THE UNIVERSITY OF
WESTERN
AUSTRALIA

SEEK WISDOM

EQUIS ACCREDITED

AACSB ACCREDITED

PRME Principles for Responsible Management Education
an initiative of the United Nations Global Compact

UWA BUSINESS SCHOOL

UN PRME PROGRESS REPORT 2023

Contents

A MESSAGE FROM THE DEAN

The UWA Business School remains committed to supporting and pursuing the United Nations Principles for Responsible Management Education. Our School Mission to "advance the welfare and the prosperity of the people through excellence in business education" meshes with these principles. As stewards of the education of future business leaders and managers, our School plays a pivotal role in facilitating the transformation of businesses towards a sustainable society. In our previous Sharing Information Progress (SIP) Report, we outlined a comprehensive approach through our teaching, research, and engagement to fulfil this role and contribute to fostering a more resilient society. We have continued and expanded upon this footprint in this reporting period, especially in continuing to embed engaged learning opportunities to provide hands-on, practical experiences for our students to learn how to formulate and implement strategies to tackle the grand challenges that preoccupy our present and that will define our future. Importantly, as the report shows, we work within a university ecosystem that is steadily extending policies, programmes, and practices to guide our students, faculty and alumni on the path to creating an inclusive and sustainable environment.

Therefore, on behalf of the UWA Business School, it is with considerable pride that I present our 2023 SIP Report. The policies and practices described against each PRME principle reflect our ongoing commitment to not just responding but – importantly – to *making progress* on the United Nations Principles for Responsible Management Education.

Prof. Peter Robertson
10 December 2023

KEY FACTS

#72
QS WORLD
UNIVERSITY RANKING
2023

#4
AFR BOSS
BEST BUSINESS SCHOOL
AUSTRALIA 2023

#12
FINANCE &
ACCOUNTING
AUSTRALIA

#45
PUBLICATION
URAP (BUSINESS)

30+
CORPORATE
SUPPORTERS

UWA BUSINESS SCHOOL

Retained a prestigious accreditation for a further 5 years through the Association to Advance Collegiate Schools of Business (AACSB)

ONLY 5%

of business schools in the world have achieved

5000+ students from over 62 countries

Source: UWABS, https://www.uwa.edu.au/Schools/business

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1. UWA Business School accommodates 5,000+ students, including both full-time and part-time enrolments.

KEY INSIGHTS

2022-2023

FULL TIME ENROLLMENT

UWA STUDENTS

16,552
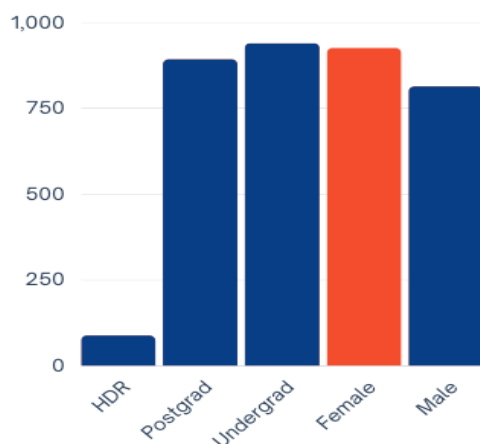
BUSINESS SCHOOL STUDENTS

4,107

INTERNATIONAL STUDENTS BY NATIONALITY

BUSINESS SCHOOL INTERNATIONAL STUDENTS

1,094

TOP 3 COUNTRIES

China
(Excludes SAR & Taiwan Provinces)

India

Singapore

Source: EQUIS SAR 2022; Power Bi

2.   4,107 students at UWA Business School are enrolled full-times.

Making Progress on UWA Business School Values and PRME: key developments since 2021

Although the experience of the pandemic constrained many of our activities in this reporting period, we can nevertheless highlight key developments since 2021 that illustrate how we have made progress on our overarching values of diversity and inclusion, social responsibility, integrity in business and scholarship and ethical and open inquiry, in collaboration with the UN PRME Principles.

Diversity & Inclusion **PRME Principles 1 and 2**	By pivoting to digital technologies to teach and engage with our communities and stakeholders we continue to deliver high-quality, relevant education for remote students engaged in fly-in, fly-out work arrangements, living offshore, and generally unable to participate in face-to-face learning because of Government policies. Working with the University's Physical and Digital Capital Investment Plan, the School has digitalised infrastructure and facilities to permanently offer "hybridity" in learning and engagement activities. We have upgraded the audio capture facilities, and significantly invested in audio-visual upgrades in teaching spaces. Importantly, through our Business Learning and Teaching strategy, we have proactively ensured our faculty are skilled to develop and deliver these options. We further created Offshore Learning Centres with foreign partner Universities in the Indo-Pacific region, notably China, India and the Philippines to enable students in these locations to study there and complete their programmes once they arrive onshore. Finally, we partnered with an Ed-Tech online platform to transform key learning programmes to be synchronously available to remote and offshore students.
Social Responsibility **PRME Principal 3**	Working with the university policy frameworks of Grand Challenges and the UWA Sustainability Strategy 2030 we continue to forge the value of social responsibility in our students – and by default staff and industry – by exposing them to the Challenge of applying their knowledge and skills to develop solutions for global "wicked" problems. Through activities such as our UWA SDG Activation Week and inter-University activity SDG Challenge WA, our students work with consumers and industry to tackle wage theft for migrant workers, and green entrepreneurship for workers facing career interruptions because of Just Transitions. Our undergraduate students in our new Bachelor of Business work with industry to fact-find and develop innovative solutions to carbon emissions while our Master of Business Analytics Industry Project postgraduate students help organisations such as the NBL Perth Wildcats solve real problems in player recruitment.
Integrity in Business and Scholarship **PRME Principle 4**	We continue to sponsor research centres that lie at the heart of issues of integrity in business and scholarship because of the growing impact on the everyday life of local and global communities. Our most recent initiatives have been the Centre for Business Data Analytics, the Centre for Public Value and the Blockchain and Crypto-Currency Centre. Academic-led with industry support, the latter attracted support from *Binance Australia* to

	increase blockchain and crypto literacy for students and develop the tech skills needed for high-demand industries.
Ethical & Open Inquiry **PRME Principle 5 & 6**	Our Contemporary Issues in PRME (annual) Lecture series is one example of how we foster ethical and open inquiry with community, business, and government by collaborating with our talented Alumni and strategic partners to deliver the lecture. Julia Kay, ex-UWA and now Co-Founder of Great Wrap (2022) addressed the vexatious issue of composting vs recycling, while in 2023, we were privileged to have Prof Carol Innes and Richard Whalley, co-directors from our indigenous UWA Business School *Danjoo Koorliny* Centre to talk on how we walk together with our indigenous communities in looking after water and land. Further, we proactively raised ethical issues during COVID, for example: Prof Julie Lee, COVID has made us care less about others Prof Peter Robertson, The Canberra Times on the cost of saving lives during COVID-19 and its effect on the economy. Prof Paul Flatau, Ending Homelessness in Australia: Opportunities for Building Back Better from COVID-19

PROGRESSING TOWARDS A SUSTAINABLE SOCIETY

UWA BUSINESS SCHOOL

PRINCIPLES **1** **2**

TRANSFORM THROUGH LEARNING

PRINCIPLES **3** **4**

RESEARCH THAT MATTERS

PRINCIPLES **4** **6**

ACT FOR CHANGE

PRINCIPLES

5 **6**

THE GLOBAL GOALS

A SUSTAINABLE SOCIETY

PRINCIPLE 1 PURPOSE

The University and the UWA Business School work in partnership in an integrative approach in framing the School's strategy to develop the capabilities of students to be generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy, with a focus on the Indo-Pacific.

