

**une**  
University of  
New England

**UNE Business  
School**

**PRME** Principles for Responsible  
Management Education

## Sharing Information on Progress Report 2020



## Renewal of Commitment from UNE Business School

The UNE Business School was accepted for participation in the UN Principles for Responsible Management Education (PRME) initiative in 2009. This is our fifth report, and we welcome the opportunity to share our progress.

Since our last report in 2018 the UNE Business School has continued our work in embedding principles of sustainability into our undergraduate and postgraduate curriculum and producing quality research addressing and engaging with external stakeholders to bring about positive economic, social, ethical and environmental change. We have worked to address the United Nations Sustainable Development Goals to 2030 in both our curriculum and our research.

We have deepened our connections to our regional business community, working to support and foster the growth of vibrant and inclusive economies.

Through our Centre of Agribusiness and our SMART Region Incubator, we are providing an ideas launch-pad and support for entrepreneurs and Small and Medium Sized Enterprises (SME) in the region. Our Centre for Local Government provides support, service, education and leadership to all sectors of local government in Australia.

Our report summarises our key activities over the last eighteen months.



A handwritten signature in black ink that reads "A. Adapa".

Associate Professor Sujana Adapa  
Head, UNE Business School

**PRME**

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

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# Principle 1 - Purpose

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

The 2019-2025 Faculty of Science, Agriculture, Business and Law (SABL) strategic plan articulates overall vision, mission and values, as well as culture of the four Schools within the SABL Faculty. The relatively new restructure allows Schools to integrate teaching, research and external engagement priorities with the Faculty's strategic plan.

## Mission

We are global leaders in providing an outstanding and inclusive educational experience, inspiring and advancing the capabilities of our students and staff, and enriching and connecting our communities through excellent research, innovation and partnerships.

## Vision

To be an enterprising partner of choice through our leadership in Science, Agriculture, Business and Law. Our enterprising attitude seeks new ideas, different thinking and worthwhile challenges to deliver innovation, entrepreneurship and meaningful outcomes in everything that we do.

## Values

A core value for UNE is enabling adaptation to a changing world through education. In addition, our Faculty and the schools within it embrace the following values of:

- Mutual responsibility- we are one Faculty and we work as a team with shared vision and purpose.
- Continual improvement- we recognise that excellence is achieved through continual improvement.
- Responsiveness - we are alert, proactive and agile in looking for and seizing opportunities to advance.

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

The strategic dimensions that are actively pursued by the UNE Business School have also been identified as UNE key priorities. These five strategic priorities are:

- Excellent research with high impact;
- Outstanding student experience;
- Digital excellence;
- Operational resilience; and
- Innovative culture.

Since our last report in 2018 we have expanded our commitment to embedding and addressing the United Nations Sustainable Development Goals (SDGs) to 2030 in our curriculum and in our research.

## SUSTAINABLE DEVELOPMENT GOALS



This document will link our activities with the relevant SDGs and sub targets as it reports against the six PRME principles.

Beyond the classroom, UNE's Enactus team exemplifies the impact of our students being generators of sustainable value for business and society at large. As a result of the Enactus work, more than 14,000 birth certificates have been registered among our indigenous community and over 3000 "late" birth registrations have been attained, ensuring that those citizens have a legal identity. In doing so, this project has contributed to Goal 10 Reduced Inequalities.

Another project born in Enactus, The Farming Futures Careers Fair continues as an annual event, linking students with potential employers in the farming and agribusiness sector and food retailers. The Farming Futures Expo and hosts a Careers Fair and industry dinner annually as well. Through its engagement and connections with industry partners this program also exemplifies Principle 5.

Enactus UNE is currently in a rebuilding phase and are seeking projects that will work towards meeting the sustainable development goals to 2030. They are currently in discussion with Dr Valerie Dalton about developing a project to assist a significant population of recently arrived refugees to Armidale to improve their English so that they can fully participate in community life in our town of approximately 25,000. In bringing the refugee population to our town, our local council has contributed to SDGs 1 to 7 for that population. The project under development will also make a positive contribution to SDG 10 reduced inequalities, SDG 8 by creating opportunities for decent work and economic growth for Armidale and thus contributing to SDG 11 sustainable cities and communities.

# Principle 2 - Values

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

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

## An Unknown Future

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

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

The UNE graduate attributes are:

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

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

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

## Curriculum

All awards offered by UNE Business School are underpinned by the sustainability principles we developed in 2010 in response to our becoming a PRME signatory which state:

1. UNE Business School units and awards have at their core an aim to educate for sustainability. The concept of sustainability recognises that the capacity for all humans to thrive, now and into the future, is dependent on three interrelated factors:
  - a. a sound economy in which individuals, organisations and governments utilise resources in efficient and effective ways,
  - b. a society in which all individuals have opportunities to benefit from the use of resources, and a
  - c. biodiverse and healthy environment.
2. In Educating for Sustainability UNE Business School aims to provide graduates with the capacity to instigate and manage change by:
  - a. teaching students about the tools and techniques of management and by explicitly discussing:
  - b. how the use of management tools and techniques influences sustainability, that management involves the intelligent balancing between economic, cultural, social and environmental decisions, and
  - c. that there are no defined ways to achieve such balance, but there are methods to consider problems aimed at deriving innovative and futuristic solutions. All awards offered by UNE Business School are underpinned by sustainability principles.

