



Principles for Responsible Management Education

SHARING INFORMATION ON PROGRESS,
AN UPDATE, 2018–19

FEBRUARY 2020



Acknowledgement of Country

Macquarie Business School acknowledges the Traditional Custodians of the Macquarie University land, the Wattamattagal clan of the Darug nation, whose cultures and customs have nurtured, and continue to nurture, this land since the Dreamtime.

We pay our respects to Elders past, present and future; to the Ancestors; and to the Land and Water, its knowledges, Dreaming and culture – embodied within and throughout this Country.



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Letter from Executive Dean

At the time of writing this report, torrential rain is hitting Australia's east and west coasts, causing life-threatening flash flooding in some areas, after weeks of unprecedentedly severe bushfires contributed to by record low rainfall and a historic heatwave. Australia is experiencing a catastrophic season of extreme weather conditions. The call to action to deal with climate change and other current global issues (eg peace, inequality, poverty, lack of education, security and wellbeing) is great and needs to be acknowledged and addressed. Educational institutions play a crucial role in empowering society – and making their own contributions – to address these issues.

As Executive Dean of Macquarie Business School (MQBS), and on behalf of my colleagues, I am pleased to declare our continued commitment to the United Nations Principles for Responsible Management Education (PRME). Since becoming a signatory of PRME and since our last Sharing Information on Progress (SIP) report, our activities around the PRME principles and associated with the United Nation's Sustainable Development Goals (SDGs) have been aligned, grown, and are becoming ever more significantly embedded in our research, teaching and engagements with our various stakeholders (students, staff, partners and alumni).

I am pleased to present this report outlining our 2018–19 achievements around the United Nation's 17 SDGs and PRME principles. This report aims to showcase the activities that our Business School is developing and some of our achievements in research, teaching and stakeholder engagements.



Professor Stephen Brammer
Executive Dean
Macquarie Business School



Strategic identity



WHO WE ARE

Macquarie Business School is a leading Australian business school with a global outlook and a commitment to creating value for all our stakeholders through partnership. We focus on innovation and collaboration to create and communicate insights which impact the world. We are optimistic and future focused, helping our students to find and achieve their own sense of purpose through learning that engages deeply with business and the wider world.

We are differentiated by the range of experiences outside of the classroom that we give our students, our commitment to attract and provide opportunities for excellent students from diverse backgrounds and abilities, the breadth of available learning opportunities across disciplines, the degree of alignment between our curricula and professional standards and qualifications, our relevant and useful multidisciplinary research, and the depth of corporate and alumni embeddedness within our learning environment.



OUR PURPOSE

Our purpose is to provide inspiring and engaging business education and research that is useful to students throughout their careers and for solving society's biggest problems.



OUR VALUES

Caring – as a community, we respect and value each other. We are committed to our own sustainability and we build capacity in our students to lead ethically and advance sustainability.

Impact – we make a positive difference in the world; we are anchored in business and society and committed to serving their needs.

Connection – we have a strong external and global focus, working closely with business, professional bodies, other universities and governments to provide enriched opportunities for our students and extend the reach and impacts of our research.

Collaboration – the complex, large-scale challenges we address call for integrating insights from different disciplines, and our diverse expertise enables us to bring new ideas to fruition.

Inclusivity – we take pride in the diversity of our community, which brings us strength and resilience through promoting multiple perspectives and pooling our complementary capabilities.

Global citizenship – we are part of a large and exciting global ecosystem. Our research is of global significance and endows our students with a sophisticated global world view.



CORE MISSIONS

For our students, we aspire to be a place of inspiration and real-world engagement, supporting you to find your purpose and to develop the skills, knowledge and judgement to sustain you throughout your career.

For our staff, we aspire to support and challenge you as we work together to enable the creation of world-class research and develop and deliver innovative courses that inspire and support our students to achieve their goals.

For our partners in business, government and the broader community, we aspire to be your partner of choice when you seek talented graduates, independent research insight, advice and expert commentary, or development opportunities for your leaders and senior managers.

For our alumni, we aspire to work collaboratively with you to create an engaged and thriving alumni ecosystem to generate profound value for our alumni and students.

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.

MACQUARIE BUSINESS SCHOOL

After two years of consultation and discussion with our stakeholders regarding the future of business, management and economics research and teaching at Macquarie University, Macquarie Business School was established in 2019.

Macquarie Business School's new purpose, mission and strategic plan flows from the profound changes taking place in the world today and affirms The Business School's ongoing commitment to the notion of academic social responsibility of business schools.

Our purpose is to provide inspiring and engaging business education and research that is useful to students throughout their careers and for solving society's biggest problems.

Our purpose recognises that social responsibility and sustainability are issues of concern for business, industry and individuals. We meet our purpose through providing our:

- **students** with relevant knowledge and skills that aims to produce Macquarie Business School graduates with insight and awareness to understand the implications and impact of their decisions and actions and instil in them the desire to make a sustainable, positive difference.
- **staff** with support and challenges to contribute to the creation of world-class and impactful research capable of making a difference, and the delivery of innovative courses that inspire and support our students to achieve their goals.
- **partners** with talented graduates, independent research insight, advice and expert commentary, and/or development opportunities on matters of significance to them.
- **alumni** with an engaged and thriving alumni ecosystem to generate profound value for our alumni and students.

In the following sections, we highlight some of our 2018-19 key achievements and evaluate our engagement and impact when pursuing our purpose.

PRME is important to Macquarie Business School as the **Six Principles** provide us with an internationally recognised framework for engaging with and pursuing our purpose. PRME also provides us access to a valuable global network of like-minded business schools seeking to deliver transformative business education, with which we can collaborate and benchmark.

PRME Principles for Responsible Management Education



TOWARDS GENDER EQUITY

Macquarie University's **Workplace Gender Equity Strategy** targets six priority areas:

1. Culture
2. Leadership
3. Recruitment
4. Progression
5. Flexibility
6. Pay gap

It sets out an ambitious action plan for real and sustainable change towards gender equity, diversity and inclusion. It reflects on the complexity of factors that drive gender inequality and the need for a whole-of-University, multifaceted and systemic approach to bring about sustainable change. The focus is on building a workforce that truly reflects the diversity of our community, and creating an inclusive culture where everyone is respected, supported and progressing.

Within this framework, The Business School took a systemic approach to addressing the gender pay gap to create an equitable and sustainable process for pay and allowance allocation. This has seen positive results in closing the gender pay gap in The Business School and is being extended as a model to other areas of the University.

Our Business School also has its own Gender Equity Committee. This school-level committee, represented by a variety of stakeholders, has the responsibility of considering and responding to underlying systemic and cultural drivers of inequality inherent in our Business School's structure, processes and culture. Also a number of Macquarie Business School staff are also members of Macquarie University's Gender Equity Self-Assessment Team (GESAT). The GESAT, a cross-institutional committee, leads strategy implementation and has developed numerous change initiatives to improve the inclusivity of University policies, processes and culture.

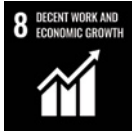


Journalist Catherine Fox (left) discusses 'fixing the system' with Director of Human Resources Nicole Gower at the Gender Equity Week Lecture

ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE PLAN

Dr Leanne Holt was appointed to the inaugural Pro Vice-Chancellor (Indigenous Strategy) at Macquarie University in 2018. The appointment coincided with the launch of Macquarie University's **Waranara Djurali Workforce Plan 2018–2021**.

Macquarie Business School continues to collaborate with Macquarie University's Aboriginal and Torres Strait Islander Student Engagement and Strategy Office, Walanga Muru, on student and staff initiatives. In 2019, this included the delivery of two Aboriginal Cultural Safety Training (Manawari) sessions for our Business School staff. The purpose of this training is to motivate staff and build their positive knowledge, which will hopefully lead to meaningful understanding and respect for Aboriginal cultural values, histories, beliefs, practices, knowledges and philosophies across the University. About 35 Macquarie Business School staff attended these training sessions. Our Business School intends to run these training sessions as a regular training event and to increase the proportion of our Business School staff who participate to 60 per cent by 2021, in line with **Workforce Plan 2018–2021's target**.



WELLBEING

Macquarie Business School and Macquarie University are committed to creating a happy and healthy workplace that values inclusivity and work-life balance. Throughout the year, Macquarie University offers an ongoing staff wellbeing program, **A Better You at MQ** to support personal physical and mental wellbeing while ensuring a work environment that allows staff to achieve their full potential.

The program includes Wellbeing Month (held from 12 September to 9 October in 2019), Carers NSW workshops for staff and managers, disability confidence workshops for staff and managers, financial wellbeing seminars, mindfulness meditation sessions and a range of other activities for staff to engage in.



STUDENTS' PERSPECTIVES ON SUSTAINABLE VALUE

As the first PRME principle is to develop the capabilities of students to be future generators of sustainable value for business and society, it is important to capture students' perspectives on these matters and develop capabilities accordingly. As such, Macquarie Business School collaborates with PRME in collecting business and management students' perspectives on and attitudes towards corporate social responsibility (CSR) and responsible management education, worldwide.

Professor Debbie Haski-Leventhal from our Business School leads this biennial study on business students, which began in 2011 and has studies (in 2011, 2013, 2016, 2018). Professor Haski-Leventhal's four international studies build a strong case for teaching CSR and ethics in business schools. Her studies are published in academic journals, in reports on the **UN PRME website** and have been covered many times by the media (eg **The New York Times**, **Financial Times**, **Australian Financial Review**, **Pacific Strand**). This research was mentioned in the PRME session at the **World Economic Forum**.

The results of Prof Haski-Leventhal's **study on corporate social responsibility** demonstrate that business students are concerned about corporate social responsibility. More than 90 per cent of business students said they would be willing to sacrifice some percentage of their future salary to work for a responsible employer. The result send a clear message to both business educators and potential employers of the need to exhibit all aspects of responsibility, should they want to attract business graduates.



The Big Friday of Social Innovation and Entrepreneurship is an event previously hosted by MGSM, linked to the Master of Social Entrepreneurship. The program is developed for social entrepreneurs and professionals working or planning to work in the field of social enterprise, corporate social responsibility and sustainability within business, government or not-for-profit organisations. It's the first degree of its kind in Australia.



STRATEGIC RESEARCH CENTRE

The Business School’s research strengths include accounting, banking, finance and investment, cultural economics, demography, development economics, employment relations and human resource management, international business, labour economics, macroeconomics, and marketing and management.

We are highly regarded nationally and internationally for this work. In the 2018 Excellence in Research for Australia evaluation, we were rated at ‘world standard’ for our research in economics; banking, finance and investment; and business management.

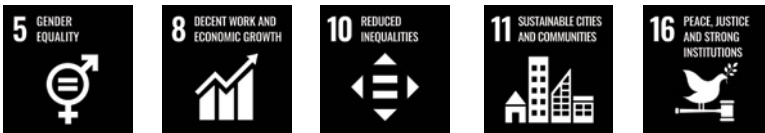


Macquarie Business School is shaping research through our five research centres, which are leading innovations across a number of the SDGs:

MACQUARIE UNIVERSITY CENTRE FOR THE HEALTH ECONOMY



CENTRE FOR WORKFORCE FUTURES



CENTRE FOR RISK ANALYTICS



CENTRE FOR ECONOMIC IMPACT OF GENOMIC MEDICINE (GENIMPACT)



CENTRE FOR CORPORATE SUSTAINABILITY AND ENVIRONMENTAL FINANCE



The common primary objective of these research centres is to provide government, business and not-for-profit organisations with world-leading independent and applied research to contribute to public debate, assist decision making and inform the development of policy and strategy.

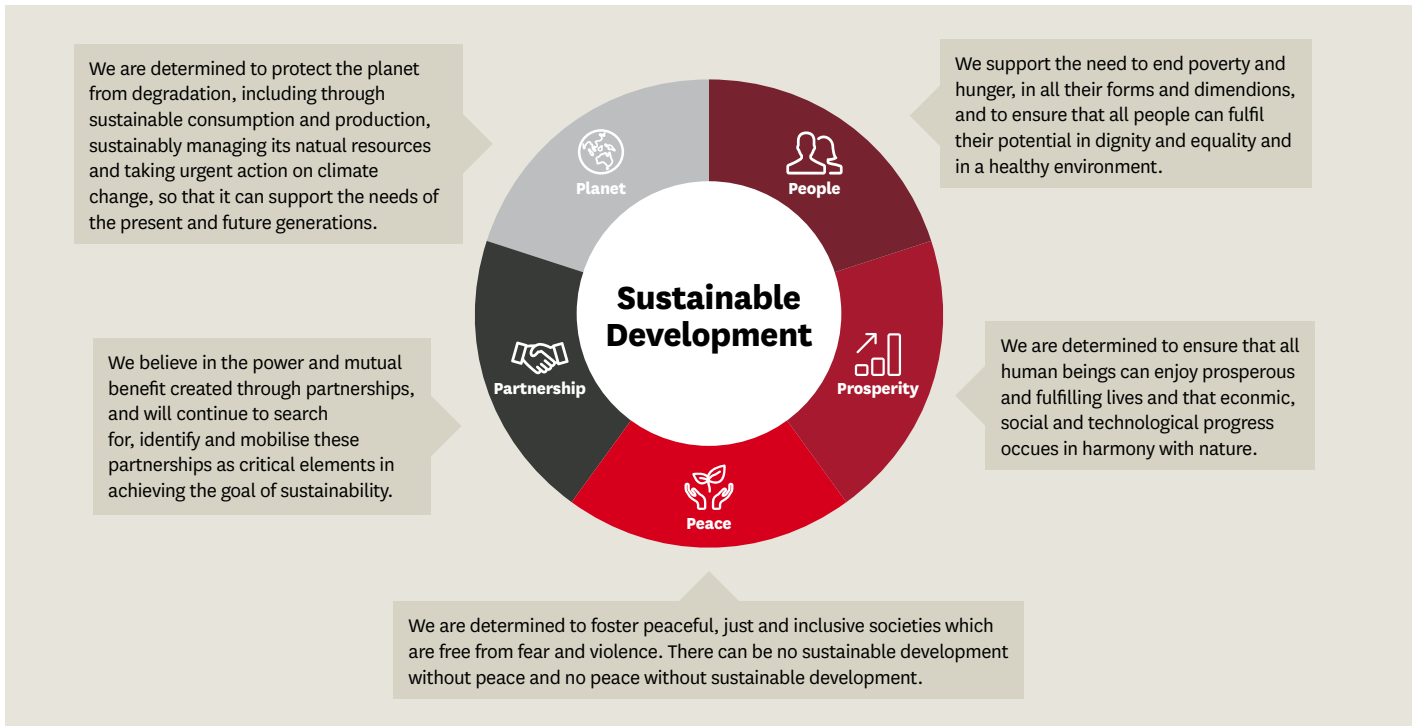
See Principle 4: Research for profiles of these centres’ work.



