

UN PRME

SHARING INFORMATION ON PROGRESS (SIP) 2015

PRME

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

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

Table of Contents

Introduction from the Dean.....	3
The Principles of Responsible Management Education.....	4
Strategy 2020: Building A Future-Focused Business School.....	5
Principle 1: Purpose	8
Principle 2: Values	14
Principle 3: Method	23
Principle 4: Research	30
Principle 5: Partnership	39
Principle 6: Dialogue	43
Key Objectives for the next 2 years.....	47
Support and Collaboration from the UN PRME Secretariat	48

Introduction from the Dean



UNSW Business School is pleased to present its PRME Sharing Information on Progress (SIP) Report for the period ending February 2015. Good progress has been achieved with respect to all six principles for responsible management education. In the Post *Rio+20* global environment, our institution is committed to making sustainability and social responsibility cornerstones of our research, teaching and engagement activities.

We are a large institution, one of the biggest business schools in the southern hemisphere, with over 13,000 business school students within a public university of 54,000 students. Our mission is to be a globally engaged, high impact and academically rigorous business school that enhances practice through leading edge research. We develop students' leadership capabilities and their capacity to succeed globally in business, academia, government, and the not-for-profit sector.

Our commitment to the six principles is demonstrated across a wide range of initiatives that are highlighted in this report. The Centre for Social Impact (CSI) is one key driver of this commitment. Furthermore, our *Capturing the Champions of Responsible Management Education* project was successful in its efforts to present a snapshot of how we engage with PRME across our undergraduate and postgraduate programs. The final report enabled the School to acknowledge programs and courses that were identified as being examples of best practice. The project also resulted in the launching of a *PRME Community of Practice* which will serve as a platform for future activities and events within the Business School.

We will build upon this foundation to further strengthen and embed our commitment towards PRME over the next 2 years.

A handwritten signature in dark ink, appearing to read 'Chris Styles'.

Professor Chris Styles

Dean, UNSW Business School

The Principles of Responsible Management Education



Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



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



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



Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



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

Strategy 2020: Building A Future-Focused Business School

Our mission is to be a globally engaged, high impact and academically rigorous business school that enhances practice through leading edge research.

The Business School's *Strategy 2020* is predicated on a simple question: What should the School do over the next five years to ensure that its community (students, staff, alumni, government, business and other partners) is ready to respond to and manage the economic and social environment that will prevail in 2020? It is our goal to develop and action a strategy that builds a future-focused Business School. In doing so, we will ensure that by 2020 we emerge as the leading Business School in Australia and, in line with the University's goal, are moving towards being in the top 50 worldwide by 2025.

Our strength resides in our people and their commitment to excellence. What will set us apart from other Business Schools is our people's capacity to translate this commitment to excellence into teaching, research and engagement that emphasises looking through the present and preparing for the challenges and opportunities that will be prevalent in Australia and its region in 2020. Already, we have gone some way to achieving this, but there is much more work to be done and this is reflected in the School's strategic priorities, which centre on three core themes:

1. An Outstanding Career Focused Student Learning Experience: We will provide an outstanding learning experience for our students, one that is achieved by leveraging advances in technology and by delivering a portfolio of innovative programs and activities that emphasise both a mastery of professional knowledge and the personal and practical skills necessary to prepare graduates for careers of the future.

PRME Implications

The career focused learning experience that we deliver must enable us to be confident that all of our students will graduate fully cognisant of the need to practice, throughout their careers, socially responsible management and will recognise the value of doing so for themselves, their organisations and society. As a signatory to UN PRME we are committed to delivering an educational experience that makes this a reality.

We already have considerable staff expertise in this area, including those located in the *Centre for Social Impact (CSI)* while many of our alumni and business partners also have significant expertise and experience. Drawing on these resources we have instituted a *PRME Business School Community of Practice* that will allow us to design and introduce

innovative new courses and programs and offer a range of work integrated learning experiences pertaining to, for example, ethics, sustainability, and social and environmental responsibility. These learning experiences will enable our students to develop managerial skills, knowledge and attributes that are distinct, attractive to employers and which will set them apart from others after they graduate. Recent examples where we have set these objectives in train include a new core elective on the *Bachelor of Commerce* and the on-line *MBA (Social Impact)* that allows specialisation in social impact. Additionally, we now offer a *Social Entrepreneurship Practicum* and have created placement opportunities for students to work with indigenous communities.

2. High Impact Research: We will identify, develop and promote new and existing areas of high impact research expertise within the School that address issues of fundamental importance to future economic prosperity and social well-being. In doing so, we will become known for research that informs business practice, policy and regulation both nationally and internationally and which leads to Business School staff being regarded as global thought-leaders in their field.

PRME Implications

UNSW Business School is a research intensive institution that is committed to conducting and disseminating high impact research. The School comprises 8 research focused schools and is affiliated with a number of interdisciplinary, cross-institutional research centres that are profiled under the *Research* section of this report. PRME-related research occurs within and across many of these schools and centres.

We are also committed to enabling students to better understand and articulate the link between research and the skills we are teaching them. The link will be demonstrated where, for example, we embed ethical, social and environmental responsibility into both our teaching agenda and high impact research.

UNSW Business School uses its own online platform, [BusinessThink](#), to translate research from the school's leading academics into business insight and ideas that can inform and influence business practice, policy and strategic decisions in industry.

3. Sustainable Two-way Engagement with Asia: We will build on our already extensive presence in the Asia region and develop deeper, more sustainable modes of engagement that are strategic and two-way. As Asia's significance within the global economy continues to grow, we will become known as a leading business school with unique linkages, insights and expertise concerning the region.

PRME Implications

With more than 54,000 students and students from over 120 countries, UNSW is one of Australia's most cosmopolitan universities. Leveraging this cultural diversity and building the capacity of staff within the Business School has the dual benefit of driving our two-way engagement aspirations while strengthening our commitment to social inclusion.

This strategic priority also focuses on the development of award and non-award programs to prepare culturally-aware business leaders. Examples of new initiatives include the *Global Business Practicum* for *Bachelor of Commerce* students and expanding the School's *Doing Business in Australia* courses and MBA study tours to pre- and post-experience, non-award audiences. Such courses might include 1–2 week study tours for Asian executives that involve learning about Australian business practices and visiting Australian businesses. Similarly, there is scope to offer more courses on *Doing Business in the Asia Pacific Region* and extend the learning experience to include study in locations such as China, Hong Kong or Singapore.

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

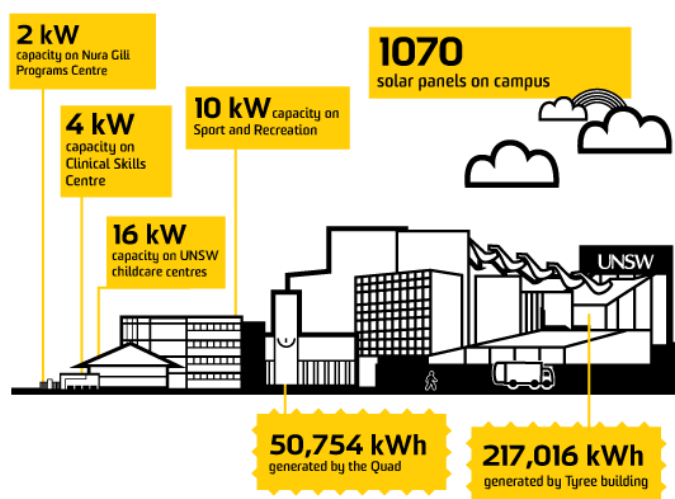
UNSW and the Business School have a deep understanding of their role as responsible citizens within the local, national and international community. Both seek to make a significant contribution to the development and dissemination of knowledge that benefits stakeholders and society and, in so doing,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

These pursuits take place within a university environment where the *principles of integrity, high ethical standards, social justice, equity and mutual respect* are all stated and expected; and one where high standards in environmental sustainability are actively sought.

Sustainability is one of the guiding principles in UNSW's [B2B Strategic Intent](#), and our commitment to responsible leadership and sustainability will be further emphasised through the development of a new 10 year plan in which **Academic Excellence, Social Engagement and Global Impact** are three overarching strategic priorities. In this vein our new [President and Vice-Chancellor Professor Ian Jacobs](#) emphasised the importance of enabling staff and students to achieve to their optimum in order to have the maximum positive impact on local and international communities in his welcome address in January 2015.

Sustainability at UNSW

Across 2013 and 2014, UNSW's *Sustainability Office* continues to demonstrate the university's commitment to pressing local and international responsibilities. UNSW is renowned for [ground-breaking research](#) in fields as diverse as [renewable energy](#), photovoltaic engineering, materials science, water research, climate change science, biomedical research and financial markets. The university is focused on developing replicable models that influence higher education, government and the business community.



UNSW offers over a [100+ courses and degree programs with sustainability](#) as the key component at an undergraduate and postgraduate level. The Sustainability Office connects students and staff with information and tools to make the campus a 'living laboratory' for sustainability.

Sustainability Reporting

In September 2014, UNSW became the first Group of Eight University in Australia to publish a [Sustainability Report](#). It features a summary of all sustainability initiatives at UNSW in terms of the Environment (Energy, Water, Waste, Transport, Campus and Purchasing) and Community (Education, Research, Equity and Diversity, Events, Health & Wellbeing and Volunteering).

The report was based on the sustainability framework in the Global Reporting Initiative (GRI) and acknowledges that 'sustainability' encompasses not just environmental, but social, cultural and economic dimensions. It is available [online](#) as a publically accessible website.

Key Sustainability Initiatives across UNSW: 2013-2014

Environmental Courses Portal	Jack Beale Lecture: David Suzuki
UNSW Now Smoke Free	Sydney Light Rail Extension
UNSW Earth Hour 2014	Ride to Uni Day
Food, Waste and our Future	Partnership with Randwick City Council

The following are the major declarations and organisations that are endorsed by UNSW and call for universities to make a strong commitment to the implementation of sustainability.