While these principles still underpinned our approach, we are increasingly using the Sustainable Development Goals (SDGs) as a point of focus for evolving our curriculum and in our research.

# Values

## Exemplars

UNE Business School addresses ethics, responsibility and sustainability (ERS) across its units. ERS is increasingly expressed with explicit reference to the SDGs. The following offers a number of examples from our management and marketing courses.

We offer a Business Ethics unit as part of the core of our Bachelor of Business and our MBA program.

Specific actions to address the SDGs or sustainability more broadly have been taken in many of our core units. Our undergraduate and postgraduate introductory management unit specifically teaches about the SDGs and the major assessment task is linked to them. Students are taught to be responsible managers wherein processes of management are conducted through the frame of responsibility, ethics and sustainability. The undergraduate unit is core in both the Bachelor of Business and the Bachelor of Agribusiness and is an elective for many other courses offered across the University.

Our introductory marketing unit delivers significant content on social marketing, the use of marketing principles and techniques for the public good (climate change, healthful behaviours, drink driving, etc.), and socially responsible marketing, the notion that what is good for society is also good for the marketer and his/her company, in the long run.

Our Strategic Management unit covers ethics and sustainability (including the SDGs) in a dedicated topic and consideration of these areas is an integral part of both the internal capability analysis of the organisation and the external industry and competitive analysis. This analysis forms 60% of the unit assessment. The unit is being renamed Strategic Management and Sustainability from 2021 to make the link even more explicit.

Our Strategic Marketing unit addresses issues around responsibility and ethics in managing the strategic marketing principles and practices are explained to students in the weekly topics and the concepts are further assessed as part of the formative assessment tasks. The relevance of SDGs in terms of businesses taking up analyser or defender strategies are explained to students.

Our Consumer Behaviour unit addresses the responsible consumption of products and services by consumers and marketers ethical behaviour and practices are explained. Ethical consumption and sustainable production of products and services both from marketers and consumers points of view is explained in dedicated topics. The relevance of SDGs in terms of product innovation are explained in detail.

Our unit dealing with cross cultural management points to SDGs such as SDG10 Reduced Inequality through helping students improve their capacity to manage and communicate across cultural divides.



The Communication for Business unit covers aspects of SDGs 3, 5, 12 and 9. SDG 3: Mental Health and Wellness in the Workplace is taught and practised. Students are given the opportunity to examine gender and domestic violence in the workplace (SDG 5). Students are given the opportunity to the benefits of eco-friendly products (SDG 12).



Our Strategic Human Resource Management unit draws student attention to SDG 3 Good health and well-being and SDG 5 Gender equality. The focus on SDG 5 explores the significant barriers to equality experienced by women globally and issues such as the poor representation of women on boards and the gender pay gap.



The broad concept of ethical consideration is also weaved throughout the unit where students are taught and encouraged to consider the ethical issues for the range of HR functions covered. In one of the assignments students are also required to reflect on any ethical issues that may arise with respect to the assignment question. For example, in 2019 students were asked to reflect on the ethical implications of pay for performance systems, such as in light of the Australian Royal Commission into the Banking and Financial Services Sector.

# Principle 3 - Method

## **Our educational processes continue to improve as evidenced by the awards attained by our academic and educational development staff for innovation in teaching and learning.**

Associate Professor Bernice Kotey received an Australian award for University teaching in 2018 for approaches to teaching the real world of Small Business and Entrepreneurship in the classroom that influence, motivate and inspire students to learn.



*Associate Professor Bernice Kotey.*

Mr Brent Gregory and Mrs Lisa Harris received an Australian award for University teaching in 2019 for marrying academic literature and student input with business principles to build a scalable personalised learning environment in introductory accounting.

UNE Business School senior lecturer in Accounting, Leopold Bayerlein, realised that students engaged better with his course if they had work experience, but getting that experience is impossible for many online students. So Leopold devised a way of giving all his students work experience, wherever they are, with terrific results. This sort of innovative thinking brings satisfaction to the innovator, helps their career and supports the strategic aim of the university to have a "bold and innovative" operating environment. The resulting paper established the high potential of simulated internships for student learning in higher education, and provided students, higher education providers and researchers with learning outcome focused criteria sets that enabled the empirical evaluation of computer mediated internships in future research. (Bayerlein, L., & Jeske, D. (2017). Student learning opportunities in traditional and computer-mediated internships. *Education + Training*. doi: 10.1108/ET-10-2016-0157).

## **International Study Tours with UNE Business School**

Our students are given the opportunity to participate in UNE Business School International Study Tours each year which enable students to explore cultural diversity, business networking and development opportunities in these dynamic and rapidly developing economies of Australia's biggest trading partners.

These study tours transform global economies from a bundle of dry statistics in a textbook to their living breathing context; students are able to understand their studies through a cross-cultural lens. Each study tour is undertaken as part of an undergraduate or postgraduate unit of study, and involves academic assessment.

Dr Tony Ramsay and Dr Valerie Dalton hosted the UNE Business School China Study Tour. Dr Dalton commented that "the experience is highly beneficial for business students in that they get to experience Chinese culture first hand and gain a deep appreciation of how important that understanding is in building business relationships in China. It is also a rich personal learning experience for students, providing an opportunity to build relationships that may last a lifetime"

For Dr Ramsay, "the 2019 UNE Business School China Study Program provided students with a wonderful opportunity to gain insights into Australia's biggest trading partner across three key areas – its businesses, its universities and its culture. Accordingly, participants on the program were exposed to some of China's most ancient and impressive cultural sites including the Great Wall, a panda sanctuary and the Terracotta Warriors"

Students gained an appreciation of the sheer scale of the country in the first few days while visiting Beijing. Activities in Beijing included a trade mission consultation at the Australian Embassy, a smart farming lecture at Beijing Agricultural University and cultural visits to Tiananmen Square and the Forbidden Palace.



