



**UNSW**  
SYDNEY

Australia's  
Global  
University

# PRME ANNUAL REPORT

This is our **Sharing Information  
on Progress (SIP)** Report on the  
Implementation of the **Principles for  
Responsible Management Education**

**PRME**



**UNSW** | **AGSM**   
Business School



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# UN PRME

## SHARING INFORMATION ON PROGRESS (SIP) 2019



UNSW Business School acknowledges the Bidjigal (Kensington campus) and Gadigal (City campus) peoples, the traditional custodians of the lands where each campus is located. We acknowledge all Aboriginal and Torres Strait Islander Elders, past and present, and their communities who have shared and practised their teachings over thousands of years. We recognise Aboriginal and Torres Strait Islander people's ongoing leadership and contributions, including to business, education and industry.

## INTRODUCTION FROM THE VICE-CHANCELLOR

UNSW Sydney is one of Australia's leading universities and one of the limited number of universities, worldwide, capable of delivering research excellence alongside the highest quality education, on a large scale. In global rankings, UNSW was placed 45th in the QS World University Rankings 2019 league table and 96th in the Times Higher Education World University Rankings.

Our university actively engages in local, regional and international networks, including the Association of Pacific Rim Universities, the Global Alliance of Technological Universities, the NUW Alliance, the PLuS Alliance and Universitas 21. These alliances, details of which can be found in this report, reflect the United Nations Principles for Responsible Management Education, and the values of initiatives such as the United Nations Global Compact.

Because of UNSW's reputation for excellence, our positioning and positive influence, we are able to make a real difference to the lives of people around the world. Our endeavours are guided by UNSW Strategy 2025, an innovative, ambitious, altruistic agenda based on three priorities which are the hallmarks of great, forward-looking 21st century universities – academic excellence, social engagement and global impact. We believe these priorities will help drive UNSW to become the leading research-intensive and teaching-intensive, global university that we seek to be by 2025.

Since the previous Sharing Information on Progress report, 2017 SIP report, UNSW has continued to undertake initiatives to deliver on our Strategy 2025 agenda, with a particular source of pride being our progress in confronting the grand challenges of the 21st century. We have done this by:

- promoting diversity, inclusion and equality of opportunity for students, staff and the wider UNSW community
- contributing to national and global prosperity through the translation of research and education into economic and social benefits

- delivering on social justice commitments through our work with disadvantaged and marginalised communities
- fostering a culture based on the values of integrity, ethical decision making and mutual respect
- addressing the global environmental challenge of climate change.

The UNSW Business School has been integral to the successful implementation of Strategy 2025. The School's significant achievements in research, educational programs, partnerships with industry, governments and business, and engagement with community over the past two years are to be congratulated.

UNSW Sydney and the UNSW Business School greatly value our association with the UN PRME organisation and the contribution this makes to shaping our practice. I commend to you, our Sharing Information on Progress report, 2019.

**Professor Ian Jacobs**  
President and Vice-Chancellor, UNSW Sydney



# UN PRME

## SHARING INFORMATION ON PROGRESS (SIP) 2019



## INTRODUCTION FROM THE DEAN

The UNSW Business School (hereafter the Business School) is one of Australia's largest business schools in terms of student and staff numbers, and is home to:

- 287 academics and 143 professional staff
- 16,000 students and over 86,000 alumni
- 8 disciplinary schools and the AGSM
- 8 research centres and 8 research networks
- 52 award programs (including 26 double degrees and 9 research degrees), 7 graduate certificates and diplomas, a suite of open and custom executive education short courses.

As a Business School within a GO8 university, and home of the Australian Graduate School of Management (AGSM), UNSW Business School is well positioned within both national and international markets. We are well resourced in terms of people and infrastructure and are amongst a limited group of universities worldwide capable of delivering research excellence alongside the highest quality education on a large scale.

The Business School shares UNSW's commitment to Strategy 2025 priorities, which help us to achieve our objectives and bring about positive change. The table below outlines the many activities and achievements that align with both Strategy 2025 and the UN PRME. These are further elaborated in our report.

Some highlights for the period ending March 2019 include:

- The School's vision to be a leading exemplar in Equity, Diversity and Inclusion (EDI), 'a vibrant and inclusive work and study environment that celebrates diversity and treats all people with dignity and respect'. In 2018 the Business School established an EDI Committee in order to achieve this vision.
- A review of program learning goals and outcomes for our postgraduate and undergraduate programs has been completed. Three of the seven outcomes explicitly relate to PRME principles and the Global Compact. We are now in the early stages of implementation.
- The Business School continues to address the environmental and societal challenge of climate change with positive developments in research areas, in curriculum and community engagement activities.
- A recent Royal Commission into Australia's banking and financial services industry has

revealed unethical and sometimes illegal behaviour. The Business School has played a significant role in the Inquiry, with academic staff providing key submissions and regular media commentary.

We are pleased to present our PRME SIP Report 2019, which confidently shows, through a wide range of initiatives, the Business School has continued to strengthen and embed our commitment towards the six PRME principles.

**Professor Chris Styles**  
Dean, UNSW Business School



# UN PRME

## SHARING INFORMATION ON PROGRESS (SIP) 2019



## ALIGNMENT BETWEEN STRATEGY, PRINCIPLES, AND ACTIVITIES

UNSW Strategy 2025	Related UN Principle	Business School Priorities and Achievements
<b>Priority A: Academic Excellence</b>		
A1. Research quality	Research – The role, dynamics, and impact of corporations	<ul style="list-style-type: none"> <li>• Research Quality and Impact (4.1)</li> <li>• Centre of Excellence in Population and Aging Research, CEPAR (4.2)</li> <li>• Centre for Social Impact (4.3)</li> <li>• Industrial Relations Research Centre (4.4)</li> <li>• Research students (4.5)</li> <li>• Research Output on PRME themes (8 and 4.6)</li> </ul>
A2. Educational excellence	Purpose – Students as future generators of sustainable value  Method – Educational frameworks, materials, processes, environments	<ul style="list-style-type: none"> <li>• UNSW graduate capabilities (1.1)</li> <li>• UNSW sustainability (1.4)</li> <li>• Educational Frameworks for Responsible Leadership (3.1)</li> <li>• Program Learning Outcome – Responsible Business Practice (3.1.1)</li> <li>• Educational Materials for Responsible Leadership (3.2)</li> <li>• Global Sustainability and Social Enterprise (3.2.1)</li> <li>• Social Entrepreneurship Practicum (3.2.2)</li> <li>• Tax Clinic and Work Integrated Learning (3.2.3)</li> <li>• AGSM courses (3.2.4)</li> <li>• Educational Environments for Responsible leadership (3.3)</li> <li>• National Indigenous Business Summer School (3.3.1)</li> </ul>
<b>Priority B: Social Engagement</b>		
B1. A just society	Values – Global social responsibility, UN Global Compact	<ul style="list-style-type: none"> <li>• Staff input to Banking &amp; financial industry Inquiry (2.1.1 – 2.1.5)</li> <li>• Grand Challenge on Inequality, A Climate Dividend for all Australians (2.2.1)</li> <li>• Responding to Climate change – Managing Just Transitions from coal (2.2.2)</li> <li>• Responses to Labour and Employment Rights (2.3)</li> </ul>
B2. Grand challenges		
B3. Knowledge exchange		

# UN PRME

## SHARING INFORMATION ON PROGRESS (SIP) 2019



## ALIGNMENT BETWEEN STRATEGY, PRINCIPLES, AND ACTIVITIES

UNSW Strategy 2025	Related UN Principle	Business School Priorities and Achievements
	Dialogue – Related to global social responsibility and sustainability	<ul style="list-style-type: none"> <li>Gender pay equity and precarious employment (2.3.2)</li> <li>Responses to Human rights Issues (Section 2.4)</li> <li>International Award 'Ideas Worth Teaching' for Economics course (2.4.1)</li> <li>Doing Business for Social Good (2.4.2)</li> <li>Business School's PRME Community of Practice (6.1)</li> <li>Global Climate Change Week (6.2)</li> <li>Dialogue through Conferences (6.3)</li> <li>NAIDOC Aboriginal Women's Conference (6.3.1)</li> <li>AFOA Canada International Conference (6.3.2)</li> <li>Dialogue through Radio and Journals (6.4)</li> <li>A radio program The Economists (6.4.1)</li> <li>Journal Economic and Labour Relations Review (6.4.2)</li> <li>Journal Australian Journal of Management (6.4.3)</li> </ul>

### Priority C: Global Impact

C1. Internationally engaged education	Purpose – Students as future generators of sustainable value	<ul style="list-style-type: none"> <li>Engagement with UNSW Indigenous Strategy, Nura Gili and Indigenous Program (1.2)</li> </ul>
C2. Partnerships		<ul style="list-style-type: none"> <li>UNSW &amp; Business School Equity Diversity and Inclusion Strategies (1.3)</li> </ul>
C3. Disadvantaged and marginalised communities		<ul style="list-style-type: none"> <li>Business School EDI committee (1.3.1)</li> <li>Staff gender equity targets (1.3.2)</li> <li>Diversity Schemes for students (1.3.3)</li> <li>New scholarships and pathways for students with diverse backgrounds (1.3.4)</li> </ul>



# UN PRME

## SHARING INFORMATION ON PROGRESS (SIP) 2019



## ALIGNMENT BETWEEN STRATEGY, PRINCIPLES, AND ACTIVITIES

UNSW Strategy 2025	Related UN Principle	Business School Priorities and Achievements
	Partnership – With business corporations in meeting social & environmental responsibilities	<ul style="list-style-type: none"> <li>• UNSW Networks (5.1)</li> <li>• Partnerships through research (5.2)</li> <li>• CEPAR (5.2.1)</li> <li>• IRRC (5.2.2)</li> <li>• Partnerships through Program Development (5.3)</li> <li>• Emerging Indigenous Executive Leadership program (5.3.1)</li> <li>• AGSM Aboriginal Career &amp; Leadership program (5.3.2)</li> <li>• Walan Mayinygu Youth Program (5.3.3)</li> <li>• Leadership for Purpose Executive Education program (5.3.4)</li> </ul>
<b>Enabling Delivery:</b>		
D1. People and culture		<ul style="list-style-type: none"> <li>• UNSW and Business School Equity, Diversity and Inclusion Strategies (S. 1.3)</li> <li>• Scholarships (1.3.4)</li> <li>• UNSW sustainability (1.4)</li> <li>• UNSW Procurement Process (1.4)</li> <li>• Disability inclusion action plan (1.3)</li> </ul>
D2. Operational effectiveness and sustainability		
D3. World-class environments		

# THE UN'S PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION



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.

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.

3

## METHOD

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

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.

5

## PARTNERSHIP:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and jointly explore effective approaches to meeting these challenges.

6

## DIALOGUE:

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



# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION

## PRINCIPLE 1



## 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.

Australia has become a world-leading provider of international education, which is Australia's third-largest export sector and the country's leading service export sector overall. It contributed AUS\$32.2 billion (US\$24.7 billion) dollars to the economy in 2017 ([ICEF monitor](#)). With this success comes an obligation for Australian universities to help address the needs of society, both locally and globally, to ensure social cohesion and equality, successful economies, and human advancement.

UNSW and the Business School have a deep understanding of their role as responsible citizens within the local, national and international community. They seek to make a significant contribution to the development and dissemination of knowledge – through teaching and research – that benefits stakeholders and society and, in so doing, address issues of fundamental importance to future economic prosperity and social well-being.

Within the 2017-2019 reporting period, a number of significant developments have occurred in the roll out of Strategy 2025. These include the ongoing embedding of graduate capabilities (see Section 1.1 below), release of an Indigenous Strategy in 2018 (Section 1.2), the implementation of our Equity, Diversity and Inclusion Strategy (Section 1.3) and the development of a wide-reaching Sustainability Plan (Section 1.4). Each of these strategic developments has been embraced by the Business School. These developments have had tangible and positive impacts on our students' experience, as illustrated throughout our SIP report.

### 1.1 Graduate Capabilities

In line with Principle 1: Purpose, "UNSW aspires to develop globally focussed graduates who are rigorous scholars, capable of leadership and professional practice in an international community."

The University has therefore articulated the following Graduate Capabilities for all UNSW students.

UNSW programs aspire to graduate:

- **Scholars** capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems;
- **Entrepreneurial leaders** capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change;
- **Professionals** capable of ethical, self-directed practice and independent lifelong learning;
- **Global citizens** who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way.

The University continues to embed these capabilities across all programs through the [Integrated Curriculum Framework \(ICF\)](#), which is being applied to the design of programs and courses to ensure that there is coherence between the curriculum elements, they are appropriate, and the program learning outcomes and graduate capabilities are supported.

