Principles of Responsible Management Education
Sharing Information on Progress
INAUGURAL SIP REPORT – FEBRUARY 2021

Edith Cowan University
School of Business and Law
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A Message from the Vice-Chancellor

Edith Cowan University (ECU) is a young and progressive university with an outstanding reputation for teaching and learning and an increasing international profile for quality research. Our dedicated teachers and researchers develop and impart knowledge that transforms the lives of all our stakeholders.

Our namesake Edith Dircksey Cowan believed in the power of education to effect social change, and addressed inequality and disadvantage for women, children, migrants and Aboriginal Australians. Today, ECU continues her legacy as evidenced by its performance in the Times Higher Education Impact Rankings, where overall we are placed in the top 100 universities in the world. Specifically, the University is ranked 9th for Quality Education and in the top 4% for Gender Equality.

The University is proud to be one of fifteen Australian institutions to receive an inaugural Athena SWAN Bronze Award in recognition of its efforts towards gender inclusion, and we have been recognised by the Workplace Gender Equality Agency (WGEA) as an Employer of Choice for Gender Equality for four consecutive years since 2016.

The importance of social sustainability to ECU can also be seen in our progress towards meeting organisational targets for Aboriginal and Torres Strait Islander workforce participation and in the renewed support provided for staff and students with diverse gender identities and sexual orientations. As well, at the beginning of 2020, we established the ECU Climate Initiative Taskforce. The purpose of the Taskforce was to audit the University’s current carbon footprint and recommend achievable ways by which it can be reduced. The Taskforce’s Final Report was endorsed in September 2020. Even though the University has reduced its carbon footprint by nearly one third in the last decade, six key projects are planned to take us towards carbon neutrality by 2030.

The ECU community can and should do as much as we can to ensure our own operations are in keeping with the world’s sustainability goals. Organisational sustainability is one of the four key goals that frame the University’s current strategic plan, and we are committed to the United Nations Sustainable Development Goals (SDGs). I am pleased to endorse ECU’s PRME SIP Report and affirm my continuing support for the accreditation process.

Professor Steve Chapman CBE

Vice-Chancellor
Edith Cowan University
A Message from the Executive Dean

I am delighted to present the inaugural SIP Report for the School of Business and Law, Edith Cowan University.

We are an energetic and dynamic school with around 4700 students from 78 countries offering courses at the undergraduate, postgraduate and higher degree by research level. Our dedicated academics have an enviable reputation in Australia for the quality of their teaching and learning, evidenced by consistent five-star ratings in the Good Universities Guide for fourteen years running. The Australian Government’s Quality Indicators in Learning and Teaching (QILT) recognises the School as the top public university in Australia for undergraduate skills development in the Business and Management, and Law and Paralegal disciplines.

Our research has real-world impact and in the past year alone we have achieved a four-fold increase in external grant funding across the private and public sectors. We lead tourism research and are developing a growing profile in management, specifically in workplace wellbeing. The School boasts a truly international staff profile, with strong academic standing, and we are proud of the achievements of our award-winning students.

Since becoming an advanced signatory to PRME in 2019, the School has enthusiastically expanded its sustainability efforts by appointing a Director for PRME and Sustainability and drafting a School-based strategy to complement the University’s broader sustainability strategy. Our sustainability strategy is aligned with the United Nations Sustainable Development Goals and is guided by three action themes: we lead by example; we create transformative learning experiences; and we conduct impactful research which is meaningful for our stakeholders.

The School is justifiably proud of the progress documented in this report, in the face of a difficult period for business schools world-wide. I take this opportunity to thank our staff and students for their efforts to date and declare our renewed commitment to PRME and sustainability.

Professor Maryam Omari

Executive Dean
ECU School of Business and Law
Executive Summary

Universities play an important role in educating the next generation of responsible leaders and ethical change makers for a better world. Through teaching, research, innovation, and day to day operations, universities can develop students’ capabilities as future leaders to contribute to a more inclusive and sustainable global economy. Universities can also advance knowledge on sustainable value creation, responsible leadership, and sustainable development goals (SDGs) through collaboration, partnership, and creating a platform for dialogue and debate among various stakeholders on sustainability issues and challenges.

This report provides a summary of the significant progress and achievements made by Edith Cowan University School of Business and Law since becoming a signatory to the Principles for Responsible Management Education (PRME) in 2019. It is presented in accordance with the 6 key principles of PRME (Purpose, Values, Method, Research, Partnership, and Dialogue), each of which have some alignments with the 3 Sustainability pillars of the School (Transformative Education for Sustainability, Impactful Research, and Leading by Example).

A highlight of the School's sustainability progress to date is presented on the following page: Sustainability Highlights. To measure its sustainability impact, the School ensures all these activities are aligned with its Sustainability Strategy and goals. Moreover, feedback collected from students and other stakeholders is used to improve implementation of sustainability initiatives in future.

Moving forward and in implementing its sustainability strategy, the School will continue to deliberately integrate sustainability and SDGs further into its operations to build a stronger foundation. The School will also revisit its sustainability priorities and initiatives, continue to collaborate with its partners, and forge new partnerships in advocating for and implementing sustainability values and practices.
Sustainability Highlights

- Drafting the School's Sustainability Strategy
- Planting 208 trees in 2020
- Organising the #ACT4SDGs week
- Donating more than 92kg of used clothing
- SDG Mapping in Teaching and Learning
- Helping people in need through Urban Pantry
- Knitting over 50 items for homeless people
- ECU Climate Initiative Taskforce
- Running World Climate Simulation
- Forming more than 7 partnership for SDGs
- Establishing ECU Tax Clinic
- Organising Bhutan Sustainability Tour
Introduction

Edith Cowan University

Located in Western Australia (WA), Edith Cowan University (ECU) has 32,000 undergraduate and postgraduate students. Each year, ECU welcomes almost 6,000 international students from over 100 countries. The University delivers more than 250 diverse courses across Business, Law, Medical and Health Sciences, Cyber Security, Engineering, Science, Nursing and Midwifery, Humanities, and Creative and Performing Arts, across three campuses in Western Australia, online, and with quality international partners.

The University was named after Edith Dircksey Cowan, the first woman to be elected to an Australian parliament. To that end, ECU is guided by its purpose: to transform lives and enrich society through education and research. The University's values are Integrity, Respect, Rational Inquiry, and Personal Excellence.

