

PRME Report

The University of Newcastle

May 2017



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



PRME

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

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The University of Newcastle

PRME Report on Progress

May 2017

Table of Contents

Introduction from the Pro Vice-Chancellor	3
Overview of The University of Newcastle	4
Principle 1: Purpose	7
Principle 2: Values	14
Principle 3: Method	23
Principle 4: Research	30
Principle 5: Partnership	37
Principle 6: Dialogue	40



Introduction from the Pro-Vice Chancellor

The University of Newcastle (UON) is pleased to present its United Nations Principles of Responsible Management Education (PRME) Sharing Information on Progress (SIP) Report for the period ending May 2017. Our SIP provides a **description of practical actions** that we have taken to implement the six PRME Principles during the past 24 months.

This, our first SIP report, demonstrates our achievements as a world-class University, Faculty and Business school. We are proud to show good progress with respect to all six PRME principles. We have done so through initiatives in research and teaching, as well as through increasing community and industry engagement.

We strive to make a difference by addressing some of the great challenges we face regionally and globally. We have a strong team of researchers dedicated to tackling issues such as climate change, disaster relief, indigenous participation and barriers to equitable healthcare. We have strong collaborative partnerships with our communities and industry, and we actively engage these partners in dialogue and debate about issues of global significance.

In 2015, we committed to appointing a professorial position in corporate governance. In **assessing the achievement of this goal**, we note that, in 2017, we made this appointment which evidences our commitment to upholding the PRME principles, and building our research and teaching capacity in this important area.

The University was accredited by the Association to Advance Collegiate Schools of Business (AACSB) in 2016. As part of our commitment to PRME and AACSB the Newcastle Business School has ensured that ethical learning objectives are embedded in all of our programs and evaluated through our rigorous assurance of learning system. Our teaching and learning initiatives develop students' leadership and capacity to contribute globally.

In addition to continuing our current work in support of the six PRME principles, **a key objective over the next 24-month period** will be to embed learning objectives that are pertinent to responsible management into our assurance of learning. In particular, we will assess the extent to which all of our degree graduates attain skills and knowledge relevant to competencies such as ethical management and social responsibility.

Our progress in implementing the PRME six principles is outlined in this progress report. We will build on this strong foundation to further embed our commitment to PRME in our research, teaching and engagement.

Professor Tony Travaglione
Pro Vice-Chancellor, Faculty of Business and Law

The University of Newcastle (UON)

Over our history of just over 50 years, the University of Newcastle has demonstrated an enduring commitment to quality teaching and learning as well as research. Today some 40,000 students are enrolled in programs across five Faculties. Over 90 undergraduate degree programs are on offer and the range of postgraduate study options is continually growing.

The University of Newcastle is a research-intensive institution with an exceptional record of achievement. We are ranked in the top 250 universities in the world, according to both the [Times Higher Education \(THE\) World University](#) and [QS World University Rankings](#) (2016). Our [Architecture/Built Environment](#) discipline has ranked in the world's top 50, for the third consecutive year, in the 2017 [QS World University Rankings by Subject](#) list.

Debuting in this year's prestigious global list, [Engineering – Mineral and Mining](#) has ranked at 30 in the world. The University has six subjects ranked in the world's top 100 and an overall total of 13 subjects ranked in the world's top 200. Our performance on the world stage continues to improve as we move closer to realising our [vision](#) of being global leaders in each of our spheres of achievement - equity, education and research.

We work hard to ensure that the UON student experience allows our students to excel. In 2015, the Australian Graduate Survey returned a satisfaction rating of 85 per cent, a one per cent improvement on our 2013 rating. We continue to rank in the top quartile of all Australian universities for quality teaching thanks to ongoing improvement in teacher satisfaction on the survey's Good Teaching Scale.

Access to higher education for the communities we serve, which includes many disadvantaged groups, is a high priority for the University. As one of the largest providers of enabling (foundation) programs in Australia and through our strong partnerships with the leading vocational education and training provider in Australia, TAFE NSW, the University offers multiple pathways for students to enter university. The University's face-to-face learning is supported by state of the art facilities and technology including high-tech teaching laboratories and digitally connected information hubs. The University's five libraries house a collection of more than 1.3 million items and provide access to over 60,000 electronic journals.

The University of Newcastle is international in its outlook. With more than 7000 international students studying in Australia and overseas, Newcastle continues to expand its internationalisation activities. The University's curriculum is continually reviewed to ensure it reflects global knowledge and our international positioning. Our approach to teaching and learning is to help our students contextualize their academic experience and their future careers in a global environment.

**TOP
250**

universities in
the world¹

**13 in TOP
200**

13 UON disciplines
ranked in top 200
in the world²

**TOP
8**

in Australia for
research 'well
above world
standard'³

**OVER
90%**

of our research
is 'at' or 'above
world standard'³

**RANKED
11th**

in Australia for
research income⁴

¹ Times Higher Education World University Rankings 2016 and QS World University Rankings 2016

² QS World University Rankings by Subject, 2017

³ Excellence in Research Australia 2015

⁴ Higher Education Research Data Collection 2015

Faculty of Business and Law

The Faculty of Business and Law is one of five Faculties in the University of Newcastle. The Faculty has two schools, the Newcastle Business School and the Newcastle Law School.

Business School programs have been delivered by the University of Newcastle since its establishment in 1965. In 2006, a single Newcastle Business School was created. Newcastle Business School incorporates the discipline areas of Accounting, Finance and Economics, Human Resource Management, Marketing, and Management.

The School offers undergraduate programs (Bachelor of Business and Bachelor of Commerce) and a range of postgraduate business qualifications as well as research higher degrees.

The Newcastle Business School has committed academic staff who are active researchers and who have wide-ranging professional and teaching experience at both undergraduate and postgraduate (including research higher degree) levels.



The Principles of Responsible Management Education



Principle 1

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



Principle 2

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



Principle 3

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



Principle 4

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



Principle 5

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



Principle 6

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



Principal 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.

The Faculty of Business and Law is one of five Faculties at the University of Newcastle. The University's vision and strategic plan provides an environment that is supportive of the Faculty's efforts towards responsible management education.



"For more than 50 years, the University of Newcastle (UON) has delivered education to talented students from diverse backgrounds, developed professional leaders of the future and harnessed the capacity of world class research to foster innovation and deliver impact in its regions and across the world.

There are current seismic changes in the global geopolitical, environmental and economic landscape and we know that the world that our students, staff and graduates will experience in the next 50 years will be very different.

These will be challenging times but universities that respond and adapt will play a key role in the emergence of knowledge based economies across the world and education will continue to be a vital force in building social cohesion and economic resilience and growth."

Professor Caroline McMillen Vice-Chancellor and President

The University of Newcastle's 2025 vision

UON stands as a global leader distinguished by a commitment to equity and excellence and to creating a better future for its regions through a focus on innovation and impact

The University of Newcastle holds that universities are committed to the discovery and transmission of knowledge, wisdom and learning for the betterment of society. With the capacity to address humankind's greatest challenges, universities advance on the basis of merit in an environment of common endeavour and mutual respect.

Our [NeW Futures Strategic Plan \(2016-2025\)](#) is underpinned by this purpose and these values and incorporates eight areas of strategic focus.

1. An Enduring Commitment to Equity and Social Justice
2. Graduates who Make A Difference
3. A Passion for Excellence and Discovery
4. Driving Global and Regional Impact
5. Engaging Across the Globe
6. A Shared Future with our Communities
7. Staff Who Make Their Mark
8. Building a Sustainable Future

Our strategic aims in each of these priority areas are summarised below in addition to our priority goals. In each area, we demonstrate commitment to issues of relevance to the PRME charter.

An Enduring Commitment to Equity and Social Justice

We ensure students from under-represented backgrounds can enter university, graduate and succeed. We collaborate with partners to provide global leadership in the field of equity in higher education through pioneering research and practice. We break new ground and work tirelessly to challenge persistent inequalities in higher education.

Goals

1. We will achieve parity between the proportion of UON students who enter and graduate from diverse socioeconomic, cultural, and disability backgrounds with the proportion of people who are from those backgrounds in our regions.
2. UON will be recognised by communities, governments and scholars worldwide for excellence and innovation in the field of equity in higher education and for the high success rates of all of our student cohort.

Graduates who Make A Difference

Our outstanding staff inspire and support students. The UON student experience prepares our graduates to be global citizens, leaders and entrepreneurs who are eager for life's challenges and will change their world for the better.

Goals

1. UON will be distinguished by the quality of our teaching and the experience of our students.
2. UON students will engage in education, research and work opportunities across the world.
3. UON graduates will have high levels of employment, start-up businesses and drive creative, technological and social change.

A Passion for Excellence and Discovery

Our areas of excellence in education and research have scale and span discipline, regional and national boundaries. We recognise that research, discovery and access to new knowledge are at the heart of a world class education. We are resolute in our commitment to excellence in Indigenous education and research and to the importance of Indigenous culture and knowledges.

Goals

1. UON will be distinguished globally for the quality of our staff, the world standing of our education programs and the scale and excellence of our research.
2. All UON degree programs will include inter or multidisciplinary courses and access to research that is relevant to the big challenges that face the world.



The UON Global Centre for Environmental Remediation (GCER)

aims to safeguard people's social, economic and physical health and wellbeing by developing innovative, cost-effective and sustainable technologies and solutions that reduce the impact of pollutants on the environment.

Driving Global and Regional Impact

We work with partners across the world to build equitable prosperity, social cohesion and healthy communities. We engage with business, industry and government to deliver innovation and impact. We exploit new knowledge to create start-ups, new businesses and new jobs across our regions.

Goals

1. We will be recognised as a lead university for research engagement and for staff mobility between UON and business, industry, government and community organisations.
2. UON will deliver economic impact through commercialisation of new knowledge and job creation as a result of contributions to business improvement, entrepreneurship, the creation of start-ups and new businesses, and the supply of industry ready graduates.

