

2025 Sharing Information on Progress **(SIP) Report**

The University of Sydney
Business School

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

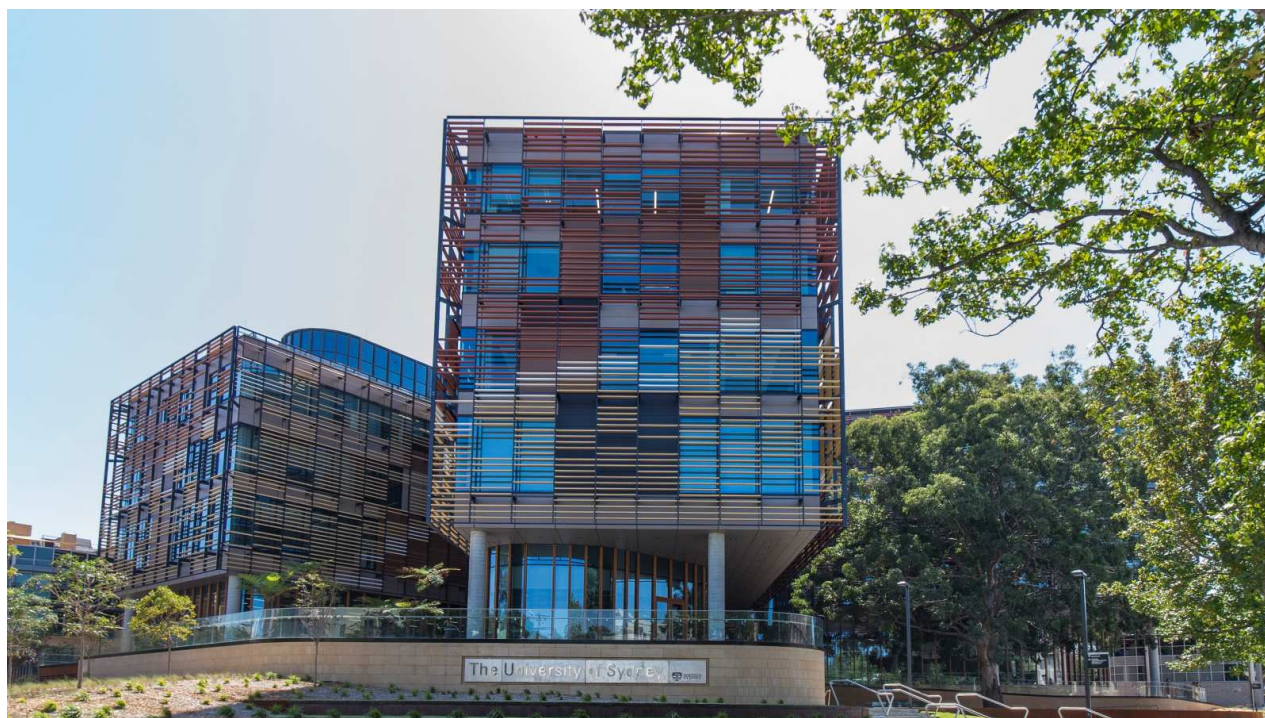




Getting Started

This section provides foundational information about The University of Sydney Business School, including key details and basic institutional data.

Mission



Through our global community we develop responsible leaders by creating and mobilising impactful management knowledge to build prosperous, sustainable organisations for a healthy, inclusive society.

The University of Sydney Business School will be known for preparing our students for future management needs including emerging and critical technologies such as quantum and generative AI and for better predicting and influencing how automation and energy transition will disrupt the ways we work and live. This is a resounding call for sustainability diversity and inclusion health care and wellbeing.

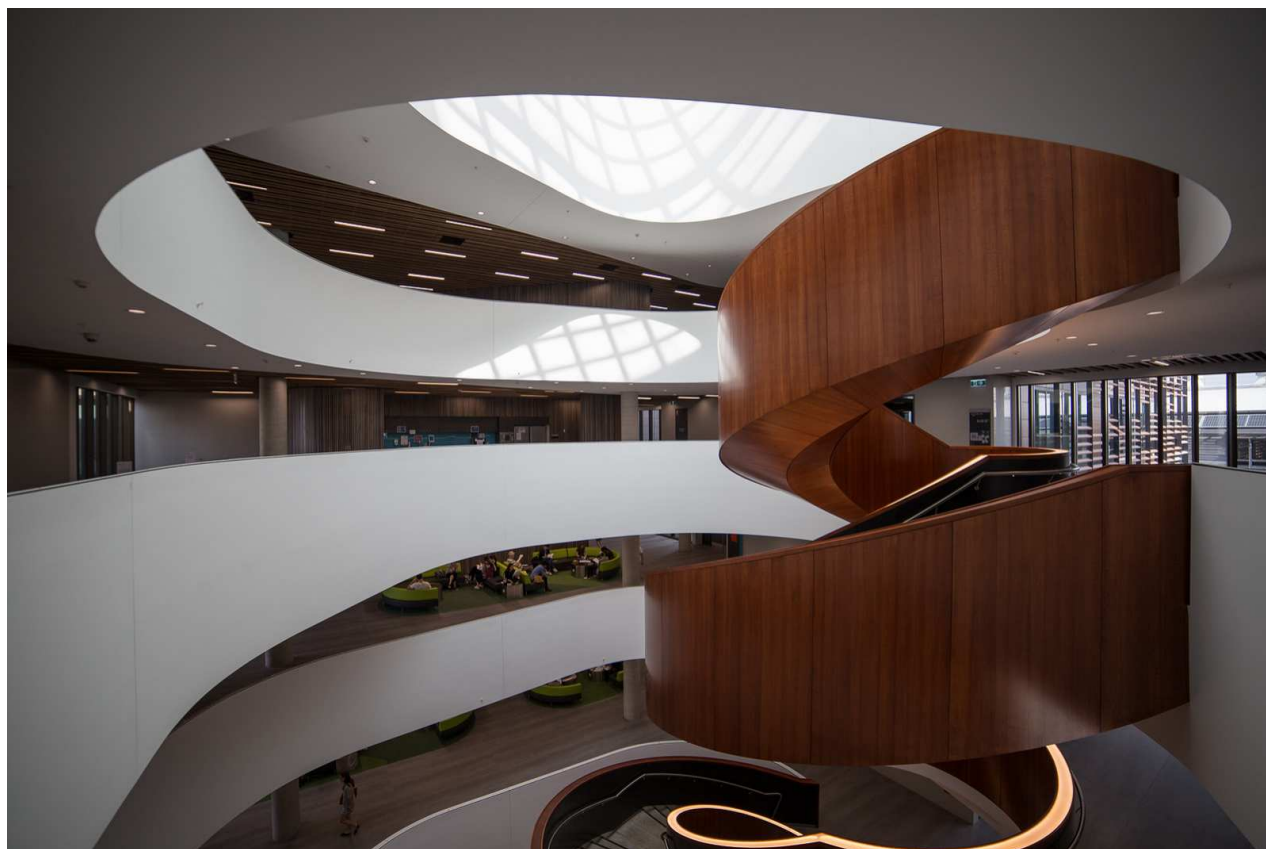
The elimination and creation of new jobs and careers means we need to equip our graduates with capabilities for lifelong learning and employability. Our graduates will be great problem solvers because they are relentlessly curious and innovative drawing on the collective expertise and influence of our community.

Crucial to achieving our purpose is meaningfully engaging with our ecosystem of alumni industry government social enterprise and academia. These relationships empower us to meet the biggest business challenges and see them from multiple perspectives. Our partnerships strengthen our ability to positively influence our future of inclusive prosperity and contribute to safeguarding our planet. We recognise these aims require new and impactful management knowledge. Our research enables the

design of evidence-based policies and advocates for positive societal impact. Ultimately our endeavours will contribute to the creation of valuable and sustainable products services organisations markets and industries.

We are confident we can achieve our purpose because we have drawn on our collective strengths and imagined our remarkable future together.

Vision



THE UNIVERSITY OF SYDNEY VISION:

Building on the First Nations knowledge of these lands, we are Australia's first university, Sydney's university and a great global university.

The University of Sydney Business School became a signatory of the United Nations Global Compact, Principles for Responsible Management Education (PRME), in February 2016. The vision is to systemically transform business and management education beyond the single-minded pursuit of profit maximisation towards more responsible management education, research and thought

leadership, and partnerships. We will continue to use this platform to champion much-needed change and to transform the narrative of traditional business and management education in order to develop tomorrow's responsible business leaders.

Strategy

The University of Sydney Business School Strategy
2023-2027

[View document](#) [Download document](#)

Strategy Alignment

Strategy Alignment



The University of Sydney Business School's three strategic priorities—**Education**, **Research**, and **Community**—serve as the foundation for advancing sustainable development, promoting the common good, and delivering high-quality education.

1. **We design and deliver holistic, transformational educational experiences** to develop responsible leaders and support lifelong learning. This directly supports SDG 4 (Quality Education) and aligns with PRME's focus on Purpose and Method by embedding responsibility and impact into our teaching.

2. **We engage with industry, government, civil society and academia to produce excellent research with clear, significant local and global impact.** This priority drives innovation for the common good and supports sustainable development by addressing complex social, economic, and environmental challenges.
3. **We are a diverse, courageous and thriving community whose management practices are excellent and sustainable.** Through this, we model the values of inclusion, ethical conduct, and social responsibility in our operations and leadership practices.

These priorities are interdependent and mutually reinforcing, guided by four catalysing principles: partnering with First Nations peoples, fostering innovation, cultivating place-based responsibility, and building enduring, impact-driven partnerships. Together, they provide a framework that amplifies our ability to align with the UN Sustainable Development Goals and the Principles for Responsible Management Education (PRME).

Through this strategic alignment, the Business School is committed to creating and mobilising impactful knowledge, nurturing responsible leadership, and contributing meaningfully to a more inclusive and sustainable society.

Institutional History

Our History



Institutional History: Our Journey with Responsible Management Education

The University of Sydney Business School was officially established in 2011, evolving from the School of Business within the former Faculty of Economics and Business. Its roots trace back to 1986 with the creation of the Graduate School of Management and Public Policy. Today, the Business School has

grown into a global institution drawing students and staff from more than 65 countries. Over its history, the School has evolved from a disciplinary teaching hub into a cross-disciplinary leader in research, education, and public policy engagement.

The School formally became a signatory to the Principles for Responsible Management Education (PRME) in 2016, aligning its mission to equip future business leaders with the mindset and capabilities to drive sustainable, ethical, and inclusive change. As outlined in our first Sharing Information on Progress (SIP) Report (2016–2017), this marked a turning point where we pledged to ask deeper questions of business: What kind of difference do we want to make? And how can we transform management education to address global challenges such as climate change, inequality, and poverty?

In the years following, the School embedded responsible management principles across its research, teaching, partnerships, and operations. Just to offer a couple of examples, in 2016, we launched Sydney Business Insights (SBI), an engagement platform co-developing resources with academics, students, and industry to amplify thought leadership on six global megatrends—including resource security and evolving communities—closely aligned with the UN Sustainable Development Goals (SDGs). The 2016 Social Good Summit Australia, hosted at the University, also positioned the School as a convenor of dialogue on the SDGs and social change.

2019 came with a strengthened commitment: to map our teaching and research to the SDGs, embed PRME into our new strategic direction, and encourage faculty to integrate these frameworks into learning and assessment. These steps were formalised in our Business Not as Usual 2.0 strategy (2020), which framed the SDGs and PRME not as add-ons, but as foundations for curricular renewal and institutional transformation.

Throughout 2020–2021, despite the challenges posed by the global pandemic, our commitment deepened. The School launched the COVID-19 Business Impact Dashboard and Corona Business Insights podcast through SBI—offering real-time analysis and critical debate on sustainability, inequality, and the future of work. During this period, a PRME Steering Group was also established, uniting faculty and professional staff with SDG expertise across disciplines. Milestones such as our long-standing partnership with UN Women Australia (since 2014), the curriculum mapping of all Units of Study to SDGs, and the active participation in the PRME ANZ Chapter further reflect how PRME values have become interwoven into our institutional culture.

In 2023, the Business School strengthened its commitment to the UN PRME through the *Strategy 2023-27*, which articulates our mission as developing responsible leaders by creating and mobilising impactful management knowledge to build prosperous, sustainable organisations for a healthy, inclusive society.

The Business School *Strategy 2023-27* places responsible management, sustainability, diversity and inclusion at its core and includes ‘fulfil[ing] our social contract with First Nations peoples of Australia by learning from and partnering with them for a better social and economic future’ as one of its catalysing principles. This commitment is affirmed in the following three strategic priorities outlined in the *Strategy 2023-27*.

- We design and deliver holistic transformational educational experiences of excellent quality to develop responsible leaders and support their lifelong learning.
- We engage with industry, government, civil society and academia to produce excellent research with clear significant local and global impact.
- We are a diverse, courageous, and thriving community whose management practices are excellent and sustainable.

A dedicated team comprising an Academic Director, a Strategic Lead, and a full-time Project Officer was also established in 2023. This team is tasked with advancing PRME and SDG initiatives across the School, ensuring alignment with public commitments and deepening engagement with industry and community partners.

Reflecting this renewed focus, the School transitioned from a PRME Steering Group to a formalised PRME Committee. Meeting quarterly, the Committee is co-chaired by the Academic Director and Strategic Lead and includes academic representatives from each discipline, professional staff, and five student representatives (undergraduate, postgraduate coursework, and higher degree by research). Standing members also include the Associate Dean of Indigenous Strategy and Services, along with representatives from the University’s Sustainability and Modern Slavery Units. The Committee plays a pivotal role in shaping the School’s responsible management agenda by providing strategic guidance, encouraging cross-School collaboration, and supporting initiatives aligned with PRME and the SDGs. Through this governance model, the Business School ensures its PRME activities are embedded, coordinated and supported institution-wide.

The Business School Dean serves on the PRME Global Advisory Board and the PRME Academic Director serves on the PRME Australia and New Zealand (ANZ) Chapter Steering Committee. The PRME Team has hosted PRME events for students and staff, such as Sustainability Careers in Business. In December 2024, the Business School hosted the PRME ANZ Chapter Forum.

Taken together, our history reflects not only an evolving governance model but a deepening institutional *ethos*—one that positions RME as both a strategic imperative and a shared cultural value that informs how we teach, research, partner and lead.

Degrees Offered

Bachelor Programs

- Bachelor of Commerce

Masters Programs

- 📖 Master of Business Administration (M.B.A.) ● Master of International Business
- Master of Management ● Master of Commerce
- Master of Human Resource Management and Industrial Relations
- Master of Logistics and Supply Chain Management
- Master of Professional Accounting and Business Performance

Doctoral Programs

- 🎓 Doctor of Philosophy (D.Phil.)

Additional

- Executive MBA

Undergraduate Degree Programmes

- 📖 Bachelor of Commerce and Bachelor of Laws 📖 Bachelor of Commerce and Bachelor of Science
- 📖 Bachelor of Advanced Computing and Bachelor of Commerce
- 📖 Bachelor of Engineering Honours and Bachelor of Commerce 📖 Bachelor of Commerce
- 📖 Bachelor of Commerce and Bachelor of Advanced Studies 📖 Bachelor of Commerce and Bachelor of Arts

Masters Degree Programmes

- 📖 Master of Business Administration 📖 Master of Business Administration (Leadership and Enterprise)
- 📖 Master of Management 📖 Master of Management (CEMS) 📖 Master of Commerce
- 📖 Master of Human Resource Management and Industrial Relations 📖 Master of International Business
- 📖 Master of Logistics and Supply Chain Management
- 📖 Master of Professional Accounting and Business Performance

Postgraduate Degree Programmes

-  Master of Philosophy (Business)
-  Doctor of Philosophy (Business)

Certificates, Professional Development, or Associate Programmes

-  Graduate Certificate in Commerce
-  Graduate Diploma in Commerce
-  Graduate Certificate in Human Resource Management and Industrial Relations
-  Graduate Diploma in Human Resource Management and Industrial Relations
-  Graduate Certificate in Logistics and Supply Chain Management
-  Graduate Diploma in Logistics and Supply Chain Management
-  Graduate Diploma in Professional Accounting and Business Performance



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



10 July 2025

To the PRME community,

On behalf of The University of Sydney Business School, I am pleased to reaffirm our unwavering commitment to the Principles for Responsible Management Education (PRME). As a proud signatory since 2016, we see PRME not only as a framework but as a shared mission to embed purpose, values, and responsibility into all areas of our Business School.

As Dean, I feel deeply privileged to be leading a School that champions research excellence, educational innovation, inclusion, equity, and sustainability. These principles are not only embedded in our institutional strategy but also shape how we support research with real-world impact, develop ethically aware and inclusive graduates, and build partnerships that address global and local challenges. These efforts reflect our continued engagement with the UN Sustainable Development Goals (SDGs) and our active contribution to the PRME community.

This Sharing Information on Progress (SIP) report outlines our efforts in aligning the Seven Principles of PRME—Purpose, Values, Teach, Research, Partner, Practice, and Share—with the strategic priorities of the University of Sydney Business School Strategy 2023–2027, which places responsible management and social impact at its core.

We are proud to be part of the PRME community and reaffirm our full support for its vision. We look forward to continuing our journey alongside fellow institutions committed to building a more sustainable, inclusive, and responsible future through management education.

Thank you to all our colleagues and partners for their contributions in assisting the Business School to meet our strategic commitment to PRME.

Regards,

A handwritten signature in black ink that reads 'L. Sargent'.

Professor Leisa Sargent
Dean
University of Sydney Business School

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Definition of Purpose

At the University of Sydney Business School, purpose means creating and mobilising impactful management knowledge to build prosperous, sustainable organisations for a healthy, inclusive society. We embed responsible management, lifelong learning, and ethical leadership to meet the world's grand challenges with courage, innovation, and care for people and planet.

Additional Evidence

Business School - Societal Impact Statement

In 2024, the University of Sydney Business School took an important step to deepen its commitment to societal impact by initiating the development of a School-wide **Societal Impact Statement**. This work emerged from the School's 2023–2027 Strategy and reflects a shared ambition to align teaching, research, and engagement with values of sustainability, equity, and inclusion.

The process began with the School Leadership Team (SLT), who collaboratively drafted multiple versions of a Societal Impact Statement. These drafts were refined through consultation with the SLT and Heads of Discipline, and the final statement was formally presented to the Dean's Executive Committee (DEC) for approval.



This statement serves as a guiding anchor for embedding societal impact in all areas of the Business School.

Following its endorsement, a Societal Impact Working Group—comprising academic and professional staff—was formed to begin shaping a **draft Societal Impact Plan**. The draft plan outlines preliminary goals across three areas:

- **Education** (e.g. increasing student diversity and Indigenous participation),

- **Research** (e.g. promoting strategy-aligned research hubs with impact), and
- **Community & Practice** (e.g. increasing staff inclusion and gender diversity).
-

In 2025, the School aims to build on this foundation by developing a formal Societal Impact Plan that sets priorities, targets, and implementation pathways aligned with the statement. This will provide strategic direction and strengthen the School's ability to measure, communicate, and grow its positive contributions to society.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At the University of Sydney Business School, values reflect a deep commitment to equity, sustainability, and responsible leadership. We place societal and accountability at our core—guided by integrity, inclusion, and impact—to empower future leaders and build trust-based partnerships that serve the common good.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor

Student Voices

The following narratives demonstrate how The University of Sydney Business School has influenced students' academic journey and personal growth.

Communicating with Purpose: Daniel Park's Journey Toward Ethical and Inclusive Leadership



One of the most formative experiences of my degree was the *Organisational Communication* unit. Through topics such as persuasion, emotion, cultural frameworks, and conflict management, I came to understand that communication is not merely functional. It is a powerful tool through which organisations can foster trust, navigate complexity, and uphold their values. Weekly workshops and challenges, including the 3-Minute Thesis presentation, encouraged us to reflect on how meaning is constructed within organisations and how it can be used to support more inclusive, ethical, and purpose-driven leadership.

This foundation proved invaluable in later units such as the *Finance Capstone* and *Business Consulting Practicum*, where we engaged with projects that required financial expertise and ethical awareness in equal measure. For example, developing superannuation advice for ageing members required sensitivity to long-term welfare, not just risk-return profiles. Similarly, conducting ESG assessments for public sector partners taught me that responsible finance involves a broader set of obligations; to communities, to the environment, and to future generations. The ability to communicate these complexities clearly and empathetically was critical, and it drew directly on the skills I had developed earlier in my studies.

Beyond the classroom, these lessons have found expression in my leadership roles with 180 Degrees Consulting and the Korean Law Students Society. Whether mentoring younger students, resolving team challenges, or planning events that honour cultural diversity, I have come to appreciate that responsible management is most visible in small, everyday actions: listening carefully, speaking with clarity, and leading with integrity.

I now work as a Program Manager supporting soil security research within the School of Life and Environmental Sciences. Much of my work involves coordinating researchers across disciplines and institutions who are engaged in questions of sustainability, governance, and food systems. The capacity to communicate with purpose and care remains central to everything I do.

From Sustainability Advocacy to Business Education- Shruti Tamilselvan

As climate change and unsustainable practices breed times of global economic uncertainty and supply chain disruptions, the role of business in championing responsible practices becomes a necessary duty. And, the PRME is an initiative that furthers this motive. Launched by the United Nations Global Compact, its impact changes the way business schools approach ethics, providing the necessary shift from never-ending profits, to sustainable growth. Its six core principles - purpose, values, method, research, partnership and dialogue produces graduates who prioritise business, social responsibility and environmental conscience in equal measure under a holistic framework.

Through aligning with the PRME, students align their learning with climate action, responsible consumption, and engage in the necessary thinking of what constitutes an equitable economic system, empowering them to tackle global challenges. This creates a global community of change-makers, one that connects students, academics, and business leaders to share innovations, research and best practises in sustainability. By being a part of this cross-sector stakeholder collaboration, the PRME allows for communities of knowledge-sharing, one that diffuses sustainable business models and encourages accountability within the private sector.

