

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

The University of Sydney
Business School

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	9
5. Values	12
6. Teach	21
7. Research	54
8. Partner	108
9. Practice	122
10. Share	132

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.

Graduates & Enrollment

2025 Statistics	Number
Graduates	5399
Faculty & Staff at the University	10352
Faculty & Staff at the Institution	500
Student Enrollment at the University	84921
Student Enrollment at the Institution	14529
Undergraduate Attendance	5776
Masters-Level Postgraduate Attendance	8465
Doctoral Student Attendance	186
Certificate, Professional Development, or Continuing Education Attendance	102

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 (Honours)

Masters Degree Programmes

-  Executive Master of Business Administration

Certificates, Professional Development, or Associate Programmes

-  Graduate Certificate in Commerce



Purpose

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



Letter of Commitment



22 July 2026

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.

Professor Leisa Sargent
Dean
The University of Sydney Business School

University of Sydney Business School
Rm 5008
Belinda Hutchinson Building (H70)
The University of Sydney
NSW 2006 Australia

T +61 2 8627 5985
F +61 2 9351 6639
E business.dean@sydney.edu.au
sydney.edu.au/business

ABN 15 211 513 464
CRICOS 00026A

Definition of Purpose

Purpose at the University of Sydney Business School is to create and mobilise impactful management knowledge that enables prosperous, sustainable organisations and contributes to a healthy, inclusive society. We develop responsible leaders, advance lifelong learning, and address complex global challenges through ethical leadership, innovation, collaboration, and a commitment to people and planet.

Institutional Engagement

51% - 75% of faculty at The University of Sydney Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

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



How We Define Values

Values at the University of Sydney Business School are the principles that guide our decisions, actions, and relationships. Grounded in integrity, equity, inclusion, sustainability, and accountability, they shape our culture, inform responsible leadership, and underpin our commitment to creating positive societal impact and fostering trust across communities and organisations.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ 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.

From Business Education to Soil Security: Responsible Management in Practice

From Business Education to Soil Security: Responsible Management in Practice

Daniel Park

In 2025, responsible management became more than an academic theme for me; it became a practical framework for leadership, collaboration and impact. Serving as a student representative on the Business School's PRME Committee gave me the opportunity to bring a student perspective to discussions about how ethics, sustainability and the United Nations Sustainable Development Goals can be embedded across learning and student engagement. The experience showed me that students are not simply recipients of responsible management education, but active contributors to shaping it.



These principles also guided my professional work supporting soil security research within the School of Life and Environmental Sciences. Soils underpin food security, climate resilience, biodiversity and human wellbeing, yet responding to soil degradation is not only a scientific challenge. It also depends on effective governance, cooperation and consideration of whose knowledge is included, who benefits and how responsibilities are shared. Working with researchers and partners across disciplines reinforced the importance of trust, clear communication and shared purpose.

My Business School education helped me approach this work with a broader perspective. I became more attentive to translating complex evidence into accessible messages, balancing immediate constraints against long-term consequences, and evaluating success through public value rather than output alone. Each project and partnership became an opportunity to practise transparency, inclusion and integrity.

Reflecting on 2025, my strongest lesson is that responsible management is not a separate field or a single unit of study. It is a way of making decisions. PRME helped me connect my academic learning, professional work and commitment to sustainability, strengthening my belief that future leaders should be judged not only by what they achieve, but by how they achieve it and whether their decisions contribute to a fairer, more sustainable and resilient society.

Student Voice - Shruti Tamilselvan

Since joining the University of Sydney in 2025, becoming involved with the Principles for Responsible Management Education (PRME) has been one of the most rewarding aspects of my university experience. Through PRME, I have had the opportunity to engage with a community that values responsible leadership, sustainability, and collaboration, while exploring how these principles can be applied within business education and beyond.

Throughout the year, I became increasingly involved in PRME initiatives and student engagement activities, which broadened my understanding of the Sustainable Development Goals (SDGs) and the importance of embedding them into decision-making, research, and leadership. These experiences encouraged me to think more critically about the role that future business leaders can play in addressing complex global challenges through ethical and systems-oriented approaches.

Towards the end of 2025, I was honoured to be appointed as the PRME Regional Leader for Oceania. This opportunity marked an important milestone in my journey, allowing me to represent students across the region and contribute to strengthening collaboration within the global PRME community. During this time, I had the privilege of contributing to various meetings, coming up with initiatives and commencing planning for the global youth summit in 2026.

My experiences with PRME in 2025 have had a lasting impact on my academic and professional development. They have strengthened my confidence as a leader, expanded my global perspective, and inspired me to continue contributing to initiatives that create meaningful social and environmental impact through responsible management education.

Student Awareness

0% - 25% of students at The University of Sydney Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at The University of Sydney Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Strategic Initiatives Program

Strategic Initiatives Program

Seda Cokcetin

The University of Sydney Business School Strategy 2023-27 is in service of our students and staff, our graduate employers, our alumni, business, social enterprise, government, our burgeoning entrepreneurship ecosystem, our scholarly community, and society more broadly. Our tagline 'Innovative. Responsible. Sustainable. For Impact,' and our purpose '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' demonstrates that the Strategy is directly aligned to PRME.

The Business School Strategic Initiatives Program (Strategy) team plays a critical role in driving internal processes related to governance, operations, and the implementation of the Business School Strategy 2023-2027. The Strategy team plays a key role in supporting teams across the faculty to continuously review initiatives and ensure alignment to the Business School Strategy, and the University's Sydney in 2032 Strategy. The Business School's governance structures, strategic priorities and quality assurance mechanisms are underpinned by a mission to develop responsible leaders and generate impactful management knowledge.

Continuing on the foundational work established in 2024, the Strategy team developed and rolled out reporting dashboards in 2025 to monitor the progress of the 14 strategic initiatives aligned with the Business School's strategic priority areas of education, research, and community and practices. Each strategic initiative has identified measures of success and milestones, which are specific, measurable, achievable, relevant and time-bound, and which are being tracked for the duration of the strategy, and the reporting dashboards ensure transparency of projects and initiatives. Governance for delivery is overseen by the Dean's Executive Committee, which reviews and endorses activities, while the Strategy team manages implementation, reporting and communication. Progress is tracked monthly, with initiatives regularly reviewed and reprioritised to ensure alignment with strategic goals.

In mid-2025 the university commenced the Collective Excellence 2028 (CE28) initiative. It aims to align and coordinate university- and faculty-level projects in education and research to build our academic endeavour and achieve the ambitious strategic outcomes aligned to our university's goals. Through increased collaboration, it is helping project leaders across the University to prioritise work, and to hold each other accountable for progress against agreed areas of endeavour. The initiative's output is a single, integrated institutional plan, supported by a set of coordinated, prioritised local implementation plans for 2026-28 for each faculty, university school and university-level portfolio. Each local implementation plan will be collectively owned and understood, as well as stakeholder-driven, while leaving space for agency, innovation and negotiation. Through the CE28 process, the Business School reviewed and refreshed the strategic initiatives to ensure ongoing alignment with the Sydney in 2032 Strategy.

Celebrating Values

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

Embedding Inclusion Through Everyday Practice

Embedding Inclusion Through Everyday Practice

Daniella Vukas

Project Officer, Equity, Diversity and Inclusion

In my role as Project Officer, Equity, Diversity and Inclusion (EDI), I have the privilege of supporting the delivery of two key University of Sydney Business School strategic priorities: increasing staff inclusion and gender diversity, and enhancing student diversity, inclusion and success. While policies and strategies are important, meaningful inclusion is often built through relationships, conversations, and opportunities that enable members of our community to participate fully, contribute meaningfully, and feel a genuine sense of connection.

What I have come to appreciate is that equity, diversity and inclusion are not initiatives that sit alongside the work of the Business School. They are embedded in how we learn, teach, lead, collaborate, and support one another. These priorities are reflected in the ways we advance gender equity, strengthen disability inclusion and accessibility, foster cultural understanding, support wellbeing, value diverse ways of knowing and experiencing the world, and cultivate a genuine sense of belonging for staff and students.

In supporting the implementation of the University of Sydney Business School Strategy, I work across a range of initiatives that contribute to increasing staff inclusion and gender diversity, and increasing student diversity, inclusion and success. From supporting career development and gender equity initiatives to delivering professional development, outreach, engagement and community-building activities, my role focuses on creating opportunities for staff and students to participate fully, feel a sense of belonging, and thrive.

Across the Business School, students, academic and professional staff contribute to this work in different but equally important ways. Meaningful progress happens when people learn from one another's perspectives and lived experiences, bringing different forms of knowledge together to create more inclusive and equitable environments. Whether through mentoring, professional development, inclusive learning experiences, community-building activities, or everyday acts of support and respect, inclusion becomes something that is practised rather than simply discussed.

What continues to inspire me is that many of the most significant changes begin with small acts of inclusion. They emerge through conversations, relationships, and a willingness to listen and learn from one another. These moments help create an environment where people feel valued, where diverse perspectives and lived experiences are recognised, and where individuals can contribute and thrive.

For me, this is how we bring the University of Sydney Business School Strategy to life. Inclusion is not an add-on to excellence; it is fundamental to it. Every initiative, conversation, and opportunity to connect helps create a more inclusive, equitable, and accessible community. By embedding these principles into our everyday practices, we strengthen our culture, support the success of staff and students, and create a Business School that is more connected, innovative, and capable of making a positive impact within our communities and beyond.

Indigenous Strategy and Services

Indigenous Strategy and Services

Lara Grech

Throughout my career, I have been drawn to purpose-filled roles where I can contribute to meaningful outcomes for people and communities. As Project Manager, Indigenous Strategy and Services within the University of Sydney Business School, I have had the privilege of seeing firsthand how diversity, inclusion and belonging are brought to life through the relationships, initiatives and communities we foster. What has stood out to me most is the genuine commitment to ensuring Aboriginal and Torres Strait Islander students feel seen, valued and supported throughout their university journey.

One of the most rewarding aspects of my role has been contributing to initiatives that create opportunities for students to connect with community, with their culture and with one another. The Ngara initiative is a particularly meaningful example and was developed in response to feedback from Aboriginal and Torres Strait Islander students. Ngara was founded on listening to what students said they needed and then working together to create something that reflected those aspirations. Through a dedicated cultural space, community events, academic support, student leadership opportunities and on-Country learning experiences, Ngara has helped foster a strong sense of belonging within the Business School.

What I have found most inspiring is seeing the impact these opportunities have on students. I have watched students build friendships, grow in confidence, take on leadership roles and find a place where they feel comfortable being themselves. Hearing students describe Ngara as a "home away from home" or share how it has positively influenced their university experience is a powerful reminder of why this work matters and why I am so passionate about contributing to it.

More broadly, my experience has shown me that the Business School views diversity and inclusion not simply as strategic priorities, but as responsibilities that require ongoing listening, collaboration and action. Through partnerships with students, staff, community organisations and Indigenous leaders, there is a genuine effort to create environments where different perspectives, cultural knowledges and lived experiences are respected and celebrated.

For me, the most significant lesson has been that inclusion is built through relationships. When people feel welcomed, respected and connected, they are more likely to thrive. The Business School's commitment to creating these opportunities has reinforced my belief that diversity and inclusion are not separate initiatives but integral to a strong and successful community. Being part of this work has been both professionally rewarding and personally meaningful, and it continues to inspire me to contribute to environments where people feel they belong and can achieve their full potential.

Contributing to a More Inclusive Business School through Careers & Employability

Contributing to a More Inclusive Business School through Careers & Employability

Catherine Baartz

I believe I contribute to a more inclusive Business School through my work in the Careers & Employability Office at the University of Sydney Business School, where I support students from diverse backgrounds to achieve their career aspirations and successfully transition into meaningful employment. Through equitable access to career education, coaching, industry engagement, and employability programs, I help ensure that all students, regardless of their background or circumstances, have opportunities to develop their confidence, skills, and professional networks.

The way I contribute to inclusion is through the design and delivery of career development workshops informed by the CAST Universal Design for Learning (UDL) Guidelines, ensuring students with diverse learning needs, experiences, and backgrounds can fully participate and engage. The Careers & Employability Office is guided by the motto Connect, Engage, Belong, which reflects our commitment to fostering a strong sense of community among students. We encourage participation in workshop and networking events and opportunities to connect with peers, Career Leaders, and industry professionals in a welcoming and supportive environment.

I also recognise that language can be a barrier to participation and understanding. When facilitating workshops, I use clear and accessible language and avoid slang, jargon, and abbreviations that may not be familiar to students from different cultural and linguistic backgrounds. This helps create an inclusive learning environment where all students can confidently engage with the content.

To support the practical application of learning, I incorporate interactive and collaborative activities into workshops. For example, students can practise networking conversations, in a safe environment before applying these skills in professional settings. Following workshops and events, I provide action-oriented feedback and encourage students to focus on a small number of achievable next steps, helping them translate learning into meaningful career progress without feeling overwhelmed.

By embedding principles of fairness, accessibility, empathy, and respect into my everyday practice, I contribute to a University of Sydney Business School culture where every student feels supported, valued, and empowered to achieve their professional goals. Through the Careers & Employability Office, I help create an inclusive community that prepares students to succeed in diverse workplaces and make positive contributions to society.

Continue telling your story

Connecting Aboriginal and Torres Strait Islander
Voices

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

My-PRME-summary_J_Vassallo

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

Research Hubs Launch

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



Teach

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



How We Define Teach

Teach at the University of Sydney Business School means designing and delivering transformative, high-quality learning experiences that develop responsible leaders and support lifelong learning. Through inclusive, competency-based curricula, we embed sustainability, equity, diversity and inclusion, and strengthen digital, data, and cultural capabilities to prepare graduates for a rapidly changing world.

Courses that support RME

The University of Sydney Business School reports 20 courses in 2025 that support responsible management education and sustainable development goals.

Cooee Program | Cooee Program

The Cooee Program is designed specifically for Aboriginal and Torres Strait Islander small business owners in remote communities, offering a unique opportunity to strengthen skills and knowledge.

Over the course of a week, participants will dive deep into a range of key business areas, gaining hands-on, intensive experience in person at the University of Sydney. On completion of the course participants will be awarded a micro-credential badge, and the learning journey continues with personalised online mentoring from experienced industry professionals, guiding and supporting business owners to thrive and grow.

All costs are fully covered for successful applicants, including course fees, travel, and accommodation.

The launch of the Cooee Program demonstrates our ongoing commitment to:

- Creating a culturally safe and inclusive learning environment
- Building enduring and respectful partnerships with Aboriginal and Torres Strait Islander communities
- Supporting Indigenous-led economic development and entrepreneurship

Contributes to responsible management by embedding sustainability, ethics, Indigenous knowledge and reflective practice across transport and logistics education, helping students understand how their decisions affect communities, the environment and future generations. By integrating sustainability principles, the program advances SDG 12 – Responsible Consumption and Production and SDG 9 – Industry, Innovation and Infrastructure. Through this combination of ethical awareness, cultural respect and sustainability-focused learning, Cooee shapes graduates who can lead transport and logistics systems in ways that are socially responsible, environmentally conscious and aligned with global sustainable-development goals.

Through initiatives such as Cooee, the Business School contributes to our ongoing commitment to creating a culturally safe, inclusive environment and building enduring partnerships with Aboriginal and Torres Strait Islander communities for a better social and economic future, while embedding Indigenous perspectives and priorities within business education and practice.



Remote and Rural Enterprise (RARE) Program | RARE

RARE is a community-engaged learning program connecting students with remote, rural, and Indigenous enterprises to solve real-world business challenges.

Our academically guided action research projects emphasise collaboration cultural competence and sustainable economic development to provide social entrepreneurs and organisations with solutions that suit challenging environments and socio-cultural differences.

Each year, the RARE Program offers a range of exciting action research projects in selected units of study. Students have the opportunity to travel and work with rural and remote communities, developing solutions, social enterprises, and sustainability related community initiatives.

Ed Johnson, Program Coordinator, shares:

“RARE is a community-engaged learning program connecting students with remote, rural, and Indigenous enterprises to solve real-world business challenges. Our academically guided action research projects emphasise collaboration, cultural competence, and sustainable economic development to provide social entrepreneurs and organisations with solutions that suit challenging environments and socio-cultural differences. RARE exists to show students that there is a real world out there, where not everything is fair and right, so we need to fight for equity and sustainability, to build a better future with all communities.”





Dr John Yu Fellowship | Dr John Yu Fellowship

A first of its kind program in Australia, the Dr John Yu Fellowship brings together Australia's multicultural leaders to explore the influences, impact and opportunities of diverse leadership.

As a leader, you bring a raft of strengths, perspectives, and capabilities that have been shaped by your lived experiences. This program harnesses those experiences to shape your authentic leadership style and leverage your influence.

Over three days, you will come together with a cohort of culturally diverse leaders from business, government and the not-for-profit sector to explore all facets of leadership. You will learn transformative leadership skills, discuss burning issues, challenges and opportunities, share experiences and understand how cultural diversity can influence and shape your leadership journey.

This unique program has been designed in response to the growing need for targeted leadership development for high-potential leaders from multicultural backgrounds.

According to 2018 research by The University of Sydney and the Australian Human Rights Commission, 24% of the Australian population has neither European nor Indigenous background, yet only 5% of senior leaders in business, government and higher education identify in this category.

"The John Yu Fellowship gave me an opportunity to be inspired by world-class speakers and learn from accomplished peers in different industries in a condensed, effective way. I came out of the experience with a better understanding of myself, the society that we fight to better, and a keener grasp of how to think and speak productively about diversity, equity and inclusion."

- Yeessum Lo, Student Participant, Head of Development at Network 10 ViacomCBS



Bespoke Infrastructure Short Course | Bespoke Infrastructure Short Course

Infrastructure Short Course (delivered three times in 2025)

This program is designed to strengthen leadership capability and institutional capacity in infrastructure development, supporting PRME Principles related to Purpose, Method, Dialogue, and

Partnerships. The programs addressed key SDGs including SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), and SDG 17 (Partnerships for the Goals). The design and delivery of these courses embed SDG-aligned thinking into teaching, research, and engagement. The programs promoted reflective learning and critical analysis of infrastructure systems as drivers of sustainable and inclusive growth with a commitment to shaping a better future for business and society.

From 13–15 May, ITLS hosted a delegation from the Solomon Islands for a bespoke Infrastructure Short Course at the University's CBD Campus. Delivered in partnership with the Solomon Islands Infrastructure Program (SIIP) and supported by the Australian Government's Department of Foreign Affairs and Trade (DFAT), the program was curated by Adjunct Professor Martin Locke and designed to strengthen infrastructure planning and management capabilities within the Pacific region. The course explored infrastructure planning and decision-making, asset management and finance, and practical applications through real-world case studies and site visits. Participants engaged directly with leading practitioners from Ventia, Infrastructure Australia and Polis Partners, while a site visit to the Sydney Harbour Bridge Cycleway project provided exposure to contemporary infrastructure delivery challenges and solutions. The program marked the second year of a successful collaboration between ITLS and SIIP, demonstrating an ongoing commitment to knowledge exchange, professional development, and capacity building across the Pacific. This course was delivered again on Tuesday 25 November for 13 participants.

Our Capstone units provide strong industry engagement opportunities, where students are placed with industry partners to work on real-world supply chain problems. These projects are designed to develop practical problem-solving, stakeholder engagement, and responsible decision-making skills while delivering tangible value to partner organisations.

We have also developed several microcredentials in direct response to identified industry needs and skill gaps. These initiatives aim to better align university education with rapidly evolving workforce expectations, particularly in areas related to digital capability and industry readiness.



Creating Sustainable International Businesses | IBUS2106

International businesses must navigate an increasingly complex environment encompassing different laws, ethics, social movements, stakeholders, social and environmental responsibilities, consumers, and policies. These differences associated with operating across borders places immense pressure on an international business to consider their environmental impact and responsibility both upstream

and downstream, of which is extensively more complex than that of a local-operating business. This unit examines the shifting mindset from profit maximising to acting as a responsible business. It explores how an international business can assess, manage and improve their operations to be accountable and transparent in relation to key global social and environmental challenges and opportunities including transitioning to a net-zero global economy, the United Nation's SDGs, biodiversity and modern slavery. On completion of this unit, students have enhanced skills and knowledge relevant to the understanding of how international businesses can be socially and environmentally responsible and sustainable.



Strategies for Growth | SMBA6002

Growth remains central to the concerns of CEOs and investors alike. Yet the increasing incidence of disruptive change has created a new world in which competitive advantage is much more transient than in past decades, making consistent growth harder to achieve. In this new world strategic agility has become the cornerstone of business sustainability. This unit examines how organisations can reshape their business models in response to changes in technology and market structure and explores the circumstances in which opportunities exist to actively shape the environment through proactive business model innovation. The unit provides practical experience at applying relevant concepts, techniques, and frameworks to real-world situations in order to generate innovative strategic responses to dynamic market conditions.

A session (out of 10) focuses on the principles of responsible strategy, including baseline stakeholder theory, moving through CSR, ESG, DEI and carbon-reduction focused approaches (such as NetZero, etc). As part of this there is an introduction to responsible computing, as well as a guest lecturer from industry who focuses on impact externalities (designing businesses to have net societal benefit).



International Social Enterprise Project | SMBA6118

This unit is an intensive unit focused on the themes of social entrepreneurship and cultural competence. The traditional lines between private, public and non-profit sectors are being blurred by the emergence of social enterprise and shared value. That is, social entrepreneurs are finding ways to build impact models that either break even financially, or even make a profit. They have done so by engaging innovative business models to solve social and environmental problems on local and global

levels. Students study these themes within the context of working in teams on a real social enterprise business problem. At the end of the unit students have developed a working knowledge of the ideas of building hybrid business models, innovation by restriction, and an appreciation for culture in the context of entrepreneurship. Students reflect on how the key themes and lessons can be applied to their existing personal and professional environments.

When planning SMBA6118 for delivery in an Indigenous business setting, we knew we needed to do more than teach students about social enterprise. Ongoing legacies of Indigenous marginalisation in Australia made it imperative to design a genuinely impactful learning experience. We planned three delivery stages: addressing colonial preconceptions; resetting understandings through engagement with Indigenous guest speakers and ways of knowing; and working on a real problem with an Indigenous social enterprise to frame allyship in practice. Dealing with these issues sequentially helped students gain deeper insight into their own (mis)understandings, a greater appreciation for alternative perspectives, and a stronger grounding for effective work with the Indigenous enterprise. Our design approach also aimed to enable students to embed learnings into their ongoing professional practice.

My co-facilitator, Luke McIlroy-Ranga, and I were nominated for a Dean's Award for Excellence in Teaching for this work. We've included our reflection on teaching, as well as the student feedback, to demonstrate the impact of the unit.



Finance in the Global Economy | FINC5090

Modern financial markets are at the heart of the global economy. Thus, an understanding of finance requires a global perspective. This unit of study focuses on three core ideas. First, it provides a description of the role of financial markets within the global economy using modern methods. Next, it focuses on the tools which are needed to understand finance from a global perspective. Finally, it focuses on the behaviour of market participants and how they interact in a global setting. On completion of this unit students have an understanding of financial markets and their participants and how they interact in an integrated world.



Innovator's Skills and Actions | BUSS4908

This unit presents students with an opportunity to apply their knowledge and hone foundational skills in innovation and entrepreneurship: creativity and ideation; design thinking and empathy; opportunity framing, identification and construction; experimentation and hypothesis validation; systems thinking; critical thinking; project management; and networking skills. The unit introduces various frameworks and processes for developing ideas and opportunities into viable business/social venture concepts; and requires students to apply them. The unit requires students to engage with the disciplines and industries/sectors in which they are interested, where they actively search for and construct opportunities. Students are introduced to and work with the Business, Lean and Impact-Gap Canvas frameworks. At the completion of this unit, students have a 'bank' of business/social venture opportunities ready for further validation and development as well as an insights map of their own understanding and knowledge of their chosen discipline or industry.

Mentioned SDGs were used as a point of departure for students to select their innovation projects. They started with researching and exploring problem space (linked to SDGs) that eventually turned into an opportunity space and contributed to innovation space.



Organisational Communication | WORK3205

Communication is integral to many organisational processes; for instance, effective planning, decision-making, negotiation, conflict management, change management and leadership all rely upon effective communication by organisational actors. At the same time, organisational communication has become more complex due to increasing levels of diversity in the workplace and an increasing reliance on emergent and rapidly changing communication technologies. Drawing on communication research models, theories and case studies, this unit provides students with insight into how to manage the complexities of contemporary organisational communication. The unit focuses primarily on internal organisational communication and examines communication processes at various levels: interpersonal (dyadic), group and organisation.



Management in Practice | WORK3601

This capstone unit bridges the gap between theory and practice in management by integrating knowledge and consolidating key skills developed across the major. It aims to provide students with practical experience in identifying, analysing, and solving contemporary business problems by

examining the emergence, significance and challenges associated with management within contemporary organisations. The unit brings together and consolidates the theories, practices and debates covered in the Management major drawing on national and international practical examples in what is an experiential and problem-based learning approach. Students ensure their career-readiness by demonstrating their ability to apply concepts, theories, frameworks, methodologies, and skills to authentic problems and challenges faced in the field of management.