ECU has a consistent track record of including sustainability in diverse aspects of its business. The University has been measuring its Carbon Footprint since 2008 and conducts an annual carbon survey. The University's carbon emissions have reduced from 34,371 tonnes CO2-e in 2008 to 24,969 tonnes CO2-e in 2019. ECU is also amongst the most efficient consumers of energy in the Australian University Sector. Only four other institutions reported better performance levels in the 2018 Tertiary Education Facilities Management Association Benchmarking report. ECU's combination of efficient buildings coupled with advanced building management systems helps to drive this level of sustained performance.

The School of Business and Law

The School of Business and Law (SBL) is located on the University's Joondalup campus, and is renowned for its innovative approach to education. With a student population of around 4700 and 120 staff, SBL boasts a strong academic standing, award-winning student achievements and tertiary education programs that are highly regarded by their respective industries.

The School of Business and Law's mission is to:

- **Develop industry-ready graduates through high quality teaching and learning experiences and engaged, applied research.**

SBL challenges its students to develop their talents and be prepared to make a difference in their future careers. Courses are designed to give students a great mix of the latest theory, practical work experience and key employability skills.

SBL students and alumni have diverse backgrounds, offering networking opportunities locally, nationally and internationally. The School prides itself on an excellent student experience, consistently appearing in the top 5 universities in Australia for quality teaching, generic skill development, and overall student satisfaction.
Principle 1: Purpose

Objective:

SBL is committed to developing its students’ capabilities to be future generators of sustainable values in business and society and work for an inclusive and sustainable global economy.

SBL’s strategic priorities and its operations are in alignment with PRME’s Principle 1, with a demonstrable commitment to achieving the Principle’s objective. As discussed below, the School has formed a PRME and Sustainability Steering Committee, developed a Sustainability Strategy and narrowed in on a few select business-related SDGs as the current areas of focus for the School’s sustainability activities.

The SBL Approach to PRME and SDGs

In 2019, SBL formally became an advanced signatory to the United Nations (UN) Principles for Responsible Management Education (PRME). This warranted a more focused and explicit commitment to sustainability. The School has also pursued a bottom-up approach by forming a PRME and Sustainability Steering Committee working on integrating sustainability, responsible management, SDGs and ethics in its teaching and learning, research and operations. In 2019, the School appointed Dr Mehran Nejati as Director of PRME and Sustainability to champion the School’s sustainability practices and lead the PRME and Sustainability Steering Committee, which is represented by students and staff from all disciplines to foster cognitive diversity and inclusiveness in its decision making and practices.

To amplify its work in sustainability, SBL has collaborated and partnered with various organisations including City of Joondalup, City of Wanneroo, Enactus, SCRgroup, and Trillion Trees, among others. Such collaborations have created learning opportunities for students and staff, strengthened students’ problem-solving capabilities, increased the desire to act for sustainability and SDGs, provided a platform to discuss and debate issues around sustainability and global responsibility.

Following the formation of the PRME and Sustainability Steering Committee, SBL devised its first Sustainability Strategy in 2020 with the 6 principles of PRME as its major guiding post. This Sustainability Strategy is built on 3 pillars (see Figure 1). These pillars are aligned to the strategic goals of the University, the School and the School’s mission, ensuring the sustainability agenda is intrinsic to the organisation’s values, strategy and actions.

The pillars reflect the School’s commitments to the 6 PRME principles. Members understand that realising SDGs requires strategic and impactful partnerships. Therefore, in maximising sustainability efforts, members continue to seek out partnerships and join forces with relevant stakeholders.

The Sustainability Strategy has directed the School’s efforts towards an embedded approach. This allows activities and projects to emerge from a strategic commitment to sustainability and offers the best opportunity for creating sustainable, competitive advantage. Appendix 1 provides an SDG matrix for all the School’s key sustainability initiatives. Appendix 2 illustrates how these initiatives are linked with PRME principles and the School’s sustainability pillars.
SBL PRME and Sustainability Steering Committee

Dr Mehran Nejati  
DIRECTOR AND COMMITTEE CHAIR

Dr Judy Lundy  
TEACHING AND LEARNING REPRESENTATIVE

Gary Marchioro  
MANAGEMENT DISCIPLINE REPRESENTATIVE

Dr Mostafa Naser  
LAW DISCIPLINE REPRESENTATIVE

Dr Dilhani Kapu Arachchilage  
COMMERCE DISCIPLINE REPRESENTATIVE

Dr Greg Willson  
BUSINESS SERVICES DISCIPLINE REPRESENTATIVE

Nickey Ludkins  
MANAGER OF EXECUTIVE EDUCATION

Ellen Drpich  
PROFESSIONAL TEAM REPRESENTATIVE

Anneleis van der Kroon  
UNDERGRADUATE STUDENT REPRESENTATIVE

Bella Peardon  
UNDERGRADUATE STUDENT REPRESENTATIVE

Kourosh Esfandiar  
POSTGRADUATE STUDENT REPRESENTATIVE
SBL Sustainability Strategy

Transformative Education for Sustainability
SBL is committed to offering responsible management and sustainability education and raising awareness around sustainable development goals among its students and staff.

Impactful Research
SBL is committed to encouraging, conducting and promoting impactful research and thought leadership which contributes to SDGs.
SBL advances its understanding around the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

Leading by Example
SBL is committed to embedding values of sustainability and global social responsibility into its operations through facilitating and supporting dialogue among educators, students, business, society, and stakeholders on critical issues.

FIGURE 1: SBL Sustainability Strategy (Schema)
SBL’s Sustainability Strategy has been developed in alignment with PRME and SDGs and makes explicit reference to them. The School is committed to raising awareness around all 17 SDGs, which provide a blueprint for peace and prosperity for the world, while focusing on a few selected business-related SDGs, illustrated in Figure 2 below.

**FIGURE 2: SDG Priority Areas in 2020**

SBL develops its students’ capabilities to be future leaders who value and promote sustainability across business and society. Students are invited to contribute to an inclusive and sustainable world through several teaching and learning and extra-curricular activities such as: sustainability-related panel discussions, guest lectures, challenges and competitions, community service and internships, Yarning Circle, and study tours. The remainder of this report will elaborate some of these activities and their impact.
Principle 2: Values

Objective:

*SBL is committed to incorporating the values of global social responsibility, sustainability, ethics, respect, and responsible leadership into its academic activities, curricula, and organisational practices.*

ECU has had a long commitment to the values espoused in PRME’s Principle 2. ECU’s namesake, Edith Dircksey Cowan, was the first woman to be elected to an Australian parliament. Her life and work were driven by the belief that education was the key to growth, change and improvement in society. Her example has always informed ECU’s core values (Integrity, Respect, Rational Inquiry, and Personal Excellence) and underpinned the University’s drive to develop capable graduates who lead engaged and productive lives in the communities in which they live and work. SBL has operationalised these values through hands-on, practical projects undertaken by students and staff to further the sustainability agenda and provide a tangible benefit to local communities.

