of organisations on employees, and the wider societal and environmental implications of contemporary organisational trends.

With an emphasis on the human dimensions of organisational actions, this unit builds on foundational units of study in Management, Industrial Relations and Human Resource Management. A key form of assessment is student development of case studies of sustainability disputes and their analysis according to different orders of worth. The Unit of Study focuses on both environmental and social sustainability and the economic underpinnings of inequality and resource depletion.

Our commitment to progress in our first SIP Report 2016–2017

We plan to conduct a curriculum mapping exercise to allow us to assess the extent of integration of PRME principles in our programs, courses and individual Units of Study.

We plan to initiate a faculty development program to facilitate developing the capabilities of our staff in embedding PRME principles in both learning environments and curriculum.

Progress made during 2018–2019

The School has mapped the SDGs to individual units of study (see Table A). The School has also put in place mechanisms to map unit of study content and assessment against the SDGs as part of all program review cycles going forward.

As we have committed to becoming a PRME Champion by 2025, as part of the formulation of our new Business Not as Usual 2.0 strategy, one of the priority areas is to develop and implement a strategy to integrate PRME principles and the SDGs explicitly into the core curriculum of all UG/PG/executive education units. This will include facilitating the development of capabilities of our staff in embedding PRME principles and the SDGs in both learning environments and curriculum.

Our commitment to progress in 2020–2021

Following the *current practice review*, we commit to commencing the development of, and takes steps towards implementing, a strategy to integrate the SDGs explicitly into the core curriculum of all UG/PG/executive education units.



Transforming management education on the cusp of a new century

Student spotlight

How the School is inspiring future leaders to achieve the SDGs in Sustainability Accounting (ACCT3016)



Olivia O'Connor – BCom/Liberal Studies (Business Law, Accounting and History)

"I found the sustainability accounting course to be the most valuable unit that I have studied so far. My understanding of the role of accounting and accountants in engaging with sustainability was limited. Different class exercises allowed us to break down the barrier between theory and practice which often exists in university studies. It was useful to return to the SDGs each week as we were introduced to each sustainability accounting development and their intended impact. One issue that particularly grasped my attention was the tension between achieving the SDG8, 'Economic growth', and many of the other goals such as climate action, life on land and life below water. This was a discussion that we continued to return to as there exists a stark contradiction where the SDGs explicitly call upon business to solve sustainable development challenges while labelling economic growth as equal priority."



**Joseph Politano – BCom
(Accounting & Commercial Law).**

“Participating in this unit was, in a word, inspiring! I have long had a passion for the environment and sustainability but needless to say this was an amazing unit to be a part of, as it isn’t every day that you are in a room full of people who are also just as concerned, and care so deeply, about the issues facing our planet and are committed to learning, discussing and figuring out how we can all make a difference. The SDG’s were integrated into every aspect of the course, from the weekly lectures, to our group presentations, to class exercises etc. This big focus on the SDGs helped me to consider how the various sustainability issues we were discussing in class were connected to these important global issues; and most importantly they sparked discussion of potential solutions that could help contribute to achieving the SDGs. By the conclusion of the workshops it was also clear that there is cause for optimism as sustainability issues really have gone mainstream now and, in addition, there are an abundance of opportunities for companies who are willing to do business in more sustainable ways.”

Josh Grafiti – BCom/Law (Accounting)

“During the ACCT3016: Sustainability Accounting unit, a collaborative workshop format was adopted, in which students were encouraged to participate and ask questions, and frequently did so. Workshops were designed to increase engagement through small group discussions, presentations and activities. A real strength of the approach in ACCT3016 was that a variety of perspectives on sustainability and

sustainability were presented, and a critical lens was usually adopted in discussion. The SDGs were integrated throughout the course and assessment structure and required to be considered in depth, alongside an examination of the various inconsistencies between financial and sustainability accounting issues.”



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.

The School's 2020 Business Not as Usual strategy has directed research to further our understanding of the role, dynamics, and impact corporations can have in the creation of sustainable social environmental and economic value. The School has been very active in generating and disseminating research reports and submissions designed to contribute to public policy debate and community awareness towards more responsible business and a more equitable society. It has been active in hosting and presenting at external-facing events through supporting research groups that have an outward-facing component in the work they do. Academic staff at the School aspire to be thought-leaders and have an impact on sustainable domestic and global policy development. Some highlights during this commitment period include:

- The School's research groups have been redesigned with major investment infrastructure and operational support provided for a number of successful ethics, responsibility and/or sustainability-focused research networks and groups including but not limited to the Women, Work and Leadership Group, Digital Disruption Research Group, Body, Heart and Mind in Business Research Group, Migrants@Work, Interoperability for Extreme Events, and Emerging Market Internationalisation.
- The School hosts several sustainability in business and research focused events. For example, several research groups co-hosted the *Social Good Summit Australia* in 2018, which focused on the SDGs in the business context, the Digital Disruption Research Group's popular *Disrupt Sydney* conference focused on 'Disruption for Good' and the Accounting Discipline hosted a three-lecture series on *Mainstreaming of Climate Change* in business.

The School's publications in peer reviewed journals over the past 5 years has totalled 1,281. The *Excellence in Research for Australia* (ERA) ranking has the School as above world standards in five disciplines⁶. We have several examples of high impact research towards more responsible business that have informed public policy, practice, and debate. Some highlights include:

Gender Equality (SDG5)

Co-directed by the School's Professors Rae Cooper and Marian Baird, the *Women, Work and Leadership*⁷ Research Group's research into maternity, paternity and parental leave has had significant input into policy development at the federal level, including the introduction of a national paid parental leave scheme, as well as policy changes at the organisational and trade union level. The professors have also developed The Australian Women's Working Futures Survey report which found that most Australian workplaces are not yet able to support young women's aspirations or their future success at work.

Peace, Justice and Strong Institutions (SDG16)

Associate Professor Juliette Overland's research into corporate criminal liability and misconduct has informed the passage of reforms concerning penalties for corporate crime, and her reform proposals are currently contained in draft legislation to amend the Commonwealth Corporations Act. In December 2016 she appeared at the Senate Economics References Committee public hearing for the Inquiry into Penalties for White Collar Crime and the subsequent report extensively cites Juliette's law reform recommendations.

6. See: <https://sydney.edu.au/news-opinion/news/2019/03/27/university-of-sydney-research-shines-in-era-results.html>

7. See: <https://sydney.edu.au/business/our-research/research-groups/women-work-leadership.html>

Climate Action (SDG13)

Professor Christopher Wright’s research focuses on critical understandings and impact of societal and environmental of large corporations. His paper, (with Daniel Nyberg) entitled “Making climate change fit for capitalism: the corporate translation of climate adaptation” argues that the growing political response to calls for dramatic decarbonisation has been to downplay the role of emissions mitigation. It won the Best Critical Paper Award at the prestigious Academy of Management conference in Boston, USA, in August 2019.



Professor Christopher Wright

Coal versus the future: images from a photography project that Professor Christopher Wright is developing on the world’s fossil fuel addiction and the existential crisis of climate change.



Farms not coal. Climate action rally through the streets of Sydney. © Christopher Wright.








An aerial view of Origin Energy’s Eraring power station on the shores of Lake Macquarie, NSW. The plant is now Australia’s largest emitter of carbon dioxide, burning 5.2 million tonnes of coal per year from five local mines and releasing nearly 20 million tonnes of greenhouse gases into the atmosphere every year. © Christopher Wright.

Research






Mapping our research to the SDGs

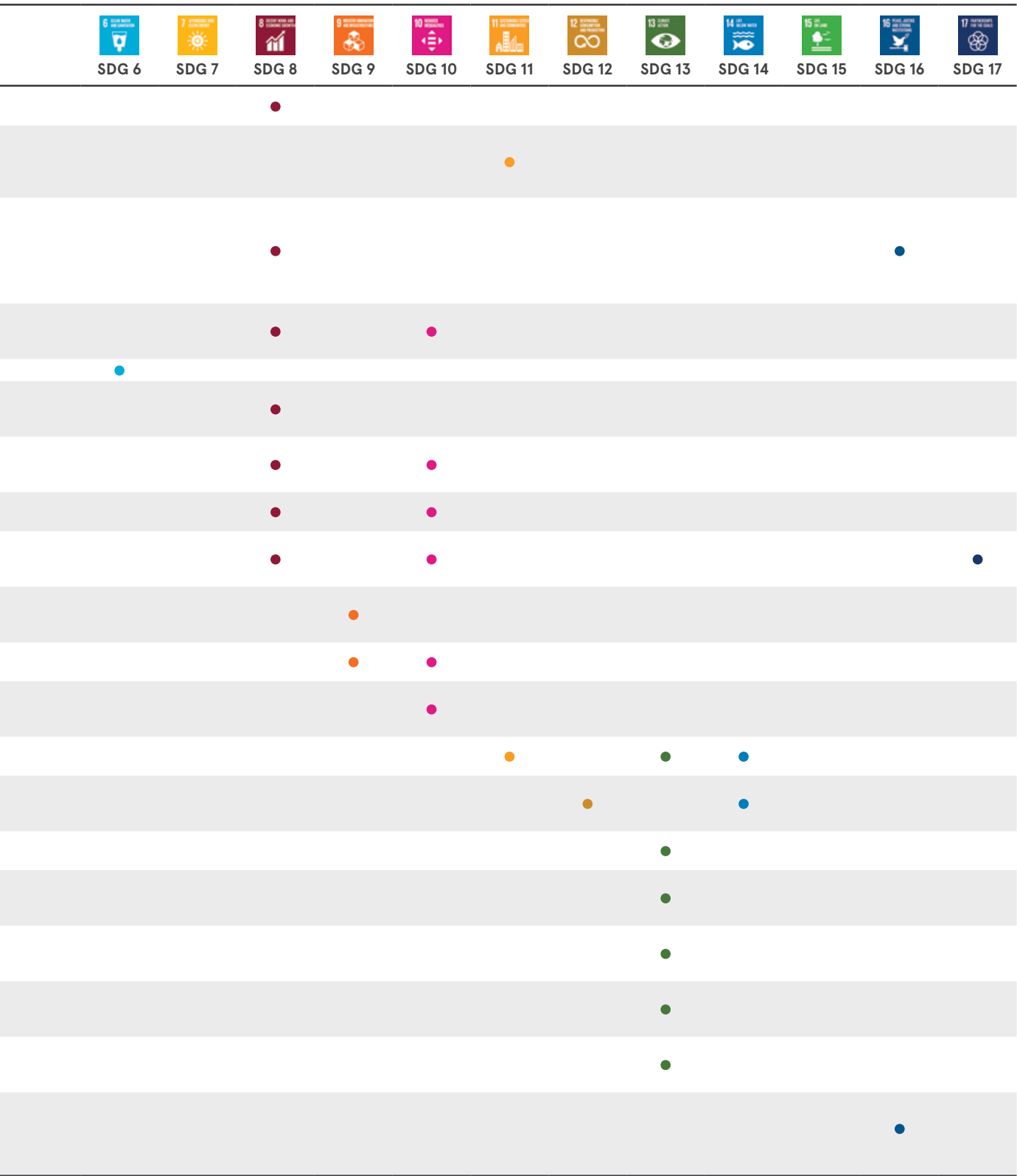
Since our first SIP report, we have commenced the process of mapping our research activity to align with the SDGs. In Table B below, we showcase the projects aligned to all, multiple or one SDG. There is still much more detailed work and engagement with staff to be done in this area, and this will form part of the new 2025 Business Not as Usual 2.0 strategic initiative dedicated to PRME.

