



UNISA BUSINESS IS AACSB AND EFMD (EQUIS) ACCREDITED



University of
South Australia

Principles for Responsible Management Education (PRME)

PROGRESS REPORT 2020 - 2021

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Letter of Continued Commitment

Since our 2018-2019 Principles for Responsible Management Education (PRME) Sharing Information on Progress (SIP) report, the world has changed in ways we could not have imagined. Amidst the uncertainties and challenges caused by Covid-19, UniSA Business has continued to strive in its endeavours as a leading business school, national and internationally. Our continued outstanding achievements in teaching and research have been recognised through the award of the highest level of recognition within the globally significant Association to Advance Collegiate Schools of Business (AACSB) and EFMD Quality Improvement System (EQUIS) accreditations; through the Excellence in Research Assessment process with respect to both impact and quality; and through the success of our alumni.

UniSA Business supports the aspirations of the University of South Australia's key planning documents, including Enterprise 25 (E25) as well as the Academic Enterprise Plan (AEP); the Aboriginal Research Strategy; the Aboriginal Employment Strategy; and the Equity, Diversity and Inclusion Framework. To address the unique circumstances and aspirations for Business degree education, UniSA Business will use its own Academic Unit Plan to guide the delivery of key processes operating across the University and continuous improvements in program learning outcomes. This includes the Curriculum Innovation Process, the Assurance of Learning Process, the achievement of research metrics, and the delivery of Scale and Focus research concentrations.

There is much to celebrate with respect to UniSA Business' recent successes, but there remains scope for further improvement. We will continue to adapt to a rapidly changing external environment that includes, the short, medium and long term impacts of COVID-19 – including the effect of international border closures; an increasingly competitive operating environment; changes to Australian Government support for domestic students and their learning; and, a rapidly changing technological envelope that calls on staff to engage with new skills, abilities and thinking. We will also continue to acknowledge the social responsibility of business in its own business processes and teaching. In particular, we will continue to imbue awareness of ethical considerations of business decision making in our degree programs.

Our report includes inspirational international students and research, innovative virtual international experiences, unique mentoring programs, an ambitious target for carbon neutrality, and an exemplar course that includes all 17 UN SDG's. There is much to be celebrated in this report.

UniSA Business can look forward to a future enriched by the potential to improve the quality and impact of our teaching, as well as new ways of enhancing student access to our curriculum. The future offers the prospect of new partnerships that will add to students' experience while generating pathways to share our expertise with the world – stronger employment outcomes for our students and positive business outcomes for businesses through greater integration with our stakeholders locally, nationally and globally to drive transformation in business and society.

The United Nations (UN) Principles for Responsible Management Education (PRME) provides a framework for us to continue to strengthen the alignment of this work with the Sustainable Development Goals (SDGs). PRME, to which UniSA Business has been a signatory since 2011, serves to demonstrate the importance of our deep commitment to ethics, social responsibility and sustainability and to educating students who can go on to be responsible global citizens.

We are pleased to submit our Sharing Information on Progress (SIP) report as a statement of our commitment to UN PRME. The following pages detail our progress in implementing the six Principles and SDGs for 2020-2021. We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students, and these have been embedded throughout our reporting against the six PRME principles.

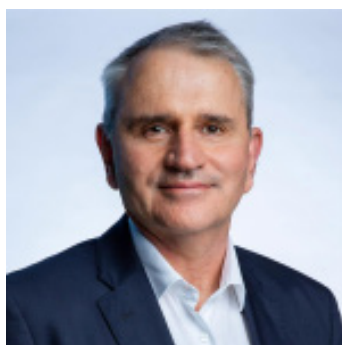
Our Sharing Information on Progress report also sets our sights firmly on the future as we embark on the period of transformational change alongside a time of innovation as we respond to the challenges presented by COVID-19.

We hope this report signals our aim to further engage and facilitate development across our global network.



Professor Andrew Beer

Executive Dean, Business
University of South Australia



Letter from UniSA UN PRME Lead

Over the past two decades, there has been, at first a gradual, and now a tsunami like shift in attitudes to social and environmental sustainability issues. Regulatory and societal pressures are now prompting an increasing number of businesses to adopt environmental and social sustainability initiatives. This shift can involve initiatives such as divesting from fossil fuels, developing eco-friendly products, and ensuring equality and equity for marginalized populations (e.g., gender, race, LGBTQ+).

At UniSA Business our research and teaching continue to have a strong commitment to environmental, social and governance (ESG) issues. We believe business can be a force for good. And indeed, a significant body of research emerging from UniSA Business shows that businesses can be one of society's most powerful actors in bringing about fast and furious change on environmental and social sustainability issues.

Our ongoing engagement with the UN PRME reflects our strong focus on ensuring that research and teaching emerging from a responsible business school should help address ESG challenges such as climate change and a just society. We believe that ESG capabilities can take decades to hone. They involve complex strategies and years of consultations inside and outside the organisation. Stopping or slowing these actions can undo hard-earned gains. Consistent with this belief, UniSA Businesses has used the COVID-19 pandemic as an opportunity to reflect on how we engage with our students, our workforce and to further fortify our commitment to responsible management education.

As Jane Goodall, so eloquently writes, "If each one of us thinks about what we buy, what we consume, and what we throw away, the world will start healing itself". At UniSA Business we will continue to focus, individually and collectively, towards making the world a better place.



Associate Professor Sukhbir Sandhu

UniSA Business UN PRME Lead



University of South Australia (UniSA)

Who we are

We are Australia's University of Enterprise on the global stage, agile and astute, known for relevance, equity and excellence.

What we do

We educate and prepare global learners from all backgrounds, instilling professional skills and knowledge and the capacity and drive for life-long learning.

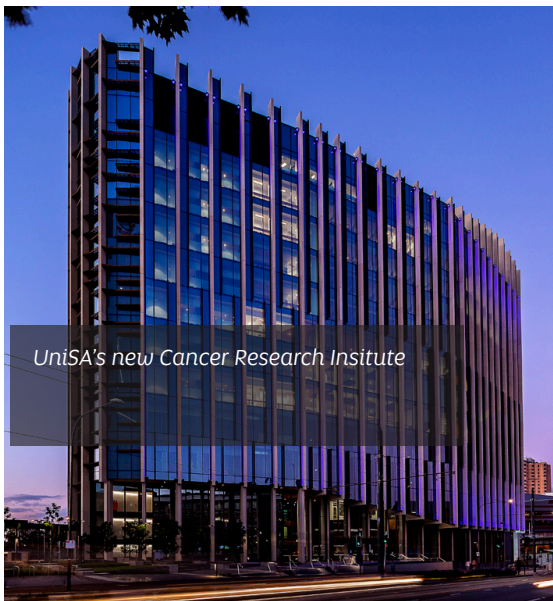
We undertake research that is inspired by global challenges and opportunities, delivers economic and social benefits and which informs our teaching.

How we do it

We operate through a partnered, end-user informed culture of teaching and research with a commitment to outstanding service, continuous improvement and sustainability.

What we value

- I**ntegrity and accountability
- D**iversity and social justice
- E**ngagement and collaboration
- A**gility and innovation
- S**cholarship and excellence

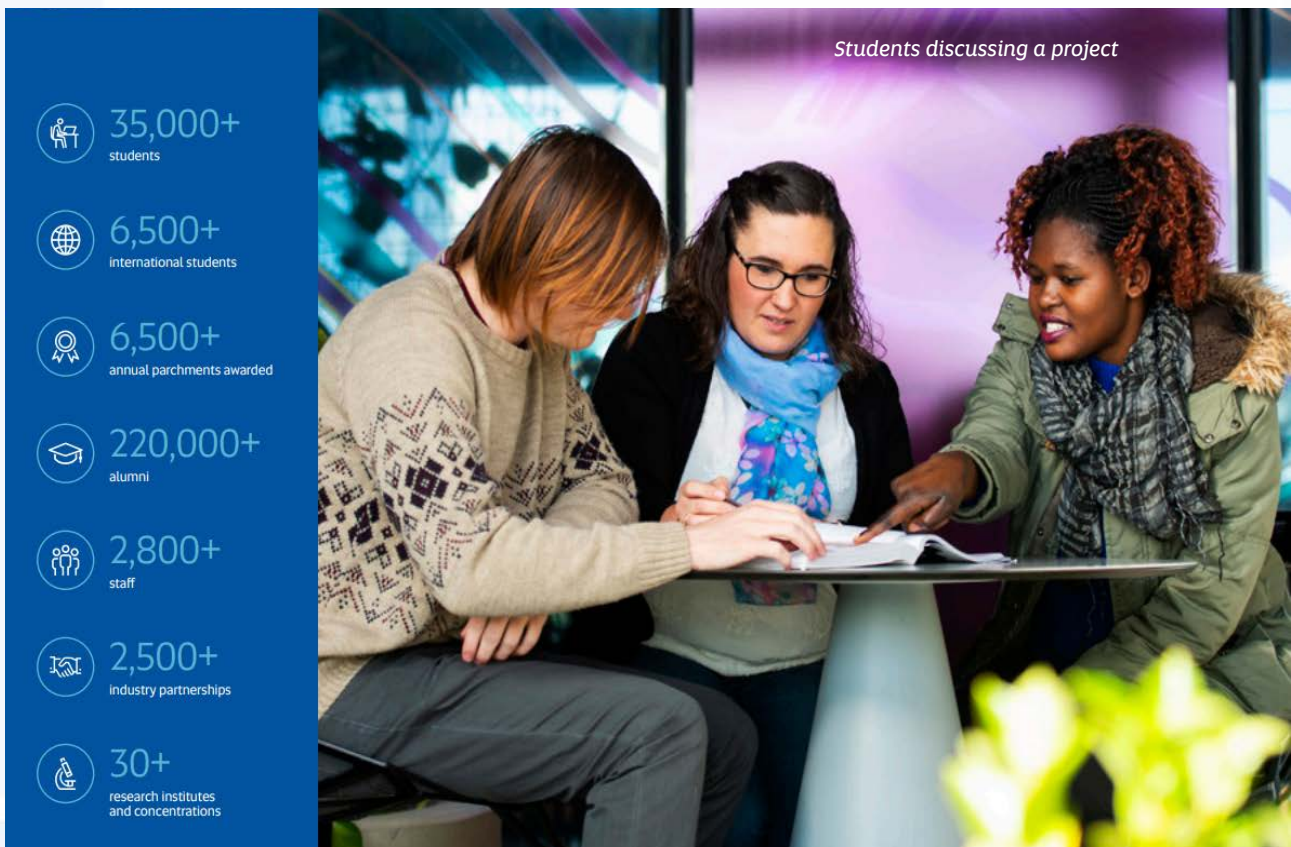


We are a globally connected and engaged university, helping to solve the problems of industry and the professions. Our teaching is industry-informed, our research is inventive and adventurous. We create knowledge that is central to global economic and social prosperity. Our graduates are the new professionals, global citizens at ease with the world and ready to create and respond to change.

Enterprise25 is the University's current Strategic Action Plan (2018-2025), placing People, Programs and Precincts at the very heart of our operations. It's building on the continued evolution of our University, which since its inception, has demonstrated a commitment to change and innovation.

We are a university that adapts to changes and challenges of our sector, but remains true to its mission as an open and accessible institution, with determination to chart our own course

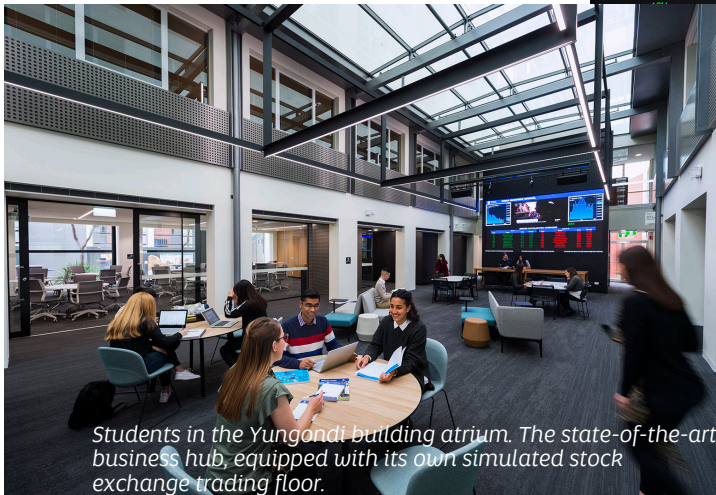
Our numbers



*Unstoppable is an energy;
an attitude that reflects the
personality of the institution –
a young and dynamic university
that can take you anywhere.
UniSA is a place for unstoppable
people – staff, students
and our partners.*

UNSTOPPABLE

UniSA Business



Top Volume				INDUSTRIALS				Top Value			
Code	Name	Price	Change	Code	Name	Price	Change	Code	Name	Price	Change
TLB	Telstra Corporation	\$3.48	0.25%	CSA	Commonwealth Bank	\$76.07	0.25%	TLB	Telstra Corporation	\$3.48	0.25%
PAB	Pirtek Limited	\$0.02	4.76%	LIC	Lend Lease Group	\$17.85	1.24%	PAB	Pirtek Limited	\$0.02	4.76%
CRS	Crestar Limited	\$0.07	6.56%	A2M	The A2 Milk Company	\$6.05	0.66%	CRS	Crestar Limited	\$0.07	6.56%
...

... delay from real time. All results are shown on a 20 minute delay from real time. All results are shown on a 20 minute delay from real time.



UNISA BUSINESS IS RANKED IN THE TOP 1% WORLDWIDE

UniSA Business is one of just 11 institutions in Australia and 191 globally to be accredited by EQUIS (from over 16,500 worldwide). EFMD, February 2021.



UNISA BUSINESS AWARDED OVERALL FIVE STARS FOR EXCELLENCE

2022 QS Stars Business Schools Ratings



TOP 10 IN AUSTRALIA FOR BUSINESS AND ECONOMICS

2021 THE Subject Rankings

Mission

The mission of UniSA Business is to develop career-ready business graduates, and to positively affect communities and environments locally, nationally and globally

Enterprise Skills

UniSA Business is committed to ensuring students graduate with a sound knowledge base and the skills employers are looking for. These skills are better known as Enterprise Skills, and will help prepare students for success regardless of field or industry. <https://study.unisa.edu.au/careers/enterprise-skills/>



UniSA Business is accredited by both AACSB International (The Association to Advance Collegiate Schools of Business) and EFMD (EQUIS) – the world's leading accreditation bodies recognising excellence in business education and research at a global level.



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.

