

FROM NARRATIVE TO ACTION

THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL
SHARING INFORMATION ON PROGRESS
REPORT 2020-2021



The University of Sydney's campuses and facilities sit on the ancestral lands of many of Australia's First Peoples, who have for thousands of generations exchanged knowledge for the benefit of all. These include the Gadigal, Gamaraygal, Dharug, Wangal, Tharawal, Deerabbin, Darkinyung, Guringgai, Gamilaraay, Barkindji, Bundjalung, Wiradjuri, Wiljali, Ngunawal, Gureng Gureng and Gagudju Peoples. Respectfully acknowledging the ancient learning cultures and traditions of Aboriginal and Torres Strait Islander peoples, the University of Sydney declares its commitment to the continuation of this sharing through the agency of our work. There is no place in Australia that has not been known, nurtured and loved by Australia's First Peoples applying profound understanding of sustainability for many tens of thousands of years.



CONTENTS

| | |
|----|--|
| 2 | A word from our Dean |
| 3 | A word from our PRME Academic Lead |
| 4 | The University of Sydney at a glance |
| 5 | The University of Sydney Business School at a glance |
| 6 | Principle 1: Purpose |
| 10 | Principle 2: Values |
| 16 | Principle 3: Method |
| 30 | Principle 4: Research |
| 48 | Principle 5: Partnerships |
| 56 | Principle 6: Dialogue |
| 64 | Our commitments and progress |

Cover image: Erica Ross (left) and Marlette Ross (right) from Yuendumu, Directors at Waltja Tjutanku Palyapayi Aboriginal Corporation after guiding Jarrod Vassallo, Jared Harrison (pictured) and students through a cultural art workshop to each share our story and place, as part of the Business School's Remote and Rural Enterprise (RARE) Program. Location: Kungka Kutjarra (Luritja, meaning "Two Women"), Waltja Cultural Place, Alice Springs, NT. *Image Jarrod Vassallo.*

The scope of this reporting commitment period is 1 October 2019 – 30 September 2021

A WORD FROM OUR DEAN



In our previous and second Sharing Information on Progress (SIP) Report, we committed to ensuring that in our School the Sustainable Development Goals (SDGs) would systematically transform the narrative of business and management education beyond shareholder value maximisation. I am thrilled to report that in the two years since then we have not only started shifting the narrative but we are more focused than ever on moving from narrative into inspiring action that advances the SDGs.

However, I will be first to admit that our progress in meeting our Principles for Responsible Management Education (PRME) obligations has been a little slower than we anticipated, but this is by no means indicative of a lack of commitment. The reality is that we launched our second SIP Report with a special event, including a panel of industry experts and an audience of staff, students and community stakeholders, in the week before the global pandemic took its grip in Australia (see page 60). And what an extraordinary time it has been and still is, with the university sector, like so many others, being significantly and negatively affected.

But whilst momentum may have slowed for a short time, we never lost sight of our ambition and I am delighted to present our third SIP Report "From Narrative to Action". In the pages that follow, you will see a remarkable set of cases about teaching, research, partnerships and practices. You will see how we are increasingly engaging more staff and students and inspiring action towards a more systematic integration of the SDGs into our processes, and in doing so trying to secure a better future for all. I cannot imagine a role more vital for a Business School at this time.



Professor Greg Whitwell
Dean, the University of Sydney Business School

A WORD FROM OUR PRME ACADEMIC LEAD



It gives me great pleasure to present our third SIP Report. The past two years have not been without challenge, largely brought about by the global pandemic. However, amongst this we have remained committed to our PRME vision, that has itself evolved into a journey of inspiring action, from our virtual classrooms and research sites to our ongoing work with the businesses we partner with.

For our staff, students and partners, I hope this report encourages you to take stock of the considerable progress that has been made during the past two years. I hope you, too, can see that we have genuinely started moving from "the talk" - the narrative - to "the walk" that is all about inspiring action. Action in the form of innovative research and pedagogical design that challenges assumptions and promotes critical reflection as to the extent to which management education and business can be transformed to contribute to a more sustainable and conscious capitalism.

Some recent and exciting developments to mention have been the appointment of a PRME Academic Co-lead, Dr Betina Szkudlarek, and our Accreditation and Projects Officer, Rachel Tuitama, who have started working with me on the next phase of our PRME work. In addition, we have appointed a Steering Group from a range of our Business School disciplines that each bring specialised SDG expertise (see page 9).

Therefore, I remain critically optimistic about the work of PRME and our role in advancing the SDGs so our students, as future leaders, might inherit a state of the earth that is more abundant and systems that are more just.



Dr Anna Young-Ferris
Academic Lead, PRME, the University of Sydney Business School

THE UNIVERSITY OF SYDNEY AT A GLANCE

\$469 million

HERDC research income (2020)

42

sporting clubs

402,105

alumni in 202 countries

75,595

total enrolments (2020)

8

faculties and schools

8

ARC Centres of Excellence

5

Cooperative Research Centres (CRC)

20.3:1

student: staff ratio

33,685

international enrolments (2020)

8,531

continuing and fixed-term staff (2020)

200+

clubs and societies

90+

multidisciplinary research and teaching centres

250+

exchange opportunities with 55 exchange and mobility partnership agreement countries (includes virtual exchanges).

The Times Higher Education University Impact Rankings

In 2021 the University was ranked first in Australia and second globally in The Times Higher Education Impact Rankings. The rankings capture the overall universities' impact on society, based on their success in delivering the United Nations' Sustainable Development Goals (SDGs). Three of the five SDGs submitted by the University ranked in the top 5 including SDG 6 Clean Water and Sanitation (1st), SDG 15 Life on Land (2nd) and SDG 11 Sustainable Cities and Communities (4th).

THE BUSINESS SCHOOL AT A GLANCE

Our vision:

We inspire, inform and empower others to shape a better future for business and humanity.

Facts and figures

Undergraduate programs

Bachelor of Commerce
Bachelor of Commerce and Bachelor of Advanced Studies
Bachelor of Commerce and Bachelor of Advanced Studies (Dalyell Scholars)
Bachelor of Commerce and Bachelor of Laws Honours program

Graduate management programs

Pre-experience
Master of Management
Master of Management (CEMS)

Post-experience
Part-time MBA
Full-time MBA
Global Executive MBA

Graduate specialised programs

Master of Commerce
Master of Human Resource Management and Industrial Relations
Master of International Business
Master of Logistics and Supply Chain Management
Master of Professional Accounting

Research programs

Master of Philosophy
Doctor of Philosophy

16,069 total enrolments in the Business School (2020). The Business School's students come from over **118 countries** across the world and speak over **93 languages**. The Business School has seen over **49,509 students** complete our programs since 2007. They contribute to forming a network of **81,250 Business School alumni** located in more than **140 countries** around the world.

PRINCIPLE ONE:

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.

PURPOSE

As a PRME signatory, the Business School is committed to upholding and exemplifying the PRME Principles. The School's commitment to PRME and advancing the SDGs is evident in our vision to "inspire, inform and empower others to shape a better future for humanity". As part of our Business Not as Usual 2.0 strategy, the School has a dedicated strategic initiative related to PRME and associated key actions. Our objectives are to:

- Engage and co-create with our staff and students, for the Business School to take the lead on advocating a more responsible role for business in society;
- Empower business (our partners) and future leaders (our students) with transformative management education and impactful research beyond the traditional business narrative of shareholder wealth maximisation; and
- Inform and engage the wider University, policy makers and the whole of society by building resilience and vision for a future that is prosperous, equitable, and sustainable.



GRADUATE QUALITIES

The University's [Graduate Qualities](#) equip students with the skills and expertise to make positive contributions to society, both in the workplace and in the broader community.

| Graduate quality | Definition |
|--|---|
| Depth of disciplinary expertise | Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline. |
| Critical thinking and problem solving | Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem. |
| Oral and written communication | Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context. |
| Information and digital literacy | Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies. |
| Inventiveness | Generating novel ideas and solutions. |
| Cultural competence | Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues. |
| Interdisciplinary effectiveness | Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries. |
| Integrated professional, ethical, and personal identity | An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context. |
| Influence | Engaging others in a process, idea or vision. |

There is a separate set of qualities outlined for [PhD graduates](#).

PRME STEERING GROUP

In 2021, the School formed a PRME Steering Group to oversee key actions associated with our PRME strategic initiative. The Steering Group is composed of academic and professional staff from across the School, with diverse disciplinary backgrounds and SDG-related expertise. Presented here are our Steering Group members' statements about the SDG they find the most compelling.



Dr Anna Young-Ferris
Academic Co-Lead

Without peace in our hearts and minds, justice for all of humanity, and strong, supportive institutions across all jurisdictions; it is near impossible to achieve any SDG.



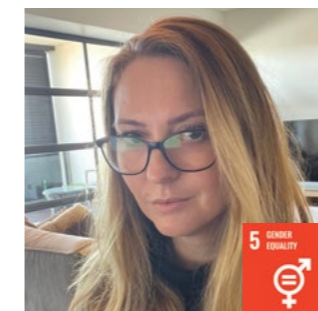
A/Prof Betina Szkudlarek
Academic Co-Lead

Reducing inequality within and among countries will save lives, facilitate peace and remove barriers to decent livelihood for all.