Managing Food and Beverage Supply Chains | ITLS2000

The food and beverage sector is one of the key economic activities in virtually all countries in the world today. When it comes to logistics and supply chain management within this sector, there is a level of complexity, not frequently found in other industries. This includes the need to consider products bulkiness, perishability and seasonality, coupled with potential additional infrastructure requirements in respect of temperature-controlled storage and transport. As a consequence, there is a higher imperative to have a well-designed end-to-end supply chain. Equally, it is important to understand issues from the perspectives of the various actors in food and beverage supply chains including farms, processing units, wholesalers / distributors, and retailers. Overarching the structuring of any food and beverage supply chain will be consideration of issues such as perishability, quality and risk. Further, for a supply chain to be effective and efficient consideration also needs to be given to the support functions of information management, use of technology, and financial reporting. In today's world, companies compete on supply chains. Those who have the ability to establish a distinctive supply chain and create it as a strategic asset will, therefore, emerge as industry leaders.

Supports SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption & Production) by addressing perishability, food quality, cold-chain logistics, and sustainable sourcing.



Introductory Supply Chain Analysis | ITLS5050

The amount of data generated within organisations is growing rapidly and the ability of supply chains to harness emerging opportunities and respond to issues of sustainability and resilience relies on the ability of managers to make effective decisions based on the information provided by careful analysis of data. Through this unit students develop a strong understanding of the basic techniques underpinning quantitative analysis for logistics and supply chain management and develop highly

marketable skills in spreadsheet modelling and the communication and presentation of data to support management decision making. This unit emphasises the practical aspects of quantitative analysis and students are guided through the basic theories used in decision making. This unit emphasises how the theories are applied in practice, drawing on real world experience in quantitative analysis for logistics and supply chain management. The unit covers demand forecasting, spreadsheet modelling, optimisation of production and distribution using linear programming, simulation and quantitative performance management. The unit also introduces basic statistics and linear regression techniques.

Advances SDG 12 and SDG 13 (Climate Action) by enabling data-driven decisions that improve supply chain efficiency, reduce waste, and support resilience.



Supply Chain Planning and Design | ITLS6002

Successful supply chain management relies upon informed decision making, which aligns with overall business and supply chain strategies. This unit explores a range of important decisions and equips students with a toolkit of models and analytical methods that can assist in making informed decisions. The first set of decisions concern supply chain design and strategy and includes network design and facility location. These decisions provide structure to the supply chain, set the boundaries within which planning decisions are made, and impact on supply chain performance over the long term. In contrast, planning and operational decisions provide value over the medium and short term. Here, this unit covers production planning and scheduling, including aggregate planning, master production scheduling and material requirements planning. Families of models are introduced to support inventory control decision making, with a focus on appropriate model selection, handling uncertainty in supply and demand, and extending the models to handle multiple echelons.

Supports SDG 9 and SDG 11 (Sustainable Cities & Communities) by designing efficient, resilient, and sustainable supply chain networks.



Logistics and Supply Chain Management Systems | ITLS6010

Modern supply chain tools such as the internet of things and sensors linked with Enterprise Resource Planning and Warehouse Management Systems are strengthening Information Technology systems as the backbone of supply chains. This is facilitating communication between systems and

organisations throughout the length of the supply chain. However, many companies are struggling to manage the large and growing flow of data which is needed to generate meaningful insights. This requires enterprises to develop consistent data standards that allow integration of systems within and between organisations. A unified treatment of supply chain systems helps achieve sustainable profitability for both enterprises and the entire supply chain. It also facilitates compliance and drives strategy for Corporate Social Responsibility, environmental sustainability and resilient supply chains. The improved supply chain visibility enables the optimisation of all functions simultaneously, including sourcing, manufacturing, warehousing, distribution, retail and reverse logistics, and allows the tracking of key performance indicators in supply chain operations. This unit develops highly marketable skills in managing and analysing data to generate meaningful key performance indicators and insights for nimble and agile decision making. Students gain experience with enterprise resource planning systems and tools needed for system integration.

Contributes to SDG 9 and SDG 12 because the unit focuses on how modern supply chains can be designed, managed and improved to be more efficient, resilient and sustainable.



Global Logistics Capstone | ITLS6600

This unit serves as the capstone unit for the Global Logistics Specialisation. This unit consolidates, integrates and applies the knowledge and skills that students have gained in the Global Logistics specialisation. Taken in the last semester of study, the unit provides the opportunity to explore authentic, scenario-based global logistics problems and to reinforce and extend competencies in students' area of interest and expertise. The projects are assigned to students based on their experience and professional needs in one or more of the following areas: global distribution strategy, ethical and sustainable logistics and procurement, strategic procurement, supply chain risk analysis and mitigation strategies, city logistics, and supply chain challenges facing Australian and global businesses. Students manage the project investigation and carry it to completion within a specified time period and to a professional standard. Through the project, students identify the problems and existing bottlenecks, explore the potential solutions to these problems, critically analyse the situation, document their progress, communicate findings with their mentor and other students, reflect on their learning, and prepare a formal project report describing the work performed as well as the resulting conclusions and recommendations.

The Capstone units provide strong industry engagement opportunities, where students are placed with industry partners to work on real-world supply chain problems. These projects are designed to develop practical problem-solving, stakeholder engagement, and responsible decision-making skills while delivering tangible value to partner organisations. Supports SDG 9, SDG 12 and SDG 17.



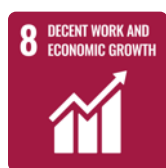
Digital Marketing | MKTG3110

This unit explores how marketing campaigns are designed, conceptualised and executed digitally. Particular attention is given to techniques unique to digital technologies and the networked nature of social media platforms. Their applications to marketing strategy specifically to do with brand building, target audiences, public relations and communications are covered with an aim to equip students to understand the digital consumer journey.



International and Global Marketing | MKTG6013

This unit aims to give students an understanding of international marketing concepts by using the framework of marketing mix elements of product, price, distribution and promotions, and highlights their importance in a rapidly changing global economy. Topics include the scope and environmental factors (PEST) including culture; globalisation versus internationalisation and multinational strategy; international and global products, services and brands, market size assessment; foreign market selection; foreign market entry mode; pricing for international markets; international distribution channels; and international promotions (global vs. multinational approaches) and strategies. Understanding these concepts helps students develop skills in designing and implementing marketing strategies in diverse international country contexts.



Leading and Influencing in Business | BUSS2000

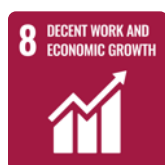
This unit of study introduces students to the knowledge and skills required to successfully lead and influence people in an increasingly global and diverse workplace. Unit content is drawn from relevant theories and evidence with students applying the underpinning principles from these theories to develop effective interpersonal skills, self-reflective practices, self-development goals and plans, leadership and employability skills. The knowledge and skills developed in this unit are important to building a career regardless of disciplinary specialisation. Example topics include: the importance of

understanding and reflecting on one's own values and career goals/interests, communication, teamwork, ethical and social responsibility, inclusive leadership, cultural awareness and competency, as well as professional skills.

I embed values of relationality and reciprocity into my teaching, which is an indigenous led approach to inspire students to be sustainable and responsible future leaders at undergraduate and postgraduate level.

Thematically the unit feedback always relates to using my real-world experiences in leadership and influencing in business incorporated into BUSS2000 (Leadership and Influence in Business) and marketing units. I show up with heart, show I care, and I know it helps the students feel seen, supported. This then opens their eyes on what responsible, sustainable leadership for good is and looks like, as I embody it with humility to be with them, over the pay cheque I gave up in industry, of which I have no regrets.

- Lisa Asher



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.

The initiative demonstrates the Asia capability, creativity and social impact orientation of Master of Commerce students while strengthening engagement between the Business School, industry partners and regional stakeholders. It provides a platform through which students can transform research-informed insights into practical solutions, fostering global collaboration and responsible leadership while applying business knowledge to complex societal challenges



Teaching Awards

In 2025, 11 awards were given to faculty and educators at The University of Sydney Business School.

Early Career Teachers of the Year

Granter: The University of Sydney

Grantee: Dr Rosa Taghikhah

Award Description:

Rosa was recognised at the Vice-Chancellor's Awards for Excellence as the Early Career Teachers of the Year for her exceptional contribution to creating an outstanding educational experience for students.

HDR Supervisor of the Year

Granter: The University of Sydney

Grantee: Professor Helena Nguyen

Award Description:

Helena was recognised at the Vice-Chancellor's Awards for Excellence as the HDR Supervisor of the Year for her commitment to fostering an exceptional experience for higher degree by research students.

Teaching and Learning Excellence

Granter: The University of Sydney

Grantee: Dr Maria Ishkova

Award Description:

Maria was honoured at the Vice-Chancellor's Awards for Excellence for Teaching and Learning Excellence recognising her leadership in delivering outstanding educational outcomes for our students.

ABDC Award for HDR Supervision and Mentoring

Granter: Australian Business Dean's Council (ABDC)

Grantee: Associate Professor Krithika Randhawa

Award Description:

Demonstrating a positive impact on higher degree research students and early career scholars through outstanding mentorship

2025 Supervisor of the Year Awards

Granter: SUPRA Sydney University Postgraduate Representative Association

Grantee: Professor Stacey Brennan

Award Description:

SUPRA Supervisor of the Year Awards aim to promote, recognise and reward excellence in Higher Degree by Research supervision. We acknowledge the valuable efforts and contributions of supervisors in supporting and nurturing their research candidates. The awards are exclusively driven by students, as both nominators and judges.

The Supervisor of the Year Awards recognise supervisors of all postgraduate research students, including master's by research, Master of Philosophy, and PhD candidates.

2025 Supervisor of the Year Award

Granter: SUPRA Sydney University Postgraduate Representative Association

Grantee: Associate Professor Yi Li

Award Description:

SUPRA Supervisor of the Year Awards aim to promote, recognise and reward excellence in Higher Degree by Research supervision. We acknowledge the valuable efforts and contributions of supervisors in supporting and nurturing their research candidates. The awards are exclusively driven by students, as both nominators and judges. The Supervisor of the Year Awards recognise supervisors of all postgraduate research students, including master's by research, Master of Philosophy, and PhD candidates.

2025 Supervisor of the Year Awards

Granter: SUPRA Sydney University Postgraduate Representative Association

Grantee: Associate Professor Ranjit Voola

Award Description:

SUPRA Supervisor of the Year Awards aim to promote, recognise and reward excellence in Higher Degree by Research supervision. We acknowledge the valuable efforts and contributions of supervisors in supporting and nurturing their research candidates. The awards are exclusively driven by students, as both nominators and judges. The Supervisor of the Year Awards recognise supervisors of all postgraduate research students, including master's by research, Master of Philosophy, and PhD candidates.

2025 SUPRA Teacher of the Year Award

Granter: SUPRA Sydney University Postgraduate Representative Association

Grantee: Mr Tony Shang

Award Description:

The SUPRA Teacher of the Year Awards have previously taken place in 2019, 2020 and 2025, and aimed to promote, recognise and reward excellence in coursework teaching at the University of Sydney, as nominated and judged by coursework postgraduate students at the University.

Higher Education Awards 2025 Employability

Granter: Financial Review Higher Education Awards

Grantee: University of Sydney's Job Smart Employability Program

Award Description:

The awards are designed to highlight the tremendous contribution that the higher education sector makes to Australian prosperity and quality of life.

Global Employer's Choice Award

Granter: Global University Central Career Union

Grantee: Job Smart Program

Award Description:

Sharon Mose, Program Manager at our Careers and Employability Office, accepted the award for the program. The conference is designed to enhance professional development support and opportunities for Chinese students returning home post-studies by bringing together career development professionals from international universities and local HR professionals from reputable enterprises.



ABDC Award for Innovation and Excellence in International Engagement (2025)

Granter: Australian Business Dean's Council (ABDC)

Grantee: Job Smart Program

Award Description:

The team has developed an award-winning employability program that supports international students to build their employability skills. There is strong collaboration with industry and government in implementing the program. The panel was impressed with the use of technology in the program for desirable, scalable outcomes, shown by improved graduate employment for Job Smart students and positive feedback from students that have completed the program.

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
- ❖ Publication or research support
- ❖ 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.

Dewa Wardak - Featured Impact Stories in PRME

Dewa Wardak - Featured Impact Stories in PRME

Dr Dewa Wardak has been recognised by PRME for her innovative teaching practice, which bridges theory and practice to embed responsible leadership into business education.

From co-designing museum-based workshops to achieving 100% student satisfaction, Dewa's work exemplifies how PRME tools can transform learning experiences.

Bridging Theory and Practice: Dr. Dewa Wardak's Path to Purposeful Business Education



When the [University of Sydney Business School](#) needed to shift to online teaching during the COVID-19 pandemic, Dr. Dewa Wardak was brought in, not from a traditional business background, but as a learning sciences expert. With a master degree in Learning Sciences and Technology and a PhD in educational design, Dr. Wardak had long focused on how students learn and how to make learning more meaningful. That expertise became a vital bridge between pedagogical theory and practical classroom transformation.

During the COVID-19 pandemic, Dr. Wardak transitioned from the School of Education to the Business School to support the digital transformation of teaching. What began as a temporary assignment quickly evolved into a longer-term mission: helping business educators become more effective, student-centered teachers. She saw a familiar opportunity: faculty were deeply enthusiastic about improving their teaching, and with greater access to resources and support, that energy could be transformed into meaningful innovation.

In 2023, she discovered [PRME's Impactful Five \(i5\) framework](#), and it was a turning point. The i5 framework provided the tools, language, and structure she needed to engage her colleagues and students in a more accessible and impactful way.

"It became my way in," she said. "i5 allowed me to introduce innovation in ways that were relatable and practical, especially for those without a background in learning science."

Rethinking Leadership in a Post-Crisis World

As part of the *Leading in a Post-Crisis World* programme, Dr. Wardak coordinates and teaches *Managing Post-Crisis Through Action Research*, a course designed to move beyond traditional leadership theory and help students lead through uncertainty with confidence, empathy, and curiosity. Students work in teams to identify real-world problems, conduct action research, gather data, and, with ethics approval, have the opportunity to publish their findings.

“So many students think they need a title to lead,” she noted. “We help them understand that leadership is about taking initiative and having agency. It’s in the small choices, every day.”

She integrated the i5 framework into the course to support experiential learning and structured reflection. The approach resonated deeply with students, highlighted by her receiving a faculty teaching award at her institution, and earning 100% satisfaction in student feedback across all six evaluation categories.

“To me, that recognition reflects the power of practical application. Theory is important, but students need to see the relevance in their own lives and careers.”

Museums, Magpies, and Meaningful Fun

To make leadership concepts tangible and enjoyable, Dr. Wardak partnered with the Chau Chak Wing Museum to co-design object-based learning workshops. One session began with an object-based learning exercise: students observed a preserved magpie specimen and were asked, “*What does this magpie have to do with leadership?*”

To challenge conventional ideas of leadership, the magpie specimen was used to help students move beyond the typical image of men in suits. Students first explored the bird’s dominant traits, like its sharp beak and swooping behaviour, to consider leadership as assertive and commanding. With deeper insight into magpie behaviour, they began to see leadership as collaborative and goal-oriented. The discussion was then expanded to other museum objects from various cultures and eras. Like the magpie, these objects encouraged students to reflect on context, usage, and their own biases. Working individually and in groups, students uncovered diverse perspectives on what it means to lead. The experience sparked reflection on how leadership has looked different across cultures and time periods.

“Our students are often focused on titles like manager, director, or CEO. We wanted them to see that leadership in a different way.”

Through these creative, interdisciplinary approaches, students were encouraged to think critically, collaborate meaningfully, and reimagine what leadership can look like in their own lives and careers.

A Community-Centered Vision for the Future

Dr. Wardak sees a broader shift unfolding in business schools, moving from aspirational slogans to practical, values-driven education. The University of Sydney continues to deepen engagement with PRME with three different staff dedicated to supporting the membership, providing clear entry points for Dr. Wardak to take advantage of the offerings. The PRME team recently launched two new initiatives: an intranet page for educators and a Canvas portal for students.

The educator page introduces PRME and mini case studies to help faculty align teaching and research with sustainability goals. The student portal showcases SDG-aligned courses, student testimonials, and curated resources to make global goals feel accessible and actionable.

“We don’t want responsible leadership to just be a slogan. We want it embedded in how we teach, how we learn, and how we lead.”

Dr. Wardak also mentors students across Australia through the Australasian Council for Undergraduate Research. From helping one mentee navigate a PhD application to connecting another with industry leaders in the music-insurance sector, she emphasizes empowerment through small, strategic steps.

“Mentorship is about helping students recognize their agency, showing them that leadership starts with the courage to ask the right questions and take initiative.”

Practical Advice for Lasting Change

Dr. Wardak encourages educators and curriculum designers to approach responsible management education with curiosity and pragmatism.

“Start small. Explore the i5 framework. Sign up for the [PRME newsletter](#). Engage with case studies. Follow your curiosity and connect with others doing this work. When you find your entry point, the path becomes clearer.”

Whether leading a research course or orchestrating a museum workshop, her approach is rooted in joy, reflection, and real-world relevance. One icebreaker activity she recently brought to the classroom asks students to balance six nails on a single upright nail, an exercise in teamwork and innovation.

“One group looked online for a solution but then used a phone to stack the nails and said, ‘You didn’t say *how* to balance them.’ And I said, ‘Exactly.’ That’s leadership. That’s research. That’s innovation.”

For Dr. Wardak, sustainable development in business education is not just about content. It is about culture, community, and co-design.

“I have fun in my own classroom,” she shared. “And when learning is joyful, it sticks.”

Recognizing the critical role business education plays in shaping the future of global economies and societies, PRME develops curricula for its Signatories that not only respond to the evolving demands of the business world but also challenge traditional models to prioritize long-term impact over short-term gains.

Teaching Innovations - Noman Shaheer

Teaching Innovations - Noman Shaheer

My teaching innovations are designed to prepare future business leaders to navigate global business responsibly in an era shaped by AI, digitalization, geopolitical disruption, and sustainability imperatives. Across my courses, I redesigned curriculum content to integrate PRME principles and the UN SDGs directly into teaching and assessment. This included emphasizing how businesses can contribute to SDGs such as poverty reduction, environmental sustainability, reduced inequalities, and inclusive economic growth while remaining commercially viable.

To support responsible leadership and ethical decision-making, I introduced innovative role-play “debates” where students represented diverse stakeholders including managers, governments, and lower-income consumers. These activities encouraged students to develop empathy, appreciate competing perspectives, and understand the broader societal implications of business decisions.

I also redesigned courses such as BUSS4013, MIBS6001, MIBS6004, BUSS4916, and IBUS1101 to incorporate sustainability, digital transformation, global disruptions, and stakeholder management into contemporary international business education. In addition, I integrated discussions around the ethical use of AI and introduced new methodological and analytical tools to equip students with capabilities needed for responsible and future-oriented leadership. These initiatives align strongly with PRME’s emphasis on responsible management, ethics, inclusion, sustainability, and transformative learning.

Genesis

Genesis

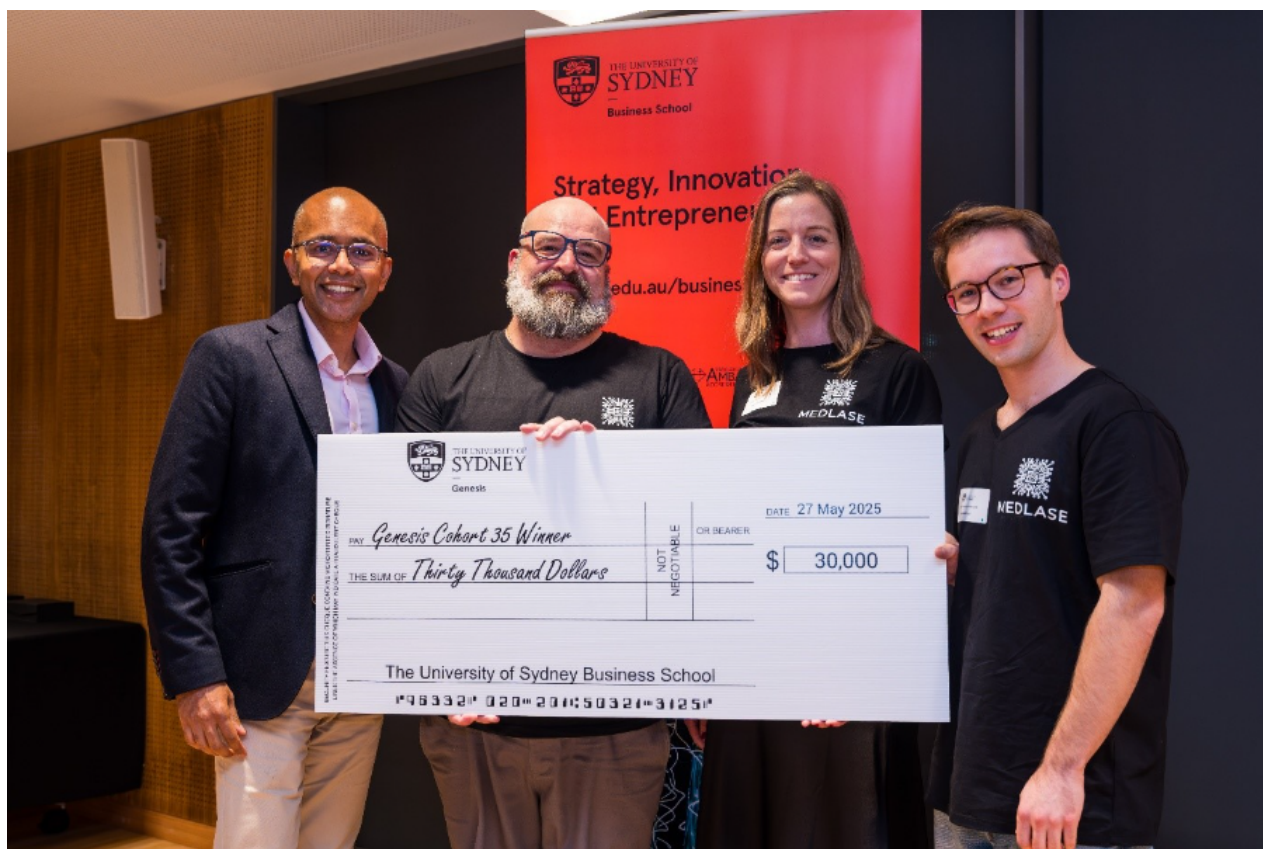
The [Genesis](#) Accelerator, the University of Sydney’s flagship startup program based in the Discipline of Strategy, Innovation and Entrepreneurship (SIE) within the Business School, plays a central role in fostering an entrepreneurial mindset among students, staff and alumni. Through a structured bi-annual 10-week program, Genesis delivers mentoring, education and access to a supportive

entrepreneurial community, enabling founders to translate research, innovation and ideas into ventures with measurable real-world impact.



Since its establishment in 2008, Genesis has supported more than 1,000 University of Sydney alumni, students and staff to accelerate their commercial and social enterprises. Participants benefit from access to industry mentors and advisors, a comprehensive database of entrepreneurship resources, and networking opportunities. The program culminates in a competitive finale in which leading ventures pitch for \$30,000 in equity-free funding and additional prizes and support. Genesis alumni have collectively raised over \$50 million in funding and progressed to leading global accelerators including Y Combinator, the Hult Prize Foundation Global Accelerator and StartX by Stanford.

The program demonstrates its impact through diverse venture outcomes across health, technology and social innovation. In 2025, MedLase, a startup developed by a team from the School of Biomedical Engineering under the leadership of Professor Gregg Suaning (Orsolya Kekesi, Matthew Kolibac, Maximilian Pentecost and Seb Parsons), won the Genesis Pitch Competition, securing \$30,000 in equity-free funding. MedLase addresses a major healthcare challenge—long wait times [for life-changing medical implants](#)—by streamlining complex manufacturing processes to significantly reduce production costs and accelerate patient access. By eliminating manual, labour-intensive methods, the innovation advances scalable, automated solutions with the potential to support hundreds of thousands of people globally experiencing disease, pain and paralysis. As the team noted: “Winning Genesis validates our idea and all the work we’ve done to develop our proof of concept. A group of experts have confirmed that it’s not just technically sound, but commercially and socially meaningful. That gives us the confidence to go all in.”



Further illustrating the breadth of Genesis-supported innovation, recent program outcomes include Gooday, an AI-powered productivity app co-founded by alumni Catherine Mary Said and Max Gerdovic, which won the major prize for its personal assistant technology supporting individuals to manage personal and professional responsibilities. The People's Choice Prize was awarded to SUNLUV skin, founded by Emily and Sophie Foster, who developed a camera that makes invisible sunscreen visible and detects early signs of sun damage.