*2019 UNE Business School China Study Tour group.*

# Method

UNE students also engaged with Chinese students on a one-to-one basis at Shandong Technology and Business University (STBU) over two days, building cross-cultural relationships and learning first-hand how the higher education system works in China. UNE students were also able to learn some basic Mandarin and hear presentations from their "buddies" who shared details about Chinese business and culture.

The tour program also enabled students to explore how business is conducted through attending briefings from the Victorian Trade Commissioner and UNE alumnus, Mr Tim Dillon, Mr John Boyle from the National Australia Bank, senior personnel from Microsoft in Shanghai and Mr Daniel Chan from Woolmark in Hong Kong.

## **International Food and Agribusiness Management Association (IFAMA) and Case Competition**

We have also provided students with opportunities to compete internationally through the aforementioned Enactus and through the activities such as the IFAMA Case Competition. IFAMA is a membership organization that brings scholars and students, industry and NGO professionals and policy makers together to improve the sustainability, transparency and responsiveness of the food and agribusiness system.

The IFAMA World Conference connects current and future business, academic, government leaders and other industry stakeholders in a forum of interactive presentations and discussions of critical issues facing the global food and agribusiness system. Hosted in Hangzhou, China, 2019's conference theme was "Food security 2050: e-commerce, agri-food value chain transformation". A highlight of the visit was attending the headquarters of online retail giant Ali Baba.

IFAMA-UNE students, Juwan Niania, Sarah Rohr, Natalie Hughes and Christopher Hallion were winners of this competition in the Young Professionals Divisions in 2019. The student Case competition provides agribusiness students and the University is a global stage to showcase the next generation of business leadership. The two undergraduate teams, UNE Team1 -Anna Horton, Steph Murphey and Chris Parker received first place while UNE Team 2, James Allen, Annicka Brosnan, Angus O'Neil, and Jack Carter placed second.



2019 UNE Business School IFAMA World Conference group.

# Principle 4 - Research

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

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

- Innovation for Regional Success
- Agriculture and Environment
- Development Markets and Growth
- Governance Sustainability and Ethics
- Public Policy

## Innovation for Regional Success

The Innovation for Regional Success (IRS) research group supports the development, sustainability and liveability of regional communities in Australia and internationally through research focused on regional innovation, entrepreneurship and capacity building. IRS engages with government, industry and community organisations to achieve sustainable development for regional communities. IRS builds on the regional focus of the UNE by connecting to an international network of researchers in this area. Regional contexts are interpreted as any non-metropolitan environment and engage in research and development activities that connect regional communities to the world.

Selected projects being undertaken by this group include:

- Women to women: Enabling innovation and firm performance in cultures with prescriptive gender norms
- Thresholds for resilience in regional communities
- Global WikiRate platform engagement in undergraduate business education
- Vertical coordination in Agribusiness and firm level innovation

Relevant SDGs for this research theme:



## Agriculture and Environment

The Agriculture and Environment research theme has a long tradition at UNE. This theme addresses issues of international relevance in Agribusiness, Agricultural Economics, Environmental Economics, Climate Policy, Development, and Biosecurity. Our researchers work in collaboration with their extensive networks within Australia and around the World.

- Developing profitable beef business systems for previously disadvantaged farmers in South Africa
- Grass-fed markets and value chains for small-scale and emerging beef cattle farmers in South Africa
- Improving cattle production and smallholder livelihoods in crop-based farming systems in Indonesia
- Biosecurity response decision support framework
- Chain Failure and Chain Goods in Sustainable Food Value Chains
- Australian female agricultural entrepreneurs

Relevant SDGs for this research theme:



# Research

## Development Markets and Growth

The Development, Markets and Growth (DMG) research theme is an interdisciplinary group dedicated to exploring fundamental issues in economic growth and sustainable development. Applying cutting-edge qualitative and quantitative techniques, they tackle real-world problems concerning ordinary people in the developing world. Their mission is to work with all stakeholders and deliver practical solutions that improve the livelihood of the local community. They also actively encourage and support the ideas from graduate students and early career researchers that transform our current understanding of the roles of markets in a digital economy. Current projects include:

- Adaptation to carbon-tax-induced changes in energy demand in rural and regional Australia
- Improving Australia's energy security and efficiency
- Bridging the Expectations Gap – Regional SMEs and Banks
- Gender diversity and corporate performance
- Self-Sustainability' and 'Performance' in Microfinance – An Empirical Investigation into the Contextual Relevance of the Terms
- Vulnerability to multi-dimensional poverty: an empirical comparison of alternative measurement approaches
- Relevant SDGs for this research theme:



## Governance Sustainability and Ethics

The research completed under this theme deepens our understanding of good organisational governance, it provides practical insights about social, environmental and financial sustainability, and it consistently applies an ethical lens to contemporary organisational challenges including the influence of emerging technologies and the attainment of the Sustainable Development Goals to 2030. Some current projects include:

- Corporate Social Responsibility Communication Strategies in Small and Medium Sized Enterprises in the Asia-Pacific Region.
- Towards a Circular Economy for Sustainable Development: An Application of Full Cost Accounting to Municipal Waste Recyclables.
- Working for our future: Modernising workplace relations
- Embedding sustainability in management education
- Gender diversity and Corporate Financial Performance
- Adoption of SDGs in the Australian mining sector

Relevant SDGs for this research theme:



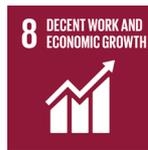
# Research

## Public Policy

The public policy research group covers all areas of public policy, from the local, state, national and international level. We look at the past, present and future of policy and the ways in which institutions respond in policies areas such as employment, public health, environmental management, agriculture and financial governance. Public policy is an instrument for responding to the big questions and issues facing the globe and we do so by engaging with government, industry, community organisations and a network of international researchers. Projects include:

- Empirical analysis of local government
- Public Policy and Value Chain Performance
- Amalgamation improvement in local government
- Food Waste Global Town Hall Meeting

Relevant SDGs for this research theme:



## Professor Oscar Cacho, Chair of our Research Committee reflecting on our research program:

*"Within our evolving research program one of our concerns is to draw out the implications for business of a regional location, aligning our research with the University's commitment to regional-global impact. SMEs are the most common form of business in the region, with many of our students employed in SMEs. In this way, our research connects directly with our teaching, and insights gained through our research can be translated through our curriculum. For instance, research published in *Critical Perspectives on Accounting* draws attention to the career constraints facing women in small and medium sized accounting firms in regional locations, and identifies strategies these professional practices can pursue to enable women's careers, as well as how we as educators can better prepare managers in these practices to develop more inclusive work environments. Other themes common to our research have evolved from our original focus on the sustainability of firms – where we saw governance, change and adaptability, and attention to careers as particular dimensions to firm sustainability where we could contribute.*

*The role of teams in contributing to positive change within organisations has been highlighted through a number of research projects, and published in the prestigious *Human Relations*. One of our colleagues has published highly regarded research informed texts on change management, which have been prescribed for postgraduate courses internationally. As the renowned scholar Professor Harry Tsoukas (University of Cyprus and Warwick Business School) notes in the second edition of the book *Managing Organizational Change*, 'As we search for more dynamic, complex and relational ways of understanding organizations, there is an urgent need to enrich our vocabulary of change – to treat change in organizations as if change mattered. Associate Professor Muayaad Jabri's marvellous book moves us closer to this objective'".*



Professor Oscar Cacho

# Principle 5 - Partnership

**UNE Business School has direct links to regional businesses through our work with the Armidale, Tamworth and Parramatta business Chambers of Commerce and through our new UNE SMART Region Incubator.**

## **UNE SMART Region Incubator**

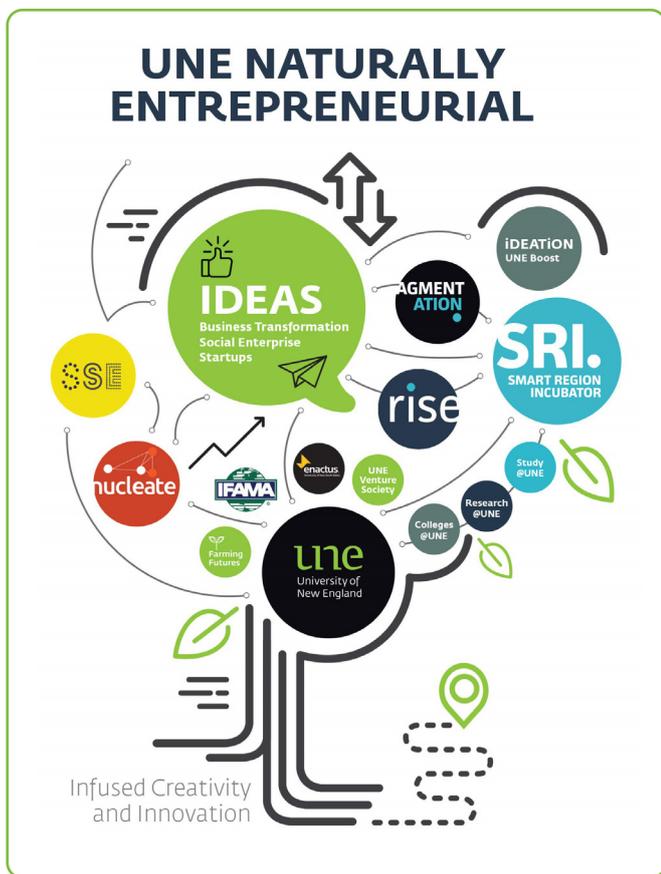
In 2016, UNE Business School was awarded \$1 million in New South Wales (NSW) State Government funding to establish a UNE SMART Region Incubator (SRI). A business incubator gives support to startups with innovative business ideas by providing the resources a new business needs to succeed. Be it work space, expertise in the form of experience or research, data or information on funding opportunities, the UNE SMART Region Incubator was equipped to assist with the development of businesses in our region.

Launched in January 2017, the SRI, led by Dr Lou Conway, worked with colleagues across the University to support 56 Startups, host 3378 visitors, contributed to the creation of 76 jobs and put on 160 events. It continues to strengthen linkages with key stakeholders in our region in our common goal to cultivate a thriving regional economy. It also enables UNE Business School to immerse students in real world situations as they learn those vital skills so necessary for success in their workplaces.