Table B: Mapping our research to the SDGs

Title	Researchers	All SDGs or most					
			SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
Understanding tax strategies in a globalised society	Dr Mattia Anesa	●					
Transdisciplinary Perspectives on Environmental Sustainability: A Resource Base and Framework for IT-enabled Business Transformation	Professor Steve Elliot	●					
Encyclopedia of Sustainable Development Goals	Dr Ranjit Voola, Dr Sagar Athota, Dr Richard Roberts, Dr Jamie Carlson	●					
Towards a measurement scale for the adoption of the United Nations Sustainable Development Goals in for-profit firms	Dr Ranjit Voola, Dr Sagar Athota, Dr Richard Roberts, and Dr Jamie Carlson	●					
The integration of environmental, social and governance (ESG) issues in institutional investment processes	Dr Anna Young-Ferris and Professor John Roberts	●					
What is program success in ultra-poverty? An exploration of Randomised Control Trials (RCT) and social inclusion evaluations	Professor Susan Goodwin, Dr Archana Voola and Dr Ranjit Voola		●				
Profit with Purpose	Dr Ranjit Voola		●				
Local Realities and Global Responsibilities: Tracking the impact of Argentina's soybean commodities on the SDGs	Dr Arunima Malik, Agustina Carpio (INPADE, Argentina) and from United Nations SDSN Andes: Cecilia Buffa, Franco Maestri, Jorge Gómez-Paredes, Luz Giménez		●	●	●		●
The Business Lives of the Poor: Insights from Microentrepreneurs in Bangladesh	Dr Jarrod Vassallo, Dr Magda Hassan, Dr Jaideep Prabhu, and Dr Ranjit Voola		●				
Marketing to the Poor While Balancing Social and Financial Objectives: Evidence From Entry and Expansion of Microfinance Enterprises in Bangladesh	Dr Jarrod Vassallo, Dr Ahmed Khwaja, and Dr Jaideep Prabhu		●				
The Role of Hybrid Organizations in Scaling Social Innovations in Bottom-of-the-Pyramid Markets: Insights from Microfinance in India	Dr Jarrod Vassallo, Dr Jaideep Prabhu, Dr Sourindra Banerjee and Dr Ranjit Voola		●				
Developing Capabilities and Freedoms at the Base of the Pyramid	Dr Archana Voola and Dr Ranjit Voola		●				●
The New Nature of Business	Professor Steve Elliot, Professor Sally Duncan, Nigel Malone, and a multi-disciplinary team.			●			
Families and food: exploring food well-being in poverty	Dr Archana Voola, Dr Ranjit Voola, Jessica Wyllie, Jamie Carlson, Srinivas Sridharan			●			
Technologies for Improving Continuing Medical Education in Low Income Countries	Associate Professor Manoj A. Thomas, Dr Sebastian Boell				●		



Title	Researchers	All SDGs or most					
			SDG 1	SDG 2	SDG 3	SDG 4	SDG 5
Body, Heart, and Mind (BHM) in Business Research Group	Dr Stefan Volk, Dr Helena Nguyen, and Dr Anya Johnson				●		
The Need for Dissenting Research in a Business Not as Usual Approach to Health and social programs	Dr Rohan Miller				●		
Women, Work and Leadership Research Group	Professor Marian Baird; Professor Rae Cooper; Dr Meraiah Foley; Dr Sarah Oxenbridge; Dr Sarah Mosseri; Dr Andreea Constantin' Ms Alison Williams					●	●
LGBTI staff, and diversity within the Australian accounting profession	Dr Matthew Egan and Barbara Voss						●
SDG6 and accounting for water	Dr Matthew Egan						
Understanding and overcoming confusion in consumer financial decisions	Professor Susan Thorp						
Understanding LMX relationships for new refugee employees	Dr Priya Roy, Dr Dan Caprar, Associate Professor Betina Szkudlarek						
Refugee workforce integration	Associate Professor Betina Szkudlarek, Dr Duc Nguyen						
The role of newcomer support organisations in refugee workforce integration	Associate Professor Betina Szkudlarek, Eun Su Lee, Duc Cuong Nguyen						
Responsible innovation: the development and validation of a scale	Dr Stephen Zhang						
Inclusive and Innovative Organisations	Professor Leanne Cutcher						
How stigma fuels start-ups: Insights from Vietnamese social entrepreneurs	Dr Linh Nguen, Dr Jarrod Vassallo, and Professor Leanne Cutcher						
Climate change hotspots: Negotiating risk and responsibility	Professor Christopher Wright						
Rubbish Research: An alternative paradigm for sustainable consumption	Dr Rohan Miller						
Corporate Disclosure in the Anthropocene	Dr Cary Di Lernia						
The Australian carbon market: a study of metrological infrastructuring and intra-action.	Dr Tanya Fiedler, Professor Wai Fong Chua and Dr Christina Boedker						
Preparing for the climate horizon: understanding climate risk measurement	Dr Tanya Fiedler and Professor Wai Fong Chua						
The effect of climate-related financial risk disclosure on analyst valuation	Dr Anna Young-Ferris, Dr Shan Zhou and Professor Mandy Cheng						
Responsible innovation: the development and validation of a scale	Dr Stephen Zhang						
Rankings, Reactivity and the Design-Deployment Interaction – a study of the national Swedish Local Municipality Quality Ranking	Professor Wai Fong Chua, Professor Kalle Kraus, and Associate Professor Martin Carlsson-Wall						



Research

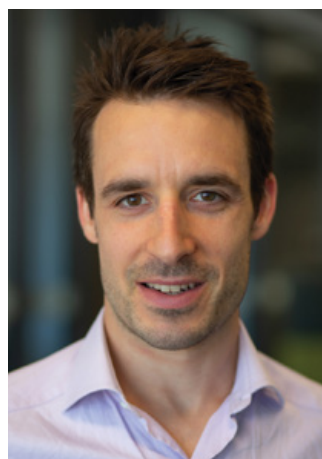
Our academics and their research projects

Following the commencement of our research mapping exercise, we have an array of vibrant and impactful research projects that align to the SDGs. Here, we showcase, only a small selection of the research projects that embed one or multiple SDGs. The information is presented by SDG, starting with those projects that encompass all SDGs, then SDG1 and so on, and then by alphabetical order of the academic. For a reference to the specific SDG/s refer to Table B on page 28–31.

Dr Mattia Anesa

Understanding tax strategies in a globalised society.

Dr Anesa's research focuses on the adoption of tax minimisation strategies by business organisations despite the negative consequences these practices have on national budgets. In understanding the underlying mechanisms that allow tax minimisation to be seen as legitimate, his work aims at identifying ways to shift the current business mindset towards 'responsible taxation', hence enhancing the ability of governments to meaningfully tackle many of the societal issues identified by the SDGs.



Dr Mattia Anesa

Professor Steve Elliot

Transdisciplinary Perspectives on Environmental Sustainability: A Resource Base and Framework for IT-enabled Business Transformation.

Human existence is directly related to our natural environment. But scientific evidence presents a compelling case that human behaviour is responsible for damaging the Earth's natural environment. Consequently, the governments of 192 countries have formally agreed to resolve problems with the climate system, one of the most highly stressed components of the natural environment. While the intention is clear, the question of how best to proceed is not. Professor Elliot's research undertook a three-phase approach of selecting, analysing, and synthesising relevant literature to develop a holistic, transdisciplinary, integrative framework for IT-enabled business transformation.

