

Principles for Responsible Management Education

Edith Cowan University School of Business and Law

Sharing Information on Progress
Report May 2023



Future ECU City campus

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Executive Summary

This report provides an overview of the progress made in sustainability and responsible management by Edith Cowan University's (ECU's) School of Business and Law (SBL) for the reporting period 2021-2022. The report is presented in alignment with the six key Principles of PRME (Purpose, Values, Method, Research, Partnership, and Dialogue) and provides the following content:

Purpose contextualises ECU's purpose of transforming lives and enriching society; provides details of alignment between SBL activities and specific SDGs (United Nation's 17 Sustainable Development Goals)¹; and outlines the progress that has been made since the formation of the PRME and Sustainability Steering Committee.

Values highlight some of the significant activities that demonstrate how SBL leads the way in incorporating the values of social responsibility, sustainability, and respect.

Method outlines SBL's progress in integrating sustainability and responsible management into educational frameworks, learning experiences, and materials.

Research provides examples of impactful research by SBL scholars, that contribute to sustainability and SDGs.

Partnership outlines the progress of forging new partnerships and maintaining and leveraging existing ones to help meet social and environmental challenges.

Dialogue details examples of how SBL facilitates and supports dialogue on critical issues relating to global social responsibility and sustainability among its diverse community and offers examples of the types of mechanisms used to enable the dialogue, including significant events delivered by SBL and ECU.

The report also includes relevant case studies and vignettes and concludes with a succinct assessment of our progress against previous objectives and outlines our future goals.



¹ <https://www.sdgdata.gov.au/>

A Message from the Vice-Chancellor



Edith Cowan University (ECU) was established as a University over 30 years ago, with history as a learning institution dating back over 100 years. As we celebrated our 30th Anniversary in 2021, we reflected on some of the significant achievements over this time. Key highlights include the transformation into a multi-campus University and the external recognition we have received for our progress in sustainability and societal impact.

In 2022, ECU was awarded our first SAGE Cygnet Award by Science in Australia Gender Equity (SAGE), as part of their international Athena Swan accreditation and awards program for gender equity, diversity, and inclusion. This is in recognition of our progress and impact in these areas, and more specifically for our work to promote equitable access to flexible working arrangements. We achieved Gold Status Accreditation as a Mental Health First Aid Workforce. The ECU School of Business and Law (SBL) successfully received the AACSB International accreditation in 2022. This provides international recognition of ECU's strong focus on innovation, quality

education, and research with global impact.

Our core purpose of transforming lives and enriching society remains unchanged as we head into the next stage in our evolution, the ECU City project. Jointly funded by the Australian Government, the Western Australian Government, and ECU as part of the \$1.5 billion Perth City Deal, the ECU City project is part of an exciting new development that will activate the heart of Perth's Central Business District (CBD) by delivering a world-class Creative Industries, Business, and Technology campus. ECU City aims to create an environment that encourages different ways of thinking and working, realising a transformation in university education – integrating education with business and community, and becoming a key part of the city. This \$853 million ECU project has been the impetus for the institution's new strategic direction – a transition into the University of the Future to ensure we keep pace with the evolving expectations of our students, partners, and communities.

ECU City will reflect our commitment to sustainability – the new campus will hold a Five Star Green Rating, have an intelligent façade design, sun shading, and adaptive and energy-efficient climate control with natural ventilation. ECU City will be located on an ancient site of learning and gathering, where the traditional owners of the land, the Whadjuk Noongar people, have lived, and been connected to for thousands of generations. The campus design and programming will celebrate the area's rich cultural history, inspired and informed by knowledge and insight shared through our Whadjuk Noongar Elders Cultural Advisory Group. ECU will continue to commit to its sustainability and to improve outcomes for our communities, through various new and existing initiatives. The University's 2022-2026 Strategic Plan *Towards the University of the Future* and supporting plans; *Aboriginal and Torres Strait Islander; Educational Experience; People and Culture; and Equity and Inclusion Plans*; demonstrate ECU's intent to continue to advance its impact on social sustainability. I am pleased to endorse ECU's latest PRME SIP Report and affirm my continuing support for the PRME process.

Professor Steve Chapman CBE

A handwritten signature in black ink, appearing to read 'S Chapman', written over a light blue horizontal line.

Vice-Chancellor
Edith Cowan University

A Message from the Executive Dean

I am pleased to provide the first update on our progress in PRME over the past two years with this second SIP Report for the School of Business and Law (SBL) at Edith Cowan University (ECU).

We are proud of the advancement we have made in honouring our commitment to sustainability and responsible management, since becoming an advanced signatory to PRME in 2019. The continued effort, led by our PRME and Sustainability Steering Committee, has ensured our commitment is actualised through a range of activities and initiatives. Key highlights for 2021 to 2022 include the Enactus Sustainability Festival, for which we were delighted to be awarded 'The Race for Climate Action' award, at the 2022 Enactus Australia National showcase, and the Carbon Literacy training. To maximising our impact on the Carbon Literacy Action Day (CLAD), ECU SBL was named one of just three winners of the 'CLAD Catalyst Award' for 2022. The team was recognised for using the training to inspire a cascade of positive action that addresses climate change at scale, having delivered the training to such an influential cohort.



Looking forward, we are enthusiastic to be implementing a Societal Impact Strategy. This will build on our existing Sustainability Strategy, with the addition of a fourth pillar *Partnering for Change* that will amplify positive societal impact.

The School's strategic priorities, as outlined in the SBL 2022 – 2026 Strategic Plan, support our agenda around societal impact. The priorities will be achieved through practical activities that will ensure our intentions are realised. Such activities include the development of strategic attraction, recruitment, and retention initiatives to grow a workforce that is reflective of our community, and the development of curricula and research streams that promote social justice and positive social change to promote equity, diversity, and excellence.

I take this opportunity to thank our staff and students for their efforts to date. I also look forward to the additional leadership, capacity, and societal impact expertise that we will gain through the appointment of two new professors: a Professor in Business Ethics, and a Professor of Corporate Responsibility Sustainability, commencing in January 2023.

Professor Maryam Omari

A handwritten signature in black ink, appearing to be 'M. Omari', written over a horizontal line.

Executive Dean
ECU School of Business and Law

About Edith Cowan University



Edith Cowan University (ECU) has a proud history of more than a century of service to education in Western Australia (WA). Originally founded as a teacher's college in 1902, it later amalgamated with several other teacher-training institutions to form the Western Australian College of Advanced Education in 1982 and was subsequently awarded university status in 1991 by an Act of the WA Parliament.

The University's beginnings, together with the rich legacy of its namesake, Edith Dircksey Cowan, have moulded and shaped ECU's identity and operations over the past 30 years. Edith was the first female elected to parliament in Australia and played an instrumental role in obtaining votes for women in Western Australia. She was a fierce advocate for the rights of women, children, and the underprivileged and believed education was fundamental to tackling the social issues of that time.

In keeping with this legacy, ECU's crest displays the words *Freedom Through Knowledge*. The crest is a reminder of the transformational power of education, providing students of all ages and backgrounds with the means to open the doors to a brighter future.

The University continues to honour its heritage by strongly focusing on the success of its diverse student body and providing them with the tools to succeed in a modern, inclusive, and supportive learning environment.

In just 30 years, ECU has grown into a quality university serving communities across Australia and internationally. ECU has an outstanding reputation for excellence in teaching and learning, a growing research profile, and boasts state-of-the-art facilities. The University has two metropolitan campuses at Mount Lawley and Joondalup, both located in Perth, and the largest regional campus in WA at Bunbury (200 km south of Perth), which predominately serves the South West region of WA. Eight Schools collectively deliver a diverse range of courses across Arts and Humanities, Business and Law, Education, Engineering, Medical and Health Sciences, Nursing and Midwifery, Science, and the Western Australian Academy of Performing Arts.

ECU is guided by its purpose to transform lives and enrich society through education and research. The university aims to lead the sector in student educational experience, research with impact, and positive contributions to industry and communities. To realise this vision, ECU ensures that it is dedicated to every student's success, provides real-world research solutions, creates partnerships for economic and social well-being, empowers its staff to lead in a diverse and values-based organisation, and secures its future through innovation and leadership.

The university upholds the values of *Integrity* (being ethical, honest, and fair and demonstrating trust and personal responsibility), *Respect* (treating everyone with dignity and respect), *Rational Inquiry* (decision-making driven by evidence, sound reasoning, and creative thinking), *Personal Excellence* (demonstrating the highest personal and professional standards), and *Courage* (being bold and resolute in thinking and actions in pursuit of our goals).

Indigenous Matters

Edith Cowan University (ECU) acknowledges and respects the continuing association with the Noongar People, the Traditional Custodians of the lands upon which its campuses are based. In particular, acknowledgment is made that ECU's Joondalup and Mount Lawley campuses stand in the area of the Whadjuk clan, while the South West Campus is in the lands of the Wardandi clan.

Reconciliation

In 1998, ECU published a Statement of Reconciliation; its first expression of its commitment to reconciliation between Aboriginal and non-Aboriginal Australians. The commitment was further articulated in the ECU Strategic Plan 1998-2002 and was restated as an ECU Statement of Commitment to Indigenous Australians. An over-arching ECU Equity Statement of Commitment was also produced, to articulate the University's aims and aspirations for a supportive and inclusive learning environment, and services to students, staff, and the community.