One of the startups is Birth Beat. Founder, Edwina Sharrock is passionate about sharing evidenced-based childbirth education with parents-to-be. Understanding the link between education and positive birth outcomes, Ed wanted to give women and their families childbirth education options in her hometown of Tamworth. So, she created the very first face-to-face Birth Beat class in 2012.

The success of the face-to-face classes led her to create The Birth Beat Ultimate Online Prenatal Program, which has revolutionised the way women and their birth partners prepare for birth. This is particularly pertinent in regional Australia where some women have very long distances to travel to attend prenatal classes. In addition to the prenatal classes, Birth Beat have also developed the Birth Beat Baby and Child First Aid classes which are now also available online.

Another start up is Moss Environmental which is an environmental consultancy formed in 2015, with a team of highly experienced consultants located across eastern Australia. The team of five consultants provide expertise in the areas of ecology, agricultural science, hydrology, environmental management, contaminated land management and natural resource management. They have been involved in projects in construction, mining, contaminated lands management, environmental education, project approvals, transport operation, Infrastructure Sustainability Council of Australia submissions and environmental project management.



# Partnership

## Centre for Agribusiness

Since launching in 2016, the Centre for Agribusiness continues to offer “bold, creative and sustainable solutions to big questions of food industry performance, global food security and best management practice. It is a platform from which we are able to reimagine data to facilitate innovation in the sector”, according to Director, Professor Derek Baker. The centre connects people, research, government and industry, providing the tools and support to facilitate the creation and commercialisation of a broad range of ideas.

Projects covered by the centre operate across 3 key themes:

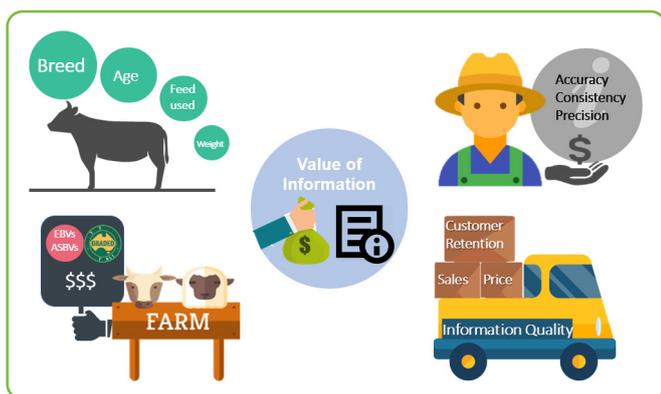
**Program 1: Agribusiness Information Systems**

**Program 2: Commercialisation and uptake of technologies in agribusiness**

**Program 3: Policy and decision tools**

One key project is studying information systems in the Australian red meat supply chain. In a recent survey, the Centre looked at information about animal quality that was exchanged between stud breeders and commercial livestock producers. For both breeders and producers, improved quality of information leads to improved financial performance in terms of sales, price received and customer retention.

This research is relevant to SDG 9 and SDG 12.



The red meat value chain.

## Centre for Local Government

Headed by Professor Brian Dollery, the mission of the Centre for Local Government is to provide an umbrella organisation for activities of the University of New England that are relevant to local government so as to facilitate support, service, education and leadership to all sectors of local government in Australia. This is achieved through four core areas of activities: education, professional development, consultancy and research.

Recent research conducted by the centre has resulted in the following publications:

“One Nation and Indigenous Reconciliation”, Dr Simon Burgess in B. Grant, T. Moore & T. Lynch (Eds.), *The Rise of Right-Populism: Pauline Hanson’s One Nation and Australian Politics*.



*Policy-Based Evidence Making in Local Government: The New South Wales’ Municipal Merger Program* - Professor Brian Dollery.



# Principle 6 - Dialogue

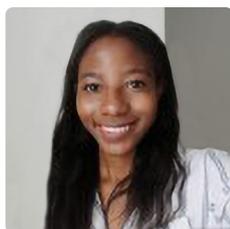
**UNE Business School has been engaging in dialogue with the broader community through our Smart Region incubator (SRI). The SRI hosts many sessions aimed at connecting founders with mentors and providing students with the opportunity to explore innovation and their own start up ideas.**

The UNE Smart Region Incubator hosted a start up workshop designed for postgraduate students and researchers at UNE. The Experience Emerge Workshop provided an opportunity to experience what it would take to establish a start up, or work with start ups to create impact.

The session provided a lively and safe place to better explore how to consolidate a business idea or research profile and learn how to pitch the idea in pithy and engaging way. It provided an opportunity to network with other researchers and idea makers and explore how far their ideas could go.

Student attendee Farai Masiyakurima, thanked the SRI on her LinkedIn page with the following words:

*"How do you start to think about, create and deliver your own Unique Value Proposition for your start-up idea and/or research? That was just one of the many invaluable questions Gary Morgan from MPT Innovation Group challenged us to think about and answer within ourselves yesterday at the Experience EMERGE 2020 workshop. Kudos to everyone who gave their elevator pitch - I was really inspired after hearing about the impressive business ideas and research that you are all doing in various industries to make real impact in Australia. Thanks Gary, for delivering a critical and well-designed workshop that has fostered an innovation mindset within us".*



2019 Experience Emerge Workshop group.

## UNE Business School Seminar Series

UNE Business School continues to engage in dialogue with local and global colleagues through its seminar series. Seminars in the series over the last 18 months include:

### 2018

**Ms. Kate Lorimer-Ward** (Deputy Director General, Agriculture Department of Primary Industries New South Wales (DPI-NSW)), 2018 Jack Makeham Memorial Lecture - *Towards 2050 - Where to for Agriculture?*

**Dr Belinda Gibbons, Dr Bonnie Amelia Dean and Dr Stephanie Perkiss** (University of Wollongong) *Embedding the United Nation's Sustainable Development Goals into the business curriculum: The case of WikiRate*. This presentation and workshop introduced the SDGs, and exemplars on how the goals are being embedded into higher education curriculum. Particular focus was given to an experiential learning activity utilising WikiRate, which provides students real-world experiences with sustainability disclosure and practices.