MACQUARIE UNIVERSITY SUSTAINABILITY: STRATEGY, POLICY AND PROCEDURE

Macquarie's strategic priorities include a commitment to 'develop a vibrant and sustainable campus' and, more specifically, to 'adhere firmly to our commitment to the principles of sustainability in all that we do'. This includes promoting connections to the global community and environment through knowledge gained from research, utilising creative approaches to learning and teaching, and modelling sustainability in campus operations.

Macquarie University aims for a balance between the principles of environmental protection, social justice, economic wellbeing and diversity. The image below reflect how Macquarie University's values are aligned to the 5 P's proposed in the UN 2030 Agenda to integrate the 17 SDGs.



The Macquarie Sustainability Policy articulates these ideals:

- **Demonstrating best practice:** The University will integrate sustainability into all its aspects and functions. It will be embedded into all operational policies and procedures, considered in all strategic and operational planning, and enabled through sustainable practices.
- **Shared responsibility:** All members of the University community are responsible for our sustainability performance and as such will be made aware of their role. Sustainability will form an important part of key performance indicators as a matter of process over time.
- **Global social and community awareness:** The University recognises connections to the local and global community and acknowledges that its actions and decisions have the ability to affect others beyond the immediate community. To this end, sustainability will be incorporated into research as well as learning and teaching, and our reach to the local and global community will be extended through active partnerships and participation.
- **Participation:** We value staff, student and community participation in decision making about the University's activities and will invite consultation whenever possible.
- **Leadership:** Educational, research and resource management activities will be utilised to profile sustainable practices among staff, students and the communities served by Macquarie University.
- **Openness and transparency:** Actions and processes will be transparent, and progress against identified indicators and targets will be discussed with staff, students and the wider community on a regular basis.
- **Precautionary principle:** Caution and prudence will guide decisions and the absence of full scientific certainty shall not be used as a reason for postponing measures in the context of uncertain environmental or social effects.
- **Innovation and creativity:** Creative and innovative approaches will be employed to find solutions to and eliminate unsustainable practices.
- **Self-sufficiency:** Where possible, the University will utilise resources generated on campus, with residual needs met using a sustainable procurement policy.
- **Whole-systems approach:** A whole-systems approach will be implemented to create successful change towards sustainability.

Macquarie University's **Sustainability Office** is driving and holistically embedding sustainability across the campus. Macquarie Business School is fully committed to the University's strategies, policies and procedures, including its **Sustainability Strategy** and **Sustainability Policy and Procedure**.

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.



OUR VALUES

Caring – as a community, we respect and value each other. We are committed to our own sustainability and we build capacity in our students to lead ethically and advance sustainability.

Impact – we make a positive difference in the world; we are anchored in business and society and committed to serving their needs.

Connection – we have a strong external and global focus, working closely with business, professional bodies, other universities and governments to provide enriched opportunities for our students and extend the reach and impacts of our research.

Collaboration – the complex, large-scale challenges we address call for integrating insights from different disciplines, and our diverse expertise enables us to bring new ideas to fruition.

Inclusivity – we take pride in the diversity of our community, which brings us strength and resilience through promoting multiple perspectives and pooling our complementary capabilities.

Global citizenship – we are part of a large and exciting global ecosystem. Our research is of global significance and endows our students with a sophisticated global world view.

Macquarie Business School's values sit well with the Principles of Responsible Management Education. They are the basis of our world view, philosophy and action.

GLOBAL CITIZENSHIP

STUDENTS	Intrinsic to our courses, citizenship, ethics, CSR and sustainability are embedded in core units as well as taught in elective units.
STAFF	Our employees are important stakeholders. Their ethics and integrity are vital to achieve our responsibilities. Therefore, The Business School fosters a culture that supports staff in integrating and emulating our values.
PARTNERS	Our Business School partners with corporations whose purpose and values align with ours and in a variety of initiatives to co-develop citizenship knowledge and capabilities.
ALUMNI	We understand how business is ethically conducted globally by exchanging ideas/views with alumni around the world.

Following are specific academic and curricular activities that reflect our values in relation to global citizenship.

CURRICULUM INITIATIVES

PACE (PROFESSIONAL AND COMMUNITY ENGAGEMENT) PROGRAM

PACE is a core experience for all Macquarie University undergraduate students. The PACE program gives students the opportunity to integrate their formal learning with the experience of a work placement or industry project.

PACE is essential to The Business School's initiative to have an impact on the world. All undergraduate courses in The Business School include a PACE unit. In core/required PACE units, The Business School's PACE partner organisations provide real-world projects and problems for students to work on and address. Students can also complete an elective internship PACE unit.

PACE partners include not-for-profit and public and private sector organisations. During the 2018–19 period, The Business School's PACE partners increased to 209 different organisations, in 17 distinct industries.

Through this mutually beneficial learning experience, students are given the opportunity to explore key economic, social and ethical challenges by seeing first-hand how contemporary organisations address them. Also, students gain practical knowledge and experience and apply their discipline knowledge and skills while enhancing other valuable skills for the workplace, including empathy, respect, and dealing pragmatically with social and ethical challenges and real-world constraints. It's a chance to integrate classroom theory with real-world management and business practices. Professional ethics are embedded in all our PACE internship units to educate students about ethical practice in business and what it means to be an ethical business professional.

ASSURANCE OF LEARNING

Through our Business School's Assurance of Learning (AoL) process, we are engaged in ensuring that all our students obtain relevant knowledge and skills that enable them to understand the implications and impact of their decisions and actions, and instils in them the desire to make a sustainable, positive difference.

All Macquarie Business School programs specify student learning goals and outcomes that relate to challenges of contemporary business internationally, ethical thinking and sustainability. We systematically collect data on how our students are doing against three outcomes and use the information gathered via the AoL process to inform curriculum improvement(s).

As a consequence of our Business School's AoL process, we have taken action to improve students' learning of ethics and sustainability by developing resources that scaffold student learning of ethical and sustainability concepts across the different stages of the study program, and developing authentic assessment tasks that aim to instil a deeper appreciation of decision making.

EDUCATION FOR SUSTAINABILITY INITIATIVE

Education for Sustainability (EfSi) aims to motivate, enable and engage people to reflect on how they live and work. This assists them to make informed decisions and work towards a more sustainable world. EfSi aims to go beyond individual behaviour change or single actions, and seeks to implement systemic change in schools, universities, technical colleges, government, business, industry and society at large.

Working with Macquarie Sustainability, The Business School is mapping its programs against a sustainability framework which covers five components: economics and economic wellbeing; harmony and wellbeing; natural resources; climate change; and implementation and governance. We analyse results and assess strengths and weaknesses and use our findings to inform future program improvements. We identify specific resources that can be used to enhance student learning in each theme.

To date, our Business School has used the EfSi framework to map the Bachelor of Business Administration, Bachelor of Commerce – Professional Accounting, Bachelor of Global Business, Master of Accounting and Master of International Business.

CORE-ECON PROJECT

The Department of Economics at our Business School has been making radical changes to the way in which it approaches teaching. Department members have come together to adopt the principles of **CORE-Econ Project** (CORE), a new economics curriculum.

The traditional approach to teaching economics involves teaching the theory first, and then showing students how this theory can be applied to solving real-world problems. The CORE-Econ Project turns the traditional approach on its head.

In the first lecture students are asked to identify the economic and social issues that they are most concerned about. Issues such as inequality, climate change and sustainability invariably come to the fore. The lecturer then proceeds to open a discussion about these issues, providing data and context for the discussion. What becomes apparent to students as the discussion proceeds is that without the right theoretical tools these discussions can only go so far. Theory allows for these issues to be explored in much greater depth, and more rigorously. The lecturer can begin to teach the required tools as the exploration of the issues proceeds.

This approach to teaching is genuinely engaging and encourages students to be active learners. It teaches students not just about economics, but helps to imbue them with an understanding of ‘why’ one would want to study economics.

The reformation of our economics programs and units under the CORE model has also led to a transformation in academic staff perspectives of how a quality economics education should be delivered and the role of ethics and sustainability in the economics discipline.



Macquarie University's framework is the basis upon which we address sustainability learning, mapping connections to its themes at the individual and program levels.

EQUITY AND DIVERSITY

The Business School is a keen participant in the University's gender equity strategy. Macquarie University launched its first Workplace Gender Equity Strategy on International Women's Day 2017, setting out an ambitious action plan for real and sustainable change towards gender equity, diversity and inclusion. Our **Towards Gender Equity 2.0** strategy details our gender equity priorities, progress to date and future plans. The strategy outlines six key commitments, which drive our actions and ongoing progress towards real change:

1. Building an equitable and inclusive organisational culture
2. Embedding leadership commitment and accountability for Gender Equity
3. Building our talent pipeline by attracting and recruiting more academic women
4. Improving the representation of women in senior and leadership positions
5. Establishing a workplace culture of flexibility
6. Closing the gender pay gap

While these goals are not unusual, our approach to achieving change is. Our bold vision is to lead the way for other universities and organisations, and society more generally, to create greater equality for all genders at work. At Macquarie we take a broad and strategic approach to diversity and inclusion – focused on building a workforce that truly reflects the diversity of our community, and creating an inclusive culture where everyone is respected, supported and progressing.



GESAT (Gender Equity Self Assessment Team) meeting.

MACQUARIE BUSINESS SCHOOL EQUITY AND DIVERSITY STOCKTAKE

The Business School initiated a project to take stock of the current (2019) status of student equity and diversity. Led by Dr Jen McPherson and Dr Sarah Bankins, its aim was to understand what we're doing to recruit and then support students from target group (and broader) backgrounds, and recommend areas we could strengthen.

This project produced a report that:

- provides baseline data on current equity student enrolments in Macquarie Business School
- maps equity initiatives and activities for or available to Macquarie Business School students
- identifies issues, gaps and opportunities in Macquarie Business School
- offers suggestions and recommendations

The report considers activities and initiatives that support participation and success for undergraduate and postgraduate students, including students from refugee and asylum seeker backgrounds, as well as dimensions of equity among domestic undergraduate students identified by the National Centre for Student Equity in Higher Education (NCSEHE) including: low socioeconomic status students, students with disability, Indigenous students, women in non-traditional areas, regional students, remote students and students with language backgrounds other than English. The report will provide a baseline against which to measure the impact of future initiatives, act as an information resource, and inform Macquarie Business School activities to support student success as well as Macquarie's ability to meet performance-based funding targets.

EXTRACURRICULAR INITIATIVES

GLOBAL LEADERSHIP PROGRAM

The **Global Leadership Program (GLP)** is a University-funded extracurricular program that is an important component of our commitment to graduate global citizens who are deeply engaged with the world and with the issues shaping the future of society.

GLP attracts students who have aspirations for service and engagement, and who are leaders in their studies or community. It is open to all students (undergraduate and postgraduate) and can be undertaken alongside any course at Macquarie.

Some of the enriching activities and/or experiences offered through GLP are:

- attendance at colloquia and workshops that form part of Macquarie's Innovative Leadership and Foreign Affairs series
- cultural day field trips to various destinations, both internationally and domestically
- becoming an International Student Ambassador and/or mentor for high school students from a refugee background
- embarking on a session-long cultural exchange and studying international law and human rights
- a variety of volunteering activities.

Through providing Macquarie students with the opportunity to participate in experiences that develop cross-cultural and leadership skills, GLP supports and inspires our future global leaders.

LUCY MENTORING PROGRAM

Our Business School's commitment to providing inspiring and engaging business education to young women in support of the development of future female business leaders is evidenced via our participation in the sector-wide Lucy Mentoring Program. Progress made since the last SIP Report has been to increase the number of opportunities available to students.

The year 2019 marked the ninth year of the program, with 64 mentor-mentee pairs consisting of 75 per cent female mentors and 25 per cent male mentors. Mentees were 70 per cent domestic students and 30 per cent international students.



From left: Lucy mentee Ankeeta Raja, along with Associate Dean Learning and Teaching, Professor Leonie Tickle, meet New South Wales Premier Gladys Berejiklian



Principle 3: Method

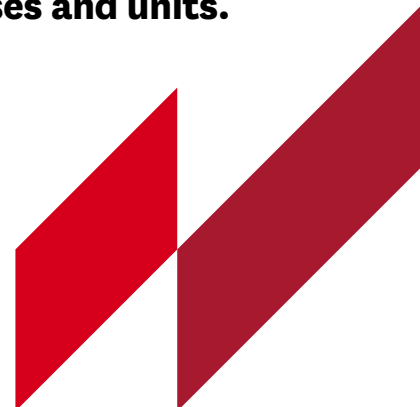
We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



Macquarie Business School aims – through our approaches to learning and teaching – to equip our graduates with the skills they need to actively contribute to and engage in economic, social and environmental sustainability issues so that they're able to be inspiring global leaders of the future.

Our Business School offers a range of avenues for students to engage with the ideas of sustainable value and responsible management.

One of these avenues is through the delivery of specific courses and units.