Genesis strengthens capability development through strategic industry partnerships that embed applied learning in core entrepreneurial competencies. In August 2025, Genesis partnered with wealth management firm MLC to establish the \$5,000 MLC Financial Clarity Prize, awarded for excellence in startup financial modelling. The prize recognises founders who develop a clear and compelling three-year financial model aligned to their strategy and funding milestones, aiming to build financial literacy and confidence from the outset. As noted by Ashton Jones, Director of Customer Innovation at MLC: “Financial clarity is the foundation of confidence... we believe great ideas need great financial plans to succeed.” Genesis leadership reinforced this focus on mindset and capability building, with Anna Fitzgerald emphasising that “this prize is about much more than money, it’s about mindset,” and Matt Bright highlighting the shared commitment to “capability building, confidence and community impact.”

Collectively, these activities demonstrate the role of Genesis as a platform for interdisciplinary collaboration across the Business School, engineering, design and industry sectors. The program integrates technical innovation, commercial capability and social purpose, enabling founders to deliver solutions with tangible societal impact while strengthening their skills in responsible, impact-oriented entrepreneurship.

PRME and SDG Integration

The Genesis Accelerator advances the PRME Principle for Teach by embedding responsible management education within experiential, venture-based learning that develops entrepreneurial, financial and strategic capabilities. Through partnerships such as that with MLC, the program also reflects the Partner principle by integrating industry expertise into capability development. Ventures

emerging from Genesis demonstrate strong alignment with the Sustainable Development Goals, including SDG 3 (Good Health and Wellbeing) through innovations such as MedLase, SDG 8 (Decent Work and Economic Growth) through entrepreneurial ecosystem development, and SDG 9 (Industry, Innovation and Infrastructure) through technology-driven solutions. The program also contributes to inclusive global impact by supporting scalable solutions, such as multilingual AI mental health tools, that transcend geographic and cultural boundaries.

Continuity and Future Directions

Genesis will continue to deliver bi-annual accelerator cohorts, strengthening its position as a flagship platform for entrepreneurial learning and interdisciplinary innovation. Future priorities include expanding industry partnerships to further enhance financial, strategic and leadership capabilities; scaling support for socially impactful and technology-enabled ventures; and deepening global pathways for startup growth and investment. Building on demonstrated successes such as MedLase, the program will maintain its focus on translating research and lived experience into scalable solutions addressing complex societal challenges. Through sustained investment in capability development, partnership and impact-driven entrepreneurship, Genesis will continue to embed PRME principles and contribute meaningfully to advancing the Sustainable Development Goals.

Ngara On Country – Broome Student Delegation

Ngara On Country – Broome Student Delegation

The Business School further demonstrated its commitment to the catalysing principle of its 2023-2027 strategy —fulfilling our social contract with First Nations peoples of Australia by learning with them for a better social and economic future—through the delivery of targeted initiatives that deepen engagement, partnership, and impact.



A key initiative was the Broome Indigenous student delegation, supported through the University's *One Sydney, Many People* strategy. The delegation advanced the School's strategic priority of empowering Indigenous leadership while fostering meaningful partnerships with Aboriginal-led organisations.



This initiative, referred to as the *Ngara On Country* program, strengthens cultural connection and leadership capability through immersive, on-Country experiences and reciprocal learning with Aboriginal and Torres Strait Islander communities and organisations. These experiences provide students with opportunities to engage directly with Indigenous knowledge systems, leadership practices, and community-led development approaches.

In 2025, Associate Professor Stacey Kim Coates, Associate Dean, Indigenous Strategy and Services; Dr Mattia Anesa, Senior Lecturer, Strategy, Innovation and Entrepreneurship (SIE); and Lara Grech, Project Manager, Indigenous Strategy and Services, led an Indigenous student delegation of four students to Broome, Western Australia (Yawuru Country).

The initiative built upon existing relationships established in the Kimberley through research by Dr Mattia Anesa, and Dr Alessandro Bressan (University of Notre Dame Australia), and partnerships with regional stakeholders and organisations including Aarnja Ltd. and Make It Happen.

While in Broome, students supported the early planning for a 2026 Kimberley Indigenous Business Forum along with the launch of the Kimberley Aboriginal Business Network. These activities aim to strengthen Aboriginal business capability, unlock regional economic opportunities, and support Indigenous-led enterprise development across the Kimberley region. Students contributed by identifying stakeholders, exploring sponsorship opportunities, and co-designing a platform to elevate Indigenous business voices and innovation.

During the program, students also participated in:

- workshops with Aboriginal organisations and entrepreneurs
- co-design activities supporting Indigenous business capacity-building
- cultural learning and on-Country immersion guided by local Elders
- engagement with the University of Notre Dame Australia's Broome Campus



This work contributes to a shared vision of self-determined economic development, grounded in Country, culture, and community-led governance, and supports a future in which First Nations businesses and communities can thrive.

The program contributed to Indigenous-led economic development by supporting initiatives that strengthen Aboriginal business capability, regional innovation, and community-led enterprise. Equally, it provided students with practical experience in partnership development, responsible leadership, and community engagement. The impact on student development was significant, with three of the four participants subsequently appointed as University Student Ambassadors, demonstrating enhanced confidence, leadership capability, and commitment to creating positive change. A student reflection video documenting the experience is available at: <https://youtu.be/9mFb-vvlfpc>

Through Ngara On Country, the Business School continues to foster meaningful partnerships and reciprocal learning opportunities that support Indigenous self-determination, strengthen cultural understanding, and contribute to sustainable and inclusive economic futures.

Ranjit Voola - Featured Impact Stories in PRME

Ranjit Voola - Featured Impact Stories in PRME



Business School academic Professor Ranjit Voola has a deeply personal mission: to use business as a force for good. He pushes students to see business as a potential solution to societal challenges. Professor Voola features as a [PRME Global impact story](#), in recognition of his mission to embed purpose-driven values into business education and his work on poverty alleviation and social justice.

Challenging Assumptions, Transforming Perspectives: Ranjit Voola's Mission for Purpose-Driven Business Education

Dr. Ranjit Voola, a nationally awarded scholar and educator at the [University of Sydney Business School](#), Australia, a PRME Signatory Institution, has dedicated his career to redefining the role of business in society. His journey into responsible management education began with a deeply personal mission: to use business as a force for good. Voola always harbored a desire to make a meaningful difference, even as he pursued a Ph.D. in marketing strategy initially focused on maximizing corporate profits. This internal conflict set him on a path to explore how business education could contribute to societal well-being.

Learning by Questioning the Roots

Inspired by the Principles of PRME, particularly the [Impactful Five \(i5\) Framework](#), Voola began redesigning his courses to challenge students' fundamental assumptions about business purpose. He developed two courses: "Poverty Alleviation and Profitability" (recently revised to 'Leading with Purpose') and "Marketing and Sustainable Development," which pushed students to see business as a potential solution to societal challenges, not just for profit-generation.

An innovative approach to this goal was his object-based learning methodology. By taking students to a museum and engaging them in critical reflection about artifacts, Voola encouraged them to question their preconceived notions about business, poverty, and social impact. "Most courses talk about the leaves and branches of business," he explained. "I wanted to go to the roots. The idea was to stop students in their tracks and have them question: What is the purpose of business? This exercise proved transformative."

One student, Davide Finizia, who took Voola's "Leading with Purpose" course, described the experience as eye-opening:

"Initially, I had not considered how deeply ingrained assumptions shape the way businesses and individuals approach social challenges. However, the exercise forced me to critically reflect on my perspectives and preconceived notions about poverty and business strategies aimed at the Base of the Pyramid (BoP). By engaging with historical and cultural artifacts, I was able to deconstruct these assumptions and develop a clearer understanding of how businesses can truly integrate purpose with profit."

This realization fundamentally shifted the Davide's approach, leading him to re-evaluate his assignment on BoP strategies: "The critical thinking and reflection skills I developed have enabled me to analyse business strategies through a more ethical and sustainability-focused lens. In subsequent courses and projects, I have consistently applied the SDG framework and Principles of PRME, ensuring that my recommendations balance profitability with social impact."

From the Classroom to Lasting Impact

The impact of Voola's teaching extends beyond the classroom. Davide went on to apply the lessons in his professional life: " ...The lessons from the 'Leading with Purpose' course resonate deeply, particularly in my interactions and negotiations with top-tier professionals. The course instilled in me the importance of approaching every engagement without preconceived assumptions, understanding that each individual brings unique perspectives and needs to the table. This mindset has been instrumental in fostering more meaningful and effective collaborations."

For Voola, PRME has provided more than just an academic framework, "The Principles of PRME give us a framework to be kind in business." As someone who has personally experienced the power of human generosity (having received a kidney transplant), he sees the Principles as a blueprint for integrating empathy and purpose into professional education.

To educators contemplating embedding SDGs and Principles of PRME, Voola offers a profound insight: authenticity is key.

“Universities might implement these Principles just to tick a box, but students can see through that. If you’re not intrinsically motivated, it will show.” True transformation, he believes, begins with genuine self-reflection and a sincere commitment to making a difference.

While acknowledging that responsible management education remains somewhat niche, Voola remains optimistic. His work continues to challenge the status quo, inspire students, and demonstrate that business can be a powerful vehicle for positive social change.

Recognizing the critical role business education plays in shaping the future of global economies and societies, PRME develops curricula for its Signatories that not only respond to the evolving demands of the business world but also challenge traditional models to prioritize long-term impact over short-term gains.

Barriers to Innovative Curriculum

In 2025, The University of Sydney Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Faculty resistance
- ❖ Institutional culture
- ❖ Learning curve for faculty
- ❖ Risk aversion
- ❖ Overloaded faculty
- ❖ Scalability issues
- ❖ Time constraints

Barriers to Innovative Pedagogy

In 2025, The University of Sydney Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Assessment rigor concerns

- ❖ Budget constraints
- ❖ Classroom infrastructure limitations
- ❖ Compliance concerns
- ❖ Learning curve for faculty
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Time constraints

Continue telling your story

Learning and Teaching Forum

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

Scholarships (1)

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

Decolonising Business Education in the Age of AI: Cultivating Equity-Fluent Educators through Reflective and Culturally Responsive Teaching Practice

Lafaialii-Paul., M., Nagar, S., McHugh, A. & Sahin, E. (2025). Decolonising Business Education in the Age of AI: Cultivating Equity-Fluent Educators through Reflective and Culturally Responsive Teaching Practice

This study investigates how an AI-supported reflective learning tool can strengthen educators' cultural competence as a foundation for more equitable and decolonising approaches to business education. Business curricula and pedagogical practices continue to be shaped by Western and neoliberal assumptions that can privilege particular forms of knowledge, authority, participation, and professional practice. Moving towards decolonising education therefore requires more than the inclusion of diverse content; it requires educators to critically examine how their own cultural identities, positionalities, assumptions, and pedagogical decisions shape students' experiences of learning.

The project will design, implement, and evaluate a Cogniti AI agent that uses structured dialogical prompts to support this ongoing reflective work. Participating Business School educators will engage with the agent throughout a semester and complete brief reflective journal entries at key points. Their interactions will be examined alongside complementary student survey data. Students will complete an early-semester survey identifying what they need to feel respected and included, followed by a final survey exploring cultural safety, belonging, and educator responsiveness.

Using a qualitative research design, the study examines how AI-supported reflection may contribute to more student-centred and equity-fluent teaching practices. It will generate an adaptable professional-learning tool and new insights into how sustained critical reflection can help educators question dominant assumptions, respond to diverse student needs, and contribute to the longer-term work of decolonising business education.



Research

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

How We Define Research

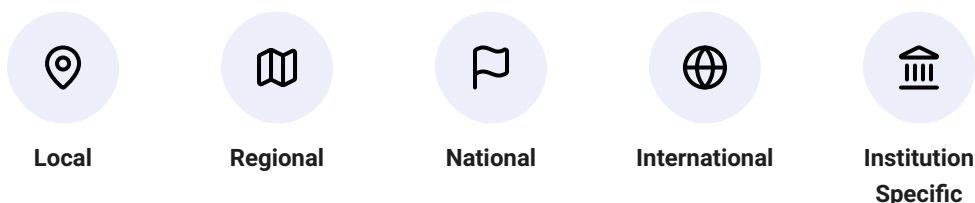
Research at the University of Sydney Business School is the creation and application of impactful knowledge that advances responsible management and addresses complex societal challenges. Through collaboration with industry, government, civil society, and academia, we pursue purpose-aligned, inclusive research that informs practice, shapes policy, and delivers meaningful local and global impact.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, The University of Sydney Business School was awarded funding for research that is:



Socializing Research

In 2025, 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

Research Projects

In 2025, The University of Sydney Business School reported 17 research projects that implemented responsible or sustainable activities.

Hybrid Practices in Aboriginal Community Controlled Organizations

Period Covering: October, 2023 - 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.

My ARC funded research project sees me partner with two Indigenous organizations, Tranby and Bara Barang, both focused on closing the gap on employment and educational outcomes for Aboriginal and Torres Strait Islander people.

Specifically, the work of Tranby and Bara Barang aims to deliver against three of the Closing the Gap Targets:

- #6: Aboriginal and Torres Strait Islander students reach their full potential through further education pathways.
- #7: Aboriginal and Torres Strait Islander youth are engaged in employment or education.
- #8: Strong economic participation and development of Aboriginal and Torres Strait Islander people and communities.

My research undertaken with Karina Evans, a proud Wanaruah woman and PhD candidate in the School and Dr Suwen Chen is discovering novel insights into the way in which both organizations ground their practices in culture. Culture lies at the heart of all they do.

Both organizations focus on connecting the Aboriginal and Torres Strait Islander people who use their services to their own culture, emphasising learning on Country, bringing in the wisdom of elders and educating non-Indigenous partners about the importance of respecting culture. Their culturally grounded practices create culturally safe spaces for learners to thrive and help the organizations navigate the challenges of walking in two worlds - one that focuses on culture and the other focuses on accountability.

<https://dataportal.arc.gov.au/NCGP/Web/Grant/Grant/DP230102356>

<https://www.closingthegap.gov.au/national-agreement/targets>



The Australian Center for Gender Equality @ Work

Period Covering: January, 2025 - December, 2025

Department: The Australian Center for Gender Equality @ Work

The Australian Centre for Gender Equality and Inclusion @ Work

Gender inequality in the workplace remains a significant barrier to women's economic security, career progression, and wellbeing. Persistent gaps in pay, leadership representation, job quality, workforce participation, and workplace safety and respect continue to disproportionately affect women, particularly those from underrepresented and marginalised groups. These inequalities not only limit opportunities for women, but also constrain productivity, economic growth, organisational performance and social wellbeing.

Established in 2024, [the Australian Centre for Gender Equality and Inclusion @ Work](#) responds to these challenges through rigorous, interdisciplinary and mixed-methods research undertaken in partnership with governments, employers, unions and community organisations. The Centre generates evidence to better understand the drivers of gender inequality at work and supports stakeholders to develop practical solutions that create more inclusive workplaces and equitable labour markets. The Centre's research spans a broad range of industries and occupations, including retail, hospitality, healthcare, clean energy, technology, engineering, and the legal profession. It also undertakes place-based research in partnership with state governments, local communities and regional stakeholders to better understand how gender inequality is experienced across different locations, industries, and workforce groups.

Through this work, the Centre delivers tangible social and economic impact. Its research informs public policy, contributes to national gender equality initiatives, and supports organisations to implement evidence-based strategies that improve workplace inclusion, participation, and equity.

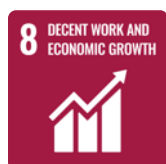


Sydney Horizon Fellow

Period Covering: January, 2025 - December, 2025

Department: Finance

Dr Danielle Kent's research challenges prevailing assumptions among executive leadership in Australia's largest institutions by demonstrating that investment in green initiatives can deliver measurable financial returns while strengthening customer engagement.



Global Study of Ikea's Refugee Inclusion Program

Period Covering: January, 2025 - December, 2025

Department: Management

This research project, conducted in collaboration with Ingka Group, was developed by an international research team including Betina Szkudlarek (University of Sydney), Eun Su Lee (University of Melbourne), Laurence Romani (Stockholm School of Economics), and Yijia Du (University of Sydney). The project provides a systematic review of Ingka Group's experience over the past eight years in implementing refugee inclusion and employment initiatives, focusing on how these efforts have been developed, adapted, and sustained across different national and institutional contexts. Drawing on semi-structured interviews conducted across Ingka Group's retail markets, the project examines the evolution of these initiatives in practice, including the organisational conditions, partnerships, and local adaptations that have shaped implementation over time.

Through sustained engagement with refugee workforce inclusion, Ingka Group has accumulated substantial organisational knowledge and practical experience. These insights are important not only for the continued development of IKEA's own inclusion efforts, but also as reference points for other organisations seeking to design, adapt, or strengthen similar initiatives in their own contexts. By systematically reflecting on these experiences, the project contributes to organisational learning and translates practice-based knowledge into broader insights on inclusive employment, social cohesion, and long-term organisational sustainability.

This project contributes to understanding how organisations can advance refugee workforce inclusion through sustained partnerships, organisational learning and locally adapted employment practices, supporting progress towards SDGs 8 Decent work and economic growth, SDG 10 Reduced inequalities, and SDG 17 Partnerships for the goals.



U21 Nature Positive Coalition

Period Covering: December, 2029 - N/A

Department: Finance

U21 Nature Positive Coalition Finance Workstream (2024–2029)

Cara Vansteenkiste is a research collaborator in the Finance workstream of the U21 Nature Positive Coalition, a global interdisciplinary research initiative bringing together leading universities to support international efforts to halt and reverse biodiversity loss by 2050. The Coalition was established in response to growing recognition that emerging biodiversity markets require robust, transparent and scientifically credible measurement frameworks to avoid repeating the shortcomings experienced in carbon markets, where weak regulation and greenwashing undermined intended environmental outcomes.

The Coalition is testing the “State of Nature” metrics developed by [the Nature Positive Initiative](#), which are designed to measure terrestrial biodiversity outcomes and provide a consistent framework for assessing nature-related impacts and restoration activities. As of mid-2025, these metrics were being piloted by 40 companies across 30 countries; however, their social, economic and ecological effectiveness remained largely untested. Through independent and interdisciplinary research, the Coalition is generating the evidence required to validate these metrics and strengthen trust in biodiversity markets as mechanisms for environmental restoration and sustainable development.

The initiative addresses a critical global challenge. Nature degradation poses significant risks to communities, economies and ecosystems, with an estimated partial collapse of ecosystems by 2030 projected to cost the global economy approximately US\$2.7 trillion. Recognising the interconnected relationships between biodiversity, livelihoods, food security, water resources and human wellbeing, Coalition partners are working to ensure that biodiversity measurement systems are scientifically rigorous, socially equitable and practically implementable across diverse environmental and governance contexts.

Research is being undertaken across multiple countries and landscape types, including agricultural systems, protected areas and community-managed environments. The Coalition's work is organised around five interconnected themes:

- Restoration and Ecology, which examines the application of biodiversity metrics in real-world restoration projects to assess feasibility, scalability and adaptation across diverse ecological contexts. This work aims to support biodiversity recovery, inform policy development and guide sustainable investment, particularly in regions with limited resources.
- Stewards of the Land, which focuses on strengthening the capacity of local and Indigenous land stewards to monitor and report biodiversity outcomes. The research addresses barriers relating to cost, technical capacity and governance, with the objective of enabling community-led restoration projects to participate effectively in biodiversity markets and access investment opportunities.
- Finance, the workstream to which Cara Vansteenkiste contributes, which investigates financial models that connect biodiversity restoration with economic and social value creation. This research explores how restoration activities can generate co-benefits including employment, improved health outcomes and poverty reduction, thereby strengthening the investment case for nature-positive development.
- Legal, which examines governance frameworks, legal barriers and regulatory opportunities that can support restoration activities while ensuring projects remain inclusive, accountable and capable of delivering measurable environmental and social outcomes.
- Socioeconomic and Sociopolitical, which evaluates the social return on investment associated with restoration initiatives, including impacts on health, livelihoods and poverty alleviation, while also considering trade-offs, distributional effects and compensation mechanisms required to ensure equitable outcomes.

A key contribution of the Coalition is its role as an independent validator of emerging biodiversity measurement approaches. By bringing together expertise from ecology, finance, law and social sciences, the initiative provides evidence-based guidance for governments, businesses and investors seeking to integrate biodiversity considerations into economic decision-making. The Coalition addresses a significant gap between high-level biodiversity commitments and the practical testing of equitable and scalable implementation pathways, thereby supporting the development of a more credible and nature-positive economy.

The U21 Nature Positive Coalition comprises a network of leading international universities, including the University of Sydney (co-lead), University of Glasgow (co-lead), University of Auckland, University of Connecticut, Pontificia Universidad Católica de Chile, Universitas Gadjah Mada (Indonesia), University of Johannesburg, University of California Davis, University of Edinburgh and Lund University. Through this international partnership, researchers are contributing globally relevant evidence to strengthen biodiversity governance, restoration practice and sustainable investment frameworks.

<https://universitas21.com/news/getting-the-metrics-right-the-nature-positive-coalition-in-action/>

PRME and SDG Integration

This initiative strongly advances the PRME Principles of Research and Partnership by generating interdisciplinary knowledge that addresses one of the most pressing sustainability challenges facing society: biodiversity loss. Through collaboration across ten international universities, the project contributes independent, evidence-based research that informs responsible management practice, sustainable finance, policy development and environmental stewardship. The Finance workstream specifically supports emerging approaches to integrating biodiversity considerations into financial decision-making and investment models, reinforcing the role of responsible management in addressing complex environmental and societal challenges.

The initiative contributes directly to SDG 15 (Life on Land) through its focus on biodiversity restoration, ecosystem recovery and nature-positive development. It also advances SDG 17 (Partnerships for the Goals) through extensive international collaboration across universities, disciplines and stakeholder groups. More broadly, the project supports sustainability objectives by strengthening the evidence base for equitable, credible and scalable biodiversity market mechanisms.

Continuity and Future Directions

Running from 2024 to 2029, the U21 Nature Positive Coalition provides a long-term platform for advancing research at the intersection of biodiversity, finance, governance and social equity. Future work will continue testing and refining the Nature Positive Initiative's metrics across diverse geographical and ecological settings, generating evidence to support their broader adoption within biodiversity markets and policy frameworks. Through ongoing collaboration among Coalition partners, the project will further explore mechanisms for linking biodiversity restoration to economic and social value creation, strengthening inclusive participation by local and Indigenous communities, and supporting the development of trusted, science-based approaches to nature-positive economic transition. This work will continue to contribute to global biodiversity goals while reinforcing the role of universities as independent providers of rigorous evidence for sustainable development.



Emission Reduction Incentives and Industrial Standards

Period Covering: December, 2024 - June, 2025

Department: Business Analytics

Emission Reduction Incentives and Industrial Standards

Between December 2024 and June 2025, the Business School advanced research and knowledge exchange on climate change mitigation through the work of Dr Zhaolin (Erick) Li, whose research focuses on the design of incentive mechanisms and industrial standards to encourage carbon abatement activities. This work contributes to evidence-based approaches for improving the effectiveness of emissions reduction policies and supporting the transition to a low-carbon economy.

A key initiative during the reporting period was the research project and seminar *Endogenous Standards for Subsidising Emission Reductions*, which explored how industrial standards can be designed based on merit rather than industry sector classifications to incentivise participation in carbon abatement activities. The research employed a mechanism design model to examine the characteristics of both government-oriented and proponent-led standards for subsidising emission reduction projects. To strengthen the practical relevance of the theoretical framework, a series of behavioural experiments were undertaken to validate model predictions and evaluate the effectiveness of alternative incentive schemes.

The project was situated within the Australian policy context, where the Australian Government promotes carbon abatement through incentives such as Australian Carbon Credit Units. The research also examined the role of the Clean Energy Regulator, Australia's independent statutory authority responsible for the reporting and management of greenhouse gas emissions. By identifying research opportunities and providing policy-relevant insights, the project aimed to enhance the effectiveness of existing emissions reduction incentives while contributing evidence to support the Clean Energy Regulator's regulatory and oversight functions.

The initiative also strengthened the integration of contemporary sustainability challenges into the School's research and teaching environment. Through seminar-based dissemination and scholarly engagement, students and academic colleagues were exposed to emerging issues in climate policy, emissions reduction mechanisms, behavioural responses to incentives, and the design of effective regulatory frameworks. The work demonstrated how rigorous operations management, behavioural experimentation, and public policy research can be applied to address complex sustainability challenges.