Engaging Across the Globe

UON stands in the world as distinctive in its commitment to excellence and equity. We collaborate with respected global partners to deliver unique opportunities for students through a world class education, work integrated learning and internship experiences. We engage with our research partners to deliver outcomes which improve the future for the next generation. Our staff have a world view and are connected globally.

Goals

1. Increase the global reputation, standing and recognition of UON as a world class university.
2. UON will be a lead study destination for students from across the globe.
3. UON will lead Australia for the availability and quality of staff and students' inbound and outbound international mobility.

A Shared Future with our Communities

UON has strong relationships with our alumni and donors, our business partners and sponsors, and with leaders and friends in the communities in each of our regions. Through reciprocity and commitment we work together with our partners to support the economic, social and cultural transformation of strong regional communities.

Goals

1. UON will have a demonstrable civic, cultural and social impact in each of its regional communities.
2. Our communities across all our locations will support our students and our research through philanthropy and sponsorship in recognition of UON's role in shaping new futures.

Staff Who Make Their Mark

UON attracts, fosters and retains remarkable academic and professional staff who actively contribute to our reputation for innovative and engaged teaching and research. UON staff are distinguished by their willingness to change the status quo when required, take on new challenges and provide inspirational leadership. Our staff engage cooperatively to deliver agile solutions and the best outcomes possible for our students, partners and communities.

Goals

1. UON will be recognised for the diversity and equity of its workforce and for the calibre of staff who collaborate to change the status quo and build an agile and outcomes focused culture.
2. UON will be a sector leader in the attraction and retention of outstanding staff seeking to make their mark as leaders and innovators in their profession or field of endeavour.
3. UON will be the safest and healthiest university in Australia for staff and students.

Building a Sustainable Future

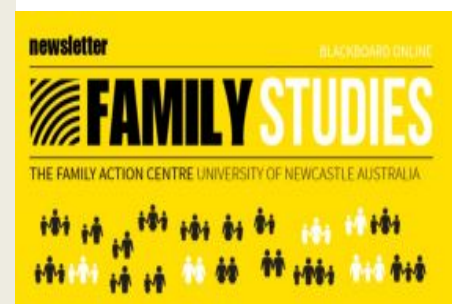
UON responds nimbly to changes in our external environment, targets investment to align with our vision and strategic goals and effectively manages our resources and campuses. Investment in our workforce and our physical and digital environments ensures we are equipped to meet future challenges.

Responsible management of our unique campus environments ensure we take account of the needs of the next generation.

Goals

1. We will target growth and diversification of our income base and reduce the reliance on government income sources.
2. UON operations will be effective and efficient against sector and relevant external benchmarks.
3. We will invest in delivering our strategic goals and in maintaining a physical and digital environment that will place us as sector leaders for student experience, research performance and industry engagement.
4. The future of UON will be sustainable through responsible long term financial and environmental planning that takes account of the needs of the next generation.

*UON **Family Action Centre** works to strengthen families and communities by developing and implementing programs, undertaking research and training, and promoting sustainability, social justice and community leadership. The Centre has a 30 year track record of innovative, dynamic and enduring work that aims to strengthen family and community wellbeing. The assets and diverse resources of families and communities underpin vibrant, cohesive and resilient societies.*



Faculty of Business and Law Mission

The Faculty strives to "make a difference" by creating new knowledge, preparing our students for global citizenship, and contributing to progress of Australia and the Asia-Pacific region. The Faculty of Business and Law mission includes a focus on research excellence and the development of graduates with attributes that support ongoing contribution and achievement.

The Newcastle Business School's mission is to build and sustain a vibrant learning community that advances business knowledge.

In working to achieve our mission, we pursue:

- a. opportunity for academic development that builds our research capabilities, both within disciplines and across disciplinary boundaries;
- b. collaboration with local, national and international partners;
- c. research-led and student-focused teaching and learning opportunities.

We summarize our effort against our three mission supporting statements below:

Opportunity for academic development that builds our research capabilities, both within disciplines and across disciplinary boundaries;

The Faculty and School are focused on building our research capabilities. We are also fortunate to be part of a university that has a very strong research profile, and university leadership that is increasingly focusing on building research competence and output in all faculties. We are predominantly interested in discipline-based research, in alignment with university and national priorities.

We recognize the opportunities to connect with researchers in other Schools and Faculties, and have a commitment to maintain our current inter-disciplinary research. Our research encompasses a range of responsible management foci including, for example, rural and regional sustainability, and indigenous participation in higher education (see insert below).

Improving Indigenous participation, retention and success in Australian business-related higher education

A cross-faculty and cross-institutional research project was launched in 2017 focusing on developing strategies to improve indigenous participation and success in business-related higher education. The project is also part of the Australian Business Deans Council national initiative on Aboriginal business education.

Particular attention will be paid to identifying barriers to participation and success in business education, and developing recommendations for increasing engagement and retention of Aboriginal and Torres Strait Islander students from low socio-economic backgrounds.



Collaboration with local, national and international partners;

We recognise the importance of mutually beneficial engagement with community, alumni and industry, we are committed to teaching, research, community service and engagement that enable sustainable outcomes. The Faculty and School are focused on increasing our international collaboration, while maintaining regional connections. This reflects our dual aims to contribute to the development of our region while building sustainable international relationships that allow us to contribute to international discussion on important management issues.

Given that our disciplines' leading authors may be located in other parts of Australia or internationally, we understand that international collaboration is necessary for us to contribute to the progress of Australia and the Asia-Pacific region. We acknowledge that international collaboration increases the visibility and utilization of our research, which is particularly important for our contribution to responsible management in areas such as climate change and sustainability (see insert below). We believe that international engagement allows us to better develop our students for global leadership through initiatives that allow educational opportunities in other countries, for example.



Helping Small Business Deal with Environmental Challenges

Dr. Sidsel Grimstad's research focuses on how small businesses collaborate or compete to deal with environmental challenges and undertake environmental improvements under different institutional frameworks in different countries. She has studied rural agriculture based tourism clusters to understand how they collaborate or compete to pursue common environmental goals.

Her research involves comparisons between a Norwegian and Australian agriculture-based tourism community involved in a process towards sustainability. She is currently involved in projects seeking to understand rural tourism businesses response to Coal Seam Gas exploration and how they perceive this impacts on the social, environmental and economic sustainability of their region.

Research-led and student-focused teaching and learning opportunities;

The School, together with the Faculty and University, values the development of effective learning environments and therefore encourages teaching and learning initiatives that benefit our students and contribute to a broader understanding of effective teaching strategies. To be research-led, we strive to ensure that our teaching is informed by relevant and current discipline research. In all of our programs, this includes learning in the areas of ethics and responsible management (see insert below). To be student-focused, we strive to ensure that the design of our programs, including our curricula, meet high standards of relevance and quality, that our students acquire relevant skills and report satisfaction with their learning experience (assessed through a range of student surveys) and that students have an equivalent education regardless of location or mode of delivery.



A core course for students in our Human Resource Management major, **Managing Diversity** students develop their understanding of the importance and necessity of an inclusive and diverse working environment in every workplace, organisation or business.

Through experiential exercises, case studies and assignments, this innovative course gives students the opportunity to understand the importance of gender equity and cultural, religious and age diversity in organisations. It builds learning in strategies to improve Indigenous employment and integration of people with a disability in the workplace.

The Newcastle Law School mission is strongly supportive of the PRME principles. As Australia's leading clinical law school, Newcastle Law School offers an innovative legal education incorporating experiential learning that is interdisciplinary and internationally focused. Through first class, research-led legal education, we integrate the study and practice of law.

Our staff and graduates are world-class professionals, who develop legal and regulatory solutions to some of the most pressing social, commercial and environmental challenges facing our community, region and world. Our graduates are ethically responsible global citizens, who have a strong sense of social justice, uphold the rule of law and are committed to the highest professional standards.





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.

The University's values underpin our purpose to make a difference in the community and help us to become a university of distinction.

UON values

Equity and social justice We provide opportunities for people with ability, regardless of their background and experiences. We lead in providing education for indigenous Australians.

Excellence We deliver the highest quality in everything we do and benchmark ourselves against the world's best.

Engagement Our staff, students and alumni are a resource for our whole community. We are partners and collaborators in world-class research, teaching and learning, and our skilled graduates contribute to our regions, Australia and the world.

Innovation We challenge standard practice and received wisdom. We are world leaders in generating new knowledge and translating innovative ideas into real benefits to society.

Integrity We are open, ethical, rigorous and committed to the highest standards in academic enquiry. We are champions of academic freedom and professional responsibility.

Sustainability We are leaders in environmental sustainability. We make a significant contribution to the economic, social and environmental capacity of our communities.

As occasional 'critics of society' universities are bound to draw on evidence and reason. Members of a university are obliged to do the same – with a professional responsibility to look beyond self-interest and personal conviction in order to build and sustain their institution's capacity to realise its distinctive purpose, values and principles. To this end, the University of Newcastle has developed an Ethical Framework, approved by its Council to guide and support decision-making at all levels.

The UON Ethical Framework is intended to be a 'compass' for navigating the University's complex ethical landscape; not a 'check list', or 'recipe' for making decisions. When making decisions on behalf of the University, the 'standard for judgement' lies in this [Ethical Framework](#) rather than the personal beliefs of any individual.

Staff of the UON are guided that the Framework must be read and applied as a whole – as no single element has priority over another. In addition, the Framework will not eliminate ambiguity – values and principles will compete from time to time. Thus, decision making requires the need for the exercise of judgement rather than 'mere compliance'.

ETHICAL FRAMEWORK

UON'S VISION UON stands as a global leader distinguished by a commitment to equity and excellence and to creating a better future for its regions through a focus on innovation and impact.