### 2019

**Professor Oscar Cacho** presented a paper titled *"Allocating resources for eradication of invasive species"*. Invasive species cost billions of dollars annually, causing damage to agriculture, the environment and the economy as a whole. Countries and states have elaborate biosecurity systems to prevent entry and spread of pests, diseases and weeds, but quarantine measures sometimes fail and incursion responses are initiated to attempt eradication of unwanted entries. The success of an eradication program ultimately depends on the ability to find pests and prevent reproduction. The paper argued that Search theory could help design efficient surveillance programs to contribute to eradication.

#### **Dr Subba Reddy Yarram**

*Board gender diversity and corporate financial performance: Is there an economic case in Australia?*

#### **Dr Rakesh Gupta (Griffith University)**

*FDI flows, ETS and CO2 emissions: An analysis for G20 nations*

#### **Professor Alison Sheridan**

*Who gets the family farm?: A systematic review of gender and farm succession*

#### **Dr Lucie Newsome**

*Beyond 'get big or get out': Female farmers responses to the cost-price squeeze of Australian agriculture.*

#### **Professor Derek Baker and Dr Lou Conway (UNEBS)**

*Underpinning Startup Success in the Regions: Activating Research and Education*

#### **Professor Monika Hartman and Ms Jeanette Klink-Lehmann (University of Bonn)**

*Consumer Decisions to Eat Meat Alternatives and Insect-Based Products*

## 2020

### Dr Lucie Newsome

*"Gender and citizenship in Australia: Government approaches to paid parental leave policy 1996-2017"*

The research explored in the presentation directly relates to SDG 5 Gender Equality and specifically, target 5.4 recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

**Associate Professor Michael Kortt** (Southern Cross University)  
*Religious Affiliation and Earning: Evidence from Brazil*

**Professor Maaja Vadi** (University of Tartu, Estonia)

*What enables low-capacity SMEs to innovate in collaboration with academic partners?*

This presentation discussed what enabled SMEs to innovate in collaboration with academic partners.

### **UNE Business School external conference presentations relevant to PRME and SDGs**

#### **Australia New Zealand Academy of Management conference 2018**

Professor Alison Sheridan delivered a paper, *'Gender matters: unleashing the potential of professional agribusiness services'*, co-authored with Dr Lucie Newsome. The paper examined the professional agricultural services sector through a gender lens, asking how the ideal agriculture service professional is likely to be socially constructed and identifying the likely enablers and barriers that exist to women's participation in the growing number of SMEs in the agribusiness services sector. Australia's capacity to ensure sufficient food and fibre production should not be stymied by our failure to enable all participants to flourish in their work environments.

Associate Professor Sujana Adapa and Dr Subba Reddy Yarram presented their research titled *Agripreneurs and Agriventures in India – Interplay of Contextual Dimensions*. The research uncovered the opportunities and barriers for agripreneurs in India and the interplay of historical, institutional, spatial, temporal, social and societal dimensions leading to agriventure setup, process and outcome orientations.

#### **Australia New Zealand Academy of Management conference 2019**

Dr Valerie Dalton presented a paper titled, *The Wicked problem of reporting on the SDGs for SMEs*, which argued that the key tool for reporting against the SDGs, SDG Compass, is too prohibitively complex for most small organisations to use and that the UN should consider far simpler reporting tools to encourage SMEs globally to engage with and report against the SDGs.

Associate Professor Sujana Adapa and Dr Subba Reddy Yarram presented two papers relevant to SDG 5 Gender Equality. The first was titled *Gender diversity and corporate risk taking: Do women directors reduce corporate risk?* The second was *Mentoring in Accounting Firms in India and Malaysia - Is it Gendered?*

#### **Journal of Contemporary Accounting and Economics Annual Symposium 2019**

Associate Professor Omar Al Farooque was a sponsored invitee for presenting his research paper, *Future Earnings Predictability and Corporate Governance: Australian Evidence*, in the plenary session of the Journal of Contemporary Accounting and Economics (JCAE) Annual Symposium held on 7-9 January 2019 in Putrajaya, Malaysia.

#### **Academy of Management Conference**

Professor Alison Sheridan and Associate Professor Sujana Adapa attended the Academy of Management (AoM) Conference in Boston in August 2019. Alison is the role of Chair of the Gender and Diversity in Organizations (GDO) Division of the Academy. Having previously been the GDO Professional Development Workshop (PDW) Chair in 2016, the GDO Scholarly Program Chair in 2017, and the GDO Chair-elect in 2018, Alison gained a deep understanding of the breadth and depth of the GDO Division's activities and works with her fellow Executive Committee members and representatives at large to fulfil the primary purpose of the Division which is 'the development and improvement of members' capabilities for research and teaching on the subjects of gender and diversity in organizations and to promote understanding of the significance of these topics to the study and practice of management'

Professor Sheridan and Associate Professor Adapa presented a paper on their most recent research into women's careers in accounting firms in Australia, India and Malaysia.