For its part, the Business School strives to prepare graduates "for careers in a future where they will need to be adaptable, creative, problem solvers who are comfortable with uncertainty and equipped with the professional and personal knowledge and skills necessary to address whatever opportunities and challenges they may encounter. At the same time, it is essential to equip them to achieve this success as global citizens and socially responsible managers." (Strategy 2020)

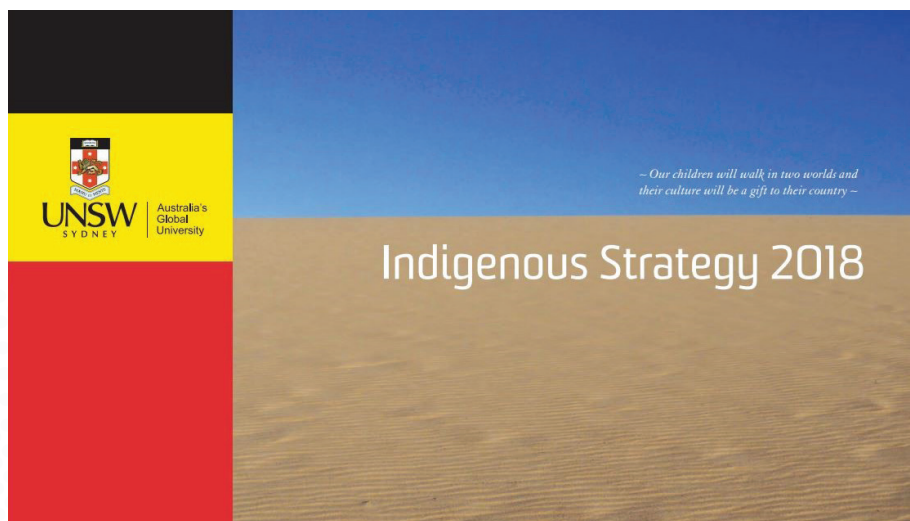
To ensure the development of such graduates, the Business School designs educational experiences for our students with their needs, strengths, interests and career aspirations front and centre. Our programs are built around a framework of program learning outcomes (see Section 3.1); our courses focus on the latest developments and trends in global business; and, as future leaders need to challenge the status quo, our students are exposed to ideas beyond the traditional curriculum.

# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION PRINCIPLE 1



## 1.2 Indigenous Strategy

The UNSW Indigenous Strategy aims to provide an overarching framework to the already excellent work UNSW does on Indigenous education, teaching and research. Implementation of the strategy is being driven by the newly-appointed Pro Vice Chancellor Indigenous (PVCi) Professor Megan Davis, and by senior Aboriginal academics and business practitioners such as Professor Mark Rose, who as Academic Director has been instrumental to the success of the Business School's AGSM Indigenous Executive Education programs.



**Truth and Reconciliation.** Reconciliation is the overarching theme of the Indigenous Strategy and truth and justice are the well-established twin pillars of reconciliation. The strategy intends to provide the opportunity for UNSW staff and students, and the broader UNSW community, to participate when and where they can in this important national process. In doing this we do not want to avoid robust debates or challenging discussions, because universities play an important role in facilitating discussion and debate. The strategy is based on three pillars: Culture and Country, Give Back and Grow Our Own.

- **Culture and Country** encompasses 'indigenising' course content through two-way learning. This can be supported by acknowledging the shared history of the Kensington campus, by increasing the physical presence of Aboriginal culture on campus and by significant gestures, such as flying the Aboriginal and Torres Strait Islander flags daily alongside the Australian flag.
- **Give Back** is about giving back to Indigenous communities and can be expressed in many ways. The term 'orbiting' has been used to describe the experience of young people who leave country to study, work and 'orbit' back to community when they can to contribute and give back. As well, non-Indigenous people can give back by learning the history of Aboriginal ownership and occupation of country. They can give back in a respectful way aligned with principles of self-determination.
- **Grow Our Own** means facilitating access for Indigenous Australians to UNSW as a place of study and work. In contemporary Australia, government funding requires universities to set targets to increase Indigenous student and staff numbers. UNSW is successful in student enrolment because it is measured in its approach to recruitment and retention. Nura Gili, the Indigenous Programs Unit, has pioneered best practice nationally to ensure Aboriginal and Torres Strait Islander students are recruited and graduate.

The Business School recognises Aboriginal and Torres Strait Islander people are, with cultural nuances and agility, navigating and mobilising significant social and economic change. We strive to foster an environment that adds real value and support to the growing trend of Aboriginal and/or Torres Strait Islander people embracing the currencies of business knowledge and practice to strengthen, improve and determine their lives, the lives of their families and their communities.

Across the strengthening Indigenous business sector, locally, nationally and globally, there are both opportunities and challenges and we strive to equip our students with the tools to respond to these. We advocate for long-lasting change through respect, engagement and innovative thinking, practice and exchanges.

The Business School works in partnership with [Nura Gili Indigenous Programs Unit](#) and other key partners



# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION

## PRINCIPLE 1



to offer a variety of programs and dedicated resources to support our commitment to the UNSW Indigenous Strategy. These are designed to ensure equitable access for Aboriginal and Torres Strait Islander students, to create an environment that welcomes Indigenous students and supports them to succeed, and to contribute to an understanding of and respect for their many traditional and contemporary cultures.

The Business School celebrates the achievements during this reporting period of our Indigenous scholars and alumni, including:

- [Ashley Walker](#), who graduated with MBA Distinction Oxford Uni – the first Australian Indigenous student to achieve an MBA from top tier university
- [Adam Davids](#), first Indigenous professional Fulbright scholar
- [Ben Eiskiovich](#) graduated with his CA and this was filmed in partnership with the Indigenous Accountants Australia (IAA) initiative.

For further examples of our Indigenous programs and initiatives see Sections 3.3.1 and 5.3.

## 1.3 Equity Diversity and Inclusion (EDI) Strategy

UNSW recognises that equity, diversity and inclusion are integral to its future success, and is committed to achieving full and effective participation and inclusion in the UNSW community and equality of access for students and staff of all backgrounds.

Accordingly, the UNSW Equity, Diversity and Inclusion ([EDI](#)) Board was established to identify and prioritise initiatives to improve equity and diversity across UNSW for staff and students and to review the progress of diversity goals against the plans and targets set by the University, its faculties and divisions. The Board is chaired by Professor Eileen Bawdry, Deputy Vice-Chancellor Equity Diversity and Inclusion, and has five key initiatives: Staff Equity Program, Student Equity Program, [Disability Inclusion Action Plan](#) (including best practice in building accessibility and residential communities), Indigenous Program (see above) and [Equity, Diversity & Inclusion Champions](#).

### 1.3.1 Business School's EDI Committee

In 2018 the Business School established its own EDI Committee in order to achieve its vision to be a leading exemplar in EDI, "a vibrant and inclusive work and study environment that celebrates diversity and treats all people with dignity and respect". The committee consists of 18 members who are each passionate about developing a more diverse and inclusive Business School. They sit on separate working groups which have been assigned to the five Business School EDI priorities:

- Women Academics D/E levels
- Students – Women in Information Systems and Actuarial Studies (see below)
- Indigenous and Low SES
- Flexible work
- Professional Staff and Academics – Indigenous

Each working group has been tasked to explore, develop and support specific initiatives that will support the Business School to strive towards achieving specific EDI targets for each priority.

### 1.3.2 Staff Gender Equity

UNSW is working to achieve greater gender equality across all academic levels, and has set targets of 40% female representation at senior academic levels D and E and 50% at senior professional staff level 10+ by 2025. ([UNSW Newsroom](#))

The Business School shares this aim and has seen an upward trend in the proportion of female academic staff at higher levels. In particular, females appointed at the highest level (E) increased by about 10% from 215 to 2017. This followed the Academic Women Project (initiated in 2014), which carried out a policy review and needs analysis to determine what actions should be taken in order to support the career development of female academic staff in the School. In addition, through talent mapping and succession planning, the School identified female academics capable of taking on leadership roles. For example, the last four years saw the appointment of

# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION

## PRINCIPLE 1



four female Heads of School (in the Schools of Management, Information Systems, Banking & Finance, and Risk & Actuarial Studies) as well as two members of the senior leadership team (Senior Deputy Dean and Associate Dean Research).

The EDI Committee is now focusing on achieving 50% female academics at levels D and E by 2025 and 50% at senior professional staff level 10+ by 2025. In 2019, females constitute 25% of level D staff and 37% of level E. One of the initiatives being employed is the Academic Women's Career Advancement Program (AWCAP), a mid-career development program launched in 2018 for women who expect to apply for promotion to Associate Professor or Professor in 2018 or 2019. In addition, parental leave planning for academic women is provided and for each staff member returning from maternity leave, the Business School is allocating \$10,000 on top of the \$10,000 made available via the UNSW Career Advancement Fund. UNSW also offers a 10-month Academic Women in Leadership Program (AWIL) for academic women at Levels B and above.

### 1.3.3 Diversity Schemes for Students

An inclusive global economy begins with inclusion and diversity in our student body. Diversity of the student body in Business School programs – including access for under-represented and disadvantaged groups – is fostered through a number of schemes and scholarships.

- "Women in Information Systems and Actuarial Studies" is one of the five Business School EDI priorities. This initiative will see the development of two new, immersive Winter/Summer programs to help attract Year 10 and 11 high achieving female students to the Actuarial Studies and Information Systems programs. The three-day residential experiences will consist of hands-on workshops, group tasks, site visits and networking opportunities with current UNSW Students, UNSW Alumni and industry professionals. The Business School has drawn on key learnings from the success of the Engineering School in significantly increasing the female representation in their programs at the UG level.
- Centre for Inclusive Economic Education Initiative (introduced by Prof. Gigi Foster) began in late 2018. The objective of this initiative is to promote equity in educational opportunities for marginalised and disadvantaged groups through increasing inclusion and engagement within the discipline of Economics across High Schools in Sydney and the greater Sydney region. Initiative includes the development of resources to train high school teachers on how to educate their students with the most up-to-date and relevant economics principles.
- The Business School has 18 UG and 2 PG international [admission pathways](#) with recognised colleges, polytechnics and universities in Hong Kong, Indonesia, Malaysia, Singapore, Vietnam and India. These may also be referred to as twinning programs or articulation arrangements.
- [ACCESS](#) is for domestic UG students whose final two years of senior secondary school study have been adversely affected by long-term educational disadvantage. This set of special admission programs addresses the needs of students in the 17–19 years age range who are just completing high school, and mature age students older than 21 years.
- [The ASPIRE](#) outreach program works with school students from low socio-economic status backgrounds in schools across Sydney and regional New South Wales and helps them to access a university education.
- Foundation Studies Year, provided by [UNSW Global](#), is a dedicated admissions pathway into UNSW for international students and for domestic students (including Australian citizens and permanent residents) who do not achieve the required admissions ranking. Foundation Year students complete UNSW-approved pre-university studies in English, mathematics and other subjects relevant to their preferred UG field, and must obtain the required grade point average (GPA) and English score to receive an offer to study a degree at UNSW.
- AGSM Women in Leadership Program is now in its 8th year and continues to have national impact. In 2017 and 2018, we had a total of 56 women participants, including women from 5 states.

### 1.3.4 Scholarships

[UNSW](#) and the [Business School](#) offer a wide range of scholarships that recognise academic potential, reward excellence, acknowledge community service and make education accessible for disadvantaged students. Scholarships include one-off financial payments, yearly stipends, study abroad scholarships and opportunities to network or intern.

An extensive scholarship review in 2018 has resulted in an expansion of scholarships offered by the Business School. Notable additions include:



# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION

## PRINCIPLE 1



- Business School International Scholarship – to attract excellent prospective students from around the world.
- 12 Indigenous UG and PG Business Scholarships – for Indigenous students who successfully complete the Pre-Program in Business.
- Business School International Pathways Award – for top-performing pathway students.
- Two new scholarships for Master of Finance students (1 domestic and 1 international), sponsored by AMP capital.
- AGSM introduced LGBTI leadership award, which was awarded to three outstanding LGBTI scholars in its inaugural year, drawn from USA, India and Australia.
- Emerging Female Leaders Scholarship to accompany AGSM Women in Leadership Scholarship. This resulted in awarding scholarships to six women.

The Business School is also committed to providing pre-existing equity scholarships and will explore new Low SES scholarships for Indigenous students in 2020.

### 1.4 UNSW Sustainability

A sustainable global economy has to accord with living successfully in the present without compromising our ability to do so in the future ([UNSW Sustainability Report, 2017 Update](#)). UNSW's approach to sustainability is set out in the 2025 Strategy as 'operational effectiveness and sustainability' (Enabler D2) and aims for "a diverse revenue base to provide the resources needed for our ambitious plans and [to] maintain rigorous financial discipline to ensure our resources are invested in supporting our strategic themes".

While the emphasis here is on 'sustainable revenue streams', UNSW is working towards a holistic approach to environmental sustainability encompassing climate action, buildings and campus, energy and water efficiency, waste and recycling, travel and transport, goods and services, investments, engagement and integration, learning and teaching, research and advocacy.

In 2017, several sustainability initiatives were undertaken. The UNSW Grand Challenge on Climate Change (see Section 2.2) launched ambitious blueprints on energy, health and justice. A recycling program diverting a tonne of batteries away from landfill per year won a Green Gown award for excellence in sustainability. UNSW captured the lion's share of a \$29.2 million boost from the Australian Renewable Energy Agency for Australian solar cell research. UNSW participated in the Science in Australia Gender Equity pilot addressing the under-representation of women in STEMM disciplines. Another highlight was UNSW joining the top 10% of applications in the UI GreenMetric Ranking of world universities (51st out of 619).

However, in 2017, there were still significant challenges. Like most organisations in NSW, the majority of UNSW's energy requirements were met either directly or indirectly through the burning of fossil fuels. In January, 2018, UNSW reached an agreement with energy providers to have 100% of its energy supplied by photovoltaic solar energy, and in so doing, has achieved 'its goal of carbon neutrality on energy use by 2020' (see [UNSW Newsroom](#)).