Declaration/Charter	Organisation	Goal
Talloires Declaration	University Leaders for a Sustainable Future.	Outlines a 10-point action plan for incorporating sustainability and environmental literacy in teaching, research, operations and outreach at colleges and universities.
Universitas 21 Statement on Sustainability	Universitas 21 (U21)	Member network of 20+ research-led universities that benchmark against each other and commit to progressing global sustainable development in five areas: <i>1. Research towards sustainable futures</i> <i>2. Education for sustainability</i> <i>3. Universities as living laboratories for sustainability</i>

		<p>4. Enhancing citizenship and engagement</p> <p>5. Building capacity through cross-network collaboration and action</p>
Global Alliance of Technological Universities	Global Alliance of Technological Universities.	<p>An alliance of the world's top technological universities which aims to address global societal issues (such as health care, sustainability, global environmental change, security of energy, water and food supplies, and population aging) to which science and technology could be the solution.</p> <p>Examples at UNSW include the Social Policy Research Centre and the Centre for Excellence in Population Aging Research.</p>

Centre for Social Impact (CSI)

A collaboration of four university partners, the [Centre for Social Impact](#) is a network of teachers, researchers, communicators and administration teams located at UNSW Australia, *The University of Melbourne*, *Swinburne University of Technology* and *The University of Western Australia*.

CSI's mission is to improve the delivery of beneficial social impact in Australia through research, teaching, measurement and the promotion of public debate. They bring together leaders and organisations from business, government and social purpose sectors to build evidence-based, sustainable and scalable approaches to improving impact.

CSI has recently strengthened its focus on teaching by partnering with UNSW Business School to deliver the [MBA \(Social Impact\)](#) in its post-experience division, the AGSM, and an Undergraduate flexible core course called [Creating Social Change: From Innovation to Impact](#). Both of which will be discussed in subsequent sections.

Nura Gili– Indigenous Programs Unit

UNSW Australia has three campuses located in Kensington (main campus), Paddington (Art and Design) and Canberra (Australian Defence Force Academy). The main campus is located in Bedegal country and situated near an 8000 year old campsite. This campsite was a place where the Indigenous people of that country would gather and meet to teach their culture, knowledge and stories to their next generation of leaders.



Left Ben Eisikovich(BCom) & Right Prof N M Nakata (B. Ed. Hons.PhD) Director, Nura Gili Indigenous Programs Unit

As a leader in Indigenous education, *Nura Gili's* purpose is to enrich Australia culturally and professionally. *Nura Gili* strives to enhance the capacity of Indigenous communities and individuals to engage in all aspects of Australian society - ensuring Indigenous knowledge, culture and histories are embedded in all aspects of the UNSW community. *Nura Gili* provides a range of support services, Indigenous Studies programs and aspirational and pathway programs allowing *Nura Gili* to be recognised nationally and internationally as a leader in academic and research excellence.

Nura Gili's vision is to be recognised nationally and internationally as a leader in achieving academic excellence in Indigenous higher education programs, research and student support services. [See Strategic Plan 2011-2015.](#)

UNSW Business School works proactively and closely with *Nura Gili* to ensure equitable access for Aboriginal and Torres Strait Islander students to its programs and to contribute to an understanding of and respect for their many traditional and contemporary cultures. In partnership with *Nura Gili*, UNSW Business School and the AGSM division strive to bring the benefits of sustaining a strong community of practice with prospective and fellow Indigenous students, alumni, industry, community, entrepreneurs and academics through tailored engagement opportunities such as workshops, forums, seminars, professional networks, conferences.

We regularly provide opportunities for our prospective and current students and alumni to network with various industry leaders and gain an understanding of how to further their career aspirations (<https://www.business.unsw.edu.au/students/indigenous>). Equally, we consult and engage Indigenous Business Professionals regarding issues that are relevant to the various and growing needs of the Indigenous business sector.

UNSW Indigenous Business Scholarships & Awards

Scholarships

We work closely with our industry partners and sponsors to create a number of substantial scholarships for our undergraduate and post graduate Indigenous students. The opportunities provided by our scholarships are perhaps best described in [this article](#) in Nura Gili News by our recent Indigenous alum Ben Eiskovich, recipient of the [Maple Brown Scholarship](#). Another good example can be seen here where two annual Indigenous scholarships are jointly funded by the Business School and *Chief Executive Women (CEW)* for the [AGSM Executive Women in Leadership Professional program](#).

Awards

As a faculty we play an important role in the success of our Indigenous students and *Nura Gili* values our relationship, contributions and effort to graduate the next generation of Indigenous professionals. Since 2013 we have sponsored and contributed human resources to the annual UNSW Indigenous Awards Night hosted by *Nura Gili*. As a Business school we sponsor awards for Indigenous undergraduate and postgraduate students in our faculty based on academic merit as well as a *Spirit Award* in recognition of qualitative characteristics such as persistence, resilience, academic growth and attitude (for further details see these editions of *Nura Gili News* – [2013](#) and [2014](#)).

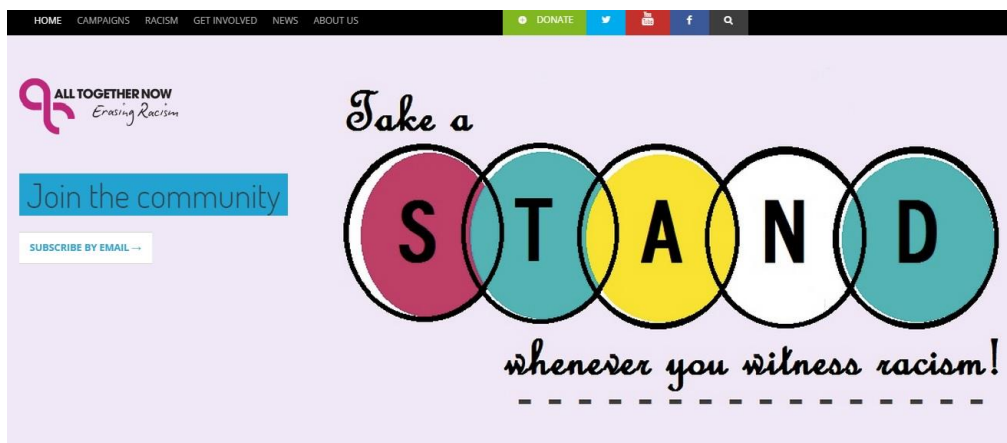


L-R - Prof Mark Uncles (Deputy Dean, Education), Leanne Howard (Postgraduate Excellence Award) , Makenzie Russell (Spirit Award) , Owen Walsh (Excellence Award) , Ben Eisikovich (Indigenous Accountants Rock Award) , Rebecca Harcourt (Program Manager, Indigenous Business Education) , Adrian Williams (AMP Property, Indigenous Accountants Rock)

Start-ups and Projects by Students

UNSW Business School's commitment to PRME is being reflected in the increasing number of projects and ventures initiated by current students and alumni.

[Altogether Now](#) – Priscilla Brice is a graduate of our *Certificate in Social Impact* program and is also a current *MBA (Executive)* student on the *AGSM Alumni Community Leader Scholarship*. She founded Australia's only dedicated anti-racism organisation.



[Empower Projects](#) – Shanil Samarakoon is a graduate from our *Master of Commerce (Extension)* program and founded Empower Projects, a for-purpose organisation addressing financial inclusion and sustainable technology access in Malawi. The organisation was identified as one of the “100 Innovators” for the next century by the *Rockefeller Foundation* in 2013.

Peter Farrell Cup

This competition organised by the [Centre for Innovation and Entrepreneurship](#) provides students with the opportunity to bring their innovative business ideas to life. Many of the projects in the competition centre on delivering social and/or environmental impact.

For example, [Conscious Step](#) won the 2013 competition. It is a social enterprise that sells high quality socks to raise funds for projects that address the *Millennium Development Goals*. Their partners include *UNAIDS*, *Room to Read*, *Trees for the Future* and *Action against Hunger*.

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.

Embedding PRME themes into learning goals and outcomes in programs

Since the last report, the School has strengthened its commitment to systematically ensure that students embrace ethics and sustainability principles by adopting these as a core component of the learning goals for all undergraduate and postgraduate programs. This commitment is reflected in the School's fifth learning goal (PLG5), which focuses on ethical, social and environmental responsibility:

Our graduates will be aware of ethical, social, cultural and environmental implications of business issues and practice.

The corresponding learning outcomes for this goal are:

- *PLO5a. Students should be able to identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice.*
- *PLO5b. Students should be able to identify social and cultural implications of business.*

As expressed in our 2013 report, all programs (4 UG programs and their respective majors and 16 PG programs) have completed curriculum maps that identify the courses in which students learn, practice and are assessed on 'ethical, social, cultural and environmental' learning goals and outcomes as well as other important graduate attributes. The tables overleaf summarise this information for both learning outcomes of Program Learning Goal 5 (PLG 5).

UNSW Business School Sharing Information on Progress Report 2015

Undergraduate Program		# of courses embedding Program Learning Outcome (PLO) 5a ^{*1}	# of courses embedding Program Learning Outcome(PLO) 5b ^{*1}	# of courses where Program Learning Outcome (PLO) 5a is TPA ^{*2}	# of courses where Program Learning Outcome(PLO) 5b is TPA ^{*2}
Bachelor of Actuarial Studies		12	6	7	5
BCom	Accounting	6	5	3	4
	Business Law	8	11	6	7
	Finance	11	8	7	5
	HR Management	13	14	6	4
	Information systems	16	13	5	4
	International Business	11	14	7	9
	Management	13	14	5	7
	Marketing	9	12	2	4
	Taxation	4	6	2	3
BCom/Bachelor of Economics		12	12	6	7
Bachelor of Information Systems		16	13	5	4

^{*1}These columns include the number of courses in a given program or major where students learn, practice **or** are assessed on PLO5a and PLO5b

^{*2}These columns include the number of courses in a given program or major where students learn, practice **and** are assessed on PLO5a and PLO5b

PLO: Program learning outcome; TPA: Taught, practiced and assessed

UNSW Business School Sharing Information on Progress Report 2015

Postgraduate Program	# of courses embedding Program Learning Outcome (PLO) 5a ^{*1}	# of courses embedding Program Learning Outcome(PLO) 5b ^{*1}	# of courses where Program Learning Outcome (PLO) 5a is TPA ^{*2}	# of courses where Program Learning Outcome 5b (PLO) is TPA ^{*2}
Master of Accounting/ Business Information Technology	16	17	8	8
Masters of Actuarial Studies	14	10	8	2
Master of Business Administration	7	7	4	4
Master of Business & Technology	17	10	5	2
Master of Commerce	3	3	3	3
Master of Economics	14	8	11	6
Master of Finance	9	9	5	5
Master of Financial Analysis	4	2	4	1
Master of Financial Planning	8	8	3	4
Master of Information Technology	3	4	2	3
Master of Information Systems Management	16	17	8	8
Master of International Business	5	6	2	3
Master of Marketing	8	6	1	1
Master of Professional Accounting	12	5	8	5
Master of Risk Management	3	2	2	2
Master of Technology & Innovation Management	3	2	2	2

^{*1}These columns include the number of courses in a given program or major where students learn, practice **or** are assessed on PLO5a and PLO5b

^{*2}These columns include the number of courses in a given program or major where students learn, practice **and** are assessed on PLO5a and PLO5b

PLO: Program learning outcome; TPA: Taught, practiced and assessed

The creation of curriculum maps has been instrumental in crystallising the School's commitment to embed ethics/sustainability in curricula. Illustrating this, 37 courses (16 UG and 21 PG) assessed students' awareness of ethical, sustainability or environmental responsibility issues for assurance of learning purposes in 2014.