ECU's Reconciliation Action Plan (RAP) journey began in 2010 through the leadership of the University's Indigenous Consultative Committee (ICC), resulting in the launch of the inaugural plan (2011-2012) through to the latest, three-year plan (2018-2021). Recently, like many universities, ECU has moved away from the RAP and instead, ECU's guiding document for reconciliation is the ECU 'Aboriginal and Torres Strait Islander Plan'². This is one of seven Supporting Plans that sit under the 2022-2026 ECU Strategic Plan.

The overall purpose of the Aboriginal and Torres Strait Islander Plan² is to articulate a whole-of-institution vision for ECU to further progress its commitment to Aboriginal and Torres Strait Islander students, staff, people, families, and communities. This vision is one to which all areas of the University can and should contribute. This plan was developed in consultation with ECU's Aboriginal and Torres Strait Islander community and key external stakeholders. It is informed by broader strategies such as the Universities Australia Indigenous Strategy.

Recognising Noongar Culture at the Heart of Planned ECU New City Campus

In recognition of Noongar culture, a newly commissioned artwork has been unveiled as work starts on the future \$853 million ECU City Campus, due to be completed in late 2025.

As a celebration of Aboriginal and Torres Strait Islander culture and educational excellence, the special digital wordmark was created by local Whadjuk, Ballardong and Yuat artist, Jarni McGuire, as part of ECU City's broader placemaking visual program, and will be displayed during the new campus' construction phase.

The artistic wordmark tells an ancient story of people and place. It conveys a shared sense of history and speaks to the transformation of Perth –

known as Boorloo by the Noongar people. The digital artwork also signifies the contribution of two historical female figures whose legacies have left a lasting impact on Western Australia and ECU – Fanny Balbuk Yooreel and Edith Cowan herself. Fanny Balbuk Yooreel was a prominent Noongar woman. She was considered a leader and visionary who walked Perth's lakes system to advocate for the land rights of her people, including traversing the area around the ECU City site.



ECU City digital wordmark

² https://www.ecu.edu.au/__data/assets/pdf_file/0006/970638/ECU-Aboriginal-and-Torres-Strait-Islander-Plan-2022-2026.pdf

About the School of Business and Law

ECU's School of Business and Law (SBL) is located on the University's Joondalup campus and is renowned for its innovative approach to education. SBL is proud of its solid academic reputation, award-winning student accomplishments, and higher education offerings that are highly regarded by industry. The School has recently been named the Number 1 Business School in Australia for quality by the prestigious BOSS Magazine of the Australian Financial Review (September, 2022) based on our performance on national and international metrics.

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 is specifically renowned for its innovative approach to education, one that challenges students to fully realise their talents in making a positive difference. According to the results of the national Australian Quality Indicators for Learning and Teaching (QILT)³, ECU was the highest-ranked public university in Australia for undergraduate overall experience in the Business discipline. ECU was the 3rd ranked public university in Australia for postgraduate overall experience.

The following table, drawn from 2021 QILT Survey Results, provides a snapshot of students' experience in SBL compared to the national average. The 2022 data is not yet available. These surveys are national and therefore we only have lag data.

	ECU SBL Students	National Average
Undergraduate (Business Discipline)		
Students had a positive experience	81.6%	68.8%
Students were positive about their skills development	83.7	75.3
Students rated the teaching practices positively	84.7%	75%
Students were positive about their interactions with staff and students	60%	46.2%
Students were happy with facilities and resources	88.4%	76.1%
Students rated support services positively	81.5%	71.6%
Postgraduate (Business Discipline):		
Students had a positive experience	80.4%	71.6%
Students were positive about their skills development	87.9%	78.7%
Students rated the teaching practices positively	88%	78.9%
Students were positive about their interactions with staff and students	64.3%	45.4%
Students were happy with facilities and resources	90.7%	74.9%
Students rated support services positively	86%	75.2%

Table 1: 2021 QILT Survey Results – Comparison of SBL students with the national average

³ The Quality Indicators for Learning and Teaching (QILT) are a suite of government-endorsed surveys for higher education, across the student life cycle from commencement to employment. Source: <https://www.qilt.edu.au/>

Introduction

Universities play a crucial role in realising Sustainable Development Goal (SDG) 4 - Quality Education is one of the 17 SDGs of the United Nations. Education can and should educate and empower students in transforming their organisations for sustainability. University students are current and future leaders and decision-makers; therefore, ECU's School of Business and Law (SBL) is committed to developing students' capabilities and mindset for sustainability and responsible management.

The report format replicates the order of the Six Principles of PRME⁴ (Purpose, Values, Method, Research, Partnership, and Dialogue), and demonstrates how SBL has addressed the objective for each Principle for the reporting period 2021-2022.

The Six Principles of PRME



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, curricula, and organisational practices 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 5: 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.

Figure 1, on the following page, provides an overview of SBL's responsible management education highlights for 2021 to 2022. The activities for which will be elaborated on within this report.

⁴ <https://www.unprme.org/what-we-do>

2021 – 2022 SBL’s Responsible Management Education Highlights



Figure 1: SBL’s Responsible Management Education Highlights for 2021 to 2022

Principle 1: Purpose

ECU School of Business and Law 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



ECU has a rich legacy for societal impact that focuses on positive student outcomes for non-traditional groups such as mature-age students, first-in-family students (those who are the first within their immediate family to attend university), students with a disability, and students from culturally and linguistically diverse backgrounds. The ECU Strategic Plan 2022 – 2026 Towards the University of the Future has articulated several societal impact objectives across its five goals. These include:

- Widening participation and student success for diverse groups including Aboriginal and Torres Strait Islander students;
- Sustaining purposeful research partnerships that deliver positive benefits to stakeholders;
- Providing an internationalised student experience that promotes global citizenship;
- Recruiting and developing a diverse workforce, addressing inequities of opportunity; and,
- Effecting social change through engaged teaching and research.

SBL provides opportunities for students to contribute to an inclusive and sustainable world through several teaching and learning, and extra-curricular, activities that are focused on sustainability and SDGs. These activities and their impact are outlined in this report.

Aligned with ECU's purpose of transforming lives and enriching society, the University is committed to making a positive impact by offering high-quality education. ECU has been recognised for its teaching quality in the Good Universities Guide (GUG) with the highest possible 5-star rating for 16 years in a row. ECU's School of Business and Law, specifically, is renowned for its innovative approach to education, one that challenges students to fully realise their talents in making a positive difference. In addition to the aforementioned QILT rankings, ECU's School of Business and Law was ranked as the top Business School in Australia for Quality, by the Australian Financial Review (AFR) BOSS Best Business Schools list⁵. Additionally, the results of the 2022 Graduate Outcomes Survey (GOS) reveal that ECU's 2022 GOS full-time employment rate (domestic undergraduate) is 75.7% (compared to 79.1% nationally). The full-time employment rate (domestic undergraduate) for ECU's Business and management area is 72.8% and the median graduate salary is the highest among its competitors.⁶

The PRME and Sustainability Steering Committee has continued to champion the School's responsible management and sustainability practices. With its diverse representation of staff from different disciplines and students, the Steering Committee has been leading the School in the integration of sustainability, responsible management, Sustainable Development Goals (SDGs), and ethics. SBL is embedding SDGs in teaching and learning; extra and co-curricular activities; research; and actions, through the operationalisation of the SBL Sustainability Strategy developed in 2020. Numerous engaging and innovative sustainability-focused initiatives have been delivered in 2021 – 2022. These include the Green Business Lab, En-ROADS Climate Simulator, Online Study Tours, Enactus Sustainability Festival, Carbon Literacy Training, Global Goals Jam, and the SDG Challenge WA. These will be discussed in subsequent sections of this report.

In 2022, SBL received AACSB (Association to Advance Collegiate Schools of Business) International accreditation. As a part of accreditation, SBL has developed a draft Societal Impact Strategy. To date, the School's Sustainability Strategy (developed by the Committee in 2020) has shaped the School's

⁵<https://www.afr.com/lists/best-business-schools>

⁶[https://www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)#anchor-3](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos)#anchor-3)

approach to societal impact. The new Strategy will extend and draw together the various strands of the previous strategy and establish more ambitious goals. This plan will develop the next generation of business leaders who will drive business innovation to improve our society and our planet. The draft Societal Impact Strategy builds on the 3 pillars: Transformative Teaching and Learning, Impactful Research, and Leading by Example, from the former strategy with the addition of a fourth pillar: Partnering for Change. These pillars reflect SBL’s commitment to the six PRME principles.

The Strategy will be finalised in 2023, following input from the newly appointed Professors of Business Ethics (Edward Wray-Bliss) and Corporate Responsibility and Sustainability (Gabriel Eweje). The new strategy will continue to align with the strategic goals of the University, and the School. The School’s mission will remain paramount, ensuring the sustainability agenda is embedded in SBL’s values, strategy, and actions.

SBL selected SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action) as their priority areas of focus. SBL’s finalised Societal Impact Strategy will be operationalised by the PRME and Sustainability Steering Committee through a variety of initiatives.

The Method section of this report will cover the “Transformative Teaching and Learning” pillar of the strategy, while the Research section will address “Impactful Research”. The partnership will cover “Partnering for Change”, and the Values and Dialogue section will address “Leading by Example”.

The image below provides the names, photographs, and areas of representation within the School for each current member of the SBL PRME and Sustainability Steering Committee.



Figure 2: The SBL PRME and Sustainability Steering Committee members, 2022

In addition to the staff who currently serve on the Committee, as presented above, the team has benefitted from the insights of participants who have represented existing students, alumni, and industry members. They are invited to attend the committee meetings to share their perspectives. Moreover, students’ feedback and suggestions have been obtained using various mechanisms including feedback received during various undergraduate and postgraduate classes, and extra-curricular activities focused on sustainability.