Procurement is also an area in which UNSW has achieved progress towards sustainability. In 2017, Strategic Procurement worked with university staff and community to refresh and update UNSW procurement policy and procedures. The resulting policy and procedures include a core value around responsible procurement practices that consider environmental, social, sustainable and ethical sourcing and align with ISO 20400 (See Section 4.20 Responsible Procurement of the 2018 [Procurement Procedure](#)).

In 2018, responsibility for environmental sustainability was transferred to Estate Management, which was entrusted to develop a vision, plan and implementation strategies to drive the University's objective to be environmentally sustainable. The result is an Environmental Sustainability Plan 2019-21 (yet to be released), setting out a holistic vision and roadmap towards best practice in environmental sustainability and encompassing climate action, buildings and campus, energy and water efficiency, waste and recycling, travel and transport, goods and services, investments, engagement and integration, learning and teaching, research and advocacy.

# PURPOSE OF RESPONSIBLE MANAGEMENT EDUCATION PRINCIPLE 1



The plan reflects extensive stakeholder consultation, illustrated in the responses below to a survey question regarding specific initiatives UNSW could take on sustainability.

Details of the Business School's activities in environmental sustainability can be seen in Sections 2.2.1, 3.2.1 and 6.2.



# INCORPORATING VALUES INTO THE CURRICULUM

## PRINCIPLE 2



## 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.

UNSW Strategy 2025 articulates our values in aiming to make significant contributions to national and global prosperity through the translation of research and education into economic and social benefits. Our social justice achievements are built on our work with disadvantaged and marginalised communities. We have set ourselves high standards in environmental sustainability. And through our academic activities and curricula, we foster a culture based around the values of partnership, integrity, transparency and ethical decision making, openness and trust, and mutual respect.

The Business School's commitment to Strategy 2025 very much aligns to our responsibility to PRME (as evidenced in the table, [Alignment of UNSW Strategy, PRME Principles and Business School Activities](#) in the Introduction). The values of global social responsibility as portrayed in the UN Global Compact principles of anti-corruption, environmental sustainability, labour rights and human rights are similarly incorporated into our academic activities and curricula.

Specific examples of our values in action now follow.

## 2.1 Responses to Anti-corruption and Ethical Business

### 2.1.1 The Royal Commission Inquiry into the Banking & Financial Services Industry

A Royal Commission Inquiry into Australia's banking and financial services industry ran from December 2017 until February 2019, in response to considerable media reports of a culture of greed and misconduct within several Australian financial institutions, including instances of financial institutions involved in money laundering for drug syndicates, turning a blind eye to terrorism financing, ignoring statutory reporting responsibilities and impropriety in foreign exchange trading.

The Business School has played a significant role in the Inquiry, which brought to light numerous examples of corrupt practices and seriously challenged society's confidence in the corporations and business professionals involved.

Business School staff contributed to the Inquiry's call for background papers and were involved in interpreting and providing commentary on the findings. Professor Pamela Hanrahan, School of Taxation and Business Law was retained by Commission to write three background papers: Paper 7: Legal Framework for the Provision of Financial Advice and Sale of Financial Products to Australian Households; Paper 30: Information about Selected Aspects of Foreign Financial Services Regulation; and Paper 25: Legal Framework Governing Aspects of the Australian Superannuation System.

Professor Hanrahan has presented at numerous forums on her involvement with the Royal Commission and perspective on the findings. These include being a panellist in a Women in Banking and Finance ethics forum, presenting to the Law society, to the Australian Institute of Company Directors, and at a Superannuation Lawyers Conference. In September 2018, she led a School of Taxation & Business Law discussion forum, 'Corporate Governance – Recent Developments and the New Research Agenda'.

Associate Professor Anthony Asher, School of Actuarial Studies and Risk made the following submissions to the Royal Commission: [Superannuation Issues](#), 21 September 2018; [Insurance Issues](#), 25 October 2018; and [Interim Report](#), 26 October 2018.

An alumni event was held in November 2018, titled [The Business of Ethics](#): Making sense of the Banking and Financial Services Royal Commission. The panel discussion brought together scholars and practitioners to discuss ethical conduct and corporate responsibility in relation to the Banking and Financial Services royal Commission Interim Report. It was offered in collaboration with the Centre for Law, Markets & Regulation (CLMR), a research partnership between UNSW Business School and UNSW Law.

### 2.1.2 Reflections and Action

The Business School acknowledges that the Royal Commission findings of unethical, sometimes illegal

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## PRINCIPLE 2



behaviour has been performed by business professionals, presumably graduates from business schools, and that business education institutions in general share some responsibility for the misconduct. More importantly, we need to review our practices in order to better prepare graduates to deal with ethically-, and sometimes legally-challenged organisational cultures.

Reflecting on the impact of the Royal Commission on business education, Professor Hanrahan says that we need to encourage students to think about their understanding of rules, where they come from and to identify what blocks compliance. Our students need insight into how decisions are made in organisational contexts or cultures. They need to learn about behavioural ethics and how to change negative organisational cultures. Professor Hanrahan has been involved in a newly developed course for AGSM's MBA program, which addresses these outcomes.

### **MBAX9151: Law, Regulation and Ethics**

Corporations, and the individuals who work in them, need to ensure that they operate lawfully and in a manner that meets stakeholder expectations and broader community standards of acceptable behaviour. This is true across business entities, not-for-profits and in the business of government. It requires managers to understand and be accountable for compliance with a complex array of legal and non-legal rules and expectations, derived from different sources. The reputational risk which flows from decisions that influenced by personal, professional and institutional ethics can be amplified enormously by social media. This course is designed to equip students with the analytical tools to identify and manage the governance, compliance and risk management issues that arise from law, regulation and ethics in the context of businesses' relationship with society.

### **2.1.3 School of Banking and Finance Masterclass and Workshop**

In November 2018, staff attended a masterclass, Teaching Ethics and Responsible Management in Finance, conducted by Andrew Newton, Adjunct Professor at Rotterdam School of Management, Erasmus University and Frankfurt School of Finance and Management. The presenter shared his extensive experience in teaching ethics, corporate responsibility and stewardship in finance-related fields. This workshop has supported the School in reviewing and formulating responses to the Inquiry's findings.

### **2.1.4 Ethics in Finance Project**

Banking & Finance Senior Lecturer, Natalie Oh, spearheaded a UNSW grant funded project in response to the Royal Commission, to develop online resources presenting threshold concepts in ethics. The modules will provide foundational understanding of moral imagination, ethical frameworks for decision-making and ethical behaviour. They are planned to be used for individual study and for students to draw on them in class and assessment activities in PG and UG courses. See sections, Values and Methods for further examples of the Business School's response in curricula to the Financial Services Inquiry.

### **2.1.5 School of Risk and Actuarial Studies**

Issues of professionalism and social responsibility are explicitly covered in several Actuarial Studies courses, at both undergraduate and postgraduate levels. These include:

- The group assignment for ACTL3141/5104 specifically covers issues of fairness in life insurance underwriting.
- ACTL3142/ACTL5110 Actuarial Data and Analysis, ACTL4001/5100 Actuarial Theory and Practice A and ACTL4002/5200 Actuarial Theory and Practice B are capstone courses and one (of two) prescribed texts is "Working ethically in finance"; as is the case in ACTL5302 Risk and Capital Management.
- One of the questions in the 2017 ACTL1101 exam asked about driverless cars, the shared economy, climate change, data security and cyber risk, big data and the ageing population – and their impact on actuarial work.
- In the 2018 ACTL4002/5200 exam, students were given a media release critical of a particular insurance product and asked: "Explain why the consumers concerned are particularly vulnerable to exploitation, and the context for ASIC's criticisms."



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- ACTL3142/5104 Actuarial Data and Analysis. In a new guest lecture delivered by Deloitte, students were introduced to key consideration and principles for building ethical algorithms that comply with the corporate and social objectives for an organisation

The PRME Excellence in Teaching Award is for innovation in education practice that inspires students to aspire to responsible leadership conscious of ethical, social and environmental impacts. In 2017, A/Prof. Anthony Asher, School of Risk & Actuarial Studies was awarded this prize in recognition of his ongoing contributions to curricula.

## 2.2 Responses to Environmentally Sustainable Business

### 2.2.1 Grand Challenge on Inequality: A Climate Dividend for Australians

In our 2017 SIP report, we noted that Professors Richard Holden, School of Economics in the UNSW Business School, and Rosalind Dixon, UNSW Law, had been appointed to address the Grand Challenge on Inequality. In 2018, they presented their plan: [‘A Climate Dividend for All Australians’](#).

“A comprehensive market-based approach to making energy in Australia more affordable, more reliable, and ensuring that the social cost of energy use is taken in account. It involves a tax of A\$50 per Metric Ton of CO<sup>2</sup> emissions on electricity, direct combustion, transport, fugitive emissions and Industrial processes (‘the carbon tax’). The revenue generated would then be returned, evenly, to every voting-age Australian citizen. This would represent a tax-free payment of approximately \$1,300 per person per annum.

Under the plan, border adjustments for traded goods would mean that Australian Industry would not be put at a disadvantage. Exports to countries without comparable schemes would receive rebates for the taxes paid. Imports from countries without such schemes would be charged fees based on the carbon content of those products.

The plan would also permit the rollback of subsidies for renewables and similar measures—these being unnecessary given a carbon tax. This could save the government more than \$2.5 billion annually.”

Since its launch by Professor Keryn Phelps in November 2018, the plan has received significant press coverage. Professors Dixon and Holden have held a number of press interviews at high quality outlets, it was featured in the Sydney Morning Herald’s Saturday edition as Ross Gittins’s column where he praised the plan in glowing terms, and it was selected as one of the seven best new ideas on 2018 by Peter Martin at The Conversation. Professors Dixon and Holden have presented the plan at multiple conferences and invited talks and continue to do so. It has been greeted favourably by a number of federal politicians and conversations are ongoing.

### 2.2.2 Responding to climate change: Managing just transitions from coal

In 2017, Professor Peter Sheldon, from the School of Management and the Industrial Relations Research Centre, entered into discussions with the CFMMEU (the union covering mining and energy industry workers) concerning the difficulties for workers in the coal mining industry and in coal-fired power stations, of reconciling their need for a livelihood with their recognition of the contribution of their industries to climate change. In order to assist the union in its efforts to meet the challenge of advocating a “just transition” out of coal, Professor Sheldon and Professor Junankar, with Antony de Rosa Pontello produced a draft discussion paper in 2017. Following policy endorsement of the report by the union, it was released in October 2018, receiving widespread publicity and prompting significant debate.

## 2.3 Responses to Labour and Employment

### 2.3.1 International research project

Professor Stephen Frenkel, from the School of Management, co-leads an international and interdisciplinary project called “Changes in the Governance of Garment Global Production Networks: Lead Firm, Supplier and Institutional Responses to the Rana Plaza Disaster.” The project involves teams from Sweden, the UK, Australia, Germany and Bangladesh. It seeks to understand the challenges of improving labour standards in garment

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global production networks. The research explores the perspectives of lead firms, suppliers and workers in the context of ongoing institutional innovation in the Bangladesh garment industry, elicited by the 2013 Rana Plaza Disaster.

### 2.3.2 Gender pay equity and precarious employment

In 2017-2018, Hon Associate Professor Anne Junor, of the Industrial Relations Research Centre, was engaged by McNally Jones Staff to analyse witness statements prepared as part of a gender pay equity claim by the Public Service Association and the Professional Officers' Association in the Industrial Relations Commission of New South Wales. She prepared an extensive report on the under-recognised and under-valued skills of a range of school administration and support staff in NSW public schools. This report will be used as expert witness evidence when the case comes before the Commission in 2019. It represents an advance, both in synthesising the sources of historical gender-based undervaluation, and most particularly in systematically itemising sources of skill invisibility — hiddenness, under-definition, under-specification, under-codification and under-recognition, and their contribution to under-valuation.

### 2.3.3 Management courses

MGMT2705: Industrial Relations and MGMT3705: Management and Employment Relations, offered at both undergraduate and postgraduate levels, examine employment relations in both local and international contexts. In particular, students learn about the relationship between International Labour Organisation conventions and local legislative initiatives, allowing them to critically evaluate the Australian regulatory framework and its ability to deliver socially responsible outcomes for workers and their families.

Student feedback attests to their relevance and value: "I think I learnt a lot about this course because we were encouraged to do the readings and discuss in class during presentations. Through these homework tasks, I have learnt so much about the importance of trade unions and how Australia's labour standards have come about. Even though these are things we take for granted, they would be helpful to know when we progress further in the workforce."

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## 2.4 Responses to Human Rights Issues

Both staff and students have been awarded prizes in recognition of their contributions to human rights issues through courses and competitions.

### 2.4.1 International Award: Aspen Institute 'Ideas Worth Teaching' Award 2018

Aspen Institute has named a UNSW Business School course as one of its top 20 in a prestigious worldwide list. The Washington-based institution selects 'exceptional courses that inspire and equip future business leaders to tackle the issues of our time' and illuminate how and why they are business issues. Associate Professor Peter Kriesler's course, Economic Growth, Technology and Structural Change, examines problems associated with growth, including human rights issues and those relating to equity and environmental impact. It seeks to explain the factors that determine how societies grow and develop, with special emphasis on the role of technology and finance. The course was named alongside courses run by world-leading business schools such as Harvard, Cornell and Yale. It was one of only a few from schools outside of USA to be named on the 'Ideas Worth Teaching' list (2018, Macdonald, UNSW Business School).