Through regional chapters and student engagement platforms like PRME Global Students, the initiative amplifies youth voices in shaping a regenerative future. In doing so, PRME not only influences the classroom but also transforms institutions into living laboratories for ethical impact. Ultimately, its greatest contribution lies in cultivating a new generation of business leaders equipped not just with analytical and strategic skills, but with a strong moral compass and a never-ending commitment to sustainable, lasting progress.

by
Shruti Tamilselvan

From Mindset to Impact- Esha Arora

I used to think sustainability was a niche career path, something only a few people really focused on. But studying at the Business School has completely changed that for me.

One of the most enriching experiences I had in my first semester was taking the Responsible Business Mindset unit. What stood out was not just the content which exposed us to real world challenges, but also how the class encouraged conversations and discussions which forced us to think beyond profit and really understand the role of business in shaping society.

This learning carried over into my work with 180 Degrees Consulting, where I worked on strategy consulting projects with nonprofits during my degree. It is one thing to build a business plan and another to do it while considering how people, communities, and the environment are affected. I have learned to lead with empathy, and to think about the ripple effects of every decision.

Knowing that the University of Sydney [ranks 11th globally for sustainability](#) in the 2025 QS Rankings genuinely inspires me to do better. It is a reminder that I am part of a community that does not just talk about impact, it works toward it every day.

Being on the Business School's PRME Committee gave me the chance to bring student voices into conversations about equity and sustainability in the curriculum. One of the most wholesome experiences was filming a short video for the PRME Canvas page. It brought me together with students who cared about sustainability in their own way, whether it was using public transport, reducing waste, or volunteering. It reminded me that when we share the little things we do, we make it easier for others to believe they can make a difference too.

I don't see responsible management as a separate area of business anymore, it is just how I want to operate, no matter where I end up. It is about doing good work, the right way, and letting ESG be a natural part of that.



Personal Reflection on Responsible Management Education- Harveen Singh

Pursuing Master's at the University of Sydney has been a transformative journey for me, deeply shaped by responsible management education. When I first started studying finance and accounting, I thought it was majorly about numbers, profits, and spreadsheets. But over time, especially through my studies and experiences at the University of Sydney, I've come to see that it is much more than that. It's about making decisions that consider not only financial outcomes but also the environmental, social, and governance (ESG) impacts they have on the world around us.

Early in my degree, a unit called Responsible Business Management challenged me to rethink the traditional concepts. This unit opened my eyes to the expanding role of sustainability in business today. It helped me refine my thinking beyond traditional finance and accounting, recognizing that long-term success requires balancing financial performance with environmental and social impact. Then I learned about Australia's new mandatory sustainability reporting requirements starting in 2025, which reinforced for me how crucial it is for finance professionals to understand and disclose climate-related risks and opportunities. Knowing that businesses will soon be required to provide transparent, standardized ESG information made me even more committed to integrating sustainability into my financial decision-making and future career.

My academic studies were brought to life through professional experience at a renewable energy firm. Working closely on solar infrastructure projects, I saw firsthand how financial expertise supports critical sustainability initiatives by ensuring projects are viable, compliant, and effectively managed

from start to finish. This hands-on exposure showed me that responsible management isn't just theoretical, it's practical, urgent, and necessary for meaningful climate action. It deepened my motivation to integrate sustainability into every aspect of my career.

Beyond the classroom and workplace, my personal growth was enriched by engaging with the university community through initiatives like the Student Life Grant. I was fortunate to lead the planning of two cultural exchange events where I consciously embedded principles of ethics, sustainability, spirituality, and cultural heritage into every aspect, from budgeting and sourcing to execution. For example, we prioritized eco-friendly materials and collaborated with diverse student groups to foster inclusivity, respect, and cultural awareness.

The first event, Lunch and Learn a Lot of Languages, brought together over 40 participants from various cultural backgrounds to celebrate linguistic diversity and shared stories, creating a space of connection and mutual respect. The second, a Baisakhi Lunch, was an opportunity to celebrate the Indian harvest festival and raise awareness about its spiritual and cultural significance among the broader community. These experiences reinforced for me how responsible leadership can honor cultural heritage and spirituality while driving ethical and sustainable choices, showing the power of collective action to create positive social impact.

Also, serving as a postgraduate representative on the PRME Committee was equally formative. Through this role, I gained insight into the Business School's broader efforts to advance the UN Sustainable Development Goals and embed responsible management across curriculum, research, and student engagement. Volunteering with PRME connected me with like-minded peers passionate about equity, climate action, and ethical governance. It was inspiring to see theory translate into action, such as sustainability campaigns and curriculum reviews promoting ESG integration. This role has empowered me to be an advocate for responsible business principles in both academic settings and my future workplace.

The University of Sydney's bold leadership in sustainability, evidenced by its ambitious net-zero emissions target and comprehensive Sustainability Strategy, makes me proud to be a part of this community. Looking back, responsible management education has helped me see the bigger picture. It's about making choices that matter, not just for today, but for the future. I'm excited to carry these values with me and do my part to make a positive difference wherever I go.



By
Harveen Singh

Values Voices

Supporting Inclusive Careers Across the Business School- EDI Committee

At the University of Sydney Business School, equity, diversity, and inclusion (EDI) are not abstract ideals—they are values put into practice. The Business School’s EDI team plays a vital role in aligning our strategic priorities with the lived experiences of both students and staff. Through tailored initiatives, the team works to improve representation in the student body and to enhance support for students from diverse backgrounds. For staff, the focus is on inclusive career development and cultivating a supportive workplace culture.

One of the team’s flagship initiatives is an academic mentoring program grounded in intersectionality. Designed to support staff preparing for academic promotion, the program offers full-day training sessions to demystify the promotion process and develop strong, impact-driven applications. Staff engage in structured workshops to map their career achievements and take part in candid panel discussions with senior leaders. Originally piloted in 2024, the program has continued into 2025, shaped by participant feedback and evolving needs.

Complementing this, the EDI team also delivers inclusive career development sessions open to all staff. These include a *Healthy Voice* workshop—co-sponsored with the Education Focused Community of Practice—which supports staff who teach in a non-native language, and a *Presence and Impact* session aimed at enhancing professional communication and confidence.

Together, these efforts reflect the School's commitment to building inclusive pathways for career progression, where every individual's contribution is recognised, supported, and valued.

Culture, Connection, and Change: A Voice from Indigenous Leadership- Stacey Kim Coates

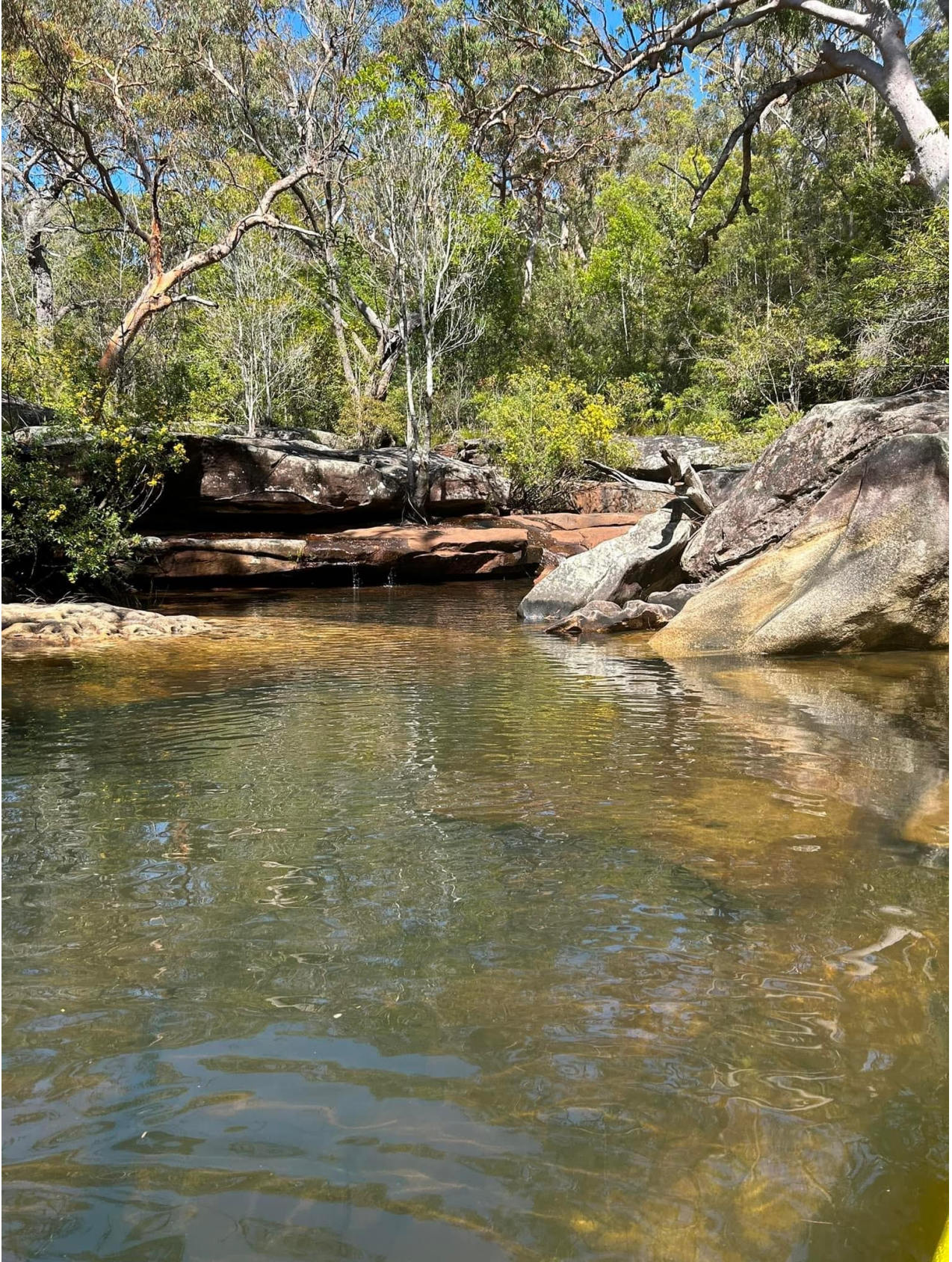
As Associate Dean, Indigenous Strategy and Services, I've had the privilege of working alongside colleagues, students, and communities to embed Indigenous perspectives into the heart of our Business School. This work is not about ticking boxes—it's about shifting culture. It asks us to reflect deeply on our values and how they are enacted in our teaching, research, and relationships.

Our approach is grounded in Indigenous principles of respect, reciprocity, and relationality. These values shape how we build trust with Aboriginal and Torres Strait Islander communities, how we support our students and staff, and how we challenge the assumptions that underpin business education. Over the past year, we've created more opportunities for staff to engage with Indigenous Knowledges—through curriculum development and community-led initiatives that invite honest dialogue and critical reflection.

Some of the most meaningful change has come through our student-centred work. We've co-designed a dedicated space for Aboriginal and Torres Strait Islander students—an environment that affirms identity, fosters connection, and encourages pride in Indigeneity. It's a place where students can gather, study, and feel a strong sense of belonging within the School. We've also introduced Indigenous-designed merchandise that reflects cultural pride and visibility and developed interactive online platforms that support student engagement in ways that are responsive to their lived experiences. Expanded scholarships and tailored support services further reflect our commitment to equity and self-determination.

What I've witnessed is a growing willingness across the School to engage with Indigenous Knowledge systems not as supplementary, but as essential to who we are and who we want to be. This is visible in how we talk about Country, how we design learning environments, and how we centre Indigenous voices in decision-making.

This work is not always easy. It requires us to sit with discomfort, to listen deeply, and to be accountable. But it's also deeply hopeful. It's about creating a Business School where Aboriginal and/or Torres Strait Islander students don't just succeed—they thrive. Where values aren't just words on a page, but principles we live by.



**The photo reflects the deep and enduring relationship between Aboriginal and Torres Strait Islander peoples and Country. Country is not just land and water—it is a living entity that holds Indigenous knowledges, memory, and identity. For many, being on Country is a source of healing, strength, and clarity. It reminds us of our responsibilities as custodians—not only to care for the land and water, but to listen to it, learn from it, and remain grounded in its teachings.*

In the context of Indigenous Strategy and Services, connection to Country is both a philosophical and practical foundation. It informs how we lead, how we relate to others, and how we embed values of care, accountability, and relationality into our work. Remaining grounded in Country means staying connected to community, to culture, and to the responsibilities that come with both. It is a reminder that leadership is not about authority, but about stewardship—of knowledge, of space, and of future generations.

By

Associate Professor Stacey Kim Coates (Wiradjuri)

Associate Dean Indigenous Strategy and Services

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Honouring Indigenous Knowledges Through Practice and Curriculum

In 2024, the University of Sydney Business School introduced the *Indigenous Cultural and Intellectual Protocol for Curriculum*—a co-designed framework that guides staff in embedding culturally respectful practices across teaching and learning. Developed in collaboration with Aboriginal and Torres Strait Islander partners, the Protocol promotes cultural attribution, self-representation, and meaningful engagement with Indigenous knowledges. It reflects the School's commitment to inclusive education and to celebrating the richness of Australia's First Nations cultures. By foregrounding Indigenous voices and rights, the Protocol strengthens cultural safety and informs curriculum design aligned with the values of ethics, respect, and social justice.



Additional Evidence



Leading with Inclusion: Recognising Progress Across Five Equity Domains (USyd)

Granter: Science in Australia Gender Equity (SAGE), under the Athena Swan framework

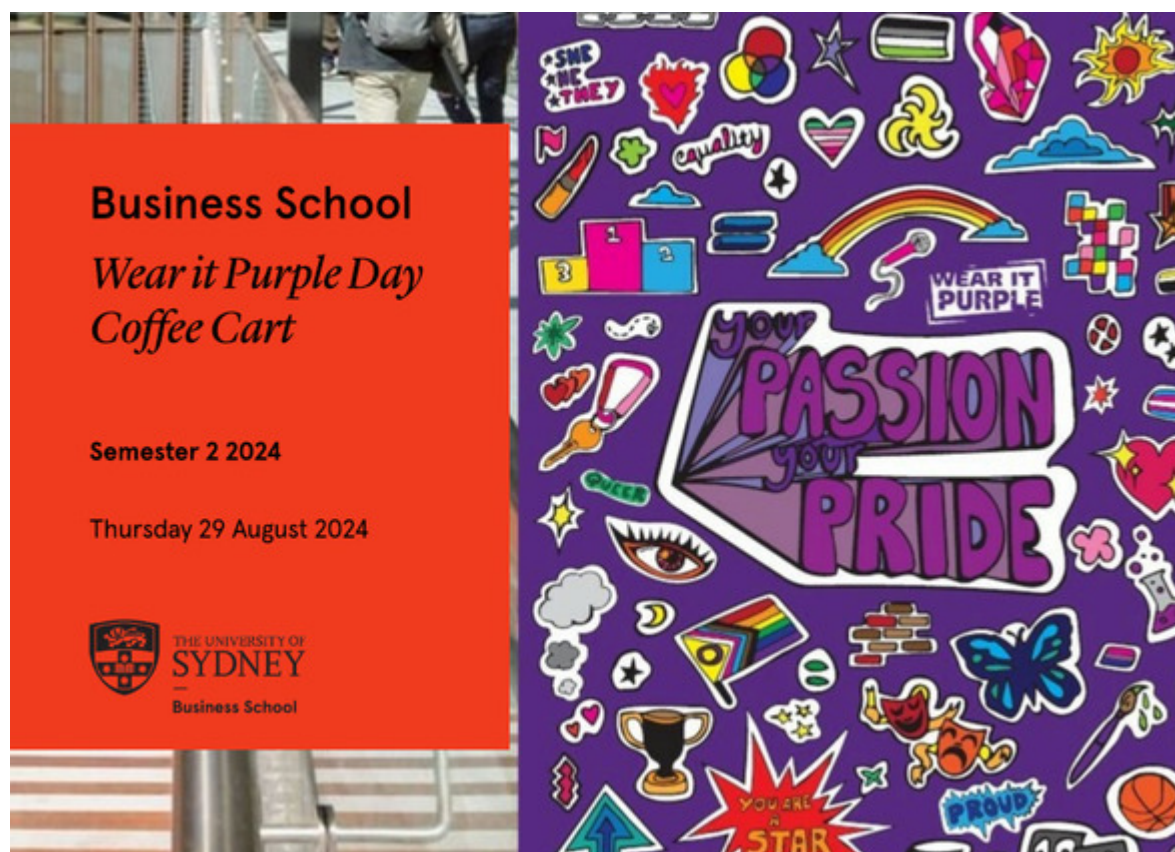
Grantee: The University of Sydney

Award Description:

In 2024, the University of Sydney became the first Australian institution to receive five SAGE Cygnet Awards under the Athena Swan framework—recognising meaningful progress and impact in advancing diversity, equity and inclusion in STEMM disciplines. The awards acknowledge institutional achievements across five key areas: Recruitment, Career Development and Progression, Caring and Flexibility, LGBTQIA+ Inclusion, and Safer Communities. This milestone reflects the University's deep commitment to building a respectful, inclusive and values-driven academic environment, and demonstrates leadership in transforming systems and cultures to support equity across all levels of the organisation.

Wear It Purple

Wear It Purple Coffee Cart



The University of Sydney Business School celebrated 'Wear It Purple Day' with a free coffee cart on August 29th in the Amphitheatre between The Abercrombie Building, H70 and The Codrington Building, H69. Wear It Purple Day is about creating a more inclusive world for LGBTQIA+ youth.

By wearing purple, you're sending a powerful message of support and acceptance to rainbow youth. The Business School invited staff and students to wear their purple attire and join for a free coffee in celebration of LGBTQIA+ inclusion

Embedding First Nations content into curriculum: Guided Brainstorming session



Embedding First Nations Perspectives in Business Education

Always committed to inclusive, responsible, and human-centred teaching, the University of Sydney Business School recently hosted a 90-minute brainstorming session aimed at supporting staff in embedding First Nations peoples' perspectives, experiences, cultures, and knowledge systems into curriculum design.

Delivered in collaboration with Terri Janke and Company, the session provided a safe and respectful space for academic staff to begin exploring the practical application of the School's Indigenous Cultural and Intellectual Property (ICIP) Protocol. Participants were guided through high-level strategies for integrating Aboriginal and Torres Strait Islander content across programs and units of study.

The workshop drew on the steps outlined in the ICIP Protocol practice guide and offered practical advice on how to:

- Map and scaffold content across a program;
- Incorporate or adapt existing resources (such as books, films, podcasts, and reports) that reflect First Nations perspectives;
- Collaborate with Aboriginal and Torres Strait Islander people and communities in course delivery; and
- Review and evaluate curriculum in alignment with the Protocol and with support from Indigenous consultants and knowledge holders.

Two sessions were offered: one in-person on **Tuesday 3 September** and another online via Zoom on **Monday 9 September**, allowing participants to engage in the format most accessible to them.

Through this initiative, the Business School continues to support staff in designing learning experiences that not only respect Indigenous knowledges but also encourage students to engage with diverse ways of understanding the world.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

Teaching at the University of Sydney Business School transforms learners into responsible leaders by embedding ethics, sustainability, and inclusive prosperity into every learning experience. Through real-world engagement and critical thinking, our pedagogy develops the mindsets and skills that students need to lead with purpose through disruption in a rapidly changing world.

Courses that support RME

The University of Sydney Business School reports 50 courses in 2024 that support responsible management education and sustainable development goals.

Reporting on Business Performance

| ACCT2011

This unit of study examines the application of key accounting standards to financial statements, focusing on publicly listed entities. Beginning with an overview of the financial reporting environment it develops an understanding of how managerial accounting policy choices are made. The unit covers a range of important topics such as revenue recognition, intangible assets, and an introduction to financial instruments; the underlying importance of different measurement approaches ranging from historical cost to fair value is a consistent theme throughout. The unit also explores the role of credible disclosures not directly covered by accounting standards. As a steppingstone for business performance-based roles, students undertaking this unit will develop confidence through contemporary practical case work and critical evaluation of current issues.

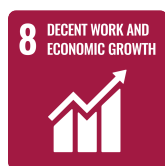


Sustainability Management and Reporting

| ACCT3016

This unit of study explores the theory and rapidly developing practice of organisational sustainability, considering its diversity of concerns, initiatives and impacts. Organisational sustainability may incorporate actions related to climate change, carbon pollution, water, waste and rethinking the product-base, as well as initiatives targeted at employees, customers, investors and/or the broader community. Within this context, the unit considers management techniques and approaches aimed at redressing organisational impacts, as well as the development of related reporting. First, students discuss what sustainability can mean. They then develop the skills to analyse sustainability at the organisational level, including the development of related voluntary reporting practices, management approaches for redressing organisational impacts, emerging accounting techniques, assurance of sustainability reporting, and investor analysis. The unit engages closely with published academic

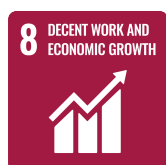
research, considering theories of sustainability, and contrasting these with empirical insights into the realities and challenges in practice. It encourages a critical lens to question how control of related organisational impacts might be enhanced, and more fundamentally, how organisations can or should contribute to a more sustainable planet and society. There are a wide range of career possibilities in this rapidly emerging field.



Extended Performance Reporting

| ACCT6015

This unit reviews issues associated with sustainability reporting models which have been practised in the last decade and highlights current and possible future issues. These new reporting models claim to enhance understanding of organisational performance to a variety of stakeholders and are based on new performance measurement technologies that arguably improve decision making. This unit of study is designed to provide a critical analysis of the issues surrounding organisation performance and explores the key underlying issues associated with the emergence of these new reporting models. The unit looks at how the reporting of economic and non-economic performance enables private, public and third sector organisations to provide an account of their value creation and sustainability performance. The unit also explores the perspectives of significant bodies of research on reporting value-creating activities and non-economic performance.