The University, School and SDGs

The University of Western Australia (UWA), located in Perth, Western Australia, was established in 1911 and is a member of the prestigious 'Group of Eight' research intensive Australian Universities. The University is situated by the Swan River on Noongar land and the Noongar people remain the spiritual and cultural custodians of their land and continue to practise their values, languages, beliefs, and knowledge. The University was also the first free university in the British Empire, actively promoting equal access to tertiary education for all in the community.

The University's teaching and research priorities have been aligned with the needs of the State, supporting economic and social development for 100 years. As a comprehensive institution we offer a wide range of degree programmes at both undergraduate and postgraduate levels.

In 2015, the University committed to making progress on the UN Sustainable Development Goals as a member of the United Nations Sustainable Development Solutions Network. Since then, the University has fostered research in key areas of sustainability, for example:

➢ *The Oceans Institute, Indian Ocean Marine Research Centre, and The Wave Energy Research Centre*
➢ *Centre of Environmental Economics & Policy and the UWA Institute of Agriculture*
➢ Key teaching initiatives include:
➢ *The Master of Ocean Leadership*
➢ *Master of Environmental Economics*
➢ *The Ocean Innovation Undergraduate Minor*
➢ *Science and Policy: Climate Change, Environmental Planning and Urban Environments Undergraduate Minor*

The UWA Business School (UWABS), is accredited by two major international accreditation bodies-- EQUIS and AACSB. The Business School accounts for 19% of the total UWA EFTSL. The Dean of the School has delegated authority from the University Vice Chancellor for all academic matters and operational decisions.

Beginning with the Faculty of Economics, the School now offers a comprehensive range of programmes in the academic fields of Management & Organisations, Accounting & Finance, Marketing and Economics along with a world-class MBA.

The School has a unique place in the Australian higher education sector as the only research-intensive business School on the west coast of Australia. The School seeks to cement this advantage by greater engagement in the Indo-Pacific region.

In accordance with the 2015 commitment made by the University to the UN Sustainable Development Agenda, the School shortly thereafter appointed a PRME Director and has since forged a research and teaching culture that reflects the UN PRME Principles, for example:

- *The Centre for Social Impact*
- *Not-for-Profits UWA*
- *The McCusker Centre for Active Citizenship*
- *The Centre for Human and Cultural Values.*

Key teaching activities include:

- ➤ *Active Citizenship Undergraduate and Postgraduate Minor offerings*
- ➤ *Undergraduate and graduate offerings in Social Impact*

Importantly, the School will shortly appoint a Professor of Business Ethics whose role will complement the School's PRME mission. The Business School is proud of the achievements and the leadership that it is providing on PRME. We expect this report will inspire further progress on local and global social responsibility and sustainability.

Sustainability at UWA

The UWA Sustainability Strategy 2030 *Boodja: Place, Purpose, People*

Source: UWA Sustainability Strategy 2030, UWA

The UWA Sustainability Strategy 2023 demonstrates a commitment to caring for place through sustainable development, carbon footprint and transition; caring for purpose by fostering sustainable education, research and innovation and caring for people and the environment by fostering

safe, healthy just and equitable society that promotes diversity, equity, and inclusion.

The University and School adopt an integrated approach to making progress on the strategic priority of sustainability, for example:

The EZONE UWA is comprised of 3 engineering laboratories and flexible learning spaces to foster collaborative projects between industry, government, research partners and students in building a research and teaching culture based on STEM (science, technology, engineering, and mathematics).

Measuring Sustainability @ UWA: The Sustainable Campus Dashboard addressing….

Energy: Electricity, Thermal Energy, Natural Gas Utilisation

Water: Mains, Recycled, Ground Water Use

Waste: Material Type, Monthly Account of Waste Generated

The UWA Venture Student Innovation Centre is a student-led organisation that fosters student start-ups in social enterprise by offering entrepreneurship advice and support, internships, and connections to industry to pitch ideas.

UWA Green Impact

Staff and students work together in teams to develop solutions to sustainability issues. Ideas have targeted SDG 3 (good health and well-being), SDG 7 (affordable and clean energy), SDG 13 (climate action) and SDG 12 (responsible consumption and production).

UWA Grand Challenges

Exemplifying UWA's 2015 commitment to the UN Sustainable Development Goals, the UWA Grand Challenges Strategy focuses on 2 main areas: climate change and a just and equitable world. Offering mentorship from Grand Challenge Champions sourced from academia, industry and government, the Grand Challenges offers students support and assistance to conduct impact events.

Source: https://www.uwa.edu.au/grand-challenges/home

Business School students are noted for two flagship grand challenge impact events:

Conserve to Serve: tackling Climate Change. By collaborating with the UWA Guild Sustainability Team and Catering function, Business School students Sam Woronzow and Ella Williams developed and implemented a campaign to reduce coffee cups in landfills. In 2022-2023, over 1500 coffee cups have been saved from landfill by offering a buy 5, 6th free coffee when using a keep cup.

SustainFest Global Goals: The event is a celebration of the UN's Sustainable Development Goals, where the aim is to create awareness about SDGs among University students and bring together different clubs and organisations advocating for different SDGs. Aishath Didi, student organiser of this event said:

> I want students to learn about SDGs and it's impact and this learning opportunity to be an ongoing process through SustainFest

Business School PRME Team

Led by UN PRME Director Assoc Prof Donella Caspersz, the team develops, coordinates and implements teaching, research and engagement activities that make progress on the PRME principles. Team discipline representatives are:

➢ Dr Renata Casado, Management & Organisations
➢ Dee Roche, MBA
➢ Dr Sebastiaan Van Doorn, Marketing
➢ Dr Lyndie Bayne, Accounting and Finance
➢ Dr Paul Crompton, Economics

Management & Organisations PRME, Dr Renata Casado

MBA PRME, Dee Roche

Marketing PRME,Dr Sebastiaan Van Doorn

PRME Director, Assoc Prof Donella Caspersz,

Finance PRME, Dr Lyndie Bayne

Economics PRME, Dr Paul Crompton

PRINCIPLE 2 VALUES

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

UWA stands as one of the leaders in embracing equity and excellence, striving to create a better future through knowledge and wisdom. As a UN PRME Champion member, the Business School's core values provide a framework to work towards PRME's vision of a sustainable and inclusive society that delivers lasting benefits to people, communities and environments.

Over the past three years, UWA has implemented several initiatives to strengthen its environmental commitment that is aligned with the Sustainable Development Goals (SDGs):

Initiatives	Broader Strategy
Climate Action	🟢
Waste	🟢
Energy and Resource Use	🟢

Carbon Emission Project

Energy Carbon Neutrality is identified in the UWA Strategic Plan 2020-2025 to reinforce UWA's environmental commitment to Clean Energy. Complementary to this strategy is the innovation potential for UWA to be a virtual power plant or microgrid, supported by distributed energy generation and storage. This initiative aims at:

- reducing energy use
- generating renewable energy on-site (solar photovoltaics)
- ensuring our energy comes from renewable sources (from off-site renewables if required)
- off-setting carbon emissions from natural gas use

Recycling and Waste

Environmental Sustainability Strategy 2020 targets to reduce waste generation and increase recycling, as well as move towards a more circular economy at the University. This will be achieved through a set of initiatives based on the themes of reduction, diversion, circularity, management and innovation. Within innovation, a number of teaching and research activities in the areas of waste and circularity at UWA have been identified for potential integration within campus operations. Align with the energy carbon neutrality initiative, UWA aims to:

- Reduce waste generation by 10 per cent by 2025
- Increase diversion from landfill to 70 per cent by 2025

Water

In line with the [Environmental Sustainability Strategy 2020](#), UWA targets to reduce overall water use and the energy capital of producing water. This will be achieved through the increase in water reuse and stormwater infiltration (and quality) while reducing environmental impacts and transitioning to closed-loop water management. In so doing, it is expected to:

- Reduce water use from all water sources by 10 per cent by 2025
- Reduce scheme water use by 20 per cent by 2025

Equality, Diversity and Inclusion

In line with our environmental initiatives, UWA recognises the importance of fostering a diverse and inclusive community. We believe that sustainability extends beyond environmental stewardship and encompasses creating an equitable environment where every voice is heard, valued, and included. Our commitment extends to promoting the expression of human values - dignity, freedom, and respect for place and space - ensuring that our educational approach nurtures responsible leaders for the future.