Assoc. Professor Peter Kriesler,  
School of Economics

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### 2.4.2 UNSW Students Succeed in Doing Business for Social Good

In 2018, UNSW students won both undergraduate and postgraduate categories of The Big Idea Competition, against 13 other universities. This competition is offered through Work Integrated Learning (WIL) courses [COMM3030 The Big Idea Competition](#) and [COMM5201 Social Enterprise: Doing Business for Social Good](#).

The competition is delivered in conjunction with The Big Issue, Australia's longest standing and most significant social enterprise. The Big Issue is an independent, not-for-profit (NFP) organisation that delivers solutions to help homeless, marginalised and disadvantaged people to positively change their lives. In the [Big Idea](#) competition, students explore an area of disadvantage and propose a business case for an appropriate social enterprise, either as a start-up or in conjunction with an existing NFP.

[Bugisu Project](#), a cross-disciplinary undergraduate team including UNSW Business School, Engineering and Arts & Social Sciences students, won judges over with their social business which focused on supplying specialty coffee to Australian workplaces while reinvesting 100% of profits to gender equality programs in Uganda, where the coffee is grown. Bugisu Project is focused on zero waste, delivering coffee in reusable canisters and recycling used coffee grounds.

The Business School team flower2empower won the postgraduate category for their Indonesian-based social enterprise. Focused on upcycling wedding flower waste to create employment opportunities for people with disabilities, flower2empower looked at the production of pressed flower candles and soaps targeted at the wedding favours and decorations market.

The runner up UNSW postgraduate team was Renewable Space, whose social business aimed to reduce the volume of plastic waste going to landfill through initiatives to build sustainable, accessible and affordable homes.



# METHODS FOR RESPONSIBLE MANAGEMENT EDUCATION

## PRINCIPLE 3



### Principle 3 | Method

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

The Business School seeks to provide all its students with an outstanding career focused student learning experience. In addition, the career focused learning experience that we deliver must enable us to be confident that all of our students will graduate understanding the need to practice socially responsible management throughout their careers and will recognise the value of doing so for themselves, their organisations and society.

Accordingly, we are designing innovative new courses and programs, built around a framework of program learning outcomes. We are offering a range of work integrated learning experiences pertaining to ethics, sustainability, social and environmental responsibility. From these learning experiences, we aim to ensure that our students will achieve success as global citizens and socially responsible managers.

We underpin this with educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

### 3.1 Educational Frameworks for Responsible Leadership

During 2016-2017 existing program learning goals and outcomes were reviewed in a process of extensive consultation across the Business School. A particular area of concern was PLO 5: Our graduates will have a sound awareness of the ethical, social and environmental implications of business practice, which was recognised as insufficient.

The review resulted in the development of seven Program Learning Outcomes (PLOs) which more accurately reflect our educational philosophy and which have been implemented across all undergraduate and postgraduate coursework programs. Three separate PLOs now enable us to more clearly articulate our commitment to the principles of responsible management and business education. They are:

- PLO 5: Responsible business practice – Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.
- PLO 6: Global and cultural competence – Students will be aware of business systems in the wider world and actively committed to recognise and respect the cultural norms, beliefs and values of others, and will apply this knowledge to interact, communicate and work effectively in diverse environments.
- PLO 7: Leadership development – Students will develop the capacity to take initiative, encourage forward thinking and bring about innovation, which effectively influencing others to achieve desired results.

Detailed curriculum mapping is now being undertaken for all programs to support a systematic review of how and where PLOs are taught and developed and to identify any gaps in coverage. This will form the basis for curriculum renewal and innovation to better embed the PRME as an essential part of preparing 'future ready' business graduates.

For example, in 2018 the School of Accounting mapped the Masters of Professional Accounting (MPA) to the new PLOs. Across the program's core (compulsory) courses, there are 19 assessments that address PLO 5 and seven that address PLO 6.

#### 3.1.1 PLO 5: Responsible Business Practice

Disciplinary schools now have access to a clearly articulated statement of 'responsible business practice' and supporting guidelines, as shown in the following panel.

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**Statement:** Students will develop and be committed to responsible business thinking and approaches, which are underpinned by ethical professional practice and sustainability considerations.

**Criteria:**

1. Apply relevant ethical frameworks to business decisions / practice
2. Evaluate business decisions / practice in light of economic, social and environmental sustainability

**Framing the PLO:** The notes below provide additional explanation of specific components related to the criteria to assist in interpreting and applying this PLO in different disciplines, courses, and types of assessments.

Responsible business practice can be considered in terms of three levels:

- individual (professional ethics, virtuous practice)
- organisational (Corporate Social Responsibility (CSR) / Triple Bottom Line (TBL or 3BL))
- systemic (overall systems, laws and processes).

Responsible business practice encompasses ethical practice, corporate responsibility and sustainability, all of which are captured in the UN Principles of Responsible Management (PRME) to which UNSW subscribes.

Ethical professional practice and the various aspects of sustainability are further outlined as follows:

- **Ethical professional practice** – will be based on professional and/or ethical frameworks and principles relevant to the discipline area. Students will identify and include in business and other organisational processes and practices:
  - the key stakeholders
  - the ethical elements
  - institutional incentives and constraints in the regulatory and cultural context, including professional and ethical codes of conduct
  - the relevance of their own discipline or profession in contributing to ethical practice.
- **Economic sustainability** – refers to the process of allocating and developing scarce resources in the pursuit of positive social and environmental outcomes. It entails consideration of the internal and external implications of organisational sustainability<sup>1</sup>, including:
  - financial viability
  - the social licence to operate
  - the development of intangible assets
  - influence on the wider society, including economic and environmental impacts.
- **Social sustainability** – includes awareness of UN's Sustainable Development Goals (SDGs) and their link to business<sup>2</sup>. It also embodies social justice principles and values; and the importance of addressing current needs without compromising the ability of future generations to meet their own<sup>3</sup>.
- **Environmental sustainability** – contemplates environmentally-responsible business practice including the environmental impact of business activity, ecosystem diversity and protection, and identification of issues around pollution and climate change.

<sup>1</sup> Doane, D., & MacGillivray, A. (2001). Economic sustainability: The business of staying in business. New Economics Foundation. Accessed on 4/5/2017 from: [http://www.projectsigma.co.uk/RnDStreams/RD\\_economic\\_sustain.pdf](http://www.projectsigma.co.uk/RnDStreams/RD_economic_sustain.pdf)

<sup>2</sup> PRME Secretariat (n.d.). Management education and the Sustainable Development Goals: Transforming education to act responsibly and find opportunities. Accessed on 4/5/2017 from: <http://www.unprme.org/resource-docs/SDGBrochurePrint.pdf>

<sup>3</sup> UN (1987). Report of the World Commission on Environment and Development: Our Common Future (Brundtland Report). Accessed on 4/5/2017 from <http://www.un-documents.net/ocf12.htm#>

# METHODS FOR RESPONSIBLE MANAGEMENT EDUCATION

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## 3.2 Educational Materials for Responsible

### 3.2.1 Global Sustainability and Social Enterprise (GSSE)

The Centre for Social Impact, or CSI, continues to lead the field in providing business education that addresses social and economic sustainability and ethics.

### Want to make the world a better place?

So how can you create a career out of making positive global change? Sustainability and social enterprise are the new frontiers of business innovation.

In 2018, the UNSW Business School launched a new specialisation taught in collaboration with CSI: Global Sustainability and Social Enterprise (GSSE). It can be taken as part of the Graduate Certificate in Analytics (Online), Graduate Certificate in Commerce, Graduate Diploma in Analytics (Online), the Master of Analytics, the Master of Commerce and Master of Commerce (Extension) programs.

The specialisation is designed for students who are passionate about improving lives, communities, and the environment. It teaches students business knowledge, tools, and techniques to work towards global change through a career in industry or government, not-for-profits, or by creating change at the local level through starting or scaling sustainable social enterprises.

The GSSE structure includes the following three new core courses:

- [COMM5201: Social Enterprises: Doing Business for Social Good](#), taught by Michael Katz, provides students with the opportunity to develop a social enterprise and to enter their business case in the national competition, the Big Idea. As a starting point the students are required to use the Sustainable Development Goals (SDGs) as way to identify a wicked social or environmental problem, either locally or overseas. In 2018, COMM5201 was taught alongside the Business School's undergraduate course COMM3030: Social Entrepreneurship Practicum – Big Idea. Both the undergraduate and postgraduate teams chosen by the UNSW local judges to compete in the national semi-finals won their respective national competitions.
- [COMM5202: Social and Environmental Sustainability](#) has a particular focus on sustainability. The lecturer, Shanil Samarakoon, requires students to engage in a 'Living Your Values' exercise in which they identify, act, and reflect on their values in relation to a more sustainable world. The exercise is aimed at creating a more meaningful connection to thinking about global social responsibility and creates a framework through which students can engage with matters of sustainability, both as professionals, and as global citizens. As part of the exercise, students are required to write a letter to themselves drawing on their values and goals for the following 12 months, the purpose being to highlight their personal commitment to making a positive impact. The letters are then posted back to the students a year later.
- [COMM5203: Social and Environmental Outcomes Measurement](#) provides introductory, applied knowledge and skills for measuring social and environmental outcome and impact, a topic that is in increasing demand from stakeholders. It examines some of the key social impact measurement approaches and provides the knowledge and tools necessary to understand and apply social impact frameworks and methodologies at project and organisational level.

The specialisation also has two electives taught by CSI, COMM5204 Investing for Local and Global Impact taught by Michael Katz (students learn to apply their commercial skills to solving social issues through business) and COMM5205 Change for Sustainability taught by Dr Alexandra Walker (based on the concept of social responsibility of individuals, companies and organisations, using the SDGs as a framework for sustainability).



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### 3.2.2 Social Entrepreneurship Practicum Suite of Courses

These courses are designed to integrate theory with experiential practice and involve authentic engagement with partner organisations. Students work in teams and projects may involve social innovation and entrepreneurship; philanthropy; impact investing; business and human rights; corporate social responsibility; pro bono and volunteering; measuring social impact; social finance; and other related fields.

- [COMM3030 Social Impact Hub Sydney](#) allows UG students to put their business skills and knowledge to use in planning and implementing a real project in a field of social impact.
- COMM3030 [Myanmar](#) and [India](#) are delivered in conjunction with the Centre for Social Impact and provide UG students the chance to work overseas on a social entrepreneurship project.
- [COMM3030 The Big Idea Competition](#) is delivered in conjunction with the Big Issue. Students explore an area of disadvantage and propose a business case for an appropriate social enterprise, either as a start-up or in conjunction with an existing NFP. It was taught for the first time in 2018 by Selena Griffith and run alongside [COMM5201 Social Enterprise: Doing Business for Social Good](#) (see above). See Section 5.4.1 for details of winning student teams.
- COMM5030 [Sydney](#) and [Bali](#) is the capstone for the MCom Global Sustainability & Social Enterprise major, as well as an alternative capstone for other MCom majors. Students work with a social entrepreneur in a consulting process that requires teamwork, autonomy, and strategic thinking.

### 3.2.3 Tax Clinic and Work Integrated Learning

In 2018, UNSW Business School launched a Work Integrated Learning (WIL) program to increase the number and type of work integrated learning opportunities available to students to help build their career skills. Working with the WIL team, senior lecturer Ann Kayis-Kumar, from the School of Taxation & Business Law, has created a tax clinic, based around a PlayTax gamification, which will be launched in mid-2019.

The [Tax Clinic](#) is an experiential learning course. Students will be given the opportunity to support unrepresented, lower income or vulnerable taxpayers and small businesses in managing their tax affairs. Through their work for disadvantaged clients on case, education and policy files, students will develop their understanding of substantive and procedural tax and ethical issues. The mission of the Tax Clinic is to improve access to tax justice for all members of the Sydney community by providing tax advice and advocacy, empowering individuals and small businesses through community education, and to remove systemic injustice by advocating for tax reform.

### 3.2.4 Australian Graduate School of Management (AGSM) courses

MNGT6211: Executive Blueprint was launched in 2019 and is a commencing course and part of Stage 1 of the revised MBA Executive Program. The same activities will also occur in MNGT6001: Managing Yourself and Others in the new Master of Management program. In these courses, a core concept is effective leadership, which is defined as encompassing the following:

Promote social justice and morality; Member satisfaction and commitment are increased by a climate of fairness, compassion and social responsibility; To maintain such a climate requires active efforts to protect individual rights, encourage social responsibility and oppose unethical practices. Effective leaders set an example of moral behaviour, and they take necessary actions to promote social justice (based on Yukl, 2013, Leadership in organizations, 8th Edn, Pearson, Boston).

The newly revised activities include:

- A critical reflection on the UN Global Compact and SDGs
- Students reflecting on their own ethical values and established ethical principles
- A standardised ethical leadership self-assessment
- Two Giving Voice to Values case studies
- A reading on Heslin & Ochoa on 'Principles for fostering organisations' Corporate Social Responsibility
- An activity requiring students to generate initiatives whereby they could apply CSR building principles

"Ethical Aspects of Business Analytics" has been introduced as the final unit in the core MBAX9135: Business Analytics course, and will be introduced as an elective in the forthcoming Master of Management program. The unit includes a big data ethics framework, ethical decision point cycle and social-media ethics and a decision tree; with key concepts, ethics, unintended consequences, values, privacy, and regulation.