It is important to highlight that since 2013 the School has systematically gathered, analysed, and created reports, and made adjustments to its courses (e.g. assessment tasks), based on this data. These processes have prompted academic staff to reflect on whether/how their courses contribute to develop students' ethical, sustainability or environmental responsibility. This reflective exercise has proven to be fundamental for the continuous improvement of the School's curricula. For instance, it has stressed the centrality of training for proper embedding of PLG5.

With this purpose in mind, the Learning & Teaching (L&T) portfolio of the School organised a workshop titled *Teaching and Assessing Ethical, Social and Environmental Responsibility* (February 5, 2013). This workshop had the following outcomes:

- a) Development of a common language/framework(s) for business ethics/sustainability for the Business School;*
- b) Sharing of current practices and the establishment of a community of practice within the School;*
- c) Discussions around the assessment of PLO5a and PLO5b for Assurance of Learning (AoL); and*
- d) The identification of staff needs to inform the provision of resources.*

Following on the latter, the L&T team designed a webpage within the staff intranet (*Connect*) containing business resources focused on ethics, responsibility and sustainability. These resources include rubrics, teaching tips and strategies, materials that can be shared with students, examples of good practice, policy and research reports and articles, professional codes of conduct for each of the School's disciplines and links to additional resources hosted at other business institutions. The creation of these resources has been advertised across the entire School with the expectation to provide an easily accessible consultation platform for teaching staff looking to embed PLG5 in their courses. The L&T team is monitoring the traffic of this webpage to assess the reach of these resources and guide advertisement efforts. Consultations with teaching staff are also in place to revise/update the webpage contents in order to address specific needs related to the nature of their courses or intended student audience.

PRME Champion Courses

In 2011, a three stage project was initiated by Dr Tracy Wilcox and Associate Professor Mehreen Faruqi, with the assistance of Shanil Samarakoon and Stephen Bennett. The first stage involved a desk audit through which the Business School could develop a snapshot of the extent to which its courses and programs were engaging with PRME. This first stage, titled *Capture the Champions*, resulted in the identification of courses across both undergraduate and postgraduate programs that demonstrated the breadth and depth of pedagogy related to PRME within UNSW Business School.

Undergraduate Courses

Creating Social Change: From Innovation to Impact (COMM 2000) - Dr Fanny Salignac

This undergraduate elective offered by the Centre for Social Impact provides students with an overview of how social change happens in Australia while providing connections and insights into global issues and trends. The course introduces students to systems thinking and a range of social change scenarios e.g. intergenerational unemployment, indigenous disadvantage and disability services. The course also draws upon the expertise of leading national and international thought leaders within this space through incorporating a range of guest speakers to provide real-life accounts of social change across a wide range of topics. Students within the course are given the opportunity to put their skills into practice through planning social change processes for positive impact and reflect upon their learnings and experiences. The elective is also available as General Education course for non-business students.

Issues in Financial Reporting (ACCT 3563) – Associate Professor Richard Morris

This 3rd year Accounting course is grounded in Positive Accounting Theory which is concerned with the use of accounting policies and procedures that maximize a firm's efficiency and hence its prospects for long-term survival. This is followed by an introduction to Aristotle's *Nichomachean Ethics* and its application to business. Thus creating a foundation for the discussion of several contentious topics that arise within the business landscape with implications for accounting e.g. corporate fraud & failures, the Global Financial Crisis and sustainability reporting. The course informs students of the role of accounting standards and the accounting methods that should have been used to avert ethical crises. Both the individual and group assessments in the course involve examination of international differences in accounting standards and the resulting ethical considerations for financial reporting.

Actuarial Theory & Practice (A & B – ACTL 4001+4002) - Associate Professor Anthony Asher

These two courses are available to 4th year and honours Co-op undergraduate students (ACTL 4001/4002) as well as Masters of Actuarial Studies and non-award postgraduate students (combined lectures, separate tutorials). In line with the Institute of Actuaries of Australia (Part 1 and Part 2 requirements), the course (primarily ACTL4002) aims to develop the capacity of students to develop a holistic approach to problem solving and develop their professional skills and judgement.

The courses encourage the use of the *Biggs Study Process Questionnaire* to allow students to identify their approach to learning. Interactive lectures by expert guest speakers with insight into key industries such as insurance (General and Health), reinsurance and Superannuation give students practical insights into real-world opportunities and challenges faced by actuaries. Presentations topics and discussions include ethics and sustainability issues such as "professional discipline", "conflicts of interest", "communicating uncertainty of the longevity of pensioners", "why structured credit and credit derivatives have been blamed for the Global Financial Crisis" and an examination of Elinor Ostrom's

principles in relation to climate change. Students are assessed across a range of individual (weekly quizzes, succinct presentations and responses) and group tasks (consultancy reports).

Development Economics (ECON 3110) – Dr Ariel BenYishay

This 3rd year Economics course aims to examine the economic explanations for underdevelopment and the associated strategies to foster development in light of contemporary insights on best practice. The course serves as an interface between economics and the social sciences by examining the role of economic policy in impacting poverty alleviation, agriculture, aid effectiveness, credit access and corruption. Students are required to write response papers based on one of the aforementioned topics as well as a group presentation on a separate topic. The reading list features respected academics and thought leaders in the field of development economics such as Amartya Sen.

Economic Growth, Technology and Structural Change (ECON 3109) – Dr Peter Kriesler

This 3rd year economics course examines a wide range of issues and challenges associated with development and economic growth. The course considers the impact of income inequality and human rights on development and growth. The course also considers the role of culture, religion and intuitions in explaining differences in growth and development experiences between countries. This is followed by a critical examination of the role of the state in economic growth and transformation, and in doing so offers a critique of the pervasive neo-liberal economic model. The course is enriched by students submitting argumentative tutorial papers and engaging in formal in-class debates to examine multiple perspectives on policy issues. The course uses expert guest lecturers to discuss critical contemporary issues such as the relationship between development and the environment (in light of climate change), the limits to growth and what constitutes sustainable development.

Postgraduate Courses

Design for Social Innovation (MGMT 5706) - Dr Ingrid Burkett

A part of the suite of courses in the *Graduate Certificate in Social Impact* (also available as an elective), this course aims to build the capacity of social innovators across government, business and the non-profit sector. The course examines design from a holistic perspective by drawing attention to creating social impact through innovative products & services (e.g. post-disaster shelters, financial inclusion), processes (organisational efficiency and efficacy), and communications (simplification of complex messages to lay audiences). Students are encouraged to collaborate and engage in "serious play" through experiential exercises that focus on rapid prototyping, under-centred design and business model design for social purposes. The course's group assignment centres on drawing upon these design skills to co-create innovative solutions to real-world issues. Student solutions are then presented to a panel of guests during a "Pitch Fest" in the final week.

This course is one of six courses in the GCS/ that meet all or most of PRME criteria; **all six courses**, including *Corporate Responsibility and Accountability*, *Leadership for Social Impact*, and *Social Impact - Entrepreneurs and Social Innovation*, can be considered "champion courses".

Reporting for Climate Change and Sustainability (ACCT 5961) - Dr Maria Balatbat and Associate Professor Wendy Green

This postgraduate Accounting elective (available to students across the Business School) gives students deep insight into the social, ethical and environmental considerations that arise from business activities. The course develops awareness of the latest trends and industry best practice in sustainability reporting, e.g. the Global Reporting Initiative (GRI) and the International Integrated Reporting Framework (IR). The course has a focus on carbon accounting, energy

efficiency, Environmental Management Systems (EMS), carbon markets, Assurance of Greenhouse Gas (GHG) statements and sustainability reports, and examines social and ethical investing. Students are required to perform an "Individual Carbon Footprinting" exercise in order to contextualise the relationship between their lifestyles and the resulting environmental impact. The course's group assessment focuses on a thorough case study analysis of Novo Nordisk, a pioneer in triple bottom line reporting and pilot for the IIRC. This exercise provides a pragmatic blueprint for the formation of integrated sustainability reports. Students are taken on site tours of award-winning "green" workplaces, for students to see sustainability as practised.

Non Profit and Social Marketing (MARK 5819) - Dr Christine Mathies

This elective in the *Masters of Commerce* explores the role of the marketing function in NGOs and Government agencies. In particular, the course examines how marketing strategies and tactics are used to achieve positive behavioural change to improve societal wellbeing. Students in this course are exposed to the unique challenges of the social sector such as resource constraints, volunteer turnover, higher ethical standards and complex stakeholder relationships. This is achieved through real-life fundraising challenges to benefit local non-profit organisations e.g. *Courage to Care* (NSW), the development of detailed assessments and business plans for social sector organisations (e.g. *Diabetes NSW*), and critiques of global social marketing campaigns. These assessments provide students with practical insight into the social sector and with the ability to deconstruct the vital components and considerations in a social marketing context.

Teams, Ethics and Competitive Advantage (MGMT 5050) - Dr Janis Wardrop and Dr Lynne Gribble

The aim of this core course in the *Masters of Commerce* is to foster the development of informed business professionals who have the competencies to meet the challenges of contemporary business. As a foundational core course, the content of the course focuses on modelling critical thinking, ethical reasoning, effective teamwork and self-reflection through an intensive focus on a workshop format as opposed to lectures and tutorials. All *Master of Commerce* students take this course.

This involves Case Analysis Workshops (large groups) that are focused on the systematic analysis of assigned case studies that have a focus on teams, ethics and sources of competitive advantage. The smaller Skills Development Workshops are focused on developing an awareness of and demonstrating key professional competencies e.g. effective communication, giving feedback and self-reflection through a variety of individual and small group activities. Of particular note is the course's stress on Giving Voice to Values (an action oriented pedagogical approach to ethics education) and coverage of success stories in terms of ethical leadership. Assessments in the course include an individual essay, group case study analysis and an individual self-reflection to distil lessons learned across the semester.