Our Graduates

The University's commitment to *graduate qualities* reflects a world-wide movement within educational institutions such as universities. There is a deliberate focus on the development of particular student outcomes through educational programs. A number of different terms are used to refer to these outcomes including graduate qualities, graduate outcomes, graduate attributes, generic qualities and transferable or key skills.

The University of South Australia has adopted as institutional policy a statement of seven graduate qualities as the outcomes it seeks for its undergraduates (stated below). It has also developed a related set of Research Degree Graduate Qualities. Each of the qualities has indicators which serve as a guide to their development

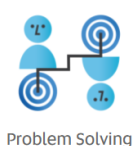
A graduate of the University of South Australia:

1. operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
2. is prepared for life-long learning in pursuit of personal development and excellence in professional practice
3. is an effective problem solver, capable of applying logical, critical, and creative thinking to a range of problems
4. can work both autonomously and collaboratively as a professional
5. is committed to ethical action and social responsibility as a professional and citizen
6. communicates effectively in professional practice and as a member of the community
7. demonstrates international perspectives as a professional and as a citizen.

UniSA Business *Enterprise skills* and these are:



Self-Management



Problem Solving



Teamwork



Ethical Awareness



Communication



International Perspective



Aboriginal Respect and collaboration

We respectfully acknowledge the Kaurna, Boandik and Barngarla First Nations Peoples and their Elders past and present, who are the First Nations' traditional owners of the lands that are now home to the University of South Australia's campuses in Adelaide, Mount Gambier and Whyalla.

UniSA is the University of Choice for Aboriginal People. Since its founding, UniSA has demonstrated an ongoing commitment to Aboriginal engagement through its founding act and important initiatives such as the Aboriginal Taskforce, Australia's first Aboriginal Tertiary Program, and Aboriginal Studies programs. UniSA was the first university in South Australia to have a Reconciliation Action Plan (RAP), a guiding document to advance reconciliation across the organisation. Professor Irene Watson, the University's inaugural Pro Vice Chancellor: Aboriginal Leadership and Strategy and David Unaipon Chair has led the development of our second RAP, in which we commit to the objectives of the Universities Australia Indigenous Strategy, 2017-2020.

At its core, the Stretch RAP is student-centric. Supporting Aboriginal students to achieve success which is centred on providing a culturally safe and appropriate environment, one in which students can see tangible evidence of the University's commitment to a two-way relationship with Aboriginal People. The breadth of deliverables, from advancing student outcomes, building cultural awareness amongst staff and students, and enhancing Aboriginal research and its impact, speak to the whole of university approach that is fundamental to providing a culturally safe space in which our students can succeed.

UniSA is committed to strengthening our position as the University of Choice for Aboriginal People by creating an environment where both Aboriginal and non-Aboriginal people can learn, teach, research and engage with each other in a place that acknowledges, respects and learns from Aboriginal People and their unique knowledges. We understand that this requires an authentic two-way approach to engagement and relationships with Aboriginal People and organisations.

Aboriginal Research Strategy

The Aboriginal Research Strategy 2019 - 2025 is a significant milestone for the University and one of the cornerstone commitments within our Reconciliation Action Plan. The Aboriginal Research Strategy is designed to grow Aboriginal Research and guide staff engagement with Aboriginal Peoples. It has been informed and shaped by engagement with both Aboriginal Elders across South Australia and UniSA staff.

Student Engagement

Wurringka Student Services offers Aboriginal students a friendly, comfortable and supportive place to study on each campus. There is an Aboriginal Student Engagement Officer on each campus who is available to answer questions and provide assistance with navigating your University experience, applying for scholarships, and pursuing your academic goals.

The Aboriginal Tutoring Program (ATP) offers Aboriginal students free access to qualified tutors with skills and experience in a wide range of study and research areas. Tuition includes areas including program content, time management, academic writing, essay planning and referencing skills.

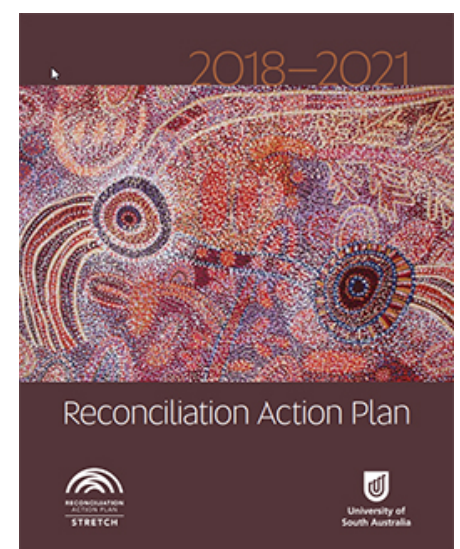
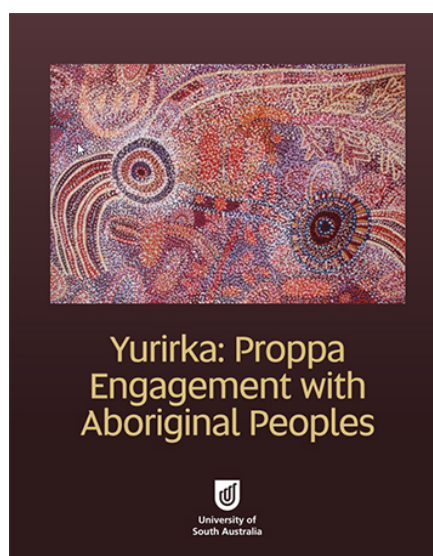
Aboriginal Pathway Program (APP) is a one and a half year program that supports students with no previous qualifications for university study. The program is open to all people who identify as Aboriginal and can lead to entry into a university degree at the University of South Australia.

Aboriginal MBA Scholarships

UniSA is proud to offer the Aboriginal MBA (AMBA) Scholarship in partnership with industry. It is well known that a Master of Business Administration (MBA) is a pathway to leadership and career progression. Our dedicated scholarships actively address leadership inequality and champion Aboriginal Australians with leadership potential, to advance their careers into senior management and executive roles.

Organisations that partner with us on this initiative show their commitment to achieve equality in leadership, support the growth of the talent pipeline and foster positive economic growth for the nation.

In 2016 Professor Irene Watson was appointed Pro Vice Chancellor for Aboriginal Leadership and Strategy and Unaipon Chair, a new senior management position created to further enhance the University's commitment to Aboriginal engagement. Professor Watson continues to hold this position and has responsibility for leading the development of a whole-of-institution approach to the recruitment, support, retention and success of Aboriginal people at UniSA.



Cut Dhia Fadhillah Indonesian student - After losing my family members, house, and school during The Indian Ocean Tsunami in 2004, I did not lose hope and continue to dream big. I always believe there is a wisdom behind everything, rather than dwelling on the past, I have always dedicated my time being active. From representing Aceh in the Students Basketball National Tournament to representing Indonesia in International Science Olympiad, I still managed to get high distinction in my study.

Study Tours and virtual International Experiences

Global Citizen is an exciting new program which combines a virtual international experience with an online cultural intelligence module. The Global Citizen program gives you the opportunity to develop your international perspective and cultural intelligence, and demonstrate these skills to potential employers.

Peter Chenyne is a BIS student who did a virtual international experience in Vietnam -

In 2022 UniSA Business students will have the opportunity to study international accounting at the University of Bergamo via our Virtual Study tour.

The Business Internship Program has been designed to give students a work integrated learning experience that enables them to apply the skills and knowledge gained from their study in a real workplace or virtual environment. This practical application of what students have learnt in their courses ensures they will graduate prepared for life-long learning in pursuit of personal development and excellence in professional practice. Placement courses are available for both undergraduate and postgraduate business students.

Work integrated learning opportunities are short term placements to spend time working in or with an organisation to gain real-world experience linked to one of our programs and enhances our students employability skills. These opportunities will give practical experience, and help our students to further their interpersonal and professional skills, and develop an awareness of workplace culture and expectations.

A business internship will give our students experience in communication and teamwork, email and report-writing, punctuality and attendance, leadership and career development. The experience gained from a placement or internship opportunity will help them transition from university to the workplace, enhancing their employment prospects, and helping them make valuable industry connections and build their professional networks



UniSA Accelerate Program

UniSA ACCELERATE is a program open to all Year 12s (commencing in 2022) living in South Australia, giving students the chance to start studying university subjects in their final year of school and guaranteeing them an early place into a business degree at UniSA.

Through UniSA ACCELERATE, students can study up to two subjects through UniSA Online in a wide variety of areas like accounting, business law, marketing, management, finance, retailing and psychology. Students study 100% online, giving them the ultimate flexibility to balance your other school studies and commitments. All learning, assessments and exams will be delivered online with dedicated academic and support staff.

Innovation and Collaboration Centre

Venture Catalyst is a six month program of support designed to help early stage startup founders plan and successfully execute their journey towards building a globally scalable and investment business.

Open to UniSA students, staff or Alumni the Social Enterprise category (one of three) is proudly supported by Pank Family who support social innovation and enterprises developed by UniSA students or alumni. Through the Venture Catalyst program, the Pank Family have ensured that new ideas that come out of the University have the support and mentoring needed to set up a new and innovative social enterprise in South Australia.

The program features to start a social enterprise:

- Workshops
- Mentoring
- University Resources
- Industry experts
- ICC Community
- Funding



Scholarships

Each year more than 2500 UniSA students from all walks of life benefit from scholarships and grants worth millions of dollars.

A scholarship might just provide the helping hand needed to make university life a little easier.

Not only do scholarships provide financial assistance but they often include valuable work experience, mentoring opportunities and even overseas travel.

The University provides a range of categories - including support for high achievers, students relocating, students in need, and more



Joshua Schneider

Joshua Schneider Recipient of David Pank Northern Areas High School Achiever Scholarship starting in 2020.

Joshua attended high school in the outer-northern suburbs of Adelaide where students often don't pursue education at university. Luckily, one of my teachers noticed my academic potential and encouraged me to enrol at UniSA. I am passionate about business, commerce and economics, and one day hope to lead a company that has a strong social conscience.

In 2020 UniSA staff and students donated almost a tonne of food – the equivalent of 16 full wheelie bins – to help South Australians doing it tough. Foodbank SA was chosen as the charity partner for UniSA’s inaugural food drive because it works with more than 500 local community organisations that provide food to those in need. Foodbank SA also provided a pop-up food relief services on UniSA campuses to directly support students who are going hungry because of COVID-19 related job losses.



UniSA Business staff and students with food donations



UniSA Business staff and students keenly participated in donating food. In addition, Foodbank SA CEO Greg Pattinson also provides mentoring to Master of Business Administration students through the Executive Partners Program, and supports UniSA undergraduate students on placements within the organisation.

Professor Andrew Beer, Executive Dean: UniSA Business, participated in 2020 and 2021 Vinnies CEO Sleepout to raise funds to provide people experiencing homelessness and people at risk of homelessness with vital access to food, accommodation, healthcare, counselling, education, employment, and support to find a permanent home for thousands of people across the country. He raised just under \$5k 2021 and just over \$4k in 2020 for homelessness.



Pro-bono Community Clinics

UniSA Business offers taxation, and marketing consulting services through an expansion of its pro-bono community clinics. As well as using their knowledge to benefit the community, students gain practical experience and exposure to a range of unique community and business needs. The University of South Australia will continue to offer free taxation advice to the community thanks to the extension of the National Tax Clinic program.

The [UniSA Marketing Clinic](#) is staffed by students who offer advice to non-profit and small-to-medium sized businesses. After an initial consultation, the students review the marketing issue with an experienced marketing faculty member and provide advice on a range of matters including advertising, branding, marketing strategy, and consumer behaviour.

The [UniSA Tax Clinic](#) enables accounting students to gain practical experience assisting customers by providing free, confidential tax advice, representation, education and advocacy to unrepresented and vulnerable tax payers and small businesses.

Tax assistance from UniSA

Providing free, confidential and independent tax advice, representation, education and advocacy to unrepresented taxpayers and small businesses. The UniSA Tax Clinic provides accessible tax services to members of the community seeking assistance with their tax affairs. Under the supervision of qualified tax professionals, the UniSA Tax Clinic is staffed by undergraduate and postgraduate students who can support unrepresented taxpayers across a range of tax matters.

UniSA+ Award & Student Volunteering

The [UniSA+ Award](#) represents the University's commitment to recognise the valuable leadership skills, experience and knowledge students gain during their studies. It ensures that all students who complete the requirements will have developed the skills, experience and knowledge that employers are seeking in graduates. Available to all undergraduate and postgraduate coursework students, participants are required to complete a range of activities across three pillars:

1. Leadership and enterprise – students must complete at least two eligible activities
2. Global and social engagement – students must complete at least 120 hours of volunteering
3. Self-development – students must complete at least 20 hours of eligible activities.

At the end of their study, an employability workshop requires them to reflect on their experience, the skills developed and to demonstrate how they can articulate these competencies when applying for jobs.

To facilitate student volunteering, UniSA has partnered with a range of community and non-government organisations to make a diverse range of volunteering opportunities accessible to students.

UniSA students also volunteer to mentor commencing students through the [UniMentor](#) program, to assist and support new students navigating their first study period at UniSA.



Mentoring

UniSA Business mentoring programs are unique in the sector. We take a holistic, systematic approach to our mentoring programs and have invested strategically in their growth. We currently have 282 undergraduate mentor-mentee relationships in the Business Career Mentoring Program (BCMP) who were active throughout 2021. The BCMP attracts more than 200 alumni and industry practitioners to volunteer as career mentors each year. We also have 93 active postgraduate mentor-mentee relationships in the exclusive Executive Partners Program (EPP), which now includes PhD students. 46 high calibre Executive Partners are currently in the program including C-suite executives and leaders from not-for-profit organisations.

The program includes a commitment from the Executive Partners to support faculty with teaching and research endeavours. The partnerships between faculty and Executive Partners enhances student learning, career development, and reduces theory-practice gaps in the classroom, enabling students to be adequately prepared for the workforce.

All enrolled UniSA Business students also have exclusive access to make appointments with prominent industry leader through the Executive in Residence Program. Students can discuss career development, personal challenges, and receive business advice. Despite pandemic challenges, 83 individual students took up this opportunity in 2021. Our executives come from a wide range of fields and backgrounds including accounting and finance, business, human resources, management and marketing, and include leaders from non-profit organisations.



Mentoring

UniSA Business mentoring for students means success, confidence and support. Mentoring can take many different forms and is flexible as student progress through their degrees. Students are valued at UniSA Business.



Student-Student

Mentoring by students for students.