GLOBAL MASTER OF BUSINESS ADMINISTRATION

Macquarie Business School's fully online **Global Master of Business Administration**, delivered in partnership with global online learning provider Coursera, is a high-quality degree supporting aspiring leaders across the globe with an affordable and accessible program based on an innovative curriculum. The flexible nature of the course, including term structure, online live events and access to content and peers anywhere, anytime, is a game-changer in MBA education. Providing access to such an innovative degree at an affordable price shows our strong commitment to responsible business education. The curriculum itself is innovative, future oriented and interdisciplinary.

The focus is on building six capabilities that will be critical for future leaders: strategising, leading, analysing, influencing, adapting and problem solving. CSR and sustainability are not only integrated throughout but also form part of a stand-alone unit (**Global sustainability and corporate social responsibility: Be sustainable**). In alignment with the SDGs, other units in the course pick up on critical themes such as resilience, diversity, inclusion and meaningful work, while the unit **Engage the board** looks in detail at the fundamental issues at the heart of governance.

Since the launch of The Business School's Global MBA course in August 2018, 18,901 students have enrolled in various modules offered as part of the course and a growing number of students have enrolled into the award Global MBA course.



Global MBA Program Director Associate Professor Lan Snell with Professor Elizabeth Sheedy on Risk Management



Global MBA Program Director Associate Professor Lan Snell with Juliet Bourke, Partner Human Capital, Deloitte, on inclusive leadership management

MASTER OF BUSINESS ADMINISTRATION

Within The Business School's **MBA** course, sustainability and social responsibility are embedded throughout the curriculum. Of the 400 core teaching hours, 73 are dedicated to CSR, ethics, and social and environmental issues. Examples of specific MBA units are:

- **Strategic Corporate Social Responsibility** includes the **CSR Tour** – another innovative way of exposing MBA students to CSR and sustainability in the companies that work with us and around us, such as Fuji Xerox, Johnson & Johnson, Konica Minolta, Optus and Woolworths. Students meet their CEOs, sustainability managers and other important leaders, and see how companies are shifting towards CSR and sustainability. The impact of the tour is extremely positive – not only do students love it and are inspired by it, but some have applied for jobs in companies that they have discovered to be aligned with their values.
- **Social Entrepreneurship** teaches students to use business knowledge, tools and entrepreneurial principles to address current social and environmental issues. There is a strong focus on social change and shared values, managing resources, measuring and communicating social impact, multisectorial collaboration, and understanding business models for social enterprises.
- **Organisational Behaviour** is a multidisciplinary field that uses insights from psychology, anthropology, philosophy and sociology to study human behaviour in organisational settings. In this unit, students critically examine insights into human behaviour to better manage and improve organisational performance and capability, with an emphasis on ethical management and a global mindset.
- **Leadership and Innovation in Healthcare** focuses on the development and advancement of the healthcare industry from a management perspective. This unit focuses on the third SDG Good Health and Well-being, and the issues facing the healthcare industry.

MASTER OF SOCIAL ENTREPRENEURSHIP

Macquarie Business School and Macquarie University introduced the first Master of Social Entrepreneurship in Australia, in 2014. This cross-faculty course is designed to develop leaders who are able to use business strategies, knowledge, tools and entrepreneurial spirit to address complex societal and environmental needs.

The course is designed to develop skills to assist in managing enterprises that have a social impact and to solve social and environmental issues. It focuses on the development of a strategic plan, which assists in advancing the vision and mission of social enterprises and providing meaningful services to address the needs of communities around the globe. Students are expected to develop, understand and influence social policy and manage finite and renewable resources to assist social enterprises to succeed.



Panellists at the 2019 Women Who Change the World event – coinciding with International Women’s Day

The degree includes existing core units and electives from our Business School and other faculties, including the **Social Entrepreneurship** unit. To promote collaboration with practitioners, the Social Entrepreneurship unit includes the Big Friday of Social Entrepreneurship event, which brings together inspirational guest speakers – leading social entrepreneurs who create social impact – to inspire students and staff to do the same.

In 2018 and 2019, this event expanded and has grown to be a key event delivering on The Business School’s purpose and partnership goals. In 2018, the event was presented in conjunction with International Women’s Day. Four remarkable women presented Women Who Change the World, including Manal al-Sharif (the first woman to drive in Saudi Arabia) and Rebecca Scott, co-founder of STREAT. The event was featured in hundreds of social media posts, with thousands of social media engagements and impressions, and was also covered by mainstream media, including *The Daily Telegraph*. In **2019**, the event was even bigger, and featured Annabelle Chauncy OAM, co-founder of School for Life, which builds schools in Africa; and Stephanie Lorenzo, founder of Project Futures, which helps to combat human trafficking. These events create a strong impact and inspire many of our internal and external stakeholders to become impact creators.

BACHELOR OF COMMERCE CAPSTONE UNIT

The newly developed capstone unit for the Macquarie Business School’s Bachelor of Commerce, **Agility and Excellence in Business**, was completely designed to be based around the SDGs in 2019.

Students will work in multidisciplinary teams to complete a major project on how businesses can introduce initiatives that target the SDGs, while also developing expertise in teamwork, sustainability and ethical thinking. Around 2500 students will complete this unit each year, and we hope they will go on to have a major impact on building a sustainability mindset among tomorrow’s leaders.

SUSTAINABLE DEVELOPMENT GOALS

<p>1 NO POVERTY</p>	<p>2 ZERO HUNGER</p>	<p>3 GOOD HEALTH AND WELL-BEING</p>	<p>4 QUALITY EDUCATION</p>	<p>5 GENDER EQUALITY</p>	<p>6 CLEAN WATER AND SANITATION</p>
<p>7 AFFORDABLE AND CLEAN ENERGY</p>	<p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>10 REDUCED INEQUALITIES</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>
<p>13 CLIMATE ACTION</p>	<p>14 LIFE BELOW WATER</p>	<p>15 LIFE ON LAND</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<p>17 PARTNERSHIPS FOR THE GOALS</p>	

MASTER OF APPLIED FINANCE CAPSTONE UNIT

Equipping Master of Applied Finance (MAppFin) students with the tools to identify ethical issues, to consider and navigate a response and to be ethical are critical, as evidenced by the MAppFin' course learning outcomes. As such, the MAppFin' curriculum integrates specific aspects of responsibility, ethics and sustainability into a number of core units, including in its capstone, entitled **Professional Practice**, which has a significant ethics component.

ENVIRONMENTAL FINANCE

This core/required **unit** in the Master of Finance is an advanced unit designed to equip students with insights into the changing dynamics of the natural environment and the effects on finance and accounting decisions in the modern corporation. Students learn about the international climate finance architecture as well as public and private investments into new projects associated with climate change adaptation and mitigation. The unit introduces methods for evaluating the effects of environmental changes on business, introducing students to tools that will enable them to be intelligent users of risk assessment methodologies. It also focuses on exploring the implications of climate/environmental change for asset impairment, and introduces students to ideas around CSR and the applicability to environmental finance. The unit concludes by introducing students to general ideas on how to evaluate adaptation and mitigation investment decisions under conditions of risk and uncertainty.

GLOBAL LEGAL FRAMEWORKS FOR A SUSTAINABLE PLANET

This **unit** focuses on the need for sustainable economic development worldwide. It assesses the impact of international environmental legal frameworks related to climate change, deforestation, water, fishing, waste and biodiversity, and gives an overview of current scientific findings. Students also evaluate the effectiveness of Australian legal frameworks designed to facilitate sustainable economic development.

BUSINESS AND PROFESSIONAL ETHICS

The principal aim of this **unit** is to provide students with an understanding of the main ethical issues raised by the activities of the business and corporate sphere, both in relation to the society and environment in which they operate, and to individuals employed in corporations. This will equip students to engage with the complex ethical issues that will inevitably arise during the course of their careers.

HEALTH ECONOMICS

The **unit** covers the economics of healthcare, the behaviour of agents in healthcare, the role of government, equity and ethics in healthcare resource allocation, the Australian healthcare system, health and economic development, and Indigenous health. It considers questions such as: What makes health a unique economic good? Why does health need government intervention? Why do people buy health insurance? Why do doctors charge richer patients more? What do hospitals maximise: profits, patients treated or quality of service?

ENVIRONMENTAL ECONOMICS

This **unit** reviews the application of economic principles to the management of environmental assets and the fundamental practical and conceptual challenges these matters raise. It examines the theoretical foundation of optimal exploitation of assets such as energy, minerals, water, forests and fisheries; and the management of water, air and soil pollution.

MEASURING SUSTAINABILITY

This **unit** considers how sustainability issues are accounted and reported from organisational, governmental and personal perspectives. It engages students with key contemporary sustainability issues such as carbon pollution, water scarcity and human rights.

BUSINESS ETHICS AND RISK MANAGEMENT

This **unit** is designed to present students with an understanding and wide appreciation of business ethics and risk management. A variety of ethical perspectives and topics are covered such as sweatshops, the environment and whistleblowing. Students are encouraged to discuss different ethical positions and to explore their own topics utilising the theoretical frameworks provided.

SUSTAINABILITY IN INTERNATIONAL BUSINESS

This **unit** examines the relationships among the three pillars of sustainability: Environmental (Planet), Social (People), and Economic (Profit) in international business. The environmental pillar acknowledges the impact businesses and environmental stakeholders have on major environmental issues, such as climate change, food resources, water pollution, air pollution, energy and waste. The social pillar acknowledges the need for equity within and between generations, and within and between individuals, social groups and organisations. The economic pillar acknowledges the interactions of humans with the natural environment in using resources to create goods and services which add value to our lives. By the end of the unit, students will have a strong appreciation of the impacts of how individuals and organisations can potentially contribute to society and the environment.

CYBER SECURITY, GOVERNANCE FRAMEWORKS AND ETHICS

In this **unit**, students gain an understanding of cyber-security governance frameworks about the complex ethical issues relating to cyber security. The primary objectives of the unit are for students to be able to evaluate cyber-security trade-offs, use relevant governance frameworks to develop a cyber-security road map, and to be able to examine and make recommendations for cyber-security ethical dilemmas.

ECONOMIC DEVELOPMENT

This **unit** challenges students to question why, despite robust economic growth across the globe in the last decades, around one billion people in the world still suffer from the effects of underdevelopment and poverty. Topics covered include: the poverty trap; hunger and nutrition; health and healthcare; education; fertility and gender discrimination; risk and insurance; getting access to credit; savings; policies and politics. Students develop a more sophisticated understanding of how economic agents, particularly people living in poverty, make decisions, and the capacity to critically evaluate the effectiveness of policy responses to these issues.

Another avenue is through Macquarie Business School's teaching staff and specific research that enable effective learning experiences.



PROFESSOR DEBBIE HASKI-LEVENTHAL

As Course Director for the Master of Social Entrepreneurship and a scholar on CSR, Professor **Debbie Haski-Leventhal** makes a significant contribution to students' learning experiences. See Principles 4: Research and 5: Partnership for more on Haski-Leventhal's contributions in teaching, research and partnerships.

PROFESSOR ELIZABETH SHEEDY

Most recently, a new approach to teaching ethics based on the work of Dr Mary Gentile, author of *Giving Voice to Values*, has been adopted by Professor **Elizabeth Sheedy** in an attempt to develop business and finance graduates capable of not only understanding what the right thing to do is, but to stand up for and act in accordance with their values. The Gentile approach has been incorporated into the Global MBA course in the **Risk governance: Engage the board** unit, and into MAppFin course in Professional Practice. See Principle 4: Research for Sheedy's contributions in research.

ASSOCIATE PROFESSOR JAMES HAZLETON

In a sunburnt country of droughts and flooding rains, sustainability and business ethics are of key interest to Associate Professor **James Hazleton** from the Department of Accounting and Corporate Governance. With a specific focus on these areas, his research and teaching work has generated a strong track record of projects that directly address water as a precious commodity on one of the driest continents on earth.

In a unit he developed for undergraduates, **Measuring Sustainability**, students gain perspective for their future careers by combining core accounting concepts with an understanding of responsibility. Through this unit, students learn about contemporary environmental issues and how accounting and reporting contributes to improving environmental outcomes, key environmental reporting obligations, how to interpret and critically evaluate existing environmental reports, and improvements to accounting and reporting that can improve environmental outcomes.

Hazleton's teaching aims to instil habits and ethical practice for professional excellence through a respect for resources that are not always valued. See Principles 4: Research and 5: Partnership for more on Hazleton's contributions in teaching, research and partnerships.

ASSOCIATE PROFESSOR EDWARD WRAY-BLISS

When there is a crisis of leadership in a business, or employees are required to undertake random drug testing, what are the ethical and commercial implications? And how do they sit with the wider expectations of the community or other stakeholders? Workplaces are increasingly complex places, and Associate Professor Edward **Wray-Bliss** is a passionate educator committed to preparing business students to meet the ethical challenges ahead.

Wray-Bliss's research spans the ethics and politics of work, management, organisation and leadership, encompassing themes of business ethics, leadership, new work technologies, discrimination and employee resistance. Projects that specifically addressed modern management problems faced by industry and the implications for decent work have included the ethics of particular workplaces and managerial practices, critiques of the conventional formulation of management in organisations, and drug and alcohol policies in organisations.

In his teaching, Wray-Bliss imparts to students an understanding of the ways they will operate in a workplace or other organisation. He also co-wrote the UK Chartered Association of Business Schools' **Ethics Guide 2015**, which aims to guide and encourage members of business schools to engage in conscious and ongoing ethical reflection.

DR DALE TWEEDIE

For ethics expert Dr **Dale Tweedie**, it's all about a hands-on approach to directly improving professional ethics and corporate responsibility. This is at the heart of his teaching, and further integrated into his research into workplace organisation and governance. Indeed, Tweedie straddles two worlds, uniquely placing him where philosophical theory intersects with applied business ethics, combining a rigorous understanding of ethics concepts with accounting and management practice.