Rachel Tuitama
Committee Officer

Education is key to empowering individuals and communities to be agents for SDG-related change.



Tamsin Claire

Evidence indicates countries with lower gender disparity have higher economic growth and education of girls saves lives.



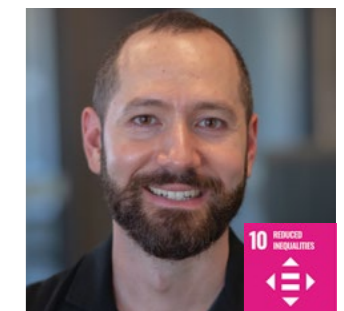
Dr Tanya Fiedler

Climate change is a risk multiplier. Without action on climate change, many SDGs will likely be impossible to achieve.



Dr Arunima Malik

Responsible Consumption and Production encompasses a range of environmental and social indicators at the heart of organisational practices.



Dr Jarrod Vassallo

Inequality connects each SDG via social and environmental challenges. Reducing it involves complexities and trade-offs.



A/Prof Ranjit Voola

My work focuses on alleviating poverty and gender inequality because engaging with the interrelationships between the SDGs is critical.



Prof Christopher Wright

Without democratically planned and dramatic decarbonisation of the world economy, humanity and much of life on the planet faces a bleak future!




Dr Danika Wright

Reduced inequality is critical for the success of all SDGs and an important leadership value in addressing complex problems.

PRINCIPLE TWO:

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

VALUES



The University of Sydney aspires to promulgate an organisational culture that enshrines the following values:

Courage and creativity

- We challenge the status quo so that we can find new ways of thinking
- We will work together in a culture that adapts to change and is unafraid of failure
- We will not be limited by what we know now; rather, we will encourage each other to explore further and imagine a better world.

Respect and integrity

- We value every member of the University for the contribution they can make to our collective success
- We will act with the highest regard for academic freedom, collegiality, and robust and respectful debate

- When we disagree, we will not dismiss each other's ideas, nor undervalue expertise.

Diversity and inclusion

- Our work is stronger because we value different and unique perspectives
- We will advocate for all to realise their full potential
- We will never limit people's pursuit of excellence on the basis of their background or circumstances.

Openness and engagement

- We will seek and be open to new ideas
- We will make a global impact by listening to and understanding the needs and aspirations of others
- We will always look for what we can learn and how we can contribute to the wellbeing of the communities we serve.

PRINCIPLE 2: VALUES



The University's values are embodied in some major initiatives we have embarked upon during the reporting period including, but not limited to:

- In 2020, the University launched our [Sustainability Strategy](#), driven by the views and inputs of our University community, from students and alumni to academic and professional staff. The foundation is Caring for Country, which acknowledges that our work to become a more sustainable university must observe multiple knowledge systems – including those of our First Nations communities – in building long-term sustainability. Some sustainability targets include:
 - Achieve net zero emissions from Scope 1 and 2 sources by 2030
 - Zero waste to landfill by 2030
 - 30 percent reduction on potable water use by 2030
 - Minimum five-star Green Star rating for new buildings, and four-star Green Star rating for all complete building refurbishments
 - Introduction of sustainable procurement practices to reduce waste and increase social sustainability.
- The University's strategy, [One Sydney, Many People](#), outlines our commitment to creating higher education and leadership opportunities for Aboriginal and Torres Strait Islander people and valuing Indigenous culture.
- In 2020 the University released our inaugural [Modern Slavery Statement](#). The University is

committed to protecting human rights and is implementing a University-wide approach to identify and address modern slavery risks across our supply chain, operations and investments.

- The University's Sustainable Investment Strategy builds on progress made over several years to decarbonise our share portfolio. The University will continue working with portfolio managers to align investment practices with our goals under the updated strategy and seek to influence the higher education sector and society more broadly to improve sustainable investment strategies.
- 2019–20 was devastating for Australia in terms of climate-related disaster, including megafires and floods. Almost two-years on from their high-profile declaration of climate emergency, scientists (including Dr Thomas Newsome from the University of Sydney), reflected on the "... urgent need for transformative change ...".
- In 2021 the University was ranked first in Australia and second globally in the Times Higher Education Impact Rankings. Three of the five SDGs submitted by the University ranked in the top 5 including SDG 6 Clean Water and Sanitation (1st), SDG 15 Life on Land (2nd) and SDG 11 Sustainable Cities and Communities (4th).
- The University is a signatory to the United Nations Global Compact and is committed to supporting the Global Compact's Ten Principles.



Image Trevor Mein

PRINCIPLE 2: VALUES

STUDENT INNOVATIONS BRING A 65,000-YEAR-OLD FOOD STORY TO LIFE

“The key to making progress on the SDGs is to acknowledge their interconnectedness. Solutions stemming from Indigenous knowledges, which are ‘holistic’ in their approach, provide a promising blueprint to create viable new strategies to make progress on the SDGs.”

Jared Harrison, BUSS4903 Co-Unit Coordinator

Nineteen students in this new Remote and Rural Enterprise (RARE) program unit BUSS4903 Social Innovation in Indigenous Communities – a 12 credit point Advanced Studies unit – have worked with Bruce Pascoe’s Black Duck Foods on various social innovations that will facilitate the creation of an Indigenous led native grains eco-system in New South Wales. Four student groups have delivered immense value to the Black Duck team and Yuin and Gamilaraay communities through four specific social innovations needed to catalyse further action and momentum in the fledgling native grain sector:

- A policy brief aimed at state government outlining the

argument and pathway to allowing access to Travelling Stock Reserves (TSR) crown lands for Indigenous farmers

- A supporter acquisition strategy to grow a network of funders and contributors
- A strategic roadmap from seed to retail, to realise the “F5” initiative, where native grains capture a 5% market share from wheat flour
- A blockchain design and implementation strategy dubbed the “grainchain” to ensure transparent economic benefits from this traditional knowledge will flow back to Indigenous communities, in partnership with Atlassian.

INSPIRING ACTION

Visit the Black Duck Foods website for ways to get involved and learn more about the immense potential of native grains, as we look to create a more sustainable and drought resistant food system that values and includes the knowledge of Australia’s Indigenous peoples.

TEAM MEMBERS

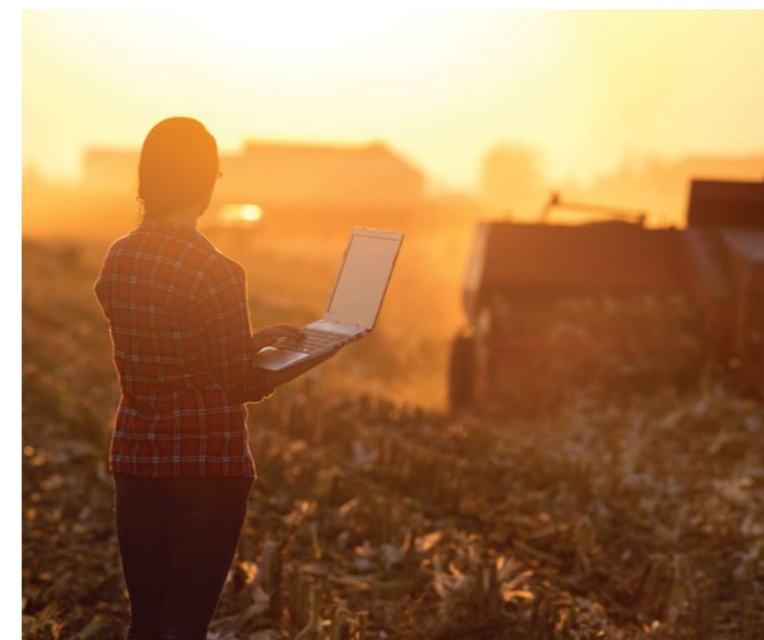
Jared Harrison
Dr Jarrod Vassallo
Prof Dennis Foley,
University of Canberra



Terry Hayes and Nathan Lygon, Black Duck Foods. Image Black Duck Foods.

SDG Linkage

Native grains have much higher nutritional content than western grains, have far better environmental outcomes through less intensive agricultural practices (facilitating more carbon capture over time) and represent an enormous opportunity for Indigenous economic development with new jobs that are connected to Country, language and culture. This increased social/economic well-being of Indigenous peoples reduces inequality by “closing the gap” and will represent a more sustainable food system for all Australians.



PRINCIPLE THREE:

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

METHOD

TEAM MEMBERS

A/Prof Ranjit Voola
Nicole Hallett

MARKETING AND THE SDGS? HOW MARKETING IS KEY TO PROGRESSING SDGS IN FIRMS

Marketing by its very nature focuses on growth and increasing consumer consumption. These activities can potentially lead to increased societal inequities and environmental degradation. MKTG3122 Marketing and Sustainable Development engages Bachelor students in arguments around why marketing is critical to progressing the implementation of SDGs in firms. As David Attenborough states, "saving our planet is a communications challenge". Marketing is fundamentally

about developing a core value proposition – to communicate persuasively to the consumer about the advantages of engaging in authentic leadership on societal issues, framed in terms of the SDGs – whilst making profits. By engaging marketing students with these concepts, this unit attempts to catalyse the development of marketing graduates who are prepared to change the way marketing is seen and implemented in contemporary firms.