To ensure equality of opportunity, experience, and outcome, we are taking the lead in developing a curriculum connected to Indigenous knowledge and culture. This effort not only enhances the diversity and inclusivity of our student community but also empowers Indigenous communities, as outlined in the [UWA 2030](#) with the following priorities:

- Establish modern and fully integrated physical and digital environments that foster world-leading education and research and reflect the Indigenous place and our shared history.
- Embed sustainability and fair-trade principles into the developmental and operational activities of the campus.
- Create new opportunities for collaboration, co-location and connectivity.

To achieve our commitment by 2030, we will blend our heritage with our future partners, communities and the wider world by focusing on the two pillars:

- Optimising our facilities: Building on the detailed research into our ICT and campus capabilities already undertaken, we will improve our existing physical and digital assets.
- Transformation: We will invest in the contemporary practices and facilities that will have the most positive effect on the staff and student experience. These investments will help position UWA as a vibrant education, research, community and cultural hub.

Initiatives	Standalone Policy/Strategy
Gender Diversity	○
Racial/Ethnic Diversity	○
People with Disability	○
Nationalities	○
Low Socio-economics	○
Other Groups (Indigenous)	○

Our dedication to social sustainability also includes the creation of a society characterised by high levels of cohesion, gender equality, and equal opportunities for all. Over the past years, UWA has worked on a range of impactful initiatives over the period to guide our students and staff on the journey to create an inclusive campus climate that exemplifies our vision:

Gender Equality

We are working to advance gender equity, including through addressing systemic, intersectional and unconscious discrimination.

LGBTIQA+ Inclusion

We are committed to the inclusion and support of LGBTIQA+ (lesbian, gay, bisexual, transgender, intersex, queer, asexual/agender or other diverse sexual orientations and genders) students and staff at the University. UWA has a proud history of support and allyship for the LGBTIQA+ community, and in 2002 pioneered the Ally Program which has subsequently been adopted by universities across Australia and New Zealand.

We have been recognised as a **Bronze** employer in the Australian LGBTQ Inclusion Awards, which are based on the annual Australian Workplace Equality Index.

Cultural and Linguistic Diversity

We support and celebrate our culturally and linguistically diverse (CALD) staff, embed cultural literacy as part of an inclusive leadership framework and engage effectively with new and emerging CALD communities.

We also recognise the religious and cultural diversity of our community and offer staff assistance in managing their work and cultural/religious commitments and support this diversity through initiatives such as:

- cultural literacy training
- the community calendar
- explicit recognition of the need for cultural and religious leave for staff
- a dedicated prayer room for Muslim staff and students, and halal food on campus

107

Core Staff

F 39

M 67

Gender Composition

Business School Staff

Staff Distribution by Country
Australia
Bangladesh
Denmark
Hong Kong
India
Indonesia
Japan
Singapore
South Africa

Source: EQUIS Self-Assessment Report 2022

Disability, Medical Conditions and Mental Health

We support people with disabilities and medical conditions to perform at their best and be involved in all aspects of University life.

Our students and staff can access support for ongoing, temporary and episodic conditions, and we are committed to ensuring our campus and services are accessible to everyone.

UWA's Focus for Students

We are committed to expanding educational opportunities beyond the financially privileged to promote equal access to tertiary education for all groups in our community.

Aligned with the University's commitment, the Business School sponsored indigenous students to annually attend the National Indigenous Summer School. This programme is supported by industry groups including Chevron and Wesfarmers to empower students in understanding and navigating the business world in theory and practice.

The School also provides several scholarships to support low socio-economic, regional and remote and Indigenous students. These include:

Indigenous Engagement Scholarships

- David Mack Indigenous Undergraduate Commencing Scholarship
- David Mack Indigenous Undergraduate Continuing Scholarship
- David Mack Indigenous Undergraduate Residential Scholarship
- UWA Indigenous MBA Scholarship

Financial Hardship Scholarships

- Undergraduate - Sir Frank Ledger Scholarship Business and Commerce
- Undergraduate - John Willinge Scholarship Business
- Undergraduate - Odna Borlaug Scholarship
- Undergraduate - Bruce Goulds Memorial Scholarship
- Scholarships supporting students from regional and remote locations:
- Undergraduate - John Willinge Regional and Remote Scholarship Business
- Brian T Dolan Scholarship in Business
- Undergraduate - Mary Dillon Inspire Scholarship

Scholarship Supporting Female Students in Commerce and Business

- Woodside Energy Limited Scholarship

In supporting students from a range of other backgrounds who may belong to multiple cohorts and have unique journeys and needs, UniAccess offers a safe and confidential space to the following groups of students to get advice, support and adjustments to maximise their academic performance and experience:

- Students from culturally diverse (NESB) backgrounds
- Students who are First in Family to attend University
- Women in Non-Traditional Fields
- Students who have a Disability, including those who experience mental and physical illness
- Mature-Age Students
- LGBTIQA+ Students
- Students from refugee backgrounds
- Students who are parents and/or have other caring roles

5.85%
are from **regional and remote WA**

8.83%
have indicated that they have a **disability, impairment or long term medical condition**

8.83%
are identified as **having a non-English speaking background**

1.58%
are identified as being **Aboriginal and/or Torres Strait Islander**

120
different countries are represented across our student cohort

11.96%
are living in a low-socio-economic community

Source: Student Access and Participation Framework 2022 – 2025

Principle 3 METHODS

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

Embedding SDGs into Business School Courses

Since 2013, the University has remained committed to nurturing students' understanding of, and their capacity to actively contribute to, the ideas and debates surrounding the United Nations' (UN) objectives. To fulfil this mission, the Business School places a strong emphasis on equipping graduates with the skills necessary for navigating an uncertain future, while recognising the challenges and opportunities within a sustainable economy.

Significant strides have been taken in the incorporation of Sustainable Development Goals (SDGs) into the Business School's curriculum, with these goals being integrated into course profiles.

The third level capstone unit in the Bachelor of Business degree specifically asks students to work in integrated teams from the Management, Entrepreneurship & Innovation and Global Business majors to design and defend innovative solutions to the SDGs. Further, the Centre for Social Impact teaches the unit *BUSN1102 Changing the World: Social Innovation, Finance and Enterprise*. At the postgraduate level, we offer two specific SDG-related units: *MGMT 5526 Principles for Responsible Management* and *MGMT5506 Ethics and Sustainability Management*.

Nevertheless, we acknowledge that many units still indirectly touch on SDGs and

further efforts are needed to explicitly teach these objectives. The University is developing an identifier system that tags units in identifying the SDG goals that they align to. This will enable us to better identify and develop further teaching offerings that make progress on these goals.

53%

UNDERGRADUATE SDGS-RELATED UNITS

Source: EQUIS Self-Assessment Report

Number of Unit Addressing SDGs

Source: UWA Qualtrics Survey 2023

Examples of Units Addressing SDGs

ECON5515 Economic Growth and Institutions

The academic objectives of this unit are to give students a grounding in how the institutional context within countries can affect, and be affected by, economic growth and development. The content of the unit covers the sources of growth; the impact that human capital, demography and health has on economic development over time; the role of various political, legal, fiscal and economic institutions in economic development; and the causes and consequences of inequality on economic growth.