Sustainability at ECU and SBL

Sustainability is a key underpinning principle in how ECU conducts all aspects of its business. There is a high degree of focus throughout the campus community on developing and implementing strategies which improve the University’s overall social and environmental footprint and raise greater awareness of the SDGs. One of ECU’s strategic goals is to ensure organisational sustainability with infrastructure that supports its broader objectives. To this end, ECU aims to reduce its carbon footprint through actions that include decreasing waste to landfill, water usage and energy consumption. The University also seeks to align its sustainability goals with Government policy targets. The planning and work-up of the University’s next strategic plan to supersede our current Strategic Plan (2017-2021) is now underway, and in a context of much and growing interest in sustainability.

In 2005, ECU signed an Environmental Declaration as a commitment to environmentally sustainable development that acknowledged the scale and scope of the environmental challenges facing the world.

In 2008, ECU completed its first annual carbon survey and has been measuring its carbon footprint annually since 2008. ECU’s efforts in reducing its environmental footprint is evident through reduction of the University’s carbon footprint by approximately one third since 2008. In 2019, ECU published its *Sustainability at ECU* report providing an overview of its strategic approach to sustainability. Moreover, in 2020, ECU Vice-Chancellor charged the ECU Climate Initiative Taskforce, to audit the University’s current carbon footprint and recommend achievable ways to reduce it. The Taskforce was headed by Professor Cobie Rudd, Deputy Vice-Chancellor (Strategic Partnerships), and comprised students, professional staff, and academic staff with expertise in climate science, sustainability, and teaching and learning. The Taskforce identified 6 key projects with the potential to make ECU carbon-neutral by 2030:

1. installation of rooftop solar panels;
2. solar shade parking;
3. heating, ventilation and air conditioning conversion and upgrades;
4. LED lighting conversion;
5. behavioural change; and
6. carbon offset initiatives.

The Taskforce’s work was guided by an extensive mapping exercise against the UN SDGs.
At the School-level, SBL has a Sustainability strategy which aligns with the broader University’s strategy. The School formally recognises exemplary contribution to sustainability through its Annual Staff Sustainability Award. In implementing SBL’s sustainability strategy, the School ensures values of global social responsibility, sustainability, ethics, respect, and responsible leadership are incorporated into its academic activities, curricula, and organisational practices. The following provide several examples in support of this.

**Wanneroo Urban Pantry**

Urban Pantries are small and open structures, filled with donated food and other household items designed to assist those in need within the neighbourhood. This initiative inspired one of the members of the School’s PRME and Sustainability Steering Committee to promote it at the School. Since July 2019, a collection box has been placed in the staff reception area. Donations are collected and delivered to the Wanneroo Urban Pantry on a monthly basis to support our local community.

**ECU Tax Clinic**

In August 2020, SBL opened WA’s second pro bono ‘tax clinic’ at its Joondalup Campus. Built on a win-win model, the tax clinic offers quality advice for people with limited access to a tax agent while delivering job-ready experience for business students. The services are intended for individuals who have trouble navigating tax protocols and are often from disadvantaged backgrounds. In this way, the tax clinic fosters social responsibility by providing an avenue for students to give back to the local community. The tax clinic employed 11 students in 2020, offering over 250 hours of service to more than 55 clients.
Kneeling in support of equality and Black Lives Matter (Friday 5 June 2020)

Supported SDGs: 10 & 16.
Enactus ECU

Enactus is an international not-for-profit organisation dedicated to inspiring university students to improve the world through entrepreneurial action. Enactus ECU consists of domestic, international, undergraduate and postgraduate students from across the University and is highly represented by students of SBL. Enactus ECU team is supported by a Business Advisory Board (BAB) which provide students with industry insights and opportunity to partner with industry in tackling sustainability issues and challenges. The team has developed a series of community-based projects that are aligned with SDGs that offer positive economic, social and environmental impacts. Enactus ECU were Runners-up in the National Showcase in 2015 and 2017, and National Champions in 2016 where they represented Australia in Enactus Work Cup in Canada. They were also National Semi-Finalists in 2018. The team’s past projects include Net University and Be Safe.

Net University offered digital literacy to senior citizens to create a more inclusive society and lower the digital literacy gap in the community. Students collaborated with local high schools to deliver workshops at local libraries, retirement villages, and aged care facilities. Since its inception in 2013, the project has impacted over 1200 senior citizens, providing them with one-on-one support in learning how to interact with their devices and instructed on cyber safety.

Be Safe was a beach safety project that was developed in response to the tragic drownings of international students. For this project, Enactus ECU partnered with Tokyo City University and Mullaloo Surf Life Saving Club to deliver beach safety, basic first aid and sun awareness to visiting international students.
In 2020, Enactus ECU underwent significant changes and adjustments. The COVID-19 pandemic caused disruptions to the delivery of its projects. Over the last 12 months, new advisors and the student leadership team have focused on building the team’s knowledge and understanding of the SDGs, recruiting across ECU Schools, attracting new BAB members, building a skills matrix of students and the BAB members, and working with the local government to develop broad parameters towards a project.

Currently, Enactus ECU is on the brink of developing a new project led by a fresh and dynamic student cohort that is excited to work with local stakeholders and the BAB. The team is determined to have a project ready to pilot for the Regional and National championships in 2021.

**Behavioural Change for Climate Action**

From little things bigger things grow! In line with its sustainability strategy focus on leading by example, and interconnected with ECU’s Climate Initiative, the PRME and Sustainability Steering Committee has embarked on several initiatives and practices that contribute to behavioural change for climate action, responsible consumption and a circular economy. Three examples are provided below.

**GIVE Initiative**

The GIVE Initiative in collaboration with SCRgroup, which started in October 2019, has encouraged staff to make a positive change through contributing their unwanted items to people in need and giving them a second life. This has resulted in saving more than 92kg of used clothing, shoes, handbags and accessories from ending up in landfills – equivalent to saving more than 18,400 litres of water.