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### 3.3 Educational Environments for Responsible Leadership

#### 3.3.1 National Indigenous Business Summer School 2019

Building on the success of the inaugural National Indigenous Business Summer School (NIBSS) at University of Melbourne in 2018, [NIBSS 2019](#) saw 23 Indigenous high school students from across the country engaged with and learnt from a wide range of Indigenous role models. These included current UNSW Indigenous business students, alumni, staff and external advisors: Indigenous industry leaders, entrepreneurs and business practitioners.

The design and delivery of NIBSS19 created an invaluable opportunity to draw on and develop the agency of many of our current UNSW Indigenous business students and alumni. Having been participants in UNSW Indigenous winter school business program and UNSW Indigenous Pre-Program in Business themselves, our NIBSS19 mentors identify these as key factors in their decision to study Business at university.

They have also been engaged as business facilitators, tutors and mentors in both programs, as well as in high school outreach entrepreneur workshops with UNSW ASPIRE; Walan Mayingu Indigenous Entrepreneurship Youth program 2017/2018; NSW AECG ATSIMA STEAM 2018 and Indisprint 2018 (see Section 5.4.2). Drawing on their own studies and experiences, NIBSS 2019 business facilitators were highly relatable for participants and pinnacle to the engagement learning and development throughout NIBSS19.

Entrepreneurship, culture, technology, design thinking, community empowerment, social and economic impact were central themes throughout NIBSS19 as encapsulated in the Sprint Challenge. Equally crucial was the progressive design, which ensured that each of the interrelated workshops, industry visits and experiences were stimulating and valuable in their own right, relating to the NIBSS19 themes, Sprint Challenge and participants' own lives.

For a post NIBSS roundup, click [here](#).

# RESEARCH ON RESPONSIBLE MANAGEMENT PRINCIPLE 4



## 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.

UNSW Strategy 2025 positions the university as a world leader in research quality. We aspire to “be among the leading research-intensive universities worldwide, known for innovative, pioneering research with a global impact”. The Business School’s research activities contribute nationally and globally to our understanding of the nexus between corporations, societies, sustainable environments and economies. This work occurs at a number of levels including in the Centre of Excellence in Population Ageing Research ([CEPAR](#)), the Centre for Social Impact ([CSI](#)), and the Industrial Relations Research Centre ([IRRC](#)), as well as individually.

### 4.1 Research Quality & Impact

More than 350 academic staff of the Business School collectively produce outstanding research output in terms of both quality and impact. Our researchers are regularly awarded competitive grants and are closely engaged with government and industry.

#### 4.1.1 Quality

The Business School’s performance rating has exceeded world standards for its research according to the Australian Research Council’s (ARC) 2018 Excellence in Research for Australia (ERA) analysis. ERA is Australia’s national research evaluation framework, which identifies and promotes excellence across the full spectrum of research activity in Australia’s higher education institutions. Ratings are awarded out of five and UNSW was one of only four institutions to receive a rating of four or five in all research fields that were assessed, indicating performance ‘above’ or ‘well above world standard’.

UNSW’s average score of 4.8 was the highest in Australia. Highlights for the Business School included the following:

- Economics scored straight fives in all specific subjects, maintaining its 2015 standing.
- Business subjects including Finance and Accounting received a ‘well above world standard’ rating, and Marketing and Business and Management received a rating of 4 ‘above world standard’.
- The two broad subject areas of Commerce, Management, Tourism and Services; and Economics obtained the highest rating of 5, indicating research ‘well above world standard’. As did the business-related fields of Statistics, Information Systems, Policy and Administration and Law.

The ERA results benchmark the country’s university research against international standards and are based on a range of factors including publications and citations, expert review and international benchmarks. More details about the overall UNSW results can be found on the [UNSW Newsroom](#).

#### 4.1.2 Impact and Engagement

On the back of these results, UNSW Sydney has topped all Australian universities for research that makes a highly positive impact on everyday lives. UNSW also rates highly when it comes to engaging with end-users outside of academia to translate research into benefits for society.

The ARC recently released its first national engagement and impact (EI) assessment of university research. The national assessment is incorporated into the ERA and shows how universities are translating their research into economic, social and environmental impacts, as well as industry and end-user engagement.

Highlights for the Business School include:

- The field of research of Economics obtained a rating of high for Impact (based on the work of CEPAR, led by John Piggott – see section 4.2) and a medium rating for Engagement; and
- The field of Commerce, Management, Tourism and Services obtained a rating of high for both Engagement and Impact. The Impact rating reflected the auditing work led by Roger Simnett (see also Auditing & Assurance Research Network, Section 7.2.2).

The E&I outcome shows that the Business School’s “well above world standard” research is having a significant impact beyond academia. You can find the full engagement and impact assessment on the [ARC website](#) and read about all of UNSW’s results on the [UNSW Newsroom](#).



# RESEARCH ON RESPONSIBLE MANAGEMENT PRINCIPLE 4



## 4.2 Centre of Excellence in Population Ageing Research

Based in the Business School, with nodes at the Australian National University (ANU), Curtin University, University of Melbourne and University of Sydney, the ARC Centre of Excellence in Population Ageing Research (CEPAR) is producing world-class research on population ageing. CEPAR was the first social science centre to receive Centre of Excellence funding, in 2011, and it remains the only Centre of Excellence to be hosted by a Business School.

The Centre is a unique collaboration bringing together academia, government and industry to address one of the major social challenges of the twenty first century. It has developed a body of research that influences policy across the domains of aged care, retirement income, labour force participation and related consumer choices.

In January 2019, CEPAR published a new fact sheet – [Aged Care Policy, Provision and Prospects](#) – providing an overview of recent changes in aged care policy, industry, and labour force in Australia. The co-author and senior research fellow, Rafal Chomik said,

“Australia’s aged care system is evolving. It is where the challenges of population aging are most apparent and where policy choices have direct impact on the lives of Australians. Population aging means more people than ever will require care in Australia in the coming years. In this fact sheet we highlight research seeking to address these challenges and offer visual presentations of aged care needs and utilisation.”

Professor Hazel Bateman, Deputy Director of CEPAR, provides policy development advice to developing Asian economies in the context of the sustainability of pension systems with the advent of population ageing. These activities include:

- Presenter and participant in a workshop – Effectiveness of Government Social Security Programs in Developing Asia – organized by the Asian Development Bank Institute (ADBI) and the Indonesian Ministry of Finance, Jakarta, Indonesia (7-9 March 2017). The key issue of concern was the design of sustainable public pensions for the aged.
- Academic expert for the China Ageing Finance Forum (CAFF50), and keynote speaker China Ageing Finance Forum (CAFF50) Global Summit, Shenzhen, China, 21 May 2017. A key issue of concern is pension policy design in the context of a rapidly ageing population.
- Presented research on new financial products to address the sustainability of the Chinese social security system at the 4th Annual Population Ageing and the Chinese Economy Workshop, Shanghai, 27-28 June.

In June 2019, CEPAR will be hosting the Economics of Ageing Workshop and Journal of the Economics of Ageing special issue on ‘Resources in Retirement’:

“Australia’s aged care system is evolving. It is where the challenges of population aging are most apparent and where policy choices have direct impact on the lives of Australians. Population aging means more people than ever will require care in Australia in the coming years. In this fact sheet we highlight research seeking to address these challenges and offer visual presentations of aged care needs and utilisation.”

Almost at the other end of the spectrum, the 2018 United Nations Population Fund’s State of World Population report was compiled by an international team of academics led by CEPAR Chief Investigator, Peter McDonald, Professor of Demography at the University of Melbourne. The report, titled “The Power of Choice: Reproductive rights and the demographic transition”, documents the global fertility transition and the slowing of global population growth over the last 50 years – “one of humankind’s most important and life-changing achievements.”

The report highlights the importance of reproductive rights being extended to all women and men. “Each country needs to define the mix of services and resources it requires to uphold reproductive rights for all citizens, ensuring that no one is left behind, and to dismantle social, economic and institutional and geographic obstacles that prevent couples and individuals from deciding freely and responsibly the number and timing of pregnancies,” says Peter McDonald.

# RESEARCH ON RESPONSIBLE MANAGEMENT PRINCIPLE 4



## 4.3 Centre for Social Impact (CSI)

The Business School is also home to the multi-university [CSI](#), which brings together business, government, philanthropic and not-for-profit sectors in a collaborative effort to build community capacity and facilitate social innovation. CSI aims to catalyse positive social change, through transformational research and education, to enable others to achieve social impact.

CSI's work on the National Disability Insurance Scheme (NDIS) included a report entitled "[Competition and collaboration between service providers in the NDIS](#)". The report aims to promote understanding of the impact that introducing a market based competitive environment may have on collaboration and collegiately between service providers and the flow-on effects for people with a disability and their families. The work has generated a range of knowledge translation pieces in outlets such as [The Mandarin](#) (news and resources for Australia's public sector leaders) and received coverage in Probono News and The Sydney Morning Herald. It has also been used by the Australian Productivity Commission in its review of the NDIS.

[Financial Resilience in Australia](#) is an annual report produced by CSI, in partnership with the National Australia Bank. Research for the [2018 report](#) found that 2.1 million people in Australia are experiencing financial stress, but that, overall, more Australians are becoming financially resilient, with more than one in three Australians feeling financially secure. This work has led to a better understanding of the role of no-interest and low-interest loan schemes to Australians on a low income.

In 2018 the CSI research team was awarded the Business School's 2018 PRME Award for Social Engagement. The award was given recognition of the research team's outstanding contributions to A Just Society (a Strategy 2025 pillar) and sustained passion and commitment to furthering responsible management education and / or research. It recognises fostering and enriching a culture in which sustainability and social responsibility are valued and enacted. The awardees were: Axelle Marjolin, Prof Kristy Muir, Dr Abigail Powell, Dr Jack Noone and Dr Megan Weier.

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## 4.4 Industrial Relations Research Centre (IRRC)

[IRRC](#)'s research activities have contributed consistently to promoting better understanding of how corporations can contribute to the creation of sustainable social, environmental and economic value. This includes Hon Associate Professor PN (Raja) Junankar's research into the causes and consequences of unemployment in OECD countries; immigration and the Australian economy; ageing: labour market, health, superannuation, and housing; and informal labour markets in India.

Emeritus Professor Michael Quinlan is a global authority on worker mobilisation, and workplace health and safety. In September 2018, a conference was held at UNSW to celebrate his role, not only in publication, but in undertaking inquiries, investigations and audits for governments in Australia and New Zealand on safety in the trucking industry, mining and WHS regulatory regimes. He has served as an expert on a range of government advisory bodies in Australia and New Zealand as well as helping to prepare reports on WHS for the World Health Organisation, European Commission, European Agency on Safety and Health at Work and International Labour Organisation.

In 2017 and 2018 Hon Associate Professor Anne Junor undertook was awarded funding by the then Office of Learning & Teaching Strategic Priority Commissioned Grant program, which supports the examination of key issues in the Australian higher education system. Anne investigated the effectiveness of an Australian approach to ameliorating precarity in academic work.

The Centre's exemplary research output is listed in Section 8.

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## 4.5 Research Students

Business School research students have been placed in important academic, government and industry positions. There are currently more than 150 research students from all over the world studying with us. Just a few examples of their PRME related research contributions follow.

# RESEARCH ON RESPONSIBLE MANAGEMENT

## PRINCIPLE 4



For her PhD, Hien Hoang (2017) investigates the assurance engagements incorporating both financial and non-financial information and their impact on investment decision making. Hien's primary research interests are in the area of behavioural decision making in CSR and Integrated Reporting context. Hien is currently teaching financial and management accounting at the undergraduate level.

Jaco Fourie began his PhD in 2017 as part of the German [Garment Supply Chain Governance Project team](#). The project is funded by the Volkswagen Stiftung as part of the ["Europe and Global Challenges" Program](#) and seeks to understand the challenges of improving labour and environmental standards in global production networks. Jaco's research of modern slavery and supply chains, outlined below, will illuminate a serious issue related to corporate behaviour and human rights abuse.

### Public regulation of labour standards: the emergence, design and consequences of supply chain disclosure legislation

Combating human rights and labour abuses in global supply chains (hereafter GSCs) is one of the critical sustainability challenges of our time. Since prevailing regulatory regimes are often ineffective, state-based supply chain disclosure legislation have been enacted. This research explores the emergence, design and consequences of disclosure legislation, focusing on the Australian Modern Slavery Act (2018) at national and firm levels. It seeks to extend theory relating to policy change processes and to investigate how variation in legislative design and context have impacted firm compliance.

Dr Mengyi Xu was awarded the prize for Best CEPAR PhD thesis in 2017 for her thesis on [Retirement savings and housing](#) under the supervision of CEPAR Chief Investigator Professor Michael Sherris. "Mengyi's thesis addressed an important issue in retirement research both pre and post retirement, filling important gaps in the actuarial literature," said Michael. The research provides new insights and has important implications for investment strategies of defined contribution funds.

Nicole Anne Hickey is currently enrolled as an MPhil student, and hopes that her thesis will benefit the Aged Care Industry. She is a Director and Operations Manager of Daughterly Care Community Services, a not-for-profit charity responsible for providing In-Home Care to those aged individuals living with Dementia in the NSW community. Nicole-Anne is responsible for 270 staff and over 561k hours of care being provided in the community each year.