Disruption for Sustainable Futures

| BUDL3902

A key consideration in crafting solutions to problems is sustainability. Sustainability-driven innovations improve the efficiency, effectiveness, and wellbeing of organisations, societies, and the world in the long run. This can be achieved by integrating social, economic and environmental dimensions into the solution. Sustainable innovations meet current needs without disrupting or compromising future welfare. We explore global grand challenges that require novel and cutting-edge solutions. In examining the various forces driving major trends and movements in the global landscape, we gain key insights into how and why the world is changing. Highlighting the role of responsible organisations and institutions in fostering sustainable development, we investigate how current and future

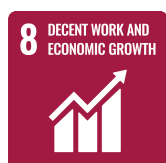
innovations across industries can be harnessed to take on our world's grand challenges. In pushing the boundaries of innovation, we contribute new perspectives on how we can pave multiple pathways towards our collective sustainable future.



Digital Globalisation of Business Enterprises

| BUSS4916

This unit focusses on evolving phenomena that are yet to be revealed and all the big questions that are yet to be answered. Starting from the challenges the modern digital era presents to contemporary international business thinking to exploring deeply the substantial shifts in the ways multinational corporations and global new ventures strategise and organise around highly fluid, disaggregated, and geographically dispersed value chains, this unit forces students to challenge conventional wisdom about national institutional systems, internationalisation process, multinational strategies, global innovation and international entrepreneurship. Whilst not providing answers, this unit enables students to gain the necessary insight to analyse the emerging era of digital globalisation from multitudes of perspectives and the readiness to adapt international business skills to a digital arena.

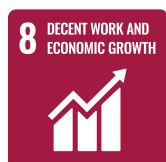


Responsible Business Mindset

| BUSS5220

The grand challenges of sustainability, climate change, social inequality, health and wellbeing, and corporate misconduct have revealed a critical need to transform business beyond the singular mindset of shareholder primacy. Coupled with this, a business must be proactive in establishing and maintaining its social license to operate as increasing risk and uncertainty has exposed a loss of trust in business. In response, this unit centres on co-creating a responsible business mindset with students based on an understanding that a business is deeply connected with the society and environment in which it operates. It is oriented towards examining the practices of business where organisational and personal considerations for ethical, sustainable, environmental and community objectives are embedded within, and not in conflict with, the desire to be profitable. An understanding of how a responsible business mindset can be shaped by the Sustainable Development Goals, ethical, Indigenous and other relevant frameworks is interwoven with consideration of the evolving legal and institutional structures for corporate governance and the role of business culture in the context of a broader set of stakeholders. Multi-disciplinary insights from the legal, workplace, marketing,

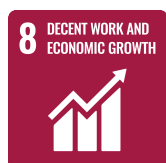
accounting and finance perspectives provide context and texture, as students orient themselves with developing responses to practical market realities, drawing on theoretical understandings of a responsible business mindset. This unit integrates a responsible business mindset in all aspects of organisational planning, processes, reporting and decision-making, with the aim to develop future leaders who are not only mindful of the outcomes of responsible business actions, but can also bring critical reflection to such theories and practices.



Leading in a Post-Crisis World

| BUSS6105

This unit focuses on developing and applying leadership skills in a post-crisis world. Students utilise a transdisciplinary portfolio approach instead of a week to week delivery model. Each sequence of four weeks focuses on key transdisciplinary skills sets explored through the frames of recovering, rebuilding and reimagining industries, sectors, companies and innovation. These are delivered by a series of micro-lessons and interactive discussions between academics and practitioners each week.



Global Leadership

| CEMS6004

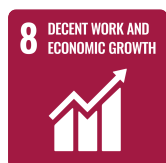
This unit addresses how to lead in diverse and multicultural contexts. Students develop a keen sense of their individual strengths and biases and explore how these might enable them to become responsible global leaders. To situate this development, the unit turns to a key challenge for global leaders. To lead innovation means including heterogeneous perspectives, capabilities, and backgrounds. Innovation requires a less rule and more relationship-based approach, which makes it a special case for managing a diverse workforce in a complex environment. It also raises awareness of issues related to openness, sustainability, and inclusiveness for global leaders. Overall, the unit moves from personal perspectives on global leadership via leadership in teams and organizations to leading in networks.



Global Business

| IBUS1101

This unit provides the foundational knowledge in international business. The focus is on understanding the strategy of firms in the context of increasing globalization of markets and production. Students gain knowledge about multinational enterprises from the developed and developing economies, theories and frameworks explaining foreign direct investment and trade and country and firm level factors that impact global strategy.



Ethical International Business Decisions

| IBUS3104

In order to succeed in international business, both corporations and individuals need broad decision-making abilities. Business decision-making tools yield more coherent and justifiable results when used with an understanding of the ethical, social and environmental aspects of the process. This applies to various situations in the international business setting including business relations with government, customers, employees, and NGOs. This unit is designed to look at these non-financial elements in the decisions made within the international business context. Following the completion of this unit, students will have enhanced skills and knowledge relevant to the understanding of ethical issues and ethical decisions making in international business organizations.



Cross-Cultural Management

| IBUS6002

An understanding of cultural differences and how to manage such differences is critical to effective management in international and multi-cultural business environments. The aim of this unit is to provide conceptual frameworks and evidence from practice that will develop an understanding of the ways in which cultures differ, how these differences can impact on management, and how cultural issues can limit organisational effectiveness. Major topics include the significance of culture in international management, the meaning and dimensions of culture, comparative international management and leadership styles, managing communication across cultures, ethics and social responsibility in global management, cross-cultural negotiation and decision-making, forming and managing global teams, and developing the international and global manager.



Managing International Risk

| IBUS6003

This unit introduces students to the multi-level risk environments encountered by multinational enterprise and the processes and strategies that can be employed to identify, assess, manage and mitigate risk. Topics covered include multinational enterprise and expropriation, sovereign risk and corruption, political and regulatory risk, brand and corporate reputation risk management, managing anti-globalization protests and consumer boycotts, terrorism risk, and executive risk and risk management and a short introduction to financial risk and risk management. The unit also introduces the various analytical approaches involved in designing risk identification systems, reporting and monitoring protocols, and how risk is able to be assessed, prioritized and effectively managed. The unit emphasizes a problem case-based approach to learning using workshops and simulation exercises.



Ethical International Business Decisions

| IBUS6005

In order to succeed in international business, both corporations and individuals need broad decision-making abilities. Business decision-making tools yield more coherent and justifiable results when used with an understanding of the ethical, social and environmental aspects of the process. This applies to various situations in the international business setting including business relations with government, customers, employees, and NGOs. This unit is designed to look at these non-financial elements in the decisions made within the international business context. Upon completion of this unit, students will have enhanced skills and knowledge relevant to the understanding of ethical issues and ethical decisions making in international business organisations.



Global Distribution Strategy

| ITLS6201

This unit provides students with an understanding of global distribution strategy and the management of international freight, including express, freight forwarding, rail, trucking, air freight and ocean shipping. The unit covers underlying supply chain drivers of international trade flows and the demand for capacity in different distribution channels and freight transportation modes, as well as industry structure, institutional environment, customs and global market participation strategies. Building on this background, the unit equips students with strategic tools for profitable international logistics operations. The unit focuses on corporate strategies around fleet and network planning, entrepreneurship, business model and value chain analysis, revenue and cost management, as well as competitive strategy and negotiation in the B2B and B2C contexts. The material covered in the unit considers recent developments in global and regional economic activity, technological and environmental advancements and discusses implications for the various sectors and stakeholders in global distribution chains. This unit involves case studies, industry presentations and analysis from the perspectives of shippers, airlines, wholesalers, retailers, end customers, regulatory bodies and investors.



International Business Project A

| MIBS6005

This unit aims to prepare students for global careers and to develop and improve their professional practice in cross-border and cross-cultural settings. It provides the opportunity to undertake advanced training in the areas of research methodology, professional communication in its many forms, teamwork, analytical skills, project management and consulting. The unit also involves preparatory work for the International Business Project B (MIBS6006). Project scoping, planning and analysis forms an important part of the activities and assessment for this unit. This allows students to apply their domain knowledge and professional skills to solving a real-life problem in international business.



Marketing and Sustainable Development

| MKTG3122

Marketing plays a critical boundary spanning role between the for-profit firm and its various stakeholders. Marketing is also a critical consideration in developing business strategy. As debates continue on the purpose of for-profit business, specifically the shift from a focus solely on shareholders to various stakeholders (e.g., suppliers, customers, employees and broader society),

including calls for responsible business and marketing leaders that tackle grand challenges facing the world (e.g., poverty, gender inequality and climate change), it is important that marketers are proactive in shaping these debates and facilitating changes in marketing practice. This unit is designed to critically evaluate the role of marketing theory and practice in engaging with grand challenges as highlighted by the 17 United Nations Sustainable Development Goals (e.g., ending poverty, tackling climate change and addressing gender inequality), at a profit. This unit adopts a holistic perspective of marketing and theories from both consumer behaviour and marketing strategy are used to understand how marketers can engage in facilitating the implementation of the 17 United Nations Sustainable Development Goals within marketing strategy.



Succeeding in a Post-Crisis World

| OLES2210

This unit enables students to apply interdisciplinary perspectives to understand, identify and lead solutions to complex global, local and personal challenges in a post-crisis world. Through this unit, students evaluate personal and theoretical approaches to leadership for good in a post-crisis world. The unit allows students to explore, design and share the processes of leading the recovering, rebuilding and reimagining of industries, communities and societies during and after a crisis.



Innovation and Entrepreneurship Foundation

| SIEN1000

In this unit students acquire foundational knowledge about innovation and entrepreneurship (I&E), including: perspectives, theoretical frameworks, processes, and mindsets required for success. Students discuss topics such as: sources of innovation; different types of I&E; defining and operationalising 'value'; ethical and responsible innovation; I&E for sustainability, and contemporary technological frontiers and trends. This unit takes an inclusive, multidisciplinary view, identifying complementarities and specificities of innovation and entrepreneurship across different disciplines to enhance students' ability to articulate and defend arguments on the topics of innovation and entrepreneurship in their course of study.



Managing Organisational Sustainability

| SIEN3204

Managing organisational sustainability is critical for effective, contemporary managers. This unit focuses on how to conceptualise and to practice sustainability in its broadest sense. Topics covered include the ethical aspects of management and organisational practice, corporate social responsibility, governance models in organisations and managing in diverse environments. Students are encouraged to enhance their understanding of the roles and responsibilities of management and the impact of organisations on stakeholders including staff, government and community.



Foundation in Strategy, Innovation and Mgmt

| SIEN5001

This unit introduces students to essential knowledge, frameworks and tools to manage strategically and innovatively. The unit begins by providing students with a mindsets framework for managing responsibly and sustainably. The core concepts and central frameworks of strategic management are introduced and applied to current case studies. Students are then introduced to the complexity of innovation processes and models for assessing and maximising value for innovation. The concepts and frameworks from across the unit are then brought together as students explore the challenges of managing ethically and responsibly in complex environments.



Entrepreneurship

| SIEN6006

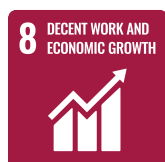
In this unit of study, students acquire foundational knowledge about entrepreneurship, including: processes of entrepreneurship and innovation, and how entrepreneurship 'works' at individual, organisational, and ecosystems levels. Specific contexts of entrepreneurship are also explored, including sustainable, technology, and social and cultural entrepreneurship.



Foundations of Work and Employment

| WORK1003

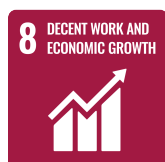
This unit draws on concepts from industrial relations and human resource management to examine the interests and strategies of workers, unions, managers, employers and the state. It explores the relationships between these parties as they seek to manage their environments and workplaces and to exercise control over each other. The unit enables students to understand how and why the organisation, regulation and management of work are changing in Australia and globally. As well as providing an introduction to all aspects of the study of the employment relationship, this a foundation unit the industrial relations and human resource management and management majors.



Work and Industrial Relations Policy

| WORK2203

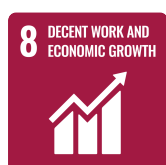
The aim of this unit of study is to provide an understanding of the institutions and processes underpinning government policies and regulations relating to work, industrial relations and labour markets. The current intensity and importance of policy debates make it all the more important to develop understandings of work and industrial relations policy which are evidence-based, intellectually rigorous and historically informed. This unit is framed by these considerations. Particular topics may include: the development of policy; the workings of parliaments, government departments and agencies, tribunals and courts; wage determination; the influence of lobby groups such as business groups, think-tanks and trade unions; gender, work and family policies; productivity; immigration and skills policies; contemporary policy such as climate change, the gig economy, workforce insecurity and unemployment; and the outcomes and implications of policy change.



Climate Change and Work

| WORK3210

Climate change presents fundamental challenges to the organisation of work and industrial relations. Beginning with the British industrial revolution and then through the long and continued reliance on fossil fuels and carbon-intensive production methods in industry, supply chains and transportation systems, work-based actions have changed the climate. Recognizing the impacts of climate change, some workplaces are shifting to low-carbon and sustainable forms of production, and new 'renewable' industries are emerging. These developments are prompting a re-thinking and re-evaluation of work. To explain these issues, this unit explores theories of work, capitalism and nature, exploring concepts such as the Anthropocene, just transition, green jobs, and the 'green new deal'. It goes on to examine the relationships between business, government and civil actors like trade unions, and community groups in both resisting and driving changes in work amid the climate crisis. It does so attentive to the differences within and between countries in how work, industrial relations and climate change itself are experienced and understood.



Management and Organisations

| WORK5003

This unit aims to introduce students to the nature and context of management. It explores the functions and processes of management and encourages students to critically reflect on management theory and practice. It can be taken as a standalone unit for students enrolled in various specialist masters programs and also prepares students for further study in strategic management, organisational analysis and strategy and human resource management.



International Accounting

| ACCT6002

Designed to support the global professional, this unit of study provides students with the skills to analyse, interpret and compare international accounting rules and practices, paying particular attention to the development and application of International Financial Reporting Standards. While many of the topics in an international accounting unit of study have a domestic counterpart, this unit explores the complexity of the international arena, arising from, for example diversity of laws, practices, customs, cultures, and competitive circumstances, as well as the risks associated with fluctuating exchange rates, differential rates of inflation, and unstable property rights. Alongside these issues, students will explore new international reporting challenges, including the role of audit across

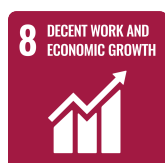
jurisdictional boundaries, comparative approaches to organisational accountability, international sustainability accounting practices, accounting for carbon production and abatement, and other extended responsibilities that have international implications. International accounting considers these issues from a range of perspectives ? the company, the government, the community ? supporting students in developing multi-stakeholder perspectives on international accounting. In drawing on contemporary research into corporate reporting and disclosure across national boundaries, the unit of study develops strategic and analytical skills.



Future of Business

| BUSS1000

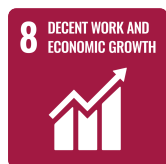
This compulsory first year unit is designed to provide commencing undergraduate students with insights into the study and the practice of business. Students gain foundational knowledge in relation to business stakeholders, business challenges and the ways in which business leaders might approach responding to these challenges. Key stakeholders within and external to organisations are identified and their interests are analysed. Critical business challenges such as climate change and sustainability, the future of work and workforce diversity are investigated. The way that these challenges affect different types of business, sectors and stakeholders is analysed and responses constructed to them. The unit is delivered in a blended format, with face-to-face lectures, seminars, and interactive online modules. Success in this unit is determined by strong application of critical, strategic and cross-disciplinary thinking, as well as the ability to demonstrate business knowledge and problem-solving skills through effective written and oral communication.



Social Innovation in Indigenous Communities

| BUSS4903

This unit provides students with the opportunity to learn how to apply business knowledge and skills to address complex social problems. Students work alongside social enterprises to help solve a problem identified by the project partners as crucial to their organisations or a community long term sustainability.



Marketing for Social Purpose

| BUSS4912

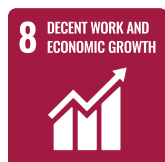
This unit highlights the scope and application of marketing skills to social purpose. At the core of this unit is the understanding and use of marketing methods which are guided by ethical principles and deliver social change that is for the benefit of individuals and communities rather than being solely driven by a corporate/shareholder value. This unit examines marketing as a set of tools and concepts that can be applied to non-traditional and diverse contexts such as in campaigns involving social attitudes, political issues, environmental awareness, non-profit/charity promotion and health behaviour changes. This unit equips students to apply marketing in the planning, analysis, execution and evaluation of programs designed to influence and persuade target audiences to behave in ways that changes their individual/group behaviour which leads to societal structural changes that positively transform societal wellbeing.



Leading with Purpose

| CEMS6005

Contemporary for-profit organizations that strategically engage with both economic and societal outcomes will likely gain significant advantages. Integrating purpose with profit is a unique differentiating factor likely to result in a sustainable competitive advantage. Therefore, business leaders who can reflect and question assumptions about the purpose of business and reflect on their own 'calling' to develop a 'Responsible Business Vision' are likely to drive the future of business. The United Nations' 17 Sustainable Development Goals (SDGs) (e.g., poverty alleviation, climate change, gender inequality) and its 169 targets provide a comprehensive framework to reflect on how businesses can operationalize purpose in organizations. This unit facilitates reflecting on the purpose of business, designing business and marketing strategies that integrate purpose and profits and drives change at the individual level to facilitate questioning assumptions about 'purpose.' It highlights the SDGs as a novel and strategic framework for developing business and marketing strategies that integrate purpose with profits. It also engages with doing business and marketing with the 'Base of the Pyramid,' a significant number of people living in poverty, where purpose with profit strategies is essential.



The Environment, Law and Business

| CLAW3209

The relationship between the natural environment and business practice is deep and complex, and a multiplicity of regulatory initiatives have been employed in an attempt to manage and influence their interaction. This unit of study aims to demystify environmental regulation as far as it is relevant to the running of a business. It begins with an analysis of the contemporary institutional framework surrounding the interaction between business and the environment with particular reference to the historical conditions which have given rise to it, before introducing major stakeholders in the development of environmental and business regulation (including nation states, international organisations and other non-state actors) and their respective roles. The unit then discusses international environmental regulation and situates Australian regulation within it in order to explain its impact on Australian businesses. The effectiveness of different regulatory styles in this area is assessed together with the argument that business can and should take ownership of problematic elements of their interactions with the natural environment. Different strategies developed to 'manage' a business' relationship with the environment and issues surrounding liability for environmental damage are also considered.



Transport, Sustainability and Health

| ITLS6103

Students completing this unit have an increased knowledge and understanding of the complex relationships between transport provision, travel behaviour and public health. Both health-promoting and health-damaging issues are considered providing students with a balanced understanding from both the transport and health domains. This includes an appreciation and understanding of health impacts of transport externalities including air pollution, noise, congestion and accidents; role of transport provision and travel choices (car travel, public transport, active transport, air travel) on health, wellbeing and social inclusion; health impacts of age and disability on transport options; transport systems as conduits for spread of communicable diseases; health impacts of future transport options, such as driverless vehicles; the role of transportation and public health agencies in sustainable transport promotion; and how to conduct Health Impact Assessments (HIAs) of transport interventions. The unit considers how contemporary sustainable transport policy options in Australia

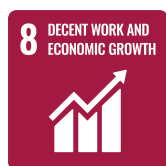
and overseas could both reduce detrimental health impacts of transport as well as promote better health outcomes. The unit is particularly suited to students with broad interest in transport (passenger and freight), public health, urban planning, and sustainability issues.



Sustainable Logistics and Procurement

| ITLS6202

Procurement of goods and services is an essential business task that has traditionally targeted short-term supply cost reduction. Globalisation and outsourcing creates opportunities for enterprises to better align procurement with longer term corporate strategies. However, this requires collaboration and negotiation within and between organisations, rethinking the role of procurement teams and reconsidering the impacts of sourcing decisions. Stakeholder demands for greater corporate social responsibility require procurement teams to take a strategic approach to spend, category management and sourcing decisions, moving beyond regulatory compliance to facilitate environmentally and socially sustainable outcomes. Ethical and sustainable procurement and logistics creates value for organisations by protecting brand integrity and improving communication, productivity, performance measurement, innovation and supplier diversity. This unit takes a strategic view of procurement, looking beyond the up-front costs and showing how purchasing decisions that consider resilience, entire life cycle costs, environmental and social risks and benefits provide better value. This requires rethinking the involvement of the procurement teams in the design, manufacture, selling and recycling of products and transformation of logistics management practice. Students practice negotiation in realistic industry workshops and gain new insights into effective and persuasive communication for global logistics and supply chain management.

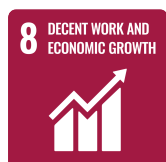


Validating Ideas and Building Ventures

| SIEN2001

To be a successful innovator or entrepreneur, it is necessary to have knowledge of several fundamental business and organizing processes, along with related skills. In this unit, students learn how to turn creative ideas into viable business opportunities that seed new start-ups or drive innovation within existing enterprises. Students participate in a realistic simulation to create and validate ideas and develop them into sustainable business models addressing real-world commercial and social problems. Experiential learning that draws on a range of contemporary innovation concepts

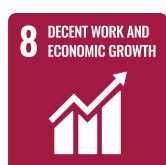
and practices is emphasised, providing students with opportunities to incubate, validate and pitch their ideas for concrete business and social ventures. To facilitate this entrepreneurial process, students work creatively and collaboratively, bringing together skills acquired across other disciplines of study.