**Plastic Bottle Cap Collection**

Through collection buckets distributed around the School, the PRME and Sustainability Steering Committee has promoted concepts of the circular economy and recycling by collecting approximately seven kilograms of plastic bottle caps and delivering them to Greenbatch, WA’s first PET plastic reprocessing facility, which will be used in producing filament for 3D printers for schools.
Tree Planting

The PRME and Sustainability Steering Committee has advocated for and promoted tree planting to sequester carbon and combat climate change. In 2020, staff and students planted 208 trees in Whiteman Park, Mundy Regional Park, Booyeembara Park, and ECU, to name a few. For example, students in the undergraduate Foundations of Business unit (SBL1100) measured their class's carbon footprint throughout the semester and embarked on tree planting activities to offset that. The PRME and Sustainability Steering Committee aims to continue planting more trees in coming years and involve more students in caring for the environment and biodiversity.

As demonstrated in this section, ECU and SBL have a strong commitment to social responsibility, ethics, respect, and responsible leadership. The University has reduced its carbon footprint by a third since 2008 and has now started working towards carbon neutral operations by 2030. Staff and students from the School have enacted these values through programs such as the Wanneroo Urban Pantry, the ECU Tax Clinic, key initiatives through the PRME and Sustainability Steering Committee and programs run by Enactus ECU, which address needs within the local community.
SBL staff member, volunteer tree planting

Supported SDGs: 13, 15, 17
Principle 3: Method

**Objective:**

*SBL is committed to creating educational frameworks, materials, processes and environments that enable effective learning experiences for sustainability and responsible leadership.*

In line with the School’s sustainability strategy for transformative education for sustainability, SBL delivers responsible management and sustainability education across all its coursework programs. As discussed below, this begins at the course level with specific course learning outcomes (CLOs) focused on ethics and sustainability. In the last 12 months, each course has been mapped against the SDGs to identify exactly where the goals are addressed in each course. This continues at a unit level, where students are taught content focused on the SDGs, have access to industry speakers, participate in overseas study tours that are based around sustainability and participate in activities such as the World Climate Simulation.

**Course Learning Outcomes**

As part of the School’s continuous improvement in curricula, and in line with the requirements of AACSB accreditation, all courses have been mapped against a number of CLOs which include specific CLOs on ethics and social responsibility. This evidence-based approach assures the achievement of learning outcomes across core units are measured regularly and enables academics to use the data collected to improve the curriculum.

Undergraduate courses introduce, consolidate, and demonstrate a course learning outcome focused on ethics and sustainability (i.e., CLO 7: “Our graduates value professional behaviours and/or personal citizenship that reflect an appreciation of the interrelationship between business ethics and corporate social responsibility”).

Postgraduate courses introduce, consolidate, and demonstrate an ethics and sustainability-related CLO (i.e., CLO 5: “Our graduates justify decisions and judgements that address a complex program management issue considering the ethical and social consequences”).

SBL academics have used a combination of experiential learning activities, authentic case studies, simulations, debates, industry guest speakers, and critical analysis of sustainability-related incidents to promote global responsibility, sustainability, SDGs, and responsible leadership.

**SDG Mapping Across Courses**

SDGs address some of the most pressing social and environmental issues and challenges faced globally. Since 2020, SBL has embarked on mapping its courses against the SDGs, in consultation with the unit coordinators, to identify how the School educates students about SDGs throughout their learning journey. Table 1 provides an example of how the SDGs have been mapped.

Although the mapping is still progressing, the School has been able to identify gaps in addressing the SDGs in its courses and has developed several activities (both within curriculum and extra-curriculum) to

1 The Association to Advance Collegiate Schools of Business
address those gaps. In this way, students will develop a good understanding of the SDGs and how they can contribute to their realisation. This is an ongoing initiative and the School aims to complete the SDG mapping for its courses in the next reporting period by 2023.

Table 1: SDG Mapping for the Master of Human Resource Management (MHRM)

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<th>FBL5010 Managing People and Organisations</th>
<th>MAN5730 HRM Fundamentals</th>
<th>MAN6702 Attracting &amp; Retaining People</th>
<th>MAN6704 Managing Employee Performance</th>
<th>MAN6706 Managing Employment Relations</th>
<th>MAN6708 Developing Individuals, Leaders &amp; Organisations</th>
<th>OHS6205 Health, Safety &amp; Workplace Environment</th>
<th>MAN6712 Connecting Strategy &amp; HRM</th>
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SDG and Sustainability Content Development

To further integrate SDG and sustainability into units, the School completed a project which involved developing eight new educational modules focussing on SDGs. These modules cover the following SDGs and have been designed to be taught within existing courses. Two of them were piloted in units in Semester 2, 2020. The developed modules cover learning areas in Human Resource Management, Supply Chain Management, Strategy, Communications and Public Relations, Accountability, Governance, Marketing, and Leadership. They comprise sustainability-related reading and case studies, research articles, role-play, simulation, reflection, and game-based activities which have a touchpoint with the following SDGs:
World Climate Simulation

Undergraduate students in the Managing for Sustainability (MAN2610) unit took part in the award-winning World Climate Simulation game, playing the role of negotiators and policy makers at the United Nations Climate Change Summit. The unit is part of the Bachelor of Commerce, one of the largest courses in the University.

Students represented four groups (Developed Nations, Rapidly Emerging Economies, Other Developing Economies, and Fossil Fuel Industry Lobby) and over two rounds of negotiations made decisions on how to reduce global warming by the end of the century.

Towards the end of each negotiation round, groups could send their representatives to negotiate with other regions to help create a mutually beneficial agreement. At the end of each negotiation round, every group had the opportunity to give a speech to outline their selected goals and policies to the group and explain the reasons for their choices. The decisions were entered into the simulation software to see the impact of decisions made in real-time.

In addition to developing awareness and understanding of sustainability and the need for collaboration to achieve global action, the simulation offered students the opportunity to practice critical thinking, teamwork, negotiation, and presentation skills which are all important employability skills.

In one of the modules, students were introduced to all 17 SDGs. They used the simulation to specifically learn, reflect on, and address SDG 13 (Climate Action). This learning activity also contributed to SDG 14, 15, and 17. It enabled students to learn by doing, and practice becoming SDG Implementers in their current and future roles. In addition to addressing Principle 3 of PRME, this learning activity contributed to Principle 2 (Value) and Principle 6 (Dialogue).
Foundations of Business (SBL1100)

Foundations of Business (SBL1100) is a core introductory unit in the Bachelor of Commerce. A large part of the unit is focused on sustainability. In this unit, students are tasked with creating a blog on the topic of sustainable development. Using a business lens, students identify strategies and practices that contribute to a more sustainable world that aligns with social responsibility and creates a positive impact on society. Students use the Hart and Milstein Sustainable Values Framework (SVF) to demonstrate their conceptual and applied understanding of sustainable values by blogging a selected organisation in a way that demonstrates sustainability and present a business case for sustainability.