UON'S VALUES Values structure choices between competing options. In realising the UON's vision we will prioritise the institutional values of:

EQUITY AND SOCIAL JUSTICE – we provide opportunities for people with ability, regardless of their background and experiences. We lead in providing education for Indigenous Australians.

EXCELLENCE – we deliver the highest quality in everything we do and benchmark ourselves against the world's best.

ENGAGEMENT – our staff, students and alumni are a resource for our whole community. We are partners and collaborators in world-class research, teaching and learning, and our skilled graduates contribute to our regions, Australia and the world.

INTEGRITY – we are open, ethical, rigorous and committed to the highest standards in academic enquiry. We are champions of academic freedom and professional responsibility.

INNOVATION – we challenge standard practice and received wisdom. We are world leaders in generating new knowledge and translating innovative ideas into real benefits to society.

SUSTAINABILITY – we are leaders in sustainability. We make a significant contribution to the economic, social and environmental capacity of our communities.

UON'S PRINCIPLES Principles provide a 'standard of judgement' against which to test the quality of decisions. In realising UON's vision and giving effect to its values we will:

- Act on the basis of sound reasons, solid evidence and impartial judgement – even when our findings are unpopular
- Aim to do good and minimise harm
- Aspire to deserve the trust and good opinion of the communities we serve as a university
- Be accountable for the choices we make
- Do what we say we will do
- Maintain the sustainability of our Institution
- Promote safety and wellbeing
- Respect the intrinsic dignity of people

CODE OF CONDUCT

POLICIES & PROCEDURES

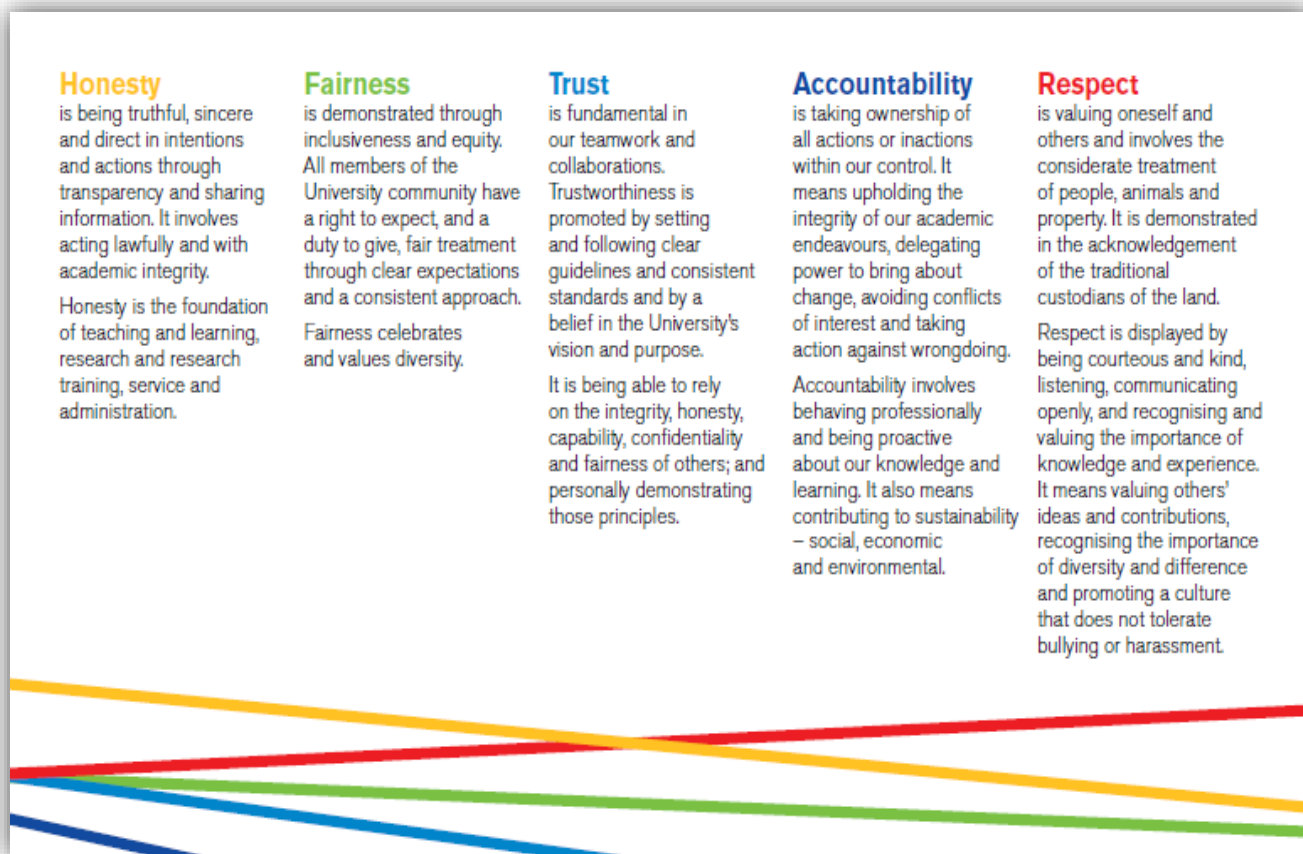
EXISTING ETHICAL ARRANGEMENTS

- Animal care and ethics
- Human Research ethics

The University's Ethical Framework underpins our Code of Conduct. As members of the University community, we are committed to the values of honesty, fairness, trust, accountability and respect (summarized below). At all times, we will behave in a way that upholds these values both as individuals and as representatives of the University.

This code applies to students, staff, conjoints, volunteers, University Council members and external members of University committees, who are to uphold the values and comply with the code in their studies, the performance of their duties and in their endeavours. Partners, contractors and visitors are to acknowledge and observe the code in their University dealings.

The Code of Conduct is featured at student orientation. It is also a major focus in the staff induction program and posters outlining the five values have been placed in all major meeting rooms at our campuses. The University has a complaints policy and supporting mechanism that allows students and staff to report instances in which the Code of Conduct is not upheld. The Faculty has a Complaints Officer who operationalizes the University's Complaints policy and procedures.



The University of Newcastle has a clear focus on sustainability and inclusivity. This is evident across the UON and drives the activities of our management programs. The following discussion focuses on the UON's sustainability efforts as well as our strengths in inclusivity, in particular on our diversity and equity initiatives.

Sustainability

The University's Vision for sustainability is to *provide leadership, innovation and inspiration to staff, students and the broader community in environmental sustainability through campus management, teaching and learning, research and community engagement activities.*

To deliver this vision and to support commitments in the Environmental Sustainability Policy, the University has prepared its second Environmental Sustainability Plan 2015-2017. Endorsed by the University Committee on Environmental Sustainability, Executive Committee, and Executive Council, it provides a clear action plan to deliver measurable improvements in the organisation's environmental performance.

We recognise that as part of our corporate objectives to be a global leader, we have an obligation to demonstrate continual improvements in environmental sustainability. The Environmental Sustainability Plan is about positive change that will not only improve our environmental record but also induce lasting benefits at a financial and social level. We recognise the importance of behavioural change and use innovative measures to affect change, such as through our recent [Champions4Change program](#).



GreenStar Certification

UON's NeW Space project is a AUD\$95.0m landmark education precinct in the heart of Newcastle's central business district.

NeW Space in the Newcastle CBD has been designed to achieve a 5 Star GreenStar Certification rating.

Refurbishments of currently existing buildings are to achieve a equivalent 4 Star GreenStar rating.

The University was one of the first in the Australian tertiary education sector to prepare a Strategic Asset Management Plan in 2012 which provides the opportunity to drive leading and innovative environmental sustainability measures in our campus facilities and activities, in particular to reduce energy consumption. Our commitment to sustainability is reflected in our students' achievements. We are proud of our students and alumni who continue to be recognized for their efforts in this area.

Bachelor of Engineering (Environmental) and Bachelor of Science student, Declan Clausen, was [named Newcastle's Young Citizen of the Year for 2013](#).

Declan, 20, has already made an outstanding contribution to environmental sustainability. He is a student ambassador for Engineering and a member of the University Committee for Environmental Sustainability (UCES).



Inclusivity

The University of Newcastle is committed to building a rewarding, stimulating and supportive place to work for each and every one of our staff members. We provide opportunities for people with ability, regardless of their background and experience, and this philosophy is reflected across all that we do including our employment and promotion practices. We will continue to invest in our individual and institutional health by building the capacity and capability of our staff through the goals highlighted in our [NeW Futures Strategic Plan 2016-2025](#). This plan is supported by clear policies, procedures, guidelines and training.

The Equity and Diversity Management Plan and our targeted equity action plans outline the "real-world" actions that we are taking to ensure that we continually build upon and celebrate a diverse and healthy workforce and student population. The University has various plans in place to meet our equity and diversity goals.

At the Faculty level we are committed to equity and social justice, we have a [Gender Equity Committee](#) and a plan with specific targets to reach by 2020.

[The Centre of Excellence for Equity in Higher Education](#) reinforce the reputation of the University as a global leader in the evidence-based development of pathways to enhance access to university and academic success for students from diverse backgrounds. By building on our success as a leader in enabling education and equitable access to higher education, the Centre serves as a national and international hub for collaborative action-oriented research, strengthening practice in higher education and building partnerships for success.



Global Innovation Chair Occasional Address 2014

UON's Global Innovation Chair for Equity in Higher Education Professor Geoff Whitty CBE delivered the Occasional Address to Faculty of Education and Arts 2014 graduates on 23 April 2014, about the values of excellence and inclusion. Professor Whitty notes "I have been here in Newcastle only since last Monday and I am delighted to be working with a university that values both excellence and inclusion.

Often, certainly in my own country, you will find universities that are committed to one or the other. What has struck me about the University of Newcastle is that it is very obviously, and very successfully, committed to both."

In 2015, 18 per cent of domestic, commencing undergraduate enrolments were students who had completed an enabling program at UON. UON's Open Foundation program is the oldest and largest continuously operating enabling program in Australia along with our successful NewStep and Yapug programs.