STUDENT STORY

Maria's life-changing university journey

Maria Louisa Daniele, who graduated with a Bachelor of Commerce majoring in Marketing in 2022, is an inspiration and a role model to her children, as well as to anyone who aspires to create better opportunities for themselves and their families. Back in 2014, newly separated, working at the Crown Casino, and with two young daughters to care for, Maria made the courageous decision to embark on a path to a better future through education.



She started with ECU's university preparation course which she studied part-time around her work and children. Success saw her continue part-time study, initially enrolling in the International Hotel and Resort Management course as she was already working in the industry and felt it would be beneficial for her career. When Maria studied her first Marketing unit, her lecturer identified it as a strength and guided her to switch to the Marketing major. Maria worked hard and proved to have a natural ability in her chosen discipline. Later in her studies, she was awarded ECU scholarships and thrived in the Work Integrated Learning (WIL) part of the course. As she explains:

"In the summer break before my final year, I completed a Work Placement Business Practicum unit and was placed with CPB Contractors, a construction and mining company, which was right out of my comfort zone, however, it was the best experience ever.

My host and the company eased me back into an office environment which I'd been out of since 2006. On the last day of my work placement, I was offered to stay on as a casual until I finished my degree. When I finished, they encouraged me to apply for the internship as they wanted me to work full-time.

All I can say is that Edith Cowan University has been one of the most positive, loyal, and educational growth and learning experiences I have ever had in my life.

Edith Cowan University was transformational for me. I'm the first in my family of siblings to attend university. Best of all I have shown my two daughters that it is never too late to learn, grow, stretch yourself and at the same time enjoy and have fun with your journey".

Principle 2: Values

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



The following section provides a highlight of some of the initiatives undertaken at SBL since the last SIP reporting period. These initiatives enable the school to lead by example in incorporating the values of social responsibility, sustainability, and respect.

Enactus Sustainability Festival

Enactus⁷ ECU is represented by a group of students from across the University who are committed to action on the United Nation's 17 Sustainable Development Goals (SDGs). This group, in conjunction with supporters, organised annual Sustainability Festivals in 2021 and 2022. At the 2022 Enactus Australia National showcase, the ECU team was excited to be presented with 'The Race for Climate Action' award, which included a \$1,000 prize to be used for the festival.

The second Enactus ECU Sustainability Festival (2022) saw almost 1,000 people motivated to become more committed to sustainability. Enactus ECU President, Hasit Gadani (SBL), was inspired by the number of people who attended the 2022 Festival and engaged in the activities.

More than 40 participants collaborated to make the festival a success. This included Enactus ECU members and student volunteers, ECU staff, and stallholders. The festival, supported by ECU's School of Business and Law, provides a great example of partnership for global sustainability goals. It was sponsored by the City of Joondalup, the Department of Water and Environmental Regulation, Hillarys Boardwalk, and the ECU Student Guild. The Enactus ECU program, although drawing students from all disciplines at the University, has always been managed and funded by the School of Business and Law. The stalls covered topics ranging from permaculture, clothing swaps, and recycling, advocacy for asylum seekers and refugees, protecting forests and reefs, and waste reduction and recycling.



Figure 3: Photograph taken at the 2022 Enactus Sustainability Festival, Hillarys Boat Harbour

⁷ <https://enactus.org/>

After completing a tour of the stalls, festival attendees were asked to nominate the stall that they were most engaged by resulting in the Protect Ningaloo stall being selected as the winner. Project Ningaloo educates people on the importance of our natural reefs and the many marine organisms that inhabit them. In second place was FISH: Foundation for Indigenous Sustainable Health— an organisation that provides opportunities for First Nations people to share their wisdom and insights and teach people how to connect and care for each other and for country. Third place went to Millennium Kids— an environmental youth organisation that empowers young people to become leaders and change agents in their communities.

One of the four commendations that the School received from AACSB during the AACSB accreditation process, was for this initiative. Within the feedback, accreditors stated: *The festival was developed to build community knowledge and awareness relating to sustainability practices and the 17 United Nations Sustainable Development Goals (UNSDGs). The festival brought together and showcased the sustainable products and services of businesses and organisations in the local area and provided interactive workshops to educate the community on how to incorporate sustainable practices into daily life.*

Hosting Carbon-Neutral ANZAM Conference

In 2021, SBL hosted the 34th Australian and New Zealand Academy of Management (ANZAM) International Conference. The conference included a pre-conference event held face-to-face in Perth, with keynote speaker Mr [Graham Kerr](#), CEO of [South 32](#) and ECU Alumnus, and a two-day main conference made up of 119 paper presentations and 15 workshops. Supported by SBL PRME and Sustainability Steering Committee, SBL had an additional goal for this event— we wanted to make the 2021 ANZAM Conference a carbon-neutral event. This goal was achieved via several activities, including emission reduction, and offsetting initiatives.

Emission Reduction

The predominant factor that made the carbon neutral event goal successful was the change in delivery format for the main two-day conference; from face-to-face to virtual. This had the greatest impact on reducing CO₂ emissions. The change to a virtual delivery format alone enabled the organisers to avoid an estimated 60-plus tonne of CO₂ emission that would otherwise have been generated just from flights.

Holding the main conference online meant that the following commonly included elements were avoided, and hence excluded from the calculations: air travel for each participant and speaker to and from Perth, local transport between the conference venue and hotels, energy consumption at the conference venue, and accommodation for each participant and speakers.

The table below provides a summary of the calculated emissions for the 2021 ANZAM Conference. In calculating the CO₂ emissions related to the conference, the following elements were included in the calculations: emissions generated during the face-to-face pre-conference event held in Perth, videoconferencing and streaming during the main conference (hosted by ECU) and the Doctoral Workshops (hosted by the University of Western Australia).

Item	Emissions (kg)
Conference Administration	
Emails and Cloud	510.00
Pre-Conference (face-to-face) event	
Air Travel	0.00
Local Transport	375.75
Accommodation	0.00
Venue	48,125.00
Main Conference	
Two-day Conference (online)	43.09
Total Emissions	49,053.84

Table 2: Calculated emissions for all components of the conference

Using a conservative approach, delivering the main conference in a virtual format resulted in avoiding more than 63.5 tonnes of CO₂ emission that would otherwise be generated due to flights. This figure was calculated based on adding together the average CO₂ emissions generated for the return flights to Perth from the speakers' origin city and each participant's residence. While these figures are not included in the net zero emissions calculations, they are reported to emphasise the positive sustainability impact of running the conference in a virtual format.

Carbon Offset Initiatives

In addition to reducing the CO₂ emissions by avoiding travel, the 49,053.84kg of emissions generated throughout the conference were offset through the use of carbon sinks, specifically the planting of trees. Carbon sinks are natural systems that suck up carbon dioxide from the atmosphere and store it. We engaged in the planting of native trees and shrubs (a natural carbon sink) through working with a self-funding and not-for-profit organisation Trillion Trees Australia. This organisation runs regular planting events across the country.

As shown in Table 2 above, the overall CO₂ emissions from the conference were estimated as 49,053.84kg. Based on the following calculations, the required number of trees to be planted to offset the generated emissions from the conference was calculated to be 323, whereas 406 trees were planted.

This was calculated using the conservative measure of 228kg offset per tree for its median life, we also multiplied the number of required trees to be planted by 1.5 to be more conservative. As trees grow, they absorb and store carbon dioxide emissions. On average, throughout its lifetime, a planted tree can absorb and offset 228 kg of CO₂ (assuming median life) or 455 kg (assuming full life). We have used the conservative measure of 228 kg of CO₂ as the basis of our calculations in this report. According to Obringer et al. (2021)⁸, a standard videoconferencing service has a carbon footprint of 157g CO₂e/hr (CO₂ equivalent). In addition, MacDonald (2014)⁹ shows the average footprint of an email is 50g CO₂e. Therefore, we have estimated the carbon footprint of the conference-related email correspondence to be 350 kg. Moreover, according to GoClimate (2020)¹⁰, emissions from the production of servers for use in cloud technologies/storage is 160 kg CO₂e/year. We have therefore estimated the carbon footprint of the conference-related cloud server to be 160 kg.

⁸ Obringer, R., Rachunok, B., Maia-Silva, D., Arbabzadeh, M., Nateghi, R., & Madani, K. (2021). The overlooked environmental footprint of increasing Internet use. *Resources, Conservation and Recycling*, 167, 105389.

⁹ MacDonald, B. K. (2014). Avoiding thoughtless waste: consider the energy cost of emails in the NHS. *BMJ*, 348.

¹⁰ GoClimate (2020). *The Carbon Footprint of Servers*. URL: <https://www.goclimate.com/blog/the-carbon-footprint-of-servers/>



Figure 4: Illustration highlighting the CO₂ emissions offset from tree planting for the 2021 ANZAM Conference

After the conference, the Sustainability Report for ANZAM 2021 was produced by the SBL PRME and Sustainability Committee and presented to and endorsed by ANZAM Board.