Integrated Business Application (SBL3500)

Integrated Business Application (SBL3500) is the capstone unit in the Bachelor of Commerce. The unit features a strong focus on corporate social responsibility (CSR) and sustainable business practices. There are several sustainability-related activities and assessments such as 4 case studies which require student discussion and debate on CSR and sustainability; critiquing a CSR PwC² movie; designing a CSR platform for a university; and answering a series of questions on contemporary CSR international issues. The final major assessment for the unit involves students working with not-for-profit local and international organisations in a range of activities such as designing sustainable organisations and crowdfunding.

² PricewaterhouseCoopers, a multinational professional services network of firms.
Industry Guest Speakers

In line with the School’s mission, SBL ensures its teaching is informed by relevant research and enriched by inviting guest speakers to share their experiences and perspectives on the major challenges faced in industry and current ways of addressing them.

Guest speakers provide a platform for students, academics and speakers to engage in meaningful dialogue around sustainability and responsible leadership, enabling all parties to connect theory with ethical practice.
Bhutan Business Sustainability Study Tour

Undergraduate students from SBL took part in a Business Sustainability study tour to Bhutan. The country was selected for the sustainability tour as Bhutan is a pioneer country in promoting Gross National Happiness and the only country in the world with a negative carbon footprint. The country's focus on reducing its negative environmental footprint and promoting environmentally friendly practices is exemplary.

Joined by undergraduate students from the School of Science, students took part in a collaborative group project that addressed sustainability in business and was linked to their course of study. This business sustainability tour enabled students to gain first-hand experience of environmental, cultural, social, political and economic factors influencing the way sustainability and business issues are managed in the region. The study tour ran in 2018 and 2019 with 16 students participating each year (7 SBL students in 2018 and 6 SBL students in 2019).

In this first reporting period, the School has made outstanding progress towards embodying PRME Principle 3: Method. The School has focused on incorporating sustainability and responsible leadership into course frameworks, through CLOs and mapping SDGs for each course, as well as at the unit and extra-curriculum level. Industry speakers, simulation exercises, study tours and in-class teaching have all been utilised to help students understand the SDGs and the role they play in furthering sustainability within their own spheres of influence.
Principle 4: Research

Objective:
SBL will engage in conceptual and empirical research that advances its understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

In line with the School’s sustainability strategy for impactful research, SBL is committed to encouraging, conducting and promoting impactful research and thought leadership in partnership with industry and community. In the past year, the School has experienced a rapid increase in external research grants, many of which feature sustainability-related themes. The School has more than 5 active researchers in the areas of CSR, business sustainability, and green business practices. The School seeks to promote SDG awareness in the next generation of researchers. Some of these research studies are presented in Table 2 and 4.

Externally Funded Research Projects

Table 2 below, lists external research grants awarded to the School since becoming signatories to PRME, that are aligned with one or more SDGs. Table 3, then maps each research project explicitly to SDGs indicating coverage and areas of focus.