His teaching in the Department of Accounting and Corporate Governance is about using business skills to ethically address social and business problems. Students are encouraged to use contemporary ethics theory to analyse case studies, developing their accounting and management skills in tandem with their ethical awareness. The aim is to prepare students to embark on ethical professional lives where their decisions will make a difference.

Tweedie has also taught ethics to philosophy students enrolled in the Faculty of Arts. This practical experience teaching across disciplines adds to his reputation as a multidisciplinary academic who has both researched and taught across the boundaries of business, sociology and philosophy.

Accounting ethics, employment insecurity, performance management and the limitations of appraisals, and developments in reporting procedures are among his areas of research interest. His talent for teaching ethics is a key strength of Tweedie's activities.

DR SARAH BANKINS

Dr **Sarah Bankins** from the Department of Management is an active researcher on topics regarding employment relationships and the psychological contract. Her research contributes to the UN's SDG of Decent Work and Economic Growth as it influences and seeks to address/understand how people behave in work contexts and how employers and employees may construct meaningful and fulfilling work lives to benefit both parties. Her work increasingly looks at the role of emerging technologies (such as artificial intelligence) in the workplace and how these can be implemented to support well-functioning employment relationships and provide worker (wellbeing) and employer (productivity) benefits.

She brings her research expertise into the classroom in Macquarie Business School's **Work, Organisation and Management** unit, a core/required gateway unit in the Master of Commerce. In this unit, Bankins focuses on challenging her students to become 'sharper' thinkers: to be critical, analytical, ethical and evidence-based management practitioners and leaders in whatever post-university path they take. In her teaching, Bankins asks her students to consider different and contrasting perspectives on, and approaches to, work and management; and to evaluate organisational practices in the context of contemporary workplace issues such as: ethical decision making, technology, motivation, organisational structure, and changing forms of work. Bankins's teaching also introduces students to key ethical frameworks to help them examine fundamental questions regarding: 'what is the right thing to do? In this unit, this includes engaging students in active learning by exposing them to past and current case studies of unethical business practice and then asking them to examine the reasons why this occurred and what could have been done differently.

Bankins also teaches the **Leadership and Influence in Action** unit, which includes topics on bounded ethicality and ethical fading, to help students understand how everyday experiences and organisational practices can lessen the likelihood of employees behaving ethically.

Overall, Bankins's teaching aims to give students an understanding of ethical challenges in the workplace so that they know how to identify them and minimise the conditions under which unethical behaviour can emerge.

CASE STUDIES FOR SUSTAINABLE FUTURES

The publication of **Industry and Higher Education: Case Studies for Sustainable Futures**, Wood, L., Tan, L.P., Breyer, Y., Hawse, S. (Eds.), positions Macquarie Business School as a thought leader in sustainable business education. The book investigates how industry and higher education can work together to create sustainability in business and analyses international cases of industry and university interaction as a mutually beneficial symbiosis, promoting innovative and sustainable business practices.



Dr Sarah Bankins



Principle 4: Research

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



Macquarie Business School is responding to environmental, social and economic challenges through discovery and dissemination of knowledge and ideas. Following are a selection of The Business School's current research projects, research centres and staff engaged in research within specific SDG areas.

MACQUARIE UNIVERSITY CENTRE FOR THE HEALTH ECONOMY

Health economics is an important and burgeoning area in healthcare, particularly in countries like Australia which are grappling with increased health expenditure generated by an ageing population and new technology.

The Business School is helping to lead and develop health and human services in Australia. The **Macquarie University Centre for the Health Economy** (MUCHE) is an applied research centre focused on investigating the Australian health, ageing and disability sectors at the macro level, with particular focus on the interdependencies of the systems with each other and the broader community.



The primary objective of MUCHE is to provide government, business and not-for-profit organisations with world-leading independent and applied research, which can be used to inform public debate, assist government and business decision making, and help formulate strategy and policy.

MUCHE has undertaken or is in the process of completing a number of projects for government and non-government organisations including the Department of Health, New South Wales Ministry of Health, Black Dog Institute, and Central Coast and Sydney local health districts. It has held numerous external thought leadership events to debate public policy, with topics ranging from the aged care workforce to choice for public hospital patients seeking elective surgery.

With the rapid growth in its activities, MUCHE has grown under the leadership of its inaugural Centre Director, Professor **Henry Cutler**, from two people at the start of 2015 to a 15-person team, along with Four PhD students, today.



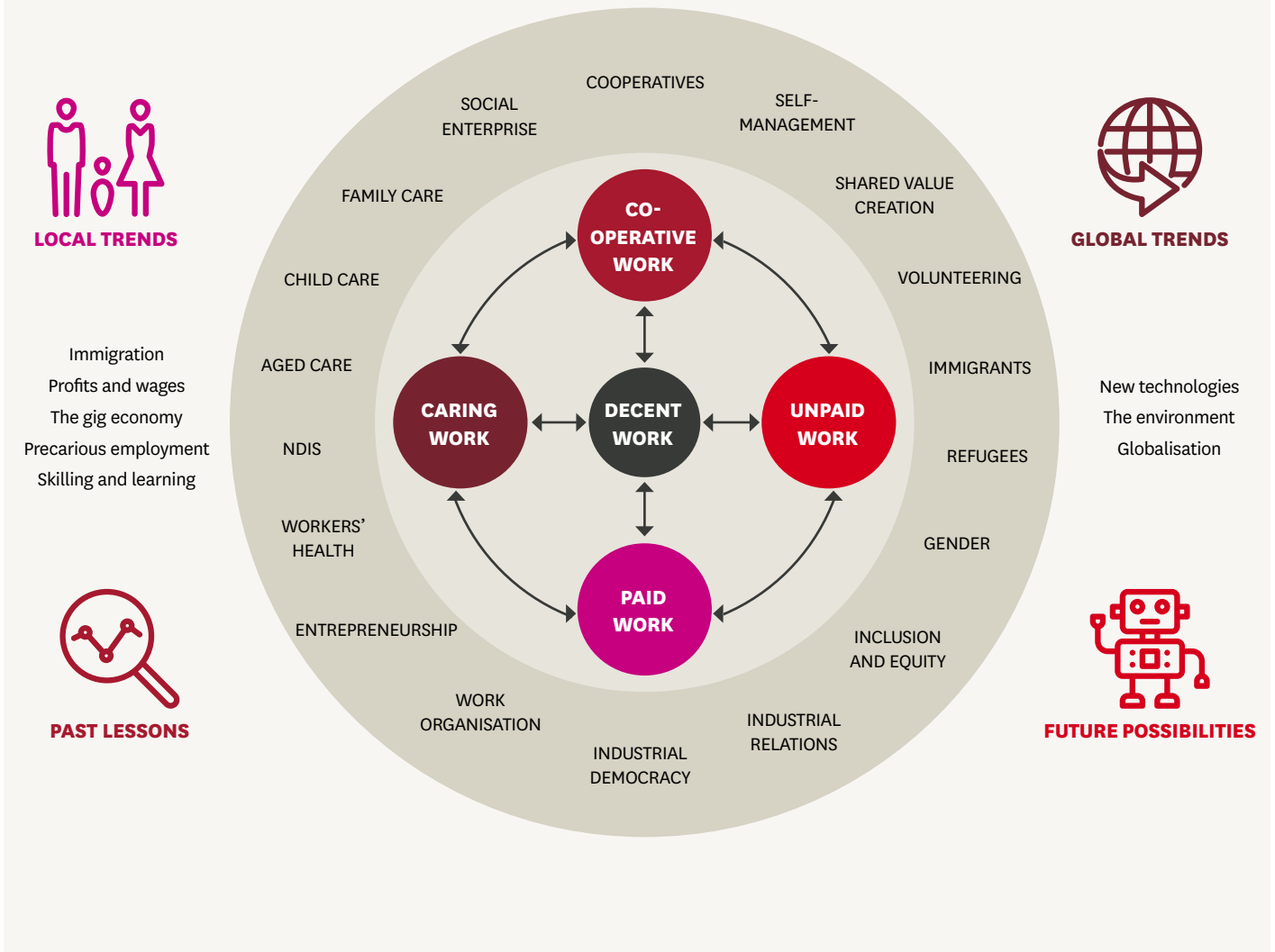
CENTRE FOR WORKFORCE FUTURES

Our Business School’s **Centre for Workforce Futures** is a collaborative cross-disciplinary hub whose members draw on past and present knowledge to undertake holistic research and thought leadership with partners in government, industry and not-for-profit organisations to address current and future economic, social and policy challenges relating to the organisation of work, working people, work organisation and employment. The Centre’s key focus is on facilitating research that enhances understanding, policy and practice to support the achievement of ‘Decent Work’ as defined by the United Nations and the International Labour Organization.

The vision of the Centre is to produce research that contributes to public debate and advice to those who can influence, create and sustain decent work for all. Led by Professor **Lucy Taksa** and Professor **Daryll Hull**, Co-Directors, it has grown to be one of Asia-Pacific’s leading concentrations of expertise in the field.



Centre for workforce futures 2019



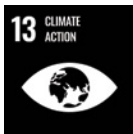
CENTRE FOR RISK ANALYTICS

The **Centre for Risk Analytics** brings together our Business Schools' leading capital market researchers to promote greater stability and good decision making.

The Centre promotes:

- the exchange of ideas and techniques between academics, industry, practitioners and emerging researchers
- pioneering research projects that deal with real-world problems
- information about regular workshops and conferences such as the annual Financial Risk Day Conference and the Australasian Commodity Markets Conference.

Co-Directors Professor **Jeffrey Sheen**, Professor **Stefan Trueck** and Professor **Pavel Shevchenko** lead a team of interdisciplinary researchers, whose research covers a range of economic and social areas including: energy and utility markets; environmental risks; catastrophic risks; industry and corporate issues; behavioural economics and financial literacy; regulation and government policy; banking, finance and asset pricing; insurance and risk analysis; and superannuation.



CENTRE FOR ECONOMIC IMPACTS OF GENOMIC MEDICINE (GENIMPACT)

GenIMPACT focuses on the potential of genomics and similarly path-breaking new innovations that improve human health, where these advances have significant impacts on the economy and society. The impacts not only have the potential to transform individual lives but also have marked impacts across government portfolios addressing health, economic and social policy priorities as well as the economy. Currently there is little research on the significant potential for genomics to not only transform medicine and the health system, but also to improve the social and economic prospects of families, and thereby deliver on some of the most compelling and complex policy objectives (including fiscal sustainability) of governments.

Distinguished Professor **Deborah Schofield** is the inaugural Director of GenIMPACT. She has established herself as one of a handful of international leaders in the new field of economics of genomic medicine. Schofield is a prolific researcher (reference and link to latest publication below) and recently was awarded the title of Distinguished Professor by Macquarie University. She also received an award for Research Excellence – Future-Shaping Research Priorities for Prosperous Economies in November 2019.

See Principle 5: Partnership for more on Schofield's contributions in research and partnerships.

Schofield, D., M. J. B. Zeppel, R. Tanton, J. L. Veerman, S. J. Kelly, M. E. Passey and R. N. Shrestha (2019), Intellectual disability and autism: socioeconomic impacts of informal caring, projected to 2030, *The British Journal of Psychiatry*, 215(5): 654–660.



CENTRE FOR CORPORATE SUSTAINABILITY AND ENVIRONMENTAL FINANCE

Professor **Martina Linnenluecke** leads the **Centre for Corporate Sustainability and Environmental Finance (CCSEF)**. CCSEF is at the forefront of developing financial and market applications to help tackle some of the world's most pressing environmental and social problems. It has worldwide reach and impact by demonstrating a financial case for action on environmental and social change. It aims to provide decision makers with world-leading research and thought leadership on the financial impacts of global environmental change and resulting environmental and social issues. CCSEF endeavours to act on Macquarie University's future-shaping research priorities outlined in its 'World-Leading Research; World-Changing Impact' plan, specifically: Healthy People, Resilient Societies, Prosperous Economies, Secure Planet and Innovative Technologies.

CCSEF aims to reduce waste by identifying threatened business sectors, such as the gas and oil industry, that may be negatively impacted by climate change. These environmental challenges will engender resource constraints that are already becoming apparent in the global system, such as the constraints on carbon emissions and fossil fuel extraction that has long-term benefits to sustainability, but negative impacts on short-term business structures. The CCSEF highlights the impact of the climate environment on life on land through breaches of planetary boundaries and encourages further research to limit strains on resources.



LEADING THE WAY IN ETHICS EDUCATION

PROFESSOR STEPHEN BRAMMER

Developing the relationship between CSR and a range of stakeholders starts at the top of any organisation. This holds true at our Business School, where the Executive Dean, Professor **Stephen Brammer**, sets the agenda for valuing responsible business education in The Business School. As a specialist industrial economist, Brammer's research has focused on how organisations build and manage mutually rewarding relationships with a range of stakeholders.

Since Brammer's appointment to The Business School in early 2017, The Business School's academic leadership in the fields of business ethics, CSR and sustainability has strengthened. It also underscored the recognition of ethical corporate behaviour as an important quality for graduates if they are to successfully lead organisations in the future, where sustainability and responsibility are accepted as necessary management qualities.

Brammer is recognised for his academic leadership in this field, with input to many groups, associations and specialist publications concerned with promoting ethical conduct by – and within – organisations. His latest research (reference and link included below) focuses on how large multinational companies can improve working conditions in their supply chains, emphasising the need for a collaborative approach grounded in fairness for getting better human rights outcomes and managing reputational risks. As Executive Dean he has, through his own academic leadership in the field and partnerships with Macquarie Business School stakeholders, actively enhanced ethical conduct and corporate responsibility in the future generation of leaders.

Developing country sub-supplier responses to social sustainability requirements of intermediaries: Exploring the influence of framing on fairness perceptions and reciprocity, Soundararajan, V. & **Brammer, S.**, 2018, In : **Journal of Operations Management**. pp. 58–59, pp. 42–58 (17 pp.)