SVLG1002 McCusker Centre for Citizenship Internship

The McCusker Centre for Citizenship offers structured, quality internships with not-for-profit, community and government organisations locally, regionally, and globally. Undergraduate students gain insight and experience in areas such as social justice, community development, environmental conservation, the provision of care, human rights, advocacy, community capacity building and activism. Internships involve 100 hours of work, and students' applied experience is supplemented with classes and assessments that contextualise and prompt critical reflection about civic engagement, delivering a broad and rich educational experience.

HRMT3345 Managing Jobs, Performance and Wellbeing

This unit examines human performance at work and implications for the management of human resources. Topics include: individual work performance in the modern work context; well-being in the workplace; advanced topics in work design; performance assessment and management; and the training of knowledge and skills. The unit emphasises the contribution of human resources management to developing a high performance work system that meets both individual and organisational needs.

### ACCT2242 Accounting Information Systems

The unit focuses on the importance of generating accounting data that is valid, complete, and accurate. Good data enables good business decision-making. This unit further includes an introduction to data analytics and data visualization to support the development of digital communication skills in graduate students and to emphasise the importance of informed decision-making. Students will develop an understanding of how data is generated and stored, the importance of internal controls in maintaining the integrity of data, the importance of data ethics, and emerging technologies impacting the accounting function. Incorporating an ERP-system.

MGMT1135 Organisational Behaviour

This unit provides an understanding of individual and group behaviour in organisations, with an emphasis on similarities and differences in different cultures. Topics that deal with individuals in organisations include personality, perception, motivation, ability, satisfaction, decision making and stress. Topics relevant to group behaviour include interpersonal relations, group dynamics, group decision making, leadership, conflict, power, ethics, social justice and social responsibility. The application of theory and research findings to management practice in organisations is addressed in the coverage of these topics.
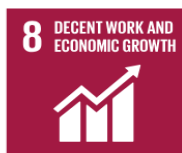
EMPL5412 Employment Relations

This unit introduces students to foundational concepts of employment relations within the context of the Australian industrial relations system. Core questions include—What is employment relations? Why do some companies have good employment relations and others do not? What constitutes good employment relations? These questions are addressed from the perspective of the worker, the manager and the government. In addition, students consider the nature of work, the relationship between employer and employee, the role of management, the role of trade unions, as well as exploring areas of conflict and cooperation. These concepts are fundamental to an understanding of employment relations both at the workplace and at the broader national level within any country.

MGMT3342 Entrepreneurship

This unit introduces students to the entrepreneurial process and to those aspects of management of particular importance to the entrepreneur. The qualities and skills needed to be a successful entrepreneur are examined. Lectures cover creativity, invention and innovation; discovery and evaluation of product opportunities; new venture start-up; feasibility planning; protection and commercialisation of intellectual property; marketing, financial and production strategies; sources of finance; valuations; franchising; and internationalisation of entrepreneurship. Students complete a major group project which provides an opportunity to develop their own new venture.

MKTG5505 Marketing and Society

This unit is based on the belief that managers at all levels require specific knowledge, skills and abilities to identify and effectively respond to ethical challenges. The focus is on equipping students to make better decisions, as individuals and as practising managers. Regardless of setting, participants in the unit are well positioned to appropriately serve both the goals of organisations and the needs of society and the environment both in the short and long run, giving all consideration to the ethical challenges in question.

ECON1101 Microeconomics: Prices and Markets

This is an introductory unit in microeconomics. Topics include an introduction to the economic problem; the determination of prices; demand and supply; market failure and the role of government; and market structure.

INMT5518 Supply Chain Analytics

This unit introduces the primary models used to optimise the supply chain. It develops students' capacity to define a problem for modelling, specify models and apply appropriate software packages. Topics include transport and transhipment models; warehouse location decisions; inventory optimisation; simulating the supply chain; simple forecasting models; and management of quality and timeliness, including service encounters.

Integrating Ethics, Responsibility and Sustainability into Teaching and Curriculum

Aligned with the University's principles, the Business School champions an 'ethical and entrepreneurial mindset', and embeds ethics, responsibility and sustainability components into its undergraduate and postgraduate units to cultivate graduates as responsible leaders.

Number of Units with Ethics Components

Undergraduate Units	Postgraduate Units
40	30

Source: EQUIS Appendices 2022

Postgraduate Degree Focused on Sustainable Development

The Business School's Centre for Social Impact (CSI) offers key education opportunities for students to learn about social impact. The CSI has a focus on those individuals and communities facing the greatest difficulties in life. The Centre works with organisations, including Bankwest and BHP and non-government organisations (NGOs) such as Lotterywest, to improve the conditions for those disadvantaged people. The Centre's *Graduate Certificate in Social Impact* has 4 units; these units can be taken as a standalone degree or as part of the MBA programme for students who want their studies to have a social focus.

Work Integrated Learning (WIL)

The Business School provides opportunities for experiential learning about ethics, responsibility, and sustainability. In their final reflection on their WIL experience, all interns must refer to the SDGs. In reflecting on the alignment between SDG 8 and an internship at a major accounting firm, A student intern said "My internshi) gave me the hope that there are those organizations that strive to provide decent work to people and create economic growth not only for their company but for communities around them". Undergraduate and postgraduate students can also undertake internships with the School's McCusker Centre for Citizenship to work closely and collaboratively with local communities. For instance, the School hosts interns from the McCusker Centre for Citizenship to work with the CSI in resolving a problem such as 'homelessness' in collaboration with the NGOs. Since the end of 2022 up to the first quarter of 2023, 569 students have undertaken internships at the McCusker Centre.

Comments on WIL

Student says: A small solution is still a solution; in this unit we had opportunity, were given resources, and met people that could help make our ideas happen in real time

Source: EQUIS Self-Assessment Report

Ethics, Responsibility and Sustainability Topics in Undergraduate and Postgraduate Units

To enrich students' knowledge with broader perspectives on ethics, responsibility and sustainability issues, the Business School has integrated specific topics into its undergraduate units such as ECON1000 Economics for Business and EMPL3208 Managing Diversity and postgraduate units such as HRMT5518 Strategic Human Resource Management and INMT5518 Supply Chain Analytics as per the following table:

Topics	Integrated into Undergraduate Units	Integrated into Postgraduate Units
Climate Change	✓	✓
Sustainable Finance	✓	✓
Environmental and Social Governance (ESG)	✓	✓
Diversity, Equity and Inclusion (DEI)	✓	✓
Business and Human Rights	✓	✓
Business Ethics	✓	✓
Sustainable Development	✓	✓
Business in Society Poverty	✓	✓

Faculty's Approach to the Teaching of Responsible Management Education

Since COVID-19, UWA and the Business School have accelerated online learning initiatives while onshore face-to-face education remains central to the University.

To address the needs of international students during border controls, the School adopted a 'hybrid' approach to synchronous online teaching in all its courses. Classes are not only recorded but also live-streamed to international or remote students via the Internet.

Faculty Training and Development in Ethics and Sustainability

The University of Western Australia and Business School understands their role as a globally responsible citizen and its contribution to ethics and sustainability. The University's Code of Ethics is based on three universal ethical principles: equity and justice; respect for people; and personal and professional responsibility. This provides direction for all staff and students and promotes and enhances a shared social responsibility across campus and in the wider community.

Staff development is also undertaken within the School through mentoring. The UN PRME Director addresses each discipline annually on the integration and value of PRME. Academic staff at level E are expected to provide academic leadership through mentoring activities of emerging academics by co-supervising research students and by playing active leadership roles within the School.

Diversity, Equity and Inclusion (DEI): Hiring Process

The Business School embraces every opportunity to recruit the most skilled, influential and agile staff of diverse backgrounds from across the region, the world and the communities we serve. We understand that our diversity is a strength that will propel us forward and help us achieve our goals and meet the challenges of the future.
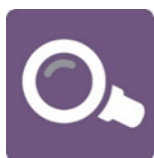
The School adopts a formal recruitment process using a combination of written applications, behaviourally based interview questions, seminar presentations and referee reports to assess the relative merits of an

applicant against a defined set of criteria
appropriate for the appointment.