Alumni/Industry-Student

Connect with industry professionals and alumni who have expertise relevant to your studies.



Staff-Student

Get advice and assistance from an academic staff member in your discipline.



Other Mentoring and Transition Support

Other mentoring opportunities and programs to help you with your transition into University.



Table of commitments for Principle 1: Purpose

2016-2017 SIP Commitment for action in 2018-2019 and 2020-2021	Progress
Establish a social business centre that delivers cross-disciplinary teaching and research relevant to poor and marginalized communities.	The Yunus Social Business Centre was established in 2019. The Centre continues with a focus on social enterprise, zero poverty, zero unemployment and zero carbon emissions.
Ensure that business placements and internship program incorporates opportunities with charities, benefit corporations, non-for-profit and/or non-government organisations.	Placements and internships have continued during 2020-2021, with innovative virtual international study.

2019 - 2020 Commitment	Progress
In collaboration with the UniSA Student Engagement Unit, we will lead the University in the implementation of SDGs into our volunteer, exchange and internship programs to facilitate greater awareness amongst faculty and students.	A volunteering experience trial with Volle online platform took place with <i>Social Health Australia</i> . Four students worked with the Executive Director he thought it was a great opportunity for charities and students.
We will establish and implement a recruitment strategy to build our Aboriginal staff profile in alignment with the University's Reconciliation Action Plan (RAP). This includes establishment of a pipeline through the promotion of PhD scholarships and administrative internships for Aboriginal students.	The Business Academic Unit Plan 2022-2025 aims to increase the number of aboriginal students by more than 50% and staff by more than 200%.
The newly established UniSA Social Enterprise Hub will broaden the University's social innovation and social enterprise community of practice, increase our media reach, provide increased access to projects and internships for students, and establish regular forums and workshops to extend knowledge exchange with practice and accelerate research translation to practice.	This Hub has distributed into several Research Centres.
Use the review of our approach to ethics, responsibility and sustainability to inform the development of a revised Strategic Action Plan in 2020.	The Business Academic Unit Plan 2022-2025 states that the Academic Unit will continue to acknowledge the social responsibility of business in its own business processes and teaching, as well as environmental impact. Commitment to remaining a signatory to PRME.

Future Objectives

2022 - 2023 Commitment	Responsible
Ensure every undergraduate and postgraduate student is afforded a structured workplace learning opportunity and expand the role of clinics as part of learning.	Executive Dean, Business
More commitment to graduate employment with the UniSA Enterprise Skills in collaboration with industry partners.	Executive Dean, Business
We will be ranked among the very highest nationally for student satisfaction and graduate employment rates.	Executive dean, Business



Principle 2 – Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



UniSA Business, and the individuals within, uphold the core values of the University in everything we do:

- I**ntegrity and accountability
- D**iversity and social justice
- E**ngagement and collaboration
- A**gility and innovation
- S**cholarship and excellence

UniSA was founded on the dual principles of equity, inclusiveness and excellence, and these principles guide and frame priority setting and decision-making for all aspects of our operations —from the delivery and curriculum of our programs, our research profile, external engagement and partnership, and student access and participation, to our behavioural expectations and environmental footprint.

Our vision prioritises responsible transformation of our communities, and equity and inclusion. We have a strong and stable academic and professional staff cohort, and a culture that values inclusiveness, social justice and collaboration. Our internal structures include program leadership, disciplinary and research leadership and service hubs that are student-facing with Net Promoter Score and satisfaction ratings above 80 per cent. We have well-defined staff development and performance management systems that incorporate core behavioural attributes, and clear and comprehensive academic expectations and workload models.

These values are also embedded in our teaching and learning. In 1997, UniSA became one of the first universities to identify seven Graduate Qualities, which remain central to our teaching and learning framework. One of these values is committed to ethical action and social responsibility as a professional and citizen.

Activities reported throughout this SIP report also demonstrate how deeply embedded these values are, and how they are applied in practice daily, with strong support and resources across UniSA Business. Our Strategic Action Plan highlights this commitment and communicates this to our internal stakeholders – with actions promoting ethics, corporate social responsibility and sustainability across teaching, research, external engagement and our people, culture and organisational practice.



Launch of UniSA's Equity Diversity and Inclusion Framework 2021

The University of South Australia has one of the most diverse workplaces in the Australian Higher Education sector. As Australia's University of Enterprise, we aspire to provide a culturally and physically safe environment for our entire community.

UniSA has a long history in leading and promoting equity and building a culture where everyone feels included and able to fully participate in the work they do. We have progressed some significant initiatives to address barriers to equity, and we are pleased to further our commitments by launching our newly created Equity Diversity and Inclusion Framework.

This framework provides a strategic approach to building an inclusive culture, driven by our E25 aspiration of being a "culturally and physically safe environment for our entire community". It strengthens the University's commitment to innovation, excellence, safety and respect.

As part of this launch, the University invited interested staff to express their interest to join. The University was interested in receiving expressions of interests from staff across the University, both academic and professional, and from all roles irrespective of position.



The principles for equity, diversity and inclusion directly align with the University's core attributes.

1. Equity, diversity and inclusion are a key to organisational innovation and excellence.
2. We celebrate uniqueness and respect difference. We will work from a social justice and human rights perspective.
3. We commit to the removal of attitudinal and systemic barriers to participation to create culturally safe and inclusive environments, where people feel a sense of belonging and different perspectives are valued.
4. We foster a respectful environment where we value our students and staff and the University has a zero tolerance to sexual assault and sexual harassment.
5. We prioritise equity and opportunity and commit to action through strategies and plans that target disadvantaged groups.
6. We will build the cultural capacity of the organisation and ensure that resources are designed to empower people, through positive learning and developmental experiences.
7. Our leaders will commit to inclusive and collaborative partnerships, to create momentum and support positive change within the higher education sector and wider community.
8. We will be guided by evidence and the use of robust and reliable data, to ensure we achieve our commitments



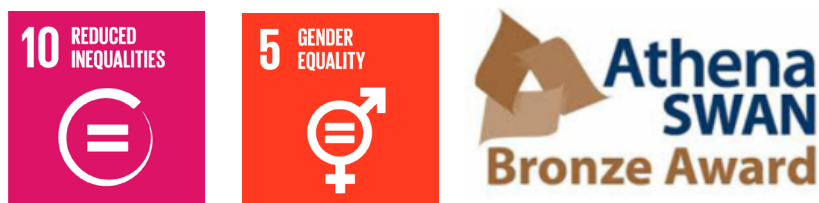
Gender Diversity & SAGE Bronze Accreditation

The University is committed to providing a work, teaching and research environment that is mentally and physically safe and healthy - an environment that supports and nurtures the wellbeing of our staff so that they can flourish and perform at their best. Our people conduct themselves in a manner that is professional and respectful, reflecting our code of ethical conduct and core attributes and embracing diversity and inclusion.

UniSA has always held a strong commitment to gender equity, from endorsing a policy of equity of opportunity shortly after we became a university, through to appointing one of Australia's first female Vice-Chancellors, Professor Denise Bradley.

Since 2017, UniSA has had a 50-50 gender balance in senior management group positions, and in 2018 UniSA appointed its first female Chancellor, Ms Pauline Carr.

The University of South Australia was awarded Bronze Athena Swan Accreditation by SAGE on 23 September 2019, following an extensive and rigorous self-assessment process and development of the Bronze Application and Bronze Action Plan. UniSA is wholly committed to being a workplace wherein all our people feel included, culturally and physically safe, and are empowered to thrive. Gender equity is key to this ambition and the Athena Swan Accreditation process supports progress through commitment and action and sustainable structural and cultural change. Through the progression of the action plan there have been positive results for key gender equity indicators. [This video](#), from session held in July 2021 shares our progress on the action plan, the impact on our gender equity statistics as well as discusses the future plans.



Responsible Workplace

Since 2018, the staff-led UniSA Business Sustainability Committee has had a partnership with [Airborne Aid](#), a not-for-profit organisation run by Adelaide doctors who provide a resource through which disadvantaged communities around the world can receive medical aid, and at the same time, reduce waste from the healthcare industry, which usually ends up in landfill. Our first aid officers who must regularly update their first aid kits now donate expired products to Airborne. In 2021, due to Covid-19 Airborne Aid were unable to take on any more donations as their facilities were full. Once international borders open and we are traveling again, they will restart collecting.

UniSA Business is proud to continue our commitment to Fairtrade demonstrating to staff and students our dedication to an environmentally friendly and socially just world.



Generosity of Staff

UniSA Business encourages staff giving, and a high proportion of the academic unit's workforce donate regularly via salary sacrifice to student scholarships, prizes and grants. Many of these are equity-based scholarships which are designed to encourage and support students from a disadvantaged background to excel.

UniSA in 2020 created a \$10 million Student Hardship Fund to help hundreds of students dealing with the fallout from the wider economic impacts of COVID-19.

In 2021 staff donations were sought for pancreatic cancer patients for a clinical trial of the drug – giving hope to people who are quickly running out of options. The matched-funding campaign has been kickstarted with \$350,000 from UniSA with the same amount needed by the end of the year to progress planning for the trial.

Reconciliation

UniSA continues to take meaningful steps to strengthen our position as the University of Choice for Aboriginal People and to create an environment where Aboriginal students and staff can learn and grow in a place that acknowledges, respects and learns from a broad range of cultural wisdoms. We understand that this requires an authentic two-way approach to engagement and relationships with Aboriginal People and organisations.

In 2018 UniSA became the first University in South Australia to commit to a [Stretch Reconciliation Action Plan \(RAP\)](#), which built upon the Uni's previous RAP which extended UniSA's proud history in Aboriginal education by embedding real and measurable actions into the organisation.

At its core, the Stretch RAP is student-centric and supports Aboriginal students to achieve success by providing a culturally safe and appropriate environment, one in which students can see tangible evidence of the University's commitment to a two-way relationship with Aboriginal People. The breadth of deliverables, from advancing student outcomes, building cultural awareness amongst staff and students, and enhancing Aboriginal research and its impact, speak to the whole of university approach that is fundamental to providing a culturally safe space in which our students can succeed.

UniSA Business is committed to UniSA's Reconciliation Action Plan (RAP), and that all staff will have completed cultural awareness training. UniSA Business also provides several scholarships to support Aboriginal students, including the Aboriginal and Torres Strait Islander MBA (AMBA) Scholarship (50 per cent UniSA fee waiver, 50 per cent employer contribution).



Campus and Environment

UniSA Business moved into the newly refurbished Yungondi building in 2017, which is located on the City West campus in the heart of Adelaide's health and innovation district. Yungondi has become a 'front door' to UniSA Business and offers an inspiring place to study and work, providing spaces that stimulate and foster creativity and innovation in all facets of our operation (including supporting new models of learning). It provides a high impact, physically and thematically integrated facility that is a vibrant hub for students, staff, alumni, industry partners and the wider business community. UniSA Business staff and students also spread into the Way Lee, Sir George Kingston and Elton Mayo Buildings, all are in close proximity.

UniSA contributes to environmentally, socially and culturally sustainable development, and we aim to reduce our environmental impact. **The University regularly reports and benchmarks our Environmental Management of carbon emissions, water usage and waste management.**

Based on a recent carbon emissions audit, UniSA achieved a 42% reduction over the period (2007 – 2020/21). UniSA's carbon emissions management strategy has focussed on reducing electricity consumption, with the dual benefit of reducing costs.



In 2018 UniSA committed \$5m towards installing circa 2MW of Solar PV at Mawson Lakes and City West campuses. The investment was made to partially offset skyrocketing electricity prices caused by changing market dynamics following the state's rapid growth in renewable energy generation. However a key benefit was the associated carbon emission reductions. Following a Post Implementation Review in 2020, the Solar PV was found to have reduced UniSA's scope 1+2 carbon emissions by circa 9%.

In October 2021 the University committed to achieving carbon neutrality by 2025.

UniSA uses three principal sources of water:

- Mains water (86% of consumption)
- Recycled water (13% of consumption))
- Harvested water (1% of consumption)



UniSA consumes approximately 220 kL of water per annum, at a cost of \$1.6m. The majority of each water bill relates to sewer usage (56%) which is levied against each property's capital value. The majority of UniSA's water consumption is for irrigation, and the majority of this is at Mawson Lakes campus - UniSA's largest campus by site area (63 Ha).

UniSA's two principal water management strategies are:

- Supply side – substituting potable water for recycled water.
- Demand side – using less water, aided by implementing water efficient technologies

Potable water consumption in 2020 did reduce by 6%, but it is difficult to determine how much of this reduction is related to a drop in campus population due to Covid-19.

Waste is categorised into three broad streams

1. Solid waste
Solid waste (large hopper bins) is removed by a specialist waste removal contractor under UniSA's cleaning contract arrangements.
2. Liquid waste
There is an annual contract with a specialist contractor to pump liquid wastes that are not able to be removed by the sewer system. This includes grease pits and trade-waste sumps associated with UniSA's food and beverage outlets.
3. Other
This category includes the disposal of chemical, biological and radioactive waste, all of which is managed at a local level by the various Academic Units according to strict protocols.

The largest component of UniSA's waste is solid waste. Over the past 12 months UniSA has produced 952 tonnes of solid waste, 71.3% of which has been diverted away from landfill.



Joanne Tingey-Holyoak and teammates from different areas of CMVI have been working on tools that utilise accounting data and frameworks for better-informed on-farm decision making in both potatoes and viticulture. The tools collect, track, benchmark and link accounting data with biophysical growing data from the farm in a user-friendly software interface. The research has generated collaborations with MIT, Wine Australia and other industry partners.



Preventing and Responding to Sexual Assault and Sexual Harassment

At UniSA we work hard to foster a respectful environment where we value our students and staff for their potential to contribute to better social outcomes and where sexuality, sexual orientation, race and religion are no barrier to acceptance, advancement and engagement.

We are committed to the principles of equity, to respect for difference and to delivering a physically and virtually safe environment in which to work and study.

We have consistently made clear we have zero tolerance for behaviours that undermine this commitment, particularly sexual assault and sexual harassment.

We are a safe and respectful community and we have introduced survivor centric and trauma informed policies, processes and support services to support anyone in our University community who wants to disclose or report sexual assault or sexual harassment.

We have trained a group of staff who, through their positions in the University, are likely to be 'first responders' for people who disclose or report sexually inappropriate or unacceptable behaviours.

We provide information on preventing sexual assault and sexual harassment and accompanies our guide for staff to support people who have experienced sexual assault or sexual harassment.