Dr Ranjit Voola, Dr Sagar Athota,

Dr Richard Roberts, and Dr Jamie Carlson

Towards a measurement scale for the adoption of the United Nations Sustainable Development Goals in for-profit firms. The United Nations' 17 Sustainable Development Goals (SDGs) (e.g., poverty alleviation), provide a clear framework for companies to engage with sustainability. There are strategic, scientific and moral imperatives for for-profit firms to engage with these SDGs, as evidenced by calls by the United Nations, governments, non-profit and for-profit firms. However, there is no reliable and valid scale to measure the adoption of SDGs. This study aims to develop a scale which will contribute to literature in sustainability and SDGs and lay the foundation for a larger study that empirically evaluates the drivers of SDG adoption and firm outcomes.



Dr Anna Young-Ferris

Dr Anna Young-Ferris and Professor John Roberts
The integration of environmental, social and governance (ESG) issues in institutional investment.

Dr Young-Ferris and Professor Roberts study the integration of environmental, social and corporate governance (ESG) information in investment and valuation decisions, since the advent of the UN *Principles for Responsible Investment*. In particular, they study the specific practices and how ESG and sustainability accounting information is translated within well-established and mainstream institutional investment processes. The research provides insights into the accounting challenges and the nature of the barriers of ESG integration to inform policy and practice. This research covers all of the SDGs due to the varied nature of the ESG issues facing companies that investors may analyse and incorporate into their valuation decisions. In particular, Gender Equality (SDG5); Reduced Inequalities (SDG10); Responsible Consumption and Production (SDG12); Climate Action (SDG13); Peace, Justice and Strong Institutions (SDG16).

Dr Ranjit Voola

Profit with Purpose. It is estimated that three billion people globally have wealth while four billion live on less than \$5 a day. This isn't the plot for a science fiction movie, but a harsh reality facing governments across the world. Dr Voola thinks there is a solution to address this drastic inequality, but it's probably not the path you'd think. He believes the classic business model that operates solely for profit is inherently flawed. Instead, big businesses could engage with the poor, not through donations, but by collaborating as partners. It's a win-win situation that would give those living in poverty access to resources and opportunities previously not had, while opening new markets to the private sector. However, two questions need to be answered first: Is it practical, and more importantly, is it ethical?



Dr Arunima Malik

Dr Arunima Malik, Agustina Carpio (INPADE, Argentina) and from United Nations SDSN Andes: Cecilia Buffa, Franco Maestri, Jorge Gómez-Paredes, Luz Giménez

Local Realities and Global Responsibilities: Tracking the impact of Argentina's soybean commodities on the SDGs. The aim of this international project is to assess the role of international spill overs in SDGs implementation. This project seeks to answer the following questions: (a) What are the main economic, social, and environmental impacts of the current production model of soybean commodities in Argentina in terms of a range of indicators, and their performance against SDGs?; (b) To what extent are these impacts driven by other countries (i.e. to what extent are they international SDG-spill overs onto Argentina)?; and (c) What are the restrictions that achieving SDGs in Argentina would put on current production and consumption systems and patterns?



Dr Ranjit Voola

Dr Jarrod Vassallo, Dr Sourindra Banerjee, and Dr Jaideep Prabhu

Marketing and Inequality: How For-benefit Organisations Influence Social Inequality.

This research project addresses recent calls to understand the impact of marketing decisions on vulnerable populations, and in particular, investigate the potential organisational causes of inequality. More specifically, the study is interested in which organisational actors within markets—as well as which market features and organisational traits—influence the effectiveness of these actors' targeting decisions in reducing inequality. These objectives are addressed within a developing market, bottom-of-the-pyramid context not only because these markets are understudied compared with developed markets, but also because they comprise most of the world's poor and vulnerable populations for whom societal inequality is most pronounced.



Dr Jarrod Vassallo

Professor Steve Elliot, Professor Sally Duncan, Nigel Malone, and a multi-disciplinary team of more than 40 from business, government, societal groups and universities in nine countries on four continents

The New Nature of Business project. The report, *New Nature of Business: How business pioneers support biodiversity and ecosystem services*, is based on natural science and the experiences of pioneering companies. It addresses the key issues of uncertainty constraining business responses: the meaning of biodiversity and ecosystems services; their challenges; the current response to these challenges; and future responses. This report shows that degradation of the natural environment and destruction of biodiversity can be reduced. It needs business executives to demonstrate leadership and to create a New Nature of Business in which our natural resources are nurtured and protected.

Associate Professor Manoj A. Thomas and Dr Sebastian Boell

Technologies for Improving Continuing Medical Education in Low Income Countries. Healthy lives and well-being are essential to sustainable development. Towards achieving this objective, the long-term goal of the Continuing Medical Education on Stick project is to “improve medical practitioner knowledge and skills, particularly in Low Income Countries.” The project aims to improve best practice medical education of medical practitioners, especially in resource constrained regions of the world. In addition, the project seeks to explore issues of information ethics and its impact on knowledge translation, professional development of medical practitioners, and a Theory of Change for impact assessment (all in the context of resource constrained settings).

Dr Stefan Volk, Dr Helena Nguyen, and Dr Anya Johnson

Body, Heart, and Mind (BHM)

in Business Research Group. The BHM research group speaks to the School's strategic intent on being an influential voice on major issues and trends. Specifically, this research group aims to capture demographic shifts in our landscape by investigating physiological, emotional and social-cognitive factors that enable people to excel mentally and physically at work, which is critical given our aging population. Indeed, the physical and psychological health of Australia is paramount to our growing capacity as a nation (2015 intergeneration report), and there is increasing recognition that workplaces play a pivotal role in the development of our collective success. Work can have a more pervasive influence on physical and psychological health, with workplace stresses and strains having a major impact on heart disease, obesity, sleep, and the general well-being of a nation.



Professor Steve Elliot



Members of the Body, Heart, Mind in Business Research Group. Standing L to R: Kevin Lowe, Annalena Welp, Maria Ishkova, Vanessa Loh, Nate Zettina, Karyn Wang. Sitting L to R: James Donald, Anya Johnson, Helena Nguyen, Stefan Volk.



Associate Professor Manoj A. Thomas

**Professor Marian Baird; Professor Rae Cooper;
Dr Meraiah Foley; Dr Sarah Oxenbridge;
Dr Sarah Mosseri; Dr Andreea Constantin'
Ms Alison Williams**

Women, Work and Leadership Research Group.

This research is focused on promoting equality and reducing discrimination and harassment against women. The research is aimed at making better public policies and improving business policy and practice. The objectives of this research include reducing the gaps between women and men in relation to quality and quantity of paid work; pay and income, hours, care, leave, leadership and career opportunities. Researchers, policy makers and practitioners are brought together to build better workplaces and communities; to assist in improving relations between the genders and to remove barriers to positive change. This work is undertaken in Australia and the Asia- Pacific.

Dr Matthew Egan and Dr Barbara Voss

LGBTI staff, and diversity within the Australian accounting profession. This study, relating to SDG 5, 8 and 10, explores the nature of LGBTI diversity initiatives within the accounting profession, the drivers of those initiatives, and perceptions about related opportunities and challenges. Specifically, Dr Egan and Dr Voss are exploring how the largest accounting firms in Australia are responding to the increasing focus on LGBTI diversity and inclusion in industry into the late 2010s. They have explored related disclosures provided by these firms, noting suggestions of a cultural shift for LGBTI staff. Detailed interviews with staff across the 'Big 4' accounting firms, exploring the nature of related diversity and inclusion initiatives, the drivers of that change, and perceptions about related opportunities and challenges continues.



Professor Marian Baird

Dr Matthew Egan

SDG6 and accounting for water. Dr Egan has a number of research projects and publications relating to SDG 6. These studies have variously explored how large water consuming organisations can develop initiatives focused on better management of water consumed, how accounting and accountants can support related decision making processes, and how information collected can be utilised in the provision of related information for external stakeholders. These studies explore what water management means for the corporate sector, the drivers management need to effect meaningful change, and the role that passionate internal champions for change can play. Dr Egan also explores how accountability to external stakeholders might operate.

Professor Susan Thorp

Understanding and overcoming confusion in consumer financial decisions. This project aims to develop consumer-centred approaches to reducing the harmful effects of confusion in financial decisions. This project addresses the need for increased access to financial services to manage incomes, accumulate assets and make productive investments. By building and disseminating practical insights, the project enables the design of more effective decision supports for consumers in Australia and overseas. The project intends to support confident choices of suitable products by ordinary people. Decreased confusion will raise financial well-being and help communities become more resilient to financial shocks.

Associate Professor Betina Szkudlarek, Eun Su Lee, Duc Cuong Nguyen

The role of newcomer support organisations in refugee workforce integration. This research addresses the inequalities in the job market and workplaces that prevent refugees and other ethnic minorities from having adequately remunerated and sustainable employment. By studying the newcomer support organisations that collaborate with various stakeholders, including national qualification bodies, registered training organisations, funding bodies, employers and refugees, we uncover the potential collaborative outcomes in addressing this global crisis of refugee integration.

Dr Stephen Zhang

Responsible innovation: the development and validation of a scale. The burgeoning literature on responsible innovation is encumbered by the lack of a validated measure of responsible innovation. In this study, Dr Zhang develops a measurement scale to assess responsible innovation at the organisational level. He develops such a measure based on the theory of responsible innovation and validates it via standard scale development protocols. Subject-matter experts examined the content validity of the measure, and two separate samples to assess the psychometric properties (i.e., factor structure, reliability, convergent and discriminant validity) and the nomological network of the scale were used. Dr Zhang discusses how this new measure of responsible innovation serves as a groundwork to further the responsible innovation literature.



Associate Professor Betina Szkudlarek



Professor Leanne Cutcher

Inclusive and Innovative Organisations. Professor Cutcher's research explores how practices of recognition and reflexivity can foster inclusion and innovation in organizations. One strand of her research highlights the need for innovative organization to reject generational stereotypes and build age-diverse teams. A second strand of research aims to contribute to the recognition and economic inclusion of Indigenous Australians. Professor Cutcher draws on the stories of Indigenous Australians, and her own story, to argue that recognition requires us to reflexively engage with the shared history of Indigenous and non-Indigenous Australians. In other research, she argues the development of Indigenous enterprises, supported by preferential procurement policies, is key to the economic inclusion of Indigenous Australians.