Other Initiatives

In addition to these new initiatives, we have continued to successfully deliver, and further develop, the following activities that were outlined in the inaugural PRME SIP report:

- **Wanneroo Urban Pantry** — over 270 donated food and household items have been collected in the last 2 years, to assist those within the Wanneroo (a municipality/city close to ECU's Joondalup campus) area who are in need.
- **ECU Tax Clinic** — following the opening of the second Australian Taxation Office (ATO)-supported pro bono 'Tax Clinic' at the ECU Joondalup Campus in 2020, the services have been extended to regional and remote communities through regional partnerships. This provides more people with access to quality tax advice, whilst assisting students to become job ready. In 2022, twenty-three (23) students had the opportunity to serve the ECU Tax Clinic and they offered about 900 hours of service to more than 190 clients. The feedback provided by those who use the service reflects the significant impact it has on individuals' lives. One user said *I received a refund of \$4500. I would never have done this without ECU.* Another stated that they had *11 or 12 overdue tax returns and the ECU Tax Clinic sorted it all out incredibly well.*
- **Promoting Circular Economy**
 - **GIVE Initiative in collaboration with SCRgroup¹¹** — since inception, the initiative, which encourages staff to donate their unwanted clothes and accessories to those in need, has resulted in diverting more than 250kg of textiles (refer to Figure 5 below) from ending up in landfill, with several positive environmental impacts including saving over 50,000 litres of water and avoiding approximately 1,965 kg of carbon emissions.

¹¹ <https://scrg.com.au/>

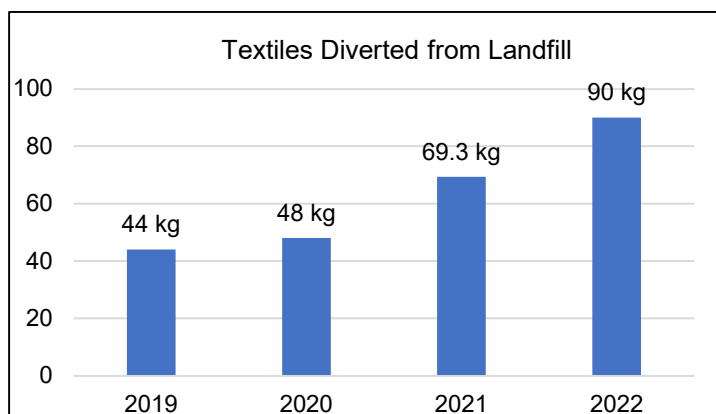


Figure 5: Chart showing the amount (in kilograms) of textiles diverted to landfill, 2019-2022

- **Plastic Bottle Cap Collection** – we have continued the collection of plastic bottle caps for recycling, with 18.447kg of bottle caps being delivered to the City of Wanneroo Wangara Greens Recycling Facility in 2022 alone.

- **Bread Tags for Wheelchairs**¹² — we have also supported the Aussie Bread Tags for Wheelchairs¹³ initiative. SBL has continued to collect bread tags for Perth City Farm who supply a charity that mould the tags to make wheelchairs.



- **Sustainably Resourced Merchandise** – in 2022, we changed our merchandise order to items that are more sustainable and where possible, recyclable. The School made a deliberate decision to find products that could be reusable and useful to our students—removing items that had a higher chance of entering landfill and purchasing things such as reusable glass water bottles, coffee cups, straws, and cutlery. Furthermore, we took a proactive step to try and remove unnecessary merchandise made of plastic or foam. If products made of plastic were required, recycled plastic was the first option we chose. For example, we purchased recycled lanyards and umbrellas.

One staple merchandise item we purchase is sunscreen; we promote a SunSmart attitude at the School, especially to our international students, who need to learn/understand the intensity of the Australian sun. When purchasing the sunscreen, we required the supplier to investigate if the sunscreen was "reef-safe". As a result, not only did the supplier find a reef-safe sunscreen, but an investigation was also created within their company to push for reef-safe products in their product line. In addition, the supplier we use to obtain these items has been recognised by Carbon Neutral for achieving a carbon-negative status in FY2021, surrendering 90 tonnes of CO₂ emissions.

¹² <https://ozbreadtagsforwheelchairs.org.au/>

STUDENT STORY

How a small moment of fortune created a big change



When Melvyn Gilbert moved from Kolkata, India, to Perth to complete a Master of Professional Accounting at ECU, he found himself feeling like many international students when they first move to a new country—unfamiliar, financially insecure, and alone. Melvyn, who is now an SBL alumnus, recalls how to overcome boredom; he often visited Northbridge (the entertainment district) on Friday nights, but owing to a lack of money and friends would only wander around for a few hours before heading back home. It was one of those nights that turned out to shape his outlook on life.

“I sat down at a park giving rest to my feet when a middle-aged man walked up and offered me a slice of pizza. “Would you like to share?” he asked. In response, Melvyn said, “Like any sensible person, I declined it straight away; but then he started talking about cricket and Bollywood, and before I knew it, we were having a heart-to-heart conversation.”

International students go through a lot of pain during their initial years, and they rarely find someone with whom they can share their feelings. *“This man was all ears listening to the challenges I was facing,”* Melvyn recalls. *“Eventually, I did share his pizza but until then I had no idea who he was. The man had been homeless for four years. There was a stark similarity between us— both of us were going through pain. Everyone in life goes through some pain and that’s when we need help.”*

Besides, the experience added a new perspective to Melvyn’s life— one where he was not at the giving end but at the receiving end, sharing food from a homeless man’s plate. Instead of merely talking about change, Melvyn was committed to acting and helping those in need. Together with the support of his employer, they started the Fortuna Foundation— a charity arm that reaches out to help vulnerable members of the community. His sincerity and devotion to making a meaningful difference have seen him achieve professional success rapidly. Melvyn today is the Director and Partner of the award-winning Fortuna Advisory Group. Asked how ECU made an impact on him, Melvyn smiled and answered, *“It is at the heart of who I am.”*

Fortuna Foundation launched a mobile laundry van, ‘Positive Spin,’¹⁴ which aims to cover the welfare gap that currently exists by offering a free laundry service to those in need. The van is fitted with washing machines, dryers, grey and white water tanks, and a generator. It works as a support service in collaboration with other organisations in this space. The timings are communicated through various community groups, as well as flyers distributed among the homeless. The School of Business and Law donated \$5,000 to this project and the van.

¹⁴ <https://fortunafoundation.org.au/positive-spin/>

Principle 3: Method

ECU School of Business and Law will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



The development of SBL’s course content is informed by industry through advisory groups, known as *Course Consultative Committees*.¹⁵ These committees play an important role in informing curriculum development, which includes the embedding of responsible management topics such as ethics and sustainability, throughout our courses. SBL ensures these committees have representatives who are at the forefront of transitioning organisations towards net zero and achieving other SDGs. As an example, we recently appointed Katie Valentine, who is the Decarbonisation Strategy Group Lead for the major mining company [Fortescue Metals Group](#), to the MBA Course Consultative Committee. Aligned with the School’s draft Societal Impact Strategy of transformative teaching and learning, SBL has embarked on several innovative and transformative initiatives for sustainability education. These include the aforementioned initiatives: Carbon Literacy Training, The Green Business Lab Simulation, and the ENROADS simulator.

The School continues to review the course content to identify firstly, where responsible management education is covered and if there are any gaps— more specifically, seeking alignment to one or more SDGs. Secondly, how the SDGs are included— to what extent are they covered and whether the specific learning outcomes are assessed. We have made progress in mapping SDGs across each unit in our courses, commencing with SBL’s postgraduate courses. This exercise has revealed that the extent to which the SDGs map varies greatly across the courses.

The table below provides a visual representation of the mapped postgraduate courses to date that have been identified as having alignment with specific SDGs. In addition to those listed, some courses have been identified as indirectly addressing some of the issues relating to SDGs. This mapping exercise will be continued into 2023 and will later include undergraduate courses. The alignment of SDGs to course content and assessment will become a ‘business as usual’ component of the course development process and an important part of the major course review (MCR) in the future. Assisting SBL to continually improve the embedding of SDGs in the School’s curriculum.

SBL Postgraduate Course	SDG 8	SDG 9	SDG 10	SDG 12	SDG 16	SDG 17
Master of Business Administration					Blue	
Master of Business Administration International					Blue	
Master of Finance and Banking	Red	Orange		Yellow		
Master of Human Resource Management					Blue	
Master of International Hospitality Management					Blue	
Master of Management Information Systems					Blue	
Master of Marketing and Innovation Management					Blue	
Master of Professional Accounting				Yellow		
Master of Project Management					Blue	
Master of Supply Chain and Logistics Management	Red		Pink	Yellow	Blue	Dark Blue

Table 3: SDG Mapping for SBL Postgraduate Courses, 2022

¹⁵Consultative Committees (sometimes referred to as Advisory Boards) provide high level advice to the University about courses, teaching, research, and possibilities for collaboration across a range of activities. The Consultative Committee provides key external referencing to ensure the University is provided with diverse perspectives, including from Aboriginal and Torres Strait Islander peoples, as well as opportunities for the University to gain insight into student employability and future careers success.

In addition, several undergraduate and postgraduate courses include core units that are either dedicated to or have a strong focus on, sustainability or responsible leadership for students, however, they have not been identified as directly aligning with specific SDGs. Examples of these have been outlined below.

- **Managing for Sustainability**

Managing for Sustainability is a core unit in the Management major of the Bachelor of Commerce program. The unit explores sustainability as a global ethical challenge, examining how businesses can contribute to responsible management and SDGs. The unit uses experiential learning and innovative teaching to enable students to develop management frameworks for sustainability that consider strategic, structural, and stakeholder issues that promote responsible organisational practices.

- **New Product Development**

New Product Development is a core unit in the Bachelor of Marketing, Advertising, and Public Relations, as well as the Marketing and Entrepreneurship majors of the Bachelor of Commerce. In this unit, students are challenged to 'Transform the World Through Innovation'. Students work in a team to develop a new product proposal that promotes a solution for a challenge associated with an SDG. For example, in 2022, students chose to develop a new product proposal that addressed either SDG 10 Reduced Inequalities, or SDG 14 Life Below Water. One student team developed a proposal that would provide opportunities for tertiary students, predominantly those experiencing inequality, to gain employment. Another team developed a solution to reduce single-use plastic consumption in Australia. New Product Development is a unit that is also offered at the ECU campus in Sri Lanka, and thus, the cross-cultural exchange of ideas regarding SDGs between students studying in Australia and Sri Lanka is a highlight of the unit.