INSPIRING ACTION

Marketing is a powerful tool in progressing the SDGs in a firm. What value does your firm provide the consumer by engaging with the SDGs?



PRINCIPLE 3: METHOD

WE ARE THE CHANGE: STUDENTS AS ETHICAL, VALUES-BASED LEADERS

“BUSS2000 empowers students with life-long learning skills, and equips them with knowledge, values and purpose to make a positive impact on society. We promote ethical, values-based leadership and lead by example by providing students with compassionate, empathetic guidance.”

BUSS2000 Teaching Team

BUSS2000 Leading and Influencing in Business facilitates student acquisition of crucial skills to develop a responsible leadership mindset for a successful and sustainable career in business. This innovative unit provides a transformational learning experience underpinned by research, facilitated through self-reflection, self-insight, and is focused on values-based leadership and promoting social impact. The BUSS2000 team

were ahead of the game when in 2018 they transformed the undergraduate curriculum by replacing all traditional lectures with modulated online learning, bridged with highly engaging and interactive, weekly workshops. This innovative design provides students flexibility, control and connectivity. The unit focuses on developing generalisable skills and is explicitly linked to the University’s nine Graduate Qualities. A “career plan report”

encourages self-reflection on students’ preferences and strengths, motivations and goals, values and ethical principles, how they relate to future career goals and professional identity. Students work in diverse teams on an industry-led project, fostering cultural competence while providing students real-time opportunities to reflect, discuss and adapt teamwork processes and develop team effectiveness skills.

TEAM MEMBERS

A/Prof Helena Nguyen
A/Prof Anya Johnson
Dr Maria Ishkova
Mesepa Paul
May Lloyd
Sapna Khiani Kumar
Terry Wickenden
David Brodsky
Hannah Kunst
John Perez
Michael Fernando
Michael Grunwald
Dr Shanta Dey
Yasmin Gillett
Marcel Briggen



BUSS2000 Teaching Team receiving the 2020 Wayne Lonergan Award for Outstanding Teaching. Image Murray Harris.

SDG Linkage

BUSS2000 delivers quality education in responsible leadership that is transformative by emphasising self-discovery and self-reflection of one’s preferences and strengths, motivations and goals, values and ethical principles. BUSS2000 also promotes decent work and economic growth and reduces inequalities by developing generalisable skills to lead positive societal change. Students work in diverse teams on a pitch development assignment to government for a social impact innovation bond to address youth unemployment.

INSPIRING ACTION

Anyone can learn to lead and influence, but to transform and impact, one needs to start with oneself. Create a safe playground for you to reflect on your preferences and strengths, motivations and goals, values and ethical principles. Change can start small, but it has to start with you.



PRINCIPLE 3: METHOD

TEAM MEMBERS

Dr Steven Hitchcock
Venessa Ahern
Thomas Graham,
MAD Travel, The Philippines

SOCIAL ENTREPRENEURSHIP: ERADICATING POVERTY

BUS2344 Future of Business (Philippines Study Tour), with MAD Travel enables undergraduate business students to enhance their employability skills and global competencies during an in-country internship in the Philippines. This includes key moments with industry guest speakers and a mentorship experience at the internationally

acclaimed Social Business Summit. Students work in diverse teams alongside local students, social enterprises, entrepreneurs and community members to generate solutions to key challenges around the lack of financial capital, limited access to technology and high rates of unemployment. Solutions are aligned with community values,

sustainability, education, and improving income generation for the poor to help eradicate poverty. In addition to developing sustainable business strategies that align with community expectations, the program also facilitates the development of long-term relationships with local communities and entrepreneurs.

INSPIRING ACTION

The Philippines' Gawad Kalinga poverty alleviation and nation-building movement is a revolutionary economic movement for the people, by the people. Students are embedded in different aspects of this movement as they learn about (and contribute to) grassroots social enterprise.



TEAM MEMBERS

Dr Jarrod Vassallo
Jared Harrison

LEARNING BY DOING: ADDRESSING THE SDGS IN OUR OWN BACKYARD

Using the 17 SDGs as a lens, IBUS3108 Social Entrepreneurship facilitates action research projects where students engage with local social entrepreneurs to address pressing social and environmental problems (including how enterprises can successfully prioritise the SDGs in a financially sustainable manner). In 2020, students worked with:

- Australian of the Year award recipient, Bernie Shakeshaft's BackTrack Works – to find new ways for underprivileged female youth to seek training and employment
- Award winning Indigenous writer, Bruce Pascoe's Black Duck Foods enterprise – to design ways of commercialising ancient

- Indigenous agricultural practices that create opportunities for cultural transference and employment for local Yuin people
- The City of Sydney's City Farm project – an urban agricultural farm to unite communities around sustainable farming and food practices.

INSPIRING ACTION

Each project reveals how all of the SDGs are interconnected. To avoid being overwhelmed, it's important to articulate a clearly defined problem-within-a-problem that you can help solve. Think small to do big.



PRINCIPLE 3: METHOD

HOW STUDENTS ARE TRANSFORMING THE DOMINANT BUSINESS MINDSET

“Responsible Business Mindset represents the type of future-focused pedagogy that should define all business schools.”

Dr Max Baker, BUSS5220 Subject Matter Expert

The grand challenges of sustainability, climate change and social inequality have revealed a critical need to transform business beyond the singular mindset of shareholder primacy. BUSS5220 Responsible Business Mindset is a new core unit for our flagship Master of Commerce program that centres on advancing an understanding that a business is deeply interconnected with society and environment. It examines business in the context of meeting the objectives of

a broader set of stakeholders that are not in conflict with the desire to be profitable. Multidisciplinary insights from the legal, workplace, marketing, and accounting perspectives provide context, as students develop critical reflections to practical realities, drawing on theoretical insight, the SDGs, Indigenous-based stewardship and other relevant frameworks. An innovative pedagogy is based on the principles of active learning, student-led learning and collaborative learning

where interactive workshops are designed for maximum student engagement. Students are given a “voice” using icebreakers, case studies and role-play methods that encourage learning by contribution and input, rather than declarative knowledge of the teaching team. This unit aims to develop future leaders who are not only mindful of responsible business actions but can also bring much needed self-reflection and collaboration skills.

TEAM MEMBERS

Dr Anna Young-Ferris
 Dr Chuan Yu
 A/Prof Teresa Davis
 A/Prof David Chaikin
 Dr Christian Chamorro Courtland
 Dr Cary Di Lernia
 Mesepa Paul
 Louise Luff
 Dr Angela Hecimovic
 Dr Max Baker

Dr Matthew Egan
 Dr Arunima Malik
 Dr Tanya Fiedler
 A/Prof Ranjit Voola
 Gigi Wongwaiwetch
 Ali Zaheer
 Dr Sabina Cerimagic
 Courtney Shalavin
 An incredible team of Workshop Facilitators and Subject Matter Experts



Students develop their critical thinking skills via Workshop Presentation Debates. Image Angela Hecimovic.

SDG Linkage

We teach students to question assumptions, to critically evaluate business, and that profit and purpose do not have to be mutually exclusive. The integration

of the SDG framework is one way of achieving these aims and is made an explicit key learning outcome. Students are required to integrate SDGs, and more

specifically the underlying targets, and translate their relevance for business as part of two major assessment tasks.

INSPIRING ACTION

Students are our future business leaders, and it is imperative they are engaged in the much-needed transformation of business from the stronghold of shareholder primacy towards a more responsible business mindset. It is vital that our students take this new and transformative mindset into their future studies and careers.



Dr Maria Rumyantseva
Dr Gobinath Rajarathnam, Mercuraris

HOW STUDENTS HELP TO ACCELERATE A CIRCULAR ECONOMY START-UP

“A digital circular economy is something the world truly needs, because it has an immediate impact on reducing day-to-day landfill, in turn helping extend usefulness of materials we already have and bringing an overall benefit to society.”

Dr Gobinath Rajarathnam, Mercuraris

SIEN6004 Innovation Ecosystems students collaborated with a ground-breaking circular economy start-up, Mercuraris (founded by a University of Sydney academic), to work toward solving waste and recycling problems in Australia. Mercuraris developed an AI-powered platform to project waste flows and optimise recycling processes by offering feasible and readily available alternatives for specific

industries. Students collaborating with Mercuraris in SIEN6004 Innovation Ecosystems worked to develop strategy and an appropriate business model for the start-up. Throughout the project students engaged with key stakeholders of the Australian circular economy community, including the CEO of ASPIRE (CSIRO’s waste management platform pilot project), the Waste Management Coordinator

of Bathurst Regional Council (location of the first Mercuraris dashboard), and the CEO of Remondis Australia. “The students have helped our strategy immensely by independently validating our current approach and introducing us to new ways of thinking about markets we’re able to enter”, stated Dr Gobinath Rajarathnam, Mercuraris founder.



Gobinath Rajarathnam, Mercuraris founder. Image Gobinath Rajarathnam, Mercuraris Pty Ltd.