Professor Christopher Wright

Climate change hotspots: Negotiating risk and responsibility. Human-induced climate disruption is a reality that is now playing out. This is evident in the unprecedented bleaching of the Great Barrier Reef, bushfires of growing scale and intensity, heatwaves, and rising sea-levels and storms threatening coastal properties. This project generates new knowledge about how climate change risks are constructed and negotiated by different stakeholders in distinct climate change "hotspots". Through analysis of interview and document data from key industries (tourism, mining, property development, and agriculture), community organisations, media and environmental and activist groups, this project analyses how stakeholders are responding to current and future climate risks.

Dr Rohan Miller

Rubbish Research: An alternative paradigm towards sustainable consumption. Dr Miller's research centres on the unsustainability of consumption and waste production. Individually and collectively, excess purchase of quantities of products (for example, approximately 20% of food purchases are wasted), leads to considerable amounts of packaging go to waste. Most value chains are focused on easy low-cost transport and storage and excessive amounts of packaging, to enable the passage of goods from processor to retailer in a manner that allows them to be optimally presented and sold. Sustainable consumption is a vexed area for research confounded by commercial interests, marketers rewarded by growth and market share, lobbyists, out-moded technology and commercial models, and governments too paralysed to take effective action. This research asks how consumers can be influenced to make more sustainable purchasing decisions that result in waste reduction, and the integration of the principles of the circular economy in value chains.

Dr Cary Di Lernia

Corporate Disclosure in the Anthropocene.

Dr Di Lernia's research work focuses on a unique interdisciplinary space in an area of significant national and international importance: Climate Risk Disclosure. Having worked through two foci thus far in his career and beginning interaction with a third – corporate law and disclosure (PhD, USyd 2015); business models and their adaptation (MPhil, UNSW 2010); and corporate and social risk management (Nanotechnology and Cybersecurity, ongoing) – Dr Di Lernia is using skills and knowledge he has developed to inform what is shaping up as a significant platform for future research around corporate reporting of Climate Risk and, more holistically, the intersection of business practice and environmental concern.



Professor Wai Fong Chua

Dr Tanya Fiedler, Professor Wai Fong Chua and Dr Christina Boedker

The Australian carbon market: a study of metrological infrastructuring and intra-action.

This project examines the role of accounting and calculations more generally in the construction of Australia's first national carbon market. The project involved the analysis of interviews undertaken with market participants as well as archival analysis of the making of the market over a 20-year period. Two papers are now in development from this project that illustrate how accounting measurements and measures interact with other measurement disciplines and the materialities they seek to measure. This research demonstrates to policy makers how the accounting effects of carbon markets cannot be disentangled from scientific calculations and political agendas, and that accounting should therefore be considered in context.

Professor Wai Fong Chua and Dr Tanya Fiedler
Preparing for the climate horizon: understanding climate risk measurement.

The investment community, financial regulators and supervisory authorities are increasingly concerned climate change risks threaten the stability of the financial system. To mitigate such risks, the Financial Stability Board's *Task Force on Climate-related Financial Disclosures* published recommendations for climate-related disclosures by companies in 2017. Professor Chua and Dr Fielder examine the demand for, and supply of, information pertaining to climate-related financial risks, in the Australian market, between 2018-2019. The lack of specification provided in the disclosure framework developed by the Taskforce, means that the disclosures prepared lack the comparability and consistency investors seek. Some measurement issues are also complex, requiring significant scientific expertise. Such information, moreover, is also often forward-looking, commercially sensitive and uncertain in nature. Accordingly, companies as providers of information are reluctant to disclose too much too soon and calling, with investors, for the standardisation/specification of reference sources and methods.

Dr Anna Young-Ferris, Dr Shan Zhou and Professor Mandy Cheng

The effect of climate-related financial risk disclosure on analyst valuation.

As Sir Nicholas Stern warned more than ten years ago "climate change is a result of the greatest market failure the world has seen" (Stern and Stern, 2007). He outlined the economic and social consequences of not acting to combat climate change, yet, in the main governments and business have made little progress towards seriously addressing the consequences of global warming. This research project aims to engage with the professional investment industry to provide a contribution towards the disclosure of financial impact of climate-related risk/opportunity that is most decision-useful for analyst valuation and to aid companies preparing such information. Via a controlled experiment and supplemented with interviews, this project will study investment analysts, who have expressed the need for more quantitative information on the actual or potential climate-related financial impacts on a company (Taskforce on Financial-related Carbon Disclosure, 2018: 20). The project aims to better understand what information is required by investors to integrate carbon risk into company valuations so as to improve corporate disclosure in the area.

Professor Wai Fong Chua, Professor Kalle Kraus, and Associate Professor Martin Carlsson-Wall
Rankings, Reactivity and the Design-Deployment Interaction – a study of the national Swedish Local Municipality Quality Ranking. As of 2019, Sweden is divided into 290 municipalities, ranging in size from 2,450 inhabitants to 962,154 inhabitants. The ranking of local municipalities began as an initiative to provide information to elected officials but is now an established forum that connects professional staff in municipalities interested in operations management and improved accountability to stakeholders, in particular, citizens. Despite change over the years, the ranking has always been deployed as a 'learning

exercise' with no single holistic value for overall quality. No financial incentives or penalties are associated with performance in the ranking. The research project will analyse how such deployment has influenced the operation of the ranking, as well as whether and how changes in the methodology has changed service provision. This project relates to SDG16 which seeks to enable effective, accountable and transparent institutions at all levels. It seeks to understand whether a particular performance management technique does in fact enable municipalities to be more 'transparent' and to improve service quality. The project will also investigate how 'transparency' is defined.



Above: Coal versus the future:
 A massive bucket wheel excavator
 lit up in the afternoon light at the
 Kooragang Coal Terminal, in Newcastle
 NSW. This terminal has a capacity of
 120 million tonnes of coal per year
 and is a central part of the Hunter
 Valley Coal Chain making Newcastle the
 largest export coal terminal in the
 world. © Christopher Wright.

Right: Coral not coal: The beauty
 of Opal Reef off Port Douglas after
 surviving back-to-back coral bleaching
 events. This healthy reef contrasted
 with other areas with 70 per cent
 coral loss! © Christopher Wright.













Research



Our PhD and higher degree research students

We have a bright community of emerging scholars (newly completed PhDs) and higher degree research (HDR) students working on projects that are aligned with the PRME principles and the SDGs. Some examples of HDR student work and how it is aligned to an SDG is outlined in Table C below.

Table C: Mapping our Higher Degree Research to the SDGs'

SDGs	Higher Degree by Research dissertation titles	Scholar	Discipline
	Delivering Financial services to the traditionally excluded: Case studies of fintech ecosystem development from Indonesia	Priyadharshini Muthukannan	Business Information Systems
	Indigenous Entrepreneurship: Exploring Collective Processes of Entrepreneurship	Maegan Baker	Strategy, Innovation and Entrepreneurship
	Fintech Platform Development: A Revelatory Case Study of a Chinese Microloan Startup	Evelyn Yat	Business Information Systems
	Stress Testing the Indonesian Households: Towards a More Prosperous Society and Sustainable Economic Growth	Vica Tendenan	Business Analytics
	Extrinsic Emotion Regulation in Healthcare Practitioners	Hannah Kunst	Work and Organisational Studies
	Latent determinants of disability insurance claiming behaviour	Doron Samuel	Accounting
	Managing Influenza Outbreaks through Social Interaction: The Use of Social Media for Influencing Interactions, Attitudes and Behaviours for Healthy Lifestyle	Maryam Shahbazi	Business Information Systems
	Marketing of Medicinal Cannabis Australian products	Dudzayi Nhiwatiwa	Marketing
	Robust optimisation applied to humanitarian logistics, health care, and sustainable supply chain management	Roberto Gomes De Mattos	Work and Organisational Studies
	Social Media as a Self-Regulating Tool for Health in Young Adults	Ellese Ferdinands	Marketing
	A study of the work and careers of Australian women paramedics	Sally Hanna-Osborne	Work and Organisational Studies
	All Roles Flex and the Impact on Women's Leadership Opportunities	McCaye Nixon	Work and Organisational Studies
	Australian women's financial decision-making and other factors influencing the superannuation gap	Lisa Gulesserian	Work and Organisational Studies
	Development of the Australian Government's workplace domestic violence policy 2008 – 2018	Susan Ellicott	Work and Organisational Studies
	Is sexual harassment effectively regulated in Australia? An exploratory analysis of sexual harassment policy in Australian workplaces	Nicole Cini	Work and Organisational Studies
	Varieties of Gendered Capitalism: Understanding Variations in Gendered Employment Outcomes	Daniel Dinale	Work and Organisational Studies
	Women entrepreneurs in the Australia-China space	Wei Huang	International Business
	Breaking the cultural ceiling in Australian organisations: Examining the barriers experienced by workers of Asian cultural background in progressing	Amy Choi	Work and Organisational Studies
	Changing conditions of work in neoliberal times: How the NSW Teachers' Federation has responded to changes in teachers' industrial and professional working conditions in NSW public education, 1985-2017	Mihajla Gavin	Work and Organisational Studies
	Refugees' integration in the Australian workforce	Aixi Zhang	Business Analytics
	Strategies of newcomer support organisations: Helping refugees overcome canvas ceiling	Eun Lee	International Business
	The future of work and the digital workplace	Timothy Mahlberg	Business Information Systems
	Uncertain beginnings: How job insecurity and non-standard employment are affecting young workers	Anastasia Sintchenko	Work and Organisational Studies
	Workplace adjustment for new skilled refugee employees: an exploration of the supervisor-refugee LMX relationship	Priya Roy	International Business