Dr Li brings significant expertise to this field. He received a PhD in Business Administration from The Pennsylvania State University, a Master of Commerce in Accounting from The University of New South Wales, and a Bachelor of Engineering in Materials Science and Industrial Engineering from Shanghai Jiao Tong University. Since joining The University of Sydney Business School in 2009, he has established a distinguished international research profile, including seven publications in *Production and Operations Management*, making him the most prolific Australian scholar in that journal, as well as two publications in *Management Science*. His scholarship has also been recognised through rankings

identifying him among Asia's top 25 scholars in Operations Management and Supply Chain Management. His recent research applies mean-variance analysis to develop probabilistic bounds and robust solutions to complex business and policy challenges, further informing his work on climate-related incentive design.

PRME and SDG Integration

This initiative advances the PRME Principles of Research as well as Teach and Share by generating rigorous, policy-relevant scholarship that addresses one of the most pressing global sustainability challenges: climate change mitigation. Through the development and testing of innovative approaches to emissions reduction incentives, the research contributes to responsible management knowledge while fostering informed discussion among students, academics, regulators, and policy stakeholders. The work aligns directly with SDG 13 (Climate Action) by supporting the design of more effective mechanisms to encourage carbon abatement activities, strengthen regulatory effectiveness, and accelerate progress towards emissions reduction objectives. By combining mechanism design theory with behavioural experimentation, the project demonstrates how management research can contribute practical solutions to environmental sustainability challenges.

Continuity and Future Directions

The Business School will continue to support research that informs evidence-based climate policy and advances understanding of effective emissions reduction mechanisms. Building on the findings of *Endogenous Standards for Subsidising Emission Reductions*, future work will further investigate the design and implementation of incentive structures that encourage broad participation in carbon abatement initiatives while balancing efficiency, fairness, and regulatory effectiveness. Ongoing dissemination through seminars, research collaborations, and engagement with policy and industry stakeholders will strengthen the translation of research into practice, while continuing to integrate sustainability-focused scholarship into teaching and learning activities. This sustained commitment reinforces the School's contribution to responsible management education and its support for advancing SDG 13 through impactful research and knowledge exchange.

<https://sxy.suda.edu.cn/business/0b/bb/c25112a658363/page.htm>



Literature Review on Customer Aggression in Retail Commissioned by Service and Creative Skills Australia (SaCSA)

Period Covering: March, 2025 - September, 2025

Department: Australian Centre for Gender Equality and Inclusion at Work

Literature Review on Customer Aggression in Retail Commissioned by Service and Creative Skills Australia (SaCSA)

Between March and September 2025, Laura Good contributed to a research project commissioned by Service and Creative Skills Australia (SaCSA) and undertaken by the Australian Centre for Gender Equality and Inclusion at Work. The project involved a comprehensive literature review examining customer aggression in the retail sector and identifying lessons that could be drawn from other industries to inform prevention and response strategies.

Customer aggression represents a significant and growing workplace challenge in Australia and internationally. According to Safe Work Australia, customers are the leading source of work-related physical violence, affecting an estimated 400,000 Australian workers across a range of industries. The review examined evidence on the nature, causes, prevalence and impacts of customer aggression in retail, drawing on more than 150 peer-reviewed academic studies from Australia and overseas, alongside evidence from industry and government sources.

The project identified promising practices to prevent customer aggression and strengthen organisational responses to disrespectful, aggressive and abusive customer behaviour. The findings were commissioned to support SaCSA's review of vocational education and training (VET) programs in retail, with the aim of providing more targeted, evidence-based training for both retail employees and managers. By translating research evidence into practical guidance for workforce development, the review contributes to safer workplaces and improved organisational capability in managing customer aggression across the retail sector.

PRME and SDG Integration

This project advances the PRME Principles of Research by translating evidence-based research into practical workforce development and training solutions. Through its focus on preventing workplace aggression, improving employee wellbeing and strengthening organisational responses to unsafe behaviour, the project contributes to SDG 8 (Decent Work and Economic Growth). Its examination of workplace experiences through the work of the Australian Centre for Gender Equality and Inclusion at Work also supports SDG 5 (Gender Equality), while promoting safer, more respectful workplaces aligns with SDG 16 (Peace, Justice and Strong Institutions). By informing vocational education and training in the retail sector, the project demonstrates how research can support responsible management practice and contribute to positive workplace culture and safety outcomes.

<https://www.retail.org.au/media/communique-retail-employee-safety-council-meets-for-a-third-time>
https://sacsa.org.au/wp-content/uploads/2024/08/Retail_Full_Report_2024_Compressed.pdf



Geographic Diversification, Climate Risk, and Bank Lending

Period Covering: January, 2025 - July, 2025

Department: Finance

Geographic Diversification, Climate Risk, and Bank Lending Evidence from Farm Loans

In July 2025, Mandeep Singh contributed to the responsible management and sustainability research agenda through a study examining the relationship between geographic diversification, climate risk, and agricultural lending practices. The research investigated how geographically diversified banks adjust their lending behaviour in response to abnormal hot temperatures, used as a proxy for climate risk.

The study found that geographically diversified banks reduce small farm lending by 2–3 per cent more than geographically constrained banks following a one standard deviation increase in abnormal temperatures. The findings indicate that diversified banks engage in proactive portfolio risk management by prioritising credit allocation within core markets and reallocating funds away from higher-risk non-core regions. While this strategy may strengthen institutional climate resilience, it can also create lending gaps in affected counties and reduce the overall availability of credit to local farming communities.

By highlighting the interaction between climate-related financial risks and access to agricultural finance, the research provides important evidence on the broader economic and social implications of climate adaptation within the banking sector. The study contributes to understanding how financial institutions respond to increasing climate variability and how these responses can affect regional economic resilience, agricultural production, and the availability of finance for small farms. The research offers insights relevant to financial institutions, policymakers, and stakeholders seeking to balance climate resilience with equitable access to credit in climate-exposed regions.

The findings were published in 2025 and contribute to ongoing scholarly and policy discussions regarding climate risk management, sustainable finance, and the resilience of agricultural and financial systems.

PRME and SDG Integration

This research advances the PRME Principles relating to Research by generating evidence that informs responsible management practice and improves understanding of how climate risk shapes financial decision-making. The study demonstrates the importance of incorporating environmental risk considerations into banking and lending strategies while recognising the potential social consequences for vulnerable communities and small-scale agricultural producers. By examining the trade-offs between institutional resilience and regional credit availability, the research contributes to more informed and responsible approaches to sustainable finance.

The project directly supports SDG 13 (Climate Action) through its focus on climate-related financial risks and adaptation strategies, and SDG 9 (Industry, Innovation and Infrastructure) by strengthening knowledge of how financial systems and lending infrastructure respond to environmental shocks. The findings also have broader relevance to building resilient economic systems capable of managing the impacts of climate change.

<https://www.sciencedirect.com/science/article/pii/S1042957325000208?via%3Dihub>



Investors Reward Countries for Participating in Climate Agreements

Period Covering: October, 2024 - N/A

Department: Finance

Investors Reward Countries for Participating in Climate Agreements

In October 2024, Mandeep Singh published research examining how investors influence government participation in international climate agreements by rewarding climate commitments through sovereign bond markets. Addressing one of the central challenges of international climate cooperation—the free-rider problem—the study investigates whether financial markets provide incentives for governments to commit to reducing greenhouse gas emissions.

Using a difference-in-differences methodology, the research analyses changes in sovereign bond yields associated with participation in the Kyoto Protocol and the Paris Agreement. The findings demonstrate that investors reward governments that commit to reducing greenhouse gas emissions

with a reduction of approximately 4–5 basis points in sovereign bond yields. These results suggest that financial markets recognise and support credible climate commitments, providing tangible economic incentives for participation in international climate agreements.

The study contributes new evidence on the role of investors in strengthening global climate governance and encouraging collective action on climate change. By demonstrating that financial markets can help offset the incentives to free-ride on the efforts of other nations, the research highlights an important mechanism through which private capital can support effective climate action and international cooperation. The findings advance understanding of the relationship between sustainable finance, climate policy and institutional responses to global environmental challenges.

<https://www.nature.com/articles/s41467-024-53012-y>



Work of Matthew Egan

Period Covering: January, 2025 - December, 2025

Department: Accounting

Matthew Egan's recent research focuses broadly on sustainability and the ways organisations respond to evolving social and environmental expectations across different institutional contexts.

Looking to the social side of sustainability, a central focus on Matthew's evolving research interest into the late 2020's, is the increasingly fraught and contested corporate landscape of diversity and inclusion. Matthew has achieved a series of recent outputs through this project, including a 2025 book chapter, *Global Promises and Local Differences: How Global Firms Reframe LGBTQ+ Equality in Adversarial vs. Progressive Contexts*, published in *LGBTQ+ Inclusion at Work: A Global View* (World Scientific Publishing), both co-authored with M. Özbilgin. Matthew also has another 2025 book chapter entitled *Queer Accountability within NGOs in an Era of DEI Retreat* published in *Research Handbook on NGO performance and accountability*, co-authored with C. Edgley, M. Özbilgin, and N. Sharma. Collectively these contributions examine how multinational organisations are adapting and communicating commitments to LGBTQ+ equality across diverse social, cultural and regulatory environments into the 2020s.

Complementing this research, Matthew also has a strong interest in the environmental side of sustainability. In one example of his recent engagement in this space, Matthew was featured in January 2025 on the Australian Broadcasting Corporation (ABC) in a [segment discussing](#) new greenhouse gas emissions disclosure requirements for businesses. The commentary highlighted the challenges many organisations face in communicating climate-related risks and sustainability commitments in an environment of increasing regulatory expectations and stakeholder scrutiny.

Together, these activities demonstrate the application of sustainability research to contemporary social and environmental challenges and contribute to broader public understanding of responsible business practice, corporate accountability and organisational responses to sustainability-related issues.

PRME and SDG Integration

This work advances the PRME Principles of Research and Share by generating and disseminating knowledge on critical sustainability, inclusion and corporate responsibility challenges. The research on LGBTQ+ equality contributes to understanding how global organisations navigate diversity and inclusion across different contexts, while the ABC engagement supports public awareness of emerging sustainability and climate disclosure requirements. Collectively, these activities contribute to broader sustainability agendas by promoting responsible management practice, corporate transparency, inclusive workplaces and informed public dialogue on environmental and social issues.



Research on Digitalization and Sustainability

Period Covering: January, 2023 - December, 2026

Department: International Business

Research on Digitalization and Sustainability

Since 2023, Noman Shaheer has conducted research at the intersection of digitalisation and environmental sustainability, examining how digital technologies can help address major environmental challenges and support more sustainable business practices.

His research in this area was recently nominated for the Strategic Management Society (SMS) Annual Conference Responsible Research Paper Prize. As the Strategic Management Society is the world's leading scholarly association in strategic management research, this nomination reflects the growing global recognition and impact of my work on how digitalization can enhance environmental

sustainability. It also demonstrates that my research is contributing to and shaping global scholarly dialogue on responsible strategy and sustainable business practices. The research is supported by Emerging Scholars Research Fellowship (ESRF) by the University of Sydney Business School.

PRME and SDG Integration

This research advances the PRME Principle of Research by generating knowledge on how digital technologies can contribute to addressing complex environmental and sustainability challenges. By examining the intersection of digitalisation and environmental sustainability, the work contributes to evidence-based understanding of how organisations can leverage innovation to improve environmental outcomes and support responsible business practices. The research aligns with SDG 6 (Clean Water and Sanitation), SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action) through its focus on the role of digital technologies in advancing sustainable development. The nomination for the Strategic Management Society Responsible Research Paper Prize further highlights the growing international relevance of this research and its contribution to global discussions on responsible strategy and sustainability.



The First Full Scope-3 Climate-related Financial Disclosure

Period Covering: January, 2024 - December, 2025

Department: Business Analytics

The First Full Scope-3 Climate-related Financial Disclosure

Vivienne Reiner



In 2025, based on 2024 activity, the University of Sydney published Australia's first climate-related financial disclosure within the higher education sector, establishing a new national benchmark for climate governance, emissions transparency, and institutional accountability. Voluntarily aligned with the NSW Treasury climate disclosure framework, the disclosure applied internationally recognised climate scenarios to assess both physical and transition climate risks, while outlining how climate considerations are being embedded into institutional strategy, governance, financial planning, enterprise risk management, business continuity planning, asset management, adaptation planning, and research investment.

A significant achievement of the disclosure was the publication of the University's first comprehensive Scope-3 greenhouse gas emissions inventory. For the first time, all 15 Scope 3 categories defined under the [Greenhouse Gas Protocol](#) were measured and publicly reported, including emissions associated with supply chains, capital works, international student travel, and financial investments. This represented a major advancement in institutional climate reporting and provided a more complete understanding of the University's value-chain impacts.

The Scope-3 methodology was developed through a collaboration between the University's sustainability team and the Integrated Sustainability Analysis (ISA) group. The project was led by Dr [Vivienne Reiner](#) during her PhD candidature under the supervision of Professor Arunima Malik (University of Sydney Business School/ISA) and [Professor Manfred Lenzen](#), founder of the ISA group and a globally recognised expert in environmental foot printing. The analysis employed an innovative

hybrid methodology that combined economy-wide input–output (IO) modelling with the University’s expenditure and income data, enabling comprehensive coverage and greater accuracy than conventional reporting approaches.

The initiative generated significant research and practice impacts. The methodology was subsequently refreshed the following year, based on the University’s 2025 activities, and included in the University’s Annual Report, representing another sector-leading achievement. The underpinning pilot study was later published in the high-impact journal *Global Environmental Change*, where researchers demonstrated the application of hybrid life cycle assessment (LCA-IO) methods for comprehensive organisational sustainability reporting. The study was the first to apply both expenditure-based and income-based IO analysis across Scope-3 Greenhouse Gas Protocol categories within a single reporting framework while also measuring broader sustainability indicators. The research showed that indirect impacts accounted for approximately 90 per cent of the University’s overall footprint across indicators including greenhouse gas emissions, land use, and blue water consumption, highlighting the importance of comprehensive value-chain assessment in climate and sustainability reporting.

The disclosure also demonstrated tangible institutional progress towards climate goals. Key outcomes included achievement of 100 per cent renewable electricity ahead of target through Power Purchase Agreements and certificate surrender arrangements, implementation of future low- and high-emissions climate scenario analyses, and commencement of pilot electrification projects designed to address remaining Scope=1 emissions and inform the University’s Net Zero implementation plan. Approved by the University Senate in June 2025, the disclosure provides a robust, evidence-based foundation for integrating climate resilience considerations into long-term strategic priorities, capital works, financial planning, and operational decision-making.

Beyond institutional reporting, the initiative facilitated knowledge sharing and leadership development. Drawing on the research, Dr Vivienne Reiner and Professor Arunima Malik developed and delivered two Sydney Executive Plus Scope 3 Emissions Masterclasses, translating cutting-edge research into executive education and professional capability building; Dr Vivienne Reiner also guest-lectured on the University case study into the Masters unit of study PHYS5033 Environmental Footprints and IO Analysis. In addition, disclosure was also positioned as a practical and replicable model to support public institutions and higher education providers navigating emerging climate disclosure expectations.

As noted by Gillian Graham-Crowe, Director of Sustainability,

“This report provides leadership with a clear, risk-informed baseline against which we can improve institutional climate resilience and reduce emissions. It also offers a working model for other public institutions who are navigating similar disclosure expectations. We are proud to

lead the sector with a disclosure that is rigorous, practical and institution wide. Climate risks are no longer hypothetical or distant. They are now part of how we manage long-term strategy, infrastructure planning and investment decisions.”

PRME and SDG Integration

This initiative strongly advances the PRME Principles of Practice, Research, Share, and Teach by embedding responsible management practices into institutional governance, generating impactful sustainability research, openly communicating performance and risks, and translating research into education. The climate-related financial disclosure demonstrates how evidence-based decision-making can support organisational resilience while strengthening accountability for environmental impacts across complex value chains. The project aligns particularly with SDG 13 (Climate Action) through comprehensive emissions measurement, climate risk assessment, net-zero planning, and institutional adaptation strategies. It also supports SDG 4 (Quality Education) by integrating research-led insights into masters teaching and executive learning programs and developing climate literacy and sustainability capabilities among current and future leaders.

Continuity and Future Directions

The University’s climate-related financial disclosure establishes a foundation for the ongoing integration of climate considerations into governance, strategy, financial planning, and operations. Future work will continue to refine Scope-3 emissions measurement and reporting, expand the application of hybrid LCA-IO methodologies, strengthen climate resilience planning, and support implementation of the University’s Net Zero strategy. The continued dissemination of research findings through scholarly publications, education, and sector-engagement activities will further contribute to the development of climate disclosure capability across higher education and public institutions. By maintaining comprehensive reporting and decision-making frameworks, the University will continue to strengthen accountability, support evidence-based climate action, and demonstrate leadership in responsible institutional practice.

<https://www.sydney.edu.au/news-opinion/news/2025/07/21/sydney-releases-full-climate-related-financial-disclosure.html>

<https://www.sciencedirect.com/science/article/pii/S0959378026000609>



Assessment Design Through Co-design

Period Covering: January, 2024 - December, 2025

Department: Business Co-Design

Assessment Design Through Co-design Reimagining Assessment Practices in Higher Education

In 2024–2025, the Business School undertook a strategic education grant project, *Assessment Design Through Co-design: Reimagining Assessment Design Practices in Higher Education*, led by Sandris Zeivots, Jennifer Sun, Amanda Kennedy, Andrew Cram and Yuan Liao as the project co-leads. The initiative explored innovative approaches to assessment design by bringing together educators, students, professional staff and industry partners in a collaborative co-design process. Across the project, a total of 102 stakeholders participated in the co-exploration and co-implementation of new assessment design practices aimed at making business education more inclusive, relevant and responsive to diverse learner and industry needs.

The project generated significant research and practice-based outcomes that advanced understanding of how collaborative approaches can transform assessment design within higher education. Findings demonstrated the value of engaging multiple stakeholder groups in the design process to strengthen inclusivity, enhance educational innovation and support more authentic and meaningful learning experiences for students.

The project resulted in several scholarly and dissemination outputs. A peer-reviewed journal article, [*Assessment Design Through Co-design: Reimagining Assessment Design Practices in Higher Education*](#) (Zeivots, Sun, Kennedy, Cram & Liao, 2026), was published in *Assessment & Evaluation in Higher Education*, contributing new knowledge on collaborative approaches to assessment design in higher education. The project team also produced a comprehensive institutional report, [*Assessment Design Through Co-design: Reimagining Business School Courses*](#) (Zeivots, Sun, Liao, Kennedy & Cram, 2025), documenting the project methodology, stakeholder engagement processes and key insights for educational practice. Broader dissemination occurred through the HERDSA Connect article [*Reimagining Assessment: A Collaborative Journey Through Co-design*](#) (Sun, Kennedy, Zeivots, Cram & Liao, 2025), which shared lessons learned with the higher education community. The project findings were further disseminated through two conference presentations, extending the impact of the work across academic and professional networks.

Through its emphasis on collaborative knowledge creation and inclusive educational design, the project strengthened evidence-informed approaches to assessment innovation and contributed to ongoing efforts to reimagine responsible and inclusive business education.

PRME and SDG Integration

This initiative advances the PRME Principles for Research and Teach by generating scholarly knowledge that informs responsible management education while actively engaging educators, students, professional staff and industry partners in the co-creation of assessment practices. The

project demonstrates how collaborative educational design can enhance inclusivity, relevance and stakeholder participation in business education. By reimagining assessment through a participatory approach, the initiative contributes to SDG 4 (Quality Education) through the development of more inclusive and effective learning environments, SDG 8 (Decent Work and Economic Growth) through stronger alignment between educational practice and workforce capabilities, and SDG 9 (Industry, Innovation and Infrastructure) through the application of innovative, stakeholder-informed approaches to curriculum and assessment design.

Continuity and Future Directions

The outcomes of this project provide a foundation for the continued integration of co-design methodologies across Business School curricula and assessment practices. Future work should build on the project's evidence base by extending collaborative assessment design approaches to additional courses and stakeholder groups, while continuing to investigate their impact on student learning, inclusion and educational quality. Ongoing dissemination through scholarly publications, conference engagement and sector-wide knowledge sharing should support broader adoption of co-design practices and reinforce the School's commitment to responsible management education, continuous pedagogical innovation and the achievement of the Sustainable Development Goals.

*Research article: Zeivots, S., Sun, J. Z., Kennedy, A., Cram, A., & Liao, Y. (2026). Assessment design through co-design: reimagining assessment design practices in higher education. *Assessment & Evaluation in Higher Education*, 1-18. <https://doi.org/10.1080/02602938.2026.2643341>

*Project report: Zeivots, S., Sun, J., Liao, Y., Kennedy, A., & Cram, A. (2025). Assessment design through co-design. Reimagining Business School courses. University of Sydney. <https://hdl.handle.net/2123/33431>

*Dissemination post: Sun, J., Kennedy, A., Zeivots, S., Cram, A., Liao, Y. (2025). Reimagining assessment: A collaborative journey through co-design. HERDSA Connect. <https://herdsa.org.au/herdsa-connect/reimagining-assessment-collaborative-journey-through-co-design>



Digital Nomadism from the “Local Host” Perspective: Shaping the Future of Work, Sustainable Communities and Responsible Visa Policy

Period Covering: January, 2019 - December, 2026

Department: School of Strategy, Innovation and Technology

Digital Nomadism from the “Local Host” Perspective

Shaping the Future of Work, Sustainable Communities and Responsible Visa Policy

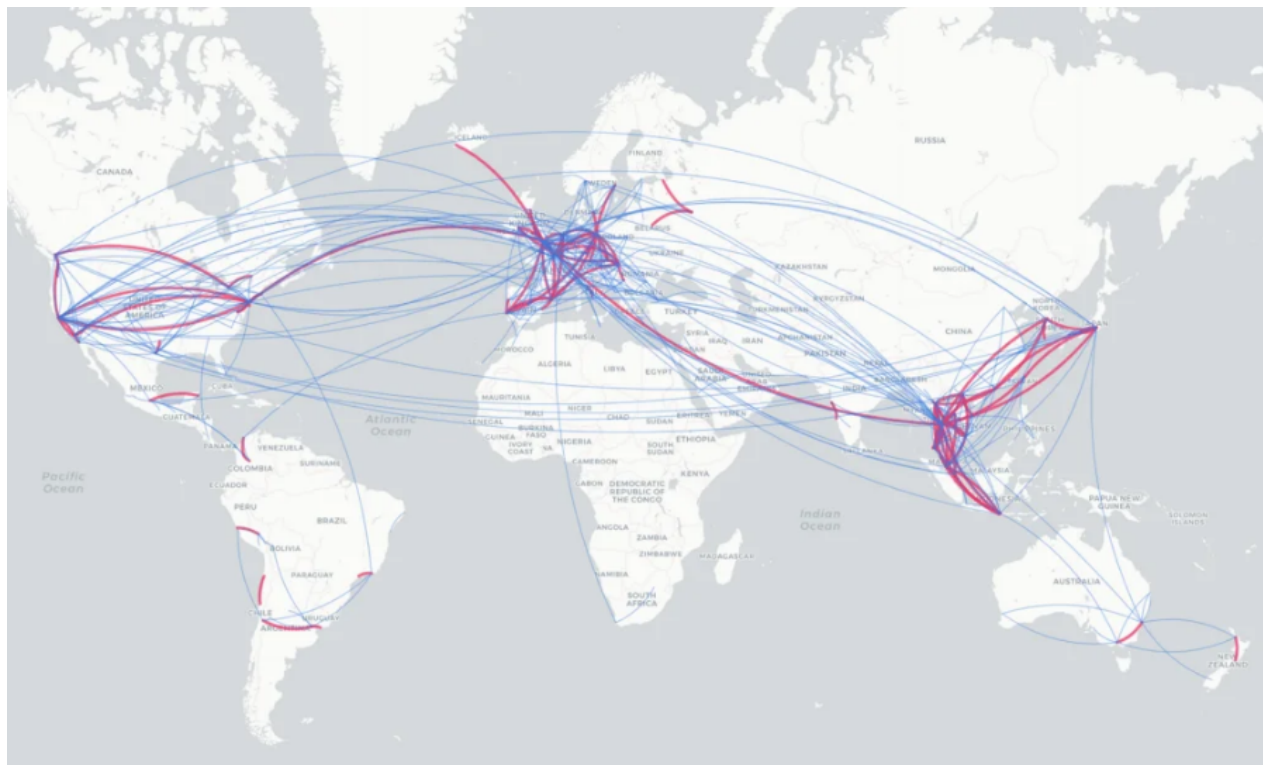
Daniel Schlagwein

How can digital technology enable more flexible, autonomous and sustainable ways of working – and what does this mean for the communities that host the world’s growing population of remote workers?