My Big Tomorrow is an online resource targeted at high school students that aims to demonstrate the importance of developing sound literacy and numeracy skills for future careers. Students from local high schools helped shape the resource and worked to produce profiles on over 90 different career choices. The resource allows students to search for careers based on their hobbies and interests.

My Big Tomorrow was funded by the Commonwealth Government's HEPP National Priorities Pool. *My Big Tomorrow* won the NEWi Award for Best Education Solution, the Australian Web Award for the Education Category and the International UX Award Silver Prize for the Most Inspirational User Experience for Educational Advancement.

Indigenous collaboration

UON has a proud history of collaborating with Indigenous Australians. We are committed to Aboriginal reconciliation and to our responsibilities as educators in this process. We have an outstanding track record in Indigenous education. The University reached a major milestone of over 1000 Indigenous enrolments in 2016 with the number signifying Indigenous students as 3.5% of the total enrolments, the largest percentage ever at the University. These students enrolled across all program areas and levels of the University. Our enrolment of Indigenous students is significantly higher than the national average maintaining the University's national leadership role in Aboriginal and Torres Strait Islander Higher Education.

Cultivating Indigenous knowledge and understanding

*The University of Newcastle has a nationally recognised history of achievement in Aboriginal and Torres Strait Islander education and actively pursues a "whole-of university" commitment to Indigenous collaboration. As part of this commitment, we have established targets for staff and students to complete the **Indigenous Cultural Competency: Our Way** program.*

The use of Our Way reflects the University of Newcastle's tradition of innovation in Aboriginal and Torres Strait Islander Education and is used as a philosophy for the activities in [The Wollotuka Institute](#). It also attests to the importance of local priorities in Aboriginal and Torres Strait Islander perspectives.

Following a successful pilot, The Wollotuka Institute now delivers Cultural Competency Workshops that aim to improve understanding of Aboriginal and Torres Strait Islander peoples by cultivating knowledge of traditional and contemporary Indigenous practices and perspectives. Workshop participants are required to articulate the information provided in the sessions into a practical action plan linked to their relevant work area.

The University of Newcastle was commended in the 2012 *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, Final Report* for a 'whole-of-university' approach to Indigenous education and research. The University of Newcastle draws on the knowledge and expertise of [The Wollotuka Institute](#) to inform good practice, that contributes to ongoing success.

We are a sector leader in Indigenous employment and have the highest number of Indigenous staff of any university in Australia. Our NeW Futures Strategic Plan 2016-2025 prioritises the embedding of Indigenous knowledges across the University to nurture, among staff and students, an awareness of issues and a strong commitment to social justice.

The Faculty of Business and Law is participating in efforts towards inclusive education and indigenizing curricula.



Dr Tamara Young Leading Research in Inclusive Education

In response to national calls for inclusive education that fosters equity and social justice, Dr Tamara Young has pioneered research on Indigenising tourism curricula. Dr Young's research argues for a pedagogical shift in tertiary tourism education to include multiple cultural lenses for students to engage with different ways of knowing.

The embedding of Indigenous ways of knowing and perspectives is central to this pedagogical shift, and Dr Young has built a strong focus on incorporating Aboriginal knowledges into her courses, an achievement that is celebrated as best practice at UON. In doing so, she has taken a lead in fulfilling UON's Reconciliation Action Plan (2011-2015) which calls for "a substantive and progressive approach to reconciliation with a university wide approach to 'closing the gap', which includes engagement of Elders and Indigenous world views in curriculum development".

Dr Young has Indigenised tourism courses in innovative ways through the connections with Aboriginal communities involved in tourism. In the 2014 External Review of the Bachelor of Business Program, and in the 2011 Indigenous Cultural Competency Audit, the Faculty's tourism courses were recognised as having comprehensive inclusion of Aboriginal and Torres Strait Islander content and perspectives.

Dr Young is now working in partnership with colleagues across Australia and internationally to expand research on Indigenous collaboration initiatives in tourism education. Their focus is on incorporating Indigenous-related content and perspectives in business education to promote curricular justice for Indigenous students, and meet the wider responsibility of educating all students for equity, social justice and anti-racism.

Dr Young was recently successful in gaining a \$200,000 Commonwealth Government HEPPP grant for a project aimed at increasing Indigenous participation, retention and success in business-related higher education. The impact of this project will be nationally significant, as the research team led by UON Professor Morris Altman, will develop strategies aimed at ameliorating the notable disadvantages experienced by Aboriginal and Torres Strait Islander peoples in the higher education context.

On a global scale, Dr Young's role on the Executive Committee of the Tourism Education Futures Initiative (TEFI) involves engaging with an international network of educators, communities, NGOs, government and industry to further collaborative research on tourism education including the co-creation of knowledge for sustainable tourism futures. To meet these goals, she is currently leading the initiation of a Memorandum of Understanding between TEFI and the World Indigenous Tourism Alliance (WINTA).

The Wollotuka Institute

In the language of the Awabakal people "Wollotuka" means "eating and meeting place".

The Wollotuka Institute is guided by the teachings of our Nguraki (elders/cultural mentors) whose wisdoms are respected and honoured. [Our Nguraki](#) and Community played a pivotal role in shaping and developing a locally defined set of [Cultural Standards](#) which reflect and embrace the cultural essence to which our goals are directed and to guide how we operate.

Wollotuka acknowledge the traditional [Aboriginal owners of the lands on which our offices are located](#):

- The Pambalong Clan of the Awabakal Nation - Newcastle Campus at Callaghan
- Darkinung People - Central Coast Campus at Ourimbah
- Biripai People - Port Macquarie Campus

and also acknowledge and pay respect to the other Aboriginal and Torres Strait Islander nations from which our students, staff and community are drawn.

Wollotuka is committed to the advancement and leadership of Indigenous education at a local, national and global level. It also continues to draw strength from culture, communities and past journeys. Since 1983, Wollotuka has played an important role in representing and supporting Indigenous Australians studying at university. Through its work, Wollotuka and the University of Newcastle more broadly are regarded as leaders in Indigenous education in Australia. In 2015 [Wollotuka received Australia's first World Indigenous Nations Higher Education Consortium accreditation](#), recognising its strong outcomes within Australian Indigenous Higher Education.

The University has recently announced the appointment of an inaugural [Pro Vice-Chancellor, Indigenous Education and Research, Professor Steve Larkin](#). In this new cross-institutional executive leadership role, Professor Larkin will take responsibility for embedding and championing Indigenous education and research throughout the University, and for overseeing the work of The Wollotuka Institute. This leadership structure provides a dynamic decision-making process which will continue to achieve outstanding results, setting the benchmark for the other 38 Indigenous Centres within Australian universities.

The University of Newcastle Legal Centre

The University of Newcastle Legal Centre (UNLC) is the centrepiece of the Newcastle Law School's clinical program. Here students engage with the community and with legal professionals to develop practical skills in the application of the law. The Legal Centre offers a range of services to members of the public, including free legal advice and assistance, representation, law clinics and community education seminars.

In addition to free legal advice sessions and ongoing case support, the Legal Centre and Newcastle Law School take on major cases, which have significant public interest value. In each of these cases, the contributions made by our law students are instrumental to the work being completed. Law on the Beach is a free legal advice clinic staffed by Newcastle law students and Legal Centre lawyers in January and February annually.

The clinics are held in the relaxed setting of Newcastle Surf Club and aim to make seeking legal advice more approachable particularly for young people in the community. Director of the University of Newcastle Legal Centre, Shaun McCarthy, says, "Sometimes young people do not have the life experience or resources to stand up for themselves in a matter involving the law. We aim to change that by providing a casual setting to have that legal conversation".





Principle 3 | Method

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

Higher education is a formative time for students and has a responsible position in society, educating, researching and developing solutions to many of our environmental challenges. Our University plays a substantial role in this realm, through its teaching and research activities, engagement with staff and students and the strategic management of its physical estate. We have a strong reputation for research and innovation and much of this is in areas contributing to sustainability such as energy, biodiversity and the environment.

The position of universities in communities provides higher education with the potential to drive change. Our University with its diversity of campuses, research facilities and large number of international students has a considerable opportunity to contribute to this drive for change.

The University of Newcastle has developed and delivers a wide range of programs and courses designed to enable learning for responsible leadership. For example, with a specific focus on social responsibility, we offer programs such as the Bachelor in Environmental Management and Sustainability and our Master in Environmental Management and Sustainability (see insert below) directed towards preparing students to lead effectively on issues of global consequence.

Bachelor of Environmental Science and Management

The Bachelor of Environmental Science and Management is a science and business degree program with an emphasis on courses dealing with the environment and its management. Students graduate with a comprehensive understanding of the discipline of environmental science and management through the application of knowledge and skills in ethical professional practice. Students are able to undertake a major in Earth Systems; Ecosystems and Biodiversity; Marine Science and Sustainability.

Master of Environmental Management and Sustainability

The focus of the Master of Environmental Management and Sustainability is to integrate theory and practice with interdisciplinary grounding in sustainable policy development and policy implementation, environmental management and impact assessment. This degree develops specialist knowledge of issues that have global consequence: we offer sustainability courses that develop understanding of ecosystem health, water management, environmental legislation and planning, environmental impact assessment, social change and development, climate change policy and conservation biology. Students are encouraged to expand their critical appreciation of sustainability, ethics, governance and cultural difference in relation to environmental management and practice through a developed understanding of these issues.

We also offer majors within our undergraduate degree programs and courses in our postgraduate programs that focus on building graduates who will lead responsibly.

Within our Business programs, we ensure that all students are exposed to learning experiences that build their understanding of, and ability to manage, ethical decision-making and social responsibility. For example, in our Leadership and Ethics course (see insert below), students are able to develop skills in understanding the complexities of ethical leadership in contemporary organisations. In our Finance discipline, financial literacy has been embedded within the curriculum. In addition, we have initiated a program where students can partner with industry to deliver financial literacy presentations as part of a work-integrated learning course.