## ASEAN Virtual Business Plan Competition

The UNE Business School hosted the first ever ASEAN Virtual Business Plan competition on 3 July 2018 at the UNE Sydney campus. The competition was supported by the Australian Government through the Australia-ASEAN Council (AAC) of the Department of Foreign Affairs and Trade. It involved the University of New England in Australia, Rangsit University in Thailand, and the Universiti Teknologi MARA (UiTM) in Malaysia.

Each university successfully organised a national competition and the two top teams from each country pitched their ideas to a panel of international judges at the international competition.

The first prize went to Alexander Bourne of Griffith University for his eEnterprises business on real estate while the second prize was awarded to a team of four students from UNSW, Curtin and Monash universities. Their business plan for SEA.com was a financial consulting business in Indonesia focussed on retirement planning. The third prize was taken by UNE's Joanne Reid for her business 'Inkludem' aimed at developing and selling language books to help foreign visitors interact with locals in non-English speaking countries.

## Australasian Agricultural and Resource Economics (AARES) Conference 2020

Dr Susie Hester's presented research titled '*Under what conditions is biocontrol of established pests justified?*', which reported on research funded by CEBRA (Centre of Excellence for Biosecurity Risk Analysis), with a focus on European Wasps, a pest that can cause severe damage to the environment, human health and the agricultural industry by damaging fruit, killing pollinators and competing with native species.

Oscar Cacho was a presenter and panel discussant at the mini-symposium '*Where to next for applied economics and policy research in Australia's international development effort?*', organised by ACIAR (the Australian Centre for International Agricultural Research). Oscar's paper was on '*Managing natural resources to benefit smallholders*'. It consisted of an overview of ACIAR projects in which he has participated over the last two decades, looking at lessons learned and recommendations to improve the benefits of this research in the long term.

Professor Rene Villano's presentations were based on collaborative ACIAR-funded projects, High Value Beef Partnerships (HVBP) in South Africa and the Farmer Behavioural Insights Project (FBIP) in Eastern Gangetic Plains and focused on the role of psychological and behavioural insights in designing intervention strategies and understanding farmers' decision-making process. The first paper examined the relationships between behavioural profiles of smallholder beef and poultry farmers in South Africa and their farm business performance for the purpose of developing intervention strategies to improve profitability, productivity and efficiency. The second paper focused on using behavioural insights in understanding the uptake of conservation agriculture-based sustainable intensifications technologies in Bangladesh.

Dr Masood Azeem presented a cross-country empirical evidence on the role of human capital endowments and firms' best practices in promoting firm level innovation. This work is part of Masood's postdoctoral research program on innovation, which has recently been published in the International Journal of Innovation Management. The key takeaway from his presentation was that human capital endowments are more effective in delivering innovation when they are combined with establishments' best practices such as providing employees slack time i.e., allocation of work-time on self-chosen projects of personal interests.

# Organisational Practices

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

## Social

In our previous report we noted that UNE was taking a proactive stand in response to The Australian Human Rights Commission's (AHRC) 2017 "Change the Course" report on sexual assault and sexual harassment in Australian universities.

Changes were implemented that aimed at developing a culture of zero tolerance for sexual assault. On the assumption that despite UNE's most stringent efforts, cases could still occur, the University's systems for following up and addressing instances of sexual assault were revised and strengthened.

Changes to date include:

- A dedicated Project Manager appointed to implement all recommendations of the Change the Course Report;
- Emergency response plan reviewed and broadened to include sexual assault incidents where personal safety is an immediate risk;
- UNE owned and operated Security Service commenced in November 2017 to ensure implementation of best practice security for staff and students including event monitoring;
- Revised events approval system enforcing Liquor Act regulations around Responsible Service of Alcohol, supply of food and water and monitoring of compliance;
- Initial meeting between UNE and the Armidale Liquor Accord Committee has been held to discuss collegiate approach to students' safety, Liquor Licensing, Student Events, Security and alcohol consumption;
- Review of existing UNE bus services for students for increased safety from campus to town for 2018;
- Development of dedicated, easily accessible web pages and mobile phone apps, on Sexual Assault/Harassment including emergency and help contacts on- and off-campus;
- Development of an anonymous and confidential online reporting form for incidents of sexual assault and sexual harassment;
- Purchase of training packages relating to consent and disclosure;

- A Vice Chancellor's Advisory Committee chaired by the Vice Chancellor has been formed and first three meetings conducted;
- Four student consultation forums have been held with student college leaders and feedback obtained;
- Several meetings have been held to date with all Residential College Heads and the Director of the UNE Residential System concerning student consultation, alcohol consumption and the independent audit.
- Close engagement has been initiated with the president of University of New England Student Association to discuss Change the Course report and recommendations.
- UNE will continue to work towards implementing all 10 recommendations given in the AHRC report, and work towards embedding respect in its campus culture to ensure the safety of everyone who works and studies at the University.

## Environmental

The University of New England is committed to sound environmental management in all of its operations, teaching and research programs. The University is also committed to the principles of sustainability and as such it supports the future sustainability of the various rural and regional communities that it constitutes.