Reference to UWA Education

In alignment with UWA 2030, the Business School is dedicated to empowering students by providing them with opportunities and best experiences as guided by the concepts outlined in the table:

	Making Learning Meaningful	Foster Joy and Wellbeing	Develop Supportive Social Interaction	Facilitate Active Engagement	Design for Iteration
Reference in institutional mission or vision statement	✓	✓	✓	✓	✓
Reference through institutional policies such as learning statements or DEI	✓	✓	✓	✓	✓
Specific Mandatory Units	✓	✓	✓	✓	✓
Elective Units	✓	✓	✓	✓	✓
Integrated into other Units	✓	✓	✓	✓	✓

PRINCIPLE 4 RESEARCH

We engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of sustainable social, environmental and economic value.

UWA's strength as a comprehensive research-intensive University is reflected in its membership in the prestigious Group of Eight leading research universities and is consistently ranked in the top 100 Universities worldwide. This excellence is harnessed to support the University's commitment to the SDGs through its strategic focus on Grand Challenges around the solutions to **Climate Change** and **A More Just and Equitable World** as articulated in UWA 2030.

Sustainability Research in the Business School

In line with UWA, the Business School's research activities focus on resolving the world's Grand Challenges to improve lives and our environment.

The School houses seven cross-disciplinary research centres, bringing together researchers, industry partners and policymakers to advance welfare in our society. These are:

Business School's Research Centres and Research Themes

Research Centres	Research Themes
The Centre for Social Impact	Domestic Violence; Homelessness and Mental Health
The Centre for Human and Cultural Values	Personal & Cultural Values; Children Values; Prosocial Behaviour; Consumer Behaviour and the Workplace
UWA Public Policy Institute	Government and Public Policy; Business Needs
Centre for Public Value	Social Policy; Effectiveness and Sustainability of the Human Service Sector
Centre for Blockchain and Cryptocurrency	Digital Assets; Bitcoin Investments and Futures; Trading Behaviour in Digital Markets
Modern Slavery Research Centre	Modern Slavery Risks in Business and Supply Chains; Approaches to Tackling Modern Slavery; Consumerism and Modern Slavery
Not-for-Profits (NFP) UWA	NFP Law; Governance and Accountability; Human Services Policy and Service Delivery

Sustainability Research Recognition

While there is no internal award or financial recognition for sustainability research, the Business School formally acknowledges research publications on staff profiles based on each SDG. Additionally, the School assesses internal grant applications against the criteria of **Social Purpose and Environmental, Social and Governance**.

Sustainability Research Themes 2022 – 2023

Researchers of the Business School continue to showcase leadership in their respective fields around the following themes (See Appendix for details):

Source: Qualtrics Survey

Most Frequent Research Topics

The most frequent sustainability research topics are based on the SDG themes of climate change, corporate social responsibility and diversity, equity and inclusion. The graphs indicate the number of research publications that address SDG and the total number of SDG-related publications across 2022-2023.

Research Addressing SDGs

Research addressing SDGs

Source: Qualtrics Survey
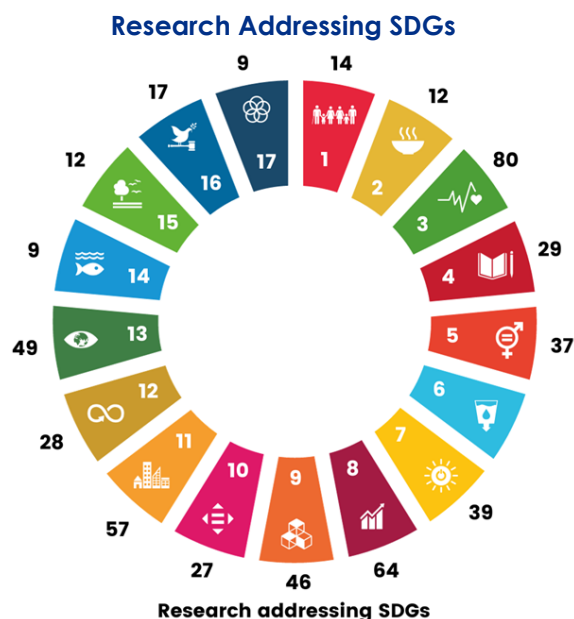
Students' Involvement in SDGs Research Projects

Honours and doctoral students are involved in SDG research activities and publications. For example, we have doctoral studies that focus on the role of communication and the product placement strategy in the context of agritourism in Western Australia. Another thesis examines multistakeholder initiatives and partnerships that contribute to the transition to the circular economy.

Total Number of SDG-related Publications

Research Publications

Source: Qualtrics Survey

PRINCIPLE 5
PARTNERSHIPS

The School develops partnerships with a broad remit of organisations encompassing large commercial organisations, SMEs, not-for-profits, NGOs, public sector, community, and social enterprise organisations to extend our knowledge of their challenges in meeting social and environmental responsibilities and explore effective approaches to meeting these challenges together

Partnership Strategy

The School's corporate and community connections are viewed as important in helping the School to fulfil its mission of serving the community through providing well-rounded and appropriately prepared graduates, providing thought leadership and engaging in relevant research. The School signage such as the Wesfarmers and Stan Perron lecture theatres, the Rosemarie Nathanson Financial Markets Trading Room and Woodside Professor in Leadership and Management is one display of these partnerships

Responsibility for partnerships lies with the Dean and is supported by the Director of External Engagement who builds and maintains the School's engagement strategy. This has 3 themes: high school engagement, alumni engagement and ongoing community and industry outreach.

Partnerships on Sustainability Topics including those related to SDGs

The Centre for Social Impact within the Business School has its own Advisory Council which includes membership from prominent public, community and private sector executives. The Centre engages widely with the not-for-profit sector and hosts *Danjoo Koorliny Walking Together Towards 2029 and Beyond* with Aboriginal elders, leaders, businesses and community organisations.

The Centre for Business Data Analytics in the School engages with industry partners Fortescue Metals Group, Ferngrove Winery, Minnovare, Rise X, IBM, Roborigger, and the WA Department of Water and Environmental Regulation to facilitate relevant research of benefit to the community and quality student education in data analytics.

The MBA programme engages Business School Board members and other corporations in delivering lectures related to environmental, social and governance matters in organisations and participating in a Strategy and Leadership forum.

Through the faculty, the School has partnerships with organisations and co-hosts public events (see Principle 6) on sustainability topics, for example, the annual Shann Memorial Lecture with the Economic Society of Australia (WA Branch) and the Business News in hosting Success and Leadership events. Faculty leadership roles in organisations such as the International Financial Reporting for Non-profit Project, the Australian Charities and Not-for-Profits Commission Forum, the WA Council of Social Service Strategic Policy Group and the National Disability Insurance Scheme Pricing Group provide a conduit for student engagement in these topical areas as well as the generation of relevant research to address policy and practice challenges facing these organisations and sectors.

The School participates in networks such as the Matakari Network, HERMES Network and Association of Commonwealth Universities, and is developing collaborations with Priority Partner Universities including the University of Arizona, USA, University of Southampton, UK and Zhejiang University, China.

The AIMWA-UWA Business School Executive Education Partnership Alliance

The AIMWA-UWA Business School Executive Education partnership alliance (Executive Education) is an unincorporated joint venture (JV) that provides open and customised executive development and commercial consulting services. As WA's professional membership organisation for leaders and managers, AIM WA serves thousands of professional and corporate members, many of whom are also alumni, sponsors, and students at the Business School.

AIM's Executive Education provides development programmes to senior executives who are responsible for shaping the business landscape in Australia and the wider region.