International Corporate Governance (FINS 5526) - Dr Helen Kang

This postgraduate course (UG version - FINS 3626) focuses on Corporate Governance best practice within Australia and beyond. The subject exposes students to examples of breakdowns in governance arrangements that have led to corporate failure with a view towards providing an understanding of the lessons learned post investigation. The course tackles important topics such as shareholder activism, managerial compensation, board composition and takeover threats. Furthermore, students are required to compare governance models across countries and the extent of corporate social responsibility requirements across these contexts. A range of journal articles and book chapters are

used to supplement student knowledge across the aforementioned topics and assessments include case study analysis and group presentations.

Managing for Organisational Sustainability (GBAT 9119) - Dr Tracy Wilcox

This *Master of Business Technology (MBT)* course, which is offered in blended learning mode, introduces students to the key concepts and practices underpinning organisational sustainability. The limitations of conventional management sense making practices are canvassed and students are introduced to models for systems thinking. We see how holistic and integrated approaches to stakeholder relations and people management can increase an organisation's capability for continuous renewal and long-term viability. The focus in this course is on the human and organisational systems and processes that contribute to economically and socially sustainable organisations. The social and economic contributions of third-sector (or not-for-profit), small and family-owned enterprises, and public sector organisations are featured as well as conventional corporations. Areas considered include responsible leadership, ethics and governance practices, and alternative approaches to managing performance. Students reflect on their own previously held views and assumptions about sustainability, and also assess their own organisation's practices against sustainability principles. This course is one of several in the MBT that could be considered "champion courses", others include *Business Management for a Sustainable Environment* and *Sustainable Energy Management*.

Critical Perspectives and Ethics (TABL 5916) - Professor Michael Walpole

This postgraduate core in the *Master of Taxation Studies* and *Graduate Diploma in Taxation Studies* (UG equivalent in the *Bachelor of Taxation* is TABL 3016) gives students an understanding of the roles and responsibilities of various participants within the Australian tax system through a firm foundation in professional ethics. The course's first module (2 weeks) focuses on "exploring law, morals and ethics" which is followed by an exploration of the legal and ethical framework for tax professionals and its interpretations. Tax evasion and anti-avoidance measures form the main focus of the course across its second half. Students are required to provide their critical perspectives through individual and group assessments that centre on the analysis of hypothetical (e.g. consultancy for the *Australian Tax Office*) and real-life instances of serious conflicts of interest (e.g. topical examples drawn from incidents affecting *The Reserve Bank of Australia*, *Leighton Holdings* and the *Australian Wheat Board*). The course then imparts to students a deep understanding of the limitations on avoidance of income tax through Australia's General Anti-avoidance Rule in the income tax law.

The aforementioned courses, together with other Champion Courses available within the Business School, provide students with opportunities for reflective practice and the consideration of multiple perspectives, as well as a vocabulary for engaging with ethics, responsibility and sustainability.

MBA (Social Impact) Launched

UNSW Business School has [launched an online specialist Masters program](#) to add to the AGSM's suite of post-experience post-graduate offerings with streams in *Technology*, *Change*, and *Social Impact*. The *Social Impact* stream addresses a growing demand for post-graduate study in the field of corporate social responsibility and social purpose. The *Social Impact* stream will be designed and delivered by the *CSI UNSW*, Australia's leading research centre in the area. The Social Impact stream

aligns with all of the UN PRME's Six Principles with many of the subjects demonstrating exemplary responsible management educational pedagogy, learning and design. The longer term objective is that elements of *Social Impact* will become integrated into the core courses of all streams in the MBA (Specialised) program.

Introducing Indigenous perspectives into the curriculum

Our approach led by Rebecca Harcourt, Program Manager of *Indigenous Business Education* is to provide students the opportunity to engage with Indigenous perspectives from an asset based approach; one that values the strengths and diversity of Indigenous peoples today living and working across their many nations in urban, regional and remote settings. Recognised are the complexities, innovations and challenges of lives impacted through continually navigating the cultural interface (refer to *The Cultural Interface* on [Professor Nakata's Webpage](#)) and respect for the depth of knowledge and strength of being part of the oldest continuous living cultures in the world.

Students are introduced to different models of business engagement with Indigenous People across First Nations in Australia, such as Jawun, [Gilimbba](#), [Supply Nation](#) as well as international models. Students are encouraged to consider the different motivations of why and how industry engages with Indigenous people and to consider the cultural capital of knowledge and innovation, and the financial and economic implications of the [fourth bottom line](#).

UNSW Business School commissioned [Terri Janke](#) in 2013 to create a specialised case study which is now being incorporated into the teaching on the MBA (Specialised) programs. This case study focuses on (1) Indigenous Engagement, (2) Indigenous Cultural and Intellectual Property, and (3) Recognition and Respect.

Indigenous perspectives, frameworks and exemplars were integrated in to our undergraduate programs through course outlines, assessments, guest lectures and consultations such as in the following courses:

- *Diploma of Professional Practice*; 2013
- *Actuarial studies* ACTL3001/5014 ; 2013
- *Managing Across Cultures* MGMT2102; 2014
- *Creating Social Change: From Innovation to Impact* as [evidenced here](#).

Notably, AGSM & New York Stern incorporated Indigenous knowledge as part of *Doing Business in Australia* in 2015.

Principle 3: Method

WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.

As highlighted in our previous SIP submission, the Business School initiated a 3 stage project to strengthen the school's commitment to PRME. This initiative was led by Dr Tracy Wilcox, Dr Mehreen Faruqi, Shanil Samarakoon and Stephen Bennett. The three project stages are as follows:

1. **PRME Scoping Exercise** –*Capturing the Champions*.
2. **Develop a Community of Practice** in the Business School and throughout UNSW
3. **Embed and extend PRME Practices**, an ongoing stage.

We have made great progress over the last reporting period, having completed Stage 1 and significant portions of Stages 2 and 3.

PRME Capture the Champions Project Report

The purpose of this report was to present a snapshot of how UNSW Business School is engaging with PRME. This snapshot drew on an exploratory study of current teaching and learning activities within the Business School. The study centred on findings from a staff survey, the results of a Desk Audit of core courses and the identification of PRME Champion courses.

Findings from the staff survey conducted in June 2014 (107 respondents) suggest that respondents perceived PRME principles as being important, and many have been including key elements of Responsible Management Education (RME) in their teaching and learning practices. 24 percent of respondents also identified themselves as being involved in PRME-related research and engagement. Of these 64 percent were engaged with business, 69 percent with NGOs (including unions) and 33 with government institutions. An encouraging finding was that 45 percent of respondents expressed their interest in being part of future PRME related activities. This augurs well for the establishment of a Community of Practice within the Business School.

To capture PRME-related teaching and learning activities in the Business School, a set of criteria relating to the core elements of responsible management education was developed by the project team. The criteria were derived from current thinking relating to the foundational PRME domains of *sustainability*, *responsibility* and *ethics* (Laasch & Conaway, 2014), and the Principles themselves.

These criteria were then used as the basis for a pilot study involving a 'desk audit' of a selection of course outlines across the postgraduate and undergraduate programs. The desk audit involved assessing each course outline against individual criteria and determining whether the learning

outcomes, lecture topics, tutorial activities, readings or assessments contained recognisable elements of the criteria. Binary categorical variables (present/absent) were used to record the results. Three of the original project team members independently assessed a sample of course outlines before the pilot audit was conducted.

The results of this pilot audit (as well as the rationale behind the criteria), were presented to senior faculty management including the then Senior Deputy Dean, AGSM Director, Associate Deans Undergraduate and Postgraduate, and Associate Dean Education. The criteria were also presented at the *Australasian Business Ethics Network* (ABEN) Conference in late 2012, where feedback was sought.

Following feedback from these stakeholders the criteria were revised and are listed below. Each can be thought of as an element of business practice which together encompass the domains of responsible management education. Taken together, these eight criteria represent the range of concepts, theories and approaches central to widely-held conceptions of “responsible management”.

1. **ECONOMIC Sustainability:** This implies promotion of the concept of sustainable, long-term value as distinct from short-term value. Elements of governance that underpin economic sustainability would also be included here. This element corresponds to PRME Principle 1, which states in part that students should be “future generators of sustainable value for business and society at large, and...work for an inclusive and sustainable global economy”.
2. **SOCIAL and ETHICAL sustainability:** This criterion includes business ethics, professional ethics, business impacts on communities and societies, stakeholder models, corporate social responsibility (CSR), governance, indigenous enterprise, sustainable development, workplace safety, human rights, supply chain ethics. This corresponds to Principle 2, the incorporation of “the values of global social responsibility” into our academic activities and curricula.
3. **ENVIRONMENTAL sustainability:** In this criterion, areas covered might include business impacts on the natural environment in light of climate change, resource consumption, inter-generational justice, life-cycle impact and management and ecological economics.
4. **ALTERNATIVE MODELS of business, finance and reporting:** This criterion encompasses a range of alternative approaches and models including social enterprise, cooperatives, mutual organisations and the social economy. Alternative finance approaches could include microfinance and socially-responsible investing. Reporting, measurement and accounting approaches might include Triple Bottom Line reporting, sustainability dashboards, Social Return on Investment, full-cost accounting, blended value as well as social and environmental auditing (Laasch & Conaway, 2014).
5. **INTERNATIONAL PRINCIPLES AND FRAMEWORKS:** This criterion captures students’ exposure to global and regional principles and frameworks related to responsible management and business practice. In addition to the UN Global Compact, examples could include the UN Principles for Responsible Investment, OECD Guidelines for Multinational Enterprises, Global Reporting Initiative, International Integrated Reporting Framework, Global and Australian Governance Principles, Universal Declaration of Human Rights, Rio + 20 Sustainable Development outcomes, ILO Labour Standards. This criterion also links in with PRME Principle 2.

6. **RESPONSIBLE LEADERSHIP:** This implies ethical and authentic forms of leadership that acknowledges business leaders' duties and responsibilities (broadly defined) . It includes sustainability leadership, adaptive leadership, leadership virtue, and programs such as the Globally Responsible Leadership Initiative (www.grli.org/). This criterion corresponds to Principle 3 which calls for “educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership”.
7. **INTEGRATION OF THE PILLARS of sustainability:** This criterion implies the teaching of concepts and models that acknowledge and account for the interrelationships and interdependencies amongst the “pillars” of sustainability (environmental, social, economic, cultural (or governance))(e.g.Fien, 2002). Systems thinking and complexity theory could also be included within this criterion.
8. **MULTISTAKEHOLDER engagement:** This criterion encompasses processes and frameworks for engaging with the spectrum of business stakeholders. Central to this is an acknowledgement of business responsibilities towards a range of stakeholders including communities, consumers and future generations. The criterion also includes cross-disciplinary engagement and decision making frameworks, and links to PRME Principle 6 “we will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability”.