SDGs	Higher Degree by Research dissertation titles	Scholar	Discipline
	Business Model Innovation: An Emerging Markets Perspective	Nimer Uraidi	International Business
	Cyber Security Framework for Logistics Management	Kam Fung Cheung	Transport and Logistics Studies
	Digital Entrepreneurship	Cheuk Hang Au	Business Information Systems
	Digital Natives and Institutional Pluralism: Managing a Multi-Generational Workforce	Yawen Zhou	Business Information Systems
	Intuitive decision-making in Innovation Management	Carlos Vazquez Hernandez	International Business
	Responsible Innovation: Scale Development, Antecedents, Consequences	Afreen Choudhury	Strategy, Innovation and Entrepreneurship
	The Impacts of Low-Cost Carriers on Market Dynamics and its Implications on Air Transport Policies for the ASEAN Airline Industry	Ang Shi	Transport and Logistics Studies
	To Affinity and Beyond: Interactive digital humans as a Human Computer Interface	Michael Seymour	Business Information Systems
	Corporate Social Responsibility and Cross-Border M and A Performance	Ruiqi Mao	Finance
	Essays of Retirement Portfolio Management in Australia	George Smyrnis	Finance
	Family Income Equality Considerations for Individual Income Tax Filing in China: Revenue Neutrality Vs Demographic Changes	Xi Nan	Business Law
	"Grey is the new gray"	Glenys May Lloyd	Work and Organisational Studies
	Power Law and Extreme Value Theory	Jian Zhai	Business Analytics
	Success and Failures, successful Failures in Indigenous Business. Case Study from the Wiradjuri Nation	Percival Montgomery Knight	Strategy, Innovation and Entrepreneurship
	Towards an ethic of economic relationships	Stephanie Dunk	Strategy, Innovation and Entrepreneurship
	A Study of a Community Franchise Business Model of Public Transport Service Delivery	David Emerson	Transport and Logistics Studies
	Automatically move locker can save transportation cost and minmax delivery time	Jun Li	Finance
	Aviation Management	Hassan Swidan	Transport and Logistics Studies
	Comparative Study of Enhanced Technology-Based Travel Diary and Traditional Paper-Based Survey: Case Studies on Millennial Mode Choice in Urban Cities	Nina Marie Verzosa	Transport and Logistics Studies
	Exploring the dynamic interplay between economics and architectural aesthetics in building design processes	Robert Morley	Accounting
	Future Transport Modelling on Autonomous Vehicles	Soumen Chakraborty	Transport and Logistics Studies
	Integrated mobility services and contractual structures	Yale Wong	Transport and Logistics Studies
	Investigating intermodal connectivity improvements in passenger transport systems	James Bushell	Transport and Logistics Studies
	Investigating travel choice behaviour: a new approach	Muhammad Fayyaz	Transport and Logistics Studies
	Spatial Interactive Modelling of Parallel Air Networks developed within Air Transport Markets and Multi-Airport Systems	David Alexander	Transport and Logistics Studies
	The role of attitudes and perceptions in public transport travel	Miguel Loyola Borja	Transport and Logistics Studies
	Walking and Cycling in an Autonomous Future	Anthony Arnold	Transport and Logistics Studies
	Analysis of Behavioural Factors of Green Supplier Selection in the FMCG industry	Mehrnoosh Enjelasi	Transport and Logistics Studies
	Consumer Motivation to Collaborate in the Retail Supply Chain	Gareth Jude	Transport and Logistics Studies
	Keeping Mobile Gamers Hooked: A Case Study of the Customer Retention Strategies of Nexon	Ha Eun Park	Marketing
	Long-run risk model in durable consumption economy	Chenfei Sun	Finance
	The impact of Media coverage on CSR assurance --an international comparison based on Press Freedom Index	Qianying Wu	Accounting
	Community-owned energy and Australia's low carbon transition	Jan Kucic-Riker	Strategy, Innovation and Entrepreneurship
	Investigation of agricultural decision-making with a risk component	Mengyu Lu	Business Analytics

SDGs	Higher Degree by Research dissertation titles	Scholar	Discipline
	Developing an inter-disciplinary framework for governing Cyber Security	Asaf Dori	Business Information Systems
	Earnings Management, Corporate Governance and Auditing: A Case Study of China	Ruotian Luo	Accounting
	Organising assemblages and their peoples for good common worlding – from organisational and corporate citizenship to citizenizing – with enterprise social media	Joanne Orsatti	Business Information Systems
	Organisational Change and the implications on strategy and performance	Duc Nguyen	International Business
	Exploring firm capabilities that enhance the adoption of UN Sustainability Development Goals (SDGs): A Resource Based View	Farhan Ashik	Marketing

Our commitment to progress in our first SIP Report 2016–2017

We will develop a webpage showcasing our research and research students organised in alignment with PRME principles and SDGs rather than by disciplinary expertise.

We will encourage research aligned with PRME principles and SDGs by developing support programs that prioritise these.

We will develop indicators to measure the impact of our PRME related research beyond traditional academic measures (e.g. citations).

Progress made during 2018–2019

The Business School's website has been redeveloped and now includes a PRME webpage that showcases our research and research students organised in alignment with the SDGs rather than by disciplinary expertise.

As we have committed to becoming a PRME Champion by 2025, as part of the formulation of our new Business Not as Usual 2.0 strategy, one of the priority areas is to develop and implement a strategy to integrate PRME principles and the SDGs explicitly into our research portfolio, in line with the strategic direction of the School and industry in general. See below for progress made towards this during the reporting period.

As above, this is an action we will seek to address as part of our longer term strategic vision to become a PRME Champion by 2025.

Our commitment to progress in 2020–2021

Following the *current practice review*, we commit to commencing the development of, and take steps towards implementing, a strategy to integrate the SDGs explicitly into our research portfolio, in line with the strategic direction of the School and industry in general. This may include but is not limited to the formation of an SDG focused research group.



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.

The University of Sydney Business School actively engages with corporate, industry, government and professional bodies to research and debate real-world issues and to apply insights and solutions. We foster collaboration and work with our partners to design projects that create meaningful and relevant outcomes. By combining academic and industry experience, we build leading-edge knowledge that drives innovation, solutions, change, and growth. From the student perspective, engagement and partnership has been achieved through the expanded work of the School's *Careers and Employability Office*, an increased focus on Work Integrated Learning (WIL), newly adopted in-curricular activities (such as the revised Capstone units), and greater support for relevant extra-curricular activities (such as mentoring, and local and global student competitions). The School's large international student cohort provides opportunities for increased global connection, which can be leveraged through an expanded alumni outreach program.

The School also collaborated with business leaders on strategic business projects aligned with the 2020 Business Not as Usual strategy where students worked on real-life projects. We offered our industry partners the opportunity to partner with undergraduate and postgraduate students on real-world projects of strategic importance to their organisation. Students worked under the supervision of an academic adviser to deliver customised recommendations for potential implementation. Partner organisations include CSIRO, CPA Australia, Electrolux, KPMG, Thomson Reuters, SAP, The Smith Family, Thales Australia, and RFC Group.

From the staff perspective, engagement with local and global partners has been through the creation of new research groups, being a partner to responsible

research in business and management, membership of boards of NGOs and social enterprises, and mission-directed research. Research activities with other University faculties have led to faculty and student engagement with the broader academic community.

We are also the first Business School in Australia to be a member of the *Business Council for Sustainable Development Australia*, the peak national body representing forward-thinking companies and organisations that are working towards the transition to a sustainable Australia.





Above: Professor Rico Merkert
Right: Dr Erick Li



A small selection of our research partnerships

The School has made a significant investment in the development of strategic partnerships, including but not limited to:

Engaged Research Initiatives. An important aspiration in the School's 2020 Business Not as Usual strategy is to be a School that positively contributes to business, government, and community through its engaged research. To this end, the School has implemented a set of initiatives designed to strengthen its engaged research. These include providing resources to assist and encourage researchers involved in engaged research. As one example, Dr Erick Li, a senior lecturer in the School's Discipline of Business Analytics and Dr Aldo Saavedra, a Senior Research Scientist with the University's Faculty of Health Sciences in partnership with Sydney's Westmead Hospital have developed ground-breaking software which could significantly reduce the amount spent by the nation's hospitals currently estimated at more than three billion dollars a year. The new system will replace a laborious and time-consuming process of selecting the most cost-effective pharmaceuticals by manually comparing spreadsheet information on thousands of products with prices that sometimes vary on a monthly basis.

Funded PhD scholarships. The School now has arrangements for "Partner PhD scholarships", under which industry provides one third of the funding. Past funding has been provided by Deloitte, TOPS, Qantas, Ripple Effect, Ipsos and Busways.

The Institute of Transport and Logistics Studies (ITLS) has produced a number of reports, including policy paper for the Bus Industry Confederation; Audits for the ACT Government Auditor General's Office; and a report prepared for Fiji Department of Transport. In addition ITLS carries out a biannual Transport Opinion Survey. Over the past four years, the ITLS has been

undertaking research into what impact Mobility as a service (MaaS) will have on future societies. Led by the Director of the Institute, Professor David Hensher, and Professor Emerita Corinne Mulley, the research aims to uncover what MaaS will mean for both consumers and suppliers in the future. The MaaS team brings together key contributors Dr Chinh Ho, Professor Rico Merkert and Professor John Nelson and PhD students Yale Wong and James Bushell with a wide range of industry domestic and international partners. Industry partners involved in research activities include iMOVE, IAG, SkedGo, Transport for NSW, Transport Systems Catapult (UK), the Department of Transportation and Logistics Engineering, Pontifical Catholic University of Chile, City of Edmonton (Canada), BusNSW, Busvic, Bus Industry Confederation, Busways Group, Buslink Queensland and Metro Trains Australia.