Managing Sustainability

| SIEN6002

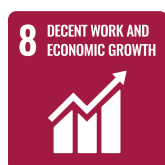
Organisational sustainability is a critical part of the contemporary managerial practice, focusing on organisations' economical, social and environmental impact. This unit critically evaluates the intentions, practices and outcomes of organisational sustainability initiatives. By applying relevant theoretical frameworks, students are encouraged to enhance their understanding of the role and responsibilities of management, the impact of organisations on employees, and the wider societal and environmental implications of contemporary organisational trends. With an emphasis on the human dimensions of organisational actions, this unit builds on foundational units of study in Management, Industrial Relations and Human Resource Management.



Social Entrepreneurship

| SIEN6005

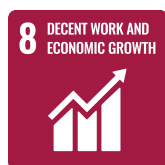
Social entrepreneurs are committed to furthering a social mission through enterprises that rank social, environmental or cultural impact on a par with, or even above, profit. Intersecting the business and not-for-profit worlds, social entrepreneurship addresses many complex local and global problems. This unit critically introduces the concept and develops frameworks for understanding social entrepreneurship (also referred to as social enterprise and social innovation). Teaching and learning utilise case studies and includes the opportunity to apply theory to real-world experiences. Topics include creating innovative social enterprises, sustainable business models, philanthropy and funding, impact assessment, and leadership. The unit is structured around learning from engaged practise and provides the opportunity to work with social enterprises.



Gender, Diversity and Inclusion at Work

| WORK3203

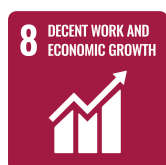
The unit explores the strategies and initiatives implemented at the workplace and corporate level to manage a diverse workforce with a particular focus on the impact of gender on individuals' experiences of the world of work. While drawing on the intersecting elements of gender and other diversity dimensions (such as cultural diversity; LGBTIQ+; indigeneity; people with disabilities; age), the unit seeks to introduce students to a number of gender perspectives, highlighting how each perspective conceptualizes the issue of gender; provides a different lens to accounting for gender inequality and proposes different "solutions" to the "problem of gender diversity" in organizations. The unit takes a multi-level and multi-disciplinary approach to examining the management of gender and diversity, focusing on live case studies and practical examples.



Globalisation, Work and Employment

| WORK3208

This unit of study examines the way in which the internationalisation of economic activities impacts on the nature of employment jobs and regulation across different countries and regions. It considers how economic development in different countries has contributed to the growth of particular employment arrangements. It focuses in particular on the country specific interplay between economics, politics and society which has contributed to the development of particular employment regulatory regimes. Further, it maps economic changes on a global scale, identifying international economic forces, agents and political arrangements, and seeks to highlight pressures and tensions on employment arrangements that result from these global interactions. WORK3206 examines the regulatory framework that exists around paid work in Australia. It examines the development of employee and employer rights and responsibilities through the employment contract and labour law. It focuses on both individual and collective regulation of work in Australia, paying particular attention to the industrial sphere, as well as discrimination and termination of employment. Both the aim and purpose of industrial regulation and the impact of this regulation on workplace relations is analysed.



Creative and Analytic Mindset

| BUSS5221

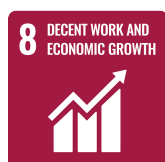
The 'creative' half of this unit gives students the tools and confidence to come up with something new; to be able to look at a problem in a new way and find innovative solutions and novel alternatives. Students do this at both an individual and team level as well as recognize how organisations can be more creative. The 'analytic' component of this unit is concerned with getting students to be more comfortable with numbers and ways to analyse data. The unit focuses on the application of analytic methods and thinking, rather than theoretical concepts of statistics and mathematics. Although students are introduced to the basic concepts of statistical testing in a very applied way, the focus is on understanding an analytical mindset to critically appreciate the assumptions and limitations of data and analysis techniques.



Managing Post-Crisis Through Action Research

| BUSS4921

In this unit students formulate and investigate a research question by applying action-research methodology to solve global, local and personal challenges. Students engage with the concept of leadership and explore their personal leadership capabilities. Students propose future actions for effecting changes in a post-crisis world based on their research findings. Research projects are co-created with peers and mentors and take into account students' interests and strengths. The unit culminates in a research presentation and a leadership portfolio showcase.



Marketing Strategy and Planning

| MKTG3118

This unit focuses on strategic and managerial aspects of marketing. It covers the development of innovative business models; segmentation, targeting and positioning; and key aspects of managing, organising and measuring marketing activities. The central theme is how marketing strategy and its

management can create superior and sustainable value for both customers and shareholders. Assessment reflects this strategic decision-making approach, requiring students to take on the roles of marketing advisors and managers.



Foundation in Business Information Systems

| INFS5002

This unit introduces students to the foundations of business information systems and the emerging strategic role of information and communication technologies (ICT) in transforming organisations. Students develop an understanding of how ICT come to matter to organisations as they disrupt, change and transform organisations and organisational processes. The unit covers systems issues, information literacy and use, and how various digital technologies work together to create an infrastructure for digital business and how technologies (such as social media) are disrupting 'business as usual'. The role of information systems in capturing and distributing organisational knowledge and in enhancing decision-making is explored. Students gain an understanding of socio-technical networks, how information systems function, and how processes in organisations can be leveraged to create digital innovation and business transformation.

Students worked on a project supporting Mercy Ships (MS). During the project, students assisted MS in developing better approaches to communicate current and planned projects around healthcare in developing countries.

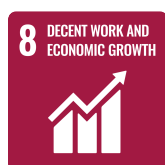


Foundations of HRM and IR

| WORK5002

The unit provides an integrated overview of the social, legal, psychological, ethical and strategic dimensions of human resource management (HRM) and industrial relations (IR). The learning content develops broad and deep knowledge in a select number of topical HR and IR issues and links these to a real-world context. As such the unit provides students with the essential preparatory knowledge and skills to build an intellectual foundation for the suite of subsequent core and elective units in HRM and IR available in the program. WORK5002 is the first core unit for our Master of Human Resource Management and Industrial Relations. Hence, the unit has a learning module on "Sustainability Development Goals (SDG) in HR and IR". The lecture is pre-recorded and Professor Chris F Wright was the guest lecturer. The lecture focuses on introducing SDG3, SDG5 and SDG8. It is pre-recorded in an

interview style where the coordinator, Dr Ju Li Ng interviewed the PRME Director, Professor Chris F Wright. Following the pre-recorded lecture, there is a tutorial learning activities where the students are given a short case study relating to SDG8 where students are taught how to analyse challenges and generate solutions for the case study. A mock case study presentation was carried out in the class to help prepare the students for the final assessment for this unit (Case Study-Individual Presentation). The final learning activity is an assessment where the students are required to analyse a case study relating to SGD3 and SDG5 to generate solutions and present their business case (i.e., analysis and recommendations) to the CEO (i.e., the marker). This was held in Week 13.



Critical Analysis and Thought Leadership

| SMBA6005

A hallmark of great leaders is the ability to analyse critical situations, understand different points of view and the values underpinning these positions. Being able to reflect on one's and others' philosophical stances, and conveying them accurately, is crucial to effectively meet the needs of a variety of stakeholders. In this unit of study, you will improve your understanding of logical reasoning and rhetoric, by identifying the common fallacies that appear in public and private discussions and debate, and how to argue by analogy. You will also develop your ethical awareness and cultural competence. In this unit, you will start a personal journey towards becoming a reflexive thought leader.

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Behavioural Finance

| FINC3023

Behavioural Finance explores financial market 'anomalies' - factors that are not traditionally explained by efficient markets theory - such as why stock prices exhibit momentum and reversals, why large swings in stock prices occur over short time periods, and how individual investors differ from

institutional investors. The content has been revised to include teaching around the UN's Principles for Responsible Investment in Week 10 lecture and tutorials. The principles outline responsible investment practices to encourage ESG oriented investment which leads to greater equality and sustainability in general. The final exam included a question in the UN's PRI and how to apply them in practice. In Week 11 I incorporated case studies of improving financial wellbeing with indigenous communities, developed in consultation with an indigenous academic. The case study explored the importance of financial equality through ATM fee structures and Telstra's exploitation of vulnerable communities through unconscionable conduct of mobile contract marketing. In a separate research project I'm working with the Philippines Supreme Court in a research project to improve justice outcomes. See grant link below for more details. <https://www.povertyactionlab.org/initiative-project/enhancing-judicial-efficiency-through-court-reports-randomized-controlled-trial>



Logistics and Future Cities

| ITLS6016

This unit conveys the fundamentals of city logistics, which accommodates the pickup, storage, transport and delivery of freight in urban areas. All aspects from planning, management and operation to security, efficiency and mitigation of environmental impact are covered. The relationships between land use, transport and city logistics are described. Traffic engineering concepts like 'link' and 'place' are outlined and their implications for city logistics are explored. The forms of urban freight consolidation centre are addressed along with the role of alternative transport modes, for example public transport (co-modality), cargo bikes, electric vehicles, droids and drones. This unit explores Ecommerce and fulfilment models, including omni-channel retail and analyses the implications for city logistics of new technologies, apps and the sharing economy. This unit also reviews strategies to improve the sustainability of city logistics and examines reverse logistics, the circular economy and urban farming along with the contribution of Intelligent Transport Systems (ITS) to urban freight mobility. Cyber and physical threats to city logistics are studied along with mitigation strategies. The lectures conclude with a look into the future for city logistics. Seminars by city logistics professionals complement the lectures. Students have an opportunity to develop city logistics solutions for themselves through a group design project.



Humanitarian Logistics

| ITLS6007

Each year, more than 100 million people are affected by a humanitarian crisis such as flooding, hurricanes, earthquakes, wars or epidemics and this number is growing. Delivery of humanitarian aid is a logistics problem but humanitarian logistics is not the same as business or commercial logistics. The risks and challenges of humanitarian aid require a specialised strategy and approach and countries that develop these capabilities will be better able to respond to crises as they arise and better able to contribute to the global community wherever crises occur.



Sustainable Logistics and Procurement

| ITLS6202

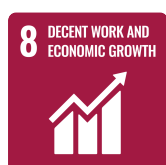
Procurement of goods and services is an essential business task that has traditionally targeted short-term supply cost reduction. Globalisation and outsourcing creates opportunities for enterprises to better align procurement with longer term corporate strategies. However, this requires collaboration and negotiation within and between organisations, rethinking the role of procurement teams and reconsidering the impacts of sourcing decisions. Stakeholder demands for greater corporate social responsibility require procurement teams to take a strategic approach to spend, category management and sourcing decisions, moving beyond regulatory compliance to facilitate environmentally and socially sustainable outcomes. Ethical and sustainable procurement and logistics creates value for organisations by protecting brand integrity and improving communication, productivity, performance measurement, innovation and supplier diversity. This unit takes a strategic view of procurement, looking beyond the up-front costs and showing how purchasing decisions that consider resilience, entire life cycle costs, environmental and social risks and benefits provide better value. This requires rethinking the involvement of the procurement teams in the design, manufacture, selling and recycling of products and transformation of logistics management practice. Students practice negotiation in realistic industry workshops and gain new insights into effective and persuasive communication for global logistics and supply chain management.



Employment and the Law

| WORK6116

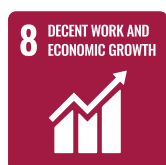
This unit of study examines the legal framework with respect to labour relations in Australia. In particular, it examines the scope of workplace law, the employment relationship, the Federal-State division of legislative power in industrial relations, the industrial arbitration systems, courts, tribunals, agreements and awards as well as discrimination and termination of employment. Current developments in the law and politics of the systems will be referred to throughout the course. A central focus of this unit of study is SDG #8 Decent Work, particularly as it relates to the regulation of employment to support decent work. WORK6116 examines the legal framework with respect to labour relations in Australia. In particular, it examines the scope of workplace law, the employment relationship, the Federal-State division of legislative power in industrial relations, the industrial arbitration systems, courts, tribunals, agreements and awards as well as discrimination and termination of employment. Current developments in the law and politics of the systems will be referred to throughout the course.



Workplace Law and Regulation

| WORK3206

This unit of study examines the regulatory framework that exists around paid work in Australia. It examines the development of employee and employer rights and responsibilities through the employment contract and labour law. It focuses on both individual and collective regulation of work in Australia paying particular attention to the industrial sphere, as well as discrimination and termination of employment. Both the aim and purpose of industrial regulation and the impact of this regulation on workplace relations is analysed. WORK3206 examines the regulatory framework that exists around paid work in Australia. It examines the development of employee and employer rights and responsibilities through the employment contract and labour law. It focuses on both individual and collective regulation of work in Australia paying particular attention to the industrial sphere, as well as discrimination and termination of employment. Both the aim and purpose of industrial regulation and the impact of this regulation on workplace relations is analysed.



Teaching Awards

In 2024, 2 awards were given to faculty and educators at The University of Sydney Business School.

2024 Student Experience Award

Granter: The University of Sydney Business School

Grantee: Dr Maria Ishkova

Award Description:

Maria Ishkova was recognised for her outstanding leadership in initiatives that enhance the student experience at scale. Her contributions to units such as BUSS2000 exemplify a deep commitment to making students feel known, valued and supported. Through innovative, student-focused practices aligned with Business School and University priorities, Maria has created meaningful learning environments that foster connection, engagement, and a strong sense of belonging among students.



Australia and New Zealand Marketing Academy- Distinguished Marketing Educator

Granter: Australian & New Zealand Marketing Academy

Grantee: Associate Professor Ranjit Voola

Award Description:

Marketing Discipline of The University of Sydney Business School is one of the official sponsors of the Australia and New Zealand Marketing Academy Conference (ANZMAC) Ranjit Voola was awarded the 2023 ANZMAC Distinguished Marketing Educator of the Year at the region's premier Marketing Academic Conference in December 2023. This important award is included in the current SIP report as it was announced in late 2023, and therefore was not captured in the previous SIP 2.0 reporting period. This Award is presented to the person judged to have demonstrated sustained excellence and high-level contributions to marketing education. Ranjit's award was based on his ambition to use his platform as a marketing educator to make the world a better place and for evidence of transformational learning outcomes in his students. His pioneering curriculum in SDGs and Marketing and his championing of the Principles of Responsible management education were recognized as exemplary.

Educator Recognition

At The University of Sydney Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration

- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at The University of Sydney Business School support sustainability and responsible management in their classrooms.

Beyond Assessment and Loudest Voices- By Dr Maria Ishkova

Beyond Assessment and Loudest Voices: Whole-of-class student-staff partnerships for inclusive and lasting change in the classroom and beyond

Student voice initiatives often amplify confident, outspoken students, leaving many unheard. Traditional models, such as student representatives or advisory panels, risk excluding those who feel disconnected from university structures, reinforcing inequalities in participation and influence. In my BAU teaching and educational leadership, I aspire to challenge that model, innovating in the space of a whole-of-class, in-curriculum approach to amplify Student Voice and ensure every student is an active partner in shaping their learning and university life.

By interacting with student voice at scale, this approach fosters critical thinking, influence, teamwork, and communication - key Graduate Qualities that prepare students for participatory leadership in diverse workplaces. Examples from my practice such as video-based peer learning and student-led facilitation in WORK3205 Organisational Communication (UPSKILL and "We Like to Movie-Move It!" project supported by the media grant from the Business School in Semester 2-2024), show how co-creation transforms students from passive consumers to engaged partners in their education, enhancing belonging and self-efficacy.

Specifically, the "We Like to Movie-Move It!" project selected and refined the best video produced by 3rd-year students during the July Intensive session (2024) and repurposed it for use in 1st-year foundational course WORK1004 Foundations of Management in Semester 2 2024. Student-partners developed materials and in-class activities to better complement the selected video aiming to transform 1st-year students' general fear and negative attitudes toward teamwork. The first round focused on establishing psychological safety, reached over 243 students in ten 1st-year classes, with overwhelmingly positive feedback describing it as "collaborative, engaging, insightful, wow."

Together with students as partners, we share our insights from this experience at multiple educational conferences and contexts, including the Management and Organizational Behaviour Teaching Society Conference in Auckland (MOBTS Oceania) in early 2025. Early success has attracted interest from other faculties and institutions, affirming the potential of this student-centered learning model. Hear the team out – and let’s talk!

By

Dr Maria Ishkova



Teaching voice- Dr. Swati Nagar



Advancing Responsible Management Education Through Innovation in First-Year Business Education

As Unit Coordinator of BUSS1000: Future of Business (a first-year core unit within the Bachelor of Commerce), I have the responsibility and privilege of shaping one of the most formative learning experiences at the University of Sydney Business School. With annual enrolments exceeding 2,000 students, this unit represents the starting point of their business education journey. Mindful of the

lasting influence of these early encounters, I have sought to create an experience that challenges students to see business not simply as a mechanism for economic gain, but as a discipline fundamentally linked to global sustainability imperatives and the pursuit of responsible, long-term value creation. From a pedagogical lens, I redesigned the unit to embed the United Nations Sustainable Development Goals (SDGs) as a central, recurring framework. Rather than treating the SDGs as an isolated topic, they are fully integrated across the curriculum, case studies, discussions, and assessments. Students are encouraged to engage with the SDGs as practical, business-relevant imperatives that inform leadership decisions.

Throughout the semester, students examine real-world cases that highlight the intersection of business and global challenges. In one activity, they analyse modern slavery in cocoa supply chains, evaluating how companies like Tony's Chocolonely embed ethical sourcing, transparency, and direct farmer partnerships to combat child labour (SDG 8; SDG 16). In contrast, students reflect on how many large multinational confectionery companies struggle to address these risks systemically, highlighting the need for deeper structural change beyond voluntary codes.

Sustainability challenges in fast fashion and consumer goods are also explored through companies such as Patagonia and Allbirds, examining circular economy models, carbon neutrality, and responsible consumption (SDG 12; SDG 13). These cases prompt critical reflection on how business models can deliver both financial returns and positive social and environmental outcomes.

Students also explore the role of emerging technologies in disaster management, investigating how AI-powered platforms connect communities to real-time disaster relief, improving resilience and response (SDG 9; SDG 11; SDG 13). This illustrates how business-led innovation can directly enhance community wellbeing. A major team-based assessment task requires students to evaluate business-NGO partnerships. In Semester 1 2025, students analysed The Ocean Cleanup, exploring how corporate partnerships can reduce microplastics and preserve marine biodiversity (SDG 14).

Many students have shared that engaging with BUSS1000 has fundamentally changed their understanding of business leadership. Beyond financial performance, they learn to balance profitability with ethical responsibility, environmental stewardship, and systemic thinking. Importantly, many describe gaining a sense of agency, recognising that even as students, they can begin contributing to meaningful change. For me, embedding the SDGs into this core unit reflects my conviction that business education must prepare students to confront the grand challenges of our time, cultivating future leaders grounded in ethics, critical awareness, and a deep sense of responsibility to contribute to a more sustainable and inclusive world.

SIEN1000 Innovation and Entrepreneurship Foundation: Embedding sustainability into innovation and entrepreneurship studies

SIEN1000 Innovation and Entrepreneurship Foundation: Embedding sustainability into innovation and entrepreneurship studies



Professor Steve Maguire and I developed this foundational unit of study in the new multidisciplinary Innovation and Entrepreneurship Major back in 2022. Our overarching goal was to link innovation and entrepreneurship to 'bigger picture' societal issues by building our content around the UN SDGs and responsible innovation principles. Right from the start of semester, students explore SDGs that align with their personal innovation and entrepreneurial interests and figure out how they can contribute to addressing these grand challenges through their own innovative and entrepreneurial efforts. Students develop their approaches through relevant course and assessment work, which seeks to 'get them out there' and engage with sustainability-focussed organisations and initiatives both inside and outside the university. Their work culminates in a final poster assignment, where students chart their learning journeys over semester and how they can practically continue these journeys in their future studies, work, and lives. In this way, students can bring core principles of sustainability back to their respective faculties, or continue to embed these principles in subsequent units of study within our Major.

Here we share some final student “innovation and entrepreneurship journey” assignment samples:

SDG #3

The World Health Organization defines health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Health and well-being affect everyone on the planet irrespective of gender, socioeconomic status, wealth or power. Thus, achieving good health and well-being globally would be a monumental achievement leading to significantly more productive economies and a much happier population. While there is the potential for commercial value in addressing this SDG with a broad suite of technologies and services e.g., smart watches and sensors, online healthcare, there is enormous social value in addressing the issue. The CSIRO Future of Health platform highlighted that "Australians spend on average 11 years in ill health the highest among OECD countries."

At each step, it is essential I demonstrate a strong desire to learn, some level of ambition and initiative

- The next steps in my journey include:
- Applying for the Piers Health talent pool which will enable me to better understand and address the need, the role of research, technology-based approaches in digital healthcare (an emerging, rapidly growing field)
 - Attend various entrepreneurial events e.g., networking events, OECD conferences on emerging technologies with AI and those held by VC firms to better understand the entrepreneurial ecosystem, including the efforts that venture capitalists value and the most important factors when starting a business
 - Applying for internships at firms that are relevant to my SDG and that will help me better understand various stages in a start-up e.g., the initial selling up phase
 - Continuing to take units of study that provide practical and applicable insights that will help me when I graduate

Memorising a syllabus throughout these steps is incredibly important in order for me to learn the experience and best utilise such opportunity. At each step, it is essential I demonstrate a strong desire to learn, some level of ambition and initiative to make good impression on my industry.

A note about the direction of my role and while it isn't always straight forward, it is more towards a destination

As I continue to transform and refine my approach, the ecosystem step seemed most appropriate for this section.

The indicators are how a person communicates with other cars - they tell road users where the car is going



Key Investors are Venture Capitalists, particularly those that "buy" my story and focus on social entrepreneurship



Purpose - The Engine



"Australians spend on average 11 years in ill health the highest among OECD countries."