Within our Politics discipline there are also several courses that explore ethical decision making and social responsibility:

- International Political Economy and Global Development – examines issues such as global hunger and food sovereignty; poverty and gender; inequality and the state; financial crisis and regulation; and ecological crisis and climate change. The use of different theories to explore these issues help students to describe, explain and suggest solutions to these global issues and challenges.
- [Foundations of International Relations](#) - examines the fundamental principles of international relations and includes an analysis of the role of ethics and justice in international relations and includes an introduction to the roles of UN agencies
- [Organisations, Politics & Society](#) – in this course students develop global perspectives informed by an integrated knowledge of business, political and social interaction. One of the learning outcomes is that students recognise and address ethical issues in their professional life.

All of our postgraduate business students have the opportunity to take courses such as Corporate Governance and Social Responsibility which examines how corporations respond to ethical dilemmas whilst taking stock of the needs of their various stakeholders and the expectations of national governments.

This requires an understanding of the social responsibilities of business in a global environment. In addition, our Accounting discipline provides a highly interactive, seminar-based course that integrates sustainability issues into the Accounting domain. It causes students to reflect on the need for a paradigm-shift in the otherwise tradition-steeped discipline.

The success of this methodology has been documented in the following 2015 publication by Associate Professor Kala Saravanamuthu in the Critical Perspectives on Accounting journal: "Instilling a sustainability ethos in Accounting education through the Transformative Learning pedagogy: a case-study". According to the Science Direct, this article has a record 889 views within the first 10 months of publication.

We have recently appointed a new professor in the area of corporate governance, Professor Sue Wright. Professor Wright's research interests lie in the impact of financial regulation and financial reporting on financial markets and share valuation.

Such investigations include a number of different factors that impact corporate governance attributes such as the board of directors and its committees, and the quality of financial reporting, such as auditing and accounting disclosures. It also includes the impact of external events on the link between reporting and market outcomes, such as changes in CEO, changes in regulation, and reporting choices.

Leadership and Ethics Course

Leadership and ethics have never been so important in contemporary business environments given high profile cases of ethically-compromised corporate failures. This course introduces students to the concepts of ethics and ethical behaviour within the context of leadership for the 21st century.

The course examines contemporary dynamic and complex business environments and explores the need for leaders to manage effectively ethically challenging situations, whilst seeking to balance the (often conflicting) expectations of multiple stakeholders. It examines both the foundations of ethical approaches within the context of leadership and the dominant normative leadership theories as well as emerging values-driven leadership theories. It evaluates such theories and examines closely contemporary issues in leadership and the special role of the leader in nurturing ethically-orientated organisations.

The Faculty of Business and Law LLB (Practice) Program is undertaken during the final 2 years of the law degree. Students in the program deal with real clients and their legal problems at the [University of Newcastle Legal Centre \(UNLC\)](#) and in externships. Supportive of our aims as a PRME signatory, key objectives of this program are to:

- Undertake public interest advocacy, justice project and human rights cases seeing first hand where there has been a miscarriage of justice or other serious failure in the administration of justice or a serious wrong which is unlikely to be properly redressed by the legal system without public interest advocacy and
- Develop a deep awareness of the barriers clients face in accessing justice and provide opportunities to be exposed to the legal and social issues which provide a context for the practice of law.

In addition to programs and courses designed to allow the development of skills essential to responsible management, the University of Newcastle has developed educational policies and procedures that facilitate the development of responsible leadership. We are proud of our students, who embody our commitment to responsible management education.



Business and Law student, Andreena Kardamis, was named [Young Citizen of the Year 2013 for Lake Macquarie](#).

While studying full time, Andreena is the driving force behind the Lake Macquarie Youth Advisory Council where she is currently serving her second year as Chair.

Andreena worked with Lake Macquarie Council to implement a life mentors and coaches program in the Lake Macquarie area. She is a Hunter Life Education ambassador.

Our iLEAD program provides students with the opportunity to build leadership skills and international experience (see insert below).

International Leadership Experience and Development (iLEAD) Plus Program

The University of Newcastle's International Leadership Experience and Development (iLEAD) Plus Program is an extra-curricular Leadership Program that enables students to participate in additional activities on top of their regular degree studies.

It gives students the opportunity to build skills in the areas of leadership, international awareness, social responsibility and employability. As part of the program students attend dynamic, interactive workshops to learn about international issues and to build leadership experience. iLead aims to build new skills through students' international experiences which could include student exchange, international conferences, volunteering, internships or community work.

Accessible Education

At UON we believe everybody with ability and determination should have access to a great education and the best career opportunities. We work hard to deliver on our promise of access, participation and success in education. Each year, some 3,000 students enrol in our enabling courses which provide a pathway to a great education and support to thrive in their chosen field of study. We are the largest provider of enabling programs in Australia, offering about one third of the nation's Commonwealth supported places. In 2012, approximately \$1.3 million of equity scholarships were provided through the University's Equity Scholarship Scheme. Today, 27 per cent of our students come from low socio-economic backgrounds, well above the sector average of 16 per cent.

[Open Foundation](#) is a free tertiary preparation program that has been offered by the University of Newcastle since 1974. It is offered at the Callaghan campus in Newcastle, the Ourimbah campus on the Central Coast or by Distance (online) education. Open Foundation has two primary purposes:

- it provides a qualification which you can use to gain entry to university, and
- it helps you to develop the skills needed for successful study at a tertiary level.

[Newstep](#) is a proven pathway to university studies that has been offered by the University of Newcastle since 1990. It is a free one-year program, designed for 18-20 year olds who didn't complete the Higher School Certificate or who did not gain sufficient marks for entry into university. The program is designed to give students the opportunity to gain the skills and knowledge necessary for success in a University study environment. Newstep is offered at both the Callaghan campus in Newcastle and the Ourimbah campus on the Central Coast. It is accepted as an entry qualification by many universities in Australia

The **English Language and Foundation Studies Centre** aims to be a global research leader in the fields of access, equity and enabling education. Our research supports evidenced based change in the provision of alternative pathways to higher education. Our research into widening participation and enabling education investigates the social and economic benefit to students, their families, and the general community. It also seeks to improve enabling pedagogies, diversified modes of educational delivery to ever-wider constituencies, and academic outcomes of students from various equity groups.

The Faculty of Business and Law recognizes the need to provide support for the educational endeavours of women and for the last 10 years has delivered the Lucy Mentoring program. The program is designed to support the career development and leadership skills of women, in the hope that this will see greater numbers of women in senior positions and the gender pay gap reduce.

Mentoring programs have been recognised as a means to facilitate women's career development by providing insight and information into organisational cultures at senior management levels and fostering network relationships. This theory underpins the provision of the Lucy Mentoring Program by the Faculty of Business and Law.

The innovative leadership program matches female Business and Law student mentees with mentors working within the business and law professions. The Lucy Mentoring Program aims to inspire, motivate and educate women about the opportunities available for employment and leadership across the public and private sectors.

In 2017, following the successful Federal Government Higher Education Participation and Partnership Program (HEPPP) funded grant 'Mentoring women from regional Australia to realise their educational and career aspirations in business and law', the faculty extended the mentoring concept into regional high schools. The EMPOWER program builds on the foundations laid by LUCY, and the benefits are two fold; University students further enhance their leadership skills as they play the role of mentee and mentor. High school students benefit from the opportunity to increase their networks through the connections with university students and Industry professionals. Through these connections they gain a greater understanding of the study and career options available in Business, Commerce, Economics and Law, at a pivotal time in the 'school to work' process.

EMPOWER aims to:

- Give women the confidence and strength to navigate and manage their own career development.
- Increase the awareness of the diversity and range of opportunities and roles them in the private and public sector within Business and Law.
- Create new networks and enable woman to increase their social capital by providing women, particularly those from disadvantaged backgrounds, with access to a network of senior managers in the private and public sector;
- Develop networking and business communication skills
- Expand workplace knowledge sets through experience by providing an opportunity for women to work with senior business, and professional managers;
- Increase the level of attainment achieved in their studies to improve their future study and work outcomes.

Since the 1970s we have made an unparalleled contribution to Indigenous education in Australia and we are honoured to be associated with some of the most prolific and insightful Indigenous students, academics and researchers in the country. With nearly half the Indigenous medical practitioners in Australian having graduated from UON, we know we are making a difference in many lives and communities, now and in the future.

The UON Wollotuka institute offers an enabling program to support students to study. Wollotuka also offers a Bachelor of Aboriginal Professional Practice and a Bachelor of Aboriginal Studies Honours program.

The University prioritizes student-focused initiatives that aim to encourage well-informed debate and discussion on social responsibility. For example, the University has successfully secured funding for 14 projects under the 2016 New Colombo Plan (NCP) Scholarships and Student Mobility Grant Projects which will see over 130 students travel internationally to take part in study, internships and mentorships, practicums and research. This innovative scholarship program allows students to engage in a meaningful dialogue with academics, industry and other students in another country.

The UON DVC International and Advancement at UON, Winnie Eley's leadership at the University is deeply concerned with international engagement for both students on our campus, and those who seek the opportunity to study abroad. "There are so many wonderful aspects to this program and in many ways some of them are a bit intangible, but travel allows us to see people and experiences from new perspectives. It encourages us to become better people. I truly believe that the more we understand other people, the better we become at everything we do." Winnie Eley points out that a fundamental role of the University is in promoting equity of access to education, "This has particular resonance for our students as so many of them are 'first in family' – the first child within a family to pursue tertiary education.

The NCP often means they are not just the first to attend a university; they are often the first to visit another country." The NCP provides funding opportunities to increase outbound student mobility in the Indo-Pacific region, with the Australian Government having committed over \$100 million to fund the program from 2014 to 2018. UON has been successful in securing \$586,300 for 14 projects under the 2016 NCP Scholarships and Student Mobility Grant Projects. This will see students heading to Cambodia, the Cook Islands, Japan, Vietnam, Hong Kong and mainland China, Fiji, Thailand, Indonesia and South Korea.