SDG Linkage

By introducing the circular economy principles to our daily life and enabling informed

decisions about resource recycling, we complement the principles of responsible consumption and production,

and ultimately contribute to the sustainability of our cities and communities.

INSPIRING ACTION

The move from the current take-make-waste extractive model to a more sustainable circular economy starts with your everyday decisions.



PRINCIPLE 3: METHOD

TEAM MEMBERS

Dr Jacqueline Mees-Buss

PHILOSOPHICAL FOUNDATIONS TO REINVENT THE WAY WE DO BUSINESS

The SDGs are wicked problems that are interrelated and for which there are no simple solutions. IBUS6005 Ethical International Business Decisions teaches future managers to focus on this inter-connectivity and the importance for experimentation as they search for solutions. Inspired by Kant's imperative not

to use others as means to an end, and Aristotle's mandate to follow what is right, not what is established, this unit introduces students to the SDGs, the circular economy, and Kate Raworth's "doughnut economics" to identify new business models. The objective is to train a new generation of managers who

approach business differently – not as a means to make money – but to re-design and improve the way we live and consume.

INSPIRING ACTION

To create a world that is more sustainable and fairer, a new generation of managers is needed who are willing to question the status quo and start experimenting.



TEAM MEMBERS

Prof Stephen Greaves

UNTANGLING THE NEXUS OF TRANSPORT PROVISION, TRAVEL BEHAVIOUR AND HEALTH

Students completing ITLS6103 Transport, Sustainability and Health will have an increased knowledge and understanding of the complex relationships between transport provision, travel behaviour and public health. Students will consider how contemporary sustainable transport policy options in

Australia and overseas could reduce the detrimental health impacts of transport and promote better health outcomes. This includes an appreciation and understanding of the role of transport provision and travel choices on health, wellbeing and social inclusion; the health impacts of age and

disability on transport options; transport systems as conduits for the spread of communicable diseases; health impacts of future transport options; the role of transportation and public health agencies in sustainable transport promotion; and how to conduct Health Impact Assessments (HIAs) of transport interventions.

INSPIRING ACTION

Travel choices have health consequences that must be considered to improve individual and societal outcomes.



SDG TEACHING SPOTLIGHT

UNIT OF STUDY

ABOUT

INSPIRING ACTION

TEAM MEMBERS

SDGs

ACCT3016 Sustainability Accounting

This unit encourages a critical lens to explore questions including how sustainability accounting tools might enhance control and decision making, and more fundamentally, how organisations and accounting can contribute to a more sustainable planet.

Account for your social and environmental impacts and hold yourself to account! A range of tools are available to assist in the calculation of carbon and water footprints at the company and the individual level.

Dr Matthew Egan,
Dr Anna Young-Ferris,
Dr Cornelia Beck



BUDL2902 Innovation in Organisations

Innovation changes the world. But innovation can only truly make a difference when it is creative, practical and sustainable. Working in multidisciplinary teams, students learn to identify opportunities for innovation, and create and design innovative solutions for pressing issues in different types of organisations.

In increasingly dynamic and turbulent environments, organisations need to responsibly create value for both internal and external stakeholders. Businesses must rise to the challenge of fostering both responsible production and responsible consumption.

Dr Praveena Chandra,
Dr Sandra Seno-Alday,
Dr Carlos Vazquez Hernandez



BUDL3901 Unravelling Complex Problems and BUDL3902 Disruption for Sustainable Futures

Students learn tools and concepts for understanding the world's wickedest problems. By examining the SDGs, different perspectives and challenges, current and future innovations, students are equipped take on grand challenges.

The consequences of actions reverberate through time and space. How will actions and decisions made by individuals and organisations today touch generations of the future?

Dr Carlos Vazquez Hernandez,
Dr Sandra Seno-Alday,
Dr Praveena Chandra



Global Citizenship Seminar PG (Master of Management (CEMS))

During a week-long co-creation exercise, students developed and refined a statement that represented their collective view on how to become a Global Citizen who values the SDGs. Students reflected on SDG issues and leaving a better world for their ancestors.

Think about your actions and how they will make you a good ancestor – think not just of yourself or the people around you today, but of future generations.

A/Prof Massimo Garbuio,
Prof Rae Cooper



ITLS6015 Managing Supply Chain Disruption

Increasingly complex supply chains leave businesses vulnerable to abnormal events and disruptions, including natural disasters, cyber security threats, pandemics and climate change. When crises occur, supply chains also play a crucial economic and humanitarian role.

Explore how flexible businesses can develop resilience and thrive in the face of disruptions. Discover how supply chains react to humanitarian disasters and help society rebuild.

Dr Geoffrey Clifton,
Alan Win,
Liam French



ITLS6202 Sustainable Logistics and Procurement

Ethical and sustainable procurement and logistics create value. A strategic view of procurement considers resilience, entire life cycle costs, and environmental and social risks and benefits to protect businesses from reputational risk.

Discover the role that procurement plays in creating enterprises that deliver economic, social and environmental sustainability.

Dr Geoffrey Clifton,
Dr Jyotirmoyee Bhattacharjya



MIBS6005 and MIBS6006 International Business Consulting Project A and B

Master of International Business students work as consultants for real businesses interested in international expansion and developing business models that support the SDGs. This facilitates a shift in student focus from maximising earnings to maximising their contribution to the world.

Not all internationalisation is good, but there is an increasing number of products and services that are worth spreading around the world. This is why it remains highly relevant to study international business.

Dr Jacqueline Mees-Buss,
A/Prof Gracy (Jingyu) Yang,
Dr Linh Nguyen



PRINCIPLE FOUR:

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.

RESEARCH

TEAM MEMBERS

Prof Christopher Wright
Prof Daniel Nyberg,
The University of Newcastle
Dr Vanessa Bowden,
The University of Newcastle

HOW CLIMATE CHANGE CHANGES EVERYTHING



Taking to the streets for action on climate change. *Image Christopher Wright.*

The recent release of the IPCC's Sixth Assessment Report and current extreme weather events make clear that we are now living in a world where dangerous climate change is becoming a reality. Two centuries of fossil-fuelled economic development

have changed the basic chemistry of the oceans and atmospheres with potentially catastrophic consequences. These changes now threaten societies worldwide. Understanding the political and economic basis of climate change is essential if the world is to avert

the destruction of the planet's life-support systems. Research into SDG 13 Climate Action is key here in assessing what measures are needed to rapidly decarbonise the world's energy, transport, manufacturing and agricultural production.

INSPIRING ACTION

Business and political leaders urgently need to plan for a climate change future. The risks are existential, the opportunities are transformative.



PRINCIPLE 4: RESEARCH

ACHIEVING NET-ZERO EMISSION TARGETS FOR THE PUBLIC TRANSPORT SECTOR

“With the net-zero emission target set for 2050, the introduction and rollout of ZEBs in Australia is fast approaching. It is not a matter of whether such transition is necessary, but how the change should be implemented.”

Professor David Hensher

With the net-zero emission target set for 2050 in the Paris Agreement, the introduction and rollout of zero-emission buses (ZEBs) in every Australian state and territory is fast approaching. It is not a matter of whether such transition is necessary, but how the change should be implemented. All state governments have either given the timetable or are working on the plan to achieve full electrification of the state bus fleets.

This report complements a decision support system (DSS) that has been prepared to obtain estimates of CO₂ emissions and associated costs, such as charging batteries and diesel costs, for current diesel buses in a metropolitan or regional fleet, as well as two classes of battery electric buses and hydrogen buses. The main focus is on CO₂ emissions as governments in Australia set timelines to transition to zero emission buses in the contracted route fleets.

INSPIRING ACTION

This report provides advice to enable providers to respond to the Australian Government’s set timelines to transition to zero emission buses.

TEAM MEMBERS

Prof David Hensher
Dr Edward Wei
Dr Camila Balbontin



First e-bus in NSW operated by Nowra Coaches. Image Premier Motor Service. Below: A hydrogen fuel cell bus. Image Foton Mobility.

SDG Linkage

With the federal government providing broad policies and funding to allow further development in the transition process, and with the state government providing tactical support, Australia should be well positioned to transition to the best value green or low emission bus future (addressing SDGs 3, 7, 9, 11, 12 and 13).



SDG RESEARCH SPOTLIGHT



PROJECT TITLE

ABOUT

INSPIRING ACTION

TEAM MEMBERS

Climate risk disclosure: Tracking the uptake of the Taskforce on Climate-related Financial Disclosures (TCFD) recommendations in the Australian market

The climate crisis demands progressive and committed action by large corporations. This project shows that Australia's largest and most successful companies are failing to engage with climate-related risk reporting with the alacrity necessary to address this transformational challenge.

Divest holdings and consider investing in organisations taking their climate related risks seriously, and indeed the climate crisis itself seriously.

Dr Cary Di Lernia

Inland Rail project with Department of Infrastructure, Transport, Regional Development and Communications and BIS Oxford Economics

Once established, the proposed Inland Rail corridor will enable the freight industry to move significant volumes of freight from road haulage to rail. This will dramatically reduce the carbon footprint of the industry and improve road safety.