Professor Stephen Brammer



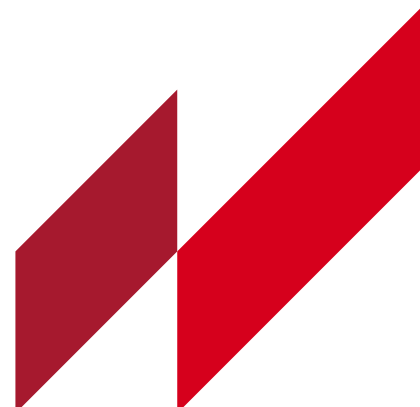
SUSTAINABLE LEADERSHIP

PROFESSOR GAYLE AVERY

Professor **Gayle Avery** is a global expert on sustainable leadership who has been prolific in the area of research relating to responsible management. Avery is also the head of the Institute for Sustainable Leadership, a research organisation that promotes the science and practice of sustainable leadership through research and education. She has been involved with the Thailand Sustainable Development Foundation for almost five years and was invited to design, develop and participate in a high-quality educational program on sufficiency thinking for G77 member countries announced by the Prime Minister of Thailand, Prayut Chan-o-cha, at the United Nations in New York in 2016. The topics in the program, which is titled 'Sufficiency Thinking in Sustainable Development', are focused on the UN SDGs. In addition, she has published numerous articles and books on the subject, including *Honeybees and Locusts: The business case for sustainable leadership* and *Sufficiency Thinking: Thailand's gift to an unsustainable world*. Avery's research contributes to sustainable leadership in organisations at the macro level of leadership. She draws heavily from cutting-edge, international enterprises that embrace leadership practices shown by research and their own performance to be more sustainable and resilient than short-term, business-as-usual approaches. She contrasts traditional and non-traditional approaches to leadership.



Some members of the Thai research team with Gayle Avery and the Chairman of the Institute for Sustainable Leadership, Professor Harry Bergsteiner.



PROSPERITY FROM ENVIRONMENTAL CRISIS: A NEW ERA OF WEALTH FROM CLEAN-TECH

PROFESSOR MARTINA LINNENLUECKE AND PROFESSOR TOM SMITH

Clean energy is likely to be as important as the invention of electricity or computers as a driver of change and economic growth, according to Professor Martina Linnenluecke, who is a leading researcher in sustainability and the emerging field of environmental finance.

It's a broad topic that requires much more than traditional approaches to finance, yet it deals directly with humanity's most pressing concerns. Drawing on research in the natural sciences and finance, this interdisciplinary and rapidly growing field seeks to demonstrate a financial case for action on environmental and social change.

Along with colleague Professor **Tom Smith**, Linnenluecke is concerned with the financial implications of environmental change for industries and firms as they tackle the transition to a sustainable economy. Strategic and financial implications of corporate adaptation and resilience to climate change impacts are at the core of their research. Specific projects underway include the impact of global environmental change on corporate assets, regulatory measures that are most effective for stabilising and reducing environmental impacts, corporate adaptation and resilience to global environmental change, and uptake of clean technology.

According to Linnenluecke, the changes unfolding in clean energy production are akin to other technological breakthroughs that have driven wealth in modern markets, such as railways, electricity, automobiles, radio, microelectronics, personal computers, biotechnology and the internet. Through research and a growing recognition of environmental finance as a distinct and important field of endeavour, Linnenluecke is poised to contribute to important discoveries as the clean-tech revolution drives growth and wealth.



RISK GOVERNANCE AND A CULTURE OF RESILIENCE

PROFESSOR ELIZABETH SHEEDY

Professor **Elizabeth Sheedy**'s research focus is risk governance, culture and remuneration in financial institutions. Sheedy has contributed to the current policy debate in Australia on financial services misconduct, remuneration practices, and enhancing financial services culture/conduct, and her work has significant impact nationally and internationally. She has been an influential media commentator on risk governance in financial industries, most recently regarding the Australian Royal Commission into Misconduct in the Banking, Superannuation and Financial Services Industry. New research by Sheedy, Garcia and Jepsen recently won a prize at the Riskminds International conference in Amsterdam for Research Paper of the Year 2019 (reference and link included below).

Sheedy teaches risk management in our Business School's Master of Applied Finance and Global Master of Business Administration program.

Sheedy, E. A., Garcia, P. and Jepsen, D., **The Role of Risk Climate and Ethical Self-interest Climate in Predicting Unethical Pro-Organisational Behaviour**, 22 July, 2019, Macquarie Business School Research Paper.



Professor Martina Linnenluecke

PROTECTING RETIREES' WELLBEING AND WEALTH

ASSOCIATE PROFESSOR TIM KYNG

When Associate Professor **Tim Kyng**'s mother was interested in moving to a retirement village, it became clear that it was much harder – and a lot more expensive – than either of them were expecting because of complicated fees, confusing contracts and an industry that has evolved to favour the financial interest of the village owners over residents.

It was apparent that instead of enhancing his mother's wellbeing, moving to a retirement village might just do the opposite. Using his actuarial expertise, a research project was initiated to enable consumers to compare the true costs of retirement village living.

It led to the development of an online calculator in conjunction with Financial Literacy Australia, so intending residents of a retirement village could break down the complex and multilayered fees, allowing meaningful comparisons to be made. Being able to shop around based on price allows a consumer to decide what represents value to them, instead of relying on the representations of sales agents and marketing spin.

Without this information, intending residents are gambling on their financial future, usually without realising it. Until now there has been no way to compare costs because each village has a different and complicated fee structure, making it almost impossible to analyse the fees and charges. Shockingly, these can amount to hundreds of thousands of dollars. Increased transparency allows vulnerable older people – especially women, who make up the majority of retirement village residents – to make better informed choices, with huge impact for their comfort, wellbeing and financial security.

Kyng's expertise has led to input into a government inquiry and he has been called as an expert witness in legal proceedings against villages whose practices have been challenged.



ADVANCING SOCIAL GOALS WITH ECONOMIC GROWTH IN MYANMAR

ASSOCIATE PROFESSOR SEAN TURNELL

The evolution of Myanmar's economy has been the focus of work for Associate Professor **Sean Turnell**. Now working for the Burmese government as a senior economic adviser, Turnell has been concerned with the political economy and economic development of this country for many decades, pioneering development of policies to help the newly opened country adapt successfully and sustainably.

Helping the banking system and economy to transition to be recognised and regarded favourably by international observers and trading partners is an important part of ensuring increased economic opportunities at all levels of society so that development is inclusive and even.

Turnell has advised on policies to open the economy, liberalise agricultural production and create conditions to encourage foreign investment in labour-intensive industries.

He has been called on by Australian banks operating in Asia, as well by as the US Congress, for his insights into prudent responses to economic and political changes in this rapidly changing country.



Associate Professor Sean Turnell with Aung San Suu Kyi

EQUALITY THAT MATTERS

PROFESSOR ALISON PULLEN

Inequality in contemporary workplaces is still a lived reality for many employees, resulting in profound injustice and disadvantage.

Institutional, structural and cultural barriers that prevent equal opportunity have been the focus of Professor **Alison Pullen's** research for decades.

Pullen has been particularly interested to show how toxic organisational environments, characterised by gendered practices, affect the lives of men and women, as well as how these effects impact men and women very differently. She is keen to demonstrate the ways in which sexual harassment and violence towards women prevail and can be addressed. Pullen argues that organisations need to build in strong self-critique of their equality practices to go beyond attempts to 'look good', instead seeking real redress of systemic discriminatory structures and practices. In other words, the requirement is a sincere challenge to corporate-friendly social responsibility and equality strategies so as to attend to the messy reality of diversity and the promotion of a moral responsibility for diverse organisational members.

Pullen is joint editor-in-chief of the journal *Gender, Work and Organization*, associate editor of the journal *Organization* and sits on the editorial board of *Organization Studies*. She is co-investigator of an Australian Research Council (ARC) funded project examining the ways in which leadership diversity is a core issue to be tackled in contemporary Australia.



DIMENSIONS OF VOLUNTEERING

PROFESSOR DEBBIE HASKI-LEVENTHAL

In her recent publications, Professor Haski-Leventhal has maintained a particular focus on volunteering and how this impacts work culture.

In her study about the conceptualisation of volunteering, she utilised flashcard images of volunteering activities among a nationally representative sample in Australia. Non-volunteers perceived the existing four dimensions of volunteering to be time, object, nature and environment. Also, two new dimensions of volunteering emerged: ability (required skill level) and social (who one volunteers with). Of these dimensions, object, nature and ability were found to be the most attractive dimensions. Haski-Leventhal's research revealed that low net-cost activities are more attractive to non-volunteers, and that there are varying definitions of what volunteering is based on social and cultural backgrounds. From these definitions, there are different stigmas on what volunteering involves, the benefits, and why it should be done. Haski-Leventhal's research showed negative stereotyping of volunteers which impact non-volunteers' desire to begin volunteering.



Professor Debbie Haski-Leventhal

SUSTAINABILITY REPORTING

ASSOCIATE PROFESSOR JAMES HAZLETON

Associate Professor James Hazleton walks the talk he teaches. He led a team engaged by the Bureau of Meteorology to analyse the benefits of adopting national water accounting standards.

Water is a key issue in regional and urban areas where droughts and harsh climatic conditions impact on farming and agriculture, development planning, irrigation, river flows, the natural environment and disaster mitigation. Because water has such important environmental, social and economic consequences it must be accounted for. Hazleton's ongoing work on water issues has a meaningful impact on ensuring equitable access to water and increased transparency in accounting practices for this precious resource.

Hazleton has also been part of a team engaged by the New South Wales Office of Environment and Heritage to develop energy efficiency training for the accounting profession. Extra work has included accounting for the metal mercury, as prescribed under the Minamata Convention, which aims to prevent health and environment problems from its use and disposal. Other projects include examining carbon emissions by cities, accounting for inequity, and the practice and ethics of disclosure of corporate political donations. Hazleton is also exploring the potential for technologies such as virtual reality to enhance sustainable practices and decision making.



TIME OUT ON SHOCKING ELECTRICITY PRICES

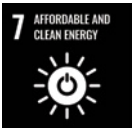
PROFESSOR STEFAN TRUECK

We all use power, all the time. It's essential to households, businesses and the economy. Professor Stefan Trueck finds electricity markets fascinating and, importantly, is working out better ways to forecast and predict price volatility.

Electricity prices have surged in recent years. The implications are huge as the economy adjusts to this new environment. Trueck's research involves understanding how prices can move dramatically, giving businesses and big consumers the opportunity to hedge against price spikes.

It's a real-world problem with real-world implications because extreme volatility, where the wholesale electricity price can jump to 300 times its normal price, poses huge challenges. Trueck is developing models to help better understand and predict wild market movements. This helps all levels of society and business, and supports stable economic growth.

Trueck also investigates carbon pricing and ways energy consumption can be managed. This helps ensure long-term, reliable energy sources are available to all, and teaches students to appreciate responsible use of the earth's energy resources.



Professor Stefan Trueck – Prosperous Economies (Source: Macquarie University Youtube channel)

MIGRATION AND DEVELOPMENT GO HAND IN HAND

PROFESSOR FEI GUO

When countries experience strong migration, there are inevitably implications for housing markets and society. In Australia, where many city property markets have boomed in recent years, immigration has been cited by many commentators as a key reason for rapid growth in house prices.

Professor **Fei Guo** is a demographer whose research has included a study of recent migration and the impact on residential housing markets in Australia. More broadly, she has analysed the way skilled migration, return migration and student migration has manifested in the Asia-Pacific region. As a member of the Department of Management, her demographic work helps investigate ways to reduce inequalities, including the labour market performance of migrant groups in Australia.

But her reach extends to the study of urban poverty and migration in China, funded by a large grant from the Ford Foundation. By studying internal migration and migrant communities in contemporary China, there is greater understanding of problems of inequality and the drivers that exclude some groups from participating fully in their communities. This work has included an ARC grant to support a study of rural migrant labour in large Chinese cities.

The complex relationships between population and housing markets, the skills of workers and professionals, social stratification, student migration patterns and labour markets all intertwine for Guo's research, leading to better understanding of those who live and work in cities and rural areas and the implications for economic and social opportunity.



Professor Fei Guo



AFFINITIES IN MULTICULTURAL AUSTRALIA

PROFESSOR LUCY TAKSA AND PROFESSOR FEI GUO

The Affinities in Multicultural Australia project examines the shared values and practices of a range of different ethnic communities (immigrant and 'established' communities, including Anglo-Celtic Australians) in a number of multicultural suburbs in Sydney, Australia. The project focuses on how people negotiate difference and cultural diversity, concentrating on how and where shared values and practices may provide points of commonality or connection. The project, conducted by Professors Lucy Taksa and Fei Guo in collaboration with Associate Professor Ellie Vasta in Macquarie's Department of Sociology, is funded by a \$230,000 grant from the ARC.

The project explores the values that guide the lives of Australians considering whether affinities (ie similarities in values and practices between ethnic and religious groups) might outweigh differences, while providing the basis for forms of connectivity and localised and national sense of belonging. The research has been conducted in: Blacktown/Parramatta, Campsie/Lakemba/Punchbowl, Chatswood, Fairfield/Liverpool, Leichhardt/Five Dock, and Strathfield. The suburbs vary in their socioeconomic profiles, in the particular mix of ethnic groups, and the timing of immigration settlement waves.

Six specific Australian ethnic groups have been selected: Anglo-Celtic Australians; Chinese Australians; Indian Australians; Italian Australians; Lebanese Australians and Sudanese and South Sudanese Australians.



POPULATING FOR PROSPERITY AND SUSTAINABILITY

PROFESSOR NICK PARR

What are the implications of population change? How could policy improve the prospects for Australia? Who has the babies and how does immigration fit in with ensuring the future workforce?

Professor **Nick Parr** is a demographer who focuses on these questions, shedding light on the debate about how much the population should grow in the future – and where that growth should come from.