Overall, the desk audit found that there are some programs which give great credence to PRME-related topics, concepts and skills, yet there is room for improvement across a range of programs. The challenge will be to introduce some of the concepts, approaches and practices found in high-performing specialist courses into more generalist business programs. The study highlighted the importance of individual champions (at the course and program level) who have embraced the innovations and perspectives associated with responsible management education. It should be noted that the pipeline initiatives acknowledged in the report (e.g. *MBA (Social Impact)* and the *Global Business Practicum*) are poised to further strengthen the Business School's commitment to PRME Principles.

Implementation of PRME principles in business school teaching, research and engagement is typically a long-term endeavour, and an exercise in organisational change management; this report aims to provide the benchmarking data to assist in this process. It should be viewed as a contribution to the ongoing 'conversation' about Responsible Management Education within the Business School.

The report concluded with some recommendations that UNSW Business School could pursue in order to further enrich its commitment to PRME Principles, including; the establishment of a cross faculty PRME taskforce; widening the presence of sustainability experts on external advisory boards; tapping into existing student interest; staff capacity building in responsible management pedagogy; and the establishment of a UNSW Business School PRME Community of Practice.

UN PRME Community of Practice Launched



The completion of the aforementioned report was followed by the Business School launching its *PRME Community of Practice* in November 2014. The launch event was well attended with both senior academics and senior management staff offering their support.

The event was centred on providing a succinct overview of the *Capture the Champions* report and gathering staff input on the purpose and future activities of the

community of practice. Regular seminars, sharing of teaching resources and a teaching award were amongst the key suggestions offered during the session.

UN PRME Teaching Award

On the back of input provided by staff at the launch of the *PRME Community of Practice*, the Business School has established a new teaching award. This award aims to acknowledge and celebrate excellence in teaching across PRME related themes and topics. All academic staff within the Business School will be able to apply for this award from March 2015 onwards.

Name of Award: *UN PRME Excellence in Teaching Award*

Description: This award is named in recognition of UNSW Business School's commitment to the United Nations Principles for Responsible Management Education. UNSW Business School has been a signatory to the UN PRME since 2010 and is committed to making sustainability and responsibility a cornerstone of all our activities. This award recognises the sustained passion and commitment of an individual who has excelled in furthering responsible management education in the Business School. The award aims to foster and enrich a culture in which teaching sustainability and responsibility is valued. All academic staff members with at least two years of service (full-time or part-time) in the Business School are eligible for this award.

Criteria

- Approaches to teaching that inspire and influence students to appreciate the importance of responsible leadership.
- Development of curricula that fosters a deeper understanding of ethics and sustainability within the context of business.
- Approaches to activities, assessment and feedback that enable students to think critically about ethical decision making, social and environmental impacts.

- Sharing of teaching approaches and innovations with colleagues and PRME Community of Practice.
- Mentoring, advising and support for the development of students interested in responsible leadership.

UNSW Business School Intranet: Connect

Connect is a staff intranet that serves as a news and resource hub for the Business School. It is used by the Learning and Teaching team to provide resources such as rubrics, frameworks, case studies and journal articles that are relevant to program learning goals. There is a page dedicated to UN PRME featuring related reports, resources and an invitation to join our PRME Community of Practice email list.



Indigenous Student Pathways in the Business School

“Studying a Bachelor of Commerce at UNSW Business School has allowed me to grow not only in my knowledge but as a person. UNSW is a positive environment which fosters learning and personal growth. One day I hope to be a prominent Indigenous professional. UNSW has taught me that if I work hard every goal is achievable”

Dylan Booth is in his third year studying a BCOM at UNSW Business School. Dylan currently has a cadetship with NSW Department of Finance and Services and previously held one with AMP Property.

In 2012 there were a total of 49 Indigenous Commerce UNSW Alumni and within two years at the end of 2014 this had risen to a total of 60 Indigenous Commerce UNSW Alumni including one Doctorate—a PhD in Management.

The Business School works proactively with Nura Gili to ensure equitable access for Aboriginal and/or Torres Strait Islander students to its programs; to engage with the direction, research and practice led by Nura Gili’s Director Professor Nakata to *“understand students’ learning experiences and challenges in order to improve Indigenous student support practices in a way that builds students’ capacities to become independent in learning.”*

A variety of programs and activities to improve educational outcomes for Indigenous Australians are offered:

- **The Indigenous Pre-Business Program** is an intensive preparatory program for Indigenous students covering a range of business disciplines, industry visits, and study and learning skills. It enables a range of criteria to be assessed for admission to university in addition to traditional entry criteria.
- **UNSW Indigenous Winter School**, including a 3-day Business School component, is a sponsored one-week program in July each year for high school students (years 10, 11 and 12) which seeks to demystify university studies and experience to give students a sense of their possibilities.
- We also run **business workshops for Indigenous primary and high school students** as part of UNSW ASPIRE outreach programs in Sydney and regionally.

Based in the UNSW Business School is our **Program manager for Indigenous Business Education** Rebecca Harcourt. She plays a pivotal role in supporting Indigenous students academically, personally and professionally, cultivating a place where students feel valued, connected and strengthened to build on their individual and shared achievements. She is also a key broker of Indigenous engagement across the faculty and UNSW, working with key external (and internal stakeholders) in Community, industry, government, NGO sectors, media and education. She engineers substantial opportunities for all our Indigenous students and alumni of UNSW Business School and has created a strong community of practice where our Indigenous alumni, current and prospective students can fruitfully engage with these many stakeholders. As a facilitator of many of our Indigenous business programs and forums, she also provides individual and group coaching with our Indigenous students, alumni and for our many Indigenous participants in our outreach and professional development programs.

Through Rebecca's work and engagement in particular with Indigenous media, the faculty has been able to build the profiles and narratives of success of Indigenous business students and alumni through a variety of forums. This has included panel discussions, workshops, conferences, newsletters and magazines, television and radio interviews, social media and short films. We also produce and promote a tailored [UNSW Business School Guide](#) for Future Indigenous students annually. This guide was written by Rebecca Harcourt in consultation with *Nura Gili* and UNSW Marketing.

Since 2012 UNSW Business School has hosted an annual Community forum in line with the [Indigenous Accountants Australia \(IAA\)](#) initiative, a joint initiative of CPA and Chartered Accountants Australia two of Australia's professional accounting bodies. Participants include Indigenous high school, TAFE, undergraduate students, alumni, community leaders working in business, education, media and government, representatives from professional accounting bodies and corporations. An UNSW Business School Indigenous alum [Sarah Hyland](#), who participated in and worked closely with the faculty on the development of all these community forums, on graduation became the project officer for IAA.

One of Sarah's first initiatives can be seen [in this film](#) (2014). This is an exemplar of the community of practice we are building and how our students are then confident and able to leverage their knowledge and professional experience developed with us together with their community knowledge

and acumen into their professional lives. In this film a number of our [Indigenous alumni and current Indigenous students](#) feature. Another good example of our Indigenous student's innovation and achievement is [Owen Walsh's](#) online portal.

In 2014 AGSM ran a series of open forum and individual consultations to further our engagement with Indigenous stakeholders. Please refer to this edition of [Nura Gili News](#) (pg. 23 -25).

"It was a great opportunity to provide information about current opportunities and areas that require improvement in the Indigenous business sphere. The fact that senior people at the Australian Graduate School of Management and UNSW Business School held consultations with recent Indigenous graduates and established Indigenous Business owners to determine what was needed, shows that they are serious about making a genuine impact... It's exciting to think that the MBA may have structured courses teaching management and governance from an Indigenous perspective."

Nathan Boyle Policy Analyst-Indigenous Outreach Program, ASIC; Member of National Indigenous Consumer Strategy Reference group and The Indigenous Financial Services Network.

These consultations contributed to the architecture of the new *MBA (Specialised)* programs with development opportunities for building Indigenous acumen and engagement through a designated Nura Gili AGSM Executive Program being developed in 2015.

Principle 4: Research

WE WILL ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT ADVANCES OUR UNDERSTANDING ABOUT THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS IN THE CREATION OF SUSTAINABLE SOCIAL, ENVIRONMENTAL AND ECONOMIC VALUE.

UNSW Business School is a research intensive institution and as articulated in our 2020 Strategy, we are committed to conducting and disseminating high impact research. PRME-related research occurs across many levels at the Business School. The School itself comprises of 8 research focused schools:



This section of the report offers a snapshot of PRME related research by academics across these 8 schools.

In addition to research conducted at the school level, the Business School is involved in PRME-related research across a number of Research Centres. These Research Centres are a blend of school-based centres and affiliated multi-disciplinary, cross-institutional research centres.

UNSW & Business School Research Centres	Affiliated Research Centres
<ul style="list-style-type: none">•ARC Centre of Excellence in Population Ageing Research (CEPAR)•Centre for Energy and Environmental Markets (CEEM)•Centre for Applied Economic Research (CAER)•Industrial Relations Research Centre (IIRC)	<ul style="list-style-type: none">•Centre for Social Impact (CSI)•Centre of Excellence in International Finance & Regulation (CIFR)•Sustainable Tourism Cooperative Research Centre (STCRC)•ARC Centre of Excellence for Mathematical and Statistical Frontiers of Big Data, Big Models, New Insights(ACEMS)

ARC Centre of Excellence in Population Ageing Research (CEPAR)

'By 2050, the proportion of Australians aged over 65 will double to 25%. The number of very old will quadruple. This presents a range of economic and social challenges. For example, population ageing leads to lower economic growth and higher health costs, and will require a cultural change in the workplace. CEPAR will undertake research and build expertise to improve the way we manage this transition.'- **Professor John Piggott, CEPAR Director.**

CEPAR's mission is to produce research of the highest quality to transform thinking about population ageing, inform product and service development and provision (private practice) and public policy, and improve people's wellbeing throughout their lives.

Centre for Energy and Environmental Markets (CEEM)

The Centre for Energy and Environmental Markets (CEEM) brings together researchers in UNSW and partner organisations with the key objective of providing Australian research leadership in the interdisciplinary design, analysis and performance monitoring of energy and environmental markets and their associated policy frameworks.

CEEM's vision is to inspire and inform the transition to a more sustainable energy future nationally and internationally through objective interdisciplinary research. The cross disciplinary nature of the Centre is reflected in the alternating presiding Faculty status between the UNSW Australia Business School and the Faculty of Engineering.

CEEM undertakes research drawing on expertise from the Faculty of Engineering, the Business School, the Faculty of Arts and Social Sciences, the Faculty of Law, and the Institute for Environmental Studies, working alongside a growing number of international partners.