This project aims to understand the freight task along the East Coast and provide a 20-year outlook. Getting trucks off the road and shifting freight to rail will be a more sustainable and climate-friendly freight option.

Prof Rico Merkert,
Prof David Hensher,
James Bushell, PhD student

Market expansion and targeting while balancing social and financial objectives: Evidence from microfinance organisations in Bangladesh

This research reveals that social enterprises actively prioritise poorer markets (SDG 1) and markets that are at greater risk of extreme weather events (SDGs 11 and 13). This highlights the potential for social enterprises to contribute to the fulfilment of both poverty-related and environmental policy objectives.

Studying microfinance organisations could inspire large organisations to become social entrepreneurs by finding financially sustainable ways of tackling the major social issues such as climate change outlined in the SDGs.

Dr Jarrod Vassallo,
Prof Jaideep Prabhu, University of Cambridge,
Prof Ahmed Khwaja, University of Cambridge

The effect of disclosure venue and the quantification of climate-related financial impact on professional investor judgments

This experiment examines the effects of the financial quantification of climate change implications and the disclosure venue (i.e. company filing cf. sustainability report) on professional investors' judgments. It aims to influence policy and practice towards advancing SDG 13.

Researchers, companies, investors and regulators need to take bold steps to tackle the complex yet necessary issue of quantifying climate-related risk and opportunity so as to address current issues of incomparable and inconsistent data and evolve the current mandatory/voluntary disclosure debate.

Dr Anna Young-Ferris,
Dr Shan Zhou,
Prof Mandy Cheng, UNSW

The Sydney MaaS Trial with iMOVE CRC, IAG and Skedgo

This project explores the role that Mobility as a Service (MaaS) can play in improving the travellers' experience of using multiple complementary transport services, and in contributing to broader community improvement such as better air quality, reduced congestion and greenhouse gas emission savings.

Mobility as a Service can improve the transport user experience and benefit our communities and the environment by providing a pertinent alternative to owning and using private vehicles.

Prof David Hensher,
Dr Chinh Ho,
Daniel J. Reck, ETH Zurich,
Göran Smith, Chalmers,
Sam Lorimer and Ivy Lu,
Insurance Australia Group (IAG).

Using climate models to assess financial risk

Companies are seeking to assess and disclose their exposure to risks arising from the physical effects of climate change. This research provides an objective resource for those wanting to understand how climate models can be legitimately used at spatial and temporal scales relevant to market actors.

To assess business exposure to physical climate risk, an easy first step is to review accounts and ask: have any assets, operations or supply chains been negatively impacted by weather-related events over the past 5-10 years? If yes, then this is where you start.

Dr Tanya Fiedler, Prof Andy Pitman, UNSW,
Kate Mackenzie, Independent consultant,
Nick Wood, Independent consultant,
Christian Jakob, Monash University,
Sarah E. Perkins-Kirkpatrick, UNSW

PRINCIPLE 4: RESEARCH

TEAM MEMBERS

Maegan Baker, PhD student
Dr Jarrod Ormiston,
Maastricht University,
Prof Leanne Cutcher

THE BUNDIAN WAY: WALKING TO INDIGENOUS INCLUSION AND RECOGNITION

“Equality for Indigenous people requires culturally appropriate solutions that are developed in partnership with local Indigenous communities.”

Professor Leanne Cutcher

Indigenous organisations are increasingly engaging in multi-stakeholder partnerships with government and business to increase the social and financial inclusion of Aboriginal and Torres Strait Islander peoples. Yet we know very little about what makes these partnerships effective. This HDR research project engages in a longitudinal in-depth case study of the Bundian Way Advisory Committee, an Indigenous-led

cross-sector partnership of over 40 organisations, working together to establish a range of social enterprise opportunities along the Bundian Way. For 10,000 of years, the Bundian Way was a network of paths that was traversed for trade and social exchanges by Aboriginal people living on the coast and those living in the mountains. Today, the Advisory Committee is working together to develop

the Bundian Way into a major tourism project that will create employment opportunities for the local Aboriginal people. The research shows how Advisory Committee partners had to shift their thinking and develop a longer-term perspective that encompassed equality and reconciliation goals in order to maintain project momentum and work together effectively.



Accessible Bundian Way Track in Eden. Image Edén Local Aboriginal Land Council.

SDG Linkage

This project helps to address inequality (SDG 10) by showing how government and business can effectively partner with Indigenous people to deliver on economic, social and political goals (SDG 8).

INSPIRING ACTION

Government and organisations working with Indigenous peoples need to listen and be prepared to change taken for granted ways of working in order to bring about change.



PRINCIPLE 4: RESEARCH

TEAM MEMBERS

Rebecca Nguyen, PhD student
Dr Jyotirmoyee Bhattacharjya
Prof Michael Bell

REDUCING MODERN SLAVERY IN SUPPLY CHAINS

Many international supply chains are associated with modern slavery yet it is difficult to detect and/or verify whether it exists in their scope of operations. Despite many efforts to address traceability and visibility concerns, there continues to be

unidentified and unaddressed gaps which have resulted in the continued exploitation of human rights in supply chains. The aim of this HDR research project is to detect modern slavery in the supply chain by identifying what data points should be collected,

investigate who is involved, and identify whether it is possible to capture that data and how. From there, an investigation will be done on the various technological concepts to determine what will provide optimum results for reducing modern slavery.

INSPIRING ACTION

Consumers and businesses must consider whether their purchases are contributing to modern slavery.



TEAM MEMBERS

Lisa Gulesserian, PhD student
Prof Marian Baird
Dr Alex Veen

UBER FATHERS, FLEXIBLE WORK AND GENDER ROLES

Uber fathers, flexible work and gender roles is a study of male uber drivers in Australia. It explores whether fathers are using the flexibility of driving an Uber to balance their paid work with their unpaid work (domestic work and childcare) at home,

and the subsequent impact on shifting gender roles and the advancement of gender equality in Australian society. Flexible work enables men's participation in domestic work and childcare, but when men try to access this in traditional workplaces they

face barriers. This HDR research project explores whether the flexibility of "gig" work, specifically driving an Uber, is providing some men with an alternative to traditional work and enabling their participation in the home, thereby advancing gender equality.

INSPIRING ACTION

Some men are turning to the "gig" economy to access flexibility that traditional workplaces do not offer them. If employers want to attract and retain talented men and women they should offer equal access to workplace flexibility.



SDG RESEARCH SPOTLIGHT



PROJECT TITLE

ABOUT

INSPIRING ACTION

TEAM MEMBERS

An investigation of modern slavery risk mitigation in supply chains: A natural language processing approach

Modern slavery impacts the lives of vulnerable populations around the world in both developing and developed countries. This is a persistent problem in global supply chains and requires a multifaceted approach involving multiple entities.

This research will identify opportunities for governments, companies, and non-governmental organisations to work towards mitigating and, in the long-term, eliminating modern slavery in supply chains.

Dr Jyotirmoyee Bhattacharjya

Development of the Australian Government's Workplace Domestic Violence Policy 2008–2018 (HDR Project)

Domestic violence is a leading cause of gender inequality, which can be ameliorated by workplace domestic violence leave. This research highlights the processes through which related Australian policy and entitlements were achieved, providing a road map for further such achievements.

Many organisations provide employees with paid domestic violence leave entitlements. This can lead to greater gender equality and should be a universal workplace right.

Susan Ellicott, PhD student,
Prof Rae Cooper,
A/Prof Chris F. Wright

Extrinsic emotion regulation and its impact on employees' well-being and performance (HDR Project)

Health workers have been stretched to their limits by the pandemic. This project provides crucial insights into employees' socioemotional responses to high-stress workplace events, and what leaders can do to help ameliorate these responses in their followers.

Workplace well-being starts with you: helping others to positively reframe stresses has incredible positive impact. Even the "little" things we do, such as attempts to regulate the emotions of those around us, can make a big difference.

Hannah Kunst, PhD student,
A/Prof Helena Nguyen,
A/Prof Anya Johnson,
A/Prof Carolyn MacCann

Health by Stealth: Developing strategies to increase active and public transport (NHMRC Grant)

A focus on healthy travel – walking, cycling, public transport – provides an under-explored opportunity to increase physical activity. This project explores travel behaviour patterns, the factors influencing these, and the best ways to increase active travel.

Physical activity should be viewed as more than a leisure activity, but as a fundamental part of our daily travel patterns.

Prof Stephen Greaves,
Dr Verity Cleland, University of Tasmania

Older worker equality, engagement and recognition

This research contributes to SDG 3 which seeks to ensure healthy lives and promote well-being for all and at all ages. Meaningful employment is crucial to that goal and also to overcoming age inequality (SDG 10).

Employers need to eschew generational stereotypes and recognise that individuals of all ages have crucial skills and capabilities.

Prof Leanne Cutcher,
Prof Kat Riach, University of Glasgow,
Prof Melissa Tyler, University of Essex,
Dr Barbara Foweraker (previous PhD student)

The "CT mobility manager": Exploring new roles for Community Transport in a MaaS enabled environment

This research looks at whether Mobility as a Service (MaaS) provides opportunities for growth in the Community Transport (CT) sector. The concept can increase financial viability for operators and promote better transport outcomes for vulnerable members of the community.