International study opportunities offered by the Faculty of Business and Law to their students' report that the experience is life changing. Students who are involved in the short-term mobility projects report that they are more open-minded, adaptable, tolerant of another cultures and being career ready. The self-confidence these students gain by immersing themselves in an unfamiliar environment – both physically and mentally are invaluable for success in any career upon graduation and beyond.

The Business and Law Faculty has, for a number of years, been very proactive in internationalising their students by encouraging their participation in meaningful international educational experiences during their time at university. There is a need for students in business-related fields to obtain international experience, the associated skills gained in an international experience at university helps students to be career ready on graduation with an improved multicultural awareness and respect for diversity.

International experiences while at university are cost prohibitive for some students, however, the release of short term mobility grants by the Australian Federal Government under a number of different programs has seen the Faculty of Business and Law able to develop International Work Integrated Learning and International Immersion courses for their Business, Commerce and Law students. 2016 was the Faculty's most successful year of funding with over \$260,000 being awarded under two Federally funded programs with well over 100 students taking advantage of these international work placements or cultural immersions.

The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo-Pacific in Australia by supporting Australian undergraduates to study in this region. The other program the Australian Government is committed to and the Faculty utilise to give their students overseas study as part of their Australian qualification is the Endeavour Mobility Grants which support Australian undergraduate and postgraduate students to have an overseas study experience that contributes to their Australian qualification.

Through short-term study, such as practicums, clinical placements, internships and volunteer projects, Students are able to immerse themselves in the academic and social cultures of other regions, strengthening their global knowledge and experience. Under these plans the Faculty has developed processes to enable academics to build courses and obtain funding and give priority to students from low SES backgrounds to enable their involvement in these international experiences. The Faculty successful led courses to the following countries in 2016; China, Indonesia, Cook Islands, Japan, Vietnam, Kenya, France and Cambodia.

INTERNATIONAL STUDY EXPERIENCE IN FRANCE



Eleven undergraduate Business and Commerce students recently engaged in an International Study Experience in France, funded by Endeavour Mobility Scholarships granted to Dr Tamara Young of the Newcastle Business School.

The students completed a customized program on International Management and Marketing at the Burgundy School of Business, the AACSB/EQUIS

Accredited Grand Ecole in Dijon. A central focus of the study program was to improve student knowledge the sustainable management of cultural heritage sites, as well as enhance their cultural cognisance of European and French society through experiential learning.

In addition to daily formal lectures presented by a variety of international teaching staff at the Burgundy School of Business, students engaged in a range of professional activities, with various company visits and a presentation by Austrade at the Australian Embassy in Paris included in the itinerary. This experience was successful in meeting Faculty and University strategies to create and nurture global citizens.

Tourism academics have developed a number of mobility programs that incorporate sustainability in the educational frameworks, materials and processes to cultivate students' global citizenship, and leadership and entrepreneurship capacity in promoting sustainable tourism. Examples include Kenya and Fiji mobility programs. The Kenya program provides learning experiences that allow students to gain a full understanding of the culture, legal and business environments with the focus on Australian/Kenyan diplomatic relationships, issues relating to sustainable natural resource management, and the economic challenges of a developing country in the current global economic climate.

The Fiji program enables students to create an enterprising and sustainable homestay business in a Fijian village, establishing a commercially viable enterprise by incorporating principles of sustainable ecotourism. The course combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility.



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.

Built on the principles of equity, excellence and engagement, the University of Newcastle has a reputation as a world-class institution making an impact within its own region, throughout Australia and across the globe.

Our research is world-class and diverse. Our degree programs are internationally recognised and our partnerships and collaborations drive innovation. Our alumni are leaders and our students are preparing to make a difference in the world.

We are ranked in the top 250 universities in the world, according to both the Times Higher Education (THE) World University and QS World University Rankings (2016) and we have only recently turned 50.

Centre of Excellence for Equity in Higher Education (CEEHE)

The Centre of Excellence for Equity in Higher Education (CEEHE) undertakes interdisciplinary, international and collaborative research designed to create the highest standards in equity practice locally, nationally and globally. CEEHE combines the University of Newcastle's extensive experience of equity initiatives locally with the widely acknowledged research expertise of its staff in this field to offer global leadership.

The University of Newcastle is deeply committed to providing global leadership in the field of equity in higher education, informed by its international and interdisciplinary research profile and agenda. This commitment is rooted in its unique history of providing transformative higher educational opportunities to students from historically underrepresented groups.

A key principle guiding CEEHE is that access to and participation in higher education of the highest quality is one of the most powerful ways for a nation to ensure social equity, cultural cohesion and respect for difference, economic stability and democratic participation.

CEEHE is a unique, collaborative and interdisciplinary 'research hub' that:

- Drives the research agenda in its field and has established a leading international profile and strategic partnerships related to access and participation through CEEHE's Global Innovation Chairs of Equity;
- Provides a robust suite of multidisciplinary, cutting edge research programs to provide leadership in equity globally;
- Develops innovative methodologies for equity research and practice that reshape and impact educational systems in Australia and internationally;
- Attracts equity scholars of international standing through a 'Visiting Scholars' Program that fosters collaboration and develops high quality equity practices;

- Provides mobility opportunities for our leading researchers in the field of equitable higher education to share their knowledge with others around the world;
- Facilitates seminars and workshops that address complex challenges facing the higher education sector in relation to equity.

This highly collaborative, interdisciplinary approach to research will have a significant impact on how universities attract, retain and nurture students from diverse backgrounds.

The outcome is the creation of systems and practices that provide new ways of working with students from historically under-represented backgrounds, commencing in primary school, and supporting students through to higher education as lifelong learners.

An example of the initiatives driven by CEEHE is the UONs joint sponsorship of the Writing Programme for Equity and Widening Participation Practitioners (Australian programme) Organised and sponsored by [The Office for Fair Access](#) (OFFA), [Sheffield Hallam University](#) and the [University of Newcastle](#), Australia. This project will improve evaluation of widening participation practice in higher education by matching up practitioners with academic mentors. It aims to:

- enhance the relationship between widening participation practitioners and academics
- raise the profile of robust evaluation of widening participation activity nationally and internationally
- support widening participation practitioners to present evaluations of their practice in refereed academic journals, enabling practitioners and academics to share their work with broader audiences.

The University of Newcastle attracted eight Higher Education Participation Programme (HEPP) National Priority Pool (NPP) grants in 2016, totalling one million dollars, to help improve the tertiary education experience and process for students from diverse backgrounds. UON's Centre of Excellence for Equity in Higher Education (CEEHE) will oversee the eight projects and ensure their impact is sustained long after the funding period ends.

Professor Penny Jane Burke, Co-Director of CEEHE, said that the Centre's unique framework brings together people committed to an equity agenda to share ideas and collaborate to tackle the complexity of educational inequalities. "This funding is very important in supporting our aim to develop research across a range of challenging and complex issues in an emerging field. In order to tackle inequalities in higher education, we must build and sustain research-informed strategies and practices, for which funding such as this is crucial" said Professor Burke. The 2016 funding success builds on eight existing HEPP NPP grants secured in 2015.

Successful 2016 Projects

- [Building Statistical Literacy for Success in Higher Education](#)
Project Lead: Dr Peter Howley
- [Enhancing University Retention and Success for First-In-Family, Low SES Students Through a Flipped Classroom Learning Model](#)
Project Lead: Dr Johanna Macneil
- [Equity & Medical Education](#)
Project Lead: Dr Robbert Duvivier
- [Guiding futures: The role of teachers in the formation of students' aspirations for higher education](#)
Project Lead: Professor Jenny Gore
- [Indigenous enabling: 'what works'? Developing a national conversation around enabling education for Aboriginal and Torres Strait Islander students through a comprehensive audit of current provision](#)
Project Lead: Associate Professor Maree Gruppetta
- [Live Learn Grow](#)
Project Lead: Louise Rak
- ["Unlocking Capacity and Empowering Choices": Indigenous Students' Aspirations](#)
Project Lead: Professor Max Smith
- [Yarning the Way: The role of Indigenous education paraprofessionals in guiding the post-school educational pathways of Aboriginal and Torres Strait Islander youth](#)
Project Lead: Associate Professor Maree Gruppetta and Dr Erica Southgate

Through the [Newcastle Institute for Energy and Resources \(NIER\)](#) we are leading the way in energy research. Researchers at NIER are exploring solutions for sustainable production and energy use and their work continues to expand the University's influence on the sector.

Our other key research centres and groups in environmental sustainability are:

- [Tom Farrell Institute for the Environment](#)
- [Priority Research Centre for Energy](#)
- [Priority Research Centre for Organic Electronics](#)
- [Centre for Urban and Regional Studies](#)
- Centre for Environmental Risk Assessment and Remediation

*The **Centre for Rural and Remote Mental Health (CRRMH)** aims to improve the provision of mental health services through the identification of and response to the needs of rural and remote communities. In particular, this includes the development of appropriate service models for rural mental health care, providing professional development opportunities for clinical staff and offering education and training.*



In the Faculty of Business and Law, we encourage research that makes a difference to the region and has global impact. Some of our most recent research projects of relevance to PRME are showcased below. In addition, we undertake research in all of our discipline areas that contributes to responsible management.

Our scholars in industrial relations, Professor Mark Bray and A/Professor Johanna Macneil are engaged in an extensive research into industrial tribunals in the Hunter region are leading Australia in the proactive promotion of workplace co-operation. This project, which is funded by an Australian Research Council Linkage Grant involving one national Partner Organisation (namely, the Fair Work Commission) and a regional Partner Organisation (namely, the Newcastle Branch of the Industrial Relations Society).