The Entrepreneurship and Innovation Research Group Co-Director is a founding member of the Entrepreneurship Development Network Asia, which educates entrepreneurs in rural Myanmar, Vietnam and Cambodia. Its core focus is on women entrepreneurs and people with disabilities. It has provided training to more than 10,000 women entrepreneurs in South East Asia.

Several academic staff serve on advisory boards and act as advisors to community groups, charities and to government bodies as well as presenting to practitioner communities and meetings, both corporate and public-sector. For example, Community Commerce, which provides capital and services to assist refugees to start their own business, and 10ThousandGirl, which promotes women's financial literacy.

Partnerships

Industry and Community Project Units

The School offers Industry and Community Project Units (ICPUs). These are elective units that provide students with the opportunity to work on authentic problems and issues set out by industry, community and government organisations. In collaboration with a major industry partner and academic lead, students work in a group with other students from a range of disciplinary backgrounds. Together they research, analyse and present solutions to real world problems set by the external partner organisation. Our students then have the opportunity to present their project to the industry partner.

ICPU projects in 2019 included:



United Nations and Elizabeth Broderick & Co. –

Gender as a notion in the changing world of work

History indicates that no industrial or technological change has been gender-neutral. On the one hand, technological innovation, such as mobile phones, have increased women's access to networks and markets, but at the same time created new tools and spaces for abuse and harassment, both in private life and in the context of work. Artificial intelligence is going to increasingly play a role in how we work and live, yet the design and programming remains male dominated, so we risk ending up with a male dominated view of work and life. As technological change impacts on what work looks like and the kinds of jobs that are available, we need to make sure that the structural and systemic barriers that exist today are not replicated in the world of work for the future. In this project students look at how technological change is impacting on women's experiences of work, how are women experiencing this differently depending on where they live and whether specific groups of women are more vulnerable than others.



AGL – Creating a renewable energy future

Climate change is one of the biggest challenges our planet faces. What needs to change to get to zero greenhouse gas emissions? Currently two-thirds of Australia's greenhouse gas emissions come from our electricity and transport sectors. So how do we ensure our energy systems meet the needs of society whilst not being reliant on fossil fuels? What energy projects may be possible in the future that were once thought science-fiction? Will current electricity and transport infrastructure meet future our needs? What planning needs to happen to ensure industries and communities reliant on existing energy supply chains are not left behind? Students from different faculties and backgrounds design their own project to help make a renewable energy future a reality.



Bain & Company – Transforming businesses for sustainability

Sustainability is becoming more important within businesses, and there is increasing pressure from customers for businesses to invest meaningfully in sustainability. Many companies are starting to deliver on sustainability commitments, but as sustainability becomes increasingly important, companies will need to increase the pace of progress to deliver the outcomes that their customers are demanding. In this project students look across industries ranging from consumer products, retail, financial services, automotive or technology. Groups look at sustainability through environmental, economic and social aspects. Ultimately, this project aims to understand what businesses are currently doing to pursue sustainability goals and what the highest priority actions are that companies should consider when transforming business for sustainability.



QBE – The impact of climate change

Climate change is a key topic for many businesses around the world due to the physical impacts of extreme weather events and the impact of changes in climate and sea level on everything from property to liability to crop insurance. QBE have a sophisticated catastrophe modelling capability and use stress and scenario testing to assess the impact of extreme but plausible weather events to help them better prepare for such situations. What they are now seeing is a range of other potential risks and opportunities resulting from climate change due to changes in technology, new policies and regulation, new cases of litigation and increasing stakeholder expectations for how corporations manage risk and offer customer solutions. In this project students look at the potential implications and opportunities that climate change presents.



ANZ Bank – Open Data disruption

What does a new financial services world look like with Open Data? The introduction of the Consumer Data Right (CDR) in Australia will give consumers more control of their data and the ability to share their data on demand with trusted recipients, not only in the banking industry (Open Banking), but other industries including energy and telecommunications. The CDR will enable the linking of live data streams into new real-time digital experiences, with richer insight and consumer tailoring. This will have a significant impact on the major banks and drive increased competition with new fintech participants leveraging Open Data to provide new offerings and gain market share. ANZ are currently looking at how to ensure compliance with the legislation and how to compete and innovate through building new offerings to enhance current services to customers. In this project students look broadly at ANZ's opportunities for innovation and collaboration using a customer's data from multiple organisations, ranging from ecosystem creation (multi-device, multi-platform, multi-play) through to fraud prevention and risk minimisation. Students consider new traditional banking services or the integration of these services into new digital ecosystems.



Adobe – The future of education: closing the digital skills gap

As we enter an era of integrated digital and physical technologies across all areas of business, production, mobility, and communications, we have already seen whole industries and economies shift rapidly. Currently, with such a lag between education and disruptive technological change within industry, there is a risk that organisations are not ready to harness the full potential of this change. How can technologies be incorporated into education so that this skills shortfall is mitigated, meaning organisations don't just look to survive, but capture enormous growth instead? In this project students investigate the future of education and look to formulate creative and innovative ways that business, schools, universities, and governments can tackle industry skills shortages. Students are required to provide tangible suggestions and solutions that address the future of education so that human talent aligns with technological advancement.







Partnerships

Student Experiential Learning

The School's Work Integrated Learning unit has actively sought partnerships with not-for-profits for student experiential learning activities (see Table D below).

Table D: Mapping our student experiential learning to the SDGs

SDGs	Experiential SDG	Student involvement details
	Ted Noffs Foundation	Job Smart – July 2019 – 6 Students
	Thrive Refugee Enterprise	Careers Ed. Digital – 2018 onwards – 14 plays
	Afea Care Services	Job Smart – July 2018 – 6 Students
	Better Skin, Better Life	Job Smart – August 2019 – 22 Students
	Blackmores Marathon	Job Smart – September 2018 – 40 Students
	Blackmores Running Festival Expo	Job Smart – September 2018 – 25 Students
	Blind Citizens Australia	Job Smart – July 2019 – \$ Students
	Bloomberg Square Mile Relay	Job Smart – April 2019 – 30 Students
	Can Too Office	Job Smart – July 2019 – 2 Students
	Coastrek – Fred Hollows	Job Smart – March 2019 – 5 Students
	Dementia Day	Job Smart – September 2018 – 80 Students
	Feel the Magic Gala Ball	Job Smart – September 2018 – 20 Students
	Fred Hollows Foundation	Job Smart – May 2019 – 5 Students
	Heart Kids Gala Ball	Job Smart – September 2018 – 10 Students
	Hunters Hill Food and Wine Festival	Job Smart – May 2018 – 100 Students Job Smart – May 2019 – 105 Students
	Metro Orchestra	Job Smart – February 2019 – 6 Students
	Mothers Day Classic	Job Smart – May 2018 – 75 Students
	NAB Run West	Job Smart – March 2019 – 3 Students
	Packing Day	Job Smart – January 2019 – 5 Students
	Sani Save	Job Smart – July 2019 – 5 Students
	SMH Half Marathon	Job Smart – May 2019 – 45 Students
	Splash Series	Job Smart – January 2019 – 2 Students
	Starlight Day	Job Smart – May 2018 – 38 Students Job Smart – May 2019 – 165 Students
	Sydney Children's Hospital Foundation	Job Smart – July 2019 – 10 Students
	This Is Brave	Job Smart – July 2019 – 6 Students
	40K Group Australia	Careers Ed. Digital – 2018 onwards – 15 plays
	Charity Training	Job Smart – July 2018 – 6 Students Job Smart July 2019 – 5 Students
	Life Education	Job Smart – July 2019 – 6 students
	Sydney Children's Hospital Foundation	Job Smart – July 2018 – 6 Students
	Tranby National Indigenous Adult Education	Job Smart – July 2019 – 5 Students

SDGs	Experiential SDG	Student involvement details
	Dress for Success Garage Sale	Job Smart – May 2018 – 12 Students Job Smart – September 2018 – 12 Students Job Smart – March 2019 – 2 Students Job Smart – April 2019 – 15 Students
	PEG Africa	Career Ed. Digital – 2018 onwards – 31 plays
	AFR Business Summit	Job Smart – March 2019 – 27 Students
	Urban Innovation Fund	Career Ed. Digital – 2018 onwards – 16 plays
	Youth Reach	Job Smart – July 2018 – 6 Students
	Stop The Tunnels	Job Smart – July 2019 – 5 Students
	Anzac Day Dawn Service– Legacy	Job Smart – April 2019 – 15 Students
	Habitat for Humanity Australia	Job Smart – March 2019 – 1 Student Job Smart – July 2019 – 1 Student
	Legacy Badge Day	Job Smart – September 2018 – 50 Students
	Sydney Swans Game – Legacy	Job Smart – April 2019 – 15 Students
	Thread Together Fundraiser	Job Smart – May 2019 – 2 Students
	Thread Together Sale	Job Smart – May 2019 – 5 Students
	Thread Together Store	Job Smart – April 2019 – 5 Students
	Thread Together Summer Internship	Job Smart – Dec 2018–Jan 2019 – 1 Student
	Thread Together Warehouse	Job Smart – September 2018 – 20 Students Job Smart – April 2019 – 25 Students
	Waratah Charity Match –Legacy	Job Smart – April 2019 – 15 Students
	The Global Shapers Community Sydney	Job Smart – 150 students – May 2019
	Vegan Australia	Job Smart – November 2018 – 5 Students

Our commitment to progress in our first SIP Report 2016–2017

We will continue to strengthen our existing partnerships and look to forge new partnerships with organisations that can challenge our students on issues relating to the PRME principles and the SDGs.