To complement these activities, The University has introduced a new online training resource for staff and students called, Sexual Assault and Sexual Harassment - What are the drivers and how can we respond? developed by Universities Australia and the Australian Psychological Society.

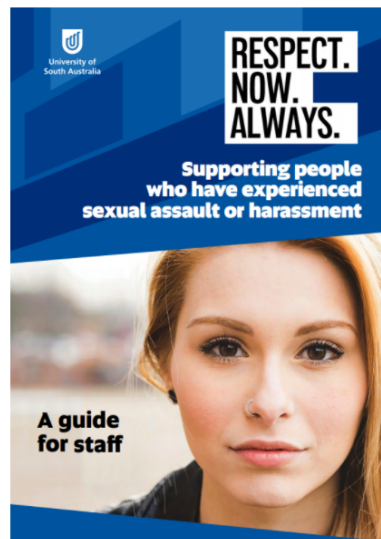
This online training is **mandatory** for all staff to complete. This isn't a step we take lightly. This is about making sure that each one of us is aware of, and acts in support of, our individual responsibility to help create a safe and respectful community and how together we can build a culture in which everyone can thrive.

A guide for staff

Supporting someone who has disclosed sexual assault or sexual harassment can have a big impact on their recovery and willingness to access support services. The staff guide provides information on responding to people disclosing or reporting an incident of sexual assault or harassment in a compassionate, respectful and helpful manner.

The guide summarises:

- › our approach to supporting anyone who discloses or reports sexual assault or sexual harassment,
- › obligations of managers and supervisors,
- › provides advice to staff who are approached by someone who wishes to disclose or report such experiences,
- › emergency, counselling and other support services contact information.



The University has also developed a [Sexual Assault & Sexual Harassment website for students](#) which outlines where to access support, information and help.

Table of commitments for Principle 2: Values

2016-2017 SIP Commitment for action in 2018-2019, 2020-2021	Progress
Affirm University-wide commitment to the SDGs through membership of and participation in the Australia/Pacific Regional Network of the Sustainable Development Solutions Network	The decision was made to instead assess our participation in existing networks such as PRME, with a view to more active participation.
Ensure Ethics, Responsibility and Sustainability (ERS) are explicit and integrated components of the UniSA Business Strategic Plan 2025 and that it cascades through business/portfolio planning and into individual performance objectives.	ERS has been embedded into our current strategic plan and will be reviewed and strengthened further through our next strategic planning cycle.
Monitor progress against initiatives, project milestones and key performance indicators for inclusion in the Sharing Information on Progress (SIP) and other reports related to ethical action and social responsibility.	Progress is monitored through our reporting processes although this needs to be more regular and formalized in order to maintain momentum.
Further our commitment to gender equality in the workplace through recognition as an Employer of Choice for Gender Equality (EOCGE) with the Australian Government Workplace Gender Equality Agency (WGEA)	UniSA was awarded Bronze Accreditation in September 2019.
Review UniSA Business Awards for Student and Staff Excellence (faculty and professional) and include a category for ethics, responsibility and sustainability.	Review took place in 2020. The 2021 Staff Excellence Awards include a category - Ethics and Social Responsibility.
Continue to demonstrate our commitment to environmental and social responsibility through a review of the availability and support for Fairtrade products in the workplace.	Our support of Fair Trade has continued through the annual audit and commitment process.
Promote Aboriginal Cultural Safety/Awareness workshops as a key component of Reconciliation Action Plan, our Aboriginal and Torres Strait Islander Employment Strategy and our ambition to be the University of Choice for Aboriginal and Torres Strait Islander peoples.	<p>UniSA Business actively encourages staff to participate in cultural safety workshops which are coordinated at the University level and run regularly.</p> <p>The University's commitment to this is also reflected in its Reconciliation Action Plan.</p>

2020 - 2021 Commitment	Progress
Implement an early career framework for Aboriginal staff, and complete a study on barriers to employment and development for Aboriginal women.	The University has an Aboriginal Graduate Program. Aboriginal and Torres Strait Islander Employment and Development, People, Talent and Culture PTC .
All staff to complete cultural training by mid 2020.	This is an ongoing commitment.
Appoint a Gender Equity Coordinator and a Diversity and Inclusion Manager within the People, Talent and Culture team to support the University's ongoing commitment to gender equality, diversity and inclusion.	Appointments to the PTC team: Alison Harris, Gender Equity Coordinator appointed January 2020 Lucy Cirocco, Diversity and Inclusion Manager appointed February 2020.
Incorporate an equity and diversity focus in staff culture surveys to evaluate diversity and equity strategies and actions.	10 Questions were included in the 2021 UniSA Culture Survey.
During March each year, ensure all management and academic committees have gender equity discussions.	Gender equity is embedded in legislation and is closely monitored by the Council of the University.
Systematically implement mandated unconscious bias training.	Unconscious bias workshops are regularly undertaken by the University.
Include PRME and/or Ethics, Responsibility and Sustainability in UniSA Business Awards	Business Staff Excellence Awards include a category - Ethics and Social Responsibility.
Our staff Sustainability Committee will continue to embed innovative workplace practices that support the SDGs.	Sustainability Working Group continues to drive innovative workplace practices.
Increase commitment to Aboriginal People and organisations by providing support for Aboriginal businesses to respond to University tender opportunities.	<p>In early 2020, the Procurement Team progressed the development of the procurement initiatives that will support the University's Reconciliation Action Plan with our intention to recruit a Procurement Engagement Policy Officer role. These initiatives includes training, updating tendering and quotation documentation, as well as the introduction of further support to suppliers that identify as indigenous suppliers such as one-on-one debrief sessions for unsuccessful bidders.</p> <p>The impact of COVID-19 on the University has resulted in decreased spend, and tender opportunities, as well as the recruitment of the Procurement Engagement & Policy Officer role, that was going to facilitate the procurement initiatives highlighted in the Reconciliation Action Plan RAP, being placed on hold.</p> <p>While we navigate our way through the impacts of COVID-19, we continue to encourage and provide access to the Industry Advocate via the University's intranet website. The Industry Advocate is a South Australian Aboriginal Business Directory that provides visibility of local Aboriginal businesses. It is a partnership between the South Australian Government and Supply Nation, and is a key action under South Australia's Aboriginal Economic Participation Strategy.</p>

Future Objectives

2022 - 2023 Commitment	Responsible
Bring life to the Aboriginal Research and employment Strategies and the equity diversity and inclusion framework.	Executive Dean, Business
Resource the recruitment and retention of HDRs and staff under the Aboriginal Research Strategy.	Executive Dean, Business
UniSA Business Sustainability Group to continue to engage the staff in ways to improve the environmental footprint.	Executive Dean, Business
We will embed equity principles within core attributes for our staff and within enterprise enterprise skills for our students.	Executive Dean, Business

Principle 3 – Method

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



All UniSA Business programs are designed to develop graduates who are committed to ethical action and social responsibility as professionals and citizens. Course materials, case studies and assignments are designed to inform and develop these capabilities.

The following demonstrates the respective learning goals we set for developing ethical awareness at each level in our Bachelor programs:

- Foundation level – Build awareness of ethical issues which may arise in different business settings (e.g. [Business and Society](#)).
- Intermediate level – Effectively identify ethical issues in business contexts, and take them into consideration when making decisions (e.g. [Entrepreneurship for Social and Market Impact](#))
- Advanced level – Demonstrate competency in critical analysis to develop ethical, sustainable and meaningful solutions for organisations and institutions (e.g. [International Management Ethics and Values](#)).

Courses that integrate these concepts include our core courses, which focus on ethics and social responsibility in business. In addition, we have discipline-specific courses that address aspects of managing specific issues that may arise in certain business areas, such as [Contemporary Issues in Accounting](#), [Sustainability Accounting and Reporting](#), [Managing Sustainability in Supply Chains](#), and [Recruitment and Selection of Organisational Talent](#).

There are two core courses that focus on ethics and social responsibility at the Bachelor level.

1. [Business and Society](#) introduces students to how society functions and how elements of business (work, politics, the economy, ethics, professionalism and sustainability) are impacted by our social structures and institutions. It also allows students to identify a range of professional capabilities necessary for participation in a sustainable society.
2. [Entrepreneurship for Social and Market Impact](#) requires students to evaluate the ethical considerations for new venture opportunities as well as develop knowledge about social enterprises that address a social or community need.

At the Master Level core course coverage includes:

Business Ethics (Master of Management) equips students with a solid knowledge base in ethics in business and enterprise, and the capacity to manage ethical issues in organisations through fundamental skills, such as ethical reflection and stakeholder engagement.

International Business: Strategy and Ethics (Master of Management and International MBA) provides students with theoretical and practical knowledge of the role and impact of business strategy and ethics on management decision-making and business conduct in the international business context. In the final course assessment, students produce an individual report to identify the strategic and ethical issues within a global/international organisation and provide recommendations.

Ethics, Governance and Sustainability (MBA) develops students' capability to apply principles of business ethics, sustainable business and corporate governance to organisational management and leadership in international business environments. Within the course, students are required to critically reflect on and engage in the societal discourse on ethics, governance and sustainability.

Business and Society BUSS 1057 - An exemplar of all 17 UN sustainability development goals

A core component of the Business and Society course is the development of students' sense of global responsibility through their exposure to real world contexts such as recognition of human rights and what constitutes responsible business behaviour. The 17 Sustainable Development Goals (SDGs) are applied in every topic of the course and they capture the essence of qualities that might be expected of any UniSA graduate, in areas such as human rights, sustainable business, social sustainability, human and ecological wellbeing, and anti-corruption on fraud and labour practices.

These qualities are also captured in the UniSA Enterprise Skills in the Business and Society course: Ethical Awareness: Foundation level: Build awareness of ethical issues which may arise in different business settings. One of the ways the SDGs are embedded is in the reflective journal assessment activities, which are designed to apply the course content to real-world situations. For example students may be asked to reflect on the triple bottom line (TBL) approach in considering social, environmental and economic responsibilities for corporations. Or they might be asked how the three moral judgement approaches - virtue, deontological and consequentialist ethics, can be applied to situations like COVID-19 lockdown measures. Another example might be to consider whether mining companies should put jobs and economic income above Indigenous Australians' cultural preservation and environmental protection. Each of the SDGs is quite explicitly applied in the Business and Society course in the following ways.

Goal 1. No Poverty. End poverty in all its forms everywhere.

We teach students that human rights are universal, and everyone deserves to be treated with dignity and equality. Students understand that businesses that focus on protecting human rights and positive relationships with their stakeholders, ensure continued growth and social license to operate. The key takeaway for students is that businesses need to recognise their moral duties, not just their legal and commercial responsibilities.

Goal 2. Zero Hunger. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

The reflective journal assessments might ask students to go to the Ecological Footprint website www.footprintcalculator.org and calculate their carbon footprint, forcing them to consider how many Earths would be required if everyone lived like them, and what the implications would be. Making students aware that our food and agriculture systems need to be transformed to make them sustainable, resilient and inclusive, along with business operations overall, helps them to understand how this can contribute to food security, delivering access to healthy and nutritious foods, creating livelihoods for small-scale producers and processors, and protecting ecosystems to combat climate change. The key takeaway is that business is a critical partner in designing and delivering effective, scalable and practical solutions to achieve zero hunger.

Goal 3. Good Health and Well-being. Ensure healthy lives and promote well-being for all at all ages.

This course develops students' capabilities to be future leaders who value and promote healthy lives and well-being across all levels of business and society. Using a business lens, students identify practices that contribute to a more sustainable world that aligns with social responsibility and creates a positive impact on society. This includes looking at different economic systems such as capitalism, socialism and communism. From there, students consider what is 'fair' in society and the different ways this is considered in terms of social inequality and whether inequality really is a problem and, if it is, in what way it might be.

Goal 4. Quality Education. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Through promoting explicit awareness and understanding of the United Nations Global Compact and the Sustainable Development Goals, we are contributing to the development of responsible business leaders.

Goal 5. Gender Equality. Achieve gender equality and empower all women and girls.

Students learn that gender equality is a fundamental human right through exposure to many readings and business cases about equality that give students the understanding to be able to promote social development in a way that can contribute to establishing more stable and just societies for all. We also demonstrate how gender equality links back to some of the UNGC Principles: Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights, Principle 2: Businesses should make sure that they are not complicit in human rights abuses, and Principle 6: Businesses should uphold the elimination of discrimination in respect of employment and occupation.

Goal 6. Clean Water and Sanitation. Ensure availability and sustainable management of water and sanitation for all.

Students learn that water scarcity, pollution, climate change, and other problematic global water trends pose major challenges to businesses. Water stewardship helps students understand that if companies identify and manage water-related business risks, it allows them to contribute to more sustainable management of shared freshwater resources and reduce operational costs, thus improving the company's image in terms of their stakeholders such as consumers, investors, and communities.

Goal 7. Affordable and Clean Energy. Ensure access to affordable, reliable, sustainable and modern energy for all.

Students learn about the UNGC initiative “Caring for Climate”, the world’s largest initiative for business leadership on climate change. Students are made aware that joining the business initiative on climate demonstrates leadership on critical climate issues.

Goal 8. Decent Work and Economic Growth. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Students are exposed to several readings about child labour, forced labour, hazardous workplaces, discrimination, and global supply chains that support unacceptable working conditions. They learn that companies need to uphold labour standards across their own operations as well as their value chains. Decent work is good for business and society, and businesses with non-discriminatory practices that embrace diversity and inclusion, have greater access to skilled, productive talent. They also face a lower risk of reputational damage and legal liability.

Goal 9. Industry, Innovation, and Infrastructure. Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.

Students gain an overview of how business and industry associations have significant influence on corporate sustainability through their vast memberships throughout the world, and how they can offer in-depth understanding of industry-specific trends.

In another course *Entrepreneurship and Innovation BUSS 5080*, we look at entrepreneurship and innovation through a social lens so that students gain the understanding that entrepreneurship is not just about the pursuit of money. The same mindset can also be applied to pursuing social good and promoting inclusive and sustainable industrialisation.

Goal 10. Reduced Inequalities. Reduce inequality within and among countries.

We focus on social sustainability in the course and we do this by identifying business impacts, both positive and negative, on people. We look at the relationships stakeholders have and how this affects what happens to employees, workers in the value chain, customers and local communities. We link this back to the shareholder versus stakeholder approach and social sustainability in terms of human rights of specific groups: labour, women’s empowerment and gender equality, children and Indigenous peoples.

Goal 11. Sustainable Cities and Communities. Make cities and human settlements inclusive, safe, resilient and sustainable.