As Lead Chief Investigator of the Australian Research Council Discovery Project “Digital Nomadism: How IT Enables New Forms of Working and Organizing” (DP190102780, 2019–2026), I lead one of the world’s foremost research programmes on digital nomadism – a term I coined and a field I pioneered – examining how digitally enabled mobility transforms work, organisations and the places that host mobile workers. In line with the SIP report’s emphasis on community voices, the research deliberately centres the lived experiences of host destinations, not only the mobile workers themselves. Extensive field studies in global digital nomad hubs – including Chiang Mai, Thailand (“the digital nomad capital”, *Information Systems Journal*, special issue on the sustainable visitor economy) and Canggu, Bali – examine the ambivalent socio-economic impacts of this new visitor economy: contrasting the “emancipation” experienced by digital nomads (*Journal of Business Ethics*) with the gentrification pressures, infrastructure strains and cultural tensions facing local residents, and providing communities and policymakers with an evidence base for managing remote-work mobility equitably. Beyond academic impact, the research has directly informed public policy: I have advised

governments in several countries on designing responsible digital nomad visa frameworks and strategies that balance innovation, economic opportunity and community wellbeing – including contributions informing Thailand's Destination Thailand Visa (DTV).



The programme also fosters international partnerships (SDG 17), including institutional links between the University of Sydney Business School and Chulalongkorn University's Sasin School of Management, where I now hold a joint appointment. It received the 2023 Australian Business Deans Council Award for the best-established business research programme in Australia, and its findings reach broad public audiences through media features and op-eds in the ABC, Australian Financial Review, Sydney Morning Herald, El País and Wired. This work reflects the Business School's commitment to responsible management education: connecting rigorous research with real-world outcomes to help shape a more sustainable, equitable and human-centred digital future of work. The most recent developments are that I agreed to lead the "Nomad Future Lab", a project to create a long-term vision for digital nomadism that makes it a PRME net positive. I will use futures thinking methods in a month-long format with locals, nomads, governments and industry on the occasion of the opening of the "Nomad Friendly District" in Chiang Mai, Thailand, the leading digital nomad destination in the world. The results will both be academically published as well as released as a white paper policy PDF.

The project contributes to responsible management knowledge by helping policymakers, industry and communities navigate the opportunities and challenges of digitally enabled work in ways that balance economic innovation with social equity and community wellbeing.



2023 Network Awards – Established, Scholarly Research

The panel recommends this project in the established, scholarly category because the applicant has demonstrated global leadership and international collaboration in digital nomadism research. Research excellence was shown in the quality of research publications, including through third-party literature reviews. The research employs an innovative approach in pooling qualitative data, fostering multi-institutional research collaboration. There is also strong evidence of research impact in advising governments, organisations and communities about the policy, business and social impacts of digital nomadism.

• Judges' comments

PRME and SDG Integration

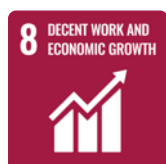
This research advances PRME's Research Principle through rigorous, internationally recognised scholarship that examines the societal implications of digitally enabled forms of work and organising. It also reflects the Partner and Share Principles by engaging governments, local communities, industry stakeholders and international university partners in the co-creation and dissemination of knowledge that supports responsible policy development and sustainable community outcomes. By foregrounding the perspectives of host communities and exploring both the opportunities and unintended consequences of digital nomadism, the programme contributes evidence to inform more equitable, inclusive and human-centred approaches to digital transformation and global mobility.

Continuity and Future Directions

Building on the ARC Discovery Project (2019–2026), this work continues to evolve through new forms of stakeholder engagement, policy influence and international collaboration. The forthcoming Nomad Future Lab extends the programme's focus from understanding the impacts of digital nomadism to actively shaping a long-term vision for how digitally enabled mobility can generate positive outcomes for workers, host communities and destination economies. Through futures-thinking approaches and

the participation of local residents, nomads, governments and industry stakeholders, the initiative will further strengthen the programme's translational impact while producing both scholarly outputs and accessible policy guidance. This next phase reinforces the Business School's ongoing commitment to generating research that informs responsible management practice and supports sustainable development in an increasingly digital and mobile world.

<https://doi.org/10.1007/s10551-024-05691-z> (Wang et al. 2025, 'Emancipation' in Digital Nomadism vs in the Nation-State, JBE, FT50) |
<https://doi.org/10.1111/isj.12521> (Jiwasiddi et al. 2024, Digital Nomadism as a New Part of the Visitor Economy: The Case of the 'Digital Nomad Capital' Chiang Mai, Thailand, ISJ) |
<https://dataportal.arc.gov.au/NCGP/Web/Grant/Grant/DP190102780> (ARC Discovery Project) |
<https://abdc.edu.au/2023-network-awards-established-scholarly-research/> (ABDC Award) |
<https://thailandremote.work/public/home> (Our Thai DN Platform) |
<https://thaievisa.go.th/visa/dtv-visa> (Our Thai DN Visa) |
<https://www.businessinsider.com/da-nang-vietnam-asia-new-digital-nomad-hub-fastest-growing-2026-2> (DN in Vietnam) |
<https://theconversation.com/nomad-digital-bikin-ekonomi-canggu-melesat-tapi-bagaimana-dengan-warga-lokal-275322> (DN in Indonesia) |
<https://wildernesscollective.org.au/>
2019–2026 (ARC Discovery Project DP190102780 + ongoing programme)



Design for Care: Translating Research into Healthier and More Sustainable Care Work

Period Covering: January, 2021 - December, 2025

Department: Work and Organisational Studies

Design for Care: Translating Research into Healthier and More Sustainable Care Work

Mina Askovic



[Design for Care](#) was a four-year, icare NSW-funded research partnership focused on preventing psychological injury and improving mental health and wellbeing in the NSW Healthcare and Social Assistance (H&SA) sector through better work design. Led by Professor Sharon Parker, Director of the Centre for Transformative Work Design at Curtin University, in partnership with the University of Sydney Business School and Monash University, the project worked with organisations across aged care, disability services and out-of-home care to identify psychosocial risks and co-design practical work redesign solutions.

The University of Sydney Business School team, including Professor Anya Johnson, Professor Helena Nguyen, Dr Nate Zettina, Dr Mina Askovic and Ms Connie Deng, contributed to the project's research, engagement and knowledge translation activities. The project applied the SMART Work Design model and the PARRTH participatory process (Prepare, Assess, Reflect, Redesign, Track and Habituate) to support organisations to improve work at its source, rather than relying only on downstream wellbeing supports.

Across the project, Design for Care engaged eight partner organisations, collected more than 4,000 survey responses, conducted over 100 interviews, facilitated more than 250 redesign workshops, and supported 31 work redesign initiatives. It also delivered a substantial program of sector engagement, including a launch event, four State of Affairs events, a Community of Practice, and the final 2025 Design for Care Showcase. The Showcase brought together 88 attendees, including 54 from the H&S sector, and 91% of feedback respondents rated the event as useful and worthwhile.

A major project deliverable was the Design for Care Platform, which provides validated work design measurement tools, industry benchmarks, dashboards, case studies, videos, facilitator guides, training materials and action-planning resources. These resources help organisations continue identifying and addressing psychosocial hazards beyond the life of the project.

Design for Care demonstrates how responsible management research can be translated into practical tools, sector-wide partnerships and positive societal impact. It contributes particularly to SDG 3: Good Health and Wellbeing, SDG 8: Decent Work and Economic Growth, and SDG 17: Partnerships for the Goals.



The project's [research findings](#) were disseminated through a multi-year State of Affairs event series hosted at the University of Sydney Business School. These events shared emerging evidence on psychological injury, work design and workplace mental health with industry leaders, practitioners and policymakers, and showcased lessons learned from work redesign initiatives implemented across participating organisations. The series also provided a platform for sector-wide dialogue on preventing psychological injury and improving workforce wellbeing through evidence-based management practices.

The project placed a strong emphasis on both prevention and sustainability by building the work design capabilities of individuals, teams, leaders and organisations. Working collaboratively with employees and managers, the Design for Care program sought to identify SMART work design opportunities and challenges and develop practical interventions that could be sustained within participating organisations and adapted more broadly across the Healthcare and Social Assistance

sector. Through this approach, the project aimed to create mentally healthy workplaces and prevent psychological injury, including risks associated with burnout, by addressing the underlying design of work.

PRME and SDG Integration

Design for Care exemplifies the PRME Principles of Research, Partnership and Share by generating rigorous evidence, collaborating closely with industry stakeholders and translating research findings into accessible resources, sector events and practical workplace interventions. Through partnerships with aged care, disability care and out-of-home care organisations, the project combined academic research with practitioner expertise to address the growing challenge of psychological injury within the Healthcare and Social Assistance sector.



The project's extensive knowledge-sharing activities, including four *State of Affairs* events hosted at the University of Sydney Business School, helped disseminate research findings on psychological injury, psychosocial risk factors and workplace redesign strategies to industry leaders, practitioners and policymakers. Research undertaken through the project examined workers' compensation claims data from 2010/11 to 2020/21, identified risk factors associated with psychological injury among healthcare and social assistance workers, and translated these findings into actionable guidance for organisations. The project also highlighted the significant human and organisational costs of psychological injury, including evidence that the NSW Healthcare and Social Assistance sector lost more than 170,000 working weeks to psychological injury over a nine-year period.

Design for Care contributes directly to SDG 3 (Good Health and Wellbeing) through its focus on mental health promotion and psychological injury prevention; SDG 8 (Decent Work and Economic Growth) through the development of healthier and more sustainable work design practices; and SDG 17 (Partnerships for the Goals) through collaboration between universities, industry organisations, government stakeholders and professional communities. By translating research into practical tools, interventions and sector capability-building activities, the initiative demonstrates how responsible management research can generate positive social impact at scale.

Continuity and Future Directions

The long-term impact of Design for Care is supported through the Design for Care Platform, which provides ongoing access to validated work design measurement tools, industry benchmarks, dashboards, case studies, facilitator guides, training materials and action-planning resources. Together with published research reports, industry resources and academic publications, these outputs provide a foundation for continued evidence-informed practice across the Healthcare and Social Assistance sector.

The project's legacy is further strengthened through the networks, partnerships and knowledge-sharing mechanisms established during the four-year program, including the State of Affairs event series and Community of Practice. These initiatives have created enduring channels for dialogue between researchers, practitioners and policymakers and have increased sector awareness of psychosocial risk factors and preventative approaches to workplace mental health.

Building on insights generated from analyses of psychological injury trends, sector risk factors and work redesign initiatives, future efforts will focus on extending the application of SMART Work Design principles, supporting organisations to strengthen their capability to prevent psychological injury, and promoting the wider adoption of evidence-based work redesign practices across the care sector. Through ongoing collaboration and knowledge exchange, the lessons generated through Design for Care will continue to inform responsible management practice and contribute to healthier, safer and more sustainable workplaces.

NSW Parliament / Hansard recognition:

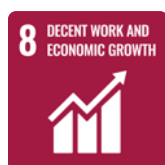
<https://youtu.be/004cIB3Zkzw>

<https://www.parliament.nsw.gov.au/Hansard/Pages/HansardResult.aspx#/docid/HANSARD-1820781676-99389/link/2253>

Published academic papers:

<https://doi.org/10.1111/1748-8583.70001>

<https://doi.org/10.1002/hrm.22245>



Supporting Emerging Scholars to Deliver Research with Societal Impact

Period Covering: January, 2025 - December, 2025

Department: Business Administration | Accounting | Business Analytics | Entrepreneurship | Finance | International Business | Management | Marketing

The University of Sydney Business School is investing in the next generation of research leaders through its Emerging Scholar Research Fellowship (ESRF) program. Designed to support early career researchers with high potential for enduring research excellence, the fellowship provides research funding, teaching relief and bespoke support for securing external research funding. The initiative publicly recognises promising scholars while enabling them to undertake ambitious research programs aligned with the Business School's purpose, strategy and commitment to positive societal impact.



ARC Projects

Period Covering: January, 2025 - December, 2025

Department: Business Administration | Accounting | Business Analytics | Finance | International Business | Management | Marketing

The University of Sydney Business School demonstrated strong research performance and impact in the 2026 Australian Research Council (ARC) funding rounds, with academic staff securing competitive grants across both the Discovery Projects (DP) and Linkage Projects (LP) schemes. These outcomes reflect a sustained commitment to rigorous, collaborative, and policy-relevant research that addresses complex economic, social, and environmental challenges.



Research Awards

In 2025, The University of Sydney Business School was awarded 9 research awards for responsibility- and/or sustainability-related research.

Frontiers Planet Prize – International Champion (2025)

Granter: Frontiers Research Foundation

Grantee: Arunima Malik

Award Description:

The Frontiers Planet Prize is a global competition for scientists and research institutions to propose solutions to help the planet remain within the safe operating space of any one or more of the nine planetary boundaries. It was created by the Frontiers Research Foundation on Earth Day 2022 to mobilise the global scientific community, make it complete at the highest level of excellence, and contribute to the acceleration of concrete solutions to the challenges defined by the planetary boundaries. To date, it has drawn together hundreds of scientists, 23 national academies of science, and more than 600 leading universities and research institutions to compete for three prizes of US\$1m each adjudicated by a Jury of 100 independent renowned sustainability and planetary health experts chaired by Professor Johan Rockström.

2025 Clarivate Highly Cited Researchers List

Granter: Clarivate

Grantee: Arunima Malik

Award Description:

Highly Cited Researchers demonstrate significant and broad influence in their field(s) of research. Each researcher selected has authored multiple Highly Cited Papers which rank in the top 1% by citations for their field(s) and publication year in the Web of Science Core Collection over the past eleven years. However, citation activity is not the sole selection indicator. This list, based on citation data, is then refined using other quantitative metrics, as well as qualitative analysis and expert judgment.

Clarivate Highly Cited Researchers 2025

Granter: Clarivate

Grantee: David Hensher

Award Description:

Highly Cited Researchers demonstrate significant and broad influence in their field(s) of research. Each researcher selected has authored multiple Highly Cited Papers which rank in the top 1% by citations for their field(s) and publication year in the Web of Science Core Collection over the past eleven years. However, citation activity is not the sole selection indicator. This list, based on citation data, is then refined using other quantitative metrics, as well as qualitative analysis and expert judgment.

 Athena Swan National SAGE Awards Recognition

Granter: Science in Australia Gender Equity (SAGE)

Grantee: Dimitria Groutsis

Award Description:

This prestigious recognition, marking the tenth year of the SAGE Awards, honours exceptional and sustained leadership advancing gender equity across the higher education and research sector. As the only transformational gender equity program of its kind in Australia, Athena Swan SAGE provides a rigorous framework for institutional change, and Professor Groutsis' recognition reflects both her scholarly impact and her leadership in embedding EDI within institutional practice.

 Australia's leading researcher in Transportation

Granter: The Australian's 2026 Research Magazine

Grantee: David A. Hensher

 Outreach Award

Granter: Academy of Management (AOM) ONE and SIM Divisions

Grantee: Betina Szkudlarek

Award Description:

The award acknowledged the collaborative work of Professor Betina Szkudlarek and Dr Eun Su Lee, a Business School PhD graduate, whose approach to translating research into practice demonstrated significant engagement beyond academia.

The award recognised outreach activities associated with the highly influential paper, "Unveiling the Canvas Ceiling: A multidisciplinary literature review of refugee employment and workforce integration" published in the International Journal of Management Reviews (2020). The research addresses a

significant gap in management scholarship by highlighting the notable absence of refugee perspectives and refugee workforce integration within mainstream management research and practice.

Exemplary Research to Practice Award (Work and Organisations Division)

Granter: International Positive Psychology Association (IPPA)

Grantee: Dr Danielle Kent

Award Description:

Dr Danielle Kent received an Honourable Mention in the Exemplary Research to Practice Award (Work and Organisations Division) at the International Positive Psychology Association (IPPA) 2025 World Congress on Positive Psychology. The award recognised her contributions to reframing climate transition decision-making and the application of evidence-based research to the field of positive work and organisations. The IPPA World Congress brings together leading international researchers and practitioners to advance understanding and application of positive psychology in workplaces and society.



Scalable, Data-Efficient Inventory Management Solution Earns CSAMSE Practice Award for Real-World Impact.

Granter: CSAMSE Practice Award

Grantee: Erick Li

Award Description:

The established CSAMSE Practice Award (卓越管理实践奖) is a prestigious award to identify an outstanding piece of work that is rooted in the principles of Management Science and Engineering and has a significant impact on practice.

ABDC Award for Innovation and Excellence in Research

Granter: Australian Business Deans Council ABDC

Grantee: Daniel Schlagwein

Award Description:

The panel recommends this project in the established, scholarly category because the applicant has demonstrated global leadership and international collaboration in digital nomadism research. Research excellence was shown in the quality of research publications, including through third-party literature reviews. The research employs an innovative approach in pooling qualitative data, fostering

multi-institutional research collaboration. There is also strong evidence of research impact in advising governments, organisations and communities about the policy, business and social impacts of digital nomadism.

Research Presentations Related to RME and/or Sustainability

In 2025, The University of Sydney Business School gave 5 research presentations related to RME and/or sustainability.

Thematic Research Hubs explore 'Shaping Sustainable Health Systems'

Authors: Chris F. Wright

Date of publication: August, 2025

Department: Research Hubs

The *Shaping Sustainable Health Systems* forum advances the PRME Principles of Partner, Research and Share by bringing together researchers, government representatives, professional associations and industry stakeholders to explore evidence-based approaches to improving the sustainability of Australia's healthcare system. Through discussion of healthcare decarbonisation, workforce wellbeing, clinician engagement and system-wide reform, the forum promoted interdisciplinary dialogue on complex sustainability challenges and the role of collaborative leadership in addressing them.



The Future is Quantum, but what will it look like?

Authors: Associate Professor Olga Kokshagina

Date of publication: August, 2025

Department: Innovative Organisation & Technology Hub

Associate Professor Olga Kokshagina hosted a workshop with more than 20 participants from industry, start-ups and academia addressing the question: how do we ensure quantum technologies are developed not just for technical success, but for meaningful societal impact? The March meeting was one of the first 'Hub' events hosted by the Business School.

The multidisciplinary research hubs are established to enhance the visibility and impact of the Business School's research, a key research priority.

Australia's former Chief Scientist, Dr Cathy Foley AO PSM, was the special guest speaker, telling the forum \$56 billion is being invested in quantum globally.

Dr Kokshagina, the community lead for the Innovative Organisation & Technology Hub told the forum the event was designed to establish pathways for industry and academia to build for the responsible and equitable adoption of quantum technologies, particularly in health.



Learning from the evidence: Insights for regulating e-scooters | [DOI](#)

Authors: Zhang, Yuting | Nelson, John D. | Mulley, Corinne

Date of publication: November, 2023

Department: Institute of Transport and Logistic Studies (ITLS)

As a trending mobility choice, e-scooters have become popular in many cities. Many authorities have initiated shared e-scooter trial schemes to assess the feasibility of the vehicles prior to enacting official legalisation. This paper aims to provide an evidence review of shared e-scooters and investigate how existing evidence may inform long-term policies. This carries significant relevance for jurisdictions that are in a conflicting position with e-scooters, such as New South Wales (NSW), Australia whose context motivates this study. The evidence review focuses on three themes derived from experience with shared e-scooters within the broader micromobility landscape, namely: safety; where shared e-scooters fit into the modal landscape; and the environmental impacts. Findings confirm that ensuring the safety of shared e-scooters requires complex solutions, which may include a clear regulatory framework for e-scooters, safety education and skill training, innovative data collection and analysis methods, and an approach to safety management that is user-based, location-based, and time-based. In terms of modal fit policymakers should encourage first and last-mile combinations with public transport, with consideration of user characteristics; while environmental impact is strongly correlated to the mode replaced by e-scooter trips. The paper provides insights for policymakers on the regulation and positioning of shared e-scooters.



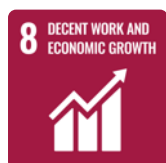
Job Performance, Productivity, and the Roles of Employee Motivation and Wellbeing in Employees' Work Arrangement Choices

Authors: Edward Wei | David A. Hensher

Date of publication: November, 2024

Department: Institute of Transport and Logistics Studies (ITLS)

Productivity has been the focus of recent debates on work location, especially when working from home. This research investigates the framework and latent constructs of what productivity represents for job performance, covering task and contextual performance and counterproductive work behaviour. The research establishes the structural connections between employee motivation factors such as intrinsic and extrinsic motivation and work-related wellbeing factors, covering job competence and aspiration and their impact on job performance. Using a national survey of nearly 1,000 Australian workers, the research uses a structural equation model (SEM), segment profiling, and a hybrid logit choice model to achieve several research objectives. These objectives achieved include: 1) Testing the measurement models of job performance, employee motivation, and work-related wellbeing, then revealing their structural relationships and their impact on subjective productivity and job satisfaction; 2) Profiling three distinct workforce segments of main office only workers, hybrid workers, and working from home and other places only workers by their working patterns, hours, productivity, job satisfaction and levels of job performance, motivation and wellbeing; and 3) Embedding latent motivation and wellbeing into the hybrid choice model on workplace choices to directly show the effects of latent variables on workplace choices. The research identifies the importance of maintaining a high level of motivation in a task and continuous performance and the importance of work-related wellbeing in preventing counterproductive behaviour. The findings suggest shifting the focus from workplace choice to maintaining the status of work-related wellbeing, especially among hybrid workers who typically have relatively heavy workloads and work long hours.



Professor Jane Andrew invited to speak at UN Open Science & Scholarship Conference

Authors: Jane Andrew

Date of publication: October, 2025

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

Department: Accounting

Professor Jane Andrew, Head of the Discipline of Accounting, Governance and Regulation, had been invited to speak at the UN Open Science and Open Scholarship Conference in Tokyo October 2025.

Jane Andrew is an interdisciplinary researcher, she examines how accounting intersects with socially and environmentally significant issues, particularly in shaping public policy. Her work spans climate change reporting, prison privatisation, immigration detention, whistleblowing, data ethics, and the broader implications of neoliberal reform. She is also recognised for her scholarship on knowledge equity, highlighting how access and linguistic inclusion shape whose knowledge counts in global debates. As Co-Editor-in-Chief of *Critical Perspectives on Accounting*, Jane has advanced efforts to support multilingual publishing and amplify research emerging from the majority world, challenging North-dominant norms. Committed to knowledge as a public good, her research and editorial leadership aim to expand the inclusivity, accessibility, and policy impact of accounting scholarship.

Her invitation to join the panel on AI, Open Science, and the Global Digital Divide reflects her leadership in advancing inclusive, accessible, and policy-relevant scholarship.

The conference, hosted by the UN Dag Hammarskjöld Library in collaboration with UNESCO and UN DESA, will convene global experts to explore how open science can accelerate the Sustainable Development Goals.



Publications Related to RME and/or Sustainability

The Elgar Companion to Marketing and the UN SDGs

Authors: Ranjit Voola, Associate Professor, Discipline of Marketing

Date of publication: October, 2025

Department: Marketing

This interdisciplinary Companion explores the pivotal role of marketing in advancing the Sustainable Development Goals (SDGs). It provides diverse perspectives on how marketing strategies can drive sustainable development including sustainable consumer behaviour and emphasises the importance of ethical considerations, stakeholder engagement and innovative approaches to positively impact society.

Leading scholars and practitioners from across 15 countries discuss key themes such as consumer behaviour, strategic marketing, Base of the Pyramid marketing, technological innovations and marketing education. Real-world examples and global perspectives are used to demonstrate that marketing is not solely about selling and can also be a powerful tool for creating positive change for people and the planet. The Companion investigates how cutting-edge technologies including AI, blockchain and the Internet of Things can enable responsible consumption and transparency. It further highlights the necessity for marketers to actively shape the post-2030 framework to align with evolving global sustainability goals.

Scholars and students of marketing, international business, sustainability, organisation studies and development studies will greatly benefit from this comprehensive Companion. Timely and engaging, it is also an essential resource for policymakers and practitioners in marketing and the business sector, as well as those working with the SDGs.



Retiring in a New Age

Authors: Marian Baird | Russell D. Lansbury

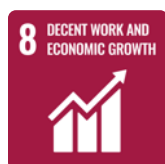
Date of publication: July, 2025

Department: Work and Organisational Studies

This book examines the concept of retirement, how it has changed, and what the future holds for the next generation of retirees.

The book analyses government data and university surveys of more than 1,000 retirees in Australia and 4,000 retirees in Sweden, as well as in-depth interviews with retirees in each country. It demonstrates that while both countries have differences in their retirement policies and practices, as well as the outcomes for retirees, the process of retirement is undergoing change in both countries as people retire at a range of ages, but often then re-enter the workforce for various reasons. The book proposes four distinctive post-retirement orientations: Stayers, Leavers, Blenders and Disengaged retirees. It then discusses how individuals, employers and governments are responding to the challenges of 'retiring in a new age', suggesting policies and a new social contract for retirees that addresses their needs for economic security, physical and mental health, as well as engagement with the wider community.