In addition to being one of the largest executive training providers in Australia, AIM extends its international work into the Indo-Pacific Rim. Over the past few years, AIM has made substantial inroads into this region through extensive work with the Southeast Asian governments, the Indonesian Government and numerous UWA partner organisations in China. Executive Education closely liaises with UWA International to take advantage of opportunities in this area. Executive Education also continues to engage with organisations of all sizes and in all sectors on a local, state, national, and international regional basis.

Students and Partnerships

Partnerships are essential in enabling the School to fulfil its strategy of providing appropriate frameworks and mechanisms to enable students to make the connections between their classroom learning and its application to sustainability topics in the business and a broad array of community organisations. These partnerships take several forms:

- facilitating internship opportunities for students;
- Providing students with relevant and timely examples of organisational practices by using adjunct staff and guest lecturers;
- Hosting "Boardroom Lunches" where students are invited to lunches hosted by major organisations with their CEO, a selection of Board members and senior executives;
- Offering prizes for the UWA Business School annual awards ceremony in recognition of outstanding achievements by students (see Principles 3 and 4);
- Supporting student societies including Enactus, the Finance Association of (U)WA, the School Economics and Commerce Society, the Entrepreneurship and Computing Society and the Graduate Management Association. One example is the partnership between the Student Managed Investment Fund Society and Viburnum which has a profit-sharing arrangement for an investment portfolio as well as the provision of mentoring and advice for students.

Graduates and Alumni in Areas of Sustainability and/or Corporate Social Responsibility

The Graduate Destination Survey (GDS) is a national survey coordinated by the Graduate Careers Council. Results demonstrate UWA graduate success in career placement and mobility. Major graduate destinations for School students include partnership organisations such as Woodside, Wesfarmers, Chevron and BHP. National banking organisations including the Commonwealth Bank, ANZ, National Australia and Westpac. Accounting firms including EY, KPMG and Deloitte and finally the public sector are also major graduate destinations for School students.

Furthermore, UWA graduates of the Centre for Social Impact "Graduate Certificate in

Social Impact" (see Principle 3) occupy key positions in the community, business, and government sectors, including:

- Inclusion and Diversity Advisor for UWA
- National Human Rights Programme Convenor for the United Nations Association for Australia
- Senior Manager, Lotterywest
- Manager, Service Development and Innovation, Mercycare
- Chief Executive Officer, Youth Involvement Council
- State Manager, National Disability Services, WA
- Director, Innovation and Strategy, Anglicare

![Principle 6 Dialogue icon]

PRINCIPLE 6 DIALOGUE

We 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.

The Business School's Research Seminars on Sustainability Issues

The Business School continues to support academics and students in promoting dialogue and debate through the "Myth Buster Research" events presentations that focus on sustainability issues and the SDGs seminars.

Number of Research Seminars Conducted in 2022 – 2023

108

Source: The Business School's Administration

For instance, our faculty has presented seminars on climate actions and policies, the gender wage gap, mental wellbeing and modern slavery regulation.

Topics of Research Seminars

Year	Research Seminar
2023	The road to positive work and non-work outcomes: Developing and testing a job crafting model for employees with disabilities
2023	Unions as agents of Just Transition? Union strategy in the coal heartland of Western Australia
2023	In Search of Home: protracted homing precarity and the exchange of care among Argentine temporary migrants in Australia
2022	FIFO work and mental health – A recap of five years of research
2022	The Changing Role of LGBTQI+ Events in Australia
2022	COVID-19: The rise of Work from Home and its implications on the transport system

Source: The Business School's Administration

Number of Research Seminars addressing Sustainability Issues in 2022

Source: The Business School's Administration

Number of Research Seminars addressing Sustainability Issues in 2023

Source: The Business School's Administration

Engaging with Communities

Danjoo Koorliny *Walking Together Towards 2029 and Beyond* is a bold, long-term, large-scale, Aboriginal-led systems change project to help all of us - in Western Australia, the rest of Australia, and around the world. The "Walk Together" is a project that encourages Aboriginal and non-Aboriginal people to co-create a better future for all. The Danjoo Koorliny team is hosted by the UWA Centre for Social Impact. In 2023, the Danjoo Koorliny Team hosted numerous community events, including the following:

- International Women's Day Event at UWA Mar 8
- Climate Resilience Forum WA May 30
- Reconciliation Week Breakfast event
- NAIDOC (National Aborigines and islanders Day Observance Committee) Week Luncheon July 5
- National Science Week Aug 13

Stimulating Discussion Beyond Educational Programmes

In addition to community events and formal educational programmes as discussed in Principle 3, School academics also conduct short seminars for ASPIRE UWA. This programme works with Schools and communities in Perth and regional Western Australia to raise aspirations for tertiary education. The aim is to encourage students who would not normally consider University to see the benefits and opportunities that University study offers.

Short seminar presentations both at their School and at the University about "life at University" for secondary school students are a regular activity by the School academics, who also staff School career expos to advise about University study programmes.

Furthermore, our academics regularly provide interviews to a range of broadcast media to generate further dialogue and debates on sustainability issues. Around 70+ opinion pieces have appeared on UWA Impact with the following news examples:

Dates	Media Articles
5-Oct-23	Arts challenge offers affordable 'path to happiness'
28-Sep-23	Indigenous-led response urgently needed to address escalating suicide crisis
18-Sep-23	$2m funding boost for innovative health and medical projects
10-Aug-23	Value of nature goes beyond economic growth indicators
8-Aug-23	Social and Emotional Wellbeing gathering focused on Culture First
8-Aug-23	Masterclass series to dive deeper into nuclear-powered submarines
27-Jul-23	Women put their research and gender equity on the record
17-Jul-23	Major grant to study how heatwaves affect maternal and child health
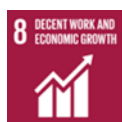
Public Events

Annual public lectures and conferences with community, industry and government using a hybrid mode to involve audiences locally, across Australia, and internationally are a feature of the School calendar. 2022-23 event examples:

2022	In partnership with…
36th PhD Conference Economics & Business	Australian National University, Melbourne University, Monash University, University New South Wales
MBA Strategy Leadership Forum	Industry, corporate
Asia-Pacific Family Business Symposium "Family Business Models: Recovering from COVID"	Edith Cowan University, Macquarie University, Adelaide University, University of Nottingham (KL), industry
UWA Blockchain and Cryptocurrency Conference	Students, academics, industry
Contemporary Issues in Family Business Annual Lecture "Family Business Succession Planning Post COVID 19" for Business Owner	Family Business Australia

2023	In partnership with…
Bateman Lecture "Trust, Compliance & State Capacity" Sir Tim Besley, School Prof of Economics and Political Science and Sir Arthur Lewis Prof of Development Economic, London School of Economics	Industry, academia, community
Asia-Pacific Family Business Symposium "Being an Organisational Citizen: Family Business Response"	Edith Cowan University, Macquarie University, Adelaide University, University of Nottingham (KL), industry
Business News & Success Leadership "Safe Bet" John Van Der Wielen, Chair Crown Resorts Perth & Chair Future Health Research & Innovation Fund (*n* = 4)	Business News WA , students, industry, community
Shann Memorial Lecture "Australia's Productivity Malaise: reflections on the debate" Prof Gary Banks, past Chair Productivity Commission, 2017 appointment Chair Australian Statistics Advisory Council	Industry, community, academia

PRME Specific Events

The School has a number of PRME-specific events, for example,

➢ **2023**
Business Sustainability Panel for Business School Alumni Siobhan Hammond, Director, AASB Sustainability Reporting Australian Accounting Standards Board, Nevin Wittber, Chief Operating Officer, Carbon Neutral and Lara Rosenblum-Silbert, Proposals Manager, Noongar Chamber of Commerce and Industry

The School also hosts an annual Contemporary Issues in PRME Annual Lecture.