Population numbers and composition have serious implications for the shape of society, the quality of life in urban and rural areas, and the strength of the economy as it will be underpinned by how well a workforce can deliver the needs of the population as a whole. Family composition, women's fertility and policies to encourage – or discourage – families from having children are key issues for research by Parr, who is often called on by the media for commentary and analysis.

Parr's expertise extends beyond workforce planning and the implications of changes in the population. His work has examined the economics of having a baby, the occupations of immigrants in rural Australia, and the implications of increasing life expectancy for retirement ages. At the grittier end of his research, he has been involved with the link between lead exposure and criminal activity, the implications of the changing geography of crime for court location, and the effects of climate change on poverty and healthcare use.

At the core, Parr reflects society as it changes. This work directly addresses sustainability goals linked with promoting healthy lives and wellbeing for all ages, and how we can make our cities and other human settlements inclusive, safe, resilient and sustainable.



APPRECIATING THE VALUE OF CULTURE

DISTINGUISHED PROFESSOR DAVID THROSBY AO

The importance of Indigenous Australian art is recognised in galleries and collections throughout the world. For the artists who produce the work, art can also be instrumental in the economic development of remote rural communities where living standards lag those of urban areas. This is a key area of research that has engaged economist Distinguished Professor **David Throsby**.

Extensive time spent in regional parts of Australia, working directly with Indigenous leaders and custodians of traditional heritage, gives Throsby insight and respect for the importance of these cultural assets and the role they play in generating improved economic participation for many communities. It's part of a remarkable research career in which Throsby's contributions have been far reaching and profoundly important.

See also Principles 5: Partnership and 6: Dialogue.



KEEP YOUR DISTANCE: WHEN WHALES AND TOURISTS BOTH WIN

ASSOCIATE PROFESSOR WYLIE BRADFORD

Whale watching has long replaced hunting whales as a profitable economic activity. It's considered a driver of conservation as people appreciate and understand the giant ocean mammals. But are whale watchers prepared to sacrifice their personal experience to ensure harm minimisation of the whales they've paid to view?

Economist Associate Professor **Wylie Bradford** has been involved with research to find out if the wellbeing of whales is more important to tour participants than their own enjoyment or satisfaction. It's a balance for tour operators between the need to attract customers with the promise of close-up viewing of whales, while minimising any distress to the whales by going too near.

Bradford's findings were encouraging; most tourists were concerned if tour activities had a negative impact on whales, and accepted viewing whales from a greater distance if it minimised harm. With researchers specialising in the environment and biology at Macquarie University, Bradford found that the wellbeing of whales was given priority above other factors.



HELPING INSURERS, MARKETS AND INDIVIDUALS MANAGE LONGEVITY RISK

ASSOCIATE PROFESSOR JACKIE LI AND COLLEAGUES

Increasing longevity is a challenge to insurers providing annuities and pension plans: the longer we live, the more insurers have to pay. To mitigate the risk, many insurers limit their offerings of such products, or charge more for them, but the general public needs better and more affordable products.

A potential solution is the development of index-based longevity securities that would allow insurers and pension plans to pass the risk to the wider capital market. A research team in the Department of Applied Finance and Actuarial Studies – led by Associate Professor Jackie Li and including Dr Chong It Tan and Professor Leonie Tickle – has found that such securities may enable large pension plans to reduce their longevity risk by as much as 50 per cent to 80 per cent.

With the ability to reduce risk, insurers can provide better and more affordable retirement products for the public. Capital market investors also benefit from the availability of alternative securities that are transparent, provide reasonable investment returns and allow diversification of investment risk.

The Macquarie-led research – which also includes colleagues at the University of Waterloo in Canada and Mercer – is funded by the UK Institute and Faculty of Actuaries and the Life and Longevity Markets Association.



ETHICAL PRACTICES CALLED TO ACCOUNT

PROFESSOR PHILOMENA LEUNG

Encouraging a sustainability mindset and responsible professional conduct are among the desired outcomes of teaching ethics to accounting students. This important initiative, pioneered by Professor **Philomena Leung**, is now reaching students in more than 160 countries.

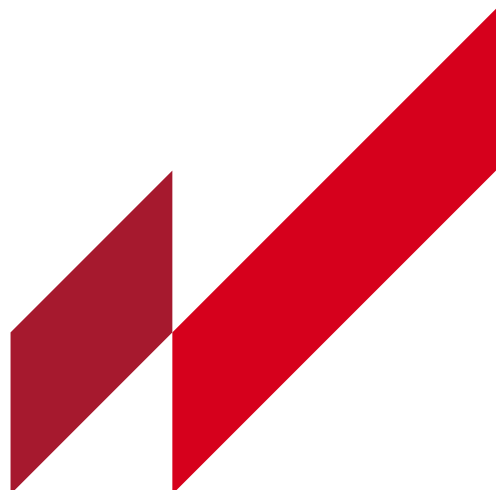
Leung has led several international research projects in ethics and internal auditing, but it was her commissioned work as the lead researcher to develop a model for ethics education in accounting through the International Federation of Accountants that has had a far-reaching impact.

When she was among a handful of academics in the 1990s to implement compulsory accounting ethics education in Hong Kong and Australia, Leung was tapping into the first movement towards responsible and ethical management principles. This culture is embedded in the teaching and learning programs for all accounting and corporate governance students at Macquarie University because of her strong vision for change and commitment to enhanced educational and professional outcomes for graduates.

In 2019, Leung was awarded the Bob McDonald Award by the Institute of Internal Auditors Australia (IIA Australia) for her contribution to the auditing profession (as shown in image). The award is the highest honour that IIA Australia can confer on one of its members.



Professor Philomena Leung receiving the Bob McDonald Award



ETHICAL PRACTICES CALLED TO ACCOUNT

The Business School continues to maintain a majority of PhD and other higher degree research candidates pursuing dissertations in areas which have a focus on sustainable value and responsible management between 2018 and 2019. Examples of completed thesis titles are:

2018 THESES

- Accounting and Society: A Holistic Perspective on Corporate Social Responsibility
- Sustainability Reports versus Sustainability Practices: Impact of Organised Hypocrisy & Organisational Facades on Sustainability Behaviour of Australian Mining Companies
- Environmental Management Accounting Practices in Australian Cotton Farming
- Investigating the social sustainability reporting in finance and mining sectors in Australia
- Energy Prices and Economic Activity in the US
- Attributes of a sustainable transition for the traditional manufacturing sector in regions of Australia
- Theoretical and Empirical Examination of Corporate Social Responsibility in East Asia: Implications from Confucianism, Legalism, and Taoism
- The Welfare Effects of Environmental Conservation Policy: Evidence from Ecuador
- Religiosity and Managers' Attitudes to Offering a Financial Incentive: Moderating and Mediating Roles of Ethical Climate
- The Influence of Islam on auditors' professional judgments in Pakistan
- Working Age Population and Regional Economic Growth in China
- The Railways of Burma - Their Past, Present and Future
- A Theoretical and Empirical Exploration of the Adoption of Employee Empowerment Practices: Evidence from Multinational Subsidiaries in China
- Designing Business Models For Value Co-Creation In Emerging Markets: A Case Study Of Indigenous Firms In Vietnam
- The relationship between employee engagement and the quality of work environment (QWE): a mixed method analysis using Australian evidence
- The Impact of Gender Inequality in Education on Long-Run Economic Growth
- What barriers prevent university students from becoming entrepreneurs in developing countries? A study in Bangladesh
- Understanding Mathematical Self-Efficacy, Student Approaches to Learning and Conceptions of Mathematics in Learning Mathematics

2019 THESES

- From early childhood to spiritual intelligence: The path to conscious leadership
 - Listening To Nietzsche: Democracy, Equality And The Implications For Management
 - Power Purchase Agreements and Solar Securitization: Modelling Risk Factors and Returns
 - The Influence of Formal and Informal Institutional Environments on Intended and Unintended Consequences of IFRS Convergence: Multiple-levels, Multiple-methodologies, and Multidisciplinary Perspectives
 - Healthcare-Seeking Behaviors of Climate-Induced Internally Displaced People and Non-Displaced People in Bangladesh
 - Determinants and Economic Consequences of Corporate Social Responsibility in China
 - Mercury Accounting and Accountability under the Minamata Convention
 - Sustainability management in energy consumption through optimised operation of HVAC systems in commercial buildings
 - Empirical investigation on corporate carbon accounting
 - Analysing the Relationship between Income Inequality and Health in China
 - International Marriage, Migration, and Demographic Reality in Mainland China
 - Skills and rural-urban wage differences in Australia
 - Psychological Wellbeing and Help-Seeking among Fly-In Fly-Out Employees in the Western Australian Mining Industry
 - Strategizing the Future of Massive Open Online Courses
 - Transformative Learning and Teaching in Economics | The 'why' of learning and teaching economics using threshold concepts | The 'how' of learning and teaching economics using learning taxonomies
 - Inequality in Education and Its Effects on Economic Growth in Saudi Arabia
 - Exploration of the Key Characteristics of Mobile Learning in a Chinese Business Setting
- 



Dr Melanie Zeppel, a Senior Research Fellow at Macquarie Business School, was named as the winner of the 2019 'Excellence in Research Impacting a Sustainable Future' award. The Scopus Researcher Award, recognising outstanding researchers in Australia and New Zealand who have made significant contributions to their fields, went to Zeppel for her research program on responses to drought extremes and climate change, and vulnerable populations.



Macquarie Lake, Macquarie University

Principle 5: Partnership








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

FUNDED RESEARCH PARTNERSHIPS

A number of Macquarie Business School staff have partnered with academic, professional and government colleagues to address SDGs. Below is a selection of recent projects that were awarded external funding – an indication of The Business School's engagement in research that is useful to and for solving society's biggest problems.

<p>2 ZERO HUNGER</p> 	<p>PROJECT: Research collaboration on Promoting Agrobiotechnology Products to Foster Food Security in Indonesia</p> <p>PROJECT MEMBER(S): Salut Muhidin, Joni Aji</p> <p>FUNDING/PARTNER ORGANISATION: University of Jember</p> <p>START YEAR: 2019</p> <p>FUNDING: \$2000</p>	<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: iCare Early Intervention Pain Management Model Pilot</p> <p>PROJECT MEMBER(S): Deborah Schofield, Michael K. Nicholas</p> <p>FUNDING/PARTNER ORGANISATION: Agency for Clinical Innovation</p> <p>START YEAR: 2018</p> <p>FUNDING: \$180,000</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: An Australian Genomic Cancer Medicine Program for Rare and Less Common Cancers</p> <p>PROJECT MEMBER(S): Deborah Schofield, David M. Thomas, John Simes, Clare Scott, Stephen Fox, Michael P. Brown, Hamish Scott, Ken O'Byrne, Sunil Lakhani, Michael Millward, Rosemary Young</p> <p>FUNDING/PARTNER ORGANISATION: Department of Health (Commonwealth)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$1,000,000</p>	<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: The economic impact of precision medicine in high risk and aggressive childhood cancer</p> <p>PROJECT MEMBER(S): Deborah Schofield, Tracey O'Brien, Claire Wakefield, Michelle Haber, Rupendra Shrestha, Glenn Marshall, Katherine Tucker, Luciano Dalla-Pozza, David Ziegler, Toby Trahair, Nicholas Gottardo, Loretta M.S. Lau, Vanessa Tyrrell, Wayne Nicholls, Jordan Hansford</p> <p>FUNDING/PARTNER ORGANISATION: National Health and Medical Research Council, The Sydney Children's Hospitals Network</p> <p>START YEAR: 2018</p> <p>FUNDING: \$ 1,851,693</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: The economic impact of providing precision medicine through whole genome sequencing</p> <p>PROJECT MEMBER(S): Deborah Schofield, Carolyn Sue, Tony Roscioli, John S. Mattick, Marcel Dinger, Rupendra Shrestha, Michael Buckley, Ryan L. Davis, Dianne Petrie, Tom Berkovits</p> <p>FUNDING/PARTNER ORGANISATION: National Health and Medical Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$1,394,787</p>	<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: The primary care management and impact of osteoarthritis: learning from big data</p> <p>PROJECT MEMBER(S): Deborah Schofield, J. Haxby Abbott, Tony Dowell, Martin Hefford, Ross Wilson, Rick Audas, Giorgi Kvizhinadze, Ben Darlow, Tony Blakely</p> <p>FUNDING/PARTNER ORGANISATION: Health Research Council of New Zealand</p> <p>START YEAR: 2018</p> <p>FUNDING: \$36,151</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Evaluating the cost-effectiveness of whole genome sequencing for the diagnosis of the mitochondrial disease</p> <p>PROJECT MEMBER(S): Deborah Schofield, Roula Ghaoui, Rupendra Shrestha, Carolyn Sue</p> <p>FUNDING/PARTNER ORGANISATION: Australian Mitochondrial Disease Foundation</p> <p>START YEAR: 2018</p> <p>FUNDING: \$150,000</p>	<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Demographic and Social Dimensions of Migrant Ageing and Wellbeing in Australia</p> <p>PROJECT MEMBER(S): Lucy Taksa, Fei Guo, Zhiming Cheng, Massimiliano Tani, Lihua Liu, Klaus Zimmermann</p> <p>FUNDING/PARTNER ORGANISATION: Australian Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$478,000</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Cost-effectiveness analysis of the pneumococcal 23vPPV vaccine</p> <p>PROJECT MEMBER(S): Bonny Parkinson</p> <p>FUNDING/PARTNER ORGANISATION: Department of Health (Commonwealth)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$11,400</p>	<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Economic Analysis of Time Constraints on Decision-Making in Health</p> <p>PROJECT MEMBER(S): Lyla Zhang</p> <p>FUNDING/PARTNER ORGANISATION: Australian Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$375,000</p>