Better access to transport would enable vulnerable community members to participate more in life and leisure activities.

Dr Geoffrey Clifton,
Prof John Nelson

PRINCIPLE 4: RESEARCH

TEAM MEMBERS

A/Prof Eliza Wu
Prof Iftekhar Hasan
Prof Suk-Joong Kim
Dr Gazi Hassan,
The University of Waikato

CONNECTING BANKING REGULATION AND INCOME INEQUALITY

This study investigates the impact of international bank flows from G10 lender countries on income inequality in 74 borrower countries over 1999–2013. Specifically, it examines the role of international bank flows contingent upon the Basel 2 capital regulation and the level

of financial market development in the borrower countries (SDG 16). First, the analysis reveals that improvements in the borrower country risk weights due to rating upgrades under the Basel 2 framework significantly increase bank flows, leading to improvements in

income inequality. Second, this study uncovers that the level of financial market development is also important. The evidence indicates that a well-functioning financial market helps the poor access credit and thereby reduces inequality (SDG 10).

INSPIRING ACTION

Urge policy makers to prioritise developing financial systems and ensure that risk-based banking regulation continues to be improved, in order to achieve a greater reduction in income inequality around the world.



TEAM MEMBERS

A/Prof Helena Nguyen
A/Prof Stefan Volk
A/Prof Anya Johnson

SUPPORTING WELLBEING AND EFFECTIVE PERFORMANCE

The Body, Heart and Mind (BHM) in Business Research Group focuses on enhancing the mental health, wellbeing and performance of employees. BHM research integrates science and evidence of the influence of the physical, emotional and cognitive experiences at work to improve

the design of work and teams and to enhance leadership and culture.

Given the influence of work on physical and mental health and well-being, BHM plays a pivotal role in influencing these conversations, and in managing

and enhancing our understanding of the connections between work and well-being. By partnering with organisations to investigate the factors that facilitate well-being, we provide evidence of how to create more compassionate organisations that support good work (SDG 3).

INSPIRING ACTION

It is increasingly important for organisations to create positive and inclusive team cultures and effective work design and to lead compassionately in order to support the well-being of employees.



PRINCIPLE 4: RESEARCH

EMPLOYERS KEY TO ADDRESSING THE GRAND CHALLENGES OF FORCED MIGRATION

“The world struggles to address the increasing challenges faced by forcefully displaced migrants. Yet, management research thus far has focused predominantly on corporate elites. It is time that our research and education support those who need the assistance most.”

Associate Professor Betina Szkudlarek

The refugee crisis is at the forefront of mass media across the world. Yet, the management community has lagged behind in terms of contributing tangible solutions, informing policy or advancing knowledge that could help to address what has been labelled as one of the grand challenges facing modern societies. Finding suitable employment is one of the most critical steps in a refugee

integrating into society. Yet, many refugees end up unemployed or underemployed, often failing to find permanent jobs that match their skill levels. This is unfortunate and avoidable as refugees bring qualifications and skills to the receiving country, with the potential to meet labour shortages both in urban and rural areas, as well as in a wide range of white- and blue-collar occupations. Undeniably,

refugees provide long-term macro-economic benefits to the receiving countries through workforce participation and business activities. [This research project](#) is pioneering in uncovering knowledge that advances theory, informs policy supporting refugee workforce integration and stimulates employers’ engagement to provide tangible solutions.

TEAM MEMBERS

A/Prof Betina Szkudlarek
Dr Eun Su (Jeannie) Lee,
The University of Newcastle



Peter Baynard-Smith, CareerSeekers; Diane Samaroo, Ericsson; Betina Szkudlarek; Rami Ganni, Ericsson; Greg Whitwell at the report launch. Image Murray Harris.

SDG Linkage

This project mobilises a collaborative approach to advancing refugee workforce integration. Through access to sustainable and meaningful employment, refugees gain an opportunity to rebuild their lives (SDGs 8 and 10). By investigating what drives employers’ engagement in refugee employment, this project contributes to tangible solutions, advancing policy development and generating insights for practice (SDG 17).

INSPIRING ACTION

Employers should consider refugees as an attractive yet overlooked talent pool and include them in their strategic recruitment plans.



SDG RESEARCH SPOTLIGHT



PROJECT TITLE

ABOUT

INSPIRING ACTION

TEAM MEMBERS

Are socially irresponsible activities costly to companies?

This research addresses SDG 12 by investigating whether corporate wrongdoings in the environmental and social (E&S) aspects are priced in the equity market and how ex-ante corporate ESG performance can mitigate the adverse market impact of corporate E&S misconducts.

Companies should integrate ESG into the risk management system and establish strong reputation in this dimension and build social trust with their shareholders.

A/Prof Jing Yu,
A/Prof Eliza Wu,
Dr Chloe Ho, The University of Western Australia

Current e-waste practices and challenges (HDR Project)

This project investigates the hazards of e-waste and the extent of challenges associated with inappropriate e-waste recycling practices. It will generate advice for decision-makers in both the public and private sectors.

Do you have any e-waste stored at home? Have you thought of the environmental impact of end-of-life electronic products? Buying electronic products with recyclable components will reduce environmental impacts.

Abd Moh'd, PhD student,
Dr Jyotirmoyee Bhattacharjya,
Prof Michael Bell

Informing smarter transport research, planning and policy making

A collaboration between Australian researchers, planners and policy makers from academia, government and industry, will deliver data and tools to accelerate transport research and impacts across Australia. This platform enables researchers to analyse and model the impact of potential policy changes and planning decisions.

Forecasting travel demand for many transport initiatives, including environmental impacts, can be used to perform cost-benefit analyses of specific transport investments or projects.

Prof Michiel Bliemer,
Dr Mark Raadsen

Looking for positives: Health, wellbeing and active transport following a pandemic

This project investigates the sustained impact of travel behaviour at the start of the pandemic and its effect on health and environmental outcomes. This could generate what will be Australia's first rigorous natural experiment on travel/health behaviour pre- and post- the pandemic.

This project will facilitate a better understanding of the interconnectedness between active travel, well-being and overall productivity in the work environment.

Prof Stephen Greaves,
A/Prof Matthew Beck,
Dr Melanie Crane, Faculty of Medicine and Health

Unlocking public procurement as a tool for place based industrial strategy and equity

Procurement processes can be used to achieve broader policy goals, aside from acquisition. Government spending in advanced manufacturing sectors has the potential to reduce levels of inequality by developing onshore capability and increasing well-paid employment opportunities. A balance is required, where secondary objectives are achievable without sacrificing competition.

Governments should not take comparative advantage at face value when making public procurement decisions. The role of government is not to minimise expenditure but to identify how it can use its spending to maximise domestic value and equitable outcomes. This can be achieved through the inclusion of historically non-cost factors regarding employment and industrial development into price.

Christopher Day, PhD student,
Prof Rico Merkert

Utilising innovation to provide sustainable logistics solutions (HDR Project)

This study uses an exploratory case study research approach to investigate the role of a contract logistics company in innovative and sustainable service provision in relation to its business-to-business (B2B) partnerships across different sectors.

The study aims to explore barriers, challenges, advantages, disadvantages and future implications in relation to the provision of sustainable logistics solutions.

Sonali Tripathi, PhD student,
Dr Jyotirmoyee Bhattacharjya,
A/Prof Catherine Sutton-Brady

PRINCIPLE FIVE:

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.

PARTNERSHIP



BCom students join Study Abroad students to visit LinkedIn Sydney office. Sitting from L to R: Maria Ishkova; David Bellas, LinkedIn; Chris Pullig, Baylor University.
Image LinkedIn.

PRINCIPLE 5: PARTNERSHIPS

ADVANCING GENDER EQUALITY IN THE WORKPLACE

The Business School and UN Women Australia partnered in 2014 in a shared effort to promote gender equality at the most senior levels of the nation's public, corporate and not-for-profit sectors, and in a united goal to further women's education. The Business School offers three full "UN Women Australia" scholarships annually for its MBA programs. To date, the partnership has enabled 20 inspiring women to complete an MBA, including Katie Moore, the first known Indigenous woman to graduate with an MBA from Sydney. The partnership goes

beyond just scholarships, with both organisations regularly holding joint events and supporting each other's research and other initiatives. This is a

truly inspiring partnership that has a tangible impact on women in management education and ultimately the workplace.

INSPIRING ACTION

"No solutions to our world's most pressing challenges – to end poverty, reduce inequality, bring sustainability peace and address climate change, can be achieved without the full and equal participation of women."
Phumzile Mlambo-Ngcuka, Executive Director, UN Women

TEAM MEMBERS

Chris Maunder
Fiona O'Sullivan
Prof Guy Ford
Prof Clinton Free
Stephanie Maxwell
Katie Booth
Jo Bishop
Taneka Lyford
Charlotte Baker
Prof Rae Cooper
Dr Meraiah Foley
Prof Leanne Cutcher



BUSINESS STUDENTS SAVING LIVES



Medical staff viewing content from the CMES Pi in an emergency department in Fiji. *Image* Techies Without Borders.