As an innovator and entrepreneur, I'd like to see others empowered to make the changes they want in their lives. In order for them to be a happier, healthier version of themselves, I don't yet have concrete goals or a clear idea of how to do this. I'm in the stage of searching for opportunities but with this idea "Building my engine" I'd like with the purpose of many influential practitioners such as Adam Grant, who states "The most meaningful way to succeed is to help others succeed." The current hub website highlighted that start-ups typically have greater freedom and flexibility for employees which could make it easier for me to engage with this purpose.

The engine provides the energy and "fuel" needed for a car to move and journey towards its destination

"The most meaningful way to succeed is to help others succeed"

Approach - The Gearstick



My innovation and entrepreneurship approach are still quite broad at the moment. Social entrepreneurship most excites me, particularly utilising modern psychology to help individuals change. This could take place on a range of fronts e.g., helping professional doctors have empathy to better understand opposing views and perspectives, helping organisational leaders improve their systems in place as employees feel comfortable providing feedback to their managers or working towards an organisation that provides individuals with the skills needed to achieve their own goals in a specific field e.g., healthy habits, productive work. The future information hub could help me determine this direction with potential for high-tech data visualisation and analysis, allowing me to analyse trends in workplaces, identify who within my scope is off very broad. I hope it's become clearer as I continue to explore different avenues and try new opportunities.

A gearstick controls "the approach" of a car and changes depending on its surroundings (e.g., moving to lower gear up a hill)

Social entrepreneurship most excites me, particularly utilising modern psychology to help individuals change.

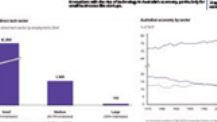
Opportunities - The Fuel



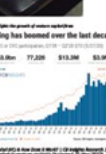
"The opportunities to contribute to this SDG are limitless ... there are so many resources available"

The opportunities to contribute to this SDG are limitless. As Henry O'Donnell in a workshop at Innohub, simply having a strong drive and having others who help you tremendously in your career, there are so many resources available e.g., accelerators for building entrepreneurs. Exploring the EIT and Madsen Foundation highlighted to me that there could be huge commercial and social value in bringing together large corporations, government officials and role for profits to address global health issues, a progressive discipline, process innovation. Similarly, the CSIRO Future of Health platform highlighted that value could be provided by giving consumers more knowledge and control over their health and by identifying the best technologies globally as a position innovation. Another process innovation they talked about, that would be influenced by policy and regulation, is the potential use of digital data (e.g., from fitness and health wearables) to inform healthcare decisions and create more personalised care. However, sharing to friends on the CSIRO website whether it became apparent this is a complicated, risky idea as privacy of information needs to be protected and it's often a major concern for consumers. Regardless of the specific process, it appears that pull innovations, particularly those selling advantage of modern paradigms, are where the greatest opportunities lie and with the platform of information that is present, opportunities are everywhere. I just need to find a problem that consumers really need solved. From there, as the CSIRO said in the "Futurepreneur", you need to be able to market your differentiated factor to consumers. They don't need to hear your grand vision, they just need to understand what makes your product unique. This uniqueness can be a "gap" in the market like the Character Lab that aims to bridge the gap between research on character development and a classroom which fosters the development of these traits.

Without any fuel, a car will not move. Similarly, without knowledge of the opportunities for available for an entrepreneur, they can't get to their destination



Ecosystem - The Indicators

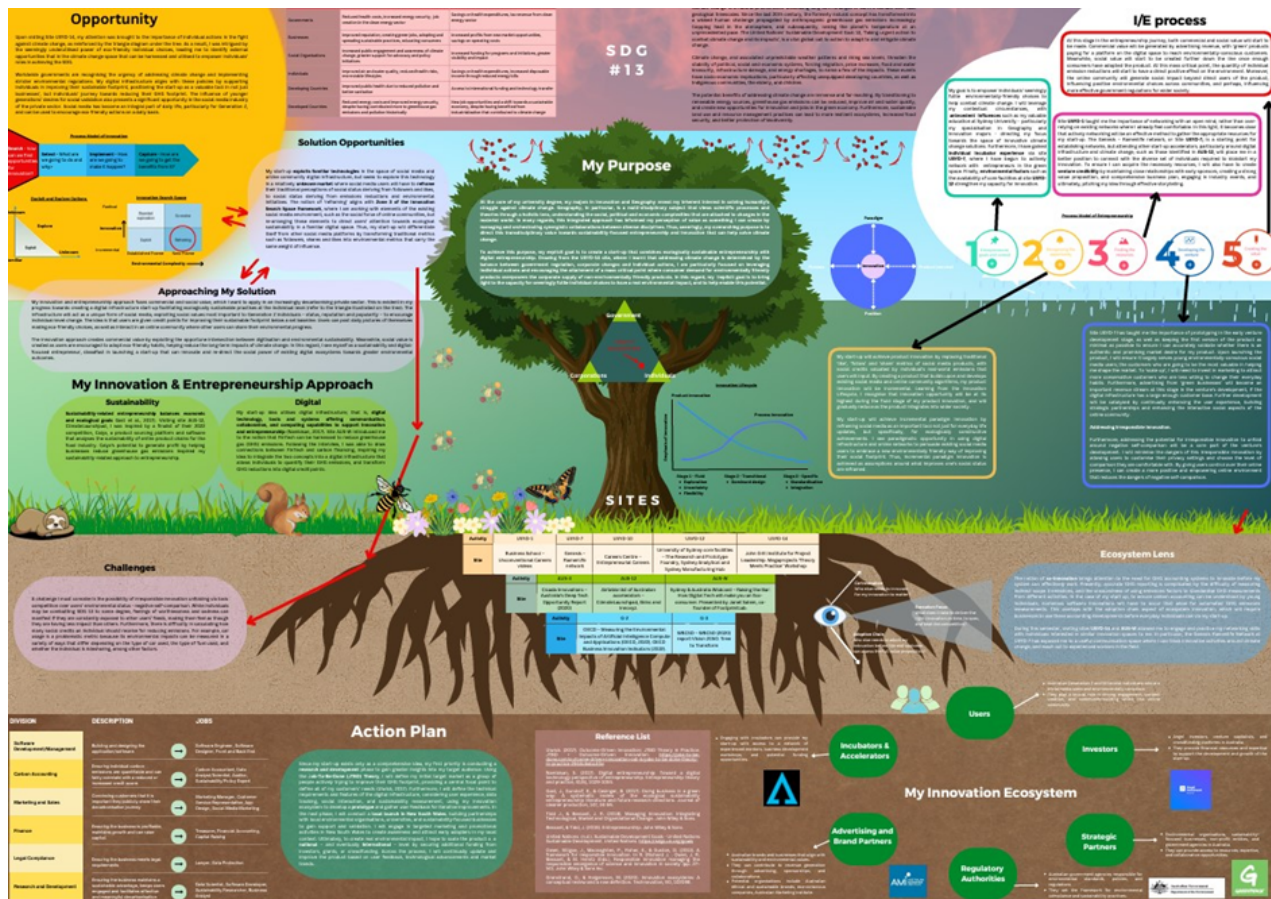


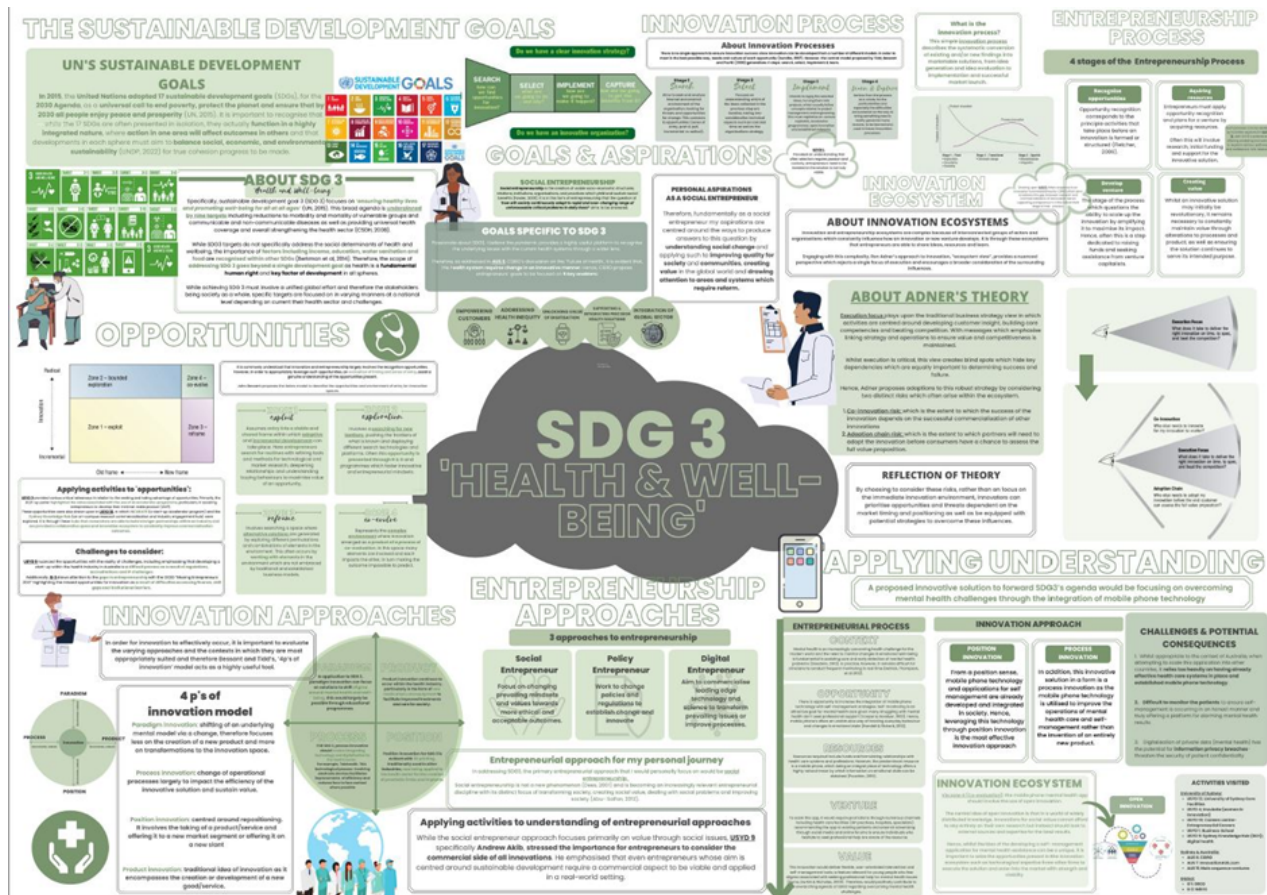
I must produce something that customers highly value and desire, with the potential to scale up

I aim to recognise an opportunity to challenge and change conditions, norms and values through a purposeful innovation that creates social value. To build this disruptive innovation, I'd like to create ideas that appeal to the broadest, unmet market and meet their needs. The social value I bring should generate a first mover advantage as they talk about my product, and I gradually enter higher end markets and outcompete competitors. This is likely to be a pull innovation, driven by consumer demand to minimise my chances of using scarce resources than required. Regardless of the market, the resources on generalists make it clear that I must produce something that customers highly value and desire, with the potential to scale up. However, this is easier said than done as the current hub made it apparent that these kinds of innovations can be demanding of employees and founders in the short term. Innovations website discussed that it can be difficult to have full control over your company's direction. I have formulated these conclusions based on my current interests and psychological background/traits but as always, they are subject to change.

The steering wheel moves the whole car as an entrepreneurial process enables an innovation to "steer"

Process - The Steering Wheel





Co-design over consumption: Empowering students to navigate disruption with care- Dr Maria Ishkova

More than ever, graduates must make sense of inter-locking climate, health, geopolitical and technological disruptions in a noisy, post-truth world. That agenda demands systems thinking (seeing interdependencies and feedback loops) and critical thinking (testing evidence, exposing assumptions, resisting bias), and a strong intrinsic motivation (and/or thoughtful pedagogical set-up) to resist the temptation of outsourcing learning to GenAI.

Across every unit I coordinate, students are my partners and co-designers of learning rather than consumers of content. Guided by the Principles for Responsible Management Education (PRME) and the UN Sustainable Development Goals (SDGs), each class becomes a living laboratory where ownership and responsibility are practised, not preached.

For example, In WORK3601 Management in Practice (capstone for the Management & Leadership major) students confront real-time industry dilemmas while testing their readiness for future managerial roles. The 'Me as a Manager' assessment pairs a three-minute pitch with Q&A in front of their classmates, prompting deep reflection on personal leadership philosophy. The award-winning 'Feedback HUGS' peer review (Honest, Understanding, Growth-oriented and Specific), models SDG 4's

focus on high-quality, inclusive education, and enriches self-awareness against the Sydney Graduate Qualities. Top presenters advance to a 3-Minute Grand Finale before industry judges at the end of the semester.

The 'Strategy Session' team projects push collaboration further. Students individually identify current managerial challenges in the media, teaming up to design video teasers and facilitate interactive problem-solving workshops for the class which are observed by industry partners. Synthesising management theory, peer insights and stakeholder feedback, teams distil recommendations into an infographic CEOs could digest at a glance - translating classroom rigour into boardroom-ready action (SDG 17: Partnerships for the Goals).

In 2024, we had the honour of learning with a Fair Work Commissioner, Chief Executive Officer of Financial Services Council, partners and recent graduates representing CBA, Qantas, KPMG, Deloitte, PwC, Gartner, Boston Consulting Group. It was great to once again have on board the Managing partner Sandermoen AG from Switzerland, who sent his "Management Consulting: The Why, What and How" and "Organisational structure: Making strategy happen" books as prizes to our champions. And the dearest to my heart? The fact that my fabulous former students once again returned to our classrooms to support new cohorts.

Such unconventional co-designs cultivate - and dare I say, inspire - exactly the adaptive, ethically-grounded leadership our volatile world now demands.



By
Dr. Maria Ishkova

💡 Fostering Innovation



To a great extent

Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning



To a great extent

Teaching and learning at our institution strongly encourage experiential learning.

💡 Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Additional Evidence

Dean's Award for Teaching

Granter: The University of Sydney Business School

Grantee: Janine Coupe, Dr Roel Boomsma, Dr Dewa Wardak, and Anthony Krivokapic

Award Description:

The Dean's Award for Teaching is a prestigious recognition granted to individual staff members or teaching teams who have demonstrated excellence in teaching within the Business School. Winners must exhibit the University's core values of trust, accountability, and excellence. Applicants are required to submit a one-page critical reflection addressing the strengths and impact of their teaching, areas for improvement, and how their approach has positively transformed students' learning experiences. Reflections are reviewed by a peer panel within the School.

Students' Choice Award for Teaching

Granter: The University of Sydney Business School

Grantee: Yunying Huang

Award Description:

The Students' Choice Award for Teaching celebrates excellence in teaching as recognised directly by the student body. This award honours an individual or teaching team within the University of Sydney Business School whose teaching has been particularly engaging, impactful, and aligned with the University's core values of trust, accountability, and excellence. It highlights educators who have made a meaningful and lasting difference in students' learning experiences and outcomes. Only one award is granted each year, making it a distinctive mark of student appreciation and teaching excellence.

'Make a Real Difference' (MARD) initiative

Make a Real Difference: Inspiring Innovation and Responsible Leadership through Southeast Asia Challenges

In 2024, the University of Sydney Business School continued to strengthen its commitment to responsible leadership and global impact through the 'Make a Real Difference' (MARD) initiative—an experiential learning project embedded in the core postgraduate unit BUSS5221: Creative and Analytic Mindsets.

BUSS5221 is a cornerstone of the Master of Commerce program. The unit challenges students to think beyond conventional business approaches, applying creativity, critical thinking, and analytical skills to real-world social and environmental problems. Guided by the School's ethos of *Business Not as Usual* and its role as a PRME signatory, this initiative brings global challenges into the classroom.

The MARD initiative, developed in collaboration with the Sydney Southeast Asia Centre (SSEAC) and led by Dr Abdul Razeed and Dr Natalie Pearson, empowers students to design innovative, practical solutions to pressing issues across Southeast Asia. Drawing on a research effort involving over 60 academics, the initiative presents students with a selection of 80 real-world challenges—ranging from climate resilience and digital inclusion to public health and sustainable infrastructure.

In small teams, students devise bold yet feasible proposals that include a detailed business case, timeline, budget, and strategy for implementation. The most compelling projects are then showcased at the end of each semester to a panel of industry and sector leaders, including representatives from KPMG, Nestlé, NEC, Ramsay Health Care, L'Oréal, Westpac, Cisco AppDynamics, Cummins&Partners, Maven Data, and SSEAC.

Following the successes of 2023—which saw standout proposals such as a virtual reality solution to reduce mental health stigma in Singapore and an app for on-demand waste collection in Hanoi—2024 reaffirmed the program's role as a launchpad for responsible innovation and interdisciplinary impact. As one student reflected:

"The experience forced me to approach problem-solving with a new creative paradigm—one rooted in real-world complexity, cultural sensitivity, and pragmatic thinking."

The MARD initiative continues to exemplify how the University of Sydney Business School is preparing the next generation of business leaders: by cultivating purpose-driven minds ready to make a real difference in the world.



Case Study: Group Assignment - "Hydro EU: Visualizing Renewable Energy Production Across Europe"

Hydro EU: Visualizing Renewable Energy Production Across Europe (Case Study & Group Assignment)

This group assignment engaged students with a real-world dataset and case study of Hydro EU, Europe's leading producer of clean hydroelectric energy. Students develop data visualization solutions to address the complex challenge of optimizing the management of widespread renewable energy assets. This activity directly contributes to SDG 7 (Affordable and Clean Energy) by fostering efficient renewable resource management and SDG 9 (Industry, Innovation, and Infrastructure) through the application of data analytics for sustainable industrial operations. It equips future managers with responsible leadership skills for the energy transition.

Short courses and certificates- ITLS

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Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

Research at the University of Sydney Business School creates evidence-based inputs to address the world's most pressing challenges. Through multidisciplinary collaboration and purposeful partnerships, we produce rigorous, high-impact scholarship that drives sustainable transformation, informs policy and practice, and empowers current and future leaders to create inclusive, equitable, and prosperous societies.

Research Funding

In 2024, The University of Sydney Business School was awarded funding for research that is:



Regional



Local



**Institution
Specific**



National



International

Socializing Research

In 2024, The University of Sydney Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

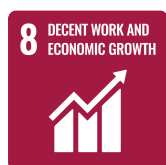
In 2024, The University of Sydney Business School reported 9 research projects that implemented responsible or sustainable activities.

Trends and Challenges in Multilevel Collective Bargaining in OECD Countries

Period Covering: January, 2024 - December, 2024

Department: Work and Organisational Studies

This project involved four reports published by experts (including Chris Wright at the University of Sydney Business School) on strengthening collective bargaining as a key enabling right to achieve social justice and improve working conditions globally. The project was commissioned by the International Labour Organization Office for the Southern Cone of Latin America located in Santiago, Chile. The Spanish versions of these reports were published: <https://www.ilo.org/es/informes-tecnicos-oit-cono-sur>. The reports were also developed into peer-review articles published in a special issue of the International Labour Review in Spanish, French and English, titled 'International experiences of multilevel collective bargaining and lessons for implementation', available here: <https://onlinelibrary.wiley.com/toc/1564913x/2024/163/4>



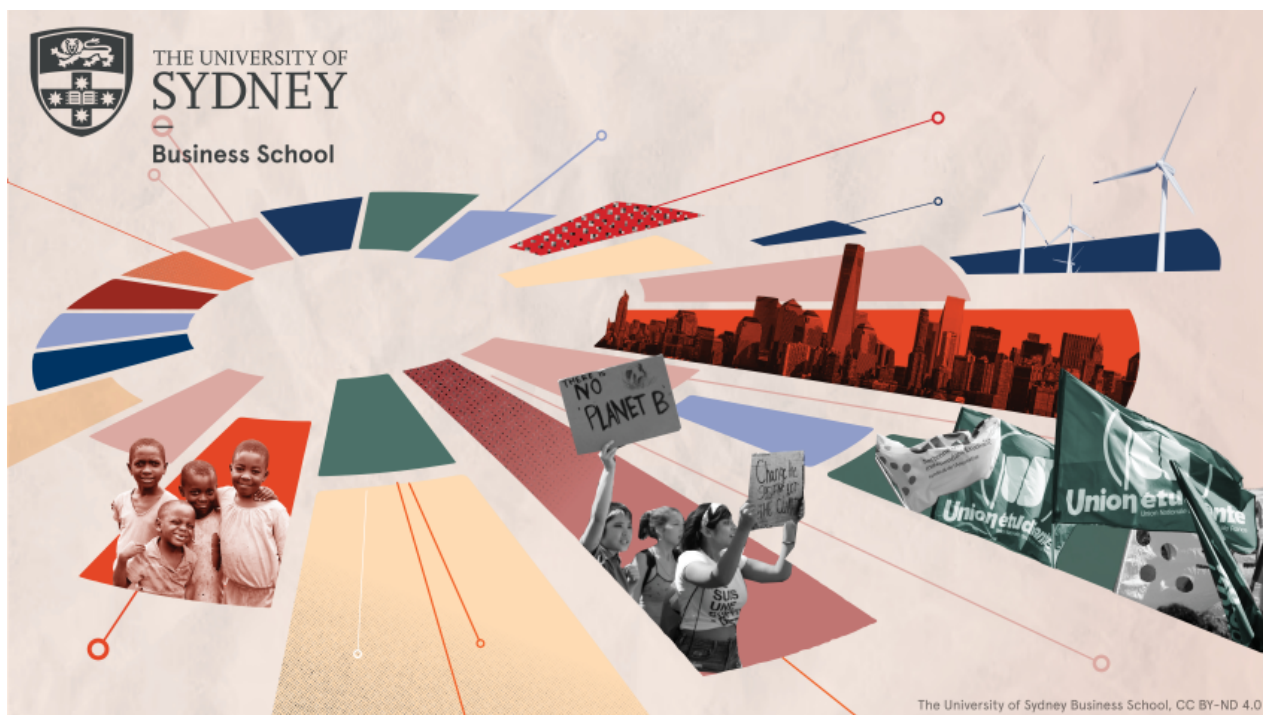
SDGs by 2030 – are we on track?