## 4.6 Research Output

During this reporting period 2017-2019, staff of the Business School produced over 135 publications, including book chapters, journal articles, reports and conference papers, addressing themes relevant to the principles of responsible management education. These include corporate social responsibility, integrated reporting, business ethics, social responsibility, workplace wellbeing and inclusion, financial wellbeing, green information systems and others. See our Research List (Section 8) for comprehensive details.

Members of our faculty have also made contributions through writing for [The Conversation](#) and [Business Think](#), the Business School's online 'magazine' that translates and communicates Business School research to a broad range of end-users.



# PARTNERSHIPS WITH BUSINESS PRINCIPLE 5



## 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 jointly explore effective approaches to meeting these challenges.

The Business School strongly values our relationships with industry and government and engages in many ways with partners to inform industry practice, public debate and policy, and to address social and environmental challenges.

Our academics foster mutually beneficial linkages and partnerships with key end-users to inform research. Industry sponsors and partners come from all sectors of the economy and include the Australian Human Rights Commission, Safe Work Australia, the Fair Work Commission, Australian Charities & Not-for-Profits Commission, the Farrell Family Foundation, the Tokyo Foundation, First Nations Foundation (national Indigenous financial foundation) and the World Bank Group, whose mission is “to end extreme poverty and promote shared prosperity in a sustainable way”.

The Business School Advisory Council, an external, expert and experienced group of industry practitioners provides advice to ensure our programs and courses are relevant to today's changing business environment. The Council's 45 members are leaders in industry and government and actively engaged and committed to ensuring the Business School realises its vision of becoming a leading centre for business education and research in the Asia-Pacific region.

Business School students are also highly engaged in partnership activities through student societies and competitions. Our clubs and societies offer students excellent opportunities to network with Business School staff, alumni and industry connections to gain the experience and leadership skills they need when entering the workplace. Of the 21+ Business School student societies, several focus on areas such as microfinance, investing for charity, consultancy and social enterprise. Competitions such as the Hitachi Social Innovation Forum (see Section 5.4), provide students opportunities to apply their skills and creativity to real challenges and to experience success in using data analytics for social good.

## 5.1 UNSW Networks

UNSW engages actively in networks that reflect the UN's principles of responsible management education and the values of international initiatives such as the United Nations Global Compact. These include the following.

- [Universitas 21](#) – a culturally diverse network which “empowers students and staff from 27 world-class universities to share excellence, collaborate across borders and nurture international knowledge exchange.” UNSW is also a signatory to the Universitas 21 Statement on Sustainability.
- Association of Pacific Rim Universities ([APRU](#)), which “bring together thought leaders, researchers, and policy-makers to collaborate on effective solutions to 21st century challenges. ... [including] natural hazards and disaster risk reduction, women in leadership, population aging, global health, sustainable cities, artificial intelligence and the future of work, the Pacific Ocean, and labour mobility.”
- Global Alliance of Technological Universities ([GlobalTech](#)), a network of the world's top technological universities which “aims to address global societal issues to which science and technology could be their solution. These issues include biomedicine and health care, sustainability and global environmental change, security of energy, water and food supplies, security, and changing demographics/ population.”
- PLuS Alliance, “which combines the strengths of three leading research universities on three continents – Arizona State University, King's College London and the UNSW Sydney – to solve global challenges around health, social justice, sustainability, technology and innovation. The PLuS Alliance will also work to increase access to world-class higher education in high-need areas through tailored, innovative digital technologies and will offer educational programs focused on global issues so that individuals are better prepared to join a workforce that increasingly operates across cultures and borders.”
- Closer to home, the [NUW Alliance](#), which sees UNSW with the Universities of Newcastle and Wollongong exploring “some of the short and long term challenges impacting NSW to generate benefits for the State as well as the Australian economy”. NUW is “committed to delivering research excellence, innovation and impact, and importantly, equality of access to higher education, regardless of ethnicity or socio-economic status”.

# PARTNERSHIPS WITH BUSINESS PRINCIPLE 5



## 5.2 Partnerships Through Research

### 5.2.1 CEPAR

As reported in Section 4.2, the Centre of Excellence in Population Ageing Research (CEPAR) is a unique partnership between academia, government and industry, committed to delivering solutions to one of the major economic and social challenges of the 21st century: population aging.

In December 2018, CEPAR director, Professor John Piggott, was selected to lead a task force helping G20 nations decide how they will cope with ageing populations. The [Task Force](#) on Aging Population and its Economic Impact and Immigration will focus on “policy measures and actions aimed at sustaining inclusive economic growth and well-functioning socioeconomic systems which provide social security to all people. The role of labour migration to alleviate the impact of declining labour forces and working populations will also be explored in the context of well-designed immigration policies that will support aging societies.” (Source: [t20japan.org](http://t20japan.org))

The Task Force one of ten groups set up to deal with challenges faced by the G20 countries and beyond. Discussions will be co-chaired by Professor Piggott and representatives from the Asian Development Bank Institute and the Korea Development Institute, among others.

### 5.2.2 IRRC

Industrial Relations Research Centre (IRRC – see Section 4.4) Associate Professor P N (Raja) Junankar has fostered international partnerships on critical issues related to global social responsibility and sustainability in his role as member of the Editorial Advisory Boards of The Economic and Labour Relations Review, the International Review of Applied Economics, the Australian Journal of Labour Economy, and the International Journal of Development Issues.

In 2017 Raja was elected as a Fellow of the [Global Labour Organization](#). In terms of research impact, he has consistently been listed in the top 10% of authors on SSRN by all-time downloads. In 2017, he collaborated with Professor Piotr Zuk, University of Wrocław and Centre for Civil Rights and Democracy Research, Poland in applying for Polish Government research funding on labour migration under globalisation.

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## 5.3 Partnerships in Program Development

### 5.3.1 Emerging Indigenous Executive Leadership Program

The Emerging Indigenous Executive Leadership Program (EIELP) is a ground-breaking initiative focussing on developing the next generation of Indigenous leaders. It is designed to break the diversity ‘glass ceiling’ and bring more Indigenous Australians into the C-suite. Launched in 2017, the program was originally developed by the National Australia Bank in partnership with AGSM, with strong support from Richmond Football Club, Crown Resorts, AFL, Broadspectrum, Australian Institute of Aboriginal and Torres Strait Islander Studies, the Australian Government Department of Human Services and Reconciliation Australia.

The nine-month program is delivered by the AGSM and offers a variety of experiential learning activities online and face-to-face in Melbourne, Sydney and Uluru. Participants engage with strategic thinking, leadership and identity, innovation, personal effectiveness and communicating with influence. In 2017, “15 emerging leaders graduated from the EIELP. Several have been promoted and all have action plans for career advancement”, said Nick Wailes, Deputy Dean and Director of AGSM. “The AGSM, along with our corporate partners are committed to developing the leadership potential of Indigenous Australians.”

### 5.3.2 AGSM Aboriginal Career & Leadership Program

The tenth cohort of the Aboriginal Career & Leadership Program (ACLDP) commenced in early 2019. In partnership with the NSW Public Service Commission, AGSM designed the program four years ago and Professor Mark Rose and AGSM faculty deliver the three-module program to middle management, NSW public servants. Underpinned by the framework of ‘walking in two worlds’, the program was created to support the NSW Premier’s priority of doubling the number of senior Aboriginal public servants by 2025, and now with 240 alumni, the ACLDP is being credited as a key reason that this NSW State Premier’s Priority will be achieved.

## PARTNERSHIPS WITH BUSINESS PRINCIPLE 5



### 5.3.3 Walan Mayinygu Youth Program

An example of cross institutional collaboration commenced with an initiative of Associate Professor Michelle Evans whilst at Charles Sturt University. Walan Mayinygu was a full week program ('pop up hub') of business workshops and masterclasses for current or aspiring Indigenous entrepreneurs in regional locations across NSW, including Albury, Dubbo, Port Macquarie and Lismore.

Rebeca Harcourt, Program Manager Indigenous Business Education at the Business School, was commissioned to design and facilitate the Walan Mayinygu Youth Program and she subsequently engaged Liam Ridgeway, Indigenous Entrepreneur cofounder of NGNY & Indigitek; and Ashley Finegan and Shaun Wright, Indigenous Business School students. In each pop-up hub, the Youth Program offered a multi layered component for school-aged Indigenous students from years 5 through to year 12, introducing entrepreneurship with a focus on bringing young people's innovative and creative ideas to life. The program featured an introduction to entrepreneurship, guest talks from successful Indigenous entrepreneurs, networking activities, role plays, yarning circles and students pitching their innovative business ideas to a panel of judges at the end of the day.



Walan Mayinygu Youth Program

### 5.3.4 Leadership for Purpose Executive Education Program

The Not-For-Profit sector is one of Australia's most important sectors socially, culturally and economically. It is one of the largest employers (1.3 million) and contributes approximately 8% of Australian GDP (CSI 2017). Investing in the leaders of this sector is critical, yet there is significant underinvestment in capacity building. Accordingly, Centre for Social Impact (see Section 4.2) was commissioned by The Ian Potter Foundation (IPF) to develop a program for the NFP sector.

CSI worked alongside collaborating partners Sidney Myer Fund (SMF), the Myer Foundation (TMF), the Vincent Fairfax Family Foundation (VFFF), and the Paul Ramsay Foundation (PRF), to develop a year-long leadership program – the Leadership for Purpose Executive Education program.

The year-long program aims to build the capacity and effectiveness of the NFP sector through a targeted leadership program for NFP CEOs. The year-long program combines retreats, executive coaching, a sabbatical period, executive networking, and step-up leader support. This environment, coupled with the content mix, offers a distinct point of difference to other leadership courses on the market. Content includes areas such as self-leadership, building leadership cultures, adaptive leadership, the power of story-telling, navigating politics, mission and strategy, applied systems thinking and leading beyond the organisation. An agile teaching method will be used so content can be adapted to meet needs.



# PARTNERSHIPS WITH BUSINESS PRINCIPLE 5



## 5.3 Partnerships in Program Development

### 5.4.1 Information Systems students win Social Innovation Competition

A team of four UNSW students, which included three from the School of Information Systems & Technology Management, pitched at the annual [Hitachi Social Innovation Forum](#), 2018. They joined the conversation on how data analytics can be leveraged for social good, keeping our cities safe.

Over the course of 48 hours the team developed a facial recognition app proof of concept – ‘Samaritan’. Using publicly available data and social media streams the app is designed to find persons of interest in high population areas. With growing concerns of public safety ranging from losing a child in a crowd to terror monitoring, the team focused on how we can use public tools and open source data to aid authorities.

Against a number of teams with considerable research and development in their pipeline, the UNSW team presented in front of a huge crowd at the Hilton and were elated to take first place as well as an opportunity to develop the proof of concept further.

### 5.4.2 Indigenous Product Sprint

The Business School's philosophy and practice continues to build on the latest approaches and activities that develop our Indigenous students “capabilities to be future generators of sustainable value for business and society”. We draw on a growing community of practice that includes business forums, conferences, pathway articulation programs into undergraduate and postgraduate degrees, alumni networks, professional development and research outcomes.

For example, Indigenous Product Sprint ([Indisprint](#)), was a 2.5-day design thinking product sprint developed by the Business School, the Faculty of Built Environment and the UNSW Founders program. Held in November 2018, Indisprint brought together students from the Business School and Built Environment to explore the health challenge of diabetes currently facing Indigenous Australia. Aboriginal and Torres Strait Islander people are almost four times more likely than non-Indigenous Australians to have diabetes or pre-diabetes, with 13% of the Aboriginal and Torres Strait Islander population self-identifying as having diabetes.

The 20 participating UG and PG students formed into teams and were supported by mentors to create wearable technology for early detection of diabetes. Winners received ongoing mentor support from the Michael Crouch Innovation Centre and \$1,000 in materials from the Business School. Their innovations will be adopted by the Indigenous community within the Sydney Metropolitan area.



Students at Indisprint, UNSW Innovation Centre Sept. 2018

### 5.4.3 Pro-Rathon – Sponsored by JDRF Australia

The Business School's Graduate Student Association hosted a Pro-Rathon case competition in Semester 2 2018, sponsored by JDRF Australia a not-for-profit supporter of type 1 diabetes research (JDRF is a leading global organisation funding type 1 diabetes research). Over 30 students participated and were mentored by JDRF staff and UNSW alumni. The event was supported by MCIC, the Maker Space and Westpac.

# DIALOGUE AND DEBATE WITH STAKEHOLDERS

## PRINCIPLE 6



### Principle 6 | Dialogue

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

UNSW Strategy 2025 positions us to lead the discussion on the major challenges of our time and translate our discoveries into social benefit. Our thought leadership, and equity, diversity and inclusion programs influence debate, policy and practice to create a more just society.

In playing our role, UNSW Business School engages in dialogue with multiple stakeholders in multi-media ways on critical issues of social responsibility and sustainability. Our stakeholders include educators, students, business, government, consumers, media, civil society organisations, groups and individuals.