- **Business Finance**

Business Finance is a core unit in the Master of Finance and Banking. It introduces students to ethical decision-making and judgement. Students are required to consider ethical and social consequences whilst addressing a complex business issue. The unit encourages debate about corporate goals. Some firms focus on one or more aspects of social and environmental sustainability through gender equality, diversity, fair work practices, human rights, engaging with the community, giving back to society, and reducing carbon footprints, among others. These aspects are discussed from the outset as part of the business finance overview module. In addition, students are introduced to the concept of ethics in finance by evaluating the manager's approach to acting ethically and avoiding conflicts of interest during decision-making, be it investment or capital structure decisions.

- **Responsible Management**

Responsible Management is a key unit in the MBA program. This unit focuses on building ethical awareness in an increasingly complex and global environment. The unit enables students to develop and evaluate individual perspectives on ethics and responsible management, while also exploring organisational factors such as corporate social responsibility, sustainability, governance, and citizenship in local and international contexts. The aim is for students to develop a responsible business mindset by examining the roles and responsibilities of businesses towards sustainability grand challenges, such as climate change and social inequality. The unit offers managerial insights on how ethical, social, and environmental considerations can be embedded in a business with the desire to be profitable.

Additionally, *Contemporary Issues in Sustainability Accounting* is a core-elective unit (1 of 2 choices) in the Master of Professional Accounting. The unit has recently been revised to emphasise a project-based learning journey to encourage students to develop more independent initiative, planning, and execution abilities on actual organisational sustainability accounting and reporting practices.

The following sections provide a highlight of some of the key initiatives, approaches, and processes applied at SBL to create effective learning experiences for sustainability and responsible leadership for students.

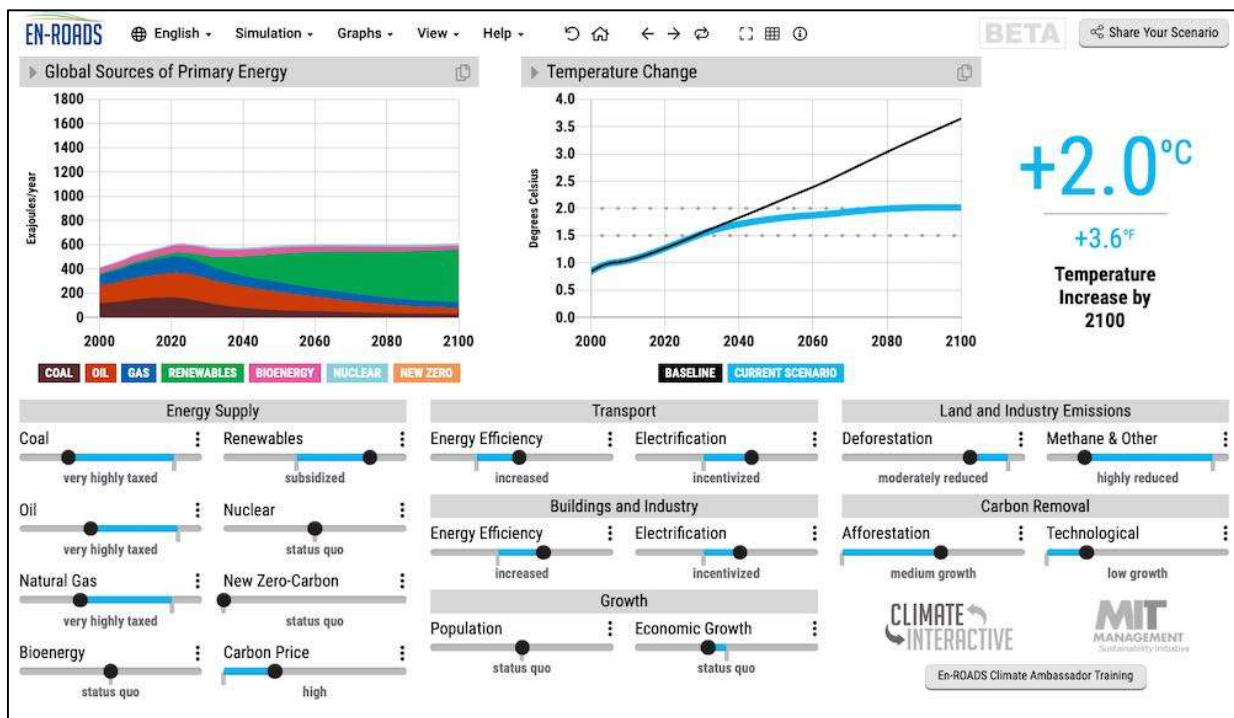
Ethics and Sustainability: A Course Learning Outcome

Ethical Professional Identity, which involves considering the ethical and social consequences of business decisions, is one of the key Course Learning Outcomes (CLOs) determined for all courses offered by SBL. This CLO ensures by the time students graduate, they have been introduced (taught) to, consolidated (practice), and demonstrated (assessed) the capability for ethical decision-making through various educational frameworks, materials, processes, and environments. This capability will be assessed across the courses to ensure any gaps are identified and filled in subsequent delivery of the units.

The following examples provide insight into how this CLO is introduced, consolidated, and demonstrated across some of SBL's courses.

Climate Simulation Tool (En-ROADS)

En-ROADS is a global climate simulator developed by Climate Interactive, the MIT Sloan Sustainability Initiative, and Ventana Systems. It is a climate simulation tool that allows users to explore the impact of roughly 30 climate policies such as electrifying transport, pricing carbon, and improving agricultural practices—on hundreds of factors like energy prices, temperature, air quality, and sea level rise. The diagram below is a screenshot from the En-ROADS simulator, providing a demonstration of what the students work on in class.



SBL incorporated En-ROADS across business courses within both the undergraduate and postgraduate programs. Specifically, students who were enrolled in the undergraduate *Managing for Sustainability* unit and the postgraduate *Responsible Management* unit were introduced to climate change science and its impact on businesses via this simulator. They received a step-by-step guide to developing their vision of limiting global warming to less than 1.5°C by the end of the century. En-ROADS provides students the opportunity to discuss important climate issues and to think critically about how they may impact their businesses in the future. This educational and interactive tool also provided students with an ideal platform to discuss and debate important issues around equity and justice, and the role of responsible leaders in addressing such issues (aligning with PRME Principle 6, Dialogue).

A survey of students in the Responsible Management unit revealed that over 85% agreed that the unit enhanced their understanding of climate change and how they can contribute to possible solutions.

Anecdotal student feedback also reflected a high level of satisfaction with the unit (two feedback samples are provided below).

I have learned so much and I am inspired to want to make change. The responsible management unit has had a profound effect on me, and I feel I've found a new passion and thirst for learning. I have thoroughly enjoyed and benefited from participating in this unit.

Quote by SBL student who participated in the Responsible Management unit

The En-ROADS Climate Scenario tool provided a range of unexpected learning opportunities. Primarily, it was able to give excellent insight into the connectedness of policies and the intricate nature of potential outcomes given relatively small shifts on global behaviours. Additionally, it provides insight to the growing nature of the issues faced, in that the largest problem observable is the runaway growth of CO₂ emissions. Evidently, it seems that the forecasts on global temperature rises are strongly predicated on future behaviour following current growth patterns. If we are able to curb the exponential growth and maintain or lessen current activities that are contributing to CO₂ emissions, there is hope that a sustainable solution could be found.

Quote by SBL student who participated in the Responsible Management unit

Study Tours and Projects with a Sustainability Focus

During 2021 and 2022, SBL organised several virtual and in-person study tours that had a strong focus on sustainability and the environment.

In June 2021, the School's Executive Dean, Professor Maryam Omari was selected as a panel speaker at the PRME Global Forum Eastern Session. This Deans Dialogue session was on the topic of PRME and SDGs in the Post-Pandemic Era.

More than 180 undergraduate students participated in the study tours. These featured industry tours and lectures by Margaret Gollagher (Australia) on Environment/Sustainability, Lorie Jones (Hydrogen Society of Australia), and Furat Dawood (Murdoch University) on the role of hydrogen in transitioning to a net zero economy. In Addition, the study tours included Zo Fulcher (Second Bite) on reducing food waste, Emma Muller (Sustainability Officer City of Canning) on the transition to sustainability, Adrian Boltong on Sustainability projects in Indonesia, and Tim Cusack (Containers for Change Business Suitability) on recycling and sustainability. In addition, more than 40 postgraduate students took part in the study tours that featured topics on impact, purposeful leadership, corporate social responsibility, recycling, and sustainability.

This initiative also aligned with the PRME principles of Partnership and Dialogue. As reflected in the student feedback received, these activities were very successful. They provided students with unique opportunities to hear from many different people from around the world and gain an international perspective on these important topics. Student feedback revealed this to be a highly impactful experience. One industry partner commented, *I think the idea is great and everyone I've spoken about this tour has said that they wish they had something like this during their university studies.*

The Green Business Lab

The Green Business Lab¹⁶ is an immersive business simulation that allows teams working with triple-bottom-line goals to take a deep dive into real-life challenges. In the simulation, participants make Environmental, Social, and Governance (ESG) decisions about innovation, efficiency, technology, and stakeholders. Participants in the business sustainability simulation game work as a team competing with other companies. Their experience is engaging, practical, and relevant and students learn about current solutions to pressing problems. In today's quickly changing world, the environmental and social landscape changes quickly. This business sustainability simulation game flexes to include the latest content so that the participant experience is always current. The simulation provides triple-bottom-line performance results, including:

- Financial Reports – Income Statement, Balance Sheet, Cash Flow Statement
- Environmental Reports – Pollution Impact and Energy Efficiency over 5 life cycle stages
- Social Assessments – Customer & Community Care, Labor Practices, Stakeholder Engagement.