Period Covering: September, 2024 - July, 2030

Department: The University of Sydney Business School

SDGs by 2030: Are We on Track? is a cross-sector engagement project developed by Sydney Business Insights, in partnership with the University of Sydney Business School. The initiative aims to raise public awareness and spark informed dialogue around Australia's progress towards the United Nations Sustainable Development Goals (SDGs).

Bringing together data-driven insights, expert commentary, and interactive educational tools, the project equips students, educators, policymakers and industry partners to critically assess how far we've come—and how far we still need to go. It reflects the School's commitment to connecting research, education, and public value through accessible platforms that bridge academic knowledge and societal impact.



Hybrid Practices in Aboriginal Community Controlled Organizations

Period Covering: January, 2024 - December, 2026

Department: Work and organisational studies

This ARC funded research project aims to assist the Aboriginal and Torres Strait Islander communities close the gap on a range of economic, health and social measures. By identifying how to incorporate Indigenous knowledges and culture into organizational practice, the project aims to equip Indigenous community-owned organisations with the practices needed to meet the goals of community development and organizational sustainability. The project expects to generate an evidence-based framework that captures strategies for generating hybrid practices that will assist Indigenous community-owned organisations to thrive.



Investigation into the Economy-Wide Implications of Large-Scale Price Reductions in Public Transport: A Case Study from Queensland's 50 Cent Fare Trial

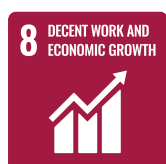
Period Covering: July, 2024 - December, 2026

Department: Institute of Transport and Logistics Studies

This project, conducted by the University of Sydney in partnership with the Queensland Department of Transport and Main Roads under iMOVE CRC, examines the economic and behavioural effects of a six-month 50-cent flat fare trial for public transport in Queensland. It seeks to understand impacts on travel behaviour, public transport patronage, road congestion, household budgets, and broader equity and accessibility outcomes. The study uses longitudinal surveys and economic modelling to assess short-, medium-, and long-term effects of the policy.

Relevance to PRME Principles and the SDGs:

This research contributes directly to PRME Principles 4 (Research) and 5 (Partnerships) through cross-sector collaboration and the generation of impactful, policy-relevant evidence. It supports multiple SDGs by promoting equitable access to transport, reducing urban emissions, and enhancing infrastructure planning and economic resilience. The study addresses issues of affordability, sustainability, and inclusion in public transport systems.



Pilot Methodology for Collecting Activity Data on Road Use by Cyclists, Pedestrians, and Personal Mobility Devices

Period Covering: May, 2024 - December, 2024

Department: Institute of Transport and Logistics Studies

This project, led by the University of Sydney and funded through iMOVE CRC in collaboration with the Australian Department of Infrastructure, aims to develop and test a pilot methodology for collecting activity data on active transport users including pedestrians, cyclists, wheelchair users, and users of personal mobility devices. The research leverages spatial analytics and large-scale geolocation data from the SkedGo app, supplemented by national survey datasets (e.g. Super Tuesday/Sunday bike counts). The outcomes will inform road safety strategies and infrastructure planning, contributing to more accurate representation of active mobility patterns across urban areas.

Relevance to PRME Principles and the SDGs:

The project directly supports PRME Principles 4 (Research) and 5 (Partnership), through its focus on real-world policy application and collaboration with government and private sector data providers. It addresses SDGs related to urban mobility, sustainable infrastructure, health, and emissions reduction by advancing the collection of evidence to support safe, inclusive, and low-emission transport systems.



Behavioural Change for Sustainable Transport

Period Covering: May, 2024 - September, 2025

Department: Institute of Transport and Logistics Studies

This project, led by the University of Sydney in collaboration with ITS Australia, the Department of Infrastructure, Transport, Regional Development, Communications and the Arts, and the Queensland Department of Transport and Main Roads, aims to explore how policy and infrastructure can effectively drive behavioural change toward more sustainable transport choices. It recognises that simply switching to low or zero-emission vehicles is insufficient to meet emissions targets. The study includes a literature review, stakeholder engagement, and a nationwide online survey to assess attitudes and behaviours around active and public transport. Key outcomes include evidence-based recommendations for encouraging modal shift and reducing greenhouse gas emissions, particularly through enhanced public and active transport systems.

Relevance to PRME Principles and the SDGs:

The project directly supports PRME Principles 4 (Research) and 5 (Partnerships) by combining academic rigor with industry and government collaboration. It aligns with multiple SDGs by aiming to reduce transport-related emissions, improve urban infrastructure, enhance public health through active transport, and promote informed policymaking for sustainable development. It also addresses equity in access to transport systems and explores cost-effective decarbonisation strategies.



Micromobility Parking Integration with Rail in Greater Sydney

Period Covering: July, 2024 - July, 2025

Department: Institute of Transport and Logistics Studies

This research project investigates how micromobility (e.g., e-bikes and e-scooters) can be better integrated with the public transport network in Greater Sydney, with a particular focus on parking infrastructure at train stations. It addresses barriers to seamless first- and last-mile travel, especially the lack of secure, sufficient, and well-located parking. The project uses a mixed-methods approach, including policy analysis, spatial assessment of facilities, and a large-scale survey of micromobility users. The goal is to generate policy recommendations that improve infrastructure, support mode shift from cars to sustainable transport, and align with NSW's Net Zero and transport equity goals.

Relevance to PRME Principles and the SDGs:

This project supports PRME Principles 4 (Research) and 6 (Dialogue), with its focus on evidence-based policy and community-informed infrastructure planning. It contributes to SDG 3 through active transport health benefits, SDG 9 and 11 via integrated urban infrastructure, and SDG 13 through reduced transport emissions.



Future Mobility Testing and Research Centre Business Development

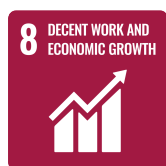
Period Covering: March, 2024 - June, 2024

Department: Institute of Transport and Logistics Studies

This project, delivered by the University of Sydney's Institute of Transport and Logistics Studies (ITLS) for Transport for NSW, supports the development of a business plan for the Future Mobility Testing and Research Centre (FMTRC). It includes synthesising and analysing evidence for investment justification, assessing social and economic impacts, evaluating innovation and industry partnerships, and defining the FMTRC's role in shaping transport policy, safety, sustainability, and industry standards. Deliverables include a business case narrative, investment logic map, and cost-benefit analysis.

Relevance to PRME Principles and the SDGs:

The project aligns with PRME Principles 4 (Research) and 5 (Partnerships) by supporting responsible innovation in public infrastructure through applied research and policy analysis. It directly supports SDGs related to sustainable infrastructure, decarbonisation, safe mobility, and regional economic development by fostering cross-sector collaboration and evidence-based planning in the mobility transition.



Evaluating Demand and Feasibility for Mobility-as-a-Service (MaaS) at an Urban Scale

Period Covering: March, 2024 - March, 2027

Department: Institute of Transport and Logistics Studies

This collaborative research project, led by Professor David Hensher and Professor Xiaowen Fu, investigates the feasibility and user demand for implementing Mobility-as-a-Service (MaaS) solutions in Singapore. MaaS integrates various transportation services into a single accessible platform, aiming to enhance urban mobility efficiency and sustainability. The study focuses on assessing the potential adoption rates, user preferences, and infrastructural requirements necessary for successful MaaS deployment in an urban context.

Relevance to PRME Principles and the SDGs:

Aligning with PRME Principles 4 (Research) and 5 (Partnership), this project exemplifies interdisciplinary collaboration between academia and government to address urban transportation challenges. It contributes to SDG 9 by promoting innovative infrastructure solutions, SDG 11 through the development of sustainable urban mobility systems, and SDG 13 by aiming to reduce carbon emissions via integrated transport services.



Research Awards

In 2024, The University of Sydney Business School was awarded 8 research awards for responsibility- and/or sustainability-related research.

Outstanding Engagement for Research Impact 2024

Granter: Engagement Australia

Grantee: Professor Betina Szkudlarek- The University of Sydney Business School

Award Description:

We're proud to share that the project Advancing Refugee Employment, led by Professor Betina Szkudlarek from the University of Sydney, has been recognised with a prestigious award celebrating research that makes a substantial difference to the community and national prosperity. This initiative, delivered in partnership with Eun Su Lee (University of Newcastle), Community Corporate (Carmen Garcia), IKEA Australia (Harriet Pope), and Woolworths Group (Catherine Hunter), exemplifies the power of cross-sector collaboration to drive meaningful impact. The award recognises excellence in research jointly undertaken by tertiary education institutions and partners in community, business, or industry contexts—demonstrating how academic insight can shape inclusive and sustainable employment pathways for refugee communities in Australia.



The University of Sussex, Economic and Social Research Council (ESRC) Digit Fellowship

Granter: The University of Sussex

Grantee: Professor Rae Cooper

Award Description:

Professor Rae Cooper has been awarded a 2024 ESRC Digit Fellowship at the University of Sussex, supporting international collaboration and cutting-edge research on the future of work. Her project, "Manager capability to lead in the future of work," investigates how managers navigate increasingly complex workplace issues and how their leadership capability shapes team experiences and workplace dynamics. The research addresses a key knowledge gap and will inform future-focused strategies for leadership development in evolving work environments.



ARC Mid-Career Fellowship

Granter: Australian Research Council

Grantee: Associate Professor Myra Hamilton

Award Description:

Associate Professor Myra Hamilton, from the Work and Organisational Studies discipline at the University of Sydney Business School, was awarded a prestigious Australian Research Council (ARC) Mid-Career Researcher Industry Fellowship—one of only 25 awarded nationwide. This highly competitive fellowship supports applied research with strong industry collaboration. A/Prof Hamilton's project explores new models of replacement care for working carers of people with disability, chronic illness, or older relatives. It focuses on improving the time synchronicity between care services and working arrangements. The project aims to inform sustainable care models that enhance carers' workforce participation—particularly for women—while improving wellbeing, national productivity, and inclusive workforce policy.



Business School Freda and Len Lansbury Early Career Research Support Fund

Granter: Sydney Business School

Grantee: Dr Hannah Kunst

Award Description:

Dr Hannes Kunst received support through the Sydney Business School / Business School Freda and Len Lansbury Early Career Researcher (ECR) Support Fund for his project titled "Enhancing engagement in healthcare." This research explores the multilevel relationships between social capital, worker engagement, wellbeing, and patient safety, aiming to generate insights that improve healthcare systems and workforce outcomes.



Business School Early Career Research Grant

Granter: The University of Sydney Business School

Grantee: Dr Jo Orsatti

Award Description:

Dr Orsatti received a Sydney Business School / Business School Early Career Research Grant for her project titled "The everyday work of climate crisis in disaster events, response and recovery." The research examines resilience at the intersection of paid public-sector work and unpaid domestic care during and after climate-related disasters. It aims to provide insights into how crisis response efforts are shaped by the dynamics between formal and informal spheres of work.



Women in Construction Industry Innovation Program Grant

Granter: New South Wales Government

Grantee: Dr Natalie Galea, Dr Myra Hamilton, and Dr Georgia Coulston

Award Description:

This project, supported by the NSW Government through the Women in Construction Industry Innovation Program, focuses on improving the retention of women in the construction sector by addressing challenges related to parental leave. In partnership with the National Association of Women in Construction, the research explores women's lived experiences during transitions in and out of parental leave. Insights will inform the development of a practical toolkit to be shared across the industry to support inclusive, sustainable workplace practices.

Runner-Up – Best Academic Project or Paper

Granter: The Money Awareness and Inclusion Awards (MAIA)

Grantee: Professor Susan Thorp

Award Description:

Professor Susan Thorp was named Runner-Up in the Best Academic Project or Paper category at the 2024 MAIA Awards, an international recognition program celebrating excellence in financial education and innovation. Her paper, "Feeling Comfortable with a Mortgage: The Impact of Framing, Financial Literacy and Advice," was recognised among nearly 200 submissions from 35 countries. The award acknowledges her contribution to advancing understanding of how financial knowledge and framing influence consumer confidence in mortgage decisions, aligning with broader goals of improving financial wellbeing and literacy.

Sydney Horizon Fellowship Scheme

Granter: The University of Sydney

Grantee: Dr Danielle Kent and Dr Cara Vansteenkiste

Award Description:

The University of Sydney has attracted and retained 40 of the best and brightest early and mid-career academics who will bring new research capability and unlock solutions to the complex problems of climate change, health and sustainability. The record \$100m investment in the Sydney Horizon Fellowship Scheme is the first of its kind in Australia and among the world's most generous university fellowships. The cohort of Horizon Fellows includes 15 internal and 25 external appointments. The Fellows' international education and work experience spans across North America (Massachusetts Institute of Technology, Stanford University, Harvard University), Asia (City University of Hong Kong, Yonsei University) and Europe (University of Cambridge, Imperial College London, European Commission Joint Research Centre and the World Bank). The Horizon Fellows' projects have a multidisciplinary lens and cover a range of topics across climate change, health and sustainability -

from conversational AI for patients with heart failure to making energy poverty visible, from smart wastewater surveillance to increasing coral reef resilience. Others are addressing sleep-wake disturbances and neurodegeneration, using music to address mental health issues, promoting healthy diets for young children from sustainable first-food systems, and strategies to achieve secure zero-carbon energy and food futures. The Horizon Fellows have been appointed across the Faculty of Medicine and Health (14), Faculty of Science (9), Faculty of Engineering (8), Faculty of Arts and Social Sciences (3), Sydney School of Architecture, Design and Planning (3), University of Sydney Business School (2) and Sydney Conservatorium of Music (1) and will work across the University's multidisciplinary initiatives, centres and institutes. The Fellows will be supported to become research leaders at the University through a five-year research-focused Fellowship, which includes generous funding and a dedicated training and development program that has been designed to support leadership growth and amplify research impact. Two of our academic staff were awarded: Dr Danielle Kent - The power of reframing our climate transition decisions Dr Cara Vansteenkiste - Corporate philanthropy: Mobilising corporate resources for the common good

Research Presentations Related to RME and/or Sustainability

In 2024, The University of Sydney Business School gave 2 research presentations related to RME and/or sustainability.

Fixing a broken system? Shifting state imperatives and the reform of Australian migration regulations

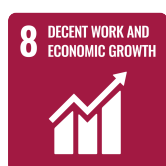
Authors: Chris F Wright | Stephen Clibborn

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference

Department: Work and organisational studies

At the turn of the 21st century, the 'nation building' rationale that defined Australia's migration system during the post-war decades was disbanded in favour of 'guest worker' style policies that placed temporary migrants at significant risk of workplace mistreatment and social exclusion. In December 2023, the Australian government released its Migration Strategy aiming to rectify these problems in the migration system. This presentation analyses key elements of the Migration Strategy particularly those relating to temporary skilled visas and student visas, which are a central focus of the reforms. It will draw upon state-centric theories of migration policy to examine the shifts in the Australian government's motivations for these policy changes. The findings highlight the importance of values and evolving policy problems in driving migration reform.



Endogenous Standards for Subsidizing Emission Reductions

Authors: Dr. Zhaolin (Erick) Li

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference

Department: Business Administration

To promote carbon abatement activities, the Australian Government offers incentives known as Australian Carbon Credit Units. The Clean Energy Regulator, an independent statutory authority in Australia, oversees the reporting and management of greenhouse gas emissions. This presentation highlights several research opportunities aimed at providing insights and recommendations to enhance the effectiveness and to provide justification of the Clean Energy Regulator's role. Additionally, it proposes a mechanism design model to explore the characteristics of government-oriented and proponent-led standards for subsidizing emission reduction projects.



Publications Related to RME and/or Sustainability

Promise and peril: Gender, technology, and the future of work in the legal profession

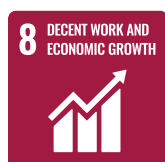
| [DOI](#)

Authors: Talara Lee | Dr. Meraiah Foley | Professor Rae Cooper | Amy Tapsell

Date of publication: August, 2025

Department: Work and Organisational Studies

Much has been made about the impact of new technologies on the organisation of work in the professions. However, the gendered effect of technological change has rarely been a focus of investigation, even though these transformations are occurring in a context of persistent and pervasive gendered inequality. This paper aims to address this gap, using the case of the legal profession to understand the gendered impact of technological change. Drawing on insights developed through interviews with 33 senior legal stakeholders, the paper finds that technological change plays out in contradictory ways, offering both promise and peril for gender equality within the legal profession. We identify four key concepts – bifurcation, democratisation, humanisation, and flexibilisation – to elucidate the intricate interplay between technology and gendered legal careers, acknowledging the dual potential that technology holds for advancement and adversity. We argue for proactive measures and strategies to be adopted by legal institutions, professional associations, and employers, to harness the benefits of new technologies while mitigating the very real risks such technologies pose to a more gender-equitable future of work.



Redressing sexual harassment at work: Using pressure, disorganisation and regulatory failure to advance theoretical understanding

| [DOI](#)

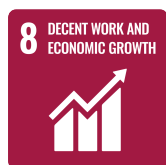
Authors: Angela Knox | Philip Bohle

Date of publication: August, 2025

Department: Work and organisational studies

This article focuses on a significant psychosocial hazard – sexual harassment. It advances the existing body of theory on the antecedents of sexual harassment by drawing on the pressure, disorganisation and regulatory failure (PDR) framework. In doing so, it develops hypotheses about how the PDR variables contribute to sexual harassment and proposes a research agenda to

empirically test them. An improved understanding of the influence of PDR on sexual harassment will also enable an examination of the effectiveness of recent regulatory changes designed to address this destructive and costly problem in Australia, and highlight areas requiring additional intervention.



SMEs tax minimization as shared responsibility

| [DOI](#)

Authors: Dr Mattia Anesa | Alessandro Bressan

Date of publication: August, 2025

Department: Strategy, Innovation and Entrepreneurship

Prevailing criticism of tax minimization strategies is impacting contemporary business decisions. While extant research has focused on an alleged 'moral' shift among large accounting firms and corporates, little is known about tax responsibilities in the context of small and medium-sized enterprises (SMEs). Thus, we examine the following research question: *How do SMEs and tax accountants perceive responsibility within the context of taxation?* Our empirical investigation involves semi-structured interviews with accountants and their SME clients in Italy. Our findings point to an entanglement of legal, economic, ethical, and philanthropic responsibilities enacted in mundane tax strategy work. We propose a model of 'shared responsibility', aiming to clarify the complementary role of SMEs, tax accountants, and state actions in the curtailment of public funding, ultimately affecting the survival of all actors involved. Our work contributes to growing scholarship on business taxation as a form of social responsibility by emphasizing the shared nature of such responsibility, as well as showing how a current reliance on reputational risks to incentivise more responsible tax behaviour is ill suited to the SME context.



The importance of recognition: predictors and outcomes of carer recognition among working carers of ageing relatives

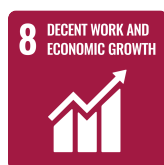
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Authors: Myra Hamilton | Hugh Bainbridge | Marian Baird | Nate Zettina | Lukas Hofstatter | Sarah Judd-Lam | Kate O'Loughlin

Date of publication: August, 2025

Department: Work and Organisational Studies

Many people manage the dual roles of employment and providing unpaid care for an older relative. Although this is increasingly common, carers frequently observe that their caring role is undervalued. This lack of recognition and the adverse consequences that flow from it are of increasing interest to policymakers, advocacy bodies, and employers who have advanced legislative, policy, and workplace accreditation initiatives to enhance recognition of caring. However, the design and impact of these initiatives are constrained by the scarcity of research on carer recognition, its predictors, and its outcomes. Drawing on data from the Australian National Carer Survey, we utilise path analysis to test a conceptual model outlining how life experiences shape carer recognition and subsequent personal outcomes. Our findings provide support for the mediating role of carer recognition linking care-related disruptions in multiple domains (aged care services, employment, family) with carer outcomes (social connectedness, personal well-being, psychological distress, personal time alongside caring). Employees who experienced less disruption in aged care services, employment, and family domains reported higher carer recognition and better outcomes than employees with more disruptive experiences in each domain. The findings suggest new points of intervention to enhance carer perceptions of recognition, and in turn, carer outcomes.



Unveiling the green innovation paradox: Exploring the impact of carbon emission reduction on corporate green technology innovation

| [DOI](#)

Authors: Zhan Wu | Gary Gang Tian | Chante Jian Ding | Yuqi Su | Haichao Li

Date of publication: August, 2025

Department: International Business

This study adopts Porter's hypothesis as its theoretical framework and focuses on Chinese A-share listed companies. Using a multidimensional fixed effect model and mechanism analysis, it investigates the impact of carbon emission reduction on enterprises' green technological innovation. The findings reveal a notable inverted U-shaped relationship between carbon emission reduction and corporate green technology innovation, highlighting the presence of the green innovation paradox. Additionally, the study demonstrates that carbon emission reduction positively influences green technology innovation by promoting the fulfillment of corporate environmental, social, and governance (ESG) responsibilities. Furthermore, through panel threshold model analysis, it identifies a threshold value of 21.1448 for corporate ESG responsibility, beyond which the inhibitory effect on corporate green technological innovation shifts to facilitation. By establishing a novel theoretical analysis

framework, this paper contributes to the understanding of corporate carbon emission reduction, ESG responsibility fulfillment, and green technology innovation. Moreover, it provides practical insights on implementing carbon emission reduction targets, advancing ESG system construction, and enhancing green technology innovation capacity for enterprises.