Our dialogue occurs through multi-media, including conferences, workshops, radio, print, such as journals and submissions, and of course, web technology. Through dialogue we promote collaboration across our own campus. We use various media to explore critical issues, such as climate change and social disadvantage, and to celebrate the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to their communities, families, and to our nation. We publish research that explores, for example, rights, equality or justice-based approaches to labour relations and social policy. We contribute to public debate as well as educate and promote business and economic literacy through radio and we use our networks nationally and internationally with other institutions and business schools to promote the principles of responsible management education and encourage others to join the PRME organisation.

## 6.1 Business School's PRME Community of Practice

The Business School's commitment to fostering dialogue on critical issues of social responsibility and sustainability is coordinated through the PRME Community of Practice (CoP), which has been active since its inception almost 10 years ago. Recent activities include a CoP lunch meeting which celebrated the group's 2018 achievements (including Global Climate Change Week – see Section 6.2) and planned for topics, presenters and events for 2019. On the agenda was a special presentation by Professor Peter Sheldon his report for the CFMMEU, investigating how to achieve a just transition for mining communities in Australia (see Section 2.2).

The success of the PRME CoP is due, in large part, to the dedication of our champions, such as Dr Tracy Wilcox. A founding member of the CoP and Postgraduate Academic Program Director, Dr Wilcox is an established ethics scholar and Associate Editor of the Journal of Business Ethics, a FT50 journal. As well as providing guidance and direction to the School's PRME program, Dr Wilcox is regularly called on to share her experience and insight on PRME related themes. She was invited to Massey University (New Zealand) in 2017 to conduct PRME professional development with Massey Business School staff and deliver a keynote, "Responsible Management Education: 21st Century Challenges". Dr Wilcox was a lead organiser of a workshop on "Domestic Violence and Organizations: Creating a Dialogue between Practice & Management Studies" held in June 2018, at which 50 scholars and domestic violence practitioners from Australia, North and South America, UK, and Europe shared current practice and future directions in this important area. In May 2017, she presented a public workshop on "Leadership for Social Purpose" at the Think Outcomes conference, CSI, Australian Research Alliance for Children and Youth (ARACY) and the Social Impact Measurement Network of Australia (SIMNA).

In 2018, Dr Wilcox was awarded the Business School's PRME Award for Social Engagement in recognition of her outstanding contribution to A Just Society (a Strategy 2025 pillar) and sustained passion and commitment to furthering responsible management education and research.

Co-ordinator of the PRME CoP, Dr Louise Fitzgerald, was invited to STIESIA Business School, Surabaya Indonesia, in January 2019 to lead a workshop on "How PRME could benefit STIESIA". If STIESIA goes ahead with its plan to join up as a signatory to the PRME community, it would be the first institution in Indonesia to do so.



# DIALOGUE AND DEBATE WITH STAKEHOLDERS PRINCIPLE 6



## 6.2 Global Climate Change Week (GCCW)

In October 2018, the Business School's PRME CoP coordinated GCCW activities across the UNSW campus, drawing attention to how the university engages in addressing climate change. Presentations, workshops, discussion panels, a PechaKucha and an industry visit were held involving staff, students and community.

The UNSW Climate Change Research Centre ([CCRC](#)) hosted two events: firstly, a simulcast from a conference expert panel discussion of the newly released IPCC special report, 'Global Warming of 1.50C'. The second was a lunchtime panel discussion titled, "What global warming means for changes in climate extremes" featuring Dr Sarah Perkins-Kirkpatrick and Ana Corpuz. Research students of the Faculty of Built Environment held a highly successful Pecha ucha where they presented their research on sustainable building and urban design concepts.

The Business School hosted three events: "Acting on climate change at home, in the community and at work" for professional staff (which included a dynamic group of students describing their project initiatives for dealing with waste on campus) and "The business of Climate change", featuring Dr Maria Balatbat, senior lecturer in Accounting and Joint Director of the Centre for Energy and Environmental Markets ([CEEM](#)) who spoke on the business trends in decarbonisation of the economy. Dr Janis Wardrop, from the School of Management spoke on the interspaces between business education, ethics and sustainability. A site tour also took place, for students and staff, to [Interface](#), an organisation that produces flooring products from recycled materials and is renowned for its sustainability practices.

An outcome of GCCW 2018 has been the formation of a Climate Change Network @ UNSW. The network has been joined by staff and students across many faculties and centres, including Business, Engineering, Arts & Social Sciences, Medicine, Built Environment and CCRC. An organising committee meet weekly and two events have been held in which experts from each of these faculties and centres have presented their research to audiences of academic and professional staff, students and community. Working parties have been formed to focus on areas such as waste management in close collaboration with UNSW Sustainability, on policy and advocacy, and on community engagement.



Climate Change Network @ UNSW event, Nov. 2018



# DIALOGUE AND DEBATE WITH STAKEHOLDERS PRINCIPLE 6



## 6.3 Dialogue Through Conferences

### 6.3.1 NAIDOC Women's Conference

As a result of longstanding relationships between Rebecca Harcourt, Indigenous Program Manager in the Business School and Sharon Kinchela and Christine Ross the convenors, the National Aborigines & Islanders Day Observance Committee (NAIDOC) Women's Conference was held at UNSW Sydney campus in July 2018. Entitled "Because of Her We Can", this was the largest gathering of Aboriginal and Torres Strait Islander women in over 30 years and celebrated the invaluable contributions they have made – and continue to make – to their communities, families, and to our nation. As pillars of our society, Aboriginal and Torres Strait Islander women play active and significant roles at the community, local, state and national levels.

UNSW Business School and UNSW Campus Services were major sponsors and integral to the development and preparations in the preceding months for the Women's Conference. Over 600 Aboriginal and Torres Strait Islander women convened at UNSW Sydney on Bidjigal Country, hosted by Ngiyani Pty Ltd and joined by Business School students, staff and alumni involved as ambassadors, speakers, panellists and curators.

[A panel](#) of UNSW Business School alumni explored "Culture Community Education Technology Governance Entrepreneurship Industry" and shared how Aboriginal and Torres Strait Islander women are navigating significant social and economic change with cultural nuances and agility. The panellists reflected on their vision of driving change in the western world, building on the legacy of women who have fought to improve the lives of Indigenous people.

### 6.3.2 AFOA Canada International Conference

In October 2017, Rebecca Harcourt, Indigenous students and graduates were invited to attend the inaugural [AFOA Canada](#) International Conference as part of an Australian delegation. Rebecca and two Indigenous Business School alumni spoke on the challenges and opportunities within the intersectionality of Indigenous

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Business Alumni Panel:  
(from left) Lucy Brereton,  
Yanti Ropeyarn & Rebecca Harcourt

# DIALOGUE AND DEBATE WITH STAKEHOLDERS PRINCIPLE 6



## 6.3.2 AFOA Canada International Conference

In October 2017, Rebecca Harcourt, Indigenous students and graduates were invited to attend the inaugural [AFOA Canada](#) International Conference as part of an Australian delegation. Rebecca and two Indigenous Business School alumni spoke on the challenges and opportunities within the intersectionality of Indigenous culture(s) education and business; and innovative approaches to Indigenous Business education, leadership and entrepreneurship.

Alumnus George Brown presented his work with Wreck Bay Aboriginal Community Council on creating income, employment and financial security through environmentally sustainable development. In addition to speaking, Owen Walsh, graduate and Cultural Ambassador, also accepted invitations to play didgeridoo and talk in Wiradjuri language to open several events.

Rebecca, who facilitated the visit to Vancouver, said that it was “an incredible opportunity to learn from and exchange diversity of ideas, approaches, culture, challenges and opportunities with other First Nations business leaders from around the world.”

## 6.4 Dialogue Through Radio and Journals

### 6.4.1 ‘The Economists’

Professor Gigi Foster, School of Economics, co-hosts this weekly radio program, described as using “the tools of economics to shine a light on life”. Professor Foster is one of Australia’s leading economics communicators and is an established voice in such fields as the economics of social influence, behavioural economics, education and time use. The Radio National program explores everyday issues from an economics perspective and conveys economic theories and complex topics, such as inequality, quantitative measurement, and aging in accessible and entertaining ways.



Source: <https://www.abc.net.au/radionational/programs/the-economists/>

### 6.4.2 “The Economic and Labour Relations Review”

The Business School’s Industrial Relations Research Centre (IRRC) has promoted dialogue through its journal, [The Economic and Labour Relations Review](#) (ELLR). The journal’s policy mandate is to encourage the publication of research exploring “rights-, equality- or justice-based approaches to labour relations and social policy”.

# DIALOGUE AND DEBATE WITH STAKEHOLDERS PRINCIPLE 6



- In [2017](#), Professor Harcourt and IRRC Associate Professor Raja Junankar organised a special issue celebrating the pioneering inequality research of Tony Atkinson on the first anniversary of his death. Contributors included Nobel laureate Professor J Stiglitz, renowned economist T Piketty, climate report author N Stern, pioneering poverty and health theorist Professor P Saunders and esteemed development economist J Ghosh.
- In [2017](#) and [2018](#), Editorial Board member Professor Michael Quinlan managed calls for papers on the issues of truck drivers hours, rates and safety and on the Australian trend to underpayment of statutory wage minima. One result has been an ongoing collaboration with well-known US road transport safety expert Michael Belzer (author of *Sweatshops on Wheels*); another has been a stream of Australian and Canadian articles on underpayment of disability support and hospitality workers and of migrant and contract labour.
- Working closely with Professor J Stanford of The Australia Institute, in September 2017 ELLR produced a very high impact symposium on regulation of work in the '[gig economy](#)'.

ELLR has consistently promoted policy dialogue by publishing research studies on all the major themes in the UN Global Compact, including, environmental sustainability, human rights and labour rights, equality, development and anti-corruption. Wherever possible, the publications of articles has been accompanied by a print, broadcast and social media strategy undertaken by the IRRC in conjunction with authors, designed to bring issues to the attention of policy makers and the wider public.

## 6.4.3 Australian Journal of Management

In 2018, the Business School's Australian Journal of Management (AJM), called for papers for a special issue investigating the implications of Grand Challenges ("fundamental global challenges that require significant action through coordinated and collaborative efforts across societal stakeholders") for organisational strategy and management in the Asia-Pacific region.

"Australia's aged care system is evolving. It is where the challenges of population aging are most apparent and where policy choices have direct impact on the lives of Australians. Population aging means more people than ever will require care in Australia in the coming years. In this fact sheet we highlight research seeking to address these challenges and offer visual presentations of aged care needs and utilisation."

In November 2018, the AJM conducted a highly successful workshop with a program covering a range of topics on some of the most important issues of our time: climate change, biosecurity, population growth and taxation of robotic labour. The journal is not only publishing excellent academic work, but also contributing to providing rigour to the public debate on important issues.





## 7.1 Review of 2017 Goals

### 7.1.1 Embedding PRME Themes in the Curriculum

- The new specialisation, “Global Sustainability and Social Enterprise”, was launched in 2018 in the Master of Commerce and Master of Commerce (Extension) programs. See Section 3.2.1.
- A comprehensive review of our program learning outcomes has now been completed and the importance of business ethics is now clearly articulated, with three of the seven goals explicitly related to PRME principles and the Global compact. See Section 3.1.1.
- Social Entrepreneurship Practicum suite of courses. Students work in teams and projects may involve social innovation and entrepreneurship; philanthropy; impact investing; business and human rights; corporate social responsibility; pro bono and volunteering; measuring social impact; social finance; and other related fields. See Section 3.2.2.
- The revamped and relaunched Master of International Business (MIB) focuses on how to be effective in today’s globalised world, especially in multinational organisations, and is centred on three components: organisational features (primarily economic and operational); institutional features (the political, governmental, and social context); and cultural features (cross- and inter-cultural, normative and behavioural features) of global economic activity. Courses include [MGMT5602](#): Cross-Cultural Management and [COMM5030](#): Social Entrepreneurship Practicum. The capstone course, [MGMT5610](#): Integrative Cases in International Business, places emphasis on critical, innovative and integrative thinking in facing business and societal challenges.

### 7.1.2 Building Staff Capacity

- Professional staff development workshop: “Building trust and asserting influence in a diverse workplace”, May 2018. Facilitated by Sally Ann Gaunt, LIC for UNSW Business School’s course, [MGMT5602](#): Cross-Cultural Management.

“Trust is often considered an integral ingredient for achieving successful personal and business contacts, yet rarely do we discuss the many aspects that contribute to achieving it. However, without trust, we all too often find our negotiations, influence, and ability to make change at a stalemate. This workshop, based on the most up-to-date research and thinking in the field of diversity and cultural awareness, explores how professional staff in our diverse workplace may have contrasting ways of establishing trust. The aim of the session is for participants to walk away with new strategies for building lucrative relationships (with their staff, managers, colleagues and students), regardless of the diverse mix that makes up a modern-day university working environment.”

- Professional and academic staff development workshops: “Creating Cultural Awareness: Intercultural capabilities and inclusive culture in the Business School”, April – May 2018. Facilitated by Joost Thissen, partner at the Culture Resource Centre.

“Dealing with culturally diverse people presents challenges in the way we interact and communicate while operating in a culturally diverse setting. During the workshop we discuss cultural attributes, stereotyping, and (un)conscious bias; recognise your own and other’s intercultural preferences and the impact on effective interactions; and apply intercultural communication skills with colleagues and students from culturally diverse backgrounds.”

Pre-work included completion of The Intercultural Readiness Check© (IRC), a validated diagnostic online questionnaire developed for assessing an individual’s potential strength and pitfalls in the area of intercultural competencies, how they handle cultural differences, and areas that need to be further developed in order to be more effective in intercultural situations.