SBL is the first business school in Australia to run the Green Business Lab simulation, which has been successfully used by universities and businesses across the world. This experiential and engaging simulation prepares students for making responsible leadership decisions in an increasingly complex and global environment, through the direct application of the unit's learning objectives, back to the leader's real-world job.

The simulation entails running a company sustainably across three business cycles and being accountable to the board of directors. Students competed in a fictitious industry that is a lot like business in the real world, enabling them to apply their knowledge and experience. Students took the role of various members of the company's Executive Team.

Results of the simulation revealed that all companies managed to improve their social and environmental performance over time while improving the economic performance of their business. The feedback provided by participating students has been overwhelmingly positive that SBL will continue offering the simulation as part of its MBA program in the future. The highlight for many students was the innovative nature of the simulation, and its ability to garner creativity, foster teamwork, and make learning fun.

Based on the results of the student survey taken after the simulation, the students agreed that the simulation:

- Improved their **knowledge and skills** in **responsible management**
- Enhanced their **critical thinking skills**
- Enhanced their **leadership skills**
- Positively contributed to their **teamwork skills**
- Helped them to better prepare for **contributing to their organisation in its move towards sustainable practices**
- Boosted their **confidence** in responsible management
- The simulation **fostered joy** in the class
- The simulation made the learning **meaningful**.

¹⁶ Source: <https://www.gbbsim.com/>

Principle 4: Research

ECU School of Business and Law 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



As the graph below shows, scholars at Edith Cowan University more broadly, have produced impactful research that aligns with and/or contributes to sustainability and SDGs. Based on the data drawn from SciVal and Elsevier17 2022 SDG Mapping for the 2019-2022 period, the relative contributions of ECU's research outputs to SDGs are overall higher than the world and Australian average. The Relative Activity Index is defined as the share of an institution's scholarly output in each SDG relative to the worldwide share of scholarly output in that SDG. Specifically, ECU has a relatively high share of research outputs addressing SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), SDG 14 (Life Below Water), and SDG 16 (Peace, Justice, and Strong Institutions) compared to the global share of research outputs in these areas. *Note: SciVal data does not include SDG 17.*

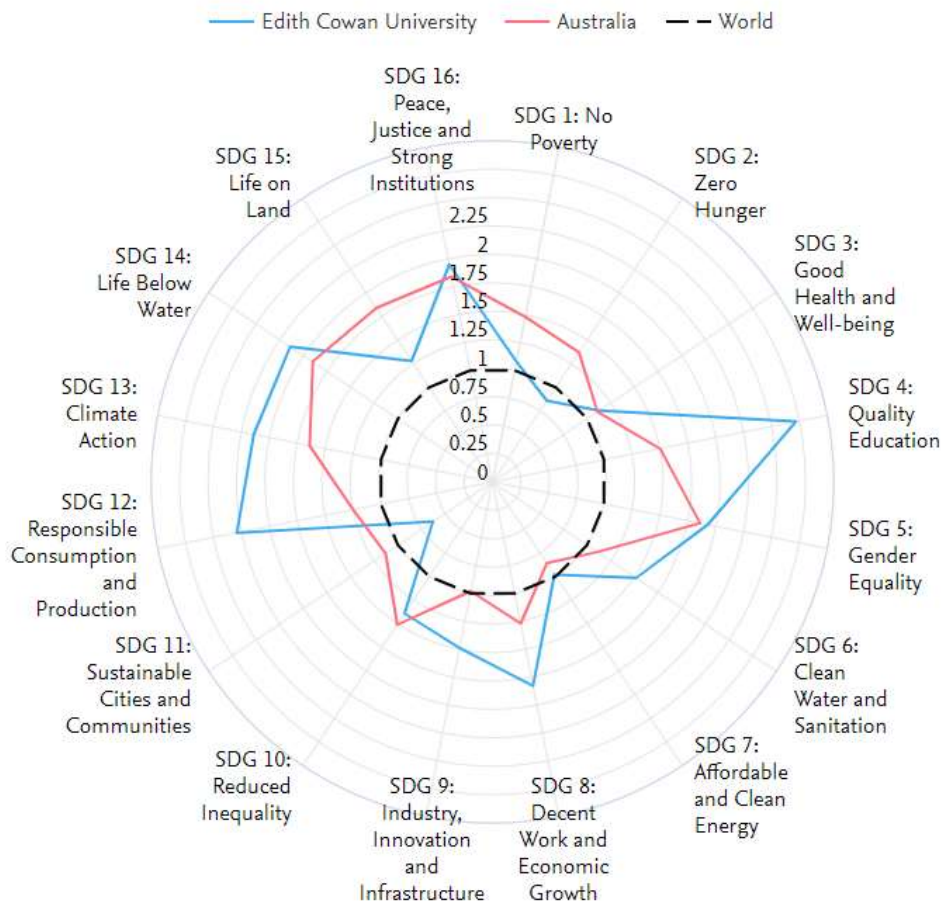


Figure 6: Research SDG mapping for the 2019-2022 period (data extracted 24.01.23) for the whole of ECU.

¹⁷ Source: SciVal - <https://www.scival.com/>

ECU has a centrally funded Strategic Research Centre: the Centre for People, Place & Planet that aims to reconnect people, ecosystems, and place-based knowledges for universal well-being. The Centre's mission is to conduct transdisciplinary research using participatory methodologies in the context of global environmental change. Members of this centre include academics from SBL, including Dr Mehran Nejati Ajibisheh who is one of the core members.

Among the seventeen SDGs, SBL's key focus areas were identified as SDGs 4, 8, 12, and 13 within the 2020 Sustainability Strategy. Guided by its mission, SBL is committed to engaged applied research that can positively inform and contribute to various stakeholders including industry and community. This is evident through a 27% and 17% increase in research outputs (all publications) by SBL researchers year over year since 2019, as demonstrated in the table below.

	2019	2020	2021
Total output	168	213	250
Journal article	141	184	235
Book chapter	13	22	10
Conference publication	12	6	3
Book	2	1	2

Table 4: Publications output by SBL researchers

In addition, the continuous collaboration with industry on research projects has resulted in a 100% increase in the School's funded research in 2021 against the 2019 baseline. The funded projects are a proxy for engaged research as they are co-developed and/or are in partnership with industry.

Based on SciVal, from 2019 to 2022, SBL researchers produced 582 scholarly outputs. Of these, 45% of the School's research outputs contributed to at least one of the SDGs. Figure 7 below depicts the SDG mapping of research outputs by SBL researchers during 2019-2021. The most attributed SDGs include SDG 12 on Responsible Consumption and Production (13.9% of articles), SDG 9 on Industry, Innovation, and Infrastructure (12.5% of articles), SDG 8 on Decent Work and Economic Growth (10% of articles), and SDG 4 on Quality Education (7.4% of articles).

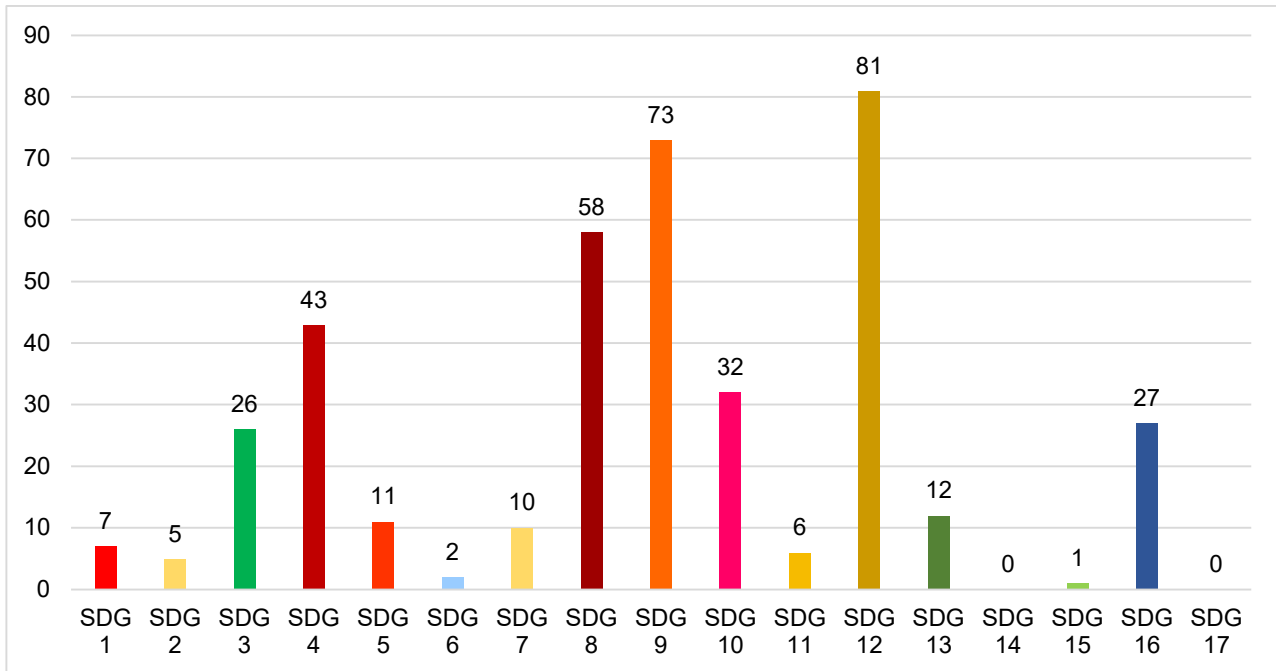


Figure 7: SBL's Research SDG Mapping (2019-2021)

The influence and impact of these research studies are evident by their high field-weighted citation impact (refer to Table 5). Field-Weighted Citation Impact (FWCI) measures the number of citations received by an article divided by the expected number of citations for similar articles and is a measure of research impact. Therefore, a FWCI of 1 means that the output performs just as expected for the global average, and a score of greater than 1 indicates performance above the world average. Specifically, outputs by SBL researchers concerning SDG 12 have been cited 277% more than the global average for the outputs in that category.