<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: The nexus between Retirement Villages and Aged Care</p> <p>PROJECT MEMBER(S): Timothy Kyng, David Pitt, Ling Li, Denise Jepsen, Ayse Bilgin, Colin Zhang, Sachi Purcal</p> <p>FUNDING/PARTNER ORGANISATION: Financial Literacy Australia</p> <p>START YEAR: 2018</p> <p>FUNDING: \$90,000</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Economic evaluation of Cochlear implants</p> <p>PROJECT MEMBER(S): Henry Cutler, Martin Hoyle, Chief Investigator: Lei Si, Chief Investigator: Ross Bowman</p> <p>FUNDING/PARTNER ORGANISATION: Cochlear Limited</p> <p>START YEAR: 2018</p> <p>FUNDING: \$176,436</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Quality Adjusted Health Output Project</p> <p>PROJECT MEMBER(S): Henry Cutler, Jon Karnon, Jongsay Yong, Adriana Castelli, Mona Aghdaee, Ross Bowman</p> <p>FUNDING/PARTNER ORGANISATION: Australian Bureau of Statistics</p> <p>START YEAR: 2018</p> <p>FUNDING: \$0</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Understanding influential factors behind lurking behaviour in health-related online community discussions</p> <p>PROJECT MEMBER(S): Yvette Blount</p> <p>FUNDING/PARTNER ORGANISATION: Cancer Council NSW</p> <p>START YEAR: 2018</p> <p>FUNDING: \$0</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Consumer Empowerment and Health Engagement</p> <p>PROJECT MEMBER(S): Cynthia Webster</p> <p>FUNDING/PARTNER ORGANISATION: NIB Health Funds Limited</p> <p>START YEAR: 2019</p> <p>FUNDING: \$5000</p>
<p>3 GOOD HEALTH AND WELL-BEING</p> 	<p>PROJECT: Research to Support the aims of the Aged Services Industry</p> <p>PROJECT MEMBER(S): Lucy Taksa, Lynne Cousins</p> <p>FUNDING/PARTNER ORGANISATION: SkillsIQ Ltd</p> <p>START YEAR: 2019</p> <p>FUNDING: \$35,000</p>
<p>4 QUALITY EDUCATION</p> 	<p>PROJECT: AntiPort - Educating the Public on the risks and prevention of Mobile Number Porting Scams</p> <p>PROJECT MEMBER(S): Stefan Trueck, John Selby, Christophe Doche, Martin Boyd</p> <p>FUNDING/PARTNER ORGANISATION: Financial Literacy Australia</p> <p>START YEAR: 2018</p> <p>FUNDING: \$150,000</p>
<p>5 GENDER EQUALITY</p> 	<p>PROJECT: Gendered Enterprise: A History of Australian Businesswomen since 1880</p> <p>PROJECT MEMBER(S): Catherine Bishop, Lucy Taksa</p> <p>FUNDING/PARTNER ORGANISATION: Australian Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$396,000</p>

<p>5 GENDER EQUALITY</p> 	<p>PROJECT: LGBTI Leadership Program Evaluation</p> <p>PROJECT MEMBER(S): Lena Wang, Raymond Trau, Vanessa Cooper</p> <p>FUNDING/PARTNER ORGANISATION: Department of Premier and Cabinet Victoria</p> <p>START YEAR: 2018</p> <p>FUNDING: \$4778</p>
<p>5 GENDER EQUALITY</p> 	<p>PROJECT: Corporate Women's representation in Australian and Chilean business elites, 2000-2019</p> <p>PROJECT MEMBER(S): Lucy Taksa, Erica Salvaj Carrera</p> <p>FUNDING/PARTNER ORGANISATION: Department of Education and Training (Commonwealth)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$0</p>
<p>7 AFFORDABLE AND CLEAN ENERGY</p> 	<p>PROJECT: Optimal policies to promote the adoption of renewable energy technologies in Australia and China</p> <p>PROJECT MEMBER(S): Chi Truong, Wei Wei</p> <p>FUNDING/PARTNER ORGANISATION: Academy of the Social Sciences in Australia (ASSA)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$7000</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p> 	<p>PROJECT: Evaluating the Regulation of WHS through Supply Chain Codes of Conduct: The Retail Logistics Supply Chain Code of Practice in Australia</p> <p>PROJECT MEMBER(S): Louise Thornthwaite</p> <p>FUNDING/PARTNER ORGANISATION: Transport Education Audit Compliance Health Organisation (TEACHO)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$34,217</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p> 	<p>PROJECT: Achieving school success through effective leadership and high performing work practices</p> <p>PROJECT MEMBER(S): Lan Snell</p> <p>FUNDING/PARTNER ORGANISATION: NSW Department of Education</p> <p>START YEAR: 2018</p> <p>FUNDING: \$2819</p> <p>START YEAR: 2019</p> <p>FUNDING: \$27,273</p>
<p>8 DECENT WORK AND ECONOMIC GROWTH</p> 	<p>PROJECT: Biomedical engineering workforce - desktop review and key informant interviews</p> <p>PROJECT MEMBER(S): Lucy Taksa, Daryll Hull, Fei Guo, Marcus Bowles, Senia Kalfa, Richard Appleyard, Dane Turner, Wendy Paterson</p> <p>FUNDING/PARTNER ORGANISATION: The Sax Institute</p> <p>START YEAR: 2019</p> <p>FUNDING: \$36,900</p>
<p>10 REDUCED INEQUALITIES</p> 	<p>PROJECT: An analysis of the relationship between internal migration and education in Indonesia (2018)</p> <p>PROJECT MEMBER(S): Salut Muhidin</p> <p>FUNDING/PARTNER ORGANISATION: UNESCO</p> <p>START YEAR: 2018</p> <p>FUNDING: \$5607</p>

<p>10 REDUCED INEQUALITIES</p> 	<p>PROJECT: Implementation of Stage 6 of the National Survey (region in WA)</p> <p>PROJECT MEMBER(S): David Throsby, Katya Petetskaya</p> <p>FUNDING/PARTNER ORGANISATION: Department of Communications and the Arts (Commonwealth)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$35,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Balanced Scorecard, Culture and Conduct</p> <p>PROJECT MEMBER(S): Elizabeth Sheedy, Lyla Zhang</p> <p>FUNDING/PARTNER ORGANISATION: Insurance Council of Australia, Australian Banking Association, Deloitte Australia Pty Limited</p> <p>START YEAR: 2018</p> <p>FUNDING: \$80,000</p>
<p>10 REDUCED INEQUALITIES</p> 	<p>PROJECT: National Survey of Remote Aboriginal and Torres Strait Islander Artists - Far North Queensland</p> <p>PROJECT MEMBER(S): David Throsby, Katya Petetskaya</p> <p>FUNDING/PARTNER ORGANISATION: Department of Communications and the Arts (Commonwealth)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$35,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Slow diffusion of information in asset pricing and risk management</p> <p>PROJECT MEMBER(S): Kai Li</p> <p>FUNDING/PARTNER ORGANISATION: Australian Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$308,030</p>
<p>10 REDUCED INEQUALITIES</p> 	<p>PROJECT: National Survey of Remote Aboriginal and Torres Strait Islander Artists, Pilbara and Ngaanyatjarra Lands</p> <p>PROJECT MEMBER(S): David Throsby, Katya Petetskaya</p> <p>FUNDING/PARTNER ORGANISATION: Department of Local Government, Sport and Cultural Industries (WA)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$50,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Economic Value of Innovations: A New Estimation Approach</p> <p>PROJECT MEMBER(S): Terry Pan, Jianlei Han</p> <p>FUNDING/PARTNER ORGANISATION: Accounting and Finance Association of Australia and New Zealand (AFAANZ)</p> <p>START YEAR: 2018</p> <p>FUNDING: \$5000</p>
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p>PROJECT: Gaming to Net Zero</p> <p>PROJECT MEMBER(S): James Hazelton, Malcolm Ryan, Shane Leong</p> <p>FUNDING/PARTNER ORGANISATION: City of Sydney NSW</p> <p>START YEAR: 2018</p> <p>FUNDING: \$20,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: An EVT Approach to Modeling Joint Extremes in Climate and Mortality</p> <p>PROJECT MEMBER(S): Han Li, Qihe Tang</p> <p>FUNDING/PARTNER ORGANISATION: Society of Actuaries</p> <p>START YEAR: 2019</p> <p>FUNDING: \$14,523</p>
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p>PROJECT: Measuring Uncertainty in Global Housing Markets and its Risk to Australia</p> <p>PROJECT MEMBER(S): Roselyne Joyeux, George Milunovich, Shuping Shi, Ben Wang, Yongheng Deng, Jing Wu, Eric Girardin</p> <p>FUNDING/PARTNER ORGANISATION: Australian Research Council</p> <p>START YEAR: 2018</p> <p>FUNDING: \$220,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Corporate Financial Health Report</p> <p>PROJECT MEMBER(S): Martina Linnenluecke, Tom Smith</p> <p>FUNDING/PARTNER ORGANISATION: Australian Securities and Investments Commission</p> <p>START YEAR: 2019</p> <p>FUNDING: \$59,091</p>
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> 	<p>PROJECT: Success Story: International Rights Sales and Exports of Australian Books 2008-2018</p> <p>PROJECT MEMBER(S): Paul Crosby, David Throsby</p> <p>FUNDING/PARTNER ORGANISATION: Copyright Agency Limited</p> <p>START YEAR: 2018</p> <p>FUNDING: \$30,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: A Quasi Experimental Solution for Fund Flow Endogeneity Problems</p> <p>PROJECT MEMBER(S): Dan Daugaard, Tom Smith</p> <p>FUNDING/PARTNER ORGANISATION: Accounting and Finance Association of Australia and New Zealand (AFAANZ)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$2000</p>
<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 	<p>PROJECT: Improving the Drinking Culture in Australia</p> <p>PROJECT MEMBER(S): Leanne Carter, Steve D'Alessandro, Cynthia Webster, Kathryn Holmes, Brenda Dobia, Christina Curry</p> <p>FUNDING/PARTNER ORGANISATION: Momento Hospitality</p> <p>START YEAR: 2018</p> <p>FUNDING: \$246,875</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Leverage-constrained investors, asset prices and corporate financing decisions</p> <p>PROJECT MEMBER(S): Qing (Clara) Zhou</p> <p>FUNDING/PARTNER ORGANISATION: Accounting and Finance Association of Australia and New Zealand (AFAANZ)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$6000</p>
<p>13 CLIMATE ACTION</p> 	<p>PROJECT: Developing a Decision Tool for Customers Factoring in Optimal Leasing Solutions and Carbon Emissions</p> <p>PROJECT MEMBER(S): Martina Linnenluecke, Stefan Trueck, Chi Truong, Ashley Ding, Tom Smith</p> <p>FUNDING/PARTNER ORGANISATION: Toyota Finance Australia Limited</p> <p>START YEAR: 2019</p> <p>FUNDING: \$125,000</p>	<p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<p>PROJECT: Natural-Resource Windfalls and Demands for Government Accountability: Evidence from the Lab</p> <p>PROJECT MEMBER(S): Alexander James, James Murphy, Maroš Servátka</p> <p>FUNDING/PARTNER ORGANISATION: International Foundation for Research in Experimental Economics (IFREE)</p> <p>START YEAR: 2019</p> <p>FUNDING: \$14,192</p>

PRME INNOVATION CHALLENGE FINALIST

A team of Macquarie Business School MBA students were finalists at the 2018 PRME Innovation Challenge. The competition provided an opportunity to consult for a large multinational company, Manitou Group, on a real-life business problem. The team was selected from a number of applications globally to work with United Nations Global Compact and Manitou Group’s supply chain team to make its processes more eco-friendly.

Our team was one of two selected to present at the final event, held at Manitou Group’s North American headquarters in Wisconsin, which involved a presentation to more than 150 Manitou Group employees, including members of the senior management, along with dignitaries from the United Nations. The Manitou Group executives have indicated that the proposal will be implemented as part of their CSR strategy and will be integral to a new strategy to strengthen Manitou Group’s positioning as a sustainable and responsible company. See **Forbes** magazine.



Group shot of the 2019 PRME Innovation Challenge event at Manitou America HQ



From left: Macquarie Business School’s PRME Innovation Challenge student team, Rubens Antonio De Lucca Neto, Souvik Pal and Ajan Paul.

EXCEL SKILLS FOR BUSINESS

In response to the global challenge of finding ways to provide access to digital skills learners from across the world, our Business School created a set of courses on Excel Skills for Business. The seemingly mundane topic remains a key skill to acquire for anyone looking for work.

With the surge of interest in data analysis, Excel remains a critical digital ‘door-opener’ skills in a rapidly growing segment of work. In partnership with Coursera, Macquarie Business School launched four Excel Skills for Business courses that have since attracted more than 150,000 learners from across the globe.

Thousands of learners have accessed the course through a financial aid program that allows them to attain a certificate of completion for free rather than a fee. The focus on learning design and student experience in the courses has led to countless highly positive learner testimonies reporting the significance of being able to access courses like this for free. The courses attracted the Award for Transformation from Coursera for their positive impact on learners’ lives and have been included in the United Nations Development Programme: Leadership Development Programme.



ENGLISH SPEAKING CLUB (ESC)

The English Speaking Club (ESC) enables students from diverse backgrounds and interests to practice their spoken English, build their social networks and culturally adapt to an Australian tertiary context. The program attracts international students, both undergraduate and postgraduate.

Macquarie Business School's ESC groups are facilitated by our Business School Peer Assisted Learning (PAL) student leaders who have demonstrated exceptional group facilitation skills through their PAL leader experience and expressed empathy in helping their peer international students adjust to life in Australia. While the program is informal and social, it is also designed to equip its attendees with practical language skills.

A total of 83 student attendances were recorded at ESC over 2019, with participants more often female (75%), international (84%) and with a first language or language background other than English (94%). Language backgrounds included Mandarin, Cantonese, Dari, Vietnamese, Bengali, Japanese, Persian, Telugu, Arabic and Korean.