It explores the development of cooperation between managers, employees and unions within enterprises and industries, especially where industrial tribunals have worked as third-party facilitators to assist the parties. It finds several Hunter examples of successful transformations from adversarialism to cooperation. Indeed, it identifies the Hunter as a national leader. The findings are being widely disseminated to stakeholders within the region and around Australia.



Associate Professor Kala Saravanamuthu's primary area of research is in developing holistic and emancipatory accountability and decision-making tools that create change from the conventional pursuit of economic returns to more sustainable interaction with nature.

A/Professor Saravanamuthu has recently developed software that constructs Integrated Risk Assessments which assimilate socio-environmental attributes of how economic developments impact on a local catchment. The software relies on competing stakeholders and experts identifying socio-environmental attributes relevant to a particular catchment, and then suggesting a risk profile for each attribute. The software uses semi-qualitative risk language to combine these indicators into integrated, visual accounts.

These two steps are repeated iteratively until all stakeholders agree to the risk profile generated. The semi-qualitative risk language A/Professor Saravanamuthu's assessment employs accounts for the complexities and uncertainties not reflected in conventional assessments such as Cost-Benefit Analysis. This software benefits all participating stakeholders involved in the construction of integrated risk assessments including investors, growers, industrialists and developers. Opinions of the local community can easily be acknowledged in an open process. As the process is transparent, regulators can use the assessment for their evaluation and technical experts can communicate the real-world relevance of their work to non-experts.

In Marketing, a paper written by Newcastle Business School academics Dr's Jamie Carlson and Jessica Wyllie has recently been featured as the monthly paper in the Cambridge Service Alliance Newsletter. A *Small Scale Analysis of Health Service Stakeholder Networks: Insights from Social Media* illustrates how, by actively scanning their stakeholder networks, not-for-profit organisations can identify opportunities to enhance marketing effectiveness. The Cambridge Service Alliance is a unique global alliance between leading businesses and universities that brings together the world's leading firms and academics, all of whom are devoted to delivering today the tools, education and insights needed for the complex service solutions of tomorrow.

Members of the Cambridge Service Alliance include BAE Systems, Caterpillar, IBM, Pearson, Zoetis and the University of Cambridge. Dr Carlson also collaborates with leading scholars in health to investigate how marketing know-how can encourage consumers to initiate, engage and adopt mental health services. This is a particularly valuable research initiative as between 35% and 50% of individuals are not receiving the professional health treatment that they need (WHO, 2013). In a parallel project, Emeritus Professor Alison Dean and A/Professor Guilherme Pires worked with PhD student Muqqadas Rehman on the improving services in oncology settings for non-terminal external patients.

Janet Dzator Researching Health Care Delivery

Dr Janet Dzator is a passionate applied economics researcher whose research work spans the disciplines of Health, Economics and Development with the purpose of studying and evaluating individual, organisational and government behaviours towards the improvement of health and development. Using her multi-disciplinary knowledge Janet works with several co-authors to promote understanding and improvement in health care delivery and consumption.

In 'Health, Emergency facilities and Development', Janet and her co-authors develop and illustrate how a simple step-by-step ('do-it-yourself') mathematical algorithm can help decision makers to effectively locate facilities to serve people and development better. Their approach is useful in situation such as cities with a rapid population growth, inadequate supply and/or congestion, and can be particularly beneficial for healthcare delivery during natural disasters which may exacerbate demand for emergency health care as well as delay response time.

In Finance, Associate Professor Paul Docherty's research aims to help people make more informed decisions about their investments. While stock markets are often associated with greed, A/Professor Paul Docherty's research on Australian financial markets is for the greater good. Aware of the fiscal challenges and opportunities presented by our country's ageing population, the value of his research is in maximising the chance that people are able to retire financially independent. "Increased life expectancies mean that future generations will have longer periods across which they need to drawdown on the wealth accumulated across their working life," he explains.

Professor Jim Jose, Political Scientist, writes in the area of feminism and gender equity. "How can we discuss political philosophy as if one half of the human race is invisible?" Writing about feminism as a man is a unique angle. Jim is conscious of this position and frames his work appropriately, exploring the threads that he has pursued throughout his research career. Jim is the author of several important books and articles on feminism.

Academics in the tourism discipline actively engage in research programs that address the environmental, social and economic aspect of sustainability. Professor Kevin Lyons' research examined the potential impacts of an uncoordinated regulatory response from all tiers of government to innovations related to the sharing economy and the impacts of these responses on the sustainability of a robust visitor economy in Australia.

The social sustainability of volunteer tourism is a central focus of the tourism discipline undertaken over the past decade by Lyons and Wearing. This research has focusses upon the social sustainability of volunteer tourism and challenges whether it is beneficial to host communities in developing countries. This work has informed best practice and policy frameworks being adopted by NGOs and volunteer tourism operators globally.

Dr. Tamara Young's research on the Indigenisation of tourism curricula responds to the global agenda of education for sustainability in tourism, in particular the corporate social responsibility of Australian universities to educate all students with a strong and developed sense of knowing about equity, justice and ethics, with particular cultural sensitivity to Indigenous experiences.

Dr. Po-Hsin Lai's research explores how changes affect the sustainability of rural and protected areas as a result of tourism developments and land use alternations due to mining, amenity migration, urban sprawl, and climate change. Related issues are gaining attention because accelerated changes are threatening the natural resource base that supports rural destinations and are major targets of protected area conservation. Her research provides insight into the processes and factors that may influence these areas' resilience capacity in a world of change.

In Management, Newcastle Business School Professor, Daniel Nyberg, has conducted several research projects into how corporations engage with sustainability. In a project funded by the Australian Research Council, Professor Nyberg and colleagues investigated how corporations respond to climate change. Based on almost 100 interviews with sustainability and senior managers, Professor Nyberg and colleagues have advanced our understanding on how corporations engage with sustainability in promoting their business practices.

Based on the research, Professors Nyberg and Wright (University of Sydney) developed a conceptual model that illustrates how corporations translate grand challenges, such as climate change, into business as usual. The research advances our understanding of the dynamics of corporate environmentalism by identifying how internal and external critique of corporate practices ensures that corporate environmental initiatives deteriorate over time.

In another Management research project, Professor Nyberg with colleague Professor Wright (University of Sydney) has investigated the public debate over the expansion of hydraulic fracturing of shale gas (so-called 'fracking') in the United Kingdom (UK). This technology has generated significant debate and controversy. Through a detailed examination of public inquiries into the technology Professors Nyberg and Wright advance our understanding in explaining how corporations inform public debates and why environmentally destructive practices are implemented despite widespread social opposition.

Professor Stephen Chen joins Professor Nyberg in the Faculty's efforts to understand organizational engagement with issues of sustainability. Professor Chen has undertaken extensive research on the adoption of corporate social responsibility and the Global Compact by multinational firms. Professor Chen's work also extends into ethical leadership and the internationalization of social entrepreneurship.

Dr Richard Oloruntoba Researching Humanitarian Aid and Disaster Planning and Response.

Much of Richard's research addresses organizational, behavioural, logistical and supply chain management aspects of humanitarian and disaster planning and response, and building community and organizational resilience. His focus has been on preparedness, provision of all types of care, relief, rehabilitation and recovery goods and services using supply chains in the context of disasters and other crises.

Richard's research program has equally very valuable for government agencies, and emergency and relief workers such as Emergency Management Queensland and Victoria State Emergency Services (VICSES). For example, he provides research-based advice on warehousing of disaster response equipment for the Port Stephens SES. Oxfam UK is also using his research in the logistics training of their staff.

He has been in regular research and advisory liaison with senior managers of the Queensland Department of Community Safety, Australian Defence Force, and World Vision in Melbourne as regards the logistics of preparing and responding to cyclones and bushfires as well as building collaborative relationships with suppliers of key materials for disaster response. Emergency Management Queensland in Cairns has adopted Vendor-Managed, and Vendor-Delivered inventory based on pre-negotiated contracts as response strategy to seasonal cyclone based on his advice.

Management scholar, Dr Hao Tan leads a highly publicised research program on China's use of green energy. In Dr Tan's recent publication in the esteemed journal Nature he argues that nations' energy security can be enhanced through production and use of renewable devices such as solar cells and wind turbines. Dr Tan's work reports that while the current power system in China is largely based on fossil fuels, it is turning green as indicated by three types of data, in electricity generation, in new power generating capacity and in investment.

The esteemed educator and investigator believes renewable energy allows countries to be more secured in their energy, meaning China and other nations could manufacture devices to both harness energy and produce energy. Hao has shared his findings with the public through both English-speaking and Mandarin-speaking media, including the British Broadcasting Corporation (BBC), Australian publication The Conversation and the United Kingdom's Financial Times' Chinese edition.

Associate Professor Johanna Macneil Researching Regional Australia

The Faculty was successful in securing funding for a new research program investigating the impact of mentoring women from regional Australia to realise their educational and career aspirations in business and law. This project aims to improve the participation, retention and success of women from regional areas and low SES backgrounds studying business and law by implementing an innovative mentoring program across four regional areas.

It will provide female high school students with insight into university, and university students an opportunity to develop mentoring and leadership skills. The mentoring scheme will offer both high school and university students' insight to the professional opportunities available to graduates. A Community of Practice will be created in each regional area and online mentoring program materials will be made available to all Australian university business and law schools.



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.

The University of Newcastle works collaboratively with industry, business and government to research and develop innovative solutions to real-world problems. We believe that engagement with partners and productive collaborations are essential if world-class research is to translate into outcomes that will change the lives of individuals, the productivity of industry, or the economic health and sustainability of nations.

One outstanding outcome of the ongoing partnerships emerging from the University is The Ma & Morley Scholarship Program.

The University of Newcastle (UON) is honoured to announce the establishment of a groundbreaking scholarship program, made possible by the very generous philanthropic support of Alibaba founder and executive chairman, Mr Jack Ma, through the Jack Ma Foundation. The Jack Ma Foundation will give US\$20 million (AU\$26.4 million) to fund a first of its kind scholarship program at UON.