A book of keen interest to scholars of employment and work relations, human resource management, as well as labour economics. Policymakers and students interested in employment issues that affect economic and social equality will also find the book's framework fit for use. A full set of interview transcripts and discussion questions is available on the Routledge webpage for download: www.routledge.com/9781041118329



Disaster Relief, Inc.: when is corporate philanthropy good or bad for shareholders?

| [DOI](#)

Authors: Cara Vansteenkiste | Hao Liang

Date of publication: February, 2025

Department: Finance

A long-standing question in finance is why companies donate to charity, often attributing it to either managerial agency problems or strategic behavior. Based on a global sample of donation announcements by firms providing relief to disaster-affected communities, we test the relative importance of these two motives and the conditions under which each dominates. We exploit disaster-specific factors in an event study setting around corporate donation announcement dates to show that, on average, relief donations decrease returns. However, the strategic benefits of donating around salient events can mitigate these negative effects. To account for firms' donation decisions, we rely on exogenous variation in the availability of corporate charitable funds due to the timing of disasters relative to firms' financial years. We show that donations provide new information to the market and that negative returns are primarily driven by cash donations made via corporate foundations.



Boosting retention of women in construction: Supporting women through parental leave

Authors: Dr Natalie Galea | Associate Professor Myra Hamilton

Date of publication: September, 2025

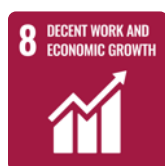
Department: Discipline of Work and Organisational Studies

The construction industry continues to face real challenges when it comes to attracting and retaining women. One of the most critical, and often overlooked, moments in a woman's career journey is the transition into and out of parental leave.

Research has found that the transitional periods in and out of parental leave are pivotal in a woman's decision to remain in or return to work. To date, there has been little research into the experiences of women in construction during these transitions, or how to support employers and workers to navigate this critical time. With funding from the NSW Government's Women in Construction Industry Innovation Program (IIP) Year 2, NAWIC NSW partnered with the University of Sydney to conduct an important study focused on improving the retention of women.

The **Boosting Retention of Women in Construction project** explores how to better support women working in frontline construction roles across Australia during pregnancy, parental leave, and their return to work.

Our new [Lived Experience Report](#) sheds light on what this transition really looks like for women in construction in NSW: what's working, what's not and what needs to change. Based on first-hand accounts from women in the sector and insights from industry stakeholders, this report brings to the forefront the barriers, enablers, and opportunities to improve outcomes for women navigating these critical phases.



Nature enters the boardroom

Authors: Clinton Free

Date of publication: November, 2025

Department: Accounting

Australia's first study of how directors are responding to nature as a governance priority

This is the first Australian study to examine how boards are beginning to consider nature in their governance, strategy, and reporting. Executive directors and chairs are identifying and managing nature-related risks and opportunities.



Aircraft noise from new runways will hit thousands more homes. Australia needs fairer solutions

| [DOI](#)

Authors: Rico Merkert Professor in Transport and Supply Chain Management and Deputy Director, Institute of Transport and Logistics Studies (ITLS), University of Sydney Business School, University of Sydney | Gavin Lambert Director, Iverson Health Innovation Research Institute, Swinburne University of Technology, Swinburne University of Technology | Abbas Rajabifard Professor in Geomatics and SDI, The University of Melbourne | Milad Haghani Associate Professor and Principal Fellow in Urban Risk and Resilience, The University of Melbourne | Taha Hossein Rashidi Professor of Transport Engineering, UNSW

Date of publication: November, 2025

Department: International Business

Aircraft noise from new runways will hit thousands more homes. Australia needs fairer solutions



Demystifying Chinese investment in Australia

Authors: Professor Hans Hendrischke, University of Sydney Business School

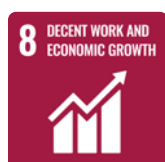
Date of publication: April, 2025

Department: Accounting

As part of the ongoing *Demystifying Chinese Investment in Australia* series by series by KPMG and the University of Sydney, the 2026 report analyses Chinese overseas direct investment (ODI) into Australia for the 2025 calendar year.

Chinese investment into Australia declined for a second consecutive year. In 2025, Chinese ODI fell by 28 percent, from US\$862 million in 2024 to US\$623 million. In Australian dollar terms, investment declined by 27 percent, from AU\$1.3 billion to AU\$964 million. A total of 24 completed transactions were recorded during the year, placing 2025 among the third lowest annual investment levels since 2006.

The findings reinforce the ongoing structural shift in Chinese investment into Australia, characterised by smaller deal sizes, a reduced role for state owned enterprises and a growing emphasis on privately owned companies and greenfield investment.



Humanizing supply chains: Turning the spotlight towards remediation in modern slavery scholarship

[DOI](#)

Authors: Andrew P. Kach | Vikram Bhakoo | Fiona McGaughey | Martijn Boersma | Justine Nolan | Shelley Marshall Lichtman

Date of publication: January, 2025

Department: Work and Organisational Studies

As modern slavery and human rights due diligence legislation continues to evolve, businesses are under increased pressure. Remediation based legislation is ineffective at driving substantive change. Regardless, as governments and policy makers strive toward due diligence, it is imperative that organizations uncover modern slavery incidents in their extended supply chains. After discovery of a violation, remediation is necessary; yet, how businesses handle incidents of modern slavery, particularly throughout their supply chains, is a nascent and prickly issue. We contribute to the conversation within the supply chain modern slavery domain by developing a fertile landscape for future research endeavors connected to modern slavery remediation policy. In doing so, we suggest bold collaboration ideas that PSM scholars can pursue with other disciplines. We hope that this essay will stimulate cross disciplinary scholarship but more importantly facilitate developing meaningful and sustainable solutions for victims/survivors of modern slavery.



Climate Action Research: What's Holding Us Back? | [DOI](#)

Authors: Rae André | Hilary Bradbury | David Grant | Bradley Hastings | Andrew J. Hoffman | P. Devereaux Jennings | Daniel Nyberg | Christopher Wright

Date of publication: January, 2025

Department: Strategy, Innovation and Entrepreneurship

Climate change is often described as an existential crisis calling for urgent action, yet there appears to have been relatively low levels of engagement on this issue within management scholarship. Contributors to this article, all of whom have engaged in climate action research, consider why it is that management scholars are generally choosing not to tackle this critically important challenge and argue what might be done to address this. In doing so, we provide new and alternative agendas for developing management research that will positively contribute to climate action.



Sustainability in the chocolate industry: a scoping review of accounting journals and the development of a research agenda

[DOI](#)

Authors: Claire Harris | Stephanie Perkiss | Farzana Aman Tanima

Date of publication: November, 2024

Department: Accounting

Chocolate production and cocoa supply chains are rife with social and environmental challenges. Chocolate companies commonly make claims that their products are “sustainable”, giving little guidance on what this means. The aim of this paper is to conduct a scoping review to synthesise the accounting literature related to the chocolate industry and sustainability and develop a research agenda for accounting scholarship.



From fossil fuels to biofuels: Circular economy diversification for fossil fuel ports

[DOI](#)

Authors: Veronica Schulz | Michael G.H. Bell | John M. Rose | D. Glenn Geers

Date of publication: July, 2025

Department: Institute of Transport and Logistics Studies (ITLS)

As the world accelerates its renewable energy transition, fossil fuel ports risk becoming stranded assets if diversification



Past Promises and Future Directions: Anti-Money Laundering Regulation and the Legal Profession

[DOI](#)

Authors: David A Chaikin

Date of publication: June, 2025

Department: Accounting

Australia has finally implemented international anti-money laundering (‘AML’) norms for the legal profession after a 20-year delay. This article examines the justification for AML regulation and its extension to lawyers, highlighting a significant knowledge gap regarding how and to what extent legal

services are exploited for money laundering. The discussion focuses on two key AML measures – suspicious transaction reporting and customer due diligence – to test whether the system is achieving its objectives. The reforms selectively apply AML rules, targeting lawyers involved in high-risk activities such as financial and real estate transactions while exempting those in criminal and civil litigation. A major point of contention is the effectiveness of suspicious transaction reporting and how legal professional privilege is regulated within AML frameworks. This article critically analyses the scope and limitations of AML regulation for lawyers and provides recommendations for policymakers and regulators to address the challenges of law reform implementation.



Effective strategies for humanitarian migrants' employment, inclusion and integration – The role of international management

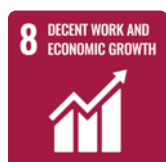
| [DOI](#)

Authors: Katja Wehrle | Hans van Dijk | Betina Szkudlarek | Alexander Newman

Date of publication: February, 2025

Department: International Business

Employment constitutes one of the main predictors for humanitarian migrants' positive integration into a receiving country. With the estimates of global humanitarian migrant populations being at a record high, International Management faces the pressing need to deal with issues relating to humanitarian migrants' employment.



Barriers towards enhancing mobility through integrated mobility services in a regional and rural context: insights from suppliers and organisers

| [DOI](#)

Authors: Haoning Xi | John D. Nelson | Corinne Mulley | David A. Hensher | Chinh Q. Ho | Camila Balbontin

Date of publication: September, 2025

Department: Institute of Transport and Logistics Studies

This study explores the potential for integrated mobility services in a regional and rural context. In-depth interviews of stakeholders, including Non-Transport Providers and Transport Providers, were conducted in three regional locations in New South

Wales, Australia. Findings revealed that the majority had a positive attitude towards integrated mobility services which could potentially form features of the mobility framework that are relevant to a future provision of Regional and Rural Mobility as a Service (MaaS). Those who expressed negative attitudes commonly ha



Understanding digital capabilities and their impacts on Australian agri-food supply chain resilience: Engineering vs. socio-ecological thinking

| [DOI](#)

Authors: Firouzeh Rosa Taghikhah | Daniel D Prior | Reza Hafezi | Derek Baker | Petr Matous

Date of publication: September, 2025

Department: Business Analytics

Many agri-

food supply chains (SCs) are vulnerable to sudden disruptions (i.e., shocks), which can have devastating impacts. S eco-ecological resilience are not well understood in the present literature. The purpose of this study is to a ddress these gaps. First, a comprehensive taxonomy of five digital capabilities (labelled LogisticsTech, SecureData, ClientValue, InsightDecision, and InnovateTech) is developed, along with a set of nine resil ience criteria/sub-

criteria useful for resiliency evaluation. This was achieved through using a narrative literature review, a content analysis, validated by a Delphi study, and semi-

structured interviews. Second, the relative impacts of these capabilities on resilience are assessed thr ough pairwise comparison, network analysis, and system dynamics modelling across six Australian agri- food SCs (Grains, Red Meat, Dairy, Horticulture, Seafood, and Wine). The study findings reveal that Australian agri- food SC members' digital capabilities play distinct but interconnected roles in enhancing resilience, wi th their impact varying across persistence (engineering), adaptation, and transformation (socio- ecological) over different time frames. LogisticsTech is crucial for short-

term, while SecureData safeguards long-

term persistence. Moreover, InsightDecision supports immediate adaptation, ClientValue facilitates lo ng-term adaptation, and InnovateTech drives systemic transformation and future- ready SCs. The study offers strategic insights for managers and policymakers to align digital technolo gy adoption with resilience objectives.



Ethnic green culture in leadership and corporate green investment: Evidence from China

| [DOI](#)

Authors: Yuan Du | Lu Sun | Wei Cui | Hongxin Wang

Date of publication: September, 2025

Department: Finance

Drawing on the distinct ecological cultures and ethics upheld by China's ethnic minority groups and the Han majority, this study investigates how ethnic ecological values influence corporate pro-environmental decision-making. Based on 28,945 firm-year observations from 2010 to 2022, we find that firms led by ethnic minority leaders engage in significantly higher levels of green investment. Furthermore, this positive effect strengthens as the proportion of minority leaders within corporate leadership increases. Using difference-in-differences and other econometric techniques, we confirm that these results are not driven by geographic location or other confounding factors. The moderating effect is moderated by the age, tenure, and board directorship of ethnic minority leaders. This study contributes to the diversity literature by uncovering cultural and ethical pathways through which ethnicity shapes corporate strategies, offering new insights into the drivers of green investment in multiethnic contexts.



The Refugee Integration Industry: Stakeholder Power, Market Logic, and the (De)Humanisation of Refugee Labour

| [DOI](#)

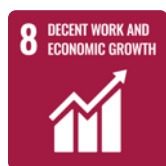
Authors: Mustafa F. Özbilgin | Dimitria Groutsis | Joana Vassilopoulou | Cihat Erbil

Date of publication: May, 2025

Department: Work and Organisational Studies

This paper theorises the refugee integration industry by examining how institutional configurations and stakeholder arrangements shape labour market integration outcomes for refugees in Germany and Turkey. Drawing on Spender's theory of industrial recipes, we conceptualise the integration industry as a network of public, private and third-sector actors governed by competing logics of humanitarianism and market efficiency. Through a comparative case study approach based on more than 200 policy, institutional, and civil society sources, we demonstrate how power asymmetries and economic imperatives systematically marginalise refugees' human agency, producing both humanising and dehumanising effects. We introduce a fourfold typology of (de)humanitarianism, indifference, assimilation, integration and multiculturalism models that reveals how different national and organisational contexts mediate the moral, economic, and political tensions at the heart of refugee labour market integration. Despite stark contrasts in governance model

s and economic capacity, both countries institutionalise forms of exclusion that limit meaningful participation and recognition. Our analysis advances the theoretical understanding of the refugee integration on industry as a contested and relational space where policy, discourse and institutional practice interact to shape refugee subjectivities and futures. In doing so, we call for more reflexive, inclusive, and agency-centred approaches to integration that foreground social justice and co-determination.



Confronting the Climate Crisis: Fossil Fuel Hegemony and the Need for Decarbonization, Degrowth, and Democracy

| [DOI](#)

Authors: Daniel Nyberg | Christopher Wright

Date of publication: March, 2025

Department: Entrepreneurship

In this Counterpoint, we argue for the importance of social movements in responding to the climate crisis by challenging the taken-for-granted practices and policies of corporate capitalism. These challenges politicize what is seen as 'common sense' and show that there are alternatives to the dominant social order of fossil-fuelled economic growth. More specifically, we set out three ways to minimise future harm and suffering by discussing (i) the required decarbonisation of the economic system, (ii) the eventual degrowth needed to address the existing crisis and avoiding the creation of another, and (iii) the strengthening of democracy essential to breaking fossil fuel dependence. Challenges to corporate capitalism are often accused of being naïve and unrealistic, but responding to climate change demands an epochal rethink of what should be seen as 'sensible'.



Understanding climate risk externalities through the global supply chains: a framework and review of the literature on existing approaches Available

| [DOI](#)

Authors: Camille J. Mora | Arunima Malik | Sruthi Shanmuga | Baljit Sidhu

Date of publication: June, 2025

Department: Accounting

Businesses are increasingly vulnerable and exposed to physical climate change risks, which can cascade through local, national and international supply chains. Currently, few methodologies can capture how physical risks impact businesses via the supply chains, yet outside the business literature, methodologies such as sustainability assessments can assess cascading impacts.



Recycling ships, revitalising ports: Assessing the economic viability of diversifying coal ports with ship recycling

| [DOI](#)

Authors: Veronica Schulz | Michael G.H. Bell | Jason Monios | D. Glenn Geers | Shengda Zhu

Date of publication: August, 2025

Department: Institute of Transport and Logistics Studies (ITLS)

The global ship recycling industry, dominated by South Asia, faces increasing scrutiny over environmental and safety practices. Simultaneously, a growing move away from coal in the run-up to 2050 will threaten coal ports, challenging them to diversify. This study explores the potential of embedding ship recycling into the transport geography of coal ports that are diversifying to circular economy hubs. We examine a case study of the Port of Newcastle in Australia, currently the 'world's largest coal port'. Using a System Dynamics (SD) model, the study evaluates key factors including global demand, operational costs, carbon credits, and recycled material revenues across four scenarios. The base scenario shows the PON facility is unviable at a break-even price of \$540 per LDT compared to South Asia's \$780 per LDT. However, profitability improves when key factors such as carbon credits and recycled steel prices are optimised, highlighting the potential for economic viability with targeted policy and market reforms. Further Monte Carlo analysis reveals a wide range of potential profit outcomes, from \$-1,284,205 to \$1,077,655, reflecting the financial uncertainties and risks associated with the facility. Overall, the study recommends reforms to stabilise the Australian Carbon Credit Unit (ACCU) market, develop a green steel industry, and promote sustainable ship design. With these measures, the proposed ship recycling facility at the PON would be profitable, economically sustainable, and well-positioned to compete globally, paving the way for a shift in the geography of ship recycling from unsustainable facilities in South Asia to developed countries with higher environmental and safety standards. This transition would support Australia's circular economy aspirations, foster global best practices in sustainable ship recycling, and contribute to achieving its environmental goals.



Environmental enforcement actions and corporate green innovation | [DOI](#)

Authors: Qiyang He | Buhui Qiu

Date of publication: April, 2025

Department: Finance

This study explores the influence of U.S. Environmental Protection Agency (EPA) enforcement on corporate green innovation, as measured by green patent counts and citations. Our findings show that EPA-enforced firms experience a substantial uptick in green innovation outputs. This boost can be attributed to enhance



What Do We Do to Help Others Feel Better? The Eight Strategies of the Regulating Others' Emotions Scale (ROES) | [DOI](#)

Authors: Hannah Kunst

Date of publication: March, 2025

Department: Work and Organisational Studies

Theoretical models of interpersonal extrinsic emotion regulation (the regulation of others' emotions) recognize many different regulation strategies, yet existing assessments do not assess a wide number of strategies at a granular level. In the present research, we develop the Regulation of Others' Emotions Scale to capture eight extrinsic emotion regulation strategies (expressive suppression, downward social comparison, humor, distraction, direct action, cognitive reframing, valuing, and receptive listening). Studies 1 ($N = 321$) and 2 ($N = 121$) identified eight strategies that differ in how much they require engagement with the target person. Studies 3 ($N = 310$) and 4 ($N = 150$ dyads) found evidence for test–retest reliability, structural validity, and correlations with other constructs (i.e., discriminant, convergent, and criterion-related validity). Results suggest that three high-engagement strategies have the strongest links to regulator and target outcomes (such as well-being and relationship quality), with the strongest effects for valuing, then cognitive reframing, and then receptive listening. The discussion focuses on the two broad contributions of the current research: a new instrument assessing multiple strategies and the integration of two different theoretical frameworks for the regulation of others' emotions.



Corporate Social Responsibility and Profit Shifting | [DOI](#)

Authors: Iftekhar Hasan | Panagiotis Karavitis | Pantelis Kazakis | Woon Sau Leung

Date of publication: February, 2024

Department: Finance

This paper examines the relation between corporate social responsibility (CSR) performance and tax-motivated income shifting. Using a profit-shifting measure estimated from multinational enterprises (MNEs) data, we find that parent firms with higher CSR scores shift significantly more profits to their low-tax foreign subsidiaries. Overall, our evidence suggests that MNEs engaging in CSR activities acquire legitimacy and moral capital that temper negative responses by stakeholders and thus have greater scope and chance to engage in unethical profit-shifting activities, consistent with the legitimacy theory.



Digital futures: Definition (what), importance (why) and methods (how) | [DOI](#)

Authors: Daniel Schlagwein | Wendy Currie | Jan Marco Leimeister | Leslie Willcocks

Date of publication: December, 2024

Department: Business Information Systems

“Digital futures” as a research field that examines diverse, long-term future(s) scenarios influenced by digital technologies has been proposed in information systems. Here, based on the emerging literature on digital futures, we define what this term means, delineate it from related concepts such as digital transformation, articulate why the information systems field should take note and consider the study of digital futures, and provide an overview of approaches.



Gender and ethnic diversity and international success of Hollywood movies

[DOI](#)

Authors: Chinmay Pattnaik | Madhumita Nanda | Qiang (Steven) Lu

Date of publication: June, 2025

Department: International Business | Marketing

Does greater social inclusion and diversity lead to better commercial outcomes in cultural industries? We explore the neutral versus culture-sensitive) and international coproduction of movies. A culturally neutral genre with universal appeal weakens both the positive impact of gender diversity and the negative impact of ethnic diversity on international box office performance. In contrast, international coproduction of movies strengthens the positive impact of gender diversity and the negative impact of ethnic diversity on international box office performance. Our study contributes to the growing international business (IB) literature by shedding light on how diversity influences internationalization and commercial success.



Research Voices

The following statement demonstrates a way in which researchers at The University of Sydney Business School bring sustainability and responsible management into their research.

Opening Doors Through Partnership: Eight Years of Learning on Refugee Workforce Inclusion

Opening Doors Through Partnership: Advancing Refugee Workforce Inclusion

At IKEA, we believe everyone deserves the opportunity to build a better life and feel at home in a new community. Since 2020, our Refugee Workforce Inclusion Program has helped create pathways to meaningful employment for refugees and people seeking asylum through our partnership with Community Corporate, a refugee inclusion social enterprise. What began as a pilot is now a permanent part of our recruitment approach, with more than 290 people from refugee backgrounds joining IKEA Australia. Together, they represent 23 cultural backgrounds and speak 43 languages, enriching our workplace, strengthening our connection to local communities and helping us better reflect and serve our diverse customers.



A defining feature of this work has been our long-standing collaboration with Professor Betina Szkudlarek and the University of Sydney Business School. Refugees often face significant barriers to employment, including limited local networks, lack of Australian work experience and unrecognised

qualifications. At the same time, many Australian employers are experiencing workforce and skills shortages. Through research, advocacy and knowledge-sharing, our partnership has helped demonstrate that people from refugee backgrounds represent an often-overlooked talent pool, and that creating pathways into employment can deliver meaningful benefits for both individuals and businesses.

In 2026, the University of Sydney published *Lessons from Eight Years of Refugee Employment*, examining refugee employment initiatives across IKEA markets globally. The research highlighted the importance of workplace culture, leadership commitment, strong community partnerships and locally tailored approaches to successful refugee workforce inclusion. These findings reinforce what we have learned through experience: when people are given an opportunity and supported to belong, they thrive.

Our collaboration continues to evolve through initiatives including the University's CEMS program, joint advocacy and media engagement to challenge misconceptions about refugees, and opportunities to share learnings with other organisations. Earlier this year, IKEA joined the University of Sydney and Community Corporate at the Business School's Partnering for Good event to reflect on the impact of a seven-year collaboration across academia, business and the community sector. Together, we shared how research, practice and lived experience can create meaningful social impact while helping unlock the skills, experience and potential that refugees bring to Australian workplaces.

This work contributes to SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 17 (Partnerships for the Goals). Looking ahead, we remain committed to continuing this collaboration, sharing evidence-based insights and helping create more inclusive, resilient workplaces where refugee talent can thrive.

Research Barriers

In 2025, The University of Sydney Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Data access and management
- ❖ Funding challenges
- ❖ Ethical concerns
- ❖ Participant recruitment
- ❖ Regulatory and legal restrictions
- ❖ Time constraints

Continue telling your story

Australia's leading researcher in Transportation

Granter: The Australian's 2026 Research Magazine

Grantee: David A. Hensher

Three Minute Thesis

View document  Download document 

Deputy Vice Chancellor Research Showcase

View document  Download document 



Partner

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

How We Define Partner

Partner at The University of Sydney Business School refers to businesses, government agencies, alumni, industry bodies, and community organisations that collaborate with the School to co-create knowledge, enhance learning, inform research, and address societal challenges. These relationships are built on shared purpose, mutual benefit, trust, and a commitment to generating sustainable, real-world impact.

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
- ❖ Graduate Management Admission Council (GMAC)
- ❖ Local institutions and associations
- ❖ United Nations organs other than the UN Global Compact

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)
- ❖ PRME Students

Partnerships

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

ECP Asset Management

[ECP Asset Management Immersion Program](#), a high-impact co-curricular experience delivered in partnership with ECP Asset Management and key internal stakeholders. Launched in 2024, the program has rapidly scaled and is now in its fifth iteration. Delivered as an intensive five-week program each semester and hosted on-site at ECP's Sydney CBD offices, it provides women in their final two years of study with direct exposure to the investment industry, bridging the gap between academic learning and professional practice.

Food Ladder

The Business School will continue to strengthen its engagement with purpose-driven alumni and partners to scale impact at the intersection of sustainability, technology, and education. Building on the momentum of initiatives such as the AI Food Ladder Future Summit, future directions include expanding collaborations with industry partners, deepening research translation through centres such as the Charles Perkins Centre, and embedding emerging technologies—including AI and quantum innovation—into sustainability-driven education and practice.

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.

Partner Voice — Connecting responsible management education with business practice

Partner Voice — Connecting responsible management education with business practice

My engagement with the University of Sydney Business School reflects what an effective partnership between business and higher education should achieve: connecting emerging leaders with the realities, responsibilities and opportunities of sustainable business.

On 3 February 2025, I joined the Business School's Clubs and Societies Executive Teams panel on *Sustainability and the Impact on Business Decision-Making*. The practical value of the discussion was not simply to present sustainability as a career field. It was to help student leaders understand how climate, nature, social expectations and corporate accountability increasingly influence strategy, governance, risk, investment, innovation and day-to-day business decisions.