Over two topics, we look into the “big” social and environmental sustainability issues with specific reference to the United Nations Global Compact (UNGC), the UNGC 10-Principles and the UN Sustainable Development Goals (UNSDGs). Students understand that ‘social sustainability’ is an aspect of Sustainability where what is to be sustained is the positive functioning of human society both at the individual and collective level, with a view of achieving individual and social well-being: the ‘people/social’ dimension of the triple-bottom line. Students are able to then link this to the social sustainability issues set out in the UNGC including what is expected of business in helping to address these.

Goal 12. Responsible Consumption and Production. Ensure sustainable consumption and production patterns.

An important theme running through what we teach is the question “What should we be doing? What is right or wrong in how business operates, and how we treat people and the planet?”. Students are asked questions such as: is it right for businesses to externalise environmental harms on future generations? Is it right for businesses to have human rights abuse happening in their supply chains? Is it right for a business to use its power to influence government to make policies that specifically benefit the firm’s self-interest? Is it right that humanity is exterminating other living things at a rate that is seeing us living in the Earth’s 6th great species extinction event? We also relate these questions back to the UniSA Graduate Qualities and the Business School Enterprise Skills that refer to the development of personal qualities linked to this “what is right” question, and the Graduate Qualities “is committed to ethical action and social responsibility as a professional and citizen” and our Enterprise Skills, the skill of “ethical awareness”.

In the post graduate course: *Entrepreneurship and Innovation BUSS 5080*, we look at sustainable consumption and production patterns through the lens of ethical consumers so that students gain an understanding of the entrepreneurial opportunities that exist today and are growing worldwide as creative business leaders adapt and evolve in response to more complex social, economic, and environmental pressures.

Goal 13. Climate Action. Take urgent action to combat climate change and its impacts.

We take students to the UNGC website and look through it, noting the things organisations can do to make a lasting commitment to address climate change, and we focus on “Caring for Climate” www.unglobalcompact.org/take-action/action/climate. We look at how businesses can demonstrate leadership by applying actions around this such as setting greenhouse gas emissions, committing to responsible climate adaptation, reduction targets for the organisation, and the requirement of a signoff at the highest level of the organisation. We also discuss governments putting a price on carbon.

Goal 14. Life Below Water. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

Students learn from the UNGC that ‘ecological sustainability’ is an aspect of sustainability where the focus of what is to be sustained are the Earth’s ecosystems and the life supporting services they provide including the oceans, seas and marine resources. This helps students link back to the major environmental challenges they looked at earlier in the course.

Goal 15. Life on Land. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

We explore biodiversity loss and extinction debt and the importance of the maintenance of our ecosystems in terms of regulating the atmosphere, filtering water, and providing food. We also look at some of the negative impacts, such as fires that become too intense, too often, and global warming as a driver to that, but also when fires are deliberately lit, like in Indonesia and the Amazon, to convert the land to pasture for grazing or farming. Students learn about broad environmental issues from soil degradation/loss of fertile soil, greenhouse gas emissions and climate change; loss of forests and habitats to maintain species; and how business contributes to these issues. The idea of an organisation or a single firm, with enough people with chainsaws, bulldozers and logging equipment going through and flattening areas of forest is put to the students to consider.

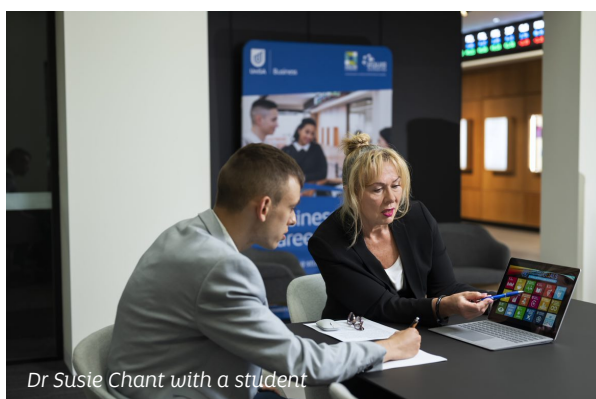
Goal 16. Peace and Justice Strong Institutions. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

Students get an overview of how companies can engage with the UN Global Compact on the three critical governance topics: anti-corruption, peace and rule of law. They learn that integrating corporate sustainability principles into their operations and relationships allows for greater transparency, accountability and inclusiveness, and is one way that businesses can engage. Companies can also contribute more broadly to the development and implementation of international norms and standards as part of their commitment to the UN Global Compact.

In the course *Tourism and Indigenous Peoples: TOUR 2007*, which I also teach, students gain an explicit understanding of the ethical challenges Australia’s First Nations People have faced throughout history. These issues have parallels in many other parts of the world and have important implications not only in terms of ethics and social justice, but also in relation to business activity that impacts on, and is impacted on by, First Nations People issues. We cover the same issues in *Business and Society* and dedicate two topics to this.

Goal 17. Partnerships for the Goals. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

The SDGs can only be realised with strong global partnerships and cooperation at the global, regional, national and local levels, built upon principles and values, and a shared vision placing people and the planet at the forefront. In the topic on professionalism, students consider how the action of professional networking can inspire them to connect with businesses that have similar values of sustainable development, or who are signatories of the UNGC, which in turn can enhance their professional profiles.



New Colombo Plan scholarship program

Bachelor of Business (Financial Planning) student Cody Gray (pictured below)will be heading for the bright lights and big crowds of Tokyo for her NCP program,awarding in November 2021.

Adapting to a new language and culture won't be the only challenges for Gray. As a quadriplegic, she will be navigating a new country in a wheelchair, in what will be her first time travelling overseas.

Gray says she will study at Rikkyo University for one semester, followed by two internships, where she hopes to learn more about retirement planning practices in Japan.

"As a finance student, I chose Tokyo because it's a global financial hub and I wanted to experience the Japanese work culture and lifestyle firsthand," she says.

"I also had to factor in what locations in the region would be disability-friendly and relatively wheelchair accessible.

"I plan to explore what retirement planning looks like in both Japan and Australia and compare them and hopefully find some new practices to bring back with me.

"I would love to gain a deeper understanding of the Japanese culture and their financial money management systems, as well as meet new people.



Ms Cody Gray, UniSA Business Student

The UniSA Yunus Social Business Centre was established by agreement with Nobel Peace Prize winner Professor Muhammad Yunus in 2018. The Centre operates in accordance with the Yunus philosophy, with a focus on social enterprise, zero poverty, zero unemployment and zero carbon emissions.

In 2021 UniSA Business reevaluated the direction of the **UniSA-Yunus Social Business Centre**; and as part of that, we have been networking a lot with various bodies including joining and establishing relationships with:

- South Australia Social Enterprise Council
- Catalyst 2030 – a movement of social enterprises to achieve the United Nations Sustainable Development Goals
- Attending and presenting at the two Australian Yunus Centre Country Forums this year
- Attending and contributing to research conducted by the Chief Entrepreneur of South Australia on the impact sector
- Recently joining and contributing to the Social Enterprise World Forum Academic stream

In 2021 UniSA Business hosted in collaboration with the Centre for Markets, Values and Inclusion a UniSA-Yunus Social Business Centre event (supported by Catalyst 2030) on Addressing the UN SDGs in a post-COVID world: the role of social business and social enterprise.

Table of commitments for Principle 3: Method

2020-2021 Commitment	Progress
Provide greater wrap-around support to Pank Prize recipients by embedding the program in the Innovation and Collaboration Centre's Venture Catalyst program.	In 2020 and 2021 this prize was unable to be awarded due to Covid19 travel restrictions.
Continue to monitor and review mapping of ethical awareness across programs and integration into courses.	All of our accredited programs mandate that ethics be given a high priority. Maintenance of that accreditation systematically assures that this mapping is made contemporary and aligns with industry expectations.
Continue to engage and support students / staff in the Enterprise Skills framework. Led by program Directors.	AoL Committee reviewing and implementation of Enterprise Skills across our degrees.
The UniSA Yunus Social Enterprise Case Competition will be expanded to include students from across UniSA Business.	We have expanded the case competition to include students from across UniSA Business – we have seen particularly strong representation from management and marketing students.

Future Objectives

2022 - 2023 Commitment	Responsible
Continue to monitor and review mapping of ethical action across programs and integration into courses.	Executive Dean, Business
Continue to engage and support students and staff in Enterprise skills framework.	Executive Dean, Business
UniSA-Yunus Social Business Centre will grow and strengthen our commitment through networking and by joining and establishing relationships.	Executive Dean, Business
We will support and promote eaching that included all 17 UNSustainability development goals.	Executive Dean, Business

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.

At UniSA, our researchers are thought leaders and change makers. We have big ideas and we ask big questions. We translate our discoveries into solutions that benefit our economy and society. Our approach to research has always been strongly aligned with industry, and we engage in partnerships with business, industry and community, who help to shape the questions we ask. We have built a culture of collaboration that brings our best minds together to solve problems in a multidisciplinary environment. Through our research partnerships, we are developing future industries, creating change and making the world a better place.



NO.1 IN AUSTRALIA FOR RESEARCH IMPACT AND ENGAGEMENT

2018 ARC Engagement and Impact Assessment (EI), Combined Impact – Approach to Impact and Engagement on Assessed Fields.



100% OF OUR ASSESSED RESEARCH RATED AT OR ABOVE WORLD-CLASS

2018 Excellence in Research for Australia (ERA), 4-digit Fields of Research.

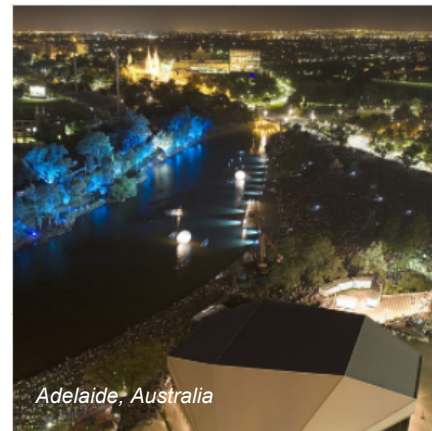


#1 YOUNG UNIVERSITY IN AUSTRALIA FOR INDUSTRY RESEARCH INCOME

2022 THE World University Rankings



International research



Adelaide, Australia



Collaboration and equality



Leading with UniSA Business

UniSA Business Research Centres:

Australian Centre for Business Growth

Ehrenberg-Bass Institute for Marketing Science

Centre for Workplace Excellence

Centre for Markets, Values and Inclusion

Centre for Enterprise Dynamics in Global Economics

Australian Centre for Business Growth

Supporting companies to reach their full potential. The Australian Centre for Business Growth was established in June 2014 by the University of South Australia (part of UniSA Business).

The Centre delivers world-class business growth programs that provide business owners, CEOs, Managing Directors and their executive team members with the knowledge and skills they need to grow their companies. The structured programs are taught by Growth Experts, former CEOs or Managing Directors who have started, grown, and exited their own companies.

We evaluate every Clinic, Growth Ramp and Module with 95% to 100% of executives and CEOs recommending our programs to others who want to grow.

Every year the Centre collects data from companies that have attended our programs as part of a Longitudinal Growth Study of Australian Companies. Since July 2014, companies that attended our business growth programs on average experienced a Compound Annual Growth Rate of 13.3% for revenue, 9.3% for jobs and 24.6% for profit.

The South Australian Government has in 2021 invested more than \$2 million to help unlock further potential in local SMEs through a grant to deliver programs designed to grow companies throughout the state. The grant to the University of South Australia's Australian Centre for Business Growth (AUCBG) will deliver subsidised training for up to 132 SA company business owners/CEOs/MDs to help grow their businesses.



Ehrenberg-Bass Institute for Marketing Science

Ehrenberg-Bass Institute is the world's largest institute for research into marketing, an independent, non-profit, research Institute. Based within UniSA Business, the Institute is the home of evidence-based marketing. Over 60 Marketing Scientists are making fundamental discoveries and teaching marketers how marketing really works and how brands grow. The Institute offers a range of specialist research services that will give you unique insights about your brand and market. Their research tools are underpinned by robust evidence, especially related to what is necessary for profitable brand growth. Experienced marketing scientists will provide recommendations and insights that are immediately useful for developing your business and marketing strategy. Research services include:

- Distinctive Asset Measurement
- Identifying & Prioritising Categorising Entry Points
- Laws of Growth Analysis
- Brand Metrics Review
- Advertising/Media Spend Assessments
- Best Practice Media Planning Review

In 2020 the Journal of Advertising Research recognised Ehrenberg-Bass in their 60 year bibliographic review, commenting on the strength of our co-authoring partnership with Professor Duane Varan (now CEO of Media Science). The same article also listed Professors Rachel Kennedy and Andrew Ehrenberg in the top 10 most published JAR authors over the last 60 years. Professor John Dawes was awarded best paper for 2020 by the Australasian Marketing Journal.

Centre for Workplace Excellence

At the University of South Australia's Centre for Workplace Excellence (CWeX), they make it their business to give organisations the knowledge to empower them to achieve excellence in organisational productivity and employee wellbeing. Through evidence-based research we uncover invaluable insights and best practice on topics such as employee health, safety and wellbeing; workforce diversity and inclusion; bullying and harassment prevention; leadership, culture and performance; and human resource management systems, practices and structures to demonstrate how organisations can address the workplace challenges of today and into the future. CWeX has a solutions-focused approach to identify what really works in the workplace, where changes can be made, and how organisations can evolve to become front runners in the global marketplace. CWeX does the hard work through our multidisciplinary research to make sure that workplaces can function at their best, with guidance from the latest practices in workplace excellence.

Mission - is to empower organisations to achieve excellence in productivity and employee wellbeing through applying insights from best-practice research which focuses on:

- Employee health, safety and wellbeing
- Workforce diversity and inclusion
- Bullying and harassment prevention
- Leadership, culture and performance
- Human resource management systems, practices and structures

The values of CWeX are implemented through workplace reviews, analytics and collaborative research to achieve results for organisations.

Centre for Markets, Values and Inclusion

The Centre for Markets, Values and Inclusion helps build sustainable and inclusive futures.

The global challenge of finding the right balance between economic growth and environmental responsibility, equity and inclusion, is reflected by the United Nations' (UN's) eight and twelfth sustainable development goals.

The Centre for Markets, Values and Inclusion (CMVI) combines specialist skills and multidisciplinary perspectives to provide a trans-disciplinary approach to delivering meaningful research, which informs innovative, evidence-based solutions for a more inclusive and sustainable future. Operating locally, nationally and internationally, CMVI researchers provide evidence to:

- Inform public and private sector choices and policies
- Resolve global development and governance issues in populations experiencing inequity
- Develop incentives for business and non-for-profits to develop, monitor and report on socially responsible enterprises

Vision - A world in which social and economic development is sustainable and inclusive of all in society.