Centre for Applied Economic Research (CAER)

CAER's primary emphasis is on applied economic research relevant to policy issues. For more than 30 years a significant body of such research has been carried out and the results published in academic journals, books and the Centre's own publications. The Centre also conducts conferences and workshops and publishes an academic journal, *Economic and Labour Relations Review* which is published jointly with the *Industrial Relations Research Centre*. Most of the research is carried out in the CAER's research groups which are currently focusing on *Economic Measurement, Health Economics and Real Estate*.

Industrial Relations Research Centre

Established in 1980, the *Industrial Relations Research Centre (IRRC)* is the longest-established research centre in its field in Australia. The Centre's Research focus includes:

- Minimum labour standards and their enforcement, workplace health and safety, precarious employment, and employment equity and diversity
- Skills policy and approaches to skills gaps, skill and workplace performance, service skills, skill identification and pay equity
- Institutions, governance, ethics and sustainability

Research carried out by UNSW and funded by the New Zealand government led to the creation of a revolutionary toolkit designed to help identify skills in jobs where women are concentrated. Called *Spotlight*, the toolkit was developed by Associate Professors Anne Junor and Ian Hampson from the Business School. Its creation allowed a more precise measurement of the intangible skills required in women's service jobs and therefore a fairer pay system.

In 2011, Associate Professor Junor was one of four academic expert witnesses in the landmark Equal Remuneration test case in the *Fair Work Commission*, which was decided in 2012. The case was the "first step in addressing the historical undervaluing of community sector workers", according to *Australian Council of Social Service's* Chief Executive Cassandra Goldie."

The Centre for Social Impact

The *CSI* UNSW research team was strengthened by appointing five new experienced academic researchers in 2013 - 2014. The *CSI's* disciplinary expertise spans social policy, economics, management, accountancy, and sociology. Their methodological capabilities include qualitative, survey, ethnographic, case study and action research; economic modelling; and comparative policy, organisational and social network analysis. Some examples of *CSI's* research activities in the UN PRME Course Champions (under 'Values').

UNSW researchers are world leaders in Integrated Reporting, a recent initiative that has the potential to change the international corporate reporting landscape, or at least significantly influence the thought processes and quality of debate. Integrated reporting is designed to overcome some of the problems with current accounting frameworks which result in very cluttered and legalistic documents which do not communicate very well to intended users. Integrated reporting enables a company to communicate in a clear, articulate way how it is drawing on different forms of "capitals" to create and preserve value across different time horizons. It emphasises a much greater understanding of the creation of sustainable value (social, environmental and economic). From a reporting perspective the business model concept is linked with the categorization of capitals into six types: *financial, manufactured, human, intellectual, natural and social capital*, in order to demonstrate the extent to which companies create or destroy the resources or capitals as a result of their business activities. UNSW staff have played a leading role in developing this concept, being involved on the International

Integrated reporting working group and their technical task force, and researching the benefits and costs of organisations undertaking this research.

UNSW also undertakes significant research on how the credibility of information about creation of sustainable social, environmental and economic value can be enhanced. This information is currently commonly descriptive and is not subject to conventional assurance processes. UNSW (Business schools and CSI researchers) are working with international groups such as the *International Auditing and Assurance Standards Board*, and are represented on the International Integrated Reporting assurance task force to develop and evaluate innovative and suitable credibility enhancement mechanisms for non-financial (environmental, social and governance) reporting initiatives. Without such suitable credibility-enhancing mechanisms, there is the potential for these reports to be, and be perceived to be, nothing more than a marketing document, or greenwash, and therefore they will not achieve their full potential in providing the report user with a broader range of relevant and reliable information for decision-making.

Featured below is a curated snapshot of the diverse PRME-related research conducted by UNSW Business School and the Centre for Social Impact over the last period.

PRME-related Research at UNSW Business School

Responsible Management	Journal Articles	Kraatz M; Flores R , 2015, 'Reinfusing Values' Research in the Sociology of Organizations, vol. 44
	Book Chapter	Jones TM; Felps W , 2013, 'Shareholder wealth maximization and social welfare: A utilitarian critique' <i>Business Ethics Quarterly</i> , vol. 23, no. 2, pp. 207 – 238 Wilcox TP , 2013, 'Embedded Moral Agency: A MacIntyrean Perspective on the HR Professional's Dilemma' in Harris H; Wijesinghe G; McKenzie S (ed.), <i>The Heart of the Good Institution : Virtue Ethics As a Framework for Responsible Management</i> , Springer, Dordrecht, pp. 129 - 140
	Journal Articles	Matthews LR; Fitzpatrick SJ; Bohle P; Quinlan M , 2014, 'Investigation and prosecution following workplace fatalities: Responding to the needs of families' <i>The Economic and Labour Relations Review</i> , vol. 25, no. 2, pp. 253 – 270 Wilcox TP; Sheldon P; Wardrop JE , 2012, 'A capabilities approach to curriculum design for developing responsible business professionalism' <i>International Review of Business</i> , vol. 8, no. 2, pp. 107 – 117 Wilcox TP ; Lowry D, 2012, 'Human Resource Management and Ethics' in Kramar R; Syed J (ed.), <i>Human Resource Management in a Global Context</i> , Palgrave MacMillan Wilcox T , 2012, 'Human Resource Management in a Compartmentalized World: Whither Moral Agency?' <i>Journal of Business Ethics</i> , vol. 111, no. 1, pp. 85 – 96.

Health & Wellbeing	Research Grant	“Collective Impact Processes for solving Complex Adaptive Challenges across Organisational Boundaries”, Dr Tracy Wilcox (CI) , Dr Fanny Salignac , Ms Axelle Marjolin
	Journal Articles	Quinlan MG ; Bohle P; Rawlings-Way O, 2014, 'Health and safety of homecare workers engaged by temporary employment agencies' <i>Journal of Industrial Relations</i> Kulik CT; Cregan C; Bainbridge HTJ , 2013, 'I feel your pain: The moderating effect of care recipient health on the relationship between work hours and care recipient and caregiver psychological outcomes' <i>Analyses of Social Issues and Public Policy</i> , vol. 13, no. 1, pp. 114 - 136, http://dx.doi.org/10.1111/j.1530-2415.2012.01304.x
Integrated Reporting and Assurance	Journal Articles	A. Huggins, R. Simnett and A Hargovan. 2015. “Integrated Reporting and Directors’ Concerns about Personal Liability Exposure: Law Reform Options” <i>Companies and Securities Law Journal</i> , (accepted 28 January 2015, forthcoming May 2015). R. Simnett and A. Huggins. 2015. “Integrated Reporting and Assurance: Where Can Research Add Value?”, <i>Sustainability Accounting, Management and Policy Journal</i> , (accepted 17 December 2014, forthcoming February 2015).
	Research Project	2012-2015 ARC Linkage Grant with CPA Australia and Institute of Chartered Accountants in Australia: R. Simnett (CI) , M. Balatbat , M. Cheng, Y.S. Phua and W. Green , “Enhancing Integrated Reporting: Implications for internal and external reporting and assurance”.
Climate Change	Book chapter	R. Simnett . 2014. “Assurance of Environmental, Social and Sustainability Information” in D. Hay, W. R. Knechel and M. Willekens (Eds.), <i>Routledge Companion to Auditing</i> , Routledge, Chapter 26, pp. 325-337.
	Journal Article	J. Cohen and R. Simnett . 2015. “CSR and Assurance Services: A Research Agenda”, <i>Auditing: A Journal of Practice and Theory</i> , 34 (1) 59-74
	Research Grants	Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCS RTE), Australia-China Climate Change Research Program on Climate Change Mitigation Policy, M. Balatbat , 2013-2015 (\$60,016) UNSW Contestable Funding Scheme, 2013, M. Balatbat “The Rise of Carbon Markets in China” (\$30,000).
	Conference Papers	Bose, S, Balatbat M , Green W , 2015. The market value effects of GHG Emissions, Assurance and Assurance Provider: An International Study. European Accounting Association Conference, Glasgow, April 2015. Siew RYJ, Balatbat M , Carmichael D, 2014. The Impact of ESG Disclosures and Institutional Ownership on Market Information Asymmetry The 2014 APJAE Symposium on Environmental, Social and Governance Issues in the Asia Pacific Region, Hong Kong, December 2014.