SDGs	SBL		ECU	
	Articles	FWCI	Articles	FWCI
SDG 4	43	3.48	175	1.90
SDG 8	58	3.65	115	2.96
SDG 9	73	2.65	172	2.86
SDG 12	81	3.77	138	2.93

Table 5: FWCI across key SDGs addressed by SBL researchers

Research in Spotlight

The following table (Table 6) provides a summary of some of the research articles written by SBL scholars that help advance the understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value. These examples are drawn from research outputs by selected Professors and Associate Professors of the School. Where the information has been available from SciVal, the specific SDG/s that each publication aligns to have been specified¹⁸.

¹⁸ Some examples included in the table do not contain the SDGs that the article relates to as they were not allocated specific SDGs within the SciVal data, despite their relevance to sustainability and contributions to advancing the understanding on the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

Publication Title	SBL Research Lead	Related SDG/s
The Link between Organisational Support, Wellbeing and Engagement for Emergency Service Employees: A Comparative Analysis	Associate Professor Ben Farr-Wharton, Associate Dean, Management	
Assessing the Benefit of Adopting ERP (Enterprise resource planning) Technology and Practicing Green Supply Chain Management toward Operational Performance: An Evidence from Indonesia	Associate Professor Ferry Jie	 
Inclusive Leadership, Matured Age HRM Practices and Older Worker Wellbeing	Professor Tim Bentley, Director, Work and Wellbeing ECU Strategic Research Centre	
Does Boardroom Gender Diversity Decrease Credit Risk in the Financial Sector? Worldwide Evidence	Associate Professor Simone Scagnelli, Associate Dean, Accounting and Finance	
Meaningful Careers in Social Enterprises in Remote Australia: Employment Decisions among Australian Indigenous Art Centre Workers	Professor Pi-Shen Seet, Professor of Entrepreneurship and Innovation	
Green Office Buildings and Sustainability: Does Green Human Resource Management Elicit Green Behaviours?	Professor Kerry Brown, Professor of Employment and Industry	 
An Integrated Model of Social Impacts and Resident's Perceptions: From a Film Tourism Destination	Associate Professor Sangkyun (Sean) Kim	 
Promoting Awareness of Sex Trafficking in Tourism and Hospitality	Associate Professor Joshua Aston, Associate Dean, Law	  
The Influence of Local Embeddedness on the Economic, Social, and Environmental Sustainability Practices of Regional Small Firms	Associate Professor Janice Redmond	
A Mixed-Methods Study to Determine the Impact of COVID-19 on Food Security, Food Access and Supply in Regional Australia for Consumers and Food Supply Stakeholders	Associate Professor Flavio Macau, Associate Dean, Teaching and Learning	

Table 6: Some examples of SDG-aligned research articles by SBL scholars

Principle 5: Partnership

ECU School of Business and Law 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.



During 2021-2022, SBL has forged new partnerships for positive societal impact and has continued with some of our existing collaborations to advocate for, promote, and mobilise sustainability awareness and action. A highlight of some of these initiatives is listed below.

Carbon Literacy Training

Five members of the School's PRME and Sustainability Steering Committee completed the carbon literacy training (CLT) offered by the Nottingham Business School (UK) and became certified carbon literate. This led to incorporating an introduction to carbon literacy across SBL's undergraduate (i.e., Bachelor of Commerce) and postgraduate (i.e., MBA) programs. In addition, SBL developed a customised CLT program that was approved and accredited by the UK-based Carbon Literacy Project (CLP)¹⁹.

This accredited CLT program was offered as a pilot session for a public-sector agency to further promote the values of social responsibility and sustainability beyond the university. Specifically, on November 7, 2022, SBL successfully delivered its first accredited CLT program to the Department of Water and Environmental Regulation (DWER). Spanning four weeks, the two-hour sessions were delivered either at DWER's Joondalup office in a hybrid model (sessions 1 and 4) or fully online (sessions 2 and 3), to a cohort of 25 staff from across DWER, including graduates, environmental officers, HR personnel, planning officers and project managers, among others.

The program was developed and delivered by members of the PRME and Sustainability Steering Committee (Nickey Ludkins and Dr Mehran Nejati). It brought together information, videos, science-backed data, as well as online measurement and simulation tools, to help build a comprehensive understanding of carbon and greenhouse emissions and their sources. Participants learned to measure emissions generated by activities (of self, society, and organisations), consider responsibilities and climate justice, and simulate a future that keeps emissions to within/below 2° Celsius by the end of the century. They then developed action plans individually and as a group, as part of their pledge for a sustainable planet.

DWER is the custodian of the Western Australia (WA) Climate Change Policy. Through engaging with ECU for this training, their commitment to the environment was further enhanced by two significant events:

- The final training session was organised in line with the Carbon Literacy Action Day (CLAD)²⁰ and day 1 of COP27 (the 27th Conference of the Parties to the United Nations Framework Convention on Climate Change²¹) held in Egypt. This meant the 25 DWER participants were among over 200 people from around the world to finish their training on that date and the first (and only) Australian group to participate in CLAD. The higher education-government collaboration was highly commended by CLP who encouraged the team to nominate for the CLAD Catalyst Award.
- DWER's Director General, Michelle Andrews attended the final session to congratulate the staff for participating in the program, and to encourage each staff member to continue the dissemination of information within and beyond the Department. This is what will lead to creating

¹⁹ <https://carbonliteracy.com>

²⁰ <https://carbonliteracy.com/carbon-literacy-action-day/>

²¹ <https://www.un.org/en/climatechange/cop27>

real change for the future. Ms Andrews was encouraged by the ECU-DWER relationship. She acknowledged the power of partnerships in actioning progress and the roles that those at all levels within organisations play in achieving this.

The ECU team gained valuable insights through this pilot program delivery and is looking forward to future opportunities to engage with individuals and organisations, to continue to build Carbon Literacy in the community.



Figure 8: Photograph of one of the Carbon Literacy Training sessions delivered at DWER

This initiative received international recognition for ECU by being chosen as the winner of the Carbon Literacy Action Day (CLAD) Catalyst Award 2022. The award recognised that the initiative was the first Carbon Literacy training delivered to a government department in Australia and that it was delivered to a group with great authority and influence that could go on to have a further catalytic impact.

SDG Challenge WA

SBL has continued to collaborate with the other WA PRME signatories (Murdoch University, Curtin University, and the University of Western Australia), to co-organise the SDG Challenge WA in 2021 and 2022. The challenge which aims to build knowledge around sustainability challenges, and mainstream Education for the SDGs (ESDGs), has been attended by close to 100 students in each of the past two years.

As part of the extra-curricular challenge, students are provided with education, mentorship, and support from industry mentors and academic sustainability champions to help develop solutions to major sustainability challenges of our time.

The 2021 challenge (led by ECU SBL) focused on SDGs 8, 10, 12, and 13, while the 2022 challenge focused on SDGs 2, 8, 12, and 13. By the end of the challenge, each team presented its proposed solution. The proposals were evaluated by independent judges from academia and industry, and feedback was provided to students.



The judging criteria included:

- Integration: Consideration of how the chosen SDG connects with other SDGs
- Inclusion: Participation of all members in developing the idea and/ or the presentation
- Innovation: Proposing a new approach to the problem
- Interrogation: In-depth exploration of the problem statement, using design thinking tools.

The top performing teams were formally recognised during the event close and attended the gala dinner of the United Nations Association WA Division where they received a certificate from the organiser.

The impact of the SDG Challenge is evident through the implementation of some of the ideas generated within the challenge. For example, the Sustainability Festival, which relates to SDG 13, delivered in 2021 and 2022 (detailed earlier in the report), has been one of the ideas born from the SDG Challenge WA (2020). Likewise, the 'Wage Theft' proposal, presented in the 2022 SDG Challenge, relating to SDG 8, is currently being pursued implementation by its team members.

Global Goals Jam

The Global Goals Jam (The Jam) is a two-day event, hosted by the Digital Design School on behalf of the UNDP (United Nations Development Program). The Program encourages participants to apply creative solutions to local challenges, in line with the United Nations' Sustainable Development Goals (SDGs). Participants traditionally select an issue to explore in groups and design a prototype that communicates the initiative, enabling the group to become changemakers. The Jam has grown significantly, from 17 cities worldwide in 2016 to over 85 cities in 2021. This increase in participating cities for 2021 included Perth through Edith Cowan University (ECU) and Portsmouth in the UK through the University of Portsmouth. ECU and the University of Portsmouth worked in collaboration to run the 'ECU-Portsmouth Global Goals Jam'.



The ECU-Portsmouth Global Goals Jam was the centrepiece of ECU and Portsmouth's contribution to the UK-Australia Higher Education Season, supported by five public talks that commenced in October 2021. Expanded to 5 days to allow collaboration across time zones, the 5-day Jam ran from September 15th to 19th, with 105 students: 60 from ECU and 45 from Portsmouth. Participating students met online to explore three SDGs: SDG 6 Clean Water and Sanitation, SDG 13 Climate Action, and SDG 14 Life Below Water. Students were grouped into their multidisciplinary teams and selected a local issue relating to water pollution, water shortage or sea level rises.

The Jam also featured five guest speakers and 12 leaders who headed 12 groups to support the development of the prototypes. The Jam participants in ECU represented 16 nationalities, 22 courses, and all eight ECU Schools. Eight students from SBL took part in the Jam. Students' feedback has been very positive, as reflected in the sample testimonials provided below.

Please continue having this platform for learning, collaboration, innovation, and idea generation that will help achieve the SDGs - together, crossing boundaries and cultures.

- ECU-Portsmouth Jam participating Student

I really enjoyed listening to the speakers. Learned so much from them. The mix of expertise really synthesised what the global jam is about. It's that deep realisation of - to solve our world problem, we need different expertise and disciplines to come together.

- ECU-Portsmouth Jam participating Student

This was the most incredible experience, it was fun and educational, and I loved the cross disciplinary nature of the groups. I would highly recommend this to fellow students, and I have made many new friends.

- ECU-Portsmouth Jam participating Student

The Global Goals Jam was a great way to meet and work with a greater variety of people. Working with a marine biologist in Perth was not something I anticipated when told of the opportunity.

- ECU-Portsmouth Jam participating

STUDENT STORY

Annika's Contribution to Sustainability in Education

Often, it's a student's extra-curricular involvement that sets them apart from other graduates. Annika Gnaedig is a German international student who chose ECU based on its reputation for high quality teaching experiences. Her Bachelor of Commerce majors are in Management and Health Management. Annika chose to include the Managing for Sustainability unit in her course. This unit involves examining how businesses can contribute to global responsibility and sustainable development goals (SDGs); areas that Annika sees as essential for all workplaces.



Due to her high level of engagement with the course and excellent results, Annika's lecturer Dr Mehran Nejati felt that Annika would be a great choice to be part of the jury for the 2022 PRME Recognition of Excellence Awards. Annika's jury duties involved reviewing and evaluating a selection of SIP (Sharing Information on Progress) reports from universities across the world that had submitted their first SIP reports. Giselle Weybrecht who chaired and managed the judging process was impressed with Annika's contributions. "Annika was fantastic. I couldn't have asked for a better jury member", said Giselle.

All universities that are signatories to PRME are required to communicate their progress at least every 24 months. Annika found that reading the various reports further increased her interest and passion to see sustainability in business education and from there, as students graduate, into workplaces. According to Annika "The reports showed how easily sustainability can be brought into universities and also the range of opportunities that are available".

Principle 6: Dialogue

ECU School of Business and Law 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.



In partnership with various organisations, SBL has continued to hold relevant events focused on sustainability-related topics, open to the public and interested stakeholders. These events created the opportunity for debate and dialogue on key sustainability-related issues and promoted global social responsibility and sustainable practices in the decade of action. A highlight of some of these events and their impact is reported in the following sections.

ECU Flashlight Events

ECU Flashlight Events create an opportunity to discuss, debate, and share some of the latest research and industry practices on topical issues.

One example of a flashlight event relating to sustainability, which ECU held in October 2022, is the 'Australia's Position in Global Supply Chains' event. It featured Associate Professor Flavio Macau, Associate Dean Teaching and Learning at ECU SBL, Ms Neema Premji, Director & Principal of Premji Board Consultancy & Management Services, and Mr Andre Wheeler, CEO of Wheeler Management Consulting Pty Ltd t/a ASIA PACIFIC CONNEX. The event was open to the public and attended by representatives from the Australasian Supply Chain Institute (ASCI) WA Chapter, government, and industry. It covered supply chain topics such as disruptions, digitalisation, climate change, and the geopolitics involving Australia and its major global logistics players.



SEVENTEENx Perth

In 2022, in partnership with SEVENTEENx²² and Small Business Development Corporation, SBL with ECU City sponsored and co-organised the inaugural SEVENTEENx in Perth. The initiative aimed to demonstrate that it is possible to be successful in business, whilst making a positive impact on the world, society, people, and planet. The event, which was held in hybrid mode (both in person and online), brought together over seventy entrepreneurs, business owners, corporate leaders, start-ups, students, educators, and community members.

SEVENTEENx connects like-minded people to discuss how businesses can help achieve the UN 2030 Agenda for Global Goals. Each speaker got 17 minutes to present on their SDG-related topic, this was followed by a question-and-answer session. In addition to raising awareness of key sustainability challenges of our time, with a specific focus on climate change, in partnership with B1G1: Business for Good²³ and Tickets for Good²⁴, the SEVENTEENx Perth event created an impact that was real, tangible, and measurable. The event was attended by 95 people. As quoted by one of the participants:

²² SEVENTEENx is a company that organises speaking events that champion the UN SDGs to educate, engage and enable the business community to change the way we do business Source: <https://www.seventeensdg.com/>

²³ B1G1: Business for Good is a global business giving movement on a mission to create a world full of giving. Source: <https://b1g1.com/>

²⁴ Tickets for Good are a ticketing platform company who allow ticket buyers to give optional charity donations with each ticket sale and offer free tickets. Source: <https://ticketsforgood.org/>

It was great to hear how businesses implement one or more of the UNSDGs into business as usual not as an exception. As a sponsor of the event, the School's Executive Dean, Professor Maryam Omari opened the event and took the opportunity to reiterate the School's commitment to the SDGs.

ECU Law Assembly

The annual ECU Law Assembly is a forum organised by the School of Business and Law for legal scholars and practitioners, researchers, policymakers, and industry representatives to engage in a collaborative dialogue on pressing, complex, and critical areas in the field of law. The 2022 ECU Law Assembly focussed on the legal policy and ethical implications in the world of robotics and automation. The panel discussion featured WA Government Ministers, the Hon Alannah MacTiernan MLC, Minister for Hydrogen Industry and Hon Bill Johnston MLA, Minister for Mines and Petroleum; Energy; Corrective Services; Industrial Relations along with David Wilson, Principal at Stratocumulus Legal, and Dr Martin Allcock from ECU's Law discipline.



Figure 9: Photograph from the 2022 ECU Law Assembly

The presentations all highlighted the complexity of the issue. While acknowledging that there is a need for clarity in the legislation to safeguard society, panellists favoured the view that the key aim of future public policy would be to determine the need for such protection and its ethics. The lively discussions between the panel members were the highlight of the event with one attendee commenting that the session had been very thought-provoking.

Assessment of Past Objectives

The table below provides an overview of the progress made on the School’s key PRME-related objectives over the past 24-month period, as outlined in the 2021 SIP Report.

Objective	Progress
Complete the SDG mapping for our courses and identify ways to better integrate them into our teaching and learning	The SDG mapping process has commenced for the postgraduate courses, as detailed in this report. This will continue in 2023 for the remaining postgraduate courses and undergraduate courses
Continue to raise awareness of sustainability among students and staff through special events and seminars	SBL has continued to deliver public events focused on sustainability, as detailed in this report
Continue to organise and grow the WA SDG Challenge in partnership with other WA PRME signatories	As detailed in the report, the event was held in 2021 and 2022 and it has grown each year. Planning is currently underway for ‘SDG Challenge WA 2023’
Establish a calendar of sustainability awareness events	While a calendar of events was not created, details of relevant sustainability events and initiatives were promoted to staff and students
Carbon Literacy Training (CLT) for the School to promote behavioural change toward sustainability	Five staff members from SBL completed the CLT course and became accredited in carbon literacy Once accredited, SBL staff delivered this training to a government agency— the Department of Water and Environmental Regulation. This training was well received. Twenty-five DWER staff members participated in the training
Implement its sustainability strategy, with a progress review considering challenges posed by the COVID-19 pandemic	The sustainability strategy has been implemented within the constraints caused by the COVID-19 pandemic SBL has since drafted a new strategy— the Societal Impact Strategy. This will be finalised and implemented in 2023

Table 7: Summary of assessment of past objectives (as outlined in the 2021 ECU SBL SIP Report)

Future Focus

As this report demonstrates, SBL has made significant progress in advancing responsible and sustainable business education and allied practices across diverse activities and agendas since becoming an advanced signatory of PRME in 2019. Our focus for the next two-year period is to consolidate our activities with a more strategic mindset. To help us focus on the review and advancement of best practices in these areas, we will soon be advertising a fully funded PhD scholarship on societal impact and sustainability.

The School level Societal Impact Strategy that is currently being developed, will enable us to align our responsible management efforts more purposefully to SBL's formal 2023 Strategic Priorities; 2023 Operational Plan; our mission and values; and the emerging societal impact and responsible management requirements of global accreditation and professional accreditation bodies. An outcome of the development of the SBL Societal Impact Strategy will be the identification of specific School focused strengths and priorities in the responsible management and sustainability area, which will necessitate targeted School resourcing and efforts. We will report on these in our next SIP Report.

The Societal Impact Strategy will be finalised by midyear, 2023. We look forward to sharing the School's plans and progress on this strategy within the next report.



Figure 10: Photograph from the 2021 National Indigenous Business Summer School WA (NIBSSWA)



**PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION
2023 SIP REPORT**

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