As Chief Executive Officer of the Business Council for Sustainable Development Australia, and through our role as the Australian Network Partner of the World Business Council for Sustainable Development, I was able to bring both an Australian business perspective and insights from a wider international network. My central message was that sustainability is no longer a specialist function operating at the edge of an organisation. It is increasingly part of how credible businesses understand long-term value, manage transition and physical risks, respond to stakeholders and identify new opportunities.



Caption: Andrew Petersen (in blue) speaking at the Business School's Clubs and Societies Symposium on *Sustainability and the Impact on Business Decision-Making*.

The panel also formed part of a broader and continuing relationship between the Business School and BCSD Australia, including the Business School's membership of our national business and sustainability network. Through that relationship, the Business School is connected to businesses and practitioners working across climate, nature, equity, circularity, corporate performance and accountability. For BCSD Australia members, engagement with leading business schools helps strengthen the pipeline of future employees, advisers and decision-makers who can combine commercial judgement with an understanding of sustainable development.

This work supports responsible management education by bringing current business experience into the student learning environment. It contributes particularly to SDG 4 on quality education, SDG 8 on decent work and economic growth, SDG 13 on climate action and SDG 17 on partnerships for the goals. It also aligns with PRME's purpose of developing responsible leaders capable of advancing a more sustainable and inclusive global economy.

Looking ahead, there is scope to deepen the partnership through further practitioner engagement, opportunities for students to learn from BCSD Australia members, stronger connections between teaching and emerging policy and market developments, and collaborative activities that translate sustainability knowledge into practical business capability and impact.

Andrew Petersen

Chief Executive Officer

Business Council for Sustainable Development Australia

Australian Network Partner, World Business Council for Sustainable Development

Partner voice – My collaboration with the Business School

Partnership with UN Women

Tessa Bell

To advance our shared commitment to women's leadership and accelerating progress towards gender equality, UN Women Australia has partnered with the University of Sydney Business School since 2014.

Together, we offer two scholarships: the UN Women Australia MBA Scholarship, valued at over \$70,000, and the UN Women Australia Global Executive MBA Scholarship, covering 66% of tuition fees. Both advance women's rights and equal opportunities by recognising outstanding leadership and a genuine commitment to enhancing women's rights and opportunities. More than 20 scholarships have now been awarded, and it has been a privilege for our team to watch each of these women grow into confident leaders across finance, government, health, technology and the not-for-profit sector.

Alongside the scholarships, we welcome Business School interns into our team each year, giving them hands-on experience across events, partnerships and marketing. Interns are involved in the day-to-day work of coordinating events and supporting our corporate and community partners, to contributing to live and future campaigns, giving them practical experience that goes well beyond the classroom. This exposure helps students build genuine industry connections, develop skills directly relevant to their future careers, and gain a clearer sense of how they want to make an impact, whether in the not-for-profit sector or beyond.

This partnership removes real, practical barriers to education and opens doors to meaningful career pathways for women, particularly in industries where they remain underrepresented at senior and executive levels. It reflects our shared belief that investing in women's education and leadership strengthens entire industries and communities.

Looking ahead, UN Women Australia is committed to investing further in the Scholarship alumni community, including facilitating mentoring opportunities through our broader network and Board, and creating platforms to profile the achievements of past scholars and interns

Partner Voice - Greg Thong

Partner Voices - Greg Thong BEd 1989

The University of Sydney Business School Club & Society Symposium in 2025 facilitated the development of responsible and inclusive student leaders by promoting executive soft skills and fostering engaged student communities in their clubs and societies. It was my privilege and pleasure to be invited by the Student Life Team as part of an interactive Panel discussion in February 2025 on the topic of Sustainability and the Impact on Business Decision making. The Panel had the opportunity to outline their career history and role in sustainability and the impact of sustainability on responsible business decisions.

My career journey into sustainability is relatively recent, four years ago, which can be directly attributable to my involvement with the Business School Mentoring Programs, Industry and the Women in Finance mentoring streams. It was through the mentoring sessions where the students continual interest was not only about banking and finance but importantly about how the finance sector could make a positive impact on the environment and for social purposes. Morningstar Sustainalytics presented the ideal role for me to make intergenerational contribution on environmental, social and governance issues across all industries and sectors, including governments. Sustainalytics seeks to drive a sustainable future by improved ESG outcomes, which is based upon, inter alia, the UN SDGs, by helping investors place funds towards positive impactful investments.

Back to the Panel discussion, it was evident the student leaders were strongly motivated to learn how business culture overtime has transformed more into corporate social responsibility and sustainable business practices including on governance. These factors are seen as important to attract future employees and maintain its social license to operate within the community. The Business School educates students as the next generation of responsible leaders by making positive impacts, and not solely profit maximisation, in business. It is an aspiration towards a sustainable, inclusive and healthy society by partnering with local and global communities.

The Business School's Discipline of Accounting, Governance & Regulation hosted the Sustainability Assurance Research Workshop in February 2025 which included my participation on a Panel discussion with CPA Australia and the Institute of Chartered Accountants to discuss the challenges and opportunities in auditing of climate accounting disclosures.

It was my privilege to give the graduation address for the MCom graduates in May 2025.

Then in June 2025 the Business School hosted "Driving Brand – Identity, Impact & Sustainability" networking event with the expert panel discussion sharing how fashion industry business leaders navigate the evolving expectations of consumers, embedding sustainability into their business models and building brands that are impactful and enduring.

It is also an honour to be one of the Campaign for Sydney Ambassadors which reinforces my motivation to keep connected with the University of Sydney given its purpose to help community and society through its world leading research and academic studies.

I look forward to my further purposeful engagement with the University of Sydney.

Continue telling your story

Future AI PhD Internship Program

On 21 October 2025, the University of Sydney Business School and [Colonial First State](#) (CFS) established a strategic partnership to launch the *CFS Future AI PhD Internship Program*, a targeted initiative designed to accelerate the responsible development of artificial intelligence (AI) solutions and drive innovation within the wealth management sector.

The program embeds University of Sydney doctoral candidates within CFS teams, creating a collaborative environment that integrates academic research with industry expertise. Through this model, PhD scholars prototype and test AI tools intended to enhance organisational efficiency and

enable employees to harness emerging technologies in practice. Student-led projects span four critical functional areas—investment, human resources, risk and compliance, and technical advisory—ensuring broad organisational relevance and exposure to complex, real-world challenges.

This partnership represents a deliberate effort to bridge theoretical research and applied business innovation.

As articulated by Professor Leisa Sargent, Dean of the University of Sydney Business School, “These PhD internships are pivotal in fostering both learning and innovation. They provide our graduate research students... a unique opportunity to collaborate directly with Colonial First State on complex business projects. These projects emphasise the human-centred application of AI, effectively bridging the gap between theoretical research and practical business applications.”

The program further strengthens doctoral research training by enabling scholars to engage directly with contemporary industry challenges. Professor Eliza Wu, Associate Dean (Research Education), highlighted the developmental value of the initiative:

“Internships like these are invaluable in providing our PhD scholars with new insights into complex issues facing business and society. They present a great developmental opportunity for our doctoral researchers to grasp how their research can be applied to deliver tremendous impact on business practice.”

From the industry perspective, the partnership aligns with CFS’s broader organisational strategy to cultivate a future-ready workforce and embed responsible AI capabilities. Shenaz Waples, Group Executive for People and Culture at CFS, noted:

“This partnership reflects our commitment to building a future-ready workforce. By investing in emerging talent and exposing our people to cutting-edge research, we’re creating an AI-ready culture that will enable our teams to develop new capabilities which can lead to improved outcomes for our members and the financial advisers we work with.”

The initiative is embedded within CFS’s wider AI strategy, which prioritises the responsible use of AI to improve experiences for employees, members, and financial advisers, supported by a culture of continuous learning. Complementary internal capability-building initiatives include the AI Centre of Excellence and the Ignite AI Talent Program, both designed to equip employees with the skills to adopt and apply AI safely and effectively. Jeroen Buwalda, Group Executive for Transformation, Technology and Operations, underscored the strategic importance of the partnership:

“AI and cloud technologies are pivotal in our mission to help Australians achieve financial freedom. Our partnership with the University of Sydney brings deep technical capability into our teams. It’s about moving fast, solving real problems, and scaling innovation responsibly.”

The collaboration also builds on CFS's broader ecosystem of partnerships with leading technology providers, including FNZ, Tata Consultancy Services (TCS), Microsoft, Oracle, and Avanade. Notably, a multi-year agreement with Microsoft underpins CFS's use of cloud and generative technologies, strengthening the technical infrastructure supporting the internship program.

Within the Business School's broader engagement strategy, the program expands a portfolio of internship and work placement opportunities available to undergraduate and postgraduate students with organisations such as Nestlé, Hilti, Beiersdorf, and LVMH Perfumes & Cosmetics. Collectively, these partnerships enhance graduate employability outcomes while enabling the application of contemporary scholarly insights to pressing real-world issues. The CFS Future AI PhD Internship Program extends this model to doctoral education, reinforcing the School's commitment to impactful research translation and industry engagement.

PRME and SDG Integration

This initiative exemplifies PRME Principle 5: Partnership by fostering a deep, co-creative collaboration between academia and industry to address complex technological and societal challenges. It also advances PRME Principle 4: Research through the translation of doctoral research into applied AI solutions with direct organisational impact. The program's explicit focus on the *human-centred and responsible use of AI* reflects a commitment to ethical innovation and aligns with PRME Principle 2: Values.

The partnership contributes to multiple Sustainable Development Goals, particularly SDG 8 (Decent Work and Economic Growth) through workforce capability development and employability, SDG 9 (Industry, Innovation and Infrastructure) through the development and application of advanced AI technologies, and SDG 4 (Quality Education) by enhancing doctoral training through experiential, industry-embedded learning. The emphasis on responsible AI and improved outcomes for members and financial advisers also aligns with broader goals of inclusive and sustainable economic participation.

Continuity and Future Directions

The CFS Future AI PhD Internship Program establishes a scalable model for embedding doctoral research within industry contexts to drive responsible innovation. Building on this foundation, the University of Sydney Business School is well positioned to expand the scope of such partnerships across additional sectors and thematic areas, particularly in emerging domains such as ethical AI governance, digital transformation, and sustainable finance.

Future directions include strengthening cross-sector collaboration, deepening integration between research and practice, and extending internship opportunities to a broader cohort of doctoral candidates. Continued alignment with CFS's evolving AI strategy, including initiatives such as the AI Centre of Excellence and Ignite AI Talent Program, will ensure the partnership remains responsive to technological advancements and workforce needs.

Through sustained investment in experiential doctoral education and industry collaboration, the Business School reinforces its commitment to advancing responsible management education, supporting innovation with societal impact, and contributing to the ongoing realisation of PRME principles and the Sustainable Development Goals.

LGBTQIA+ Executive Fellowship

LGBTQIA+ Executive Fellowship



The University of Sydney Business

School, in partnership with the Pinnacle Foundation, delivers the LGBTQIA+ Executive Fellowship—Australia's first executive leadership program specifically designed for LGBTQIA+ leaders. This flagship initiative reflects a strategic collaboration with a leading not-for-profit organisation dedicated to supporting LGBTQIA+ inclusion, and demonstrates the School's commitment to fostering inclusive leadership capability across sectors.

Applications are now open for three staff scholarship places for the 2025 LGBTQIA+ Executive Fellowship, targeting professional staff (HEO level 9 and above) and academic staff (level C and above) who identify as LGBTQIA+ and seek to advance their careers while driving meaningful organisational change. In parallel, expressions of interest are invited for the 2027 intake, ensuring a sustained pipeline of leadership development opportunities.

Hosted at the Sydney CBD campus, the intensive one-week program (9:00 am – 5:00 pm with associated evening networking events) is designed to build executive and board-level leadership capabilities through a distinctive pedagogical approach centred on “unlearning”. This framework challenges conventional managerial paradigms and adapts them to participants' lived experiences and diverse identities. The program equips participants to lead with authenticity, influence, and impact in increasingly complex organisational environments.

Participants engage in a five-day immersive experience that combines interactive workshops, live simulations, and real-world case studies. These activities are designed to challenge established leadership assumptions and encourage participants to operate at their growth edge. The program culminates in a group presentation to an expert guest panel, with successful completion recognised through a digital badge and supported by the development of an individual action plan for immediate workplace application.

The Fellowship delivers a comprehensive suite of leadership capabilities, including:

- Development of a personal leadership style informed by LGBTQIA+ identity;
- Enhancement of authentic leadership presence and communication effectiveness;
- Application of design thinking approaches to leadership and strategic decision-making;
- Formation of enduring peer networks for support, collaboration, and cross-industry engagement;
- Direct engagement with prominent LGBTQIA+ leaders sharing lived experiences and leadership insights.

The program also facilitates extensive networking through structured events, including a welcome dinner, closing celebration, and curated sessions connecting participants with alumni and industry leaders.

The Fellowship targets mid- to senior-level professionals with a minimum of ten years' professional experience and five years in management roles. It is particularly beneficial for individuals transitioning into leadership positions, preparing for board roles, or working in diversity, equity, and inclusion (DEI), talent management, or leadership development functions. Participation spans sectors including corporate, government, and not-for-profit organisations.

The program is led by a distinguished academic team, including Professor Betina Szkudlarek (Program Co-Director), Professor Kevin B. Lowe (Program Co-Director), Dr Sandra Peter, Dr Kai Riemer, and Josephine O'Reilly. Together, they bring expertise across leadership, diversity and inclusion, emerging technologies, cross-cultural management, and experiential learning. Their work is complemented by contributions from high-profile guest speakers such as The Honourable Michael Kirby AC CMG, Professor Jennifer Westacott AC, Paul Zahra, Alan Joyce AC, and Benjamin Law, all of whom contribute real-world insights into inclusive leadership and societal impact.

The Fellowship has demonstrated measurable impact through participant feedback.

"I was taken outside of my comfort zone. But it was absolutely enthralling and reminded me of the need to challenge myself more and think outside the 'norm'."

Andrew Heinrich,

ALT & Operations | National Co-Sponsor, Australia IRIS Network Herbert Smith Freehills

"The program offered insightful and thought-provoking discussions, inspiring guest speakers, and engaging workshops that allowed me to gain valuable knowledge and insights into the challenges faced by the LGBTQIA+ leaders community in the corporate world."

Tom Roets,

Executive Director (Technology), Russell Reynolds Associates

To enhance accessibility and equity, the program includes targeted financial support mechanisms. The LGBTQIA+ Executive Fellowship Scholarship, powered by BHP, offers two full scholarships for the 2026 cohort to individuals from under-represented minority groups who are self-employed or working in the not-for-profit sector, with applications closing at 11:59 pm on 1 March 2026. In addition, applicants are supported through employer engagement resources, including a customisable letter template to secure organisational sponsorship.

Through its integration of academic excellence, industry engagement, and targeted inclusion initiatives, the LGBTQIA+ Executive Fellowship represents a leading practice in inclusive executive education and cross-sector partnership.

PRME and SDG Integration

This initiative strongly advances PRME Principles Partner and Teach by embedding cross-sector collaboration, inclusive leadership development, and equity-driven capacity building within executive education. The partnership with the Pinnacle Foundation and the inclusion of industry leaders and alumni networks demonstrate a robust ecosystem approach to responsible management education.

The program contributes directly to SDG 10 (Reduced Inequalities) by addressing systemic barriers to leadership progression for LGBTQIA+ professionals, while fostering inclusive organisational cultures. Its emphasis on authentic leadership, diversity-informed decision-making, and ethical influence also supports SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice and Strong Institutions) by promoting fair, inclusive, and accountable leadership practices across sectors.

Through its pedagogy of "unlearning" and lived-experience-informed leadership, the Fellowship reinforces PRME's commitment to developing responsible leaders who can navigate complexity, challenge inequitable norms, and drive sustainable organisational change.

Continuity and Future Directions



The University of Sydney Business School will continue to expand the reach and impact of the LGBTQIA+ Executive Fellowship through ongoing scholarship provision, including the BHP-supported scholarships for under-represented groups, and sustained staff participation through targeted scholarship allocations (e.g. 2025 cohort). The invitation for expressions of interest for the 2027 intake reflects a commitment to long-term program continuity and leadership pipeline development.

Future directions include strengthening alumni engagement to enhance cross-industry collaboration, expanding partnerships with industry and community organisations, and continuing to diversify the range of guest speakers and case studies to reflect emerging leadership challenges. The program will also maintain its focus on innovative pedagogy, including experiential learning, design thinking, and identity-informed leadership development.

Through these efforts, the Fellowship will remain a cornerstone initiative in advancing inclusive leadership, reinforcing the Business School's alignment with PRME and the Sustainable Development Goals, and contributing to systemic change in organisational cultures locally and globally.

Annual Kingsley Laffer Memorial Lecture

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



This event brought together alumni to hear from leaders of iconic fashion and product brands to explore how businesses are redefining brand value through sustainability, purpose and innovation.

Defining Leadership in a Digital Age

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

Sex Discrimination Commissioner delivers annual
Gender Equality at Work lecture

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



Practice

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

How We Define Practice

Practice at the University of Sydney Business School is the embodiment of responsible management through our governance, operations, culture, and decision-making. We align institutional actions with our values of responsibility, accountability, equity, and sustainability, continuously improving systems and practices to create positive impact for people, organisations, and society.

Institutional Policies and Practices

- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ Open-access guides
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Responsible procurement policies
- ❖ Travel guides

Policy Documents Related to RME and/or Sustainability

indigenous-workforce-plan

View document  Download document 

Practice Awards

In 2025, The University of Sydney Business School received 3 awards for responsible and/or sustainable practices.



Top-performing organisation in the Australian Disability Network's 2024 Access and Inclusion Index

Granter: Impact 25 Disability Confidence Awards

Grantee: The University of Sydney

Award Description:

The Access and Inclusion Index measures organisational maturity in disability inclusion across key areas including staff and student experience, procurement, marketing and communications, and digital and physical environments. The University's performance reflects sustained institutional efforts to create an environment in which staff, students and visitors with disability have equitable opportunities to participate, succeed and thrive.



Champion of Equity Diversity and Inclusion

Granter: The University of Sydney Business School

Grantee: Catherine Baartz



PRME Student Engagement Award

Granter: PRME

Grantee: Maria Hernandez Ramos

Award Description:

The PRME Global Education Awards recognise faculties and individuals worldwide who demonstrate leadership in advancing responsible management education and contributing to the United Nations Sustainable Development Goals (SDGs). Maria was selected in the Student Engagement category, which acknowledges innovative approaches that actively engage students in sustainability, ethical leadership, and responsible management learning.

Practice Voices

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

Turning sustainability ambition into action

Voice Narrative: Turning sustainability ambition into action

Reaching the end of our inaugural five-year Sustainability Strategy (2020-2025) was an important milestone for the University in 2025, and an opportunity to reflect on both how far we have come and what we have learned along the way.

One of the most rewarding changes has been seeing sustainability become increasingly embedded in how we work across the University. The procurement of 100% renewable electricity has been an important step towards net zero, alongside continued work to reduce emissions and improve the efficiency of our operations.

That momentum continued throughout 2025. We increased our onsite solar capacity to 2.67 MW and delivered LED lighting upgrades across 31 buildings, expected to save 1.64 million kWh of electricity annually. We also saw staff and students complete 589 sustainability actions through Green Impact, the program's highest participation to date.

For me, that combination is important. Responsible and sustainable management is not only about setting ambitious institutional commitments. It is also about creating the systems, partnerships and opportunities that enable people across the University to put those commitments into practice.

Reaching this milestone also gave us an opportunity to consider what comes next. During 2025, the experience and lessons gained through the Sustainability Strategy helped shape the development of our Climate and Nature Transition Plan 2026–2032, building on those foundations and setting a clearer pathway for our next phase of action.

Gillian Graham-Crowe

Director Sustainability, Office of Provost and Deputy Vice-Chancellor

Continue telling your story

Workplace Adjustments

Workplace Adjustments

The University of Sydney is committed to fostering an inclusive, equitable and non-discriminatory workplace where all staff can thrive. As part of this commitment, the University has strengthened its approach to workplace accessibility by introducing a centrally funded Workplace Adjustments process, ensuring that all newly approved workplace adjustments are funded in full through the Disability Support Fund, managed by [Health, Safety and Wellbeing](#). This removes financial barriers to implementation and reinforces the University's commitment to enabling full participation and advancement for staff with disability.

The Workplace Adjustments process is designed to identify and remove barriers that staff with disability may encounter in the workplace, enabling individuals to perform the inherent requirements of their roles and contribute to the University community to the best of their ability. The initiative

supports the creation of an inclusive working environment, facilitates the attraction and employment of talented candidates, strengthens staff retention, and supports the University's obligations under disability and privacy legislation.

Workplace adjustments are tailored to individual circumstances and may include modifications to communication or information provision, flexible working arrangements, timetabling adjustments such as room allocation, assistive technology and software, workstation modifications and non-standard ergonomic equipment, additional supervisor support, and mentoring or peer support. The University recognises that many workplace adjustments are low-cost and straightforward to implement, yet can have a significant impact on accessibility, inclusion and employee wellbeing.

Flexible working arrangements form an important component of the University's approach to workplace inclusion. Designed to support staff wellbeing and sustainable productivity, these arrangements may include reduced working hours, compressed working weeks, job sharing, flexibility in start and finish times, and additional flexibility for breaks throughout the working day. In accordance with the [Fair Work Act](#), requests from staff members with disability are prioritised where multiple requests are received within a team. These arrangements contribute to greater capacity to attract diverse talent and support improved retention of staff with disability and carers, reflecting broader evidence that flexible workplace practices are associated with higher staff retention.

The Disability Support Fund provides staff with disability and their managers with access to financial assistance for workplace adjustments required to enable staff to perform the inherent requirements of their role. Managed by the Staff Health Support team, the Fund covers up to 100 per cent of adjustment costs, including adjustments that are often low or no cost, such as flexible working arrangements and ergonomic equipment. The Fund also supports inclusive recruitment practices by enabling hiring managers to implement interview adjustments, including the provision of Auslan interpreters where required. All requests for assistance are treated confidentially, ensuring staff can access support in a manner that respects privacy, dignity and individual needs.

Through the central funding of workplace adjustments and the ongoing implementation of inclusive workplace practices, the University continues to embed equity, accessibility and belonging within its organisational culture and operations. By removing barriers to participation and supporting staff across all stages of employment, the University advances an environment in which diversity is valued, talent is retained, and all members of the community have the opportunity to contribute and succeed. This work aligns with the principles of responsible management and contributes to broader sustainable development objectives relating to reduced inequalities, decent work, wellbeing, and inclusive institutions.

Respect@Work

Respect@Work

The University of Sydney has strengthened its commitment to fostering a safe, respectful and inclusive workplace through the implementation of its Respect@Work Program. Developed in response to the 2022 amendments to the [Sex Discrimination Act 1984 \(SDA\) \(Cth\)](#), the program supports the University's obligation to take reasonable and proportionate steps to prevent and eliminate unlawful workplace conduct, including discrimination on the ground of sex, sexual harassment, sex-based harassment, conduct that creates a hostile workplace environment on the ground of sex, and related acts of victimisation.

The Australian Human Rights Commission has characterised these legislative requirements as a *positive duty*, requiring organisations to take proactive measures to prevent unlawful conduct rather than responding only after incidents occur. The University has extended this commitment beyond the legislative requirements relating to sexual discrimination and sexual harassment by undertaking reasonable and proportionate steps to eliminate all forms of unlawful workplace conduct through its Enterprise Agreement obligations. This reflects a broader institutional commitment to creating a workplace culture founded on safety, inclusion, equity, integrity and respect.

To build organisational capability and awareness, the University has developed Respect@Work training that provides staff with a comprehensive overview of the legislative changes, associated roles, responsibilities and obligations, and their practical application within the University context. The training has been instrumental in increasing understanding of individual and collective responsibilities, recommended prevention measures, and approaches that support legislative compliance while strengthening a culture of respect and accountability. The program also promotes active bystander intervention, encouraging staff to speak up and contribute to a safe, respectful and inclusive workplace for all members of the University community.

The Respect@Work Program was established through extensive consultation with staff and stakeholders across the University community to ensure the University's positive duty obligations are achieved and sustained over time. As part of this commitment, a comprehensive Action Plan was developed for implementation across 2024–2026. The Action Plan is structured around the seven standards identified by the Australian Human Rights Commission: Leadership, Culture, Knowledge, Risk Management, Support, Reporting and Response, and Monitoring, Evaluation and Transparency.

These standards provide a framework for embedding respect, accountability and inclusion across institutional governance, systems and workplace practices. The Leadership standard focuses on ensuring unequivocal leadership commitment to eliminating unlawful and harmful conduct and its underlying drivers. The Culture standard seeks to foster a safe, inclusive and respectful workplace characterised by trust and integrity. The Knowledge standard supports leaders, staff and affiliates to

maintain current understanding of how best to prevent and respond to unlawful conduct. Risk Management emphasises the assessment and control of risks associated with unlawful workplace conduct, while the Support standard prioritises wellbeing, psychosocial safety and justice outcomes for individuals affected by such conduct. The Reporting and Response standard promotes person-centred and trauma-informed reporting pathways that are accessible, trusted and provide varied options for resolution. Monitoring, Evaluation and Transparency focuses on measuring effectiveness, maintaining transparency and driving continuous improvement in prevention and response initiatives.