Mission- to combine specialist skills and multidisciplinary perspectives to provide innovative and enterprising solutions that support inclusive and sustainable communities locally, nationally and internationally.

Centre for Enterprise Dynamics in Global Economics

The Centre for Enterprise Dynamics in Global Economies (C-EDGE) focuses on enterprise needs in a dynamic environment.

C-EDGE researchers work closely with industry partners to ensure a strong foundation of high-quality research to support startups, existing organisations, and policymakers, identifying solutions to local, regional, and global prosperity challenges.

The Centre's researchers collaborate with practitioners across Australia involved in the design and delivery of business research focusing on business sustainability, innovation and growth, international business, hospitality, tourism and leisure, and entrepreneurship. C-EDGE research addresses themes related to decent work and economic growth (8), industry, innovation and infrastructure (9), sustainable cities and communities (11), as well as gender equality (5) and responsible consumption and production (12)



Sustainable Tourism: More than goodwill



The COVID-19 pandemic crisis offers a rare and invaluable opportunity to rethink and reset tourism for a better future. Dr Freya Higgins-Desbiolles explains the vital importance of community, social connections and society and how tourism could be made accountable to social and ecological limits of the planet.

In March 2020, the same month that COVID-19 was officially declared a pandemic, well-known author and philosopher, Yuval Noah Harari, wrote about COVID-19 in the Financial Times, opening with “This storm will pass. But the choices we make now could change our lives for years to come.”

Insightful and to the point, his words identify the need for a global plan, a solidarity across countries, and a desire to work together - something still relatively out of reach. Yet the idea of connectedness is critical, especially as we deal with the fallout from COVID-19.

In response to the crisis, will we embark on even more hyper forms of tourism consumption, or will we become more thoughtful and discerning in our tourism consumption choices?

For tourism, the pandemic presents a pivotal moment. Upending long taken-for-granted flows of people and goods as COVID-19 spread through the channels of airports, cruise ships and trains that enabled these flows, one of the first blows was to tourism. Faced with the stark choice of maintaining public health and keeping service industries operating, governments around the world shut down borders, blocked tourists and told people to shelter in place at home.

As a result, the COVID-19 pandemic has devastated travel and tourism, hospitality, arts and events-affiliated sectors, with the United Nations World Tourism Organization estimating an 80 per cent decline in international tourism in 2020; a possible US\$1.2 trillion loss in tourism export revenues; and a potential loss of up to 120 million direct tourism jobs.

More importantly, over 864,600 people have died, innumerable others have been incapacitated, and health systems have been overwhelmed.

The human impact of this crisis cannot be understated. Nor can we underplay the how reliant we are on care and service workers – the nurses, teachers, grocery store clerks and gig economy delivery drivers – all declared essential workers to help us shelter from the pandemic.

It wasn't long before the world also realised how dependent the global economy is on tourism, and how precarious, underpaid and vulnerable many of these jobs within this sector are.

COVID-19 has caused us to re-learn that community and solidarity matters; that caring, and service work sustains us; and that we are only as well and secure as the most vulnerable amongst us.

This is why community cafes became nodes of care and support, ensuring that the community's most vulnerable people were looked after. This is why we were able to suddenly shelter the homeless in empty hotels when before it seemed as if we had no solution. This is why, at the height of the pandemic, that Prime Minister Boris Johnson refuted the claim of his predecessor, Margaret Thatcher, that “there's no such thing as society”, only individuals looking after themselves.

The pandemic has reminded us that, while markets have their place, society is what sustains us, and social ties are what help us weather multiple forms of crisis.

The COVID-19 crisis also marked a moment of ecological recovery. As people faced temporary lockdown, places around the world reported reduced air pollution, animals exploring vacant city streets, and waterways that ran clean once again. Reports from Venice, some factual and some not, claimed that flamingos and dolphins were appearing in the now cleaner canals. And, even when these stories may have stretched the truth, they still spoke of a human consciousness that we are placing unsustainable pressures on our beautiful natural environments. The lockdowns have opened up our imaginations to our ways of living in the world, and how we must ensure enough space to sustain nature and the other living things with which we share this finite planet. This crisis has also shown that some places have enjoyed being tourist free. Venice – a city that has long experienced the damages of overtourism from cruise ships and day-trippers – has once again been able to breathe, enabling Venetians to enjoy their city as it once was, and revel in the quiet and calm.

While no one wanted this crisis, there are still lessons to learn – and here we have allowed the relationships between society, ecology and economy to get out of balance in our efforts to grow our economies through tourism. Reforming tourism in the aftermath of COVID-19 should involve a rethink of our economies, societies and lifestyles, and how they might work together better for the benefit of all. This crisis will pass, but scientists have warned us to be prepared for more frequent and even greater crises due to the impacts of global climate change. As we look forward to leaving the pandemic crisis behind, we should also be looking to build a more fair, resilient and sustainable future. Reforming tourism along more socially and ecologically just lines will help us to be better prepared for what may come.

What can you do?



What can you do?

- Think about your personal ecological footprint in your travel and tourism choices.
- Holiday domesticall
- Consider supporting communities impacted by drought, bushfires and other crises.
- Avoid over-touristed sites and communities in peak times and instead explore less explored sites and places.
- Consciously spend your dollars to ensure your visit benefits the local communities you visit.
- Support sectors that deliver social and environmental benefits to local communities, including ecotourism, Aboriginal tourism and community based and social enterprises.

What about governments? What steps should they take?

Preference local businesses over multinational corporations.

- Ensure tourism corporations pay fair taxes and are not allowed to push market failure costs onto the public purse.
- If tourism businesses go bankrupt, ensure workers are paid first.
- Support alternative tourist models - cooperatives, social enterprises, non-profits and social businesses.
- Ensure state tourism commissions maintain their original mission of public service to facilitate tourism for the public good.
- Facilitate and promote educational tourism, citizen science, social tourism, community exchanges.
- Restrict privatisation of public assets such as national parks and protected areas to ensure ecological protection of conservation environments.
- Consult the local community in tourism development decisions.
- Secure a universal basic income, solid rights and good working conditions for tourism and hospitality workers. It should no longer be tolerated that tourism workers do not receive a living wage and secure conditions for their labour in the industry.

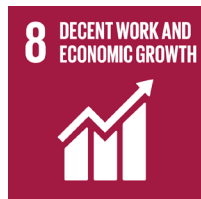
Banner image: The Trevi Fountain, Rome. Pre-COVID-19 an average of 1200 tourists visited per hour; now, amid pandemic, it's an empty space. (Photos by JIMMOYHT / luana183 Shutterstock.com)

International Research - Irrigation and fish passages

UniSA Business research in 2020 examined poor performing Irrigation schemes in Southern Africa, which had failed to lift farmers out of poverty, enhance food security or improve local or national economies. Soil monitoring tools and agricultural innovation platforms were introduced in five irrigation schemes in Mozambique, Tanzania and Zimbabwe. The synergies between these interventions increased both crop yields and profitability.

In 2020, Professor Lin Crase, Dean of Programs, and Ms Bethany Cooper, researchers at UniSA Business, collaborated with the **Asian Development Bank** (ADB) on diversion weirs and fish passages for small scale irrigation in the Lao People's Democratic Republic provided foundational information on the importance and features of fish passages and fishways. The infrastructure projects pose no threat to the already diminishing fish population and, ultimately, to food security.

UniSA researchers partnered with the Australian Government to develop a Decision Support Tool to inform investment decisions on fish passage infrastructure on the Mekong. The tool uses pre-programmed estimates of costs and compares these against the market value of the additional fish yield that can be attributed to a fishway. In addition, the tool provides insights into the nutrition benefits of a given fishway.



AHURI Research Centre

The Australian Housing and Urban Research Institute (AHURI) is a national, independent research network that provides high quality research to influence and improve policy development in relation to housing and urban needs. AHURI at the University of South Australia, led by Dr Braam Lowies, brings together industry partners and high-calibre researchers from a range of disciplinary backgrounds to develop policy-relevant, evidence-based research focussing on housing and urban subjects.

The Centre's researchers collaborate with practitioners across Australia who are involved in the design, delivery and provision of housing and urban infrastructure, homelessness services, aging and finance, to inform policy development on a range of issues, such as housing supply and affordability, homelessness and economic productivity, and social cohesion and wellbeing.

Providing critical, evidence-based research for policy development on a range of issues, including:

- housing supply and affordability;
- urban planning and infrastructure development;
- homelessness; economic productivity;
- social cohesion and wellbeing.

Two examples from the 2021 AHURI Projects that we are proud to include in our Report:

Sustainable housing at a neighbourhood scale

Led by Professor Stefanie Duhr, the project is part of a larger Inquiry into housing in a circular economy led by Professor Ralph Horne (RMIT). Other UniSA researchers involved in the 'sustainable housing at a neighbourhood scale' project are Dr. Rob Crocker, Dr. Stephen Berry, and Dr. Jennifer Bonham.

A data-driven policy road map for the rental sector in post-pandemic Australia

Professor Andrew Beer is involved in this project led by Professor Emma Baker (University of Adelaide).



The Australian Alliance for Social Enterprise (TAASE)

[The Australian Alliance for Social Enterprise](#) (TAASE) is a research concentration within the University of South Australia. The purpose of TAASE is to engage with people and communities, and to partner with the organisations which serve them, in order to produce research which enables evidence-led change for the social service sector and people in need of social support.

TAASE is an interdisciplinary and cross-university research concentration that works with marginalised communities and vulnerable people who are experts in their own lives. This work helps to ensure that decisions affecting people's lives draw on their stories, their strengths, and their capacity to realise their potential.

In 2020/21 TAASE engaged in public and academic debate, through research, published reports, publications, conference presentations, media and public seminars, on the value of non-government organisations, place-based service provision, Indigenous inclusion and exclusion, homelessness services and life experiences, mental health service provision, aged care, housing, disability services, domestic violence, child protection, financial inequality, wellbeing, and other complex social issues.

This chiefly meets the SDG goals of 3, 10, 11 and 17 (see examples below).

Projects 2020/21 |

Project Title	SGD Goals
The older persons homelessness prevention project (Wicking)	1, 3, 10
Advance Care Directives (NHMRC)	3, 10
Inquiry into housing policies and practices for precariously housed older Australians (AHURI)	1, 3, 5, 10, 11
Review of Commonwealth funded aged care for older people and homeless (Dept Health)	3, 10
Review of medium term accommodation for people with a disability	3, 10
Housing and housing assistance pathways with companion pets (AHURI)	3
Evaluation of the Vanguard Cities Programme on homelessness	1, 3, 5, 10, 11
Feasibility study: inner city homelessness services co-ordination for rough sleepers	1, 3, 5, 10, 11
Identifying and overcoming barriers to housing first	1, 3, 5, 10, 11
Innovations in stock matching and allocations for social housing	1, 3, 5, 10, 11
Crisis accommodation in Australia: now and for the future (AHURI)	1, 3, 5, 10, 11
What have been the recovery pathways for businesses in regional Australia from disaster resilience (RAI)	3, 8, 9, 10, 11, 15, 17
Hearing Country Voices	3, 8, 10, 11, 15, 17
The application of complex systems thin markets	10, 11, 17
Social service leadership and innovation	10, 11, 17

Reports/Publications 2020/21

Parrella, A; Pearson, O; Davy, C; Barrie, H; Mott, K; Morey, K; D'Angelo, S; Sambo, R; Aitken, R; Franks, C; Brown, A; & Braunack Mayer, A (2021) Building a culturally safe aged care workforce to meet the needs of older Aboriginal people in rural and remote areas <i>Australian Journal of Primary Health</i>	3, 10, 11, 17
Arakawa Martins B., Barrie H., Taylor D., Lange J. & Visvanathan R. (2021) Objective and subjective measures of neighbourhood environment are associated with frailty levels <i>Archives of Geriatrics and Gerontology</i>	3, 10, 11
D, Taylor, J. Lange, C. Laurence, J. Beilby, A. Kitson, H. Barrie, R. Visvanathan (2021) GP access in regional and remote Australia for ageing populations. <i>Geographical Research</i>	3, 10, 11
Arakawa -Martins B., Visvanathan R., Barrie H., Huang C H., Matsushita E., Okada K., Satake S., Edwards S., Uno C. & Kuzuya M. (2021) <i>Built Environment and Frailty: Neighbourhood Perceptions and Associations with Frailty, Experience from the Nagoya Longitudinal Study</i> in Journal of Applied Gerontology	3, 10, 11
Arakawa Martins B., Barrie H., Visvanathan R., Arakawa Martins L., Daniel L., Ranasinghe D., Wilson A. & Soebarto V. (2020) A multidisciplinary exploratory approach for investigating the experience of older adults attending hospital services in <i>Health Environments Research & Design</i>	3, 10, 11
Tuall, S., Coram V., Faulkner, D., Barrie H., James, A. and Sharam, A. (Forthcoming) <i>Appropriate housing models for low-income precariously housed pre-retirement and retirement households</i> AHURI Final Report	3, 10, 11, 17



Research to End Homelessness

Adelaide's homelessness data has been certified as being amongst the best in the world, thanks to collaborative efforts by UniSA researchers and a broad team of experts working on the Adelaide Zero Project.

The Adelaide Zero Project is a collaborative approach to end street homelessness in the CBD, based on a methodology that has been successfully used to end homelessness in several Northern American communities. The methodology has been localised to the South Australian context by Dr Selina Tually from UniSA's The Australian Alliance for Social Enterprise and project partners.

One of the critical components to the methodology is the ability to track everyone currently experiencing homelessness by name, to determine how they enter and exit homelessness and their housing and support needs.

Dr Tually has made a significant contribution to the project, working through data coverage, quality and validation issues locally as well as joining forces with a small cohort from Adelaide and North America to develop an Australian version of the data quality scorecard now being used by end homelessness campaigns nationally. The quality of the Adelaide Zero Project's data has been certified by US organisation Community Solutions, which works with communities around the world to end homelessness. The certification assesses factors such as the coverage and coordination of outreach services; policies and procedures that govern the collection and input of data; and how people can be tracked within the homelessness services system towards a permanent housing outcome.

The project has had input from a coalition of more than 40 not-for-profits, government agencies, private organisations and service providers, and is supported by the Australian Alliance to End Homelessness.