Table 2: The School’s Externally Funded Research Projects

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Funding Body and Research Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Wellbeing Evaluation</td>
<td>Department of Police, Fire and Emergency Management Tasmania</td>
</tr>
<tr>
<td></td>
<td>Associate Professor Ben Farr-Wharton, Professor Kerry Brown, Professor Stephen Teo</td>
</tr>
<tr>
<td>2  Flexible Work and Psychological Safety: Best Practice to Advance Psychologically</td>
<td>NSW Government</td>
</tr>
<tr>
<td>Work from Alternate Locations</td>
<td>Associate Professor Ben Farr-Wharton, Professor Tim Bentley, Professor Stephen Teo, Professor</td>
</tr>
<tr>
<td></td>
<td>Maryam Omari, Dr Diep Nguyen, Dr Azadeh Shafaei, Dr Mehran Nejati</td>
</tr>
<tr>
<td>3  Evaluating a Multi-level Participatory Psychosocial Risk Intervention</td>
<td>Health Research Council of New Zealand</td>
</tr>
<tr>
<td></td>
<td>Professor Tim Bentley, Professor Stephen Teo</td>
</tr>
<tr>
<td>4  Business Continuity and Resilience – Capacity Building and Upskilling Post COVID-</td>
<td>WA State Government</td>
</tr>
<tr>
<td>19</td>
<td>Professor Kerry Brown, Associate Professor Ferry Jie</td>
</tr>
<tr>
<td>5  Mental Health – Enhancing Workplace Mental Health During and Post-COVID-19</td>
<td>WA State Government</td>
</tr>
<tr>
<td></td>
<td>Professor Tim Bentley, Professor Stephen Teo</td>
</tr>
<tr>
<td>6  Investigating the Opportunities and Challenges Posed by Disruptive and Converging</td>
<td>Department of Defence</td>
</tr>
<tr>
<td>Technologies in Cyber, IoT, AI and Autonomous Technologies</td>
<td>Professor Pi-Shen Seet, Dr Helen Cripps, Dr Anton Klarin</td>
</tr>
<tr>
<td>7  Managing Transport System Investment Risk</td>
<td>iMOVE Australia Limited</td>
</tr>
<tr>
<td></td>
<td>Professor Kerry Brown, Associate Professor Hadrian DjajadiKerta, Associate Professor Ferry Jie</td>
</tr>
<tr>
<td>Project Description</td>
<td>Funding Body and Research Team</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Project 8: Valuing Remote Workers</td>
<td>Department of Water and Environmental Regulation</td>
</tr>
<tr>
<td></td>
<td>Professor Maryam Omari, Associate Professor Ben Farr-Wharton, Professor Stephen Teo, Professor Tim Bentley, Dr Azadeh Shafaei</td>
</tr>
<tr>
<td>Project 9: Investigation into How the BHP Heritage Team (and Associate Teams) are Managing the Change in Work Dynamics due to COVID-19 While Maintaining Productivity</td>
<td>BHP Billiton</td>
</tr>
<tr>
<td></td>
<td>Professor Tim Bentley, Associate Professor Ben Farr-Wharton, Professor Maryam Omari, Dr Esme Franken, Dr Azadeh Shafaei</td>
</tr>
<tr>
<td>Project 10: Western Australia’s Place in the Chinese Outbound Tourism Market Boom</td>
<td>LH Global</td>
</tr>
<tr>
<td></td>
<td>Professor Sam Huang, Dr Jun Wen</td>
</tr>
<tr>
<td>Project 11: Diversity Disclosure in an Inclusive and Psychologically Safe Work Environment - A Work Guide for the WA Public Sector</td>
<td>Public Sector Commission</td>
</tr>
<tr>
<td></td>
<td>Professor Stephen Teo, Professor Tim Bentley, Professor Maryam Omari, Dr Esme Franken, Dr Azadeh Shafaei</td>
</tr>
<tr>
<td>Project 12: Sustainable Graduate Accounting and Finance Career Pathways: A Multi-Stakeholder Approach</td>
<td>CPA Australia</td>
</tr>
<tr>
<td></td>
<td>Professor Denise Jackson</td>
</tr>
<tr>
<td>Project 13: Optimising Regional SME Resilience and Employment Workflow by Customer-led (DIY) Re-engineering of Financial Planning and Advisory Services Supply Chains</td>
<td>Intelligence Mutualisation and Communication Services Pty Ltd</td>
</tr>
<tr>
<td></td>
<td>Professor Kerry Brown, Associate Professor Hadrian, Dr Esme Franken, Dr Violetta Wilk</td>
</tr>
<tr>
<td>Project 14: Carers Connect to Education and Employment (Try, Test and Learn)</td>
<td>Australian Medical Association (WA)</td>
</tr>
<tr>
<td></td>
<td>Dr Uma Jogulu, Professor Stephen Teo, Dr Esme Franken</td>
</tr>
<tr>
<td>Project 15: Exploring the Swan Valley Wine Region’s Destination Brand Identity</td>
<td>Swan Valley and Regional Winemakers Association</td>
</tr>
<tr>
<td></td>
<td>Dr Stephanie Meek, Dr Violetta Wilk</td>
</tr>
<tr>
<td>Project 16: Enabling the Development of Enterprise Skills among Higher Education Students through Work Integrated Learning (WIL) in Co-working Spaces</td>
<td>Spacecubed Foundation</td>
</tr>
<tr>
<td></td>
<td>Professor Denise Jackson, Dr Stephanie Meek</td>
</tr>
<tr>
<td>Project 17: Maritime Tourism in Indonesia: The Role of State-Owned Enterprises (SOEs) in Facilitating Regional Development</td>
<td>Global Total Lubrindo</td>
</tr>
<tr>
<td></td>
<td>Associate Professor Hadrian Djajadikerta</td>
</tr>
<tr>
<td>Project 18: Preparation and Delivery of Research Reports on Current Rail Topics: a) Social Licence for Freight Rail b) Diesel Locomotive Energy Optimisation and CO2 Reduction</td>
<td>Australasian Centre for Rail Innovation</td>
</tr>
<tr>
<td></td>
<td>Professor Kerry Brown, Associate Professor Hadrian, Dr Esme Franken, Dr Ferry Jie</td>
</tr>
<tr>
<td>Project 19: Examining Residents Waste Source Behaviour: An Indication of the Effectiveness of the Three-Bin Rollout Campaign by Joondalup City Council</td>
<td>City of Joondalup</td>
</tr>
<tr>
<td></td>
<td>Dr Edmund Goh, Professor Kerry Brown, Associate Professor Hadrian Djajadikerta, Associate Professor Ferry Jie</td>
</tr>
</tbody>
</table>

Note: Chief Investigators are underlined
Table 3: SDG Mapping of the School’s Externally Funded Research Projects

<table>
<thead>
<tr>
<th>Project No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
</tr>
</thead>
</table>
| PRME Pitch Challenge 2020

The PRME Pitch Challenge 2020 was a collaborative initiative undertaken by all four public universities in Western Australia, namely ECU, Curtin University, Murdoch University, and University of Western Australia (UWA). This initiative involved challenging higher degree research students in the business discipline to explain how their research matches or contributes to the SDGs. HDR students were invited to submit a 1000-word extended abstract that discussed research aims, method and preliminary findings (if applicable) and how their research addresses the SDGs and the implications of their research in relation to the SDGs.

To incentivise participation in the challenge, the winning submission would receive funding to cover registration fees at the Australia and New Zealand Academy of Management (ANZAM) Conference in Perth in 2021. The conference, hosted by ECU, was scheduled to be held in December 2020 in Perth, but has been postponed to December 2021 due to COVID-19.

The judging panel for the PRME Pitch Challenge consisted of one academic from each...
of the institutions: Dr Donella Caspersz (UWA); Dr Martin Brueckner (Murdoch University); Dr Mehran Nejati (ECU); and Dr Robyn Ouschan (Curtin University).

Overall, 14 entries were received, consisting of six from Curtin University, five from ECU, two from UWA, and one from Murdoch University.

Each submission was judged by three independent judges. The judging panel were not allowed to judge submissions from their own university. Submissions were assessed based on four main criteria: quality of research approach (20%); clarity of research approach (20%); relevance of the research to SDGs being clearly outlined (30%); and implications of the research to the SDGs being strongly demonstrated (30%). These were scored on a scale of 1 to 5 (1 = doesn’t meet expectations; 2 = needs work; 3 = adequate; 4 = good; 5 = excellent). The judging panel unanimously selected a submission from UWA as the winner of 2020 PRME Pitch Challenge. All participants were subsequently informed of the outcome and further invited to write a paper based on their research for ANZAM 2021 Conference in Perth.

Based on students’ perceptions of their research contributions to SDGs, the goals most embraced among submissions were:

- SDG 11 (Sustainable Cities and Communities);
- SDG 9 (Industry, Innovation and Infrastructure); and
- SDG 12 (Responsible Consumption and Production).

Figure 3 below shows a summary of perceived contributions to SDGs across the 14 submissions received for the pitch challenge.
Professor Tim Bentley (Former Associate Dean of Research at SBL and currently the Director of ECU’s Strategic Research Centre on Work and Wellbeing) congratulated the organising team for the PRME Pitch Challenge and regarded the initiative as being ‘very worthwhile and good engagement’ across WA universities.

**Sustainability-Related Research Publications**

The School also boasts several sustainability-related research publications for this reporting period, as listed in Table 4 below. Alignment with SDGs have been provided.