➢ **2022**
"Compostable Products: ending single-use plastic" Julia Kay Co-CEO and Co-founder Great Wrap

The lecture discussed the motivation, innovation and urgent need to consider innovative solutions to using soft plastic to eliminate waste in landfills and oceans. In addition, the lecture connected with alumni and students to discuss oncoming regulations in environmental, social and governance particularly climate change and financial reporting standards.

PRME Specific Events 2023

➢ Contemporary Issues in PRME Annual Lecture "Water for Life: Danjoo Koorliny and Kep Katitjin - Gabi Kaadadjan" Carol Innes, Richard Whalley and Winsome McLaurin Danjoo Koorliny – Oct 2023

This lecture discussed the profound significance of water as an essential life force and how our relationship with it has changed since colonisation from an Aboriginal lens.

Examples of Testimonials from Participants of this event:

Participant 3
★★★★★

The recognition between Aboriginal people and society, collective minds, recollections, recognition and respect for the boodja. Hearing about the joy about the Waterwise Strategy and how we had Aboriginal people involved. Hearing (RIP) Ningala's name bought back memories and tears of a trailblazer for our people.

Participant 1
★★★★★

As a student myself, this experience underscored that even within our demanding academic schedules, a desire to make a meaningful impact thrives, provided the learning methods are simple and time-efficient.

Participant 2
★★★★★

I so enjoyed the lecture listening to all speakers sharing from their hearts about the past, present and future. Thank you!

An Engaged School

Stakeholder Consultation

The Business School has an external Advisory Board consisting of industry, corporate and community leaders including the CEOs of Wesfarmers, Chevron, Rio Tinto and Woodside. The Board's role is to assist the School to achieve its strategic goals and support the School's fundraising efforts. The School also has stakeholder engagement through alumni-based Ambassadorial Councils in Perth and London to support the Graduate Management Association.

Examples of Student Clubs and Societies

	Student Clubs	SDG	
Diversity, Equity and Inclusion	DESI Student Society; Multicultural Students Union; Teach Learn Grow	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES
Environmental Issues	The UWA Zoology Club; Students of Natural and Agricultural Sciences	15 LIFE ON LAND	
Social Impact	180 Degrees Consulting; Enactus UWA	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	11 SUSTAINABLE CITIES AND COMMUNITIES
Youth Impact	University Buddhist Youth Club; Australia-China Youth Association	4 QUALITY EDUCATION	
Business Relationship	UWA Consulting Society	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	
Entrepreneurship and Innovation	Bloom UWA	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	

Source: UWA Student Guild https://www.uwastudentguild.com/clubs

Academic Engagement

Many Business School academics have close relationships with industry, government, and community organisations. For example, Finance academics work with the Climate Works Foundation on ESG. The following lists other academic engagement activities by School staff:

- **Dr Anu Rammohan**, Australia Indonesia Centre's DFAT funded project on 'Mental health, disability and food security in South Sulawesi'

Student Engagement and Experiential Opportunities

Providing opportunities for student engagement remains a key priority of the School. This is particularly in enabling experiential opportunities. The opportunity for active citizenship internships through the UWA McCusker Centre for Citizenship and the School's work integrated learning programme provides two access avenues for students to this experience. However, other activities include structured activities such as the annual SDG Challenge WA and the activities of the student Enactus club.

- **Dr Anu Rammohan**, Keynote presentation at ASEAN Australia Strategic Youth Partnership dialogue on 'Alleviating food insecurity and poverty in rural Indonesia'
- **Dr Doina Olaru**, Presentations to stakeholders of the Working from Home impacts (WA Department of Transport, Main Roads Western Australia, iMOVE forums)
- **Prof Jac Birt**, Public lecture on 14th July 2022 at Wesfarmers Theatre on various issues including sustainability and cryptocurrencies.
- **Ms Kate Arnautonvic**, The Department of Water and Environmental Regulation (DWER) on 23 November 2022 and the Small Business Development Corporation (SBDC) 2022 on behaviour change ahead of the phase-out of single-use plastic coffee cups in WA.
- **Dr Leo Langa**, The Certified Practising Accountants (CPA Australia) and the Institute Of Chartered Accountants (CAANZ) delivered lectures to UWA students on the changing roles and responsibilities of Accountants in the world, particularly on Sustainability Reporting.
- **Dr Lyndie Bayne.** Invited panellist at CA ANZ "WA Young CA Series - Strategies for Success 2022 - What's the big deal about ESG?", 20 Sept 2022.
- **A/Prof Michael Gillan**, Webinar 'Human Rights and Business in Myanmar', 30 November 2022.

Dissemination of Sustainability and Social Responsibility Policies Guidelines and Procedures

To uphold our sustainability and social responsibility standards, UWA distributes its policies, guidelines, and procedures to all staff, students, and internal stakeholders through the following channels:

Distribution Channels
UWA's Websites
UWA's Staff Intranet
UWA's Reports
UWA's Flyers and Posters
UWA's Code of Conduct
Formal Meetings and Seminars
Faculty Training and Workshops
Learning Management Systems (LMS)

Aims 2024 – 2026

The School's PRME report provides a comprehensive audit of our progress on the PRME principles in the 2022-23 reporting period. Going forward we will:

Purpose

Continue to clarify and explicitly work towards reflecting sustainability in its mission and vision

Value

Work with the University to refine and develop policy and practice on environmental sustainability, keeping in mind the impending 2030 vision for the sustainable development goals (SDGs)

Method

Foster the capabilities of our students to be leaders of the future in managing and responding to societal grand challenges. This is by embedding further PRME-related educational offerings such as:

- Consideration of ESG-related curricula in the MBA
- Experiential opportunities in formal coursework structures at both the postgraduate and undergraduate levels
- Micro-credentialling in sustainability-related areas such as carbon management

Research

Continue to expand relevant research that will be impactful in creating social change, particularly in managing the challenges of environment, social and governance

Partnership

Forge new and enduring partnerships with industry, communities and government within our local and global reach to foster the prosperity of society in a socially responsible way.

Dialogue

Continue and expand the broad scope of dialogic practices already in train, especially in environmental dialogues of concern to the School's stakeholders