In the developing world medical practitioners often have to deliver medical support with limited access to diagnostic equipment or medication. Delivering the best possible medical treatment is thus a matter of knowing what can be achieved with the resources at hand. Partnering with Techies

Without Borders (TWB) students in INFS5002 Foundations in Digital Business develop design solutions that facilitate access to continuous medical education (CME) and medical knowledge that is relevant in resource constrained settings. While learning how to design systems

for digital business, students also develop insights that help TWB in supporting doctors and nurses around the globe to continuously improve the care and health support they can provide to thousands of patients every day.

INSPIRING ACTION

You can support the work of Techies Without Borders by visiting cmesworld.org and making a donation.

TEAM MEMBERS

Dr Sebastian Boell
A/Prof Manoj Thomas
A/Prof Yan Li,
Claremont Graduate University



PRINCIPLE 5: PARTNERSHIPS

RARE EARTH ELEMENTS: A NEW RENEWABLE MARKET

Renewable energy is an essential tool for reducing the impact of climate change and the harmful consequences of energy production. Australia is in an ideal geographic position to become a green energy exporting powerhouse for Asia Pacific countries. Student project teams

in BUSS6104 Business Practicum partnered with Business France to undertake a macro analysis of the Australian renewable energy market, with a focus on challenges and opportunities in the Rare Earth Elements (REEs) sector. This would help to provide French companies interested in

investing in Australia with research about this exciting new growth area. Students turned a business lens on the issue, identifying the challenges and opportunities. They also identified how different renewable energy sectors could collaborate better for more sustainable long-term solutions.

INSPIRING ACTION

As future business leaders, how can we look at challenges as opportunities? Can we repurpose existing infrastructure and reimagine different approaches to ongoing challenges? Can we create new ways of doing business that benefit the planet and provide profitable opportunities?

TEAM MEMBERS

Dr Gaia Grant
Venessa Ahern
Fernando Guerre Alves,
Business France



CREATING CLIMATE ACTION: THE ALGAE PROJECT

Students in BUSS1321 Business Practicum have partnered with craft brewer, Young Henrys, to create a shared value, sustainable commercial business for The Algae Project. Young Henrys have installed bioreactors in their main brewery and produced a carbon neutral beer. Algae has

many uses and has the potential to deliver positive impacts on climate change, including as a source of carbon-neutral fuels. Undergraduate pre-experience business students work in interdisciplinary teams with the client to develop a scalable strategy for implementation

of The Algae Project. It's a creative brief to come up with a new business that utilises the algae, with Young Henrys having the only proviso that the recommendations are sustainable and create shared value not only in the brewing industry but for the broader macroeconomy.

INSPIRING ACTION

Thinking creatively in business can create win-win scenarios. People, planet and profit can exist for mutual benefit. With imagination and "what if" moments, positive impacts can happen.

TEAM MEMBERS

Dr Steven Hitchcock
Venessa Ahern
Richard Adamson, Young Henrys



PRINCIPLE 5: PARTNERSHIPS

TEAM MEMBERS

Megan Davis
Tina Vissem
Alice Kuepper, The Winning Group

STUDENTS SUPPORTING CORPORATE PARTNER IN DEVISING CIRCULAR BUSINESS MODEL

A team of five MGMT6101 MGMT Business Project students supported corporate partner, Winning Appliances, during their 10-week business project in devising circular business models in the home appliances and furniture space. The Winning Group wants to be at the forefront of sustainable business and is looking for viable circular business model opportunities to build out and launch. In this project, students undertook extensive research and provided recommendations on the challenge of building a sustainable, innovative and profitable circular business model. The project focus was on opportunities that are profitable and build on the company's reverse logistics, marketing and technology strength.



Processing large volumes of polystyrene from customer packaging and melting it into balls of material, which can be sold and remanufactured. *Image The Winning Group.*

INSPIRING ACTION

Inform yourself on companies with circular business models and support those. In the home appliances/furniture space there are B2C platforms providing superseded or returned products at discounted prices.



TEAM MEMBERS

Megan Davis
Tina Vissem
Nicole D'Souza, Konika Minolta

CONSULTING PROJECT ON ETHICAL SOURCING FOR CORPORATE PARTNER

This CEMS6011 CEMS Business Project student project focuses on ethical sourcing and modern slavery. How can corporate partner, Konika Minolta, drive the implementation of their ethical sourcing strategy by embedding it across the business into their policies, practices and processes? Students reviewed data as an opportunity to uncover the risks of modern slavery hidden deep within the supply chains. Students also researched gaps in the data collection and analysed how these gaps could be overcome. Following a thorough research phase, students provided their recommendations in a report and presentation to Konika Minolta.



INSPIRING ACTION

How can businesses drive the implementation of ethical sourcing strategies by embedding it across the business into policies, practices and processes?



PRINCIPLE SIX:

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.

DIALOGUE

TEAM MEMBERS

Dr Maria Ishkova
Dr Vanessa Loh
Mina Ascovic
May Lloyd
Michael Fernando
Andria Bingham
Student partners

STUDENTS AS PARTNERS: FLIPPING EDUCATION, MINDSETS AND CONNECTING THE DOTS

WORK3205 Organisational Communication elevates the flipped classroom approach to a whole new level and transforms each semester to address differences in student cohorts and current world challenges. Students engage with topics they are passionate about, and “Reality Check Challenges” that

are designed by alumni and other industry partners. Students prepare class content and run class discussions via UPSKILL industry video team projects, with tutors acting as graders only. Multiple formalised dialogue opportunities within each topic enable students to focus on their chosen skill development and

to receive feedback from their “feedback buddies”. Although more effort is required from students, they are challenged to take ownership of their learning. It is crucial for educators to foster independent, adaptable individuals, which is the primary aim of management education.

INSPIRING ACTION

Partner with students, alumni and industry in co-creating and innovating collaboratively. Such a flip is a powerful way of increasing student engagement, building supportive learning communities and inviting new perspectives on status quo vs change in the industry.



PRINCIPLE 6: DIALOGUE

EXPERT INSIGHTS AND FRESH THINKING ON THE IMPACT OF COVID-19

“As the pandemic changes timelines, aggravates inequalities and reignites conversations around global responsibility, the COVID-19 Business Impact Dashboard surfaces insights that can inform a sustainable, inclusive and resilient recovery.”

Dr Sandra Peter

In the wake of the pandemic, Sydney Business Insights (SBI) launched the [COVID-19 Business Impact Dashboard](#) (March 2020), curating timely, relevant insights on how COVID-19 might impact the future of business.

SBI published 65 insights (short and sharp expert-driven pieces that link to further in-depth resources), additional data and research, media commentary, timely, relevant and fresh perspectives on the impact of COVID-19 on the economy, businesses, industries, governments and society.

SBI also launched a new podcast,

Corona Business Insights, and published 44 episodes (and counting) sharing thinking on how the pandemic is impacting a range of topics from universal basic income, remote work, to climate and the environment, to inequality, fashion and sustainable consumption, cities and communities and urban mobility.

The COVID-19 Business Impact Dashboard is a “living initiative” which SBI continues to update and adapt as it looks to expand the Business School’s capability to drive impactful conversations about all aspects of the future of business.

INSPIRING ACTION

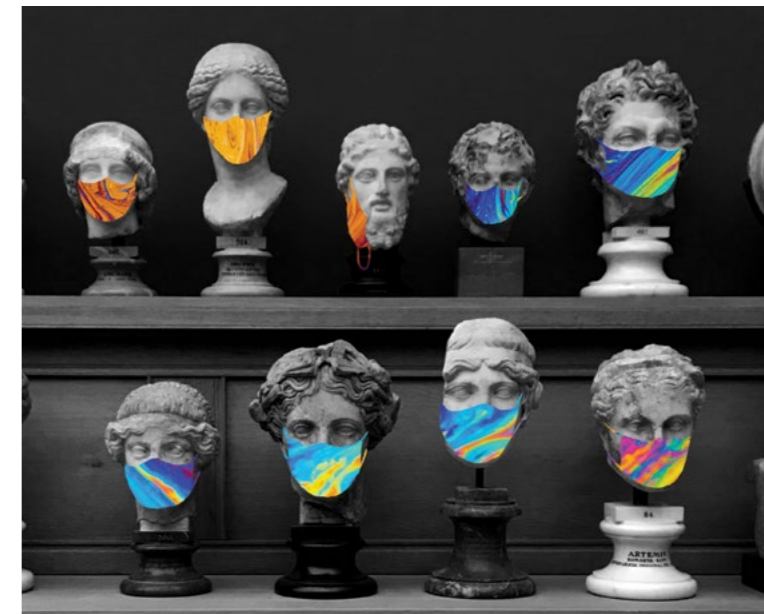
The pandemic is a transformative global event, requiring fresh thinking. Business leaders, community leaders and politicians: what does it mean for the future of business? We use Business School expertise, networks, data, models and draw on imagination, to generate and disseminate new thinking and understandings through the COVID-19 Business Impact Dashboard.



Images Nicolette Axiak.