Progress made during 2018–2019

The School has been pursuing an ambitious strategic direction as a thought leader in the development of ethical, responsible and sustainable responses to emerging global business challenges as indicated by the selection of examples contained in this section the report.

In addition, academic staff engagement in community and public issues is recognised as part of the service component of academic performance and development evaluations.

Our commitment to progress in 2020–2021

We commit to building partnerships with industry, at the School and University level, to co-create exemplary PRME research and education opportunities that advance responsible management education towards understanding the financial implications of SDGs.





Principle 6: Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

A small selection of examples of how we have facilitated and supported dialogue and debate on issues of global social responsibility, sustainability and climate action with business, staff, and students:

Sydney Business Insights (SBI)

SBI was made public in March 2017 and has published in excess of 100 podcasts. It has had 90,000 downloads of the podcasts on Soundcloud which are now available on all platforms, including Spotify. It has published podcasts at least once a week since it started and has interviewed researchers and thought leaders nationally and internationally.

SBI also includes videos and articles. It has six videos on megatrends and these have been played 20,000 times. By the end of July 2018, it had published 151 videos in total: 11 SBI videos, 38 trailers, and 102 YouTube videos. It had also published 113 articles by the same date. In terms of website hits, SBI has had more than 125,000 views.

In line with the School's Business Not As Usual (BNAU) Strategy, Dr Sandra Peter, SBI Director, has pioneered the use of pop-ups and hackathons at the School. These are short, problem-focused units to align teaching and learning to student learning that has become increasingly open, fragmented, on demand, and problem driven. In Refugees and Business in Australia students had the opportunity to learn, innovate and collaborate alongside academics, venture capitalists, business mentors, settlement services and refugees. The students design and provide resources, tools and experiences to help refugee business owners develop their products, services, fine-tune their value proposition and acquire business acumen.



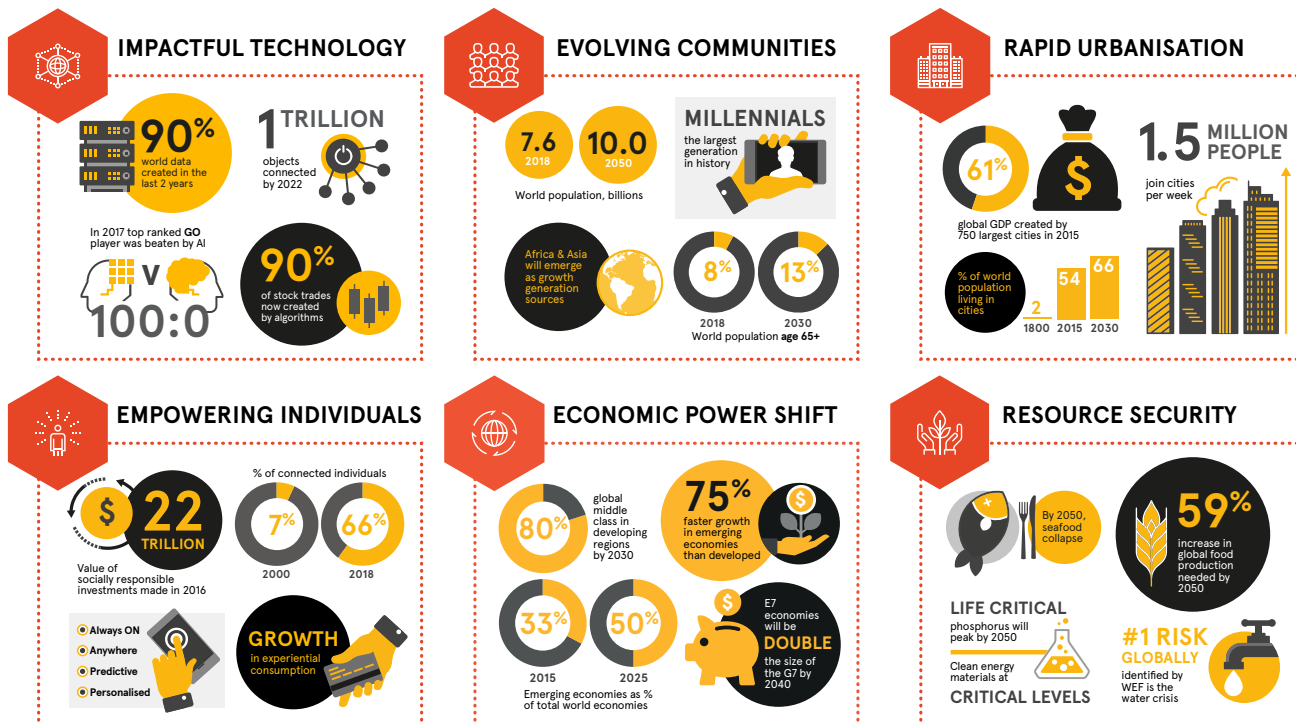
Dr Sandra Peter and Professor Kai Reimer of Sydney Business Insights.

The program has won international recognition, being shortlisted for the Reimagine Education Awards presented by the University of Pennsylvania's prestigious Wharton Business School. In another two-day hackathon students worked with partners, The Australian Rhino Project, and the larger public to create innovative strategies to help the organisation achieve its goal of bringing 80 Rhinos from South Africa to Australia to secure a breeding herd to create an insurance population.

Student Clubs and Societies

180 Degrees Consulting connects the untapped capabilities of our students with unmet needs of socially conscious organisations, who then work in teams to spend the semester researching and preparing innovative, practical, sustainable and quality recommendations to overcome challenges and make a tangible impact.

AIESEC is the world's largest youth run organisation, committed to giving all young people the opportunity to develop their leadership and cultural competency skills both abroad and at home. Go on a volunteer exchange!



Sydney Business Insights' (SBI) focus is grounded in six global megatrends whose influence will have an enormous impact over the world we live in and a tremendous influence on the future of business.

Enactus aims, through its projects to improve the lives of every person they touch, providing disadvantaged members of its global community with skills and opportunities to realise their true potential. It is not afraid to challenge the status quo, seeking out bright ideas and innovative business solutions that make our world a better place.

Network of Women's (NOW) mission is to be a platform that empowers female students through facilitating inter- disciplinary networks, professional development and expansion of corporate networks.

Sydney University South Asian Business Society (SABS) is the official society for the representation of the South Asian students. Its aim is to enrich the university experience and facilitate an integration of the community with alumni and corporations through networking events, skill building workshops, mentoring programs and seminars.

The Work and Organisational Studies Society (WOSOC) is a student society affiliated with the Work and Organisational Studies (WOS) Faculty. Our aim is to bring together like-minded students, who are passionate about Human Resource, Industrial Relations and Management through industry networking and social events.

UN Women He-for-She

Since 2014, the School has been the NSW Education partner with UN Women Australia in a shared effort to promote gender equality at the most senior levels of the nation's public, corporate and not-for-profit

sectors, and in a united goal to further women's education. One key initiative has been the provision of UN Women Australia scholarships for our flagship MBA programs, to recognise outstanding leadership, with a commitment to enhancing women's rights and opportunities.

In 2019, to mark the 5th anniversary of the HeForShe movement, Business School staff and students joined with UN Women Australia for a special presentation to hear inspiring stories and suggested actions to counter discrimination and foster equal opportunities for everyone. After the presentation, students and staff from across the University of Sydney were invited to take the HeForShe commitment for gender equality.



Nicole da Silva, Left, actress and UN Women Australia National Champion with Deb Eckersley, UN Women Australia Board President.

Our commitment to progress in our first SIP Report 2016–2017

The Business School will continue to build on the success of Sydney Business Insights, and to look at fundamentally new ways of researching and understanding the future. In 2018–2019 Sydney Business Insights will look to work with Practitioners in Residence, and launch a Chinese version of the platform.

We will also offer support to student clubs and societies which centre on PRME-related issues.

Progress made during 2018–2019

As discussed above, since launching in March 2017, SBI has published more than 150 podcasts and 100,000 downloads of the podcasts on Soundcloud which are now available on all platforms, including Spotify. It has published podcasts at least once a week since it started and has interviewed researchers and thought leaders nationally and internationally. SBI has six videos on megatrends and these have been played 20,000 times. SBI has also developed a range of partnerships, including co-hosting events with the American Chamber of Commerce and featuring articles on the future of Chinese businesses through the Shanghai-based Gao Feng Consulting. Host of Australia's version of the UN's Social Good Summit. The School will soon be launching a Chinese language version and has secured a WeChat account to do so.

The University and Business School host and fund many clubs and societies that are aligned to PRME-related issues, a sample are included in the text above under 'Student Clubs and Societies'.

Our commitment to progress in 2020–2021

We commit to devising a PRME communication and marketing plan to stimulate engagement and enliven discussion, debate and most importantly action with internal and external stakeholders, including our staff, students, and industry partners.





Mainstreaming climate change debate

The School is committed to enlivening an ongoing dialogue with the business community. In 2019, we chaired a three-part series on the mainstreaming of climate change.