In 2020 we held a symposium on Developing Sustainability Reporting and Partnership in the Indo-Pacific Region for Achieving the UN's Sustainable Development Goals on 28 February 2020. We attracted nearly 50 registrants, including academics and industry partners from the GRI, DFAT and Indonesian government agencies, offering a valuable opportunity for researchers to engage and communicate with industry practitioners and to discuss solutions for business sustainability and regional sustainable development.



Future Objectives

2022 - 2023 Commitment	Responsible
Research from UniSA Business will be known as the sector's most industry-engaged University	Dean of Research, UniSA Business
Grow research income and grow the scale of research Centres	Dean of Research, UniSA Business
Recruit visiting fellows tied to our Research Centres that advance our reputation	Dean of Research, UniSA Business
Embed HDR recruitment strategies into industry sponsorship and research partnerships	Dean of Research, UniSA Business
Leverage other university-industry partnerships by fostering inter- Centre collaboration across Academic Units and engagement with industry-based business development	Dean of Research, UniSA Business

Principle 5 - Partnership

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

At UniSA, we partner with industry and are actively involved with the communities in which we operate. We make connections and form relationships that support research outcomes, student learning and our local community. The University wants to be known as the sector's most industry-engaged University. The 2022-25 Business Plan confirms our commitment to achieve this goal by continuing to strengthen our research reputation through mutually beneficial partnerships with industry,

Our research centres draw on multiple disciplines spanning most academic units across the university, and we seek to develop and strengthen partnerships with renowned international experts to shape our enterprise agenda. UniSA Business will continue to deepen this collaborative approach while seeking to cultivate a stronger nexus between research, teaching and industry engagement.

UniSA Business demonstrates research strengths in traditional business disciplines and interdisciplinary domains that are relevant for business, governments, and local communities. Our success with scale and focus initiatives culminated in four university-approved research centres that accommodate the entirety of the research active staff and foster interdisciplinary inquiry with researchers from other Academic Units. Each research centre has a different history and context and is at a different stage of maturation for research culture, performance, and impact.

- The Ehrenberg-Bass Institute for Marketing Science is the most established research centre with an exemplary record of international collaboration and contribution to UniSA's Top 5% industry partner income.
- The Centre for Workplace Excellence (C-WEX, co-administered with JUS) offers interdisciplinary research perspectives related to workforce dynamics, safety, and wellbeing, and whose members include the Australian Research Council Laureate Fellow.
- The Centre for Markets, Values, and Inclusion (C-MVI) has a strong reputation for research that examines macro influences on business practices in local and international settings. Within C-MVI, researchers from The Australian Alliance for Social Enterprise conduct research related to social services and social policy.
- The Centre for Enterprise Dynamics in Global Economies (C-EDGE) brings together interdisciplinary groups of researchers to focus on enterprise, primarily S/MEs, in local, national, and international settings.

We are a globally connected university with over 2,500 industry and professional relationships that support student internships, research and community engagement.



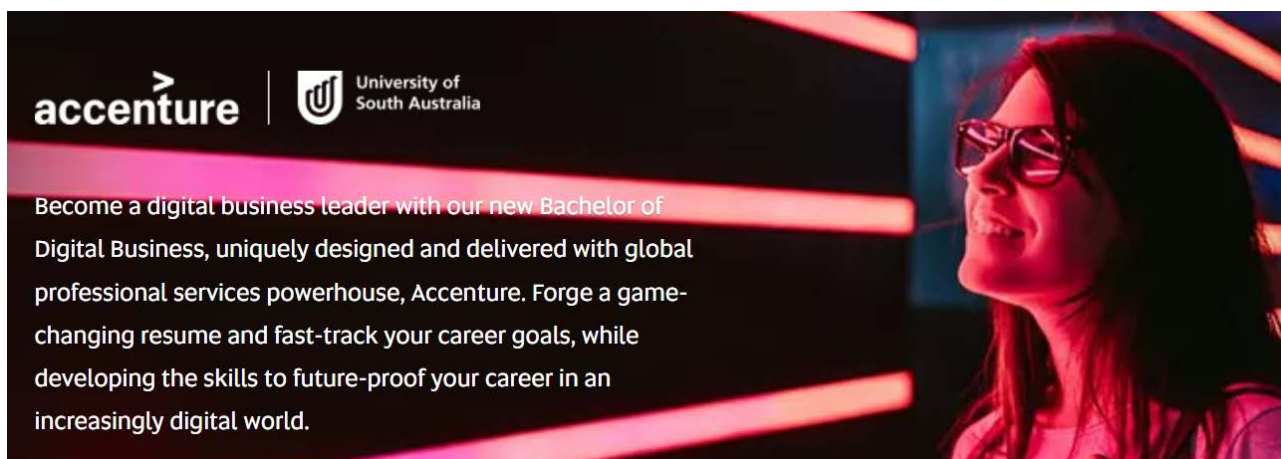
In 2021 UniSA has partnered with leading global professional services company Accenture to launch the Innovation Academy. This new initiative will launch in 2022 and will transform business education in Australia by combining the best of Accenture's global practice and expertise with UniSA's proven leadership in transformative, industry-informed business education and research.


The Innovation Academy will deliver bespoke innovative curriculum and training programs, drawing on the skills and expertise of Accenture's global workforce and UniSA's established position in online education. The partnership will help address known and emerging skills gaps and enhance productivity in Australia's strategic growth areas.

In mid-2022, we'll launch two Innovation Academy offerings, the Bachelor of Digital Business and professional development programs.

UniSA Business takes pride in its on-going engagement with industry, a product of its long-standing commitment to partnerships in research, teaching and industry outreach. Although we have established multiple industry partners, there is room for growth in the scale of income from partnered projects and the breadth of those partnerships. Additional opportunities exist to leverage other University partnerships for research growth in business related fields through the Enterprise Hub.

Many of our long-standing community partners offer essential expertise and in-kind contributions for research in the not-for-profit sector, allowing our collaborations to address important social issues. While working to improve national rankings we will build strategic international partnerships in order to expand our global reach and international profile. A strong commitment to internationalisation principles and practices underpins our strategies for national and international engagement, with the aim of improving our reputation for research excellence and for high quality teaching programs.



accenture |  **University of South Australia**

Become a digital business leader with our new Bachelor of Digital Business, uniquely designed and delivered with global professional services powerhouse, Accenture. Forge a game-changing resume and fast-track your career goals, while developing the skills to future-proof your career in an increasingly digital world.

Future Objectives

2022 - 2023 Commitment	Responsible
Design and develop the Bachelor of Digital Business and Professional Development courses in partnership with Accenture, and the Global Executive MBA in partnership with UCL.	Dean of Research, UniSA Business
Leverage other university-industry partnerships by fostering inter- Centre collaboration across Academic Units and engagement with industry-based business development	Dean of Research, UniSA Business
Grow the number of multiple projects and top 5% research income through identifying high yield partners and leveraging industry partnerships established across Academic Units	Dean of Research, UniSA Business
Establish preferred international partners from globally reputable institutions for our research centres to activate productive research, teaching, and industry exchanges	Dean of Research, UniSA Business
Further diversification of our student cohorts, achieved by leveraging existing and developing new relationships with international and industry partners, both on and offshore	Dean of Research, UniSA Business

Principle 6 – Dialogue

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

UniSA business is committed to facilitating discussion and debate on the critically important issues of global responsibility and sustainability.

With the establishment of the Enterprise Hub along with a range of best-practice spaces to facilitate collaboration in and across learning and teaching, research, and industry engagement.

In 2021, we will launch the **UniSA Enterprise Hub** through an online gateway, with a physical shopfront in Light Square to follow in 2022. A space where research meets education, the Enterprise Hub will make it easy for businesses, industry and community groups to partner and collaborate with the University on research and business innovation projects.

The Enterprise Hub will give a new lease on life to an iconic Adelaide landmark. The heritage listed building in Light Square was originally a warehouse for agricultural company Goldsbrough Mort before becoming a nightclub, then transforming into the popular Night Train Theatre Restaurant in the 1990s.

The Enterprise Hub will unite industry partners with UniSA researchers, educators and students on activities that solve real problems, drive progress and shape business and community prosperity in South Australia and beyond. It will also co-locate the experience and expertise of UniSA Ventures, Research and Innovation Services (RIS) and the Innovation and Collaboration Centre (ICC), whose work ranges from supporting startups to mature business regeneration and commercialisation.

The Enterprise Hub's integrated approach will:

- Create opportunities for business and industry partners to access and leverage UniSA's research capability, supporting and strengthening our economy and society
- Support founders, entrepreneurs and startups to develop and grow innovative or disruptive ideas, providing the tools and resources for commercial success
- Unlock the commercial potential of research by bridging the gap between researchers, industry and investors
- Provide access to investment opportunities in UniSA's world-leading technology portfolio and spin-out companies
- Foster connections between UniSA specialist talent and industry and community partners, generating opportunities for business innovation to scale, regenerate and chart sustainable futures.



Industry and UniSA Business connections



Australian Centre for Business Growth - Immediate Business Acceleration Program

Ask Dr. Jana – How do I “manage me” while growing my company

Live and free ZOOM Q&A sessions have been running as part of the Immediate Business Acceleration program. Sessions are regularly hosted by Dr Jana Matthews – an international expert on entrepreneurial leadership and business growth and the Director of the Australian Centre for Business Growth – and features guest CEOs from the Northern Territory. Guest CEOs (in December 2021):

1. Natalie Bell – Associated Advertising and Promotions
2. Max Nicholson – Winnellie Hydraulics
3. Darren Lynch – OOSEven Jetski Adventures, Bella Pasta, Wharf One, The Precinct Tavern



This zoom session involved a short tutorial outlining the topic, hearing from a CEO about their experiences in the field and be able to ask live CEOs via video or chat.

The *Immediate Business Acceleration Program* is targeted at business owners, chief executive officers and managing directors of small and medium companies to help them rebound strongly from the recent Territory lockdown. The program provides Territory business owners and managers with expert advice on how to manage their company's resources during external disruptions like the pandemic, and offers examples of how other owners and managers have turned a crisis into an opportunity positioning their companies for future growth.



Collectively raising awareness and taking positive actions together for our beautiful planet

With the increased focus on climate change and other global issues that are impacting life on our planet, taking action is more important than ever.

With the impact of Covid 19, in December 2021, UniSA's Sustainable Futures went online to present an event about the positive impact that UniSA Alumni and local groups are making in this space. Connect with like-minded people in the comfort of your home and:

Inspiring UniSA Alumni speakers and panelists and how they are taking action including:

- Shane Farley, Head of Sustainability, Community & Strategic Partnerships, Beyond Bank
- Lauren Crago, founder of Solomon Street
- Makerspace Adelaide
- Dr Sukhbir Sandhu, Associate Professor in Sustainability and Ethics at UniSA
- Natrydd Sigurthur from USASA's Sustainability Collective Club

The aim is to learn how we all can make small shifts in our day to days to contribute to the solution.

Be curious and ask questions to the panelists via our online chat to learn more and find out how you can get involved. Even online we can collectively raise awareness and take positive actions together for our beautiful planet.

UniSA Community Garden

UniSA Business staff and students are involved in weekly events at the UniSA Community Garden. The Community Garden is located on a rooftop at UniSA's City West campus and attracts up to 150 students and staff each week to events which features free Fairtrade coffee and vegan catering from local businesses, seedlings to plant and takeaway, and other gardening and sustainability activities.



Australian Housing and Urban Research Institute (AHURI)

AHURI Webinar Series

The latest (November 2021) free webinar 'Social housing asset management in Australia' will present findings from the AHURI project 'Towards an Australian social housing best practice asset management framework' led by Dr Andrea Sharam (RMIT) with contributions from Mr Peter Rossini and Dr Hyunbum (Joe) Cho from UniSA (BIS).

Sustainability housing research

Researchers at the University of South Australia are supporting housing research across a diverse range of areas in 2021, including leading a project on sustainable precinct development, and contributing to four other studies under the National Housing Research Program (NHRP).

Co-Director of the AHURI UniSA Research Centre, Professor Stefanie Duhr, will be leading a project entitled 'Sustainable housing at a neighbourhood scale'. The project will involve three other UniSA researchers, Dr Rob Crocker, Dr Stephen Berry, and Dr Jennifer Bonham and is part of a larger Inquiry into housing in a circular economy led by Professor Ralph Horne (RMIT). This project will investigate the opportunities for a circular economy (CE) approach at neighbourhood scale to support the transition to sustainable housing in different locations.



Advisory Groups and Boards - UniSA Business

UniSA Business is proud to showcase our strong links with industry. Our advisory boards are made up of senior representatives from relevant industry, professional bodies, program and research partners, as well as senior University staff.

UniSA Business Advisory members provide high level advice and insights on economic trends, developing industries and opportunities, as well as insights to the skills needed for today's workplace and the jobs of the future. They are actively engaged in the continuous improvement of UniSA Business and are ambassadors for Australia's University of Enterprise.

UniSA Business Advisory Boards:

- UniSA Business Advisory Board
- Accounting and Finance Advisory Group
- Management and Marketing Advisory Group

Table of commitments for Principle 6: Dialogue

Objectives

2020 - 2021 Commitment	Progress/Outcome
We will develop a two-way communications plan/strategy for communicating PRME to staff and external audiences	Items appear in the Business Bulletin, the Sustainability Group has new memberships.
We will ensure a dedicated web page is created for the PRME report, which is prominently linked from UniSA Business homepage.	Completed website: https://www.unisa.edu.au/about-unisa/our-approach-to-teaching-and-learning/prme/
We will grow the reach of communications about UniSA Business's work in social innovation, responsibility and sustainability.	Ongoing
Continue to ensure the initiatives and services delivered through the Student and Community Engagement team continue to exemplify our values and commitment to PRME.	Ongoing
Continue to participate and support the PRME Chapter Australia/New Zealand as a focal point for coordination and communication across the region to facilitate the growth and engagement with PRME, and , exchange effective practices and foster collaboration in ERS across our network of partner institutions and the global network of universities with social enterprise initiatives.	The PRME Lead, has participated in three PDWs and symposiums about PRME at the 2020 and 2021 Academy of Management (AOM). She provided a Keynote on SDGs at the 2020 AOM , a public lecture about our commitment to sustainability (2020) and chaired the plenary on circular economy at the 2021 AOM.