SDG Linkage

The COVID-19 pandemic demanded that we recast what’s important in light of the pandemic. Through the COVID-19 Business Impact Dashboard, SBI ignited a range of conversations on the future, with academics, students, thought leaders, Nobel prize winners, industry experts and government advisors. SBI facilitated and supported learning, dialogue and debate on critical issues related sustainable development, through insights, infographics and podcasts available to the public and embedded in curriculum.



TEAM MEMBERS

Dr Sandra Peter
Sara Akkari
Steven Sommer
Jacquelyn Hole
Megan Wedge
Nicolette Axiak
Kishi Pan

Special thanks: Prof Kai Riemer

We collaborated with:
- over 50 Business School academics
- academics across the University
- The Sydney Policy Lab
- The University of Sydney Centre in China
- Nobel Laureates
- prominent international experts



PRINCIPLE 6: DIALOGUE

BUSINESS “NOT AS USUAL” HELPS THE BUSINESS SCHOOL ADVANCE THE SDGs

“Our purpose as a business school is wrapped up with the notion of responsible management, which is why we became a PRME signatory in 2016. This commitment is key in developing and equipping the next generation of business leaders with the knowledge and skills needed to effectively navigate the social inequity, climate and environmental challenges facing the world.”

Professor Greg Whitwell

To mark the release of the Business School’s [second SIP report](#), “Transforming management education beyond shareholder primacy”, that sets out an initial mapping of the SDGs against the School’s teaching, research and operations, an event was hosted with business leaders, staff, students, alumni and stakeholders. A panel of industry experts including Andrew Petersen, Business Council for Sustainable Development

Australia; Pablo Berrutti, Stewart Investors, Nick Ridehalgh, KPMG and report author Dr Anna Young-Ferris discussed the key highlights in the report and how the global crises including the Australian bushfires and the coronavirus pandemic highlighted the important role of the SDGs in achieving a sustainable, equitable and climate-ready future. “The SDGs give us a platform through which we can acknowledge all stakeholders,

and not just shareholders, and start to establish more balanced systems. The tertiary education sector has a significant role to play in bringing about this transformation,” said Dr Young-Ferris. At the launch Professor Greg Whitwell, Business School Dean, committed publicly to aligning all units of study, research and operations to the SDGs in the School’s new five-year strategy, called Business Not As Usual 2.0.

TEAM MEMBERS

Prof Greg Whitwell
Dr Anna Young-Ferris
Andrew Petersen, Business Council
for Sustainable Development Australia
Pablo Berrutti, Stewart Investors
Nick Ridehalgh, KPMG



Our panel of industry experts in action. Image Murray Harris.

SDG Linkage

The SDGs provide us with a globally recognised framework to counter the long-held assumptions that underpin business school curricula and research that the fundamental responsibility of business is to maximise profits. We are committed to the role the tertiary education sector must play in bringing about the transformation required to advance the SDGs.

INSPIRING ACTION

The current pandemic shows we need to be teaching programs and asking research questions that examine our over-reliance on global production and consumption systems that also perpetuate inequality and the destruction of nature.



PRINCIPLE 6: DIALOGUE

BUILDING THE PEOPLE-AND-PLANET- FIRST GENERATION

Sydney University Impact Investing Society (SUIIS) is the first solely impact-focused society and student led fund in Australasia. SUIIS engages an interdisciplinary community of students, academics and industry professionals to explore impact investing. Impact investing uses an SDG lens to mobilise capital for purpose driven decision making. SUIIS aims to demonstrate that profit and purpose do not have to be mutually exclusive. From empowering students to switch to an impact focused super fund to encouraging new and exciting career paths, SUIIS envisions that the SDGs will be implemented in everyday decision making. SUIIS hopes to inspire an impact thesis within students, as they engage in financial decisions and attempt to solve complex global problems.

INSPIRING ACTION

If you are passionate about harnessing capital for real change, join SUIIS and be a part of our community. Together, let's challenge traditional methods of finance and build a people-and-planet-first generation.

TEAM MEMBERS

SUIIS Student Led Team
Liam Mills: President
Vanessa Antonopoulos:
Vice-President
Harrison Adkin:
Vice-President
Matt Burke: Treasurer
Angela Wang: Secretary
Russell He:
Events Director
Ricky Rangra:
Finance Director
Jackson Fenton:
Marketing Director
Jaz Judd:
Marketing Director
Jake Slaytor:
Sponsorship Director
Aditya Pillai:
Sponsorship Director
Bangshou Zhu:
Publications Director
Chae Jeong:
Education Director
Emma Glendinning:
Operations & Strategy

ACADEMIC AFFILIATIONS

Carlos Vazquez
Hernandez: Program
Mentor
Jeffrey Brown: Program
Mentor
Anna Young-Ferris:
PRME

INDUSTRY LEADERS

Zarmeen Pavri
Chris Selth
Adam Milgrom
Anthony Passe-de Silva
Michael McElligott
Charlie Macdonald
Anthony Passe-de Silva
Visakhan Vythilingam



OUR COMMITMENT AND PROGRESS IN 2020–2021

| Principle | Commitment | Progress |
|---|---|--|
| Principle 1: Purpose | We commit to establishing a PRME executive committee and commencing a recruitment process for dedicated PRME resources. The PRME executive committee and resources will be responsible for undertaking the Current Practice Review, and developing and implementing the strategy to integrate the SDGs. | A PRME Steering Group has been established to oversee key actions under the School’s strategic objective relating to PRME. |
| Principle 1: Purpose Principle 2: Values Principle 3: Method Principle 4: Research | We commit to undertaking a Current Practice Review that will be a holistic mapping of the SDGs to our core curricula, research and internal practices. | The Current Practice Review is underway, somewhat delayed due to the onset of the COVID-19 pandemic. |
| Principle 1: Purpose Principle 2: Values Principle 3: Method Principle 4: Research | Following the Current Practice Review we commit to commencing the development of strategies to integrate the SDGs explicitly into our core curricula, research and internal practices. | The results of the Current Practice Review will feed into the development and implementation of strategies to further embed the SDGs into our portfolios. |
| Principle 1: Purpose Principle 6: Dialogue | We commit to devising a PRME communication/marketing plan to stimulate engagement with internal and external stakeholders about our advocacy of the PRME and the SDG integration. | This key action will commence after the Current Practice Review. |
| Principle 1: Purpose | The School will put in place mechanisms to map unit of study content and assessment against the SDGs as part of all program review cycles going forward. | This key action will commence after the Current Practice Review. |
| Principle 2: Values | We commit to developing and delivering workshops and activities which promote the University and the Business School’s values, engage staff and help embed these values into their behaviour. | This key action will commence after the Current Practice Review. |
| Principle 2: Values | We commit to expanding our offerings aimed at strengthening connections between domestic and international students and facilitating cross-cultural awareness. | The School launched two new strategic initiatives aimed at strengthening connections, facilitating cross-cultural awareness and increasing employability skills. |
| Principle 5: Partnerships | We commit to building partnerships with industry, at the School and University level, to co-create exemplary PRME research and education opportunities that advance responsible management education towards understanding the financial implications of SDGs. | The School has put in place the foundations to build partnerships with industry to advance the co-creation of PRME related research and education opportunities. |

OUR COMMITMENT TO PROGRESS IN 2022–2023

| Principle | Commitment |
|---|--|
| Principle 1: Purpose Principle 2: Values Principle 3: Method Principle 4: Research Principle 5: Partnerships Principle 6: Dialogue | We commit to completing a Current Practice Review that will be a holistic mapping of the SDGs to our core curricula, research, partnerships and internal practices. |
| Principle 1: Purpose Principle 2: Values Principle 3: Method Principle 4: Research Principle 5: Partnerships Principle 6: Dialogue | Following the Current Practice Review we commit to commencing the development of, and taking steps towards implementing, a strategy to integrate the SDGs explicitly into our core curricula, research, partnerships and internal practices. |
| Principle 1: Purpose Principle 6: Dialogue | We commit to devising a PRME communication/marketing plan to stimulate engagement with internal and external stakeholders about our advocacy of the PRME and the SDG integration. |
| Principle 1: Purpose Principle 3: Method | The School will put in place mechanisms to map unit of study content and assessment against the SDGs as part of all program review cycles going forward. |
| Principle 2: Values | We commit to developing and delivering workshops and activities which promote the University and the Business School’s values, engage staff and help embed these values into their behaviour. |
| Principle 3: Method Principle 4: Research Principle 5: Partnerships | We will continue to build partnerships with industry, at the School and University level, to co-create exemplary PRME research and education opportunities that advance responsible management and the SDGs. |

For this, our third PRME Sharing Information on Progress (SIP) Report, the School formed a core project team of Dr Anna Young-Ferris (PRME Academic Lead) and Rachel Tuitama (Accreditation and Projects Officer). We thank our colleagues and students for their inspiring contributions to this report. We have taken a “showcase” approach of the incredible projects that are happening across the School, relating to the PRME Principles and the SDGs. The report therefore does not reflect all of our PRME and SDG-related work. This is the focus of the School’s recently commenced Current Practice Review that will capture and map the breadth and depth of all of this work that is occurring across the School and will be reported upon in subsequent periods.



Produced by the University of Sydney Business School, the University of Sydney, January 2022.
The University reserves the right to make alterations to any information contained within this publication without notice.