- **Masterclass and workshop: “Teaching Ethics and Responsible Management in Finance”, November 2018.**  
Conducted by Andrew Newton, adjunct professor at Rotterdam School of Management, Erasmus University; and Frankfurt School of Finance and Management. Andrew has extensive experience in

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teaching Ethics, Corporate Responsibility and Stewardship in Finance-related fields. In this workshop Andrew shared his experiences in teaching Responsible Management in Finance, providing practical strategies and suggestions for how our Program Learning Goal and Outcome 5, responsible business practice, can be applied in banking and Finance courses.

- **PRME Community Lunch Meeting, February 2019**

The Community of Practice held a meeting and heard a special presentation by Professor Peter Sheldon on the Industrial Relations Research Centre report for the CFMMEU, investigating how to achieve a just transition for mining communities in Australia. The group discussed suggestions for topics, presenters and events for 2019. Two events for students and one for scholars and visitors are planned.

### 7.1.3 Research Impact

- The Business School is actively and extensively engaged with stakeholders, both domestically and internationally, and is proud of the social and policy impact of its research. This is evident in the work of our centres – CEPAR and CSI for example – and the research agenda of individual academics. See the Section 8 for a selection of research publications that address a range of PRME themes. In these ways we are committed to wider knowledge transfers to the community.
- Professor Peter Sheldon, for example, has continuing work on “Just Transitions” for workers and communities dependent on coal-fired power stations in Australia as economic decarbonisation policies take hold. This project covers: ethics, sustainability, labour rights and climate change.
- Emeritus Professor Michael Quinlan has several projects relevant to labour rights. First, the origins of worker involvement in occupational health and safety (OHS) in the mining industry. This study examines the origins of regulatory rights to worker involvement in OHS in coal and metalliferous mining in Europe, North America and Australasia from 1871 onwards and its relevance to contemporary understandings of worker involvement in OHS in mining and other industries. It is emphasised that these mechanisms rely on active unions and regulatory controls, not necessarily management support, to be effective. Second, the impact of traumatic workplace death on families and their rights and entitlements. This study, the first of its kind globally, examines the financial, emotional, physical and other impacts of workplace death and how the regulatory apparatus responds (investigation, prosecution, compensation).

### 7.1.4 Strengthen Partnerships and Collaborations

- The School of Taxation and Business Law is working with government to launch a Tax Clinic, to assist vulnerable, unrepresented taxpayers in dispute with the Australian Tax Office. See Section 3.2.3 for more information.
- In December 2018, the Business School hosted the National Indigenous Business Summer School, where 23 Indigenous students engaged with and learnt from current UNSW Indigenous business students and alumni, as well as Indigenous industry leaders, entrepreneurs and business partners. See Section 3.3.1 for more information.

### 7.1.5 Supporting Student Initiatives

- “Practicums with purpose” are being introduced across undergraduate and postgraduate programs. These include the Social Entrepreneurship Practicums, a suite of courses in which students work on projects that involve social innovation and entrepreneurship; philanthropy; impact investing; business and human rights; corporate social responsibility; pro bono and volunteering; measuring social impact; social finance; and other related fields. See Section 3.2.2 for more information.
- Business School students have been supported to participate in entrepreneurship and social innovation competitions including the Indisprint and Pro-Rathon case competition. See Sections 5.4.2 and 5.4.3 for more information.

### 7.1.6 Governance

- In 2018 the Business School established an Equity, Diversity & Inclusion (EDI) Committee to help achieve our vision is to be a leading exemplar in EDI. The committee consists of 18 members who are each passionate about developing an even more diverse and inclusive Business School. See Section 1.3.1 for more information
- UNSW is committed to ensuring that all staff understand the University's expectations about how we

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work together in a way which ensures the safety, wellbeing and inclusion of everyone at UNSW. These expectations are embedded in a range of codes, policies and procedures as well as in the [UNSW Values in Action](#), which include embracing diversity (Values individual differences and contributions of all people and promotes inclusion) and displaying respect (Treats others with dignity and empathy. Communicates with integrity and openness). As part of annual career discussions, all staff, academics and professionals, are asked to self-rate and provide examples of how they demonstrate the values.

- The compulsory Responsible Employee Refresher is one of a suite of UNSW on-line learning and development courses, all of which play an important part in ensuring there is integrity and high ethical standards across UNSW.
- UNSW students are also expected to display similar values. A recent review of UNSW Student Code of Conduct has seen amendments proposed to the Code, as well as related policies and procedures (Student Misconduct Procedure, Plagiarism Policy and Managing Plagiarism for Students Enrolled in Coursework Programs Procedure). The amendments respond directly to internal audit recommendations flowing from a 2016 Preventing and Responding to Sexual Misconduct internal audit and 2017 Student Academic Integrity Audit. These changes were subject to wider consultation in 2018 and community feedback was received on a broader range of matters.

## 7.2 Future Plans (2019-2021)

### 7.2.1 Continue to Embed PRME Themes in the Curriculum

- Further embedding of PLOs at Business School level with particular reference to Responsible business practice PLO 5, global and cultural competence PLO 6 and Leadership PLO 7. In relation to PLO 5, we plan to emphasise the role of business in addressing climate change adaptation.
- Build on the provision of social entrepreneurship courses and leverage the success of the social impact course that is now available to a majority of UNSW undergraduate students.

### 7.2.2 Continue to Build Staff Capacity

- The ethics in finance project in the school of Banking and Finance aims to deliver a professional development resource for academic staff in ethics education. The modules introduce threshold concepts in ethics and provide a foundation for presenting in-class activities that involves applying ethical perspectives and frameworks to finance-related issues and events. Academic staff having completed the modules themselves will be better equipped to discuss ethical perspectives in finance-related contexts.
- A PRME Community of Practice event planned for December 2019 is an evening discussion panel coinciding with a conference of the Australasian Centre for Social and Environmental Research, being held by Business School's Accounting School.
- Business School professional staff will be invited to join as a team in [the Green Impact](#) Competition coordinated by UNSW sustainability in collaboration with Climate Change network @ UNSW. The competition encourages sustainable practices in reducing waste and through other initiatives.

### 7.2.3 Continue to achieve Research Impact by investing in Emerging Research Strengths

The Business School has established a Research Networks Scheme, which brings academics (include leaders, rising stars, and early-career researchers) together in teams and provides seed funding for a 2-3-year horizon. Several of these networks reflect “emerging research strengths” in the Business School and have the potential to contribute to our understanding and awareness of social, economic and environmental responsibility. They are:

- **DERN: Pioneering Multi-disciplinary Digital Enablement Research**  
The Digital Enablement Research Network ([DERN](#)) has developed a body of digitally enabled multi-disciplinary research which focuses on transforming organisations, the economy and society through innovative digital technologies. Digital Sandboxing is a methodology proposed and adopted by DERN to incubate collaborative and problem-driven impact-based research – research that bridges the academic-



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practice gap and that meets the contemporary needs of business and society.

**The Huli (Tiger) Sandbox:** The DERN team collaborated with Karnataka Wildlife Department, in Southern India, to co-design and build a wildlife conservation analytics system using data captured by forest rangers across five different tiger reserves. Using the system, DERN performed conservation analytics to address research problems identified in collaboration with the wildlife department. The analytic system enables the department to analyse population dynamics of tigers and their prey, visualise areas of human-animal conflict and movement of the wildlife population. Such analytic capabilities assist the department to better manage internal resources and achieve conservation outcomes.

- **Auditing & Assurance Research Network**

This [network](#) evaluates auditing approaches and designs credible reporting mechanisms, including in terms of Integrated Reporting of financial and non-financial information and the issuance of corporate social responsibility reports and greenhouse gas statements.

In particular, it is building research infrastructure around auditing and assurance services, including jointly working with the Australian Charities & Not-For-Profits Commission (ACNC) on auditing and assurance in the not-for-profit sector.

- **Cyber Security and Data Governance**

Data is now being accumulated and retained by businesses and governments on an unprecedented scale. Governance and accountability frameworks need to develop alongside technical and analytic capabilities to ensure data is protected from theft or misuse and that those who hold it act responsibly (and not just lawfully) in dealing with it. The Cyber Security and Data Governance Research Network supports interdisciplinary work on the development of effective data governance frameworks. A series of co-authored articles are being published across 2018-2019 setting the agenda for understanding and critiquing the current state of data governance generally and in the specific areas of health care, financial services, taxation and business regulation.

## 7.2.4 Continue to Strengthen Partnerships and Collaborations

- Existing institutional partnerships will be leveraged. In addition, having recently joined the Global Network for Advanced Management (GNAM), the Business School is exploring ways to work more effectively with other leading business schools around the globe.
- Research centres, notably CEPAR and CSI, are looking for ways to strengthen their partnerships – including internationally – and newer clusters of research activity are being explored, notably in the field of health.
- The appointment of Professors of Practice will assist in building new industry and governmental partnerships. New Indigenous Professors of Practice will firm-up our existing connections with the Indigenous Business sector.
- Our participation in the UNSW Founders Program connects staff and students to pursue entrepreneurial initiatives – many of which have social and environmental purpose. This is an area we are keen to support and see potential for growth.

## 7.2.5 Continue to Support Student Initiatives

- Close collaboration with Student Clubs and Societies, and practical support for their social purpose initiatives in the communities they serve.
- A student competition is being launched in mid 2019 in collaboration between a PG student, the School of Marketing student society and staff, Climate Change Network @UNSW and our PRME program. The student challenge, titled #EndClimateSilence aims to encourage students to think creatively about ways to educate Australians on climate science.
- A PRME event is planned for June 2019 for research students, whose research interests relate to responsible business practice and Global Compact Principles.

## 7.2.6 Continue to refine Governance to help us achieve our goals

An example is the Business School's EDI Committee which is focussed on achieving:

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- 30% female academics at levels D (associated professor) and E (professor) by 2020 and 50% by 2025
- 50% female at senior professional staff level 10+ by 2020
- 9% low SES students in UG domestic student intake by 2020 and 15% by 2025

Initiatives to help achieve these targets include the following:

- **Two Point Co. partnership**  
Having reviewed tenders from two external Indigenous consultancies, a new research project dedicated to uplifting our Indigenous undergraduate students will commence in early 2019. This will see collaboration with Two Point Co., a 100% Aboriginal and Torres Strait Islander owned consultancy, specialising in Indigenous engagement through strategy design, facilitation, community consultation and social impact assessment. As part of this partnership, a Business School sponsored research project examining the experiences of Indigenous people working in management positions across the corporate sector is to commence in the first quarter of 2019.
- **Business of Diversity Visiting Scholar Program**  
The Business School is inviting up to three (3) Visiting Professors over three years to develop an impactful research agenda and disseminate research outcomes to the academic and broader business community, through the Business of Diversity (BoD) visiting scholar initiative. The aims of the award are:
  - \* To increase knowledge creation and exchange in the areas of EDI inclusion (as it relates to Business, students or workforce). Specifically, research and research translation that informs talent management, opportunity, constructions of merit, and social inclusion in the workplace;
  - \* To enhance the academic capability of the applicant/s and their School and more broadly, the Business School and UNSW;
  - \* To facilitate collaboration with industry and peak bodies focused on equity, diversity and inclusion in Australia and overseas, and particularly Asia.

The Business School will contribute up to \$40,000 per annum per scholar for three years, with disciplinary schools expected to provide funding or in-kind support.

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## 7.3 Summing Up

2017-2018 has been a period of extraordinary output and achievements for the Business School and our stakeholders. This report summarises our activities in each of the areas of the six principles, and cumulatively in working towards an inclusive and sustainable global economy and global social responsibility. It demonstrates our impact through critical involvement in significant and wide-reaching events such as the Royal Commission Inquiry into the Banking and Financial Services Industry in 2017-2019, in providing policy advice on ageing, financial resilience, superannuation, integrated and energy reporting, on transitioning from fossil fuels and others. Our students' achievements, activities, academic and research strengths documented herein illustrate our commitment to developing their capabilities to be future generators of sustainable value for business and society at large.

The Business School's endeavours have been guided by UNSW Strategy 2025 priorities in academic excellence through research and the educational experience, in social engagement, through emphasising a just society, in undertaking grand challenges and contributing towards knowledge exchange, and in achieving global impact through partnerships and provisions for disadvantaged and marginalised communities. We are confident in the contribution our staff, students and associates have made towards the UNSW's goal of becoming a 'global university and a leading research-intensive and teaching-intensive university'.

In looking forward to 2019-2020, the Business School acknowledges both our strengths and the societal and environmental challenges we face. The Financial Services Inquiry Findings have revealed that business education generally has to do more to prepare our graduates for institutional environments where compliance to rules and regulations is constrained and ethical behaviour may not be culturally entrenched. Business and economic models still operating on assumptions of economic growth have been found to be inadequate for addressing issues such as inequality. The environmental challenge of climate change demands that business plays a role in the change required to achieve not merely a just society but society's survival.

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### Invited presentations and conference papers

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Professor Junankar also contributed to the 2017 draft report of the Just Transitions study, and to the final report (The Ruhr or Appalachia?... 2018) listed above.

In 2017-2018, Professor Junankar undertook a Research Consultancy for the International Monetary Fund, on 'Monetary policy, growth and employment in developing areas'.

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