Voluntary carbon assurance and the cost of equity capital: International evidence

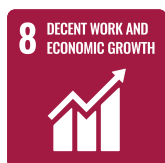
| [DOI](#)

Authors: Reuben Segara | Le Luo | Rina Datt

Date of publication: August, 2025

Department: Finance

We examine the impact of voluntary carbon assurance on a firm's cost of equity capital (COE). Based on 6500 firm-year observations across 44 countries covering a period of 8 years (2010–2017), we find that the adoption of carbon assurance is negatively associated with the COE. Cross-sectional analyses show that the negative relationship is stronger for firms with poor emissions reduction performance and for firms that do not participate in an emissions trading scheme. We also find that a country's legal institutions and economic development have significant moderating effects on this relationship. Furthermore, the scope and the percentage of carbon emissions assured, the level of carbon assurance, and the auditing standards adopted have varied effects on the COE. These findings should be useful to regulators, managers, and investors looking to improve the credibility of voluntarily reported information.



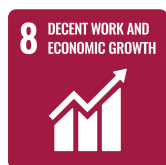
Research: Why Inclusive Hiring Must Include Refugees

Authors: Betina Szkudlarek | Eun Su Lee

Date of publication: August, 2025

Department: Management

Refugees struggle with barriers to employment and data from the [Australian Institute of Family Studies](#) shows only a quarter of refugees who arrive in Australia find employment within two years of arriving in the country.



Zooming in or zooming out: Energy strategy, developmental parity and regional entrepreneurial dynamism

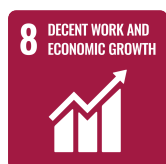
| [DOI](#)

Authors: Yanru Deng | Rabindra Nepal | Xuefeng Shao | Chante Jian Ding | Zhan Wu

Date of publication: August, 2025

Department: International Business

In this paper, we analyze the economic impacts of the *West-East Electricity Transmission Project* (WEETP) project using the multi-period *difference-in-difference* (DID) method based on county-level data from 2000 to 2020. Our findings indicate that the WEETP project inhibits firm entry in electricity-exporting regions while encouraging firm entry in electricity-importing regions, thus hindering regional development equalization. Specifically, the initiation of WEETP discouraged firm activity in the southern and central corridors' exporting regions but boosted firm activity in the northern corridor. Additionally, WEETP exacerbated infrastructure overbuilding and environmental damage in energy-exporting regions, further weakening *entrepreneurial dynamism* (ED) and widening the development gap with energy-importing regions. Our study provides insights into the real impact of national energy strategies on regional development and highlights the institutional factors contributing to the resource curse. The findings demonstrate the limitations of non-market pricing approaches to resource allocation, thereby offering an empirical basis for narrowing the development gap and promoting developmental affirmative action.



A win-win relationship? New evidence on artificial intelligence and new energy vehicles

| [DOI](#)

Authors: Associate Professor Zhan Wu | Jianqiang Gu | Yubing Song | Ana-Cristina Nicolescu

Date of publication: September, 2024

Department: International Business

Investigating the vital role of artificial intelligence is essential to develop the electric vehicle market. This study utilises the wavelet-based QQR methodology to seize the dynamic correlation of artificial intelligence index (AII) and electric vehicle indicator (EVI). Based on quantitative deliberations, the favourable effects of AII on EVI at low-low and high-high quantiles and adverse impacts at high-low and low-high quantiles in the short run confirm the role of artificial intelligence in facilitating the electric vehicle market. However, the favourable effect of AII at medium to high quantiles on EVI at low quantiles refutes it because of the crowding-out effect. Conversely, the positive impact of EVI at medium to high quantiles on AII at low to medium quantiles ascertains the crowding-out effect of electric vehicles, while AII at medium to high quantiles cannot agree on it due to safety and convenience needs. In the mid-to-long term, the interactions of AII and EVI are gradually weakened, and speculative behaviours, crowding-out effects, and safety concerns drive the different cases. Therefore, a win-win situation between them does not always hold, and recommendations are being offered to enhance the significance of artificial intelligence in electric vehicles under the new round of scientific and technological revolution.



Are real-time volunteer apps really helping visually impaired people? A social justice perspective

| [DOI](#)

Authors: Dr Evelyn Ng | Huilin Gao | Bingjie Deng | Michael Chau

Date of publication: July, 2024

Department: Business Information Systems

While digital technologies have undoubtedly enhanced the quality of life for individuals with visual impairment, their influence on social justice remains underexplored. Drawing upon intergroup contact theory, this study employs a mixed-methods approach, utilizing both surveys and interviews, to examine the impact of *real-time volunteer apps* on social justice from the perspectives of both visually impaired people (VIP) and non-impaired people (NIP). Our results reveal unintended adverse effects associated with the use of real-time volunteer apps. Despite enhancing perceived social connection, these apps paradoxically increase VIP's prejudice vulnerability, which is potentially attributed to the social contrast effect. Meanwhile, app usage increases NIP's stereotyping and reduces their social acceptance of VIP groups, as these apps fail to create equal status contact between NIP and VIP. This research illuminates the complex dynamics of how information technology (IT) affects social justice

for VIP and highlights the overlooked downside of IT. It advances our understanding of intergroup contact theory by providing empirical evidence on contact effects when equal status conditions are lacking and serves as a reminder to app designers and developers of the crucial role of social influence in app design, particularly in the development of apps intended for minority groups.



Childcare by migrant nannies and migrant grannies: A critical discourse analysis of new policy solutions for securing reproductive labor in Australian households

| [DOI](#)

Authors: Associate Professor Myra Hamilton | Angela Kintominas | Elizabeth Adamson

Date of publication: August, 2025

Department: Work and Organisational Studies

Migrant nannies (au pairs) and migrant grannies (migrant grandparents) have emerged in Australian policy and public discourses as new “solutions” to the “problems” of unmet needs for reproductive labor in households and the under-utilization of working-aged Australian women in the workforce. Despite their similarities – both are pitched as sources of extended or fictive kin for the provision of childcare – these two classes of migrants are rarely thought about together. Using a critical discourse analysis of policy and media documents between 2013 and 2019, this article examines how debates concerning migrant nannies and migrant grannies are framed and explores the implications for the distribution of reproductive labor. Findings reveal new directions in the distribution of reproductive labor to fictive and extended migrant kin and highlight the importance of an intersectional approach to understanding the complex interactions not only between gender, class, migration status, and ethnicity but also age in new articulations of Australia's work-care regime.



Corporations and climate change: An overview

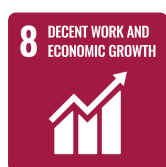
| [DOI](#)

Authors: Professor Christopher Wright | Daniel Nyberg

Date of publication: August, 2025

Department: Work and Organisational Studies

Corporations are primary emitters of greenhouse gases yet are also portrayed as key agents in responding to climate change. This overview article explains corporate responses to the climate crisis at three levels of analysis: (i) *political* (shaping the climate debate and influencing climate policy); (ii) *organizational* (enacting strategies and practices to address climate change); and (iii) *individual* (managers and employees caring about and acting on climate change in their personal and professional lives). Our synthesis of the burgeoning literature on corporations and climate change in the fields of management and organization studies, human geography, and political economy highlights *how* and *why* particular corporate responses have been enacted, encompassing managerial as well as more critical and radical understandings of business activities.



Corruptive practices, digitalization, and international business

| [DOI](#)

Authors: Professor Vikas Kumar | Jeoung Yul Lee | Byung Il Park | Pervez N. Ghauri

Date of publication: August, 2025

Department: International Business

This perspective paper, including the role of an editorial, systematically reviews extant studies on 'multinational corporations' corruption' and 'digitalization' in the international business (IB) domain, revealing why this special issue is both timely and necessary. We chronologically identify recent key studies that have been influential in the research on corruptive practices and digitalization in IB, and examine their main findings. We find that interdisciplinary research simultaneously exploring corruptive practices and digitalization is still in its infancy, and while some contributions have been made, there is still a large research vacuum. In addition, we introduce the twelve papers chosen for this special issue, which we believe represent meaningful breakthroughs and offer useful academic implications. We conclude by suggesting invaluable paths for future research to extend our understanding of the theme.



Data-driven evolution of water quality models: An in-depth investigation of innovative outlier detection approaches-A case study of Irish Water Quality Index (IEWQI) model

| [DOI](#)

Authors: Dr Rosa Taghikhah | Md Galal Uddin | Azizur Rahman | Agnieszka I. Olbert

Date of publication: August, 2025

Department: Business Analytics

Recently, there has been a significant advancement in the water quality index (WQI) models utilizing data-driven approaches, especially those integrating machine learning and artificial intelligence (ML/AI) technology. Although, several recent studies have revealed that the data-driven model has produced inconsistent results due to the data outliers, which significantly impact model reliability and accuracy. The present study was carried out to assess the impact of data outliers on a recently developed Irish Water Quality Index (IEWQI) model, which relies on data-driven techniques. To the author's best knowledge, there has been no systematic framework for evaluating the influence of data outliers on such models. For the purposes of assessing the outlier impact of the data outliers on the water quality (WQ) model, this was the first initiative in research to introduce a comprehensive approach that combines machine learning with advanced statistical techniques. The proposed framework was implemented in Cork Harbour, Ireland, to evaluate the IEWQI model's sensitivity to outliers in input indicators to assess the water quality. In order to detect the data outlier, the study utilized two widely used ML techniques, including Isolation Forest (IF) and Kernel Density Estimation (KDE) within the dataset, for predicting WQ with and without these outliers. For validating the ML results, the study used five commonly used statistical measures.



Do Carbon Assurance Providers Play a Strategic Role in Moderating the Relationship Between Carbon Emissions and Firms' Cost of Equity?

| [DOI](#)

Authors: Dr Reuben Segara | Rina Datt | Jin Young Yang

Date of publication: August, 2025

Department: Finance

This study investigates the impact of a firm's total carbon emissions on its implied cost of equity capital (COE) and explores whether this relationship is moderated by the choice of carbon assurance provider. Our findings show that firms aligning with the shared societal objective of minimizing total

carbon emissions can lower their COE, consequently increasing their overall value. This association is enhanced when a firm's carbon emissions are assured by a professional accountant instead of a specialist consultant. This highlights the potential for green firms to maximize their value through the strategic involvement of a professional accountant. By doing so, these firms can proficiently convey and authenticate their corporate sustainability achievements to investors and other stakeholders. Our findings underscore the importance for a firm to carefully consider the reputation and independence of the assurance provider when seeking carbon assurance.



Does environmental and social performance affect pricing efficiency? Evidence from earnings conference call tones

| [DOI](#)

Authors: Associate Professor Andrew Grant | R. Jared DeLisle | Ruiqi Mao

Date of publication: August, 2025

Department: Finance

This paper examines how environmental and social (ES) performance, proxied by related incidents, affect the managerial and analyst tones in quarterly earnings conference calls and its incremental effect on post-earnings call returns. We document that firms experiencing poor ES performance in the quarter prior to the earnings call exhibit more negative management tone after controlling for quarterly financial performance metrics. Tone difference in conference calls between managers and analysts predicts negative abnormal returns in the three-day window around the call. In the 60-day post-call period, we show that firms with poor ES performance exhibit returns negatively related to the tone difference on the conference call – low tone difference leads to return continuation and high tone difference predicts reversals for firms with positive earnings surprises. These results are consistent with an increase in information asymmetry and lower transparency for firms following poor ES performance.



Investors reward countries for participating in climate agreements

| [DOI](#)

Authors: Dr Mandeep Singh | Konark Saxena

Date of publication: August, 2025

Department: Finance

International climate agreements are one of the best-known approaches to coordinating climate actions among governments but face a free-rider problem, where individual governments lack sufficient incentives to reduce emissions. This study examines the role of investors in providing rewards to governments through sovereign bond yields to encourage climate cooperation and reduce emission intensity. Using a difference-in-differences method, this study examines how sovereign bond yields change around the Kyoto Protocol and the Paris Agreement. The findings show that investors reward governments committed to reducing greenhouse gas emissions with a 4 to 5 basis point decrease in sovereign bond yields. This suggests that investors better compensate countries making significant commitments to climate agreements, helping mitigate the free-rider problem and encouraging effective climate action.



Livelihoods, work, women and climate change: women's voice in just transition

| [DOI](#)

Authors: Dr Jo Orsatti | Daniel Dinale

Date of publication: August, 2025

Department: Work and Organisational Studies

This paper analyses women's voice at the intersection of climate change, work, and industrial relations in Australia. Despite the urgency of climate change and the need for a just transition, research on women's voice in Australia's climate change policy is scarce. This study conducts a content analysis of 17 policy documents from 2011–2022 related to women and climate change, produced by the National Women's Alliances. These documents include qualitative interviews with individuals and communities affected by climate change exacerbated natural disasters. The study identifies four main themes of women's voice: family and community care (unpaid work), employment (paid work), recognition of women's roles and resilience, and natural disaster response and recovery. Findings highlight a focus on reactive responses to natural disasters rather than proactive measures addressing gendered impacts of climate mitigation and adaptation for a just transition. The results underscore the need for a nuanced understanding of women's voice in shaping a just transition.



Precarious Multiculturalism: The Racialized Experience of Asian In/Exclusion in Australia

| [DOI](#)

Authors: Professor Chris F. Wright | Helena Liu | Kyoung-Hee Yu

Date of publication: August, 2025

Department: Work and Organisational Studies

Within Australia's reputation as a successful multicultural nation, we explore what it means to be Asian in Australia. We trace how this racialized group has been socially excluded under the White Australia Policy that existed for much of the 20th Century, included in the Asian Century adopted as government policy in 2012, re-excluded during the COVID-19 pandemic, and tentatively re-included in its aftermath. We examine the cursory and contingent nature of racial inclusion in Australia in light of the contention that surrounds the concept and practice of multiculturalism as a political program. The racialized experience of Asians in Australia demonstrates the pernicious nature of white supremacy, even while this settler-nation seeks to consolidate a glowing image of diversity to redeem its racist past. We conclude by proposing that Australia go beyond multiculturalism to adopt systemic inclusion as a basis for a more equitable and sustainable future.



Research Voices

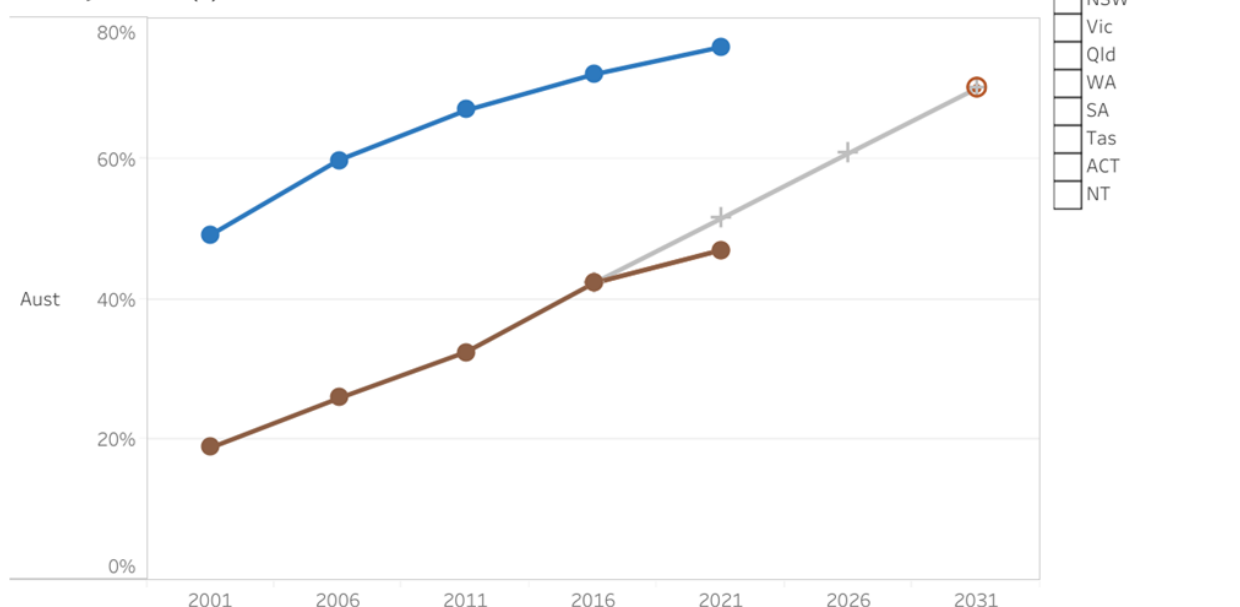
The following statements demonstrate ways in which researchers at The University of Sydney Business School bring sustainability and responsible management into their research.

Partnering with Aboriginal Community-Controlled Organisations for Culturally Led Education and Training- Professor Leanne Cutcher- Research voice

The [National Agreement on Closing the Gap](#) (the National Agreement) emphasizes the need for a strong and sustainable Aboriginal and Torres Strait Islander community controlled sector who can deliver services that meet the needs of Indigenous Australians. In my Australian Research Council (ARC) funded research I am partnering with two Aboriginal Community Controlled Organizations (ACCOs) who are very much focused on delivering culturally led services to their communities. Bara Barang, which in Darkinyung language, means 'make tomorrow', builds and delivers specialised services to empower Aboriginal young people through cultural education, employment and training. My other research partner, Tranby has for over 65 years been delivering educational programs for Aboriginal and Torres Strait Islander peoples. As a Registered Training Organisation, Tranby offers nationally recognised qualifications. Both Bara Barang and Tranby are committed to delivering culturally safe and culturally informed training.

The National Agreement has 19 national socio-economic targets across areas that have an impact on life outcomes for Aboriginal and Torres Strait Islander people. Bara Barang and Tranby are working towards closing the gap in relation to targets 6 -*Students Reach Their Full Potential Through Further Education Pathways* and 7 *Youth are Engaged in Employment and Training*. Both targets are showing improvement, but neither is on track to meet the 2030 targets. Figure 1 highlights the progress that is being made but also shows there is a significant way to go in closing the gap on post school educational outcomes.

Figure CtG6.1 Completion of non-school qualifications of AQF Certificate level III or above, 25-34 years old (a)



Source: Productivity Commission, Closing the Gap dashboard, table CtG6A.1

(a) Targets and trajectories are only available nationally.

- Aboriginal and Torres Strait Islander people, Actual
- Aboriginal and Torres Strait Islander people, Linear regression estimates
- Aboriginal and Torres Strait Islander people, Target
- + Aboriginal and Torres Strait Islander people, Trajectory
- Non-Indigenous people, Actual

My research partnership with Bara Barang and Tranby is highlighting the importance of culture in shaping the ways in which ACCOS strategize, organize and manage their services. One important early finding is the importance of learning on country because in Indigenous knowledge systems, Country is a teacher (Yunkaporta 2009).

Bara Barang and Tranby's culturally led educational programs are contributing to progress on SDG4 – *Quality Education* and SDG 8 – *Decent Work and Economic Growth*. It is an honour to partner with them and highlight the importance of Aboriginal and Torres Strait Islander young people learning from Aboriginal and Torres Strait Islander educators with programs that are grounded in Indigenous ways of knowing, being and doing.

Rewriting the Business Curriculum: One Student at a Time- Associate Professor Ranjit Voola



My journey with PRME started during a visit to the United Nations in 2014. When then Secretary General Ban Ki Moon asked, “Where is the private sector in addressing these global challenges?” it made me rethink my role as a marketing academic. I realised that teaching business strategy and profit alone was no longer enough. Business education needed to shift towards purpose, sustainability, and making a positive difference in the world.

That moment inspired me to redesign my teaching and research. I created courses like “*Poverty Alleviation and Profitability*,” now called “*Leading with Purpose*,” and “*Marketing and Sustainable Development*.” These courses encourage students to question the way we usually think about business. One of the most powerful learning methods we use is Object-Based learning. In a museum, students explore historical objects and are asked, “What do these items say about how we see business, value, and progress? What do we assume without even realising it?” This opens space for deep thinking and meaningful reflection.

The PRME Principles and the i5 framework fit perfectly with this approach. I guide students to explore their own values using tools like ikigai and to see marketing not just to sell things, but as a tool to tackle big challenges like poverty, inequality, and climate change.

I’ve seen students gain the confidence to lead with purpose and impact. For me, PRME is a teaching philosophy that helps future leaders create a better world.

By

Associate Professor Ranjit Voola

Additional Evidence

USBS Research seminars by discipline-2024

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Launch of the Australian Centre for Gender Equality and Inclusion @ Work



In 2024, the University of Sydney Business School launched the **Australian Centre for Gender Equality and Inclusion @ Work**, a new multidisciplinary research hub dedicated to creating fairer, more inclusive workplaces. Co-led by Professor Rae Cooper and Associate Professor Elizabeth Hill, the Centre aims to generate rigorous, evidence-based insights and collaborate with industry, government, and community to design practical solutions that improve workplace equity. Positioned at the intersection of academic research and real-world change, the Centre brings together experts in gender, labour markets, organisational behaviour, and social policy. Its launch reflects the Business School's commitment to public value, responsible leadership, and its long-standing alignment with SDG 5: Gender Equality.

<https://www.sydney.edu.au/business/our-research/the-australian-centre-for-gender-equality-and-inclusion-at-work.html>

Transforming Responsible Management Education: Insights from the 11th RME Research Conference

The 11th Responsible Management Education Research Conference was held in Berlin, Germany, 24-26 September 2024, under the theme "Responsible Management Education: Between Transforming and Radicalising."

Hosted at the Berlin School of Business and Innovation (BSBI), the conference showcased the latest research in Responsible Management Education, featuring outstanding examples of practices that challenge outdated assumptions and mindsets that hinder progress toward sustainable and inclusive societies.