*Table 4: The School’s Sustainability Research*

<table>
<thead>
<tr>
<th>Research Publication</th>
<th>SDG Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goh, E., &amp; Jie, F. (2019): To waste or not to waste: Exploring motivational factors of Generation Z hospitality employees towards food wastage in the hospitality industry</td>
<td>2, 12</td>
</tr>
<tr>
<td><em>International Journal of Hospitality Management</em></td>
<td></td>
</tr>
<tr>
<td><em>Pacific Accounting Review</em></td>
<td></td>
</tr>
<tr>
<td><em>Corporate Social Responsibility and Environmental Management</em></td>
<td></td>
</tr>
<tr>
<td><em>International Journal of Manpower</em></td>
<td></td>
</tr>
<tr>
<td>Wang, M., &amp; Jie, F. (2020): Managing supply chain uncertainty and risk in the pharmaceutical industry</td>
<td>3</td>
</tr>
<tr>
<td><em>Health Services Management Research</em></td>
<td></td>
</tr>
<tr>
<td><em>Global Business Review</em></td>
<td></td>
</tr>
<tr>
<td><em>Journal of Higher Education Policy and Management</em></td>
<td></td>
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<tr>
<td><em>Nonprofit and Voluntary Sector Quarterly</em></td>
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</tr>
</tbody>
</table>
SBL is purposeful in engaging in research activities that align with the SDGs and provide insight into the role of corporations in creating sustainable social, environmental and economic value. In the last two years the School has undertaken 19 externally funded research projects that consider aspects of eight of the SDGs. This is in addition to several research papers that investigate aspects of sustainability and corporate responsibility published over the 2019–2020 period. The School has also engaged with higher degree by research (HDR) students in a 'pitch challenge' to encourage more HDR students to consider and align their research with the SDGs.
Principle 5: Partnership

Objective:

*SBL will interact with managers of business corporations, society and other stakeholders to build knowledge around the challenges involved in meeting social and environmental responsibilities, and to explore effective approaches to meeting these challenges, collaboratively.*

Partnerships are essential to amplify SBL’s commitment to sustainability and SDGs in the Decade of Action⁴. Discussed below are some selected initiatives which outline how the School interacts with various stakeholders and organisations to understand, explore and address sustainability challenges.

SDG Challenge WA 2020

Organised in partnership with WA PRME signatories (ECU, Murdoch University, Curtin University, and the University of Western Australia), and representatives from industry and government, the SDG Challenge WA aimed to build knowledge around sustainability challenges, and mainstream Education for the SDGs (ESDGs). The challenge invited students to work in teams to reflect upon SDGs, identify a problem and articulate a solution to it.

As an educational and transformative student engagement forum, it enabled students to collaborate by working in multi-disciplinary teams from different universities. It fostered real-world learning, innovative thinking and creative problem-solving, and encouraged students to take ownership of the solutions emanating from the event. The event took place in September and October 2020, with all sessions, design thinking workshops, and team meetings occurring online via MS Teams or Zoom.

Dr Belinda Gibbons (Chair of Australia and New Zealand PRME Chapter) made some opening remarks on the first day of the event. The final Pitch Day was held face-to-face at Murdoch University’s Launchpad, where students had the opportunity to network and present their ideas to a panel of judges.

The event was attended by 53 students forming 11 teams across the 4 selected SDGs as per the following table (Table 5).

Table 5: Teams participating in SDG Challenge WA 2020

<table>
<thead>
<tr>
<th>5 teams</th>
<th>1 team</th>
<th>2 teams</th>
<th>3 teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 DECENT WORK AND ECONOMIC GROWTH</td>
<td>10 REDUCED INEQUALITIES</td>
<td>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</td>
<td>13 CLIMATE ACTION</td>
</tr>
</tbody>
</table>

⁴ World leaders, at the SDG Summit in September 2019, called for a Decade of Action, pledging to mobilize financing, enhance national implementation and strengthen institutions to achieve the Goals by the target date of 2030.
All final presentations were judged by 7 independent judges from industry, local government, and academia. The judging was assessed according to 4 criteria on a 10-point scale ranging from 1 (poor) to 10 (excellent):

- **Integration**: the team’s pitch demonstrates consideration of how the chosen SDG connects with other SDGs.
- **Inclusion**: the team’s pitch demonstrates all members’ participation in developing the idea and/or the presentation.
- **Innovation**: the pitch idea or presentation proposes a new approach to the problem.
- **Interrogation**: the team explored in depth the problem statement, using design thinking tools.

Student participation in the challenge was recognised with presentation of a certificate of participation. Teams achieving a score of 5 or more in each criterion were emailed an electronic badge of achievement to add to their LinkedIn profile.

The top performing team addressed SDG 10 (reducing inequalities) and proposed digitally integrating conversations among youth and politicians, with the aim of highlighting the need for politicians to better demonstrate active listening skills.

The winning team, (see photo below), comprised of students from ECU, Murdoch University and the University of Western Australia (UWA). The team was mentored by Dr Susan Bailey (ECU School of Arts and Humanities) and Dr Mehran Nejati (ECU School of Business and Law).
National Indigenous Business Summer School WA

National Indigenous Business Summer School (NIBSS) in WA is a joint initiative between Curtin University, Edith Cowan University, Murdoch University, and UWA under the auspices of the Australian Business Deans Council. The Katitjin Boya Birrit program was designed by a steering committee and academic leads from each institution, together with UWA’s School of Indigenous Studies and Centre for Social Impact with the ongoing guidance of Dr Richard Walley OAM. It is a powerful example of innovation and collaboration across educational institutions in WA.

In 2020, the program received over 60 applicants from year 10 and 11 Indigenous high school students from across WA. The 27 students who were selected to participate in the program were from the Perth metropolitan area, the Pilbara, Kimberley, Goldfields, South West and the Wheat Belt. Over fifty percent of participants were from regional WA and the majority of students participating were from public schools, with an even split of genders.

The Katitjin Boya Birrit program is designed to give students the opportunity to experience a week-long residential program and immersive experience into business and business studies at a university level, supported and inspired by university academics and Indigenous entrepreneurs. Academics include Dr Simon Minaee (Murdoch University), Dr Louis Geneste (Curtin University), Dr Lizabeth Ooi (UWA), Daniel Cahill Ooi (UWA), and Gary Marchioro (ECU) with facilitation by Jeremy Chetty (Co-Founder and Director of Student Edge) and expert contributions from Amanda Healy (CEO of Kirrikin), Oral McGuire (Noongar Chamber of Commerce and Industry), Karen Jacobs (Noongar Chamber of Commerce and Industry) and Kim Collard (Bibbulmun Fund).