The University recognizes its responsibility, as part of the global community and as an educator of future leaders, to encourage and show leadership in the use of ecologically sustainable practices that will help preserve our environment for current and future generations.

The University has demonstrated this commitment with the creation of policy that works to guide and develop high level environmental outcomes. These are the core policies which were developed to influence the procedures and principles that govern all University activities and operations.

The Environment and Sustainability Policy outlines the University's commitment to ensuring best environmental practices and mandates the continuous development of an Environmental Management Program. This program provides a systematic approach to avoiding or mitigating environmental impacts derived from University activities or operations.

# Organisational Practices

## UNE Environmental Sustainability initiatives 2018 - 2020

### Solar Farm

Plans for UNE's solar farm were reported on in our 2018 report. We are pleased to be advised that stage one is nearing completion with all the panels installed and work is being undertaken on the High Voltage network connection. Stage 1 will substitute up to 50% of the current electricity supply to UNE's Academic Campus or 30% of the entire campus. It consists of 8,700 fixed, ground-mounted photovoltaic solar modules, generating approx. 5.2 GWh per year. The solar power generation will reduce UNE's carbon emissions of up to 5,000 tonnes per annum, or approximately 30% reduction to UNE's annual CO2 emissions. This is equivalent to taking 1,000 cars off the road each year. The project included the planting of 3,000 native tree and shrubs, equating to a CO2 emission offset of approximately 2,100 tonnes over the life of the plants



UNE Solar Farm.

### Lake Zot Remediation

Lake Zot was constructed in the 1960's as a fire reserve. In early 2019 our Facilities Management Service (FMS) commenced a project to remediate the lake, remove excessive sediment build up and properly line the dam wall. The lake captures rainwater runoff from the hardstand areas on the central academic campus. The remediation project will include the installation of sediment and erosion controls to improve water quality. Once complete, the water from the Lake will supplement irrigation of sporting fields and provide a living laboratory space for environmental science students.

### Sport UNE Aquatic Centre

FMS recently completed renovations to the Sport UNE Aquatic Centre. The upgrade incorporates state of the art geothermal base heating infrastructure, where a network of 36 refrigerant-filled pipes has been placed in grid formation in holes 90m deep. This network maintains the refrigerant at a constant temperature in line with the ambient temperature of the earth, then the heat is transferred to water from the pool through a series of heat exchanges. This sustainable heating system draws on natural heat and will reduce Sport UNE's annual CO2 emissions by approximately 197,000kg.

### Water

As NSW has been in drought since mid-2017 and last year, Armidale moved to the highest level of water restrictions in its history. The town water supply was down to 12 months of water supply. UNE undertook to do everything it could to reduce its water use. The period 2018 to 2020 has seen a 60% reduction of water use on academic campus. Campus leak detection work resulted in a 3% reduction in annual system losses.

An extensive water saving marketing and education campaign was undertaken for students and staff. An audit of our water infrastructure was taken. Additional water metering was installed across the campus to better understand water consumption. The showers in all of our colleges were fitted with timers. A campus Water Management plan is in development.

Current Environmental Sustainability Initiatives across the University in brief

- Installation of air-to-water heat pumps in Wright College, utilising compressor technology and CO2 gas as a refrigerant to provide efficient hot supply instead of the older SNG boiler system.
- Implementation of conservation zones on our main campus to promote natural regeneration of ecologically endangered communities, provide transport corridors for native wildlife and protect areas of Aboriginal significance.
- Formation of Landscape Management Committee and Landscape Advisory Group.
- Creation of the Urban Forest Maintenance website including an interactive tree map and real time landscape maintenance activity updates.
- Implementation of green waste recycling across academic and residential campuses.
- Removal of under-desk bins in approximately 50% of the academic campus with the aim of 100% coverage by the end of 2020 to encourage staff to utilise central recycling stations.
- Partnering with local pizza restaurants to include Armidale-specific waste labelling to minimise contamination of recycling.
- Development of an A to Z Guide for Waste Disposal in consultation with Armidale Regional Council and Armidale Recycling Services.
- Appointment of Aboriginal Cultural Advisor to Facilities Management Services to ensure Indigenous factors are considered in capital development, operations and campus landscape management.
- Repatriation of ancestral remains from the UNE Archaeological Department to the Dughutti Nation.
- Implementation of the sustainability committees in each of our colleges and appointment of sustainability officers in each college.
- Introduction of an environmental sustainability induction for all new staff.

# Future Objectives

## **UNE Business School continues its operational plan to reflect these priorities, and our commitment to PRME as reflected in our Mission, Vision and Values.**

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

- Expanding our active collaborations with business, industry and government within the region and more widely through the UNE SMART Region Incubator, the Centre for Agribusiness and the Centre for Local Government.
- Expanding the Centre for Agribusiness to firmly place the university as a leader in the agriculture sector. By creating and maintaining links with industry stakeholders, the Centre aims to bridge the gap between 'great ideas' and real-world problem solving.
- Enhancing the 'real world' and international experience within our courses, including increasing work-integrated-learning opportunities with sustainable businesses within our region
- Participation in international study tours which address questions of sustainability.
- Monitoring and evaluating how PRME and the SDGs are embedded in all our courses.
- Considering and exploring the research opportunities and research impact presented by the SDGs.
- Greater recognition of the extra curricular activities of our students engaging with their communities to lead positive change, including their involvement in Enactus. We will continue to promote student participation in the New England Award.



*Historic Booloominbah Homestead UNE.*



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