Keynote presentations from education leaders, industry experts and government representatives highlighted current practices in responsible management and education. Notable presentations included a proposal for a Global Degree by Prof. Kouveliotis, Provost and Chief Academic Officer at BSBI; insights on compliance and governance challenges by Silke Stremiau, Chair of the Sustainable Finance Council of the German Federal Government; and an insightful presentation on governance for Business and Human Rights led by Professor Elke Schüssler from Leuphana University Lüneburg. Associate Prof. Chris F. Wright, PRME Academic Director, and Maria Hernandez, former PRME Project Officer, presented the University of Sydney Business School Sustainable Development Goals (SDGs) Mapping Project in a dedicated track on Business Model Innovation in Business Schools. Their participation allowed them to share valuable insights into the mission of integrating the SDGs into business education and sparked meaningful conversations about the essential sustainability competencies needed in today's business landscape.





Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

Partnership at the USBS means working alongside business, government, alumni, and community to co-create knowledge and deliver real-world impact. Through collaboration, we connect education and practice, strengthen social and economic outcomes, and build lasting relationships grounded in shared purpose and mutual learning.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ CEMS (The Global Alliance in Management Education)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations Global Compact non-business signatory

Student Organization Partnerships

- ❖ Enactus
- ❖ 180 Degrees Consulting (180DC)
- ❖ Accounting Society (ASOC)
- ❖ AIESEC
- ❖ Beta Alpha Psi (BAP)
- ❖ Business Information Systems Association (BISA)
- ❖ Business One Consulting (B1)
- ❖ Comm-Stem Society (COMM-STEM)
- ❖ Financial Management Association of Australia (FMAA)
- ❖ International Business Society (IBUSS)
- ❖ Network of Women (NOW)
- ❖ Real Estate Investment Students Association (REISA)
- ❖ South Asian Business Society (SABS)
- ❖ Sydney Consulting Club (SCC)
- ❖ Sydney Marketing Society (SMS)
- ❖ Sydney University Business Analytics Association (SUBAA)
- ❖ Sydney University Business Society (SUBS - the official Business School society)

- ❖ Sydney University Impact Investing Society (SUIIS)
- ❖ University Network for Investing and Trading (UNIT)
- ❖ Women in Finance (WIF)
- ❖ Work and Organizational Studies Society (WOSOC)

Partnerships

The following provides more details on 2 key partnerships at The University of Sydney Business School.

UN Women Australia

We have been the NSW Educational Partner for UN Women Australia since 2014 collaborating with them on research and scholarships to advance women in leadership and developing.

UN Women Australia advances UN Women's agenda by raising awareness of the importance of gender equality in all facets of life – education, families, sport, politics, the workforce and in leadership roles. Through education, women strengthen knowledge and strategies to put in place policies, services and resources to deliver on UN Women's mission: gender equality and the empowerment of women. To advance our shared commitment to women's leadership and accelerating progress towards gender equality, UN Women Australia partner with the University of Sydney Business School to offer two fully-funded MBA Scholarships each year.



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*UN Women Australia
MBA Scholarships*

UN Women Australia MBA Scholarships worth over \$70,000 each

MBA Scholarship - register your interest

Executive MBA Scholarship - register your interest

NSW Indigenous Chamber of Commerce (NSWICC)

The University of Sydney Business School collaborates with the NSW Indigenous Chamber of Commerce (NSWICC) to deliver the **Indigenous Small Business Development Program (ISDP)**. This initiative is designed to support the sustainable growth of Aboriginal-owned businesses across New South Wales. Through a customised six-month executive education program, the Business School provides mentorship, tailored workshops, and access to university resources that strengthen the capabilities of Indigenous entrepreneurs. The program focuses on financial acumen, leadership, growth strategy, and resilience in business—all grounded in a culturally safe and collaborative learning environment.

The inaugural cohort of the ISDP includes eleven Indigenous entrepreneurs from sectors such as construction, health, and telecommunications. The program is co-designed with NSWICC to ensure alignment with community priorities and to support long-term Indigenous-led economic empowerment.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at The University of Sydney Business School support sustainability and responsible management education.

Andrew Staite, CEO of The Pinnacle Foundation. The LGBTQIA+ Executive Fellowship in Partnership with The Pinnacle Foundation.



As CEO of The Pinnacle Foundation, I am proud to reflect on our partnership with The University of Sydney Business School to deliver the LGBTQIA+ Executive Fellowship—an initiative that exemplifies our shared commitment to equity, ethical leadership, and community impact.

This Fellowship is a landmark program that empowers LGBTQIA+ professionals to thrive in executive roles and on boards, and it aligns seamlessly with our mission as Australia's LGBTQIA+ education charity to support LGBTQIA+ Australians to achieve their full potential. The Business School's dedication to inclusive education and values-driven leadership has made it an ideal partner in this endeavour. Together, we are not only investing in individual potential but also reshaping the leadership landscape to better reflect the diversity of our society.

At Pinnacle, we believe that true sustainability includes the cultivation of inclusive and equitable systems—where leadership is accessible to all, regardless of background or identity. The Fellowship fosters this by equipping participants with the skills, confidence, and networks to lead with authenticity and purpose. It is a powerful example of how academia and community organisations can collaborate to drive systemic change.

The University of Sydney Business School has demonstrated a deep understanding of the importance of ethical leadership—not just as a theoretical concept, but as a lived practice. Its support of this program signals a commitment to nurturing leaders who will champion fairness, integrity, and social responsibility in their professional spheres.

This partnership also reflects a broader commitment to community impact. By investing in LGBTQIA+ leaders, we are creating ripple effects that extend far beyond the individual—into workplaces, industries, and communities across Australia and beyond. It is a model of how institutions can work together to build a more inclusive and just society.

In my role as CEO, I am inspired by the transformative potential of this collaboration. It is a privilege to work alongside The University of Sydney Business School to deliver a program that not only uplifts individuals but also advances the values we hold dear: sustainability, equity, ethical leadership, and meaningful community engagement.

By

Andrew Staite (he/him)

Chief Executive Officer & Managing Director

**THE
P/NNACLE
FOUNDATION**

Emma Horvat, Diversity, Inclusion and Talent Acquisition Manager, Nestle. Nestlé Youth Program: A Partnership for Purpose-Driven Leadership



Through its Youth Program, Nestlé has been partnering with Sydney University School of Business for more than 10 years, working together to foster the values of sustainability, equity, ethics and community in leaders of the future.

As the project leader for Nestlé's Youth Program, I have worked closely with my partners at the university, and the experience for me, both professionally and personally, has been an enriching journey of learning and growth.

The Nestlé Youth Program, which runs across Oceania, serves as a critical bridge between academia and the corporate world. It provides internship opportunities for a diverse cross section of academic disciplines.

The inclusivity of the program ensures a rich talent pool who bring their unique experiences and perspective to real world challenges.

Our internships offer hands on experience for students giving them the chance to work on a number of Nestlé initiatives and exposes them to the complexities of business practice.

The initiatives at times have a sustainability focus such as ways to reduce environmental impact or responsible sourcing, both of which are key commitments of our business.

Mentoring is embedded into the Nestlé Youth Program and is instrumental in nurturing the next generation of leaders.

We pair students with experienced professionals and create a supportive environment where young talent can seek guidance, develop their skills, and cultivate ethical leadership qualities. This mentorship fosters a culture of learning and growth, encouraging students to embrace values that prioritise equity and community well-being.

In addition to the Youth Program, Nestlé collaborates with the University of Sydney Business School to host brand innovation sessions, where students are invited to brainstorm and develop creative solutions for actual business challenges.

These sessions stimulate innovative thinking and emphasise the importance of community impact. By involving students in the ideation process, we aim to empower them to consider how their ideas can contribute to sustainable practices and enhance the lives of consumers and communities alike.

We also partner with a number of the University student societies across Marketing and Business to host events and workshops, to encourage students to actively participate in business projects, reinforcing the idea that business can be a force for good.

Supporting students in their professional development and instilling strong core values that set them up for future success, is what lies at the heart of Nestlé's partnership with the University of Sydney School of Business,

Together, we are working to shape a future where business and community can work hand in hand to create a lasting, positive impact on society.

By

Emma Horvat

Diversity, Inclusion and Talent Acquisition Manager



Lachlan Hodgkinson, Principal, Distribution at ECP Asset Management. Equipping Future Finance Leaders.

The partnership between ECP Asset Management and the University of Sydney (USYD) Business School goes from strength to strength, as our collaboration with Business School staff to deliver the ECP Industry Immersion Program continues, delivering significant contributions towards equity, community impact, and ethical leadership. This collaboration, now in its third year, runs twice annually and is specifically designed to provide students undertaking business and financial courses with a practical overview of the investment and funds management industry.

A core strength of this initiative, as highlighted by Andrew Dale, Partner, Investments at ECP Asset Management, is its direct impact on improving gender diversity in finance. The program explicitly aims to address the underrepresentation of women in the asset management industry, a crucial area given that 96 per cent of financial and insurance services companies are male-dominated. One program per year is exclusively for female students, enabling them to learn directly from and connect with female professionals, thereby broadening their understanding of available roles. This directly supports equity by creating a targeted avenue for female students to realise their potential and build connections in an industry where they are significantly underrepresented. Statistics reveal a clear disconnect, with 51% female enrolment in banking and finance majors, yet 48% do not complete their final year finance core units. The program serves to foster the next generation of Australian female investment talent.

Furthermore, the program demonstrates significant community impact by enhancing employability outcomes for students. Over 70% of participants have secured internship or graduate positions in various industry sectors, including banking, accounting, consulting, and investments. This is achieved by equipping students with first-hand industry experience, bridging the gap between academic learning and real-world investment decision-making. Students apply theoretical knowledge to practical scenarios, work on real-world investment challenges, and gain valuable recruitment advice. The program culminates in a networking event, providing students with invaluable opportunities to meet and mingle with investment professionals and recruitment experts, thus building critical industry connections that can shape their future careers.



By



Lachlan Hodgkinson. Principal, Distribution at ECP Asset Management

Additional Evidence

From Green Goals to Impact: Sustainability Careers in Business

On 8 August 2024, the University of Sydney Business School hosted *Sustainability Careers in Business*, an event that brought together professionals from leading organisations to discuss career pathways in sustainability-focused roles. The event featured a panel discussion moderated by a Business School academic and a dynamic networking session, which saw strong student engagement well beyond the

scheduled time. The event reflected students' growing interest in careers aligned with sustainable development and underscored the School's commitment to connecting learners with values-driven industry partners.





Business School *Sustainability* *Careers in Business*

Semester 2 2024

Thursday 8 August 2024



Supporting Government Reform on Jobs, Skills and Immigration

In 2024, three academics from the University of Sydney Business School were appointed to national advisory bodies supporting the Australian Government's efforts to reform the country's migration and skills systems.

Professor Rae Cooper AO joined the Jobs and Skills Australia Ministerial Advisory Board, contributing her expertise in gender equality, job quality, and labour market policy. Associate Professors Anna Boucher and Chris F. Wright were appointed to the Ministerial Advisory Council on Skilled Migration, where they advise on policy design to ensure Australia's migration system is responsive to workforce needs while protecting the rights and wellbeing of migrants.

This collaboration demonstrates how academic research and leadership can inform government decisions on employment, skills development, and migration. By supporting policies that better match skills with job opportunities and address demographic and labour market challenges, the partnership reflects the Business School's commitment to responsible management education and socially impactful engagement.



More information: <https://www.sydney.edu.au/news-opinion/news/2024/03/27/researchers-to-inform-government-on-jobs-skills-and-immigration.html>

PRME Australia New Zealand forum

As part of its commitment to advancing responsible management education, the University of Sydney Business School proudly hosted the **2024 PRME Australia–New Zealand Forum on Friday, 6 December**. The Forum brought together academics, professional staff, and students from across the region—and beyond—to engage in dialogue, foster partnerships, and share leading practices that support the Sustainable Development Goals (SDGs) and the PRME Principles.

The event was opened by **Professor Leisa Sargent**, Dean of the Business School, who emphasised the transformative role of business schools in shaping sustainable and inclusive futures.

Highlights from the program included:

- A **keynote on decarbonisation**, led by Professor Deanna D'Alessandro (Net Zero Institute), in conversation with Professors Steven Maguire, Joakim Westerholm, and Associate Professor Shumi Akhtar, exploring collaborative opportunities to accelerate climate action across faculties, industries, and sectors.
- A **climate action workshop** led by Professor Melissa Edwards (UNSW), focused on refining the ABDC/PRME Climate Action Declaration and showcasing impactful initiatives like the Carbon Literacy Project across business schools in Australia and New Zealand.
- A keynote and **world café session** on gender equality by the Australian Centre for Gender Equality and Inclusion @ Work, featuring Professors Rae Cooper, Dr Laura Good, Dr Jesse Liu, and Dr Suneha Seetahul. The session challenged participants to propose tangible actions that business schools can take to advance gender inclusion.

- A series of **peer-reviewed research presentations**, covering themes such as SDG integration, sustainability pedagogy (including i5 and object-based learning), reflexive leadership development, experiential learning, and climate regulation.

The Forum created space for meaningful conversations, knowledge exchange, and collaboration across institutions—reinforcing the collective commitment of PRME signatories in the region to reshape business education for a more just, sustainable, and inclusive future.



USBS Media Engagements

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Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

At the University of Sydney Business School, Practice means aligning our governance and operations with the same values we instil in our students: responsibility, accountability, and impact. We foster a high-trust, high-performance culture, embed sustainability in decision-making, and continuously evolve our systems to reflect our commitment to equity, transparency, and the common good.

Institutional Policies and Practices

- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Student equity, diversity, inclusion
- ❖ Professional training opportunities
- ❖ Local staff/student/faculty transportation
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Ethical leadership or good governance policies

Practice Awards

In 2024, The University of Sydney Business School received 2 awards for responsible and/or sustainable practices.

Dean's Distinguished Excellence award

Granter: The University of Sydney Business School

Grantee: Maria Hernandez Ramos

Award Description:

This award recognises María Hernández Ramos for her outstanding contribution to the Business School through her work with PRME. The Dean's Distinguished Excellence Award celebrates professional staff who exemplify excellence in supporting students, academic and professional

colleagues, and strategic initiatives. María's contributions reflect a strong alignment with the University's values and a deep commitment to responsible management education, collaboration, and public impact.

Champion of Diversity and Inclusion Award

Granter: The University of Sydney Business School

Grantee: Fiona O'Sullivan (Strategic Lead, PRME)

Award Description:

This award recognises an academic, professional staff member, or a team of up to 10 within the Business School who has demonstrated outstanding commitment to fostering equity, diversity, and inclusion. Recipients of this award will have contributed meaningfully to building a culture of trust rooted in integrity, empathy, and conscientiousness; implemented practical initiatives to create more inclusive, accessible, and diverse environments; and actively promoted different cultural perspectives and voices. The award also acknowledges individuals or teams who have served as strong advocates for the value of equity and inclusion, with clear alignment to the University's values and the Business School's strategic goals.

Practice Voices

The following statements from stakeholders at The University of Sydney Business School demonstrate our commitment to sustainable and responsible practices.

Embedding Nature into Institutional Practice through TNFD- Practice voice

Over the past year, the University of Sydney has taken a sector-leading step in embedding nature-related sustainability into institutional practice through early adoption of the Taskforce on Nature-related Financial Disclosures (TNFD). As the first research-intensive university globally to pilot the TNFD framework, the University has moved beyond compliance to meaningfully assess how its operations, infrastructure and value chain interact with nature.

Using the TNFD's LEAP process, the University conducted a comprehensive assessment of all physical assets, followed by a detailed evaluation of the Camden campus. This revealed material risks and opportunities linked to biodiversity loss, ecosystem services, and land use. The work was shaped by a cross-functional team of researchers, sustainability and operations staff, and translated into tangible action through improved reporting, procurement insights and governance alignment.

What makes this approach distinctive is the integration of student leadership. Through a curriculum-embedded LEAP assessment at Llara Farm, a group of Dalyell Scholars applied nature-related disclosure concepts in the field, producing both a report and an interactive dashboard. This model demonstrated how nature can be embedded in both education and decision-making.

The TNFD project has catalysed internal capability, strengthened strategic foresight, and influenced the direction of the University's sustainability strategy refresh. It has been shared across national forums and will form the basis of the University's first public nature-related disclosure to be launched in September of this year.

By connecting academic, operational and student expertise, this work demonstrates how institutions can respond proactively to the growing imperative to assess and manage nature-related risks in practice.

By

Gillian Graham-Crowe | Director Sustainability

THE UNIVERSITY OF SYDNEY

Uplifting Climate Literacy in Institutional Practice through the delivery of Carbon Literacy Training to staff and students- Practice voice

Carbon Literacy Training



Carbon Literacy Training is a powerful demonstration of the University of Sydney's commitment to developing climate awareness through action. Carbon Literacy Training is a co-curricular educational offering available to all students and staff, aiming to develop a deep understanding of carbon emissions through online and in-person learning, and individual and group pledges. In our Carbon Literacy Training approach, enabled through the UK-based Carbon Literacy Project, hands-on experience is prioritised throughout, encouraging staff and students to engage in interactive activities using a suite of online tools. Interpersonal connections are developed through the sharing of personal experience in classroom discussions. Following a successful pilot in 2023, in 2024 the University enabled 43 staff and 37 students to obtain Carbon Literate certifications.

Individual and group pledges, completed as a part of the certification process, empower participants to translate their carbon knowledge into climate action. In 2024, individual pledges for reducing carbon emissions included volunteering with OzHarvest, prioritising hybrid cars when hiring car rentals, and catering for work and home using climate friendly recipes. Staff and students estimated the amount of greenhouse gas reduction achieved through these actions, and outlined the

significance by drawing upon knowledge developed throughout the course. Group pledges included sharing sustainability knowledge to colleagues, engaging with fellow students to participate in clothes swaps, and joining professional groups to lobby for collective climate action.

The course undertaken by University staff and students in 2024 was developed by the University of Queensland, following principles of advancing collective knowledge-sharing across institutions. In 2024, the Sustainability Team drew upon institutional knowledge to develop a University of Sydney-focused course, which is scheduled for launch in late 2025/early 2026.

By

Gillian Graham-Crowe | Director Sustainability

THE UNIVERSITY OF SYDNEY

Additional Evidence

2024 Australian LGBTQ+ inclusion award- Gold employer

Granter: The Australian Workplace Equality Index

Grantee: The University of Sydney

Award Description:

In 2024, the University of Sydney was recognised as a Gold Employer by Pride in Diversity as part of the Australian Workplace Equality Index (AWEI). This recognition reflects the University's strong performance and ongoing commitment to LGBTQ+ inclusion, equity, and safety in the workplace. The Gold Tier is awarded to organisations demonstrating substantial progress and leadership in implementing inclusive policies, visible support systems, and sustained cultural change. As one of only a select group of institutions in the higher education sector to achieve this recognition, the University of Sydney continues to champion a values-driven environment that celebrates diversity and promotes belonging.

Social impact award- The University of Sydney

The Social Impact Award is an initiative of our parent institution, the University of Sydney, designed to recognise and support student-led ventures that aim to create meaningful social or environmental change. Part of the Innovation Hub's FutureReady Innovation Awards, this prize highlights the role of entrepreneurship in advancing sustainability, equity, and wellbeing.

In 2024, the Social Impact Award was judged by a panel that included the University of Sydney's Director of Sustainability. The award offered AUS \$5,000 in funding, as well as expert mentoring and visibility through university channels.

Finalists 2024 – Social Impact Award:

- **Winner: InnerSteps** (Matt Gordon & Jesse Waller) – A digital tool that uses AI-generated personalised stories to support mental wellbeing in children aged 3–12, facilitating conversations between kids and caregivers and offering clinically informed strategies.
- **Finalist: GardenGo** (Maraika Garrett) – A social enterprise empowering students to grow their own food and build climate resilience through school-based gardening programs and community engagement.
- **Finalist: ConnectED** (Emma Plunkett & Rachael Chaplin) – A platform designed to bridge the digital divide by providing low-cost tech education and refurbished devices to underserved youth, promoting equitable access to digital skills.

This initiative reflects the Business School's broader commitment to responsible management education by empowering students to drive sustainable innovation with purpose.





Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

Share means learning together. We talk openly about what works and what doesn't—across teams, disciplines, and roles. By sharing our experiences, we grow as a community, stay aligned with our values, and make better decisions that move us toward meaningful and lasting impact.

Engagement Opportunities

The University of Sydney Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

The University of Sydney Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students

Sharing Voices

The following statement from stakeholders at The University of Sydney Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Amplifying Impact: Sharing Stories that Inspire Change- Share voice- Glenesse Bernardo



As part of the University of Sydney's marketing team, our role is to share how we work in partnership on a local, national and global scale to deliver education and research that improves our world, aligning with our [2032 strategy](#).

In my role at the Business School, I am inspired by the work of our researchers, educators, and professional staff as they transform people's lives. Through their work, which is shared with me, it is my responsibility to broadcast these stories of impact and foster pride within our community.

I support our innovative researchers and their work on helping to advance the [UN's 17 Sustainable Development Goals](#) in line with our commitments as a PRME signatory. By amplifying this article about our researchers' work on our social media channels, email newsletters and collaborating with other teams in Advancement at the University to feature their work in the Sydney Alumni Magazine, I help broadcast their work that tackles the greatest challenges and contributes to the common good on a global scale.

Our eleven-year partnership with [UN Women Australia](#) demonstrates the School's dedication to promoting gender equality and advancing PRME's principle for responsible management education through the offering of [UN Women Australia MBA Scholarships](#). My work is elevating the stories of our recipients, from Syrian refugee [Chantal Mousad](#), who has overcome adversity to become a trailblazer in finance and uplift underrepresented communities, [Dr Kwedza](#), who champions equitable access in cancer control and [Karra-Hassan](#), who empowers women by improving access to education through sport pathways.

By profiling recipients and sharing their stories through campaigns, social media, our website and across the University's alumni and industry channels, I help strengthen the sense of belonging in our communities, building on the University's aspirations for transformational student-focused education and diverse communities.

By

Glenesse Bernardo

Marketing and Communications

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