Ageing	Journal Article	<p>Balatbat M., L.M. Khoo and L. Wong. Value relevance of Greenhouse Gas (GHG) Emissions Disclosures on Stock Market Performance, European Accounting Association Conference, Paris, May 2013.</p> <p>Butcher B; Xu Y, 2014, 'Chinese Cooperatives and Environmental Social Responsibility' <i>The Chinese Economy: translation and studies</i>, vol. 47, no. 4, pp. 63 - 80, http://dx.doi.org/10.2753/CES1097-1475470403</p>
	Journal Articles	<p>Lu B; He W; Piggott J, 2014, 'Should China introduce a social pension?' <i>Journal of the Economics of Ageing</i>, vol. 4, pp. 76 - 87, http://dx.doi.org/10.1016/j.jeoa.2013.12.001</p> <p>Dobrescu LI, 2015, 'To love or to pay: Savings and health care in older age' <i>Journal of Human Resources: education, manpower and welfare economics</i>, vol. 50, no. 1, pp. 254 – 29</p>
	Research Grant	2014-2018 Bank West Foundation: R.Simnett , P.Flateau and J.Barraket. "Research Program Supporting Development and Growth in the Community Sector in Western Australia".
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	Journal Article	Soldatic K; van Toorn G; Dowse L; Muir K , 2014, 'Intellectual Disability and Complex Intersections: Marginalisation under the National Disability Insurance Scheme', <i>Research and Practice in Intellectual and Developmental Disabilities</i> , vol. 1, no. 1, pp. 6 - 16, http://dx.doi.org/10.1080/23297018.2014.906050
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	Research Grant	2015 National Australia Bank: Muir K , Connolly M, Salignac F . "Promoting financial resilience in Australia"
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	Research Grants	2014 NSW Office of Environment and Heritage: Muir K , Bennett S . "Social impact evaluation capacity building"
Financial Inclusion and Welfare	Journal Article	Doiron D; Fiebig DG; Johar M; Suziedelyte A, 2015, 'Does self-assessed health measure health?' <i>Applied Economics</i> , vol. 47, no. 2, pp. 180 - 194, http://dx.doi.org/10.1080/00036846.2014.967382
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Philanthropy and Social Entrepreneurship	Journal Article	I. Arli D; Cadeaux J, 2014, 'Drivers of corporate community involvement and challenges in measuring its impact' Social Responsibility Journal, vol. 10, no. 1, pp. 161 - 183, http://dx.doi.org/10.1108/SRJ-10-2012-0116
	Journal Article	Martin FA ; Murray I, 2015, 'The Blossoming of Public Benevolent Institutions: From ?Direct Providers? to Global Networks' Alternative Law Journal, vol. 40, no. 1, pp. 36 – 41
	Journal Article	Royal C ; Windsor GSS, 2014, 'Microfinance, Crowdfunding, and Sustainability: A Case Study of Telecenters in a South Asian Developing Country' Briefings in Entrepreneurial Finance, vol. 23, no. 7-8, pp. 425 - 438, http://dx.doi.org/10.1002/jsc.1987
Virtue Ethics	Conference Paper	Asher, A , " Virtue and Vocation" at the Australian Actuarial Education and Research symposium in Curtin in December 2014
Cross Cultural Values and Ethics	Journal Articles	Caprar DV ; Neville BA, 2012, 'Norming and Conforming: Integrating Cultural and Institutional Explanations for Sustainability Adoption in Business' <i>Journal of Business Ethics</i> , vol. 110, no. 2, pp. 231 – 245 David A. Ralston , Carolyn P. Egri , Olivier Furrer , Min-Hsun Kuo, Yongjuan Li, Florian Wangenheim, Marina Dabic, Irina Naoumova, Katsuhiko Shimizu, Mari'a Teresa de la Garza Carranza, Ping Ping Fu , Vojko V. Potocan, Andre Pekerti , Tomasz Lenartowicz, Narasimhan Srinivasan, Tania Casado , Ana Maria Rossi, Erna Szabo, Arif Butt, Ian Palmer , Prem Ramburuth , David M. Brock, Jane Terpstra-Tong , Ilya Grison, Emmanuelle Reynaud, Malika Richards, Philip Hallinger, Francisco B. Castro, Jaime Ruiz-Gutie´rrez, Laurie Milton, Mahfooz Ansari, Arunas Starkus , Audra Mockaitis , Tefvik Dalgic, Fidel Leo'n-Darder ,Hung Vu Thanh , Yong-lin Moon, Mario Molteni , Yongqing Fang , Jose Pla-Barber. Ruth Alas, Isabelle Maignan. Jorge C. Jesuino , Chay-Hoon Lee , Joel D. Nicholson , Ho-Beng Chia , Wade Danis , Ajantha S. Dharmasiri, Mark Weber, 2013, "Societal-Level Versus Individual-

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BusinessThink



The UNSW Australia Business School is committed to sharing its intellectual capital through the school's online business journal, [BusinessThink](#). It is a platform for research findings, analysis and opinion, delivering engaging articles by professional writers, video interviews and podcasts that bring the latest research by the school to a wider audience. *Business Think's* purpose is to translate research

from the school's leading academics into business insight and ideas that can inform and change the way executives do business as well as influence policy and strategic decisions. *Social Impact* is a featured category and a number of published articles are concerned with business ethics, responsibility and sustainability. UNSW Business School is continuing to build strategic relationships with other online platforms such as [Knowledge@Wharton](#) to broaden the reach and influence of its research.

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.

UNSW Business School works in close partnership with student societies and industry partners to discuss social and environmental challenges and develop solutions to address them. The Business School supports a wide range of high impact student initiatives and has introduced a number of practicums through which industry partners are engaged to provide our students with enriching learning experiences. The examples featured below also include collaborations with government institutions (AGSM) and cross sector networks for researching and disseminating best practice (CSI UNSW).

Partnerships with Student Societies

The [AGSM's Social Impact Club](#) aims to create a lasting legacy in communities throughout Sydney, in Australia and around the world. It involves collective input and action from the AGSM full-time and executive MBA and alumni network, to create tangible societal changes across key areas of youth and education, health, corporate philanthropy, volunteering and fundraising, and environmental/green initiatives.

Also in the AGSM, from 2015 students and graduates will be able to nominate for a prestigious prize, [the Professor Wanbil Lee Prize for Ethical Leaders in Business](#). The prize, recognising excellence in ethical business leadership, will be awarded each year to a student or graduate who demonstrates entrepreneurship, innovation, leadership and business ethics which are reflected in active ethical practice in their workplace.

Prize winners can be current AGSM MBA or MBT students or graduates who have been managing a business (with at least five employees) or a business unit for the past five years. This is a global prize and nominees can be of any nationality and be resident in any country.

[Enactus](#) (formerly known as Students in Free Enterprise, or SIFE) is an international not-for-profit organisation with a global network of over 66,500 university students in 36 countries. Sponsored by the Business School and Arc, *Enactus UNSW* is now one of the largest student organisations in the university. Membership includes 51 students from the Business School, including 13 in formal leadership roles. Enactus UNSW students collaborate with leaders in business and academia by taking entrepreneurial action to create projects which empower their communities and society through positive social change. Some examples of recent projects include:

BusinessONE, dedicated to assisting socially responsible businesses and social enterprises break into their market, grow and identify potential business opportunities. Teams of undergraduate students deal directly with business owners and provide free business

consulting, design and IT services for a semester. In return, the businesses are expected to take action in support of a social cause or to help their community in some way.

Empower.Ink aims to educate the Vanuatu population on strategies for the management of climate change, which threatens their livelihoods. The project team work with the 'Save the Children Fund' on their Climate Change Adaptation Pilot Program, which aims to educate primary school children on adapting to climate change. The team will collect resources created by students from this program to produce a book series that can be sold and distributed to invest in essential tools such as mosquito nets and water filtration systems.

[AISEC](#) is the world's largest youth-run organisation and aims to make a positive impact in the world through leadership development experiences. Both UNSW Business School and the Centre for Social Impact are sponsors of AISEC's programs, the most popular of which is the [Global Citizen](#) program. The program leverages its global network and involves a 6-12 week international volunteering experience in social and community development projects. Students develop life skills, cross-cultural skills and social responsibility.

[ARC@ UNSW](#) is UNSW's student organisation and currently has over 23,000 members. They also run a number of volunteer programs designed for students who want to play their part in community development, social justice and sustainability. These include [Global Village](#), where students raise funds and then travel around the world to participate in a community development project and experience the local culture; the Stationery Re-use Centre which provides the UNSW community with free, recycled stationery that is still in good condition; and *Walama Muru*, where UNSW students undertake a cultural exchange in an Australian Indigenous community and engage in community development projects and cultural activities.

UNSW Business School Practicums

The Business School currently offers three practicums that are centred on cross-sector partnerships that allow our students to have impactful learning experiences. Two at an undergraduate level and one at a postgraduate level.

The Social Impact Field Project (MGMT5707)

An alternative to the Capstone course in the *Master of Commerce* and *Master of Commerce (Extension)* degrees. Students work on a real world project in a field of social impact. Enrolment in the course is by competitive application and students must apply first and be accepted before enrolling in the course. The course enables students to put their business skills and knowledge to use and gain practical experience in the field. This program is delivered through a partnership with the [Social Impact Hub](#) and its project portfolio.

Social Entrepreneurship Practicum (COMM 3030)

This is an experiential, intensive course offered in Summer and Winter, which enables UG students to gain experience in developing and/or assisting to implement a social business plan within a community of need. The community may be within Australia or overseas. While living within this community, students work in teams on a specified project, selected so as to make a tangible contribution to this particular community. The course is currently delivered through a partnership with the [Social Impact Hub](#) (teaching and facilitation) and the practical field experience in India was managed by the [40K Foundation](#).

A student's perspective on the practicum offered in Summer 2014.



“To single out one experience from my month with 40K could perhaps insult the multitude of experiences which will continue to shape my outlook for years to come. The project I was involved with was only planned to run in January. There was no group before us, and there was no group scheduled after us. We were to prove the viability of a brand new impact project: The development of female entrepreneurs in rural India, by incubating a start-up based on their ideas. If by April, our project was to show this viability, a group would return in July to continue it further. However, on the final day of Globe, I received a call from our group leader, informing us, that not only had our

project shown that [it] was indeed viable, but they were cancelling another group's project to continue its needed progress. After having the build-up of hope, of success, then dawning on the realisation that our project probably would fail, we learned that we had in fact succeeded beyond our wildest day dreams.”

Global Business Practicum (COMM 3020)

This course affords students the opportunity to gain international understanding, exposure and workplace skills through studying and working in a specified location overseas. Examples include Indonesia, Hong Kong, China and South Korea. The course is run in intensive mode in Summer and Winter. The central component of the course is the opportunity to work in a small student consulting team on a genuine business issue of a client organisation. This is supported by master classes provided by local leaders of business and government organisations on areas such as international trade and cross-cultural management.

NSW Public Service Commission Aboriginal Career and Leadership Development

AGSM (Executive Education) and the NSW Public Service Commission, have formed a partnership to support the development and career progression of Aboriginal leaders in the Public Service. This collaboration has led to the roll-out of the [‘Aboriginal Career and Leadership Development Program’](#). This is a continuing program and one that we are all very proud to be associated with. Carol Vale from [Murawin](#) has been engaged as our AGSM Program Director for this program. This program reflects the strategic priorities of Executive Education at AGSM within the Business School in 2015. The **four priorities** involve being known for *Business Acumen, HR, Women and Indigenous engagement*.

Partnerships and AGSM Executive Program

Our partnership with TAFE Western is a result of a longer term engagement with Maxine Greenfield who is currently Aboriginal Partnerships & Industry Liaison, Business Capability Unit at TAFE Western. Rebecca Harcourt developed the *UNSW Indigenous Spring Forum* with Maxine in her former role as SEO TAFE at NSW Department of Education -Aboriginal Education and Training Directorate.

Through this ongoing professional association we are now working with Maxine and TAFE Western to develop and offer a tailored AGSM Executive Program in 2015 for CEO’s from organisations such as *Aboriginal Lands Councils, Aboriginal Medical Services*, those working in Government organisations including TAFE, AANSW, *Aboriginal Housing*, and *Aboriginal Employment Strategy* working in the wider NSW Western region.

Partnerships at the Centre for Social Impact

The CSI is a collaboration of four universities: the *University of New South Wales (UNSW)*, *Swinburne University of Technology*, *The University of Western Australia* and *The University of Melbourne*. The CSI has three Advisory Councils in Sydney, Melbourne and Perth. Its Advisory Councils provide insight and intelligence, and guidance on strategic questions for the centre. Details of the Councils members are available on the [website](#).