The SDG Challenge WA and the National Indigenous Business Summer School Program are two examples how SBL is engaging with other universities, industry and the wider community to build knowledge of social and environmental responsibilities and consider how these challenges can be met. The success of these two programs was underpinned by the commitment from all stakeholders to advancing sustainability and social responsibility within the WA context and further afield.
Principle 6: Dialogue

**Objective:**

* SBL is committed to facilitating and supporting dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues relating to global social responsibility and sustainability.

The School has been working steadily towards PRME Principle 6: Dialogue, by conducting events to raise awareness of SDGs and sustainable business practices more broadly. In this reporting period, the School facilitated a yarning circle for the first time, to discuss recent developments in green HRM practices. The School also held a seminar to promote a social entrepreneurship as part of global ACT4SDG activities.

**Yarning Circle**

As an important process within Aboriginal and Torres Strait Islander culture, a yarning circle is a harmonious, creative and collaborative way of communicating to encourage responsible, respectful and honest interactions between participants, while building trusting relationships.

In August 2020, the School organised its first yarning circle in partnership with the student-led ECU Human Resource Management Club. The session was facilitated by Mr Nigel Andrews, ECU’s Aboriginal and Torres Strait Islander Employment Coordinator.

The event brought together students, academics and professional staff from across the University to discuss the topic of ‘Green HRM and Sustainability’ in an inclusive and inspiring setting. More than 30 participants joined the yarning circle in person and via Zoom. With promotion on social media, the event reached a local and national audience of 2,300.
Developing Your Social Entrepreneurship Mindset

In September 2020, as part of the Global Week to Act for SDGs, the School held a special event called ‘Developing Your Social Entrepreneurship Mindset’, in collaboration with Enactus ECU. The event represented a partnership between academia, industry and local government, and featured a presentation on impact measurement from Daniel Mackey (Manager, Regenerative Business and Sustainability, Impact Seed). Daniel’s presentation was followed by a cross-sector panel discussion focussing on social entrepreneurship. The panellists were Vicki Hodgson (Director, Blow Your Own Mind), Michelle Rhodes (Director, 360 Environmental Pty Ltd), Nashid Chowdhury (Economic Development Lead, City of Joondalup) and Dr Mehran Nejati (Director, PRME and Sustainability, SBL).

The event was attended by 35 participants with a diverse mix of students, staff, industry representatives and community members. Discussions were enriching and achieved the objective of raising awareness of and a commitment to act to help achieve the SDGs. A key outcome of this event was the development of a new collaborative project between Enactus ECU and the City of Joondalup to address gaps in social and environmental outcomes in the local community. The School looks forward to reporting on progress in the next SIP.

SBL is committed to bringing together people from across the education sector, private industry and government organisations within WA to discuss sustainability and social issues pertinent to all stakeholders and the WA region.
Conclusion and Future Directions

The School of Business and Law at ECU has made outstanding progress to embed the principles of ethics, sustainable development goals, global social and environmental responsibility, responsible leadership and sustainability into its teaching, research and daily operations. With a structured approach to curriculum integration, growing research profile and tangible, and visible efforts towards organisational sustainability in daily operations, the School has established strong foundations in the first two years of becoming a signatory to PRME.

Some of the School’s key objectives for the next 24-month period in support of the six PRME principles are as the following:

- complete the SDG mapping for our courses and identifying ways to better integrate them in our teaching and learning;
- continue to raise awareness on sustainability among our students and staff through special events and seminars;
- continue to organise and grow the WA SDG Challenge in partnership with other PRME signatories in WA;
- establish a calendar of sustainability awareness events; and
- Carbon literacy training for the School to promote behavioural change towards sustainability.

The School is committed to the implementation of its sustainability strategy, with a progress review in light of challenges posed by the COVID-19 pandemic. In the years ahead, the School will continue to collaborate with its partners and forge new relationships to advocate for and implement sustainability values and practices, and to foster this spirit with the next generation of managers and leaders.
Appendix 1: SDG Matrix

1. **No Poverty**
   - Urban Pantry
   - Knitting for homeless

2. **Zero Hunger**
   - Urban Pantry

3. **Good Health and Wellbeing**
   - Wellness at work
   - SBL Annual Soccer
   - Yoga and Meditation sessions

4. **Quality Education**
   - ECU IMPACT ranking
   - SBL QILT ranking

5. **Gender Equality**
   - Women in leadership club
   - Leadership opportunities for female students

6. **Clean Water and Sanitation**
   - Water saving through GIVE Initiative

7. **Decent Work and Economic Growth**
   - Yarning Circle on Green HRM
   - SDG Challenge WA 2020

8. **Reduce Inequalities**
   - Kneeling for equality
   - Knitting for homeless
   - Urban Pantry
   - SDG Challenge WA 2020

9. **Responsible Consumption and Production**
   - Bottle cap collection
   - GIVE Initiative
   - SDG Challenge WA 2020

10. **Climate Action**
    - Running World Climate Simulation
    - ACT4SDGs 2019
    - Tree Planting
    - SDG Challenge WA 2020

11. **Life on Land**
    - Tree Planting

12. **Partnerships for the Goals**
    - GIVE Initiative
    - Trillion Trees
    - City of Joondalup
    - Greenbatch
# Appendix 2: PRME Matrix

<table>
<thead>
<tr>
<th>School Initiatives</th>
<th>PRME Principles</th>
<th>SBL Sustainability Pillars</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Purpose</td>
<td>2) Values</td>
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<tr>
<td>ECU Tax Clinic</td>
<td>✓</td>
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<tr>
<td>Enactus ECU</td>
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<td>✓</td>
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<tr>
<td>Wanneroo Urban Pantry</td>
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<tr>
<td>GIVE Initiative</td>
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<td>✓</td>
</tr>
<tr>
<td>Knitting for Homeless</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Yarning Circle</td>
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<td>✓</td>
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<tr>
<td>ACT4SDGs</td>
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<td>Industry Research</td>
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<td>PRME Pitch Challenge</td>
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<tr>
<td>SDG Challenge WA</td>
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<td>✓</td>
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<tr>
<td>Tree Planting</td>
<td>✓</td>
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<td>Sustainability Study Tour</td>
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<tr>
<td>Kneeling for Equality</td>
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<tr>
<td>World Climate Simulation</td>
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<td>SDG Mapping across Courses</td>
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<td>Indigenous Business Summer School WA</td>
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<tr>
<td>Plastic Bottle Cap Collection</td>
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