REASON FOR JOINING ESC

- #1 Improve English speaking skills
- #2 To learn how to communicate with peers effectively
- #3 To integrate into university life
- #3 To understand Australian culture
- #4 To make friends
- #4 Become more confident in their studies

HOW ESC HAS HELPED

- #1 Made new friends
- #2 Understand Australian culture
- #2 Effectively communicate with peers
- #3 Improve English skills
- #3 Integrate into university life
- #4 Motivate their studies



STUDENT MOBILITY AND DUAL DEGREE OPPORTUNITIES

Student mobility is an important component of Macquarie University's strategy for internationalisation. The University provides support for a variety of student mobility experiences via funding received from the Department of Foreign Affairs and Trade (DFAT) New Colombo Plan.

Also our Business School offers yearly country study tours to China and India. In 2018, The Business School offered a study tour to South Korea and Indonesia and in 2019, two study tours to Malaysia. This is an outcome of our Business School staff Dr Dominic Soh and Dr Lurion DeMello obtaining a DFAT International Relations Grants.

Dual degree opportunities are also an important component of Macquarie University's internationalisation strategy. The Business School offers a number of dual degree opportunities for incoming international students, both at undergraduate and postgraduate level, including across leading universities in China, South-East Asia and Central and South America:

- Beijing Normal University (China)
- East China Normal University (China)
- Shanghai University of Finance and Economics (China)
- Central University of Finance and Economics (China)
- Shanghai International Studies University (China)
- Universidad de la Sabana (Colombia)
- Universidad del Norte (Colombia)
- Tecnológico de Monterrey (ITESM) (Mexico)
- Mahidol University (Thailand)
- BINUS University (Indonesia)



PARTNERSHIPS THROUGH STUDENTS AND ALUMNI

Our students have the opportunity to provide solutions while gaining experience in our internship program. While most of the internships take place in business and government organisations, students have the opportunity to engage with the not-for-profit sector and effect CSR as they work with social enterprises. For example, students in the Bright Sky and St George Community Housing internships, organisations in the not-for-profit sector aiming to assist disabled and low-income individuals, respectively, worked with the organisations to help them be better able to service their customers, thereby increasing the social value of their offering.

In addition, among the hundreds of current students and more than 16,500 alumni in more than 135 countries, our Business School maintains an ongoing relationship with many Australian organisations, including those leading the way in practicing responsible management and community involvement. Through participation in courses, workshops and events, the students and alumni are also involved in related discussions that help to raise CSR challenges and debates. Many of our alumni are based in the not-for-profit sector, contributing the knowledge they have gained in The Business School to community organisations, including:

- Australian Red Cross
- Baptist Community Services
- Cerebral Palsy Alliance
- Fire and Rescue NSW
- Guides Australia
- Médecins Sans Frontières
- Mission Australia
- Petcorp Pty Ltd
- RSPCA Sydney
- The Salvation Army
- The Smith Family
- St Vincent de Paul Society
- Sydney Adventist Hospital
- Sydney Counselling Centre
- Sydney Symphony Orchestra
- UNESCO
- Western Mission Rotary
- Westmead Hospital



PARTNERING WITH PRME AND OTHER PRME SIGNATORY SCHOOLS

Macquarie Business School continues to engage with its AUSNZ PRME Chapter network and participate in Chapter events and discussions. Our Business School has participated in and initiated key dialogue in a number of ways with fellow PRME Signatory Schools.

The Business School is a strong member of the PRME Chapter in Australia and New Zealand. Professor Debbie Haski-Leventhal participates in the meetings. We encourage other schools to participate. As part of these collaborations, Haski-Leventhal presents at other business schools on PRME and on her study on business students around the world.



Principle 6: Dialogue

We will facilitate and support dialogue 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.

AUSTRALIA-INDIA DIALOGUE

Macquarie Business School is the Founding Academic Partner of the Australia India Youth Dialogue (AIYD), the pre-eminent track-two young leaders' dialogue between Australia and India. AIYD's vision is to provide a sustainable platform for the youth of Australia and India to come together and foster an enduring partnership between the two countries.

The AIYD holds its conference annually and brings together 15 young Australian leaders and 15 young Indian leaders to discuss opportunities and challenges significant to the Australia-India relationship. Participants are chosen from a variety of professional backgrounds including business, arts, culture, politics, and social and tertiary institutions. As the AIYD's Founding Academic Partner, we actively participate in these annual events, which have included:

- 2019 AIYD, on Activating the Youth Multiplier
- 2018 AIYD, on digital disruption and how digital technologies are shaping our democracies, our information and our workforce

MACQUARIE BUSINESS SCHOOL'S SMITH FAMILY TOY AND BOOK APPEAL

In 2019, our Business School staff participated in **The Smith Family Toy and Book Appeal**.

The Business School was able to collect and donate a wonderful number of gifts as many of our Business School staff were extremely generous in their contributions.

Mrs Kate Raavi and Ms Sandy Antonakis organised this collection and dropped all the gifts to the Smith Family. It's a huge amount of work coordinating the donations across The Business School and their effort helped bring a smile to many children's faces during Christmas.



Gifts donated to The Smith Family

DR HENRY CUTLER: A BALANCE BETWEEN HEALTH AND WEALTH

Prompting discussion on the value of informal care, the true costs of melanoma and ways domestic violence impacts the economy are among the topics that Dr Henry Cutler, the inaugural director of MUCHE, has undertaken to influence decision making and policy in the health sector.

With rising costs for delivering healthcare at a time when sophisticated technology helps generate better outcomes for patients, it's never been more important to have evidence-backed research on the economic implications of changes to this fast-evolving sector. Cutler is frequently called on to discuss the implications of ways different health and clinical services are delivered. His wide-reaching research provides evidence to inform discussion with stakeholders, politicians, healthcare providers, clinicians and policymakers to ensure the efficient allocation of resources to optimise clinical outcomes.

Cutler led the health economics team at KPMG before joining MUCHE. He was also head of the Sydney Health Economics and Social Policy team for Access Economics. Other roles have included senior economic consultant at the Centre for International Economics and in financial markets in Australia and the UK.



From left: Emma Olin, Dr Liz Schroeder, Dr Henry Cutler, Ashley Soytemiz, Rajan Sharma, Dr Bonny Parkinson, Dr Zhiming Cheng, Dr Ross McCloud, Meredith Lill and Yuanyuan Gu.

DISTINGUISHED PROFESSOR DAVID THROSBY AO: SHINING LIGHT ON THE ECONOMICS OF CULTURE AND ART

Distinguished Professor David Throsby has contributed richly to the arts and cultural sectors, producing important work in areas as diverse as the economics of music composition, development opportunities for Indigenous artists in remote and regional Australia, and analysis of the country's book industry. He is also a playwright.

The importance of arts, culture and the economic value arising from arts-based activities have been at the core of Throsby's work. His work has covered a spectrum of economic issues, contributing fresh thinking to many new and sometimes overlooked areas related to culture in Australia, and internationally. It has included ways to mobilise Indigenous cultures to improve economic opportunities and outcomes, development of strategies for Pacific Islands economies on their cultural industries, changing conditions for authors and the role of culture for sustainable development in economies of all sizes, along with the importance of government policies that reflect this value and potential contribution of the arts sector.

Throsby has been a Fellow of the Academy of the Social Sciences in Australia since 1987 and was elected a Distinguished Fellow of the Association for Cultural Economics International in 2008. His career has included employment by government in addition to his academic roles, and he has been chair or member of a number of national and international boards and committees as well as a consultant to international organisations including the United Nations Conference on Trade and Development; the United Nations Educational, Scientific and Cultural Organization; the Organisation for Economic Co-operation and Development; the World Bank; and the Food and Agriculture Organization.

As a valued commentator on economic issues relating to many areas, Throsby is regularly called on for media interviews, radio programs and newspaper articles.

In recognition of his work to promote and preserve Australian arts and heritage, Throsby was appointed an Officer of the Order of Australia in 2014. He became a Macquarie University Distinguished Professor in 2010. He is also a member of editorial boards for the *Asia Pacific Journal of Arts and Cultural Management*, *International Journal of Cultural Policy*, *Journal of Cultural Economics*, *Journal of Cultural Property* and *Poetics*. His book, *Economics and Culture*, published in 2001, has been translated into eight languages.

PROFESSOR JOHN CROUCHER AM: PRIME MINISTER'S AWARD

Professor John Croucher was awarded the Prime Minister's Award for University Teacher of the Year in 2013 and an Honorary Doctorate for his outstanding contributions to the body of academia in the development and delivery of the Divine Word University's MBA program in Papua New Guinea. Croucher was also awarded Macquarie University's inaugural Community Outreach Award for his services to the community in Australia.



Distinguished Professor David Throsby
(Source: ABC News, Meredith Griffiths)



Professor John Croucher, crowned Australian University Teacher of the Year 2013
(Source: Grapeshot)

ENACTUS MACQUARIE UNIVERSITY

Lead by a community of students, academics and business leaders, **Enactus**'s presence exists in 36 countries with more than 69,000 participating students annually.

Enactus Macquarie University (**Enactus MQ**) is a student society dedicated to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world. Compared to the parent organisation Enactus, Enactus MQ only has 32 members working on three projects; Women's Creative Hub, PeerLink and Gen R-Ed.

WOMEN'S CREATIVE HUB

The purpose of the **Women's Creative Hub** is to empower enterprising asylum seekers, refugees and new migrant women by providing a space for them to share traditional crafts with each other and the wider Australian community, build networks and friendships and pursue income generation opportunities offered through the hub.

As a proud sponsor, Enactus MQ helps women involved with the Women's Creative Hub with their business models to ensure they are creating a sustainable business and have the opportunity to share their stories. The products these talented women make from recyclable material are sold at markets to generate an income for themselves and their families. Enactus MQ has assisted at many events, from stalls at the Bondi Market to exhibitions at Gosford. In October 2018, Macquarie University held its first exhibition, spreading these women's talents to the campus.



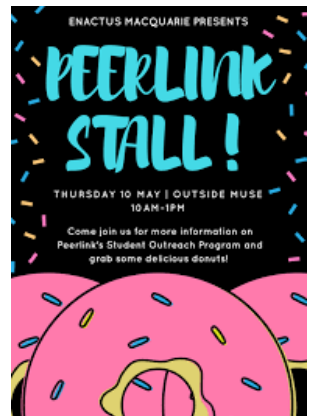
PEERLINK

The purpose of **PeerLink** is to assist Macquarie University students in developing unique coping mechanisms required to maintain a positive and healthy headspace.

This project sought to address problems in Australia's mental health system, which splits its roles and responsibilities between state governments and the Australian Government, public and private sectors as well as community and acute services.

The dedicated and passionate team at Enactus MQ worked to break the stigma associated with mental health and provide students with access to mental health services. Students in the program were also given opportunities to explore topics such as study habits, challenging self-talk and mindfulness.

In 2019, the PeerLink Student Outreach Program ran for four weeks and was very successful in teaching students how to cope with stress and anxiety arising from uni life. The Enactus MQ PeerLink team hosted a number of events including World Mental Health Day, R U OK Day, Graduation.



GEN R-ED

The purpose of **Gen R-Ed** is to provide a secondary education platform tailored towards the needs of rural and Aboriginal students in north-west New South Wales communities, many of whom are disconnected by the current school system. Gen R-Ed is a project introduced in 2018 that offers night school in Moree between 10pm and 1am. This is so that students can seek an education while still being able to provide an income for themselves and their families. By breaking the traditional method of education, Gen R-Ed caters to the needs of rural and Aboriginal Australians.

Future progress

As an institution of higher learning involved in the education of future business leaders and in discovery and research, we are committed to making a positive global contribution and impact through our teaching, research, partnerships, dialogues and practices. We are committed to an ongoing process of review and improvement as we pursue the PRME ideals in all of our activities.

In becoming a signatory to PRME, we have signalled our commitment to further the PRME values through all of our activities. We are pleased to join the PRME initiative and to have the opportunity to produce this Sharing Information on Progress report.

We see our strengths as including an active research agenda across all of the SDGs; the integration of the PRME principles in our curriculum through our PACE program and a wide variety of courses and units; through extracurricular opportunities for students to engage with the PRME ideals; a strong connection with industry and community groups across a range of initiatives related to PRME; strong engagement from our higher degree research students on topics related to PRME; and a commitment to the PRME principles across The Business School, within The Business School's leadership and the broader University. The process of preparing this report has brought together many staff working in these areas, raised awareness of the scope of our activities, and built enthusiasm to do more in future.

Our future goals are to continue to embed the SDGs and PRME into our teaching; to improve communication of PRME-related teaching and research activities in The Business School; to build a community of interested faculty with an agenda to further our activities in this area; to increase our engagement with PRME partner institutions; to collect better data on our activities and on the impact of our activities; and to build on our industry and community partnerships to further this work. We look forward to continuing our commitment to PRME in all of our activities.



Macquarie University is a vibrant hub of intellectual thinkers, all working towards a brighter future for our communities and our planet.

A PLACE OF INSPIRATION

Macquarie is uniquely located in the heart of Australia's largest high-tech precinct, a thriving locale which is predicted to double in size in the next 20 years to become the fourth largest CBD in Australia.

Our campus spans 126 hectares, with open green space that gives our community the freedom to think and grow. We are home to fantastic facilities with excellent transport links to the city and suburbs, supported by an on-campus train station.

RENOWNED FOR EXCELLENCE

We are ranked among the top one per cent of universities in the world, and with a 5-star QS rating, we are renowned for producing graduates that are among the most sought after professionals in the world.

A PROUD TRADITION OF DISCOVERY

Our enviable research efforts are brought to life by renowned researchers whose audacious solutions to issues of global significance are benefiting the world we live in.

BUILDING SUCCESSFUL GRADUATES

Our pioneering approach to teaching and learning is built around a connected learning community: our students are considered partners and co-creators in their learning experience.