The CSI has been supporting [SIMNA \(The Social Impact Measurement Network Australia\)](#), which is a knowledge sharing network for social impact measurement in Australia. The *SIMNA community* was established in late 2012, supported by the CSI, and the *SIMNA Council* includes representatives from CSI, SVA, PwC, *UnitingCare*, *NetBalance* and others. SIMNA now has nearly 1,000 members.

Principle 6: Dialogue

WE WILL FACILITATE AND SUPPORT DIALOGUE AND DEBATE AMONG EDUCATORS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANIZATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

UNSW Business School engages in dialogue and active debate in areas related to responsible leadership and sustainability with a wide range of stakeholders which include community groups, industry partners, government institutions and cross-institutional panels and discussion groups. Featured below is a snapshot of some key initiatives across the period.

Business Reference Guide to the UN Declaration on the Rights of Indigenous Peoples

This [reference guide](#) was developed to help businesses understand, respect, and support the rights of Indigenous peoples by illustrating how these rights are relevant to business activities (2013).

In May 2013 we hosted and facilitated a consultation workshop together with the *UN Global Compact (UNGC)* and the *UNGC Network Australia*, to engage with Indigenous students, staff and community members in dialogue around and provide their input into the Business Reference Guide to the *UN Declaration on the Rights of Indigenous Peoples*. We also invited many key stakeholders nationally to contribute, which in turn they did, all of which has informed the creation of the guide.



We have begun to incorporate the guide and specific case studies as a tool in our Learning and Teaching across courses in the faculty:

National Indigenous Corporate Network (NICN) Diversity Council of Australia

The [National Indigenous Corporate Network's](#) National Summit is a forum for Indigenous people working in the corporate sector to discuss challenges and opportunities they face in the workplace. Indigenous students in the Business School play an active role in this corporate network.

Bangamalanha Conference

The faculty was one of the sponsors at the [inaugural Bangamalanha Conference in Dubbo NSW](#) - post 18 Indigenous pathways, a critical engagement for the far Western region. Rebecca Harcourt spoke and facilitated sessions at the conference.

Key Indigenous Business Events

Our Program Manager of *Indigenous Business Education* was invited to speak and facilitate forums in external events such as [Close the Gap](#) (2013), *Indigenous Women's Leadership Summit* (2014) , *Exploring Indigenous Business Models, Economic Development and Leadership* (2014) and [Indigenous Business, Enterprise and Corporations](#) (2014)

First Hand Solutions

CEO of [First Hand Solutions](#) (FHS) -Peter Cooley is our first Indigenous student to study at the Centre of Social Impact. He is currently completing the *Graduate Certificate of Social Impact*. He, along with cofounder of FHS Sarah Martin, created the Blak Markets at La Perouse which has provided a hub of opportunities for many Indigenous SME's to sell their products and services promoting cultural knowledge and tourism. Blak Markets has also provided employment for Indigenous youth and has attracted between 800-1500 customers per market day. Two current *MBA* students were involved in an impact assessment project with FHS and many UNSW students volunteer at the Blak Markets.

Bourke –Community Engagement

In January 2013 a group of Indigenous and non-Indigenous UNSW students including 4 from UNSW Business School together with our Program Manager of Indigenous Business Education and Aboriginal Elder Aunty Ali Golding spent [a week volunteering at PCYC Bourke](#) (pg. 22). This was developed as a result of the relationships our Program Manager had developed when working as an external consultant in the Community.

Later when the group returned to Sydney presented back to their community at the *New College* Dinner with the hon [Peter Garrett AM Australian Federal Minister of Education](#) in attendance. Two further trips have been delivered and led by students at New College UNSW.

Promotion of Dialogue through the Centre for Social Impact

One of CSI's strategic goals is to increase impact for our engagement function through the delivery of capacity-building conferences and events.

In 2014 CSI offered 2 public lectures; one delivered by David Gonski AC, and the second delivered by Adjunct Professor Daniel Petre AO. David Gonski spoke about philanthropy, collaboration and the current shift in social thinking in his lecture *Creating Social Change: From Innovation to Impact* in conjunction with the launch of the CSI's new undergraduate program of the same name, and Daniel Petre spoke about the need for a shift in thinking about personal wealth, and the responsibility of the individual to engage in philanthropic endeavours in his lecture "What has philanthropy got to do with me?" Building on the success of the 2014 public lecturers, which were attended by 550 people in total, the CSI will deliver three public lecturers in 2015 in partnership with other CSI partner universities.

'Think Outcomes' was one of the conferences offered by CSI in 2014. It was a two-day forum to challenge, learn and develop a plan of action for the future of social outcomes in Australia and co-designed in collaboration with the *Australian Research Alliance for Children and Youth (ARACY)* and the *Social Impact Measurement Network of Australia (SIMNA)*. The keynote presenters were Tris Lumley, Director of Development at *New Philanthropy Capital* and Debra Natenshon, Founder *DBN & Associates*. Analysts, program directors and managers, academics, researchers, strategic leaders and operational managers from all tiers of Government, not-for-profit and philanthropic organisations, business and wider social economy came together to focus on best practice outcomes measurement, challenges and opportunities, analysis and communication, and what meaningful social change can emerge from the outcomes we measure.

This conference was well attended with over 180 registrants and was evaluated as very successful. It has led to a number of initiatives to ensure that we are achieving and better measure social outcomes. Other conferences offered by the CSI in 2014 include *Design for Social Innovation* which was delivered in partnership with the *Australian Centre for Social Innovation (TACSI)* as part of the National Change Maker Festival; *Collective Impact* which was delivered in partnership with *Social Leadership Australia*. Across all three conferences, we engaged with over 500 participants. Our face-to-face engagement has been supported by continued dialogue with our stakeholders via social media and our active communities of practice.

Dialogue on Climate Change

Dr Maria Balatbat is Joint Director (representing the Business School) at the [Centre for Energy and Environmental Markets \(CEEM\)](#). In this role she participated in a public forum as a panellist for the Coal Seam Gas and Natural Gas Boom as part of the *Future Energy Conference* 3-5 November 2014 held at the *University of New South Wales*. The Forum covered facts about Coal Seam Gas (CSG), what it is, Australia's reserves and production, cost of production, supply and demand and its implications to CSG prices, water treatment and environmental management and CSG as source of energy and its role in Australia's energy mix. [The Forum](#) provided a platform to engage public participants to discuss what they want to know about CSG in Australia and debate on unresolved issues.

Associate Professor Wendy Green and Dr Maria Balatbat are members of *the Sustainability Discussion Group* at the *Chartered Accountants in Australia and New Zealand* and *CPA Australia*. Both discussion groups discuss how organisations could meet sustainability challenges and advocate in its members' sustainable business practices.

Related Events

- Selected Public Presentations coordinated by Dr Maria Balatbat as Joint Director (for the Business School), *Centre for Energy and Environmental Markets (CEEM)*. See <http://ceem.unsw.edu.au/events>
- *China-Australia Carbon Market Development Expert Symposium* (Hosted by the Centre for Energy and Environmental Markets and Supported by Australia-China Research Program on Climate Change Mitigation Policy). 14 February 2014.
- *Decarbonising Growth: Why everyone is wrong about the cost of addressing climate change? Public Forum* by Dr Michael Molitor, Visiting Fellow (jointly hosted by *Climate Change Research Centre*, *Centre for Energy and Environmental Markets* and *Australian Meteorological & Oceanographic Society*). 24 April 2014. See video at <http://www.a-pac.tv/video>
- *Science and the stock market: Investors' recognition of unburnable carbon*. Seminar Presentation by Prof David Lont of *University of Otago* (hosted by the Centre for Energy and Environmental Markets). 27 August 2014.
- *Sustainability reporting in the Austrian, German and Swiss public sector*. Seminar Presentation by Prof Dorothea Greiling of *Institute of Management Accounting, Johannes Kepler University, Linz, Austria* (hosted by the Centre for Energy and Environmental Markets). 11 December 2014.

Key Objectives for the Next 2 Years

Over the next 2 years, the recently formed *Community of Practice* will spearhead the following initiatives to strengthen its commitment to PRME.

- **Build Staff Capacity** – We will be organising 4 Brown-bag seminars (2 per semester) to share effective teaching practices across PRME-themes within the Business School. These 1 hour seminars will draw upon the talent and experience of staff within the *PRME Community of Practice*, other faculties within the university, peers from other universities and external practitioners.
- **Recognise PRME Champions** – The introduction of the new *UN PRME Teaching Award* will see 2 academic staff members being acknowledged for their outstanding contributions to teaching responsibility and sustainability within the period. Award recipients will serve as active ambassadors for the continued implementation of PRME across the curriculum at UNSW Business School. The award itself will help foster a culture in which teaching responsibility and sustainability in business is recognised and valued.
- **Continue to Embed the Six Principles in Curricula** – The completion of the *Capture the Champions* project and the formation of the *Community of Practice* will add further momentum to the Business School's efforts to embed PRME across key courses and programs. In addition to those mentioned in this report, we envisage that continued curriculum mapping and knowledge sharing will result in existing courses being modified or new courses being developed. Examples being the launch of the *MBA (Social Impact)* in 2015 and a *Business Ethics & Sustainability Course (MGMT 2726)* for the Bachelor of Commerce which will be launched in Semester 2 2015.
- **Enhance Leadership Programs** - In addition to further embedding the principles into academic programs, the Business School will also look to improve its coverage of PRME themes across its leadership programs. This could be through the selection of guest speakers, the range of activities run or the experiential components of existing programs. These enhancements will be achieved through close consultation with Careers and Employment, the *Graduate Student Development Office*, and by taking into account student feedback.
- **Strengthen Partnerships and Collaborations** – The Business School will look to strengthen its participation in campus wide sustainability initiatives, including *Mobile Phone Recycling* and *Ride to Uni Day*. We will continue to support student societies that are engaged in projects that focus on responsible leadership and sustainability.

The Business School will also look to strengthen its contributions to the Australian PRME chapter over the next period through collaborative research projects and events. Dr Tracy Wilcox has been in conversation with peers to discuss the potential for our Desk Audit to be used by other universities to survey engagement with UN PRME across their programs.

Support and Collaboration from the UN PRME Secretariat

UNSW Business School greatly welcomes the support provided by the UN PRME Secretariat and sees further opportunities for collaboration, for example to support an annual gathering or conference of Australian signatories. Peers from the Australian chapter currently meet at related conferences and share updates through teleconferences. While these exchanges have been heartening, we believe a formal annual gathering would help galvanize efforts across the chapter by offering a more customized and prominent platform for collaboration.

For any questions or further information regarding this report, please contact:

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