Appendix: Examples, SDG-related Research

Publication	SDGs
Luksyte, A., Unsworth, K., Avery, D., Cordery, J., & Seah, J. (2023). Gender differences in the effects of presenteeism on performance-related outcomes. Luksyte, A., Bauer, T. N., Debus, M., Erdogan, B., & Wu, C. (2022). Perceived overqualification and collectivism values: Implications for work and non-work outcomes.	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
Luksyte, A., Avery, D., Parker, S., Wang, L., Johnson, L., & Crepeau, L. (2022). Age diversity in teams: Examining the impact of the least agreeable team member.	10 REDUCED INEQUALITIES
Preston, A., Qiu, L. and Wright, R.E. (2023). Understanding the Gender Gap in Financial Literacy: The Role of Culture.	5 GENDER EQUALITY
Ulrich, S., Trench, A., & Hagemann, S. (2022). Gold mining greenhouse gas emissions, abatement measures, and the impact of a carbon price.	13 CLIMATE ACTION
Chu, H., Rammohan, A. (2022). Childhood immunization and age-appropriate vaccinations in Indonesia.	3 GOOD HEALTH AND WELL-BEING; 10 REDUCED INEQUALITIES
Ganguly, D., Goli, S., & Rammohan, A. (2022). Explaining the diminishing of Muslim advantage in child survival in India.	3 GOOD HEALTH AND WELL-BEING; 10 REDUCED INEQUALITIES
Vu, L., & Rammohan, A. (2022). Is There an Informal Employment Penalty in Food Security? Evidence from Rural Vietnam.	1 NO POVERTY; 2 ZERO HUNGER; 8 DECENT WORK AND ECONOMIC GROWTH
Tiwari, C., Goli, S., & Rammohan, A. (2022). Reproductive burden and its impact on female labor market outcomes in India: Evidence from longitudinal analyses. Goli, S, Mavisakalyan, A, Rammohan, A and Vu, L (2022). Conflicts and son preference: micro-level evidence from 58 countries.	3 GOOD HEALTH AND WELL-BEING; 5 GENDER EQUALITY; 8 DECENT WORK AND ECONOMIC GROWTH
Gilchrist, D., & Perks, B. (2022). The Challenge of Sustainability: Queensland's Not-for-profit Sector and the Impact of Growing Financial Pressure	8 DECENT WORK AND ECONOMIC GROWTH; 11 SUSTAINABLE CITIES AND COMMUNITIES; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS; 17 PARTNERSHIPS FOR THE GOALS
Perks, B., & Gilchrist, D. (2022). Perfect Versus Possible: Kingdon's Multiple Streams Analysis, Politics and the NDIS Perks, B., & Gilchrist, D. (2022). A National Discourse in 75 Reports? What Grey Literature Gilchrist, D., & Perks, B. (2023). See no Evil, Hear no Evil, Speak no Evil: The Grey Literature and Australia's Failure to Address Change in the National Disability Insurance Scheme	3 GOOD HEALTH AND WELL-BEING; 10 REDUCED INEQUALITIES; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Sullivan, R., Goods, C., & Smith, B. (2022). Young Australians are out for control: reconciling flexibility, security, and the next generation of labour	3 GOOD HEALTH AND WELL-BEING; 8 DECENT WORK AND ECONOMIC GROWTH; 11 SUSTAINABLE CITIES AND COMMUNITIES
Martinus, K., & Smith, B. (2022). Working from Home – Changes in Productivity – Perth	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 11 SUSTAINABLE CITIES AND COMMUNITIES; 15 LIFE ON LAND
Vo, L. H., Martinus, K., & Smith, B. (2023). Demand systems approach to understanding medium-term post-pandemic consumption trends	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE; 11 SUSTAINABLE CITIES AND COMMUNITIES
Brown, C., & Ho, C. (2022). Raising Equity Capital during the COVID-19 Pandemic in Australia: The Efficacy of Regulatory Interventions	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

Reference	SDGs
Cahill, D., Ho, C., & Yang, J. (2022). The COVID-19 pandemic: How important is face-to-face interaction for information dissemination?	3 GOOD HEALTH AND WELL-BEING; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Mayda, A. M., Parsons, C., Pham, H., & Vézina, P. L. (2022). Refugees and foreign direct investment: Quasi-experimental evidence from US resettlements	10 REDUCED INEQUALITIES; 11 SUSTAINABLE CITIES AND COMMUNITIES; 13 CLIMATE ACTION; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Bahar, D., Parsons, C., & Vezina, P-L. (2022). Refugees, trade, and FDI	10 REDUCED INEQUALITIES; 11 SUSTAINABLE CITIES AND COMMUNITIES; 13 CLIMATE ACTION
Ferdiansah, M. I., Chong, V. K., Wang, I. Z., & Woodliff, D. R. (2023). The Effect of Ethical Commitment Reminder and Reciprocity in the Workplace on Misreporting	8 DECENT WORK AND ECONOMIC GROWTH
Baur, D. G., & Oll, J. (2022). Bitcoin investments and climate change: A financial and carbon intensity perspective	11 SUSTAINABLE CITIES AND COMMUNITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Baur, D. G., & Trench, A. (2022). Not all gold shines in crisis times — Gold firms, gold bullion and the COVID-19 shock	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Knight, C., Olaru, D., Lee, J. A., & Parker, S. K. (2022). The Loneliness of the Hybrid Worker	3 GOOD HEALTH AND WELL-BEING; 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
Nikolakis, W., Olaru, D., & Kallmuenzer, A. (2022). What Motivates Environmental and Social Sustainability in Family Firms?	11 SUSTAINABLE CITIES AND COMMUNITIES; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Caspersz, D., Casado, R., Kaplanian, C., Fozdar, F., & Baldassar, L. (2022). Group social capital and the employment prospects of refugee women who experience domestic violence	5 GENDER EQUALITY; 8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES; 11 SUSTAINABLE CITIES AND COMMUNITIES; 16 PEACE, JUSTICE AND STRONG INSTITUTIONS
Caspersz, D., Cullen, H., Davis, M. C., Jog, D., McGaughey, F., Singhal, D., Sumner, M., & Voss, H. (2022). Modern slavery in global value chains: A global factory and governance perspective	8 DECENT WORK AND ECONOMIC GROWTH; 10 REDUCED INEQUALITIES
Casado, R., & Caspersz, D. (2023). The role of context in the psychological contract of skilled migrants.	10 REDUCED INEQUALITIES; 11 SUSTAINABLE CITIES AND COMMUNITIES
Vo, D. (2022). The joint and independent effects of financial development and renewable energy on energy consumption in the Trans-Pacific countries Vo, D., Vo, L. H., & Ho, C. M. (2022). Regional convergence of nonrenewable energy consumption in Vietnam	7 AFFORDABLE AND CLEAN ENERGY
Vo, D. H., & Vo, L. H. (2022). International volatility transmission among income, CO2 emission, non-renewable and renewable energy consumption: Which causes which and when?	3 GOOD HEALTH AND WELL-BEING; 7 AFFORDABLE AND CLEAN ENERGY
Vo, D. H., & Ho, C. M. (2023). Determinants of Wealth Outcomes in Female-Headed Households in Vietnam	5 GENDER EQUALITY
Tran, Q., Tran, T., & Vo, D. (2022). Environmental regulation stringency and foreign direct investment	7 AFFORDABLE AND CLEAN ENERGY; 12 RESPONSIBLE CONSUMPTION AND PRODUCTION
Ooi, E. (2023). Culture and confidence in financial knowledge testing	11 SUSTAINABLE CITIES AND COMMUNITIES

Publication	SDGs
Gilchrist, D., Etheridge, D., & Liu, F. (2023). Managing Government Commissioning and Philanthropic Expectations: Earnings Management in Australian Nonprofit Disability Service Providers	11 Sustainable Cities and Communities; 13 Climate Action; 17 Partnerships for the Goals
Jia, X., Li, B., Liu, Z., & Sun, C. (2023). The green effects of fund market – analysis based on institutional investors' preference	13 Climate Action
Mazzarol, T., Reboud, S., Clark, D. N., Moore, M., Malone, P., & Soutar, G. (2022). Commercialisation and Innovation Strategy in Small Firms: Learning to Manage Uncertainty	8 Decent Work and Economic Growth; 9 Industry, Innovation and Infrastructure; 11 Sustainable Cities and Communities
Tapsall, S., Soutar, G., Elliott, W., Mazzarol, T., & Holland, J. (2022). COVID-19's impact on the perceived risk of ocean cruising: A best-worst scaling study of Australian consumers	3 Good Health and Well-being; 12 Responsible Consumption and Production; 13 Climate Action
Bahal, G. (2022). A Tale of Two Programs: Assessing Treatment and Control in NREGA Studies	8 Decent Work and Economic Growth
Chung, R., Bayne, L., & Birt, J. (2023). Determinants of ESG Disclosure among Listed Firms under Voluntary and Mandatory ESG Disclosure Regimes in Hong Kong	9 Industry, Innovation and Infrastructure; 11 Sustainable Cities and Communities; 12 Responsible Consumption and Production
Birt, J., Safari, M., & de Castro, V. B. (2023). Critical analysis of integration of ICT and data analytics into the accounting curriculum: A multidimensional perspective	9 Industry, Innovation and Infrastructure
Hancock, P., Birt, J., De Lange, P., Fowler, C., Kavanagh, M., Mitrione, L., Rankin, M., Slaughter, G., & Williams, A. (2023). Integrity of assessments in challenging times	9 Industry, Innovation and Infrastructure; 11 Sustainable Cities and Communities
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