Part One of the Business Making of Climate Change series: Why investors are worrying about climate change (22/05/2019)

“One of the most significant, and perhaps most misunderstood, risks that organisations face today relates to climate change...The large scale and long term nature of the problem makes it uniquely challenging, especially in the context of economic decision making. Accordingly, many organisations incorrectly perceive the implications of climate change to be long term and, therefore, not necessarily relevant to decisions made today.” – Taskforce on Climate-related Financial Disclosures

Climate change poses legal, regulatory, reputational, technological, market as well as physical threats to business. This seminar examines these many risks, with particular emphasis on the perspective of investors. Why are financial regulators, investors and other entities demanding greater insight into the financial risks and opportunities posed by climate change? Are businesses responding to these demands? If so, how? And does that response hold up under scrutiny? This event brings together investors, lawyers and academics as they consider these questions. In doing so, the speakers will outline the case for publicly listed companies to develop governance structures, risk management, strategies, metrics and targets for climate-related risks and opportunities that, where material, are disclosed in annual financial reports.

Speakers

Sarah Barker, Minter Ellison; Emma Herd, Investor Group on Climate Change; Kate Bromley, QIC; Jillian Reid, Mercer; Zoe Whitton, Citi; Dr Tanya Fiedler (Chair), University of Sydney Business School.⁸

Part Two of the Business Making of Climate Change series: How are businesses responding to investor pressure on climate change? (5/06/2019)

Many businesses are already feeling the effects of climate change, including:

- the chronic effects of longer-term shifts in temperature;
- the effects on weather systems that can cause extreme events such as floods and cyclones; and
- the effects arising from transitioning to a low-carbon economy, which can generate shifts in technology, policy and consumer sentiment.

As a consequence, investors are expecting far greater insight and transparency around the ways in which organisations are preparing for the shorter and longer-term risks and opportunities that might arise. The complexities of climate science, the plethora of data available, and the difficulty in applying that science and data at the local scale and in financial terms, means many organisations are left scrambling. Just how are businesses responding to this challenge? And where do the complexities lie? This event brings together consultants, academics, NGOs and corporate managers to discuss the work they have been involved in, in responding to such challenges and complexities.

Speakers

Theo Comino, AGL; Amber Johnston-Billings, KPMG; Kate MacKenzie, European Climate Foundation; Sharanjit Paddam, QBE Insurance Group; Cécile Walton, Commonwealth Bank of Australia; Dr Tanya Fiedler (Chair), University of Sydney Business School.⁹

⁸ <http://sydney.edu.au/environment-institute/events/investors-worrying-climate-change/>

⁹ <http://sydney.edu.au/environment-institute/events/businesses-responding-investor-pressure-climate-change/>



A panel of leading investors discuss why they are worried about climate change.

Part Three of the Business Making of Climate Change series: Adapting climate science for business (19/06/2019)

Climate science and the models it uses to project climatic changes over the 21st century were designed to answer big picture policy questions at the global scale. As a consequence, climate models don't typically factor in the interactions between longer-term climatic trends and local scale events, such as weather systems, human populations or local government planning.

So just how can science be adapted to answer the questions businesses want to know? For example, how can scientists advise a company whether a particular piece of infrastructure at a specific address is likely to be rendered useless because of a cyclone in 2030? The scientists in this final panel will take us

through the ways in which they are assisting a variety of business sectors in answering such questions. They will explain where the science is at – what it is capable of and what it is not yet capable of – and discuss the opportunities and challenges they face in working with the business community.

Speakers

Dr Brendan Cullen, University of Melbourne; Prof Andy Pitman, ARC Centre of Excellence for Climate Extremes; Kate Simmonds, Willis Towers Watson; Dr Nick Wood, Earth Systems and Climate Change Hub; Dr Tanya Fiedler (Chair), University of Sydney Business School.¹⁰

¹⁰ <http://sydney.edu.au/environment-institute/events/adapting-climate-science-business/>

Organisational Practices

We understand that our own organisational practices should serve as examples of the values and attitudes we convey to our students.

The wider University of Sydney's sustainability blueprint can be found on a dedicated webpage.¹¹ This outlines the environment the Business School operates within and adds support to the School's own efforts. In addition, the Environmental Sustainability Policy¹² establishes the principles for a University-wide approach to achieving environmental sustainability and compliance with applicable legislation. It also promotes environmentally sustainable investment practices. We provide some highlights of the University and the Business School's approach below.

The University of Sydney

The University has installed solar panels on 20 of its building on the Camperdown/Darling campus. Over the last 12 months they have generated 100 MWh of electricity – equivalent nearly 900 tonnes of avoided CO₂e emissions. Three more buildings with solar panels will come online by 2023. The recently renovated Queen Mary Building now has systems for capturing rainwater for reuse, 200 cycle parking spaces, a solar photovoltaic system, rooftop gardens and a community garden!

Teaming up with ICT, the University is in the process of updating the campus maps in the Sydney Uni app to include geotagged locations for the recycling of batteries coffee cups, plastic containers and where you can drop off your e-waste.

The University recently changed to a new procurement system, UniBuy and the development of a new Procurement Policy 2019¹³ that has allowed the university to move towards more sustainable, ethical and socially responsible procurement. Purchasers must demonstrate environmental and sustainability considerations by:

- (a) including environmental sustainability requirements in competitive tender processes; and
- (b) selecting products and services which have lower environmental and sustainability impacts across their lifecycle compared with competing products and services.



11 <https://sydney.edu.au/about-us/vision-and-values/sustainability.html>

12 <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2015/389&RendNum=0>

13 <http://sydney.edu.au/policies/showdoc.aspx?recnum=PDOC2011/40&RendNum=0>



The Business School

Environmental sustainability

The Business School is committed to finding ways to operate more sustainably through a range of practical strategies and have prioritised energy and water consumption, waste management, recycling and transport as key areas for improvement. The School's purpose designed building was built to accommodate environment performance criteria as follows:

Operational Efficiency and advanced controls

The Business School was originally designed with a number of optimisation strategies and has also had some added during operation:

- Occupancy Based Operation – lighting and HVAC is only provided when rooms are occupied
- Waste Heat Recovery
- Partial load operation
- Advanced lighting controls – daylight and motion sensors, auto dimming

Passive Energy Optimisation Strategies

- Strategies designed to make use of free cooling and to reduce air conditioning loads based on seasonal conditions:
 - Night Purge – pre-cools the building during summer months by introducing cooler air into the building in the early hours of the morning.
 - Outside Air Mode – When outside air conditions are favourable (up to 6 months of the year), outside air is used in preference to mechanical cooling.
 - Seasonal Space Temperature Reset
- External shading and high performance façade



Healthy Building

- Abundance of natural light and external views
- Highly visible staircase to connect people and spaces
- Low / zero volatile organic compounds (VOC) finishings

Renewable Energy Generation

- 79kW rooftop solar PV system
- Generating 100,000 kWh of solar energy / year
- Saving 83.5 Tonnes CO₂e / year

Waste Management

- Centralised waste and recycling stations
- 98% construction waste recycled

Recycled Water

- 160,000 kL rainwater capture and reuse to the cooling towers & landscape irrigation
- Diverting 4,300 kL water / year

End of Trip Hub

- 208 secure bicycle parking spaces in Basement B1
- 192 bicycle parking spaces in external areas surrounding building
- 4 Male & 4 Female shower facilities
- 58 lockers
- Access to water fountains

Social sustainability

The School is committed to all aspects of social sustainability that affect our people, our students and the communities in which we operate and impact. Here we showcase but a small amount of our efforts in this regard in the commitment period. We look forward to celebrating even more of our social sustainability efforts, as aligned to the SDGs, following the current practice review as part of our 2025 dedicated PRME strategic initiative.

Good health and wellbeing (SDG3)

Workplace Wellness

The Business School sponsors two yoga and two pilates classes every week for all staff. As well as this it also funds Business School participation in the Global Challenge, counselling, coaching and support, mindfulness at work, vaccinations and a wellbeing network for staff.



Diversity and inclusion (SDG5, SDG10)

Gender Inclusion

While women in the Business School currently make up 34% of the academic staff, women in the Senior Leadership Team consist of six of the eight members, made up of the Dean, Deputy Dean, Associate Deans and Faculty General Manager. 64% of the faculty have a country of origin other than Australia, with 46% speaking a language other than English. 59% hold an academic qualification from a non-Australian university.

The Pride Network

The Business School actively supports creating a stronger and more inclusive environment for staff and students through participation in the Pride Network. The Pride Network supports the inclusion of Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) members of our community. Its aim is for all members of the LGBTIQ community to feel supported and free to contribute their best, regardless of gender, sex characteristics or sexual orientation. The network helps to create a welcoming, safe and supportive environment for everyone, promotes cultural change and supports our commitment to creating a stronger and more inclusive community by raising LGBTIQ awareness, challenges homophobia, transphobia and biphobia and homophobic attitudes and behaviours, gives LGBTIQ staff and students a voice by providing a channel to raise concerns and issues to the University leadership, and celebrates important LGBTIQ calendar events throughout the year. Since 2017 the University had its own float at the *Sydney Gay and Lesbian Mardi Gras*.

Our commitment to progress in our first SIP Report 2016–2017

The University-wide Sustainability Strategy, due for launch in 2020, will set out a five-year plan of key initiatives to build a more sustainable culture across all our campuses. It is part of a long, enduring University commitment to integrate sustainability into our operations, governance, research and education, creating lasting and positive change. The Business School will fall under the remit of this University-wide strategy and adopt and implement practices accordingly.

Our commitment to progress in 2020–2021

Following the *current practice review*, and the release of the University-wide sustainability strategy, we commit to commencing the development of and taking steps towards implementing a strategy to integrate the SDG's explicitly into our internal practices.



The University of Sydney Business School's commitment to the UNPRME initiative reflects our drive to build awareness of, illuminate, and suggest responses to, the emerging opportunities, problems and challenges that will feature in current and future business environments. We will be a business school that is socially conscious and committed to making people's lives better, helping business be a force for good and a champion of diversity, sustainability and ethical decision making.



Australian
member of:

