



PRME Principles for Responsible
Management Education

UNE Business School Sharing Information Progress Report 2016



Renewal of Commitment from UNE Business School

The UNE Business School (UNEBS) was accepted for participation in the UN Principles for Responsible Management Education (PRME) initiative in 2011. This is our third report, and we welcome the opportunity to share our progress.

Since our last report in 2013, the University of New England has released a new strategic plan, embraced sustainability principles at the highest level and committed to more sustainable energy models to support our future development, reduce the environmental impact of our activities and to ensure the sustainability of our operations.

At the UNE Business School we have continued our work in embedding principles of sustainability into our undergraduate and postgraduate curriculum and producing quality research addressing and engaging with external stakeholders to bring about positive economic social and environmental change. We have deepened our connections to our regional business community, working to support and foster the growth of vibrant and inclusive economies.

Our report summarises our key activities since our last report, and contains links to further detail on many of our initiatives.



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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.

With the release of the University of New England's 2016-2020 Strategic Plan, the UNE Business School has refined our own plans. In revising these, we have reaffirmed our commitment to developing the capabilities of our students to be future generators of sustainable value for business and society.

Mission

The UNE Business School continues a proud history of delivering research and education which is of practical, commercial and sustainable benefit to our regional and global stakeholders. Our flagship degrees in accounting, agribusiness, business and economics prepare our graduates for work in business and policy environments, ready to solve problems and lead positive change.

Vision

The UNE Business School will actively create opportunities and partnerships to increase our graduates' readiness to meet the changing needs of regional and global business and for our staff to deliver research that enables better business and public policy in Australia and internationally.

Values

- Creative, innovative, willing to change and take calculated risks
- Respectful, approachable and helpful
- Sustainable, robust and dependable
- Ethical, thoughtful, honest, accountable and authentic

Innovative problem solving

Our approach to learning is about active engagement and collaboration with students - oncampus and online - using researched and innovative methods to solving real world problems.

Research impact

Our staff and HDR students will deliver research that leads, inspires, informs and serves business and public policy in Australia and abroad.

Worldly mindset

Our commitment is to support students to be regionally and globally active citizens, skilled in intercultural communication and international business.



Beyond the classroom, UNE's Enactus team exemplifies the impact of our students being generators of sustainable value for business and society at large.

At the 2015 Australian Enactus competition, the UNE Enactus team showcased their projects to their peers and national judges and were awarded the title of Australian Champions for the second time in the past four years. Projects presented by the UNE Enactus team addressed issues that are very relevant to the New England region.

Through their commitment to 'creating positive sustainable change in our community' the UNE Enactus team are making a positive difference through their 'hands on' projects.

The *Minimbah Project* seeks to ensure that all Australians are provided with a birth certificate automatically and free of charge. The team found that many indigenous Australians are living without a birth certificate, leaving them in the difficult situation of not being able to open a bank account or apply for a licence or passport.

Through their work harnessing the power of corporate and community resources, the UNE Enactus team developed innovative and cost effective solutions for ensuring a more inclusive economy. Their work has resulted in 5,700 citizens now having a legal identity.

The UNE Enactus team also presented *Farming Futures* which addresses the looming food shortages of the future by improving graduate employment opportunities in the rural sector. The connections forged between Australia's two largest retail outlets and UNE through the Enactus team linking skilled agriculture and agribusiness students with opportunities in the agribusiness supply chain also exemplifies Principle 5.

Through their engagement with these projects, including advocating for reforms with corporate and government stakeholders, our students are well prepared for being future generators of sustainable value for business and society.

Principle 2

Values

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

UNE's Graduate Attributes are designed to ensure that by the time our students graduate, they will have attained a detailed grasp of discipline knowledge, as well as having developed abilities to participate successfully in the workforce, and as responsible citizens.

An Unknown Future

The graduate attributes policy recognizes that students are being prepared for a largely unknown future where changes in knowledge and professional practice are occurring at a rapid rate. Students need to know how to find and manage information, to continue to learn throughout their lives, and to deal flexibly and responsibly with new situations.

The development of graduate attributes is inextricably linked with learning disciplinary content and the way students communicate their knowledge, go about their learning, or apply their learning. UNE provides experiences and opportunities conducive to the development of each attribute during a student's time at UNE, and encourages students to be partners in acquiring attributes to enhance their post-university opportunities.

The UNE graduate attributes are:

Knowledge of a discipline	Graduates will have knowledge of their discipline including a global perspective
Communication skills	Graduates will convey ideas and information effectively to a range of audiences
Problem solving	Graduates will apply logical, critical and creative thinking to solve a range of problems
Information literacy	Graduates will recognise when information is needed, and identify, evaluate, and effectively use information as required
Ethical conduct and social responsibility	Graduates will be able to recognise, reflect on and respond appropriately to social, cultural and ethical issues
Lifelong learning	Graduates will be prepared for lifelong learning in pursuit of personal and professional development
Independence and collaboration	Graduates will work independently and collaboratively to achieve individual and common goals



Beyond the formal curriculum, all UNE students also have the opportunity to engage with the New England Award. This is a prestigious award to recognise student involvement in the full UNE experience and the many opportunities available to develop life skills through:

- participation in social, cultural and sporting events
- training undertaken in addition to their degree
- committee membership
- event organisation
- paid and voluntary work
- contribution to their local community and to the University

Students record their activities in a personalised, purpose built e-portfolio (MyNEA), and reflect on their outcomes at the time each activity is submitted for approval. The MyNEA portfolio allows students to track their self-assessed progress in developing the UNE Graduate attributes and employability skills, and to select activities in order to develop in areas of perceived weakness. Participation in the NEA covers the entire period in which a student is enrolled at UNE. NEA students report many benefits that imply a growing sense of social responsibility (UNE Graduate Attribute). Feedback includes:

I think the most valuable thing I have learnt through doing the NEA is how much I am already involved with the local community. I have come to realise how rewarding it is to be able to share my time and experience with others;

The confidence, compassion and personal insight I have gained... have made me more able to understand my responsibilities as a member of my community and have empowered me in encouraging other through my counseling work.

Principle 2 continued

All awards offered by UNE Business School are underpinned by sustainability principles.

Evidence of the University's wider commitment to sustainability principles is the cross disciplinary **Bachelor of Sustainability**, where graduates gain an understanding of social and community sustainability as well as ecologically sustainable development.

The University's **Academic Quality Management Policy** requires all courses and units within the University to be regularly reviewed. At the UNE Business School, our courses are monitored annually through our Course Advisory Boards, which are made up of key stakeholders helping us to shape our curricula to address the social, governance and environmental objectives of the UN's Global Compact.

One of our flagship degrees, the Bachelor of Agricultural and Resources Economics has, through feedback from key stakeholders, evolved over the past three years to better articulate the challenges we are preparing our students for. The excerpt below captures the story we seek to tell our prospective students about the degree and the role they can play in contributing to a sustainable, inclusive economy.

Why study the Bachelor of Agricultural and Resource Economics at UNE?

Through the study of agricultural and resource economics you will gain an understanding of the key challenges and trade-offs confronting business, government and the community at large. You will develop the knowledge, skills and attributes required for high level problem solving and economic decision making across a diverse range of agricultural and natural resource issues such as food safety and security, natural resource depletion, climate change, sustainability and increasing globalisation and integration of agricultural and food networks.

Another example of how we enact this Principle is our authorship of texts. UNE Business School's Professor John Rice is a co-author of the text, **Strategic Management, Thinking, Analysis, Action**, which incorporates sustainability as an integrated concept for strategy throughout the book.

Associate Professor Muayyad Jabri's 2016 publication, *Rethinking Organizational Change* (Routledge Studies in Organizational Change and Development) explores polyphony in the generation and understanding of meaning in everyday discourse. It facilitates a crossover from sameness to diversity and points to a more inclusive approach to managing change.

Principle 3

Method

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

In turning our commitment to PRME into actions, the UNE Business School developed principles for addressing sustainability in our curriculum. These are:

1. Industry and community will be regularly encouraged to contribute to unit content.
2. Each unit will explicitly discuss the underlying assumptions of the management techniques and skills being taught, including how their application affects sustainability.
3. Provide opportunities for students to work on real problems in the community, locally, regionally and globally, especially in relation to how the problem relates to sustainability and innovation.
4. In learning about best practice for implementing management skills and techniques, students will also learn that current best practice is evolving. Discussion regarding best practice will, therefore, involve
 - a. how non-idealised/real world contexts affect the application of best practice, and
 - b. ideas for how the application of tools and techniques might be creatively modified and utilised to consider sustainability issues.
5. Provide students with opportunities to discuss links to other units in the program (and even other academic disciplines) to highlight the holistic nature of management.
6. Promote a supportive learning environment for all students.
7. Include assessment in each unit in which students engage with sustainability.

Industry contributions to content

We endeavour to draw on industry and community to contribute to our students learning experiences. An illustration of this can be seen in the following excerpt from the June/July 2015 UNE Business School newsletter:

'Naomi Nielsen, Head of Emerging Sectors in the Corporate Solutions division for Jones Lang LaSalle (JLL), delivered a riveting lecture for students studying MM200 Managing People and Organisations (a core unit for two of our flagship degrees the Bachelor of Business and Bachelor of Agribusiness).

JLL employs over 50,000 employees globally and has been acknowledged as one of the 'World's Most Ethical Companies' by Ethisphere for the eighth year in recognition of how the company fosters a culture of ethics and transparency. JLL is one of only three real estate companies to receive this award, and is an amazing case study for students interested in how to design an organisation to

perform. The students were privileged to have Naomi Nielsen, as a senior executive with JLL, lead them through a detailed analysis of how the company responds to the competitive nature of the industry and importantly builds an organisation that delivers opportunities for growth.

Naomi is a member of UNE's alumni having obtained a Bachelor of Economics (1994) and an MBA (2007) and then going on to build an impressive corporate career. With over 22 years of real estate experience in Australia, Naomi has extensive knowledge in all sectors including education, health, defence and other social infrastructure sectors.'

Addressing sustainability

As we review our curricula, we continue to reflect on how well we are achieving these principles.

Two examples of our revised curricula include Econ 121 Environment and Food: Economic Perspectives, and MM322 Business Ethics, Globalisation and Sustainability.

Econ 121 Environment and Food: Economic Perspectives

This unit addresses major environmental, resource, and agricultural issues in the Australian economy and at the global scale. It introduces students to the basic economic concepts to analyse these issues, which include food security, sustainability, biodiversity and climate change.

MM322 Business Ethics, Globalisation and Sustainability

This unit focuses on the role of ethics in organisations. It introduces the conceptual and analytical skills required to identify and evaluate the ethical dimension of business activities in specific areas such as human resource management, marketing and international business. In addition, the broader ethical issues related to globalisation and sustainable business activity are considered.



Principle 3 continued

Reaching beyond UNE

UNE also plays a role in shaping high school students' awareness of the opportunities for them to shape the future for sustainable and inclusive worlds.

Two examples are UNE's hosting of the Agrifood Experience Day and the UNE Business Challenge.

At the Agrifood experience day, students from across Australia were selected to participate on the basis of a national essay competition on how to feed a growing population sustainably by 2050. For the day, Professor Oscar Cacho from the UNE Business School designed a computer game, based on a linear programming model, where players find the most profitable mix of enterprises for a farm when faced with limited resources (land, labour, capital and feed), considering both short and long term impacts to be considered.



High school students working with presenters at the UNE Business School Challenge.

The aim of the *UNE Business Challenge* is to encourage young people within our region to identify business ideas and to collaborate in building innovative business solutions. For 2015, 80 entries were received from 12 different schools.

In preparation for their pitches the 20 student finalists enjoyed the opportunity to participate in a series of educational workshops and coaching sessions, all focused on skills and insights essential for business and entrepreneurship.

The founder and director of Whitehack – an IT security solutions firm with offices in Armidale and the USA – provided a workshop focussed on commercialisation. A local teacher with extensive experience in theatre and performance led the students in a workshop on vocal projection, pitch preparation, breathing and posture, and the positive use of anxiety. The Careers Engagement Coordinator with Chartered Accountants Australia gave the students a highly polished workshop on personal branding.

UNE Business School's Dr Simon Burgess, provided students with essential insights concerning ethical leadership and teamwork skills. While the 20 finalists enjoyed their focused workshops and coaching, the other 84 students who attended the event participated in an entertaining business seminar in which they were challenged to consider their roles as future generators of social and economic value.

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.

UNE is dedicated to identifying and delivering innovations of value to society and industry, in Australia and internationally, with a particular emphasis on inter-disciplinary research. We seek solutions to complex problems in rural and regional Australia.

Our research involves interdisciplinary and cross-institutional collaborations and is underpinned by five thematic research priorities:

- **Australia's future food and water security: smart science, smart technology**
- **Climate change and environmental sustainability: protecting biodiversity, effective policies**
- **Health and wellbeing in rural communities: social exclusion, health inequity, mental health, social policy**
- **Our communities, our neighbours: regional and rural development, sustainability, prosperity and peace**
- **Our past, present and future: Australia's history, memory, identity, protection and promotion of cultural heritage.**

UNE Business School researchers have been involved in several projects relevant to PRME over the last 24 months.

Australia's Carbon Pricing Policy Strategies

One key research project that was outlined in the 2013 SIPR report on 'Adaptation to carbon-tax-induced changes in energy demand in rural and regional Australia' has progressed to its 4th year in 2016. This four-year project is funded by an Australian Research Council (ARC) Linkage grant (LP120200192) with a partnership support from AGL Energy Ltd. AGL is one of Australia's key energy producers as well as retailers. Its mission is to advance the energy supply systems in Australia while giving due consideration to environmental sustainability. Accordingly, it has invested in wind farms and other renewable energy projects as part of its sustainable energy program.

Professor Mahinda Siriwardana from the UNEBS leads this collaborative ARC project with four other researchers (Dr Samuel Meng and Dr Judy McNeill from UNE and Mr Tim Nelson and Professor Paul Simshauser from AGL). There are four UNE PhD students working on different aspects of the project and supervised by the project team. Mr Duy Nong works on 'Australia's energy supply in a low carbon economy: a CGE modelling approach' while Mrs Trang Tran works on "A CGE analysis of distributional and welfare effects of Australia's carbon emissions reduction strategies". These two students are expected to submit their PhD theses in June 2016.

In addition, Mr Tim Nelson, a Chief Investigator (from AGL) of the ARC project, is completing his PhD thesis in 2016. His thesis is entitled "The emergence of new energy technologies—economic and public policy implications of Australia's changing electricity markets". The fourth PhD student supported by the project team is Mr Yoichiro Akioka whose PhD thesis deals with "The economic impact of changes in the energy resources mix in post-nuclear Japan using CGE modelling approach". This PhD thesis will be completed in early 2017.

With a significant shift in carbon pricing and mitigation policies in Australia that led to the repeal of carbon tax by the present coalition government, some of the aims of the ARC Linkage project have been slightly modified to derive policy related outcomes and to make the findings more globally relevant. Under the new directions, the project aims to assess the impact of the carbon pricing on energy cost and energy demand in the context of Australia's current mitigation effort—5% emissions reduction from 2000 level by 2020 and 28% reduction from 2005 level by 2030 as agreed in the Paris Conference in December 2015.

Despite the push for a direct action plan on mitigation by the current government policy, the project team firmly believes that a global Emissions Trading Scheme (ETS) can become a dominant policy force in order to achieve higher abatement targets in Australia and overseas.

Principle 4 continued

In addition to examining the impact of direct action plan of the present government, we have designed a number of ETS scenarios for Australia's climate policy so the project can directly contribute to the international climate policy debate. We have already conducted several policy simulations with our modelling, drawing on national and international carbon pricing literature with special reference to ETS and direct action plan. The results are promising and we hope to come up with cost-effective mitigation policies for Australia from this research. Some of the findings from our analysis were presented in five papers under an organized session – *Studies on Australian Carbon Policy* - at the GTAP international conference, June 2015 in Melbourne. These papers are published - ISSN 2160-2115 (online) - in the **conference proceedings**.



CRC Remote Economic Participation

UNE Business School staff are engaged with the CRC Remote Economic Participation which is focused on delivering solutions to the economic challenges that affect remote Australia. Through its research, the CRC Remote Economic participation provides practical responses to the complex issues that can restrict full economic participation. Dr Boyd Blackwell, from the UNE Business School, leads the Enduring Community Value from Mining Team whose projects include:

1. Tracking and Mapping Mine Expenditure to Help Enhance Common Benefits Between Communities and Industry
2. Mine Lifecycle Planning and Enduring Community Value from Mining



3. Corporate Social Responsibility in Mining in Remote Australia
4. Agent Based Modelling to Capture the Benefits and Costs of Remote Mining and Dependent Communities
5. Geographical Information Systems and Mapping Remote Australian Mining Economies and Communities
6. Synthesis Toolkit For Remote Communities

Institute for Rural Futures

The mission of the Institute is to help plan a better future for rural Australia by learning from the past and understanding the present.

The staff of the Institute come from a wide range of backgrounds, including environmental science and natural resource management through to economics, sociology and social work. The Institute is able to use a range of research methodologies, including: GIS and spatial analysis, qualitative research methods, mail and telephone surveys, and statistical analysis.

The research program of the Institute is concerned with developing a better understanding of the changes that are occurring in rural Australia, and using this understanding to contribute to better social, economic and resource management policy to help rural communities respond to change. The Institute's research program falls into three broad areas: the social impacts of change, the economic impacts of change and the environmental impacts of change.

Some current projects include:

Cost-effective environmental water for NSW wetlands and rivers (2016-2017)

An Integrated Approach for Systemic Change and Sustained Development of the Papua New Guinea Sweet potato Value Chain (2016)

Improving methods for estimating livestock production and productivity (2015-2016)

Visit the site www.une.edu.au/irf

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.

UNE Business School has direct links to regional businesses as well as through our membership of Northern Inland Sustainability Network (NISBN) and our work with the Armidale Business Chamber, the Tamworth Business Chamber and the Parramatta Chamber of Commerce.

Northern Inland Sustainable Business Network

Associate Professor Martin Hovey continues to represent UNE on the Steering Committee of NISBN. The Northern Inland region covers the 13 Local Government areas of the region. NISBN is a unique partnership formed between AusIndustry, Tertiary And Further Education (TAFE) NSW New England Institute, Trade & Investment NSW, NSW Office of Environment and Heritage, University of New England and Regional Development Australia - Northern Inland. It promotes dialogue between all of these agencies to assist regional businesses to become more sustainable.

The main focus of NISBN is to provide:

- opportunities for businesses to improve their sustainability
- a one-stop-shop for business environmental resources
- access to expert speakers on topics of sustainability
- case studies of sustainable champions in the Northern Inland region
- a showcase for sustainable initiatives and projects
- a supportive environment for linking with like-minded businesses

Armidale Business Chamber

The UNE Business School is a sponsor of the Armidale Business Chamber and has engaged with a number of projects to support the development of the regional business community. Current projects include a skills audit survey for local businesses. As well, Armidale Business Chamber hosted an event for the UNE Business School to share observations on doing business with Australia's number one trading partner, China. The event attracted an Armidale and Tamworth business audience of 60+ business, primary producers and other stakeholders and engaged in some lively discussion about the mindset needed to do business in China.

Boyce Chartered Accountants

In 2016, the UNE Business School in partnership with Boyce Chartered Accountants, the largest independent regional service firm in NSW, launched a program which enables students to experience the every-day work and life of a regionally based accountant, helping to address the growing needs for skilled graduates in regional Australia.

The program will assist in alleviating the substantial difficulties regional accounting firms are currently experiencing in attracting high quality graduates to regional NSW.

This program, along with other award-winning initiatives in our accounting degree, distinguishes the UNE experience as the focus is on preparing students to be leaders in their chosen fields.

The program allows UNE students to put theory into practice from the first trimester of study and is consistent with our aim for more workplace integrated learning experience, particularly in a regional context.

National and international partnerships

Regionally and nationally, UNEBS has employed connections to research and training initiatives such as Co-operative Research Centres (CRCs) (see Principle 4) to connect our research and research training to collaborative teams addressing significant industry problems.

Internationally, AUSAID-funded post-graduate students and linkages through our alumni to international businesses have been fostered through our curricula. Undergraduate and postgraduate students have the opportunity to participate in international study tours in which we engage directly with businesses in China, including questions of sustainability. Many of our internationally-sponsored PhD students address questions of sustainability issues within their national context (see examples in AARES section of Principle 6).



Principle 6

Dialogue

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

UNE Business School staff are engaged with a wide range of stakeholders. Through these relationships, we engage with key issues related to sustainability. We keep our colleagues informed about our activities through our newsletters, and below we have included excerpts from two of these to demonstrate the range of our activities.

Invasive plant research

"Dr Susie Hester and Professor Oscar Cacho from UNEBS attended the International Conference on Ecology and Management of Alien Plant Invasions (EMAPI, 2015), 20-24 September 2015 in Hawaii. This is a biannual conference that brings together professionals and practitioners from all over the world to share their experiences in invasive plant research, policy and management. It is a very useful conference because it allows academics to interact with practitioners who work in the field and manage weed problems. Most islands in Hawaii are heavily invaded by weeds and as a result there were many useful talks by local resource managers about their successes and failures in on-ground management of weeds. Susie and Oscar were pleasantly surprised to find the extent to which their published work is being applied to tackle problems in Hawaii and California.

Oscar presented on 'Engaging the public with invasive plant issues' where he discussed research on the benefits of reports from members of the public for weed management. Natural resource managers in Hawaii have long-recognised the usefulness of engaging the public in weed management. Some of these groups in Hawaii and Australia have approached Susie and Oscar to share data and conduct empirical analysis using our methods on search theory and community engagement programmes. We also established a relationship with the weed managers on Lord Howe Island, so UNE could soon be helping this World Heritage listed paradise managing invasive species." (Oct/Nov 2015)

2015 Australian and New Zealand Society for Ecological Economics

The UNE Business School hosted the Australian New Zealand Society for Ecological Economics 2015 biennial conference: Thriving Through Transformation: Ideas for Local to Global Sustainability.

With over 70 delegates from across Australia, New Zealand, Mexico, Portugal and Washington DC, the range of papers was diverse and covered all aspect of transforming the human existence to one that is more sustainable. There are a number of collaborative networks and projects that gained momentum through the conference. Keynotes, concurrent session talks, workshops, masterclasses and more can be viewed **online**.

Agricultural and Resource Economics Seminars

The Agricultural and Resource Economics Seminar series is a joint program between UNE Business School and the Australian Agricultural and Resource Economics Society (AARES) and the presentations engage colleagues in ongoing dialogue with external stakeholders on critical issues related to global social responsibility and sustainability. Recent seminars are detailed below:

Professor Jacques Trienekens, University of Wageningen, presented a seminar on 'Organisational Innovation in Agriculture and Food Chains: Towards Sustainable and Market Orientated Business Networks'. The globalisation of food chains and evolving consumer and stakeholder requirements concerning the safety and quality of food and its production processes are forcing businesses to look for ways to link up with other companies in the chain as well as with actors such as government, consumer organisations, NGOs, and research institutes. Taking part in sustainable business networks that address these requirements, and at the same time create new market opportunities, is one of the main challenges faced by food companies today. The seminar focused on organisation and information exchange in food chains and networks. Results drawn from a number of research projects based at Wageningen University were presented, including research conducted into market-oriented international food chains and networks.



Principle 6 continued

Professor Steve Hall delivered a seminar interrogating the questions around how communities provide the mining industry with the “social licence to operate”. It has rightly been argued that social development should not be expected of the mining industry alone. Development must be sustainable for a region – since mines all eventually close (normally as great an impact or even greater than when they open!).

Education about mining is essential to provide a reality check to local environmental and social expectations, but also to support the evolution of appropriate mining legislation and other necessary legislation. Regulatory development and their equitable enforcement is a major challenge for developing countries, often providing the temptation to do nothing or only do something with an “inducement”.

Many Australian exploration and mining companies have operations across the globe and are often the first potential major economic activity in some of the remotest and under-developed parts of the world. Assistance with general education, infrastructure (water, sanitation and transport) and healthcare can quickly create regional inequalities that cause migration of significant numbers of people – resulting in a dynamic and differing communities than those often evaluated in social impact assessments.

The nature and capacity of local governments are often inadequate to cope with such major changes. It is noted that there are many parallels with Australian mineral resource development. The presentation drew on recent experiences, primarily across Africa, supported by the Australian Government, Western Australian Government, Australian mining companies that are active offshore and numerous discussions with ministers, bureaucrats and educators.

Mr Jim McFarlane, PhD student at the UNE Business School, presented the seminar “Is Technological Unemployment in Australia a Reason for Concern?”. In his presentation, Mr McFarlane discussed the controversy of whether long lasting unemployment is a consequence of technological progress and the substitution of capital for labour. The rapid rate of technological progress might be conducive to the possibility of long-term unemployment. In the context of Australia, the mining sector could be at risk, while manufacturing, agriculture, trade and accommodation are expected to be less affected.

AARES Conference

The 60th National AARES (Australian Agricultural and Resource Economics Society) Conference took place in Canberra in February 2016. The following papers, presented by UNE staff and students at the conference are relevant to the UN’s Sustainable Development Goals and reflect our international scope:

“An ex-ante evaluation of the potential implications of solar farms for Australian cattle graziers”, Sandy Laurie, Rene Villano and Stuart Mounter

“Intensification in Tanzanian dairy systems: the dynamics of the dairy value chain in Kilosa district in Tanzania”, Kanar Dizyee, Derek Baker, Hikuepi Katjiuongua and Amos Omore



“Applying system dynamics to value chain analysis”, Kanar Dizyee, Derek Baker, Karl Rich, Euan Fleming and Heather Burrow

“Evaluating the productivity gap between commercial and traditional beef production systems in Botswana” Omphile Temoso, Rene Villano and David Hadley

“Diversification and Productivity in Crop-livestock Farming Systems in the Ghana Forest Savannah Agro-ecological Zone”, Bright Asante, Rene Villano, Ian Patrick and George Battese

“Foreign ownership in Australian agribusiness: results of a survey of firms”, Conor Whitton, Derek Baker and Stuart Mounter

“The nature of farm succession planning in the Riverina Region”, Sarah Forster and Stuart Mounter

“Performance of smallholder seed yam farm enterprises in Cameroon”, Nchinda Valentine Petentsebenkwange, David Hadley, Rene Villano and Emilio Morales

“Mixed-method evaluation of improved cassava varieties’ adoption in Ghana: implications for policy and extension activities”, Kodjo Kondo,, Euan Fleming, Oscar Cacho and Rene Villano

“A bioeconomic analysis of wild dog management in northern NSW livestock industries”, Salahadin Khairo, Oscar Cacho, David Hadley, Peter Fleming and Robyn Hean

“Introducing compliance-based inspection protocols to Australia’s biosecurity system”, Susie Hester and Oscar Cacho

“Compliance-Based Regulatory Regimes for Biosecurity Border Inspections: An Experimental Investigation”, Anthony Rossiter, Andreas Leibbrandt and Susie Hester

“Incorporating passive surveillance into invasive-species management programmes”, Oscar Cacho and Susie Hester

Principle 6 continued

2015 International Food and Agribusiness Management Association (IFAMA) World Conference

Prompting our students to engage with the 'wicked' problems the world is facing, UNE Business School proudly supports our students to engage in international competitions. In 2015, students Peggy Keats, Craig McGlashan, Sarah Rohr and Elizabeth Star, competed in the International Food and Agribusiness Management Association (IFAMA) World Conference student case study competition held in the USA.

"In attending the conference the students gained a deeper understanding of current issues impacting the global food chain and afforded them the opportunity to broaden their professional networks. "We gained a broader perspective of the collaborative effort required by various stakeholders in addressing issues such as global food security, big data management and attracting talent into the food and agribusiness sector," said Peggy Keats. Sarah Rohr agreed saying that "the round table sessions involving students in discussions about these issues with academics, and industry and government leaders were a great, interactive experience."



Lizzie Star added that the opportunity to network and expand her knowledge of international industries, systems and markets has given her a more complete view of Australia's position in global agribusiness. "The outlook of what we collectively need to achieve in the face of a changing climate and a growing population was a shared focus of the conference participants," she said.

Other highlights of the trip included a visit to Land O'Lakes – an agribusiness cooperative and industry leader in Dairy Foods, Agronomics and Livestock employing 10,000 people – at the invitation of UNE alumnus Tim Leviny, now Vice President of Global Dairy Ingredients at Land O'Lakes and a private tour of Cargill's North American Food Innovation Centre - the hub of Cargill's global network of food and ingredient research and technology Centres" (UNE Business School newsletter, Nov/Dec 2015).

Dialogue

A further example of our commitment to dialogue is the UNE Business School's Summer Retreat – A Deeper Conversation about Change. The aim of the retreat was to bring postgraduate students onto campus to experience the beauty of the New England, to attract alumni to return to UNE and to provide professional development opportunities for those working in our region.

The theme 'A Deeper Conversation about Change' was designed to deliver participants a rich learning experience on how to bring about change that creates goodwill, is morally responsible and considers the long term perspective. Presenters included Professor Mary Gentile, who delivered a thought provoking demonstration of her work on Giving Voice to Values and Dr Simon Longstaff CEO of the St James Ethics Centre.

The Conversation

A number of our staff also contribute to The Conversation, an independent source of news and views, sourced from the academic and research community and delivered direct to the public.

Through this medium, our staff are able to engage with issues relevant to PRME's values. Professor Mahinda Siriwardana has contributed to **debate about climate change**. Professor John Rice is also a regular contributor and **his critique of convenience products and their impact on sustainability** attracted over 140,000 reads.

Principle 7

Organisational Practices

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

The University of New England employs over 1200 staff across a wide range of positions. Staff are employed from the New England region, from across Australia, and from across the World. As part of its Cultural Diversity Priority statement, UNE states its commitment to a culture which values and supports diversity, engenders social responsibility, is sensitive to ethical issues and receptive to new ideas and critical enquiry, and which supports the University's role as an international institution.

Social

The University of New England continues its commitment to making UNE a leader in the education and employment of Aboriginal and Torres Strait Islander peoples through the UNE Aboriginal Torres Strait Islander Employment Strategy 2013-2018. This strategy focuses on strengthening relationships between UNE and the Aboriginal and Torres Strait Islander community; building meaningful career paths for Aboriginal and Torres Strait Islander staff; building understanding and appreciation of Aboriginal and Torres Strait Islander culture and appropriate workforce management practices; and increasing meaningful employment options for Aboriginal and Torres Strait Islander peoples.

The Aboriginal Employment Officer proactively engages with UNE and the wider community to gather and provide feedback and raise awareness of the Aboriginal and Torres Strait Islander Employment Strategy. Throughout 2015-2016, staff of the University will complete a 2 day Cultural Immersion Program designed to provide a greater cultural awareness and insight into Aboriginal and Torres Strait Islander values and beliefs. This program provides an opportunity to both reflect on professional practice and build positive and inclusive approaches to working effectively with staff and students.



Environmental

As noted at the outset of our report, the University of New England in its 2016-2020 strategic plan has clearly committed to reducing the environmental impact of our activities.

To this end, UNE is building a 10,000-solar panel network on the northern edge of the Armidale campus. Planning of the Solar Farm began in April 2015 and we expect it to become fully operational by early 2018, providing for half of UNE's energy requirements. This will be the equivalent of 1,000 cars taken off the road and offset 5,000 tonnes of greenhouse gas emissions per year.

In total, the project will cost \$6.6 million and have an estimated lifespan of 25 years, with opportunities for updates and renewal along the way.

This marks an exciting step forward for the University as it becomes greener and more sustainable, enacting the values we promote through our awards.

Future Objectives



Future Objectives

Over the coming four years, the five priorities for UNE are:

1. Excellent research with high impact
2. Outstanding student experience
3. Digital dominance
4. Operational resilience
5. Innovative culture

UNE Business School has articulated our Mission, Vision and Values and developed a new operational plan to reflect these priorities, and our commitment to PRME.

Key activities for the UNE Business School for the coming 2 years include:

- Expanding our active collaborations with business, industry and government within the region and more widely.
- Developing the Centre for Agribusiness and Innovation to firmly place the university as a leader in the agriculture sector. By creating and maintaining links with industry stakeholders, the Centre aims to bridge the gap between 'great ideas' and real-world problem solving.
- Enhancing the 'real world' and international experience within our courses, including increasing work-integrated-learning opportunities with sustainable businesses within our region through our relationship with NISBN and growing student participation in international study tours which address questions of sustainability.
- Monitoring and evaluating how PRME is embedded in all our courses.
- Greater recognition of the extra curricula activities of our students engaging with their communities to lead positive change, including their involvement in Enactus. We will continue to promote student participation in the New England Award.
- Reducing our paper-based processes and promoting energy saving measures to staff.



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