UON Vice-Chancellor, Professor Caroline McMillen, said The Ma & Morley Scholarship Program at UON would have a transformational impact on the lives of students and shape the next generation of leaders. "This scholarship program will exemplify the shared values between Mr Ma and Mr Morley, and aims to develop the next generation of globally aware and socially conscious Australian leaders," Professor McMillen said.

Students will be selected based on their interest and commitment towards cross-cultural understanding, cooperation and peace; social justice and equity; fairness and ethics in entrepreneurship and industrial relations; and sustainable development, including environment, conservation and renewable energy. Reflecting UON's commitment to providing excellence and equitable access to education for anybody with ability and determination, the scholarship program will also focus on supporting students from disadvantaged and Aboriginal and Torres Strait Islander backgrounds.

Our two research institutes [Newcastle Institute for Energy and Resources \(NIER\)](#) and the [Hunter Medical Research Institute \(HMRI\)](#) are examples of our successful industry partnerships. With our partners UON researchers have made remarkable contributions to the knowledge and understanding of issues of global significance across many discipline areas.

Since its foundation in 1965, the UON has a proud tradition of working with the local community for mutual benefit. Whether it is providing equitable access to higher education through [Open Foundation](#) and [Yapug](#) or working to address regional issues that also benefit teaching, learning and research outcomes, such as the [Family Action Centre](#)'s Caravan Project. Community-based programs like these have paved the way for collaborative and innovative teaching and research partnerships that have enabled UON to garner global recognition as a world-class university.

The University of Newcastle's robust, multi-disciplinary and collaborative research reputation has driven innovation for more than 50 years, and delivered significant economic and social benefits in our region and beyond. As a forward-thinking institution committed to excellence and equity we have consistently demonstrated that innovation grounded in world-class research can lead to lasting impacts for communities across our increasingly connected world.



Aboriginal and Torres Strait Islander Research and Innovation Cluster

The Aboriginal and Torres Strait Islander Research and Innovation Cluster (ATSIRIC) seeks to facilitate a united research partnership between members of the University of Newcastle, Aboriginal and Torres Strait Islander communities and relevant health and community organisations in order to empower Aboriginal and Torres Strait Islander people.

The establishment of four Global Impact Clusters (GICs) is a key initiative under our NeW Futures Strategic Plan and will ensure UON continues to be recognised for research of quality, depth and impact. The GICs allow UON students and staff to tackle global challenges through collaboration and an interdisciplinary approach, providing access to world class facilities to develop innovative solutions and enabling technologies. We also aim to expose students, researchers and research trainees to global perspectives and a diversity of approaches and models of collaboration and competition in research and innovation

Research clustering is a key means of driving regional development and involves connecting the UON with other research institutions, companies, service providers, firms in related industries and associated institutions in particular fields working together to provide multidisciplinary solutions to complex problems. Two of our clusters depicted below highlight the impact of these clusters on our capacity to partner effectively with the aim of tackling important social issues.

Global eHealth Research and Innovation Cluster

The aim of the Global eHealth Research and Innovation Cluster is to facilitate collaboration between innovators from the fields of health and medical sciences, engineering, design, communication, information technology, education, mathematics, business, humanities, physical, environmental and social sciences.



The Faculty of Business and Law is also closely engaged with industry with the aim of addressing important social and environmental issues. The Faculty has recently launched its Hunter Research Foundation (HRF) Centre. The HRF Centre is the result of a partnership forged between the long-standing Hunter Research Foundation and the University. It is a multi-disciplinary research center focused on building economic and social strength in the Hunter and other cities and regions undergoing profound change.

The Hunter Research Foundation (HRF) delivered socio-economic research in the Hunter for 60 years. The HRF Centre builds on the strong bond established by the HRF with community, government and industry partners, which has delivered a rich understanding and insight into the region's economic and social fabric.



HRF Centre's Lead Economist, Dr Anthea Bill, presents to a business audience at the HRF's Hunter Economic Breakfast

Leveraging the research strengths of the University, HRF Centre's researchers will work with industry and the community to undertake

socio-economic research and analysis across sectors including health, engineering, energy and the environment. The Centre will facilitate Faculty connections with industry and community partners providing the opportunity for interested researchers and graduate students to collaborate in building their portfolio.

The Faculty's Health Services Research and Innovation Centre (HSRIC) aims to improve the design and management health services with particular emphasis interdisciplinary approaches to addressing critical challenges. The HSRIC works with local, regional and international health industry collaborators to address issues that hamper effective healthcare delivery.

Of particular importance in our regional location, the HSRIC has invested in a long term collaborative project to investigate methods of addressing inequities in access to healthcare for our rural and regional Australians. The latest component of this project explores changes to healthcare practices in rural locations. In addition, in an innovative collaboration between the University of Newcastle Centre for Resources Health and Safety, the Health Services Research and Innovation Centre and South African Society of Occupational Health Nursing (SASOHN), a team of researchers are combining their skills in a pioneering research program designed to help improve occupational health and safety services in the mining industry.

Focusing on Institutional Design, Change, and Diversity and Socio-Economic Development, The Workshop on Institutions and Socio-economic Development (WISED) is an interdisciplinary research forum designed to contribute to a better understanding of socio-economic development and factors that impede the latter. The Faculty's WISED group recently joined the Asia Pacific Co-operative Research Partnership with the aim of positioning co-operatives in the mainstream economic debate across Asia in the quest to strengthen democracy in civil society, reduce growing inequality and provide a way to alleviate poverty. Within WISED scholars are actively involved in research on co-operatives and mutual societies worldwide to provide insight into more democratic forms of economic governance, empowering members and communities to improvement their wellbeing and level of socio-economic wellbeing.



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.

The University prioritises efforts to stimulate debate on issues related to social responsibility and sustainability. An important pillar in this effort is our public lecture program.

Public Lecture Program

The University of Newcastle depends on the support of its community, and endeavors to give just as much as it receives. The Public Lecture Program forms part of the University's efforts to contribute knowledge, thought-leadership and innovative ideas to the region.

The Program showcases dynamic speakers through a number of community-focused talks across a range of disciplines, encouraging constructive debate on issues of regional and global relevance. For example, The Human Rights and Social Justice Lecture was inaugurated in 2001 and was established to provide an opportunity for members of the University and the wider community to reflect on issues of social justice that challenge Australia.

The Education Equity Lecture demonstrates one of the ways in which the University of Newcastle is committed to making a difference in the community. It forms part of the University's contribution to the debate on equity in education, a field to which, as sector leader in enabling and alternative entry programs, the University is deeply committed.

The University of Newcastle (UON) is proud to announce the launch of the Global Insights Series, an inaugural UON lecture series featuring prominent thought leaders who shape, inform, and influence the world we live in. This powerful series brings some of the world's most innovative thinkers to Newcastle to discuss the challenges of our time and provide meaningful opportunities for the University and our community to engage in global conversations and innovative solutions.

Public Lecture on women's Empowerment

The Faculty of Business and Law recently welcomed Professor Rajeshwari Deshpande for a public lecture on social security and women's empowerment.

In 2008, India introduced the Unorganised Sector Workers Security Act. This piece of legislation, along with the emergence of a new political constituency of women in Indian politics, has seen a sudden enthusiasm on the part of politicians towards the issues of domestic workers - among whom the majority are women.

Professor Rajeshwari Deshpande, a lecturer in politics at the University of Pune, is working to decipher the sudden visibility of these workers in her research. Her work attempts to focus on two key and overlapping themes of contemporary Indian politics: that of social security and of women's empowerment.

She also seeks to investigate the implications these two themes have on the development of political policy. Professor Deshpande was invited to the University of Newcastle by Dr Sara Motta, Senior Lecturer in politics at the Newcastle Business School.

In addition, the University's researchers work to highlight and prompt debate on areas of global importance. For example, the Faculty of Business and Law's Dr Maguire's fields of research are public international law and human rights, with particular focus on self-determination, Indigenous rights, climate change, refugees and asylum seekers, and the death penalty.

Amy has ongoing research collaborations with UoN and external partners in relation to climate change, human rights and human displacement, the legal regulation of climate change mitigation strategies, the Indigenisation of curriculum, and blended/active teaching and learning. She has published widely in highly-regarded journals and edited books.

Dr Maguire engages a wide range of audiences in important dialogue on a wide range of social and legal issues. She has emerged as a national and international commentator in her fields of research, with a number of online publications, media engagements, invited talks and submissions to government inquiries. In 2015, she was invited to appear before and assist the federal parliamentary inquiry into 'Australia's advocacy for the abolition of the death penalty'.

In 2016, Amy took up the position as co-chair of the Indigenous Rights sub-committee of Australian Lawyers for Human Rights. In that role, she collaborates with other human rights lawyers and law students to promote the recognition and achievement of substantively equal rights for Indigenous peoples in Australia.



Meeting Global Challenges Through Dialogue

Professor Daniel Nyberg frequently engages with popular media, practitioner magazines and policy processes in an effort to provoke debate on social responsibility and sustainability. For example, he has written op-ed pieces for international newspapers with large readerships across the globe, such as, China Daily (reprinted in Green China and China Weekly) and The Conversation. Professor Nyberg has also acted as a social commentator in both print media (e.g. the Daily Telegraph) and a range of national Australian radio channels (e.g. ABC Drive).

Professor Nyberg reaches practitioner audiences in different industry sectors through op-ed pieces in practitioner magazines (e.g. Mercury, WME Magazine), industry workshops and seminars. To influence public policy, Professor Nyberg has submitted evidence to public inquiries and held workshops with policy makers. For example, following the findings from the research project on corporate responses to climate change, the research team submitted evidence to the Governmental Inquiry into Barriers to Effective Climate Change Adaptation.



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