Future Objectives

2022 - 2023 Commitment	Responsible
Continue to participate and support the PRME Chapter Australia/New Zealand as a focal point for coordination and communication across the region to facilitate the growth and engagement with PRME, and , exchange effective practices and foster collaboration in ERS across our network of partner institutions and the global network of universities with social enterprise initiatives.	PRME Lead
Sustainability Group will promote and foster PRME values to UniSA Business staff.	Sustainability Group

Principle 7 – Organisational Practices

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

Environmental and social sustainability

The University of South Australia is Australia's University of Enterprise and in our Strategic Plan Enterprise 25 (2018-2022), we have articulated our commitment to educate and prepare global learners from all backgrounds, instilling professional skills and knowledge and the capacity and drive for life-long learning. We undertake research that is inspired by global challenges and opportunities, delivers economic and social benefits and which informs our teaching. We operate through a partnered, end user informed culture of teaching and research with a commitment to outstanding service, continuous improvement and sustainability.

By 2025, we will have further consolidated our campus footprint and updated our physical learning and research infrastructure. Co-locating cognate activities of excellence, we will work to maximise efficiency and to reduce the number of metropolitan campuses. In so doing we will move to replace tired, ageing or inefficient infrastructure. We will move to an open plan model in all new facilities and all future renovations. We will maximise general teaching spaces and actively repurpose lecture theatres as the evolution of digital education continues apace. Our development principles include seamlessly accommodating Industry in Residence. Each campus will have sustainable development goals and renewable energy targets.

The recently approved UniSA Business Academic Unit Plan (2022-2025) has a clear purpose of “monitoring and promoting UniSA Business’ responsibility towards social and environmental impact”, as articulated in one of our seven stated objectives.

“Objective 7 - Our teaching, research and practice will be consolidated on precincts, closely integrated and aligned with industry. This will be achieved through a dedicated effort to support the establishment of the Enterprise Hub and a range of best-practice spaces to facilitate collaboration in and across learning and teaching, research, and industry engagement. We will also actively promote UniSA Business’ responsibility toward social and environmental impact to our stakeholders.”

UniSA Business will continue to promote its responsibility towards social and environmental impact to stakeholders including faculty, employees, students, and industry partners. The UniSA Business Sustainability Working Group (SWG) will provide leadership and direction of sustainability principles and practices to UniSA Business and provide advice to the UniSA Business Executive on:

- Our approach to sustainability and responsible leadership in the context of our mission and vision.
- Our achievements and challenges and how these have been (or could be) overcome.
- Potential future strategies for the short, medium, or long term.

The Academic Unit will also continue to acknowledge the social responsibility of business in its own business processes and teaching we will demonstrate strong commitment towards ethics, responsibility and sustainability.



Principle 7 – Organisational Practices

The four research Centres at UniSA Business clearly serve as examples of the values and attitudes we convey to our students.

- The Ehrenberg-Bass Institute for Marketing Science is the most established research centre with an exemplary record of international collaboration and contribution to UniSA's Top 5% industry partner income.
- The Centre for Workplace Excellence (C-WEX, co-administered with JUS) offers interdisciplinary research perspectives related to workforce dynamics, safety, and wellbeing, and whose members include the Australian Research Council Laureate Fellow.
- The Centre for Markets, Values, and Inclusion (C-MVI) has a strong reputation for research that examines macro influences on business practices in local and international settings. Within C-MVI, researchers from The Australian Alliance for Social Enterprise conduct research related to social services and social policy.
- The Centre for Enterprise Dynamics in Global Economies (C-EDGE) brings together interdisciplinary groups of researchers to focus on enterprise, primarily S/MEs, in local, national, and international settings.

UniSA Business takes pride in its on-going engagement with industry, a product of its long-standing commitment to partnerships in research, teaching and industry outreach. Many of our long-standing community partners offer essential expertise and in-kind contributions for research in the not-for-profit sector, allowing our collaborations to address important social issues.

Diversity

UniSA Business seeks to bring to life the aspirations of the University's key planning documents, including Enterprise 25 (E25) as well as the Academic Enterprise Plan (AEP); the Aboriginal Research Strategy; the Aboriginal Employment Strategy; and the Equity, Diversity and Inclusion Framework. UniSA Business will use this plan to guide the delivery of key processes operating across the University and continuous improvements. This includes the Curriculum Innovation Process, the achievement of research metrics, and the delivery of Scale and Focus research concentrations

Attendance of the full-day Aboriginal Sensitivity and Respect workshop is mandatory for all new UniSA staff within the first year of their employment and for all current employees as soon as they are able. This requirement is for all staff including Aboriginal staff. In addition, all supervisors and managers with Aboriginal employees in their work area are required to attend the half day Working with Aboriginal Peoples workshop.

The purpose of UniSA Business is to develop graduates who will make a positive and impactful contribution in contemporary business settings locally, nationally, and globally, with a responsible business mindset. We will meet this purpose by:

- providing unique and authentic learning experiences with Career-Ready Skills at their core,
- ensuring equity, diversity and inclusion contribute to our organisational innovation and excellence, and
- embedding research-informed curriculum to prepare students for a higher degree research education.

Principle 7 – Organisational Practices

UniSA is a high performing, culturally enterprising organisation. Our core attributes which are embedded in all that we do, will be at the forefront of our leadership and reflected in the diversity of our people and how they work together. We will continue to grow, strengthen, and value our body of diverse and enterprising staff, and extend our collaboration within and across units.

UniSA Business aspirations for diversity in the new 2022-2025 Academic Unit Plan:

	Target 2025	Current
STAFF		
UniSA Business staff who identify as an Aboriginal person	Increase >200%	2
UniSA Business Female academic staff at Level D+	50%	35.9%
Compliance with the WHS Local Action Plan	100%	100%
STUDENTS		
UniSA Business students who identify as an Aboriginal person	Increase > 50%	80
UniSA Business equity students	Increase > 20%	2279
UniSA Business International onshore students	Increase > 50%	1802
UniSA students undertaking a business degree via UniSA Online	Increase > 50%	1969

Environmental and social sustainability

All our programs promote environmental and social sustainability. Ethical awareness is one of our Enterprise Skills we develop as part of our Assurance of Learning.

To support teaching and learning of 'ethical awareness', a workshop for staff were conducted in 2020 covering topics including::

- Building Ethical Awareness in Business Programs
- Teaching Philosophy for Developing Ethical Awareness
- The process matters'
- Being legal vs being ethical
- Using statistics & stories; activities & assessments to engage students



Programs are reviewed regularly to ensure that students learn about the environmental and social sustainability issues relevant to their disciplines which they may have to manage in their future careers.

Business and Society

As mentioned previously in this report. The aim of this course is to develop students' understanding of the relationship between society, business, government, and the not-for-profit sector. It also aims to enable students to identify a range of professional capabilities necessary for participation in a sustainable society. Business and Society provides an introduction to the relationship between society, business, government, and the not-for-profit sector. It considers the historical and cultural influences on that relationship and the responsibilities of professionals as managers, practitioners, employees and customers. It provides the foundation for future study in the Business courses.

Principle 7 – Organisational Practices

Other Undergrad Courses:

Managing Sustainability in Supply Chains (BUSS 3085)

Sustainability Accounting and Reporting (ACCT 3010)

International Management Ethics and Values (BUSS 3053)

Media Law and Ethics (COMM 2076)

Postgrad Courses:

Ethics, Governance and Sustainability (BUSS 5385)

Ethics and Professionalism (BUSS 5446)

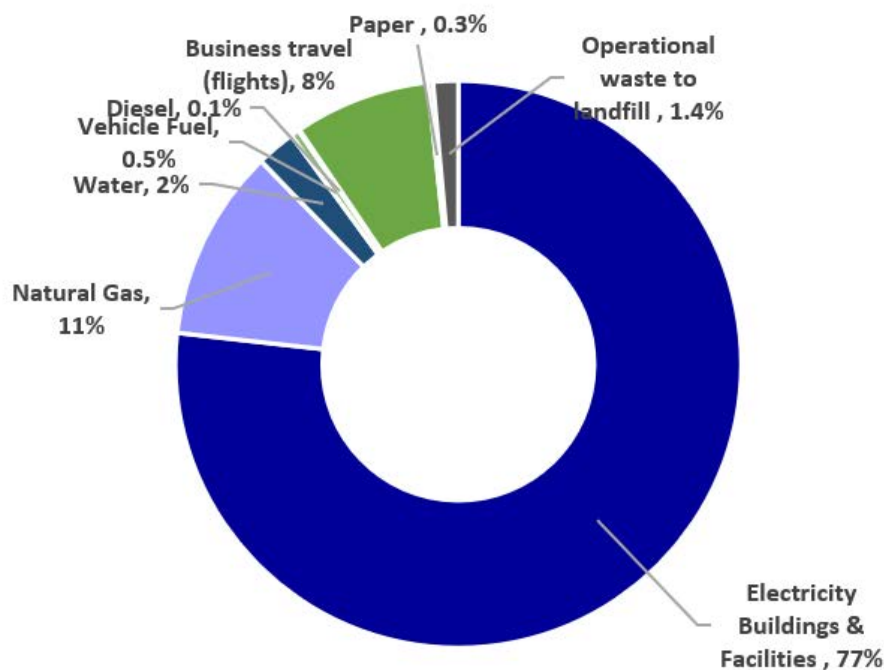
Business Ethics (BUSS 5384)

International Business: Strategy and Ethics (BUSS 5034)

Environmental

• Carbon and climate change

UniSA's current carbon emissions profile is depicted below. 88% of UniSA's carbon emissions are caused by energy (electricity and gas) consumption and 77% is caused by electricity consumption alone. Based on a recent carbon emissions audit, UniSA achieved a 42% reduction over the period (2007 – 2020/21).



UniSA's carbon emissions management strategy has focussed on reducing electricity consumption, with the dual benefit of reducing costs.

In 2018 UniSA committed \$5m towards installing circa 2MW of Solar PV at Mawson Lakes and City West campuses. The investment was made to partially offset skyrocketing electricity prices caused by changing market dynamics following the state's rapid growth in renewable energy generation. A key benefit was the associated carbon emission reductions. Following a Post Implementation Review in 2020, the Solar PV was found to have reduced UniSA's scope 1+2 carbon emissions by circa 9%.

Based on a recent carbon emissions audit, UniSA achieved a 42% reduction over the period (2007 – 2020/21).



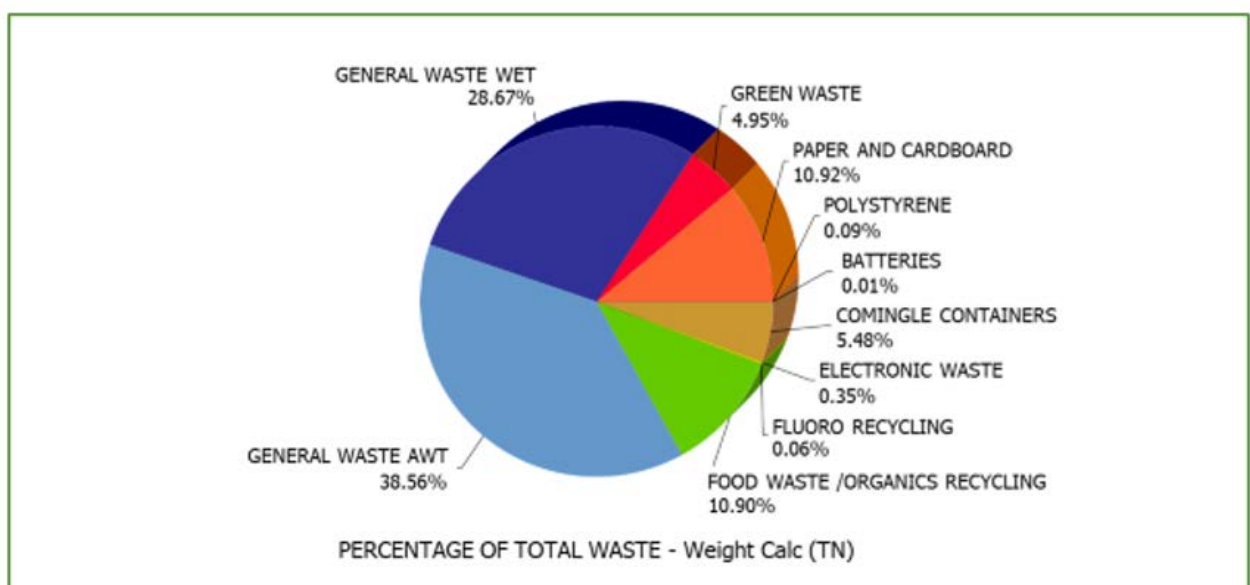
Principle 7 – Organisational Practices

Waste

At UniSA, waste is categorised into three broad streams:

- Solid waste (large hopper bins) is removed by a specialist waste removal contractor under UniSA's cleaning contract arrangements.
- There is an annual contract with a specialist contractor to pump liquid wastes that are not able to be removed by the sewer system. This includes grease pits and trade-waste sumps associated with UniSA's food and beverage outlets.
- Other This category includes the disposal of chemical, biological and radioactive waste, all of which is managed at a local level by the various Academic Units according to strict protocols.

The largest component of UniSA's waste is solid waste. The relative percentages of UniSA's solid waste (by weight) are shown below.



Note: Under General Waste, AWT means Alternative Waste Treatment. AWT waste does not go to landfill.

Over the past 12 months UniSA has produced 952 tonnes of solid waste, 71.3% of which has been diverted away from landfill.

Water consumption

UniSA uses three principal sources of water:

- Mains water (86% of consumption)
- Recycled water (13% of consumption)
- Harvested water (1% of consumption)

All campuses are connected to mains water, supplied by SA Water. Across the University there are 57 water meters, with the number of meters at each campus varying in proportion to the number of individual Certificates of Title and buildings on each.

UniSA consumes approximately 220 kL of water per annum, at a cost of \$1.6m.

The majority of each water bill relates to sewer usage (56%) which is levied against each property's capital value. The majority of UniSA's water consumption is for irrigation, and the majority of this is at Mawson Lakes campus - UniSA's largest campus by site area (63 Ha).



University of
South Australia

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City West Campus
Yungondi Building
70 North Terrace
Adelaide, SA 5001 Australia

unisa.edu.au/business

Information correct at time of printing (March 2022). CRICOS Provider Number: 00121B



Acknowledgment of Country

UniSA respects the Kurna, Bunganditj and Barngarla peoples' spiritual relationship with their country. We also acknowledge the diversity of Aboriginal peoples, past and present.

Find out more about the University's commitment to reconciliation at unisa.edu.au/RA

Antara 2017 Acrylic on linen, 122cmx183cm

Image courtesy the artist and Mimili Maku Arts, University of South Australia Art Collection Artist, Ngupulya PUMANI b. 1948 Mimili, South Australia Pitjantjatjara