Implementation of the Action Plan is guided by the principles of consultation, gender equality, intersectionality, and person-centred and trauma-informed practice. The planned University-wide rollout of Respect@Work training will further strengthen organisational understanding of positive duty obligations while embedding respectful workplace behaviours across the community. Through these initiatives, the University continues to integrate responsible and ethical workplace practices into its governance, operations and culture, advancing a more inclusive, equitable and psychologically safe environment. This work aligns strongly with the values underpinning responsible management and contributes to broader sustainable development objectives relating to gender equality, decent work, reduced inequalities, and the development of accountable and inclusive institutions.

Advancing Indigenous Student Success, Research and Community-Led Economic Development through OSMP Funding

Advancing Indigenous Student Success, Research and Community-Led Economic Development through OSMP Funding

In 2025, the University of Sydney Business School [secured funding](#) for three strategic initiatives through the University's \$877,176.95 One Sydney, Many People (OSMP) Project Funding Round, reinforcing its commitment to the University's Indigenous priorities and the Business School's strategic objective to fulfil its social contract with First Nations peoples. The OSMP program supported staff-led initiatives designed to drive systemic change, encourage innovation, and amplify impact across the University's strategic Indigenous priorities, including Indigenous Research and Knowledge Systems, Student Success and Academic Excellence, Indigenising Curriculum and Pedagogy, Community and Partnership Building, and Strengthening Indigenous Leadership and Governance.

The three funded projects strengthened Indigenous student success, enhanced culturally responsive research environments, and supported Indigenous entrepreneurship through partnerships with Aboriginal and Torres Strait Islander communities, organisations, researchers and students.

Led by Associate Professor Stacey Coates, the first initiative focused on supporting the academic success, wellbeing and sense of belonging of Aboriginal and Torres Strait Islander students within the Business School. The project directly advanced the Business School strategy's commitment to learning from and partnering with First Nations peoples to contribute to a better social and economic future and supported Strategic Initiative E5, which seeks to increase Aboriginal and Torres Strait Islander student participation, success and educational quality. Funding supported the establishment of a dedicated culturally safe space within the Business School through the extension of the Gadigal Centre, creating opportunities for connection, cultural identity and academic success. The initiative also enabled the development of the Indigenous Student Ambassador Program to foster leadership, strengthen peer-to-peer mentoring, and improve student retention, belonging and transition outcomes. Planning and stakeholder engagement were undertaken for the inaugural Connecting First Nations Voices event, in October 2025, which was designed to bring together Aboriginal and Torres Strait Islander alumni, current students, business leaders and community partners to support professional development, student success, employability and ongoing community connection.

The second initiative, led by Dr Mattia Anesa, strengthened Indigenous entrepreneurship in the Kimberley region through a research-informed and community-led approach. The multi-year project evolved from extensive consultation with Indigenous entrepreneurs, consultants and academics across Australia and resulted in a partnership with an Aboriginal consultancy in Sydney and a collaborative relationship with the University of Notre Dame's Nulungu Research Institute in Yawuru Country (Broome), which contributed both financial and in-kind support.

In June 2025, two Yarning Circles were held in Broome and Fitzroy Crossing to share research findings and co-design future directions. Participants identified a significant gap in early-stage support for Indigenous entrepreneurs, particularly following the receipt of funding awards, which was viewed as a constraint on long-term business sustainability. Participants highlighted the need for an Indigenous-led, self-sustaining business support network focused on foundational business capabilities, including financial management, accounting and taxation. This consultation directly informed the proposed establishment of the Kimberley Aboriginal Business Network (KABN). The proposed network was designed to be led by Aarnja, the regional body representing Kimberley Aboriginal people, which already supported more than 30 Indigenous businesses. KABN aimed to provide culturally appropriate business support, promote Indigenous business success stories, and strengthen the visibility and legitimacy of Indigenous enterprises within mainstream business environments.

Funding supported preparations for Indigenous-led participation in the planning of an Indigenous Business Forum. The Forum was identified as an important opportunity to formally introduce KABN and strengthen Indigenous participation in regional business discussions. The funding further enabled the translation of research findings into practical community outcomes and supported the sponsorship of four Indigenous undergraduate students from the University of Sydney Business School to travel to the Kimberley's to support planning of the Forum. Through engagement with

Indigenous entrepreneurs and community leaders, the initiative enhanced student exposure to Indigenous entrepreneurship and enabled students to contribute to discussions shaping future business support structures.

The third initiative, led by Professor Eliza Wu, supported Indigenous Higher Degree by Research (HDR) students while enhancing the cultural responsiveness of international HDR students through shared learning experiences grounded in Indigenous knowledge systems. The project advanced the Business School's commitment to partnering with First Nations peoples and supported Strategic Initiative E5, while contributing to the University's aspiration to provide transformational educational experiences for Indigenous and international students learning together. The initiative recognised that both cohorts can experience isolation arising from distance from family and culture, language barriers and other socio-economic challenges that contribute to academic stress and wellbeing concerns.

The project comprised two interconnected components. Indigenous Research Sovereignty Seminars strengthened participants' knowledge, confidence and leadership in Indigenous knowledge systems, research methodologies, ethics and practice. In parallel, Culturally Grounded Writing and Doctoral Research Retreats supported doctoral progression and wellbeing through structured writing opportunities combined with engagement in Indigenous knowledge systems, reflection, community building and cultural learning. Together, these Indigenous-led initiatives created culturally safe environments that affirmed identity, strengthened researcher capability, supported thesis progress and embedded principles of Indigenous research sovereignty while fostering greater cultural responsiveness among emerging Indigenous and international scholars.

PRME and SDG Integration

These initiatives demonstrated the Business School's commitment to responsible management education through community-centred partnerships, Indigenous leadership and research-informed action. The projects reflected PRME Principle 5 (Partnership) through collaboration with Aboriginal and Torres Strait Islander communities, Aarnja, the Nulungu Research Institute, Indigenous entrepreneurs, alumni and industry partners. They also advanced PRME Principle 2 (Values) by creating culturally safe and inclusive educational and research environments, and PRME Principle 4 (Research) through the generation and application of knowledge that addressed community-identified challenges and opportunities.

Collectively, the initiatives contributed to SDG 4 (Quality Education) through enhanced student success, leadership development and HDR support; SDG 8 (Decent Work and Economic Growth) through Indigenous entrepreneurship and business capability building; SDG 10 (Reduced Inequalities) through targeted support for Aboriginal and Torres Strait Islander students and researchers; and SDG 17 (Partnerships for the Goals) through sustained collaboration between the University, Indigenous communities, research partners and industry stakeholders.

Continuity and Future Directions

The OSMP-funded initiatives established foundations for sustained institutional and community impact by embedding culturally responsive support structures, strengthening Indigenous leadership pathways, and deepening partnerships with First Nations communities and organisations. The initiatives positioned the Business School to continue expanding Indigenous student support, translating community-engaged research into practical outcomes, and strengthening Indigenous research capability and entrepreneurship ecosystems. Ongoing implementation and evaluation of these initiatives will provide opportunities to further enhance student success, community impact and responsible management education, while advancing the University's Indigenous priorities and continuing alignment with the PRME Principles and the Sustainable Development Goals.

PRME Welcome Week Promo

View document  Download document 

EDI Initiatives - PRME Sharing Information Progress
(SIP) Report 2026

View document  Download document 



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 at the University of Sydney Business School means openly exchanging knowledge, experiences, progress, and lessons learned with our stakeholders. Through transparent communication, dialogue, and collaboration, we foster collective learning, encourage continuous improvement, and amplify the impact of responsible management education, research, and practice across communities and organisations.

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
- ❖ Research and academic networks

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.

Internal Communication and Knowledge Sharing

Internal Communication and Knowledge Sharing

The Business School is committed to fostering awareness, engagement, and knowledge exchange around PRME and responsible management education across its community. The PRME team works closely with Business School communications staff to ensure that initiatives, achievements, opportunities, and progress are regularly shared with academic and professional staff through a range of internal communication channels.

PRME updates are communicated through Viva Engage, targeted email communications, and Microsoft Teams announcements, providing timely and accessible information about activities, events, partnerships, achievements, and opportunities for engagement. These channels support ongoing dialogue and help embed responsible management education, sustainability, and social impact initiatives within the broader Business School community.

In addition, PRME maintains a dedicated section within the Business School's monthly staff newsletter. This platform is used to highlight progress against PRME commitments, showcase achievements, celebrate staff and student contributions, share upcoming events and opportunities, and promote participation in initiatives aligned with the Sustainable Development Goals (SDGs). Regular visibility through established communication channels helps strengthen awareness, encourage collaboration, and foster a culture of shared responsibility and continuous learning.

Communication Barriers

The University of Sydney Business School faces the following barriers in transparent communications:



**Donor
sensitivities**



**Audience
reach**



**Accessibility
issues**



**Data privacy
regulations**

Continue telling your story

Thematic Research Hubs explore 'Shaping Sustainable Health Systems'

Authors: Chris F. Wright

Date of publication: August, 2025

Department: Research Hubs

The *Shaping Sustainable Health Systems* forum advances the PRME Principles of Partner, Research and Share by bringing together researchers, government representatives, professional associations and industry stakeholders to explore evidence-based approaches to improving the sustainability of Australia's healthcare system. Through discussion of healthcare decarbonisation, workforce wellbeing, clinician engagement and system-wide reform, the forum promoted interdisciplinary dialogue on complex sustainability challenges and the role of collaborative leadership in addressing them.



Transport and land use

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

As the Latrobe Valley moves away from coal jobs

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

Women Unlimited Leadership Summit

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

International Women's Day experts available

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

Gender Centre Seminar

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

Labor wants to give the minimum wage a real boost

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

Penalty Rates

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

Exploring social impact narratives in higher education

Exploring social impact narratives in higher education

The PRME Australia–New Zealand Chapter convened an interactive online workshop focused on strengthening social impact narratives in higher education. As a member of the Chapter’s Steering Committee, the Business School actively contributed to the design and delivery of this initiative, reinforcing its leadership role within the regional PRME network.

The workshop featured Professor Chris F Wright, PRME Academic Director, and Professor Johanna Macneil from RMIT University, and brought together academic and professional staff to build institutional capability in articulating and evidencing societal impact. The session explored how universities can craft authentic and compelling social impact narratives aligned with the United Nations Sustainable Development Goals (SDGs) and other recognised impact frameworks.

Professor Wright and Professor Macneil distinguished between scholarly outputs and broader social impact, providing clarity on how institutions can move beyond traditional academic metrics to demonstrate meaningful real-world outcomes. Participants engaged with practical strategies for measuring and evidencing impact, including approaches to capturing outcomes, embedding impact considerations into research design and integrating social impact thinking across initiatives.

The workshop also highlighted the importance of coherent narrative construction in enhancing both societal relevance and institutional recognition. By fostering dialogue across institutions and roles, the session enabled knowledge exchange and peer learning within the PRME community, strengthening shared approaches to impact measurement, reporting and storytelling.

PRME and SDG integration

This initiative advances PRME’s emphasis on transparency, knowledge-sharing, and responsible management education by strengthening institutional capacity to articulate, measure and communicate social impact. Through alignment with the SDGs and recognised impact frameworks, the workshop supports more consistent and evidence-based reporting of contributions to sustainable development. The Business School’s role on the Steering Committee further demonstrates leadership in regional collaboration, partnership-building, and the dissemination of good practice, reinforcing PRME Principles related to sharing, partnership and the integration of sustainability into research and teaching.

Continuity and future directions

Building on this workshop, the PRME Australia–New Zealand Chapter will continue to support capability development in social impact measurement and reporting across member institutions. The Business School will maintain its active role on the Steering Committee, contributing to the design of

future initiatives that deepen practice and consistency in impact narratives. Ongoing efforts are expected to include targeted training, case study development, and expanded peer learning opportunities, strengthening readiness for PRME SIP reporting, accreditation and broader sustainability communication, while embedding social impact as a core dimension of responsible management education.

Raising the Bar

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

SDGs by 2030

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

Shape the Students Who Shape the World Campaign

Shape the Students Who Shape the World Campaign

The University of Sydney Business School [participated](#) in PRME Global's "**Shape the Students Who Shape the World**" campaign, launched in alignment with the United Nations General Assembly. The global initiative highlighted the role of educators, students and institutions in embedding sustainability, ethics and purpose into business education and advancing responsible management education worldwide.

As one of more than 800 universities committed to the Principles for Responsible Management Education (PRME), the Business School contributed to the campaign through the participation of Professor Leisa Sargent, Dean of the Business School. Through a video message, Professor Leisa Sargent joined a global dialogue promoting values-driven leadership and the transformative role of business education in addressing contemporary social and environmental challenges.

The campaign showcased real-world examples of responsible leadership in action, including student-led sustainability initiatives and business schools reimagining curriculum to better prepare graduates for an increasingly complex and interconnected world. It also provided practical resources for faculty, students and university leaders seeking to strengthen sustainability, ethics and purpose within management education.

The Business School's involvement reinforced its commitment to advancing responsible management education and contributing to a global community working to develop future leaders capable of creating positive societal impact.

PRME Sustainability in Business Studies Canvas Launch

PRME Sustainability in Business Studies Canvas Launch

To strengthen student engagement with responsible management education and sustainable development, the University of Sydney Business School PRME team, in collaboration with BCD and the Learning Innovation Office, launched the **Sustainability in Business Studies** Canvas site. Designed as a dynamic “third space” beyond the formal curriculum, the platform provides students with opportunities to engage informally with PRME principles, sustainability initiatives and responsible leadership pathways across the Business School.

The Canvas site was developed to support students in exploring responsible management and sustainable development within their future careers, deepen their understanding of the Sustainable Development Goals (SDGs), and increase awareness of the Business School’s PRME-related activities across curriculum, research, community engagement and operations. The platform also enables students to identify Business School units mapped to the SDGs, supporting more informed study choices and strengthening connections between academic learning and global sustainability challenges. In addition, the site encourages participation in responsible management initiatives, promotes personal and professional development opportunities, and facilitates connections among students with shared interests in sustainability and ethical leadership.

Development of the site was informed by an evidence-based and student-centred design process led by Enosh Yeboa and Maria J. Hernandez Ramos, with oversight and updates provided to the PRME Committee by Fiona O’Sullivan. A pilot version of the site was developed and reviewed through in-person student focus groups. Feedback from students informed refinements across three key areas: content and resources, engagement and interactivity, and user experience. Students recommended that the site’s title and content adopt more accessible, plain-language communication and avoid assuming prior knowledge of PRME or sustainability terminology. They also expressed interest in being able to explore all SDG-mapped Business School units, creating a mechanism through which academics could showcase the sustainability dimensions of their teaching.

Students further highlighted the importance of stronger calls to action and greater visibility of student participation in PRME activities. In response, the project team developed student-generated video content to feature on the platform, providing authentic peer perspectives on responsible management and sustainability. Student feedback also informed improvements to the site’s visual design and usability, resulting in a more accessible and engaging user experience. The development process acknowledged challenges associated with recruiting students for consultation during examination periods and at the end of semester, further underscoring the value of the student input that was obtained.

The final platform incorporates videos showcasing student perspectives on responsible management and highlights Business School units that address the SDGs. The initiative was supported by broader awareness-building activities, including a dedicated PRME presence during Welcome Week, which introduced new students to responsible management education opportunities and promoted engagement with the Canvas site. Communications associated with the launch also highlighted the Business School's forthcoming participation in the Positive Impact Rating (PIR) in 2025, reinforcing the institution's commitment to student voice and continuous improvement in sustainability and societal impact.

PRME and SDG Integration

The Sustainability in Business Studies Canvas site advances the PRME Principles for Teach, Share and Partner by extending responsible management learning beyond the classroom and creating accessible pathways for student engagement with sustainability. Through its focus on SDG literacy, responsible leadership development, curriculum transparency and student participation, the initiative strengthens students' capacity to understand and respond to complex social, environmental and economic challenges. The platform contributes particularly to SDG 4 (Quality Education) through innovative sustainability learning, SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action) through awareness and education activities, and SDG 17 (Partnerships for the Goals) through collaboration between the PRME team, BCD, the Learning Innovation Office and students.

Continuity and Future Directions

The Business School will continue to develop the Sustainability in Business Studies Canvas site as an evolving student engagement platform that strengthens the integration of PRME principles and the SDGs throughout the student experience. Future enhancements will build on student feedback by expanding visibility of SDG-mapped units, increasing opportunities for peer-to-peer learning, and incorporating additional interactive content and responsible leadership development opportunities. Ongoing promotion through student engagement activities, including Welcome Week and related communications, will support broader participation and awareness. The platform will also complement the Business School's participation in the Positive Impact Rating, contributing to a stronger student voice in shaping responsible management education and sustainability initiatives.

Exploring the Role of AI in Criminal Justice: Lessons Learned from Practitioners in Malaysia

Exploring the Role of AI in Criminal Justice: Lessons Learned from Practitioners in Malaysia

In November 2025, the University of Sydney Business School partnered with the Sydney Southeast Asia Centre and the School of Social and Political Sciences to deliver the symposium, *Exploring the Role of AI in Criminal Justice: Lessons Learned from Practitioners in Malaysia*. Led by Professor

Lemuria Carter, Deputy Dean and Head of School, and co-lead Professor Azrini Wahidin, the Business School played a central role in convening interdisciplinary dialogue on the responsible application of artificial intelligence (AI) in criminal justice systems and the broader implications of emerging technologies for society, governance and public policy. |

Through this public engagement initiative, the Business School created a platform for knowledge sharing between researchers, practitioners and stakeholders examining the intersection of technology, law, policing and decision-making. The symposium explored the opportunities and challenges associated with the increasing use of AI in justice systems globally, including emerging applications in sentencing, policing and automated decision-making. Discussions highlighted both the potential for AI to support more transparent, predictable and evidence-informed decision-making and the need for responsible design, deployment and governance to mitigate risks and unintended consequences. The event also considered how disparities in technological infrastructure may exacerbate existing inequalities, creating a widening digital divide between nations and communities. |

The 2.5-hour symposium featured presentations from an international panel of experts and was designed to encourage active engagement and knowledge exchange. Professor Lemuria Carter co-facilitated the program, which included expert presentations, participant discussions and networking opportunities that fostered cross-sector dialogue on the future of AI-enabled justice systems. |

The symposium featured a presentation by Dr Haezreena Begum binti Abdul Hamid from the University of Malaya, *Artificial Intelligence: Crime, and Justice. Opportunities and Challenges for Malaysia*, which examined Malaysia's experience with AI applications in criminal justice and reflected on lessons emerging from practice. A second presentation, *AI and Policing Discretion: Rethinking Law in Policing*, was delivered by Professor Simon Bronitt and Dr José-Miguel Bello y Villarino from the University of Sydney Law School, exploring the impact of AI on police discretion and the implications for future policy and governance frameworks. |

Interactive discussions enabled participants to examine critical questions regarding the opportunities and challenges of AI in criminal justice systems, the application of AI in Malaysia, lessons learned from implementation, and the future landscape of technology-enabled policing. By bringing together expertise from business, law, criminology and public policy, the Business School strengthened public understanding of the ethical, legal and societal dimensions of AI while supporting informed debate on how emerging technologies can be governed responsibly and inclusively. The symposium concluded with networking and reflection sessions that further supported interdisciplinary collaboration and ongoing stakeholder engagement. |

PRME and SDG Integration

This initiative aligns strongly with the PRME Share Principle by demonstrating the University of Sydney Business School's commitment to fostering dialogue, disseminating knowledge and engaging diverse stakeholders on complex sustainability and governance challenges. By convening researchers, practitioners and policymakers to examine the societal implications of AI in criminal justice systems, the Business School contributed to broader public understanding of responsible innovation and technology governance.

The symposium advanced SDG 9 (Industry, Innovation and Infrastructure) through critical discussion of AI innovation and its governance; SDG 10 (Reduced Inequalities) through consideration of digital divides and unequal access to technological infrastructure; and SDG 16 (Peace, Justice and Strong Institutions) through exploration of transparency, accountability, fairness and evidence-informed decision-making within justice systems.

Continuity and Future Directions

The symposium strengthened the University of Sydney Business School's role as a convener of interdisciplinary and internationally focused discussions on responsible technology and societal impact. Building on this engagement, the Business School will continue to support opportunities for dialogue between academia, industry, government and community stakeholders on emerging challenges associated with AI and digital transformation. Ongoing collaboration across disciplines and regions will help advance evidence-based approaches to responsible innovation, strengthen understanding of the governance implications of new technologies, and reinforce the Business School's commitment to contributing knowledge that supports inclusive, ethical and sustainable societal outcomes.

Licence to kill waste

Licence to kill waste

The possibility of an EU Ship Recycling Licence to clean up the seas?



From our 'Thinking outside the box' series, [Veronica Schulz](#) and Professor [Michael Bell](#) propose the introduction of a ship recycling licence for EU shipowners as a potential solution to incentivise responsible recycling, improve environmental standards, and support the development of sustainable facilities within the EU.

The pressure of climate change brings a dual challenge and opportunity to the global ship recycling industry. With the Hong Kong Convention set to enter into force in June 2025, the International Maritime Organization (IMO) aims to establish a baseline for dismantling ships in ways that prioritise human health, safety, and environmental protection (International Maritime Organization, 2024). This convention, coupled with the Basel Convention's framework for managing hazardous waste (United Nations Environment Programme, 2011), represents a significant step forward in sustainable ship recycling. However, while they offer guiding principles, these frameworks have limitations in stringency, leaving loopholes that can undermine their effectiveness.

The Hong Kong Convention focuses on minimising environmental risks during ship dismantling but lacks rigorous enforcement mechanisms for facilities outside certified zones, especially in regions where regulations are less robust (NGO Shipbreaking Platform, 2019). For example, the Hong Kong Convention does not set requirements for the management of hazardous wastes once they leave the gate of the recycling facility. The convention also relies on flag state jurisdiction, which can be circumvented through flag-hopping to countries with less stringent enforcement.

Meanwhile, the Basel Convention regulates the transboundary movement of hazardous waste, but it struggles with ambiguous definitions, allowing hazardous materials to be misclassified as "second-hand goods", and its enforcement relies heavily on individual countries, leading to inconsistent application and persistent illegal waste trafficking (Khan, 2019). As a result, many ships continue to be dismantled in conditions that fall short of the standards these conventions aspire to uphold.

A potential solution that could accelerate sustainable ship recycling and prevent environmentally hazardous dismantling practices is the establishment of a ship recycling licence (Devaux & Nicolai, 2020). Rather than functioning like a typical driver's licence, this ship recycling licence would operate more like a deposit scheme for shipowners. By requiring EU shipowners to pay an annual fee, this licence would create a fund that could be used to support sustainable recycling facilities within the EU. At the end of a ship's life, if owners choose to dismantle their ships at an EU-listed recycling facility, they will receive full reimbursement of their contributions, effectively incentivising responsible end-of-life disposal.

The concept of a ship recycling licence aligns with the broader push for the "polluter pays" principle within maritime environmental policy (ClearSeas, 2024). Currently, it is common for ships to be dismantled on beaches in countries with less stringent environmental and safety regulations, such as those in South Asia, where shipbreaking practices often result in severe pollution and poor working conditions for labourers (Schulz & Bell, 2023). The proposed licence system would hold shipowners accountable for their choice of dismantling facilities, encouraging them to think twice before sending vessels to facilities that might cut corners to save costs.

This licence scheme could initially apply to ships flagged in EU countries but could be extended to cover all ships entering EU ports, regardless of their flag. This would parallel the approach taken in the EU's Emissions Trading Scheme (EU ETS), which has extended its reach to international operators as they dock in EU territory (European Commission, n.d.). Such a move would allow the EU to leverage its market size to push for higher recycling standards worldwide, potentially setting a benchmark that other regions might emulate.

The funds collected from the licence fees could serve as more than just a deterrent against unsafe recycling; they would also be a means of bolstering the capacity of sustainable facilities within the EU Ship Recycling List. Ship dismantling is complex and costly due to the range of hazardous materials that need to be handled safely, from asbestos to heavy metals. By investing in the expansion of sustainable ship recycling facilities or improving existing ones, the EU could eventually lower the costs of recycling at certified facilities, making it more attractive for shipowners to follow sustainable practices without facing prohibitive costs. This investment could extend beyond simply building more facilities. Advancements in technology, such as robotic disassembly and improved waste handling systems, could significantly reduce the risks involved in recycling operations and lower the price tag of sustainable ship dismantling.

References

- ClearSeas. (2024). *The Polluter pays principle*. <https://clearseas.org/insights/polluter-pays-principle>
- Devaux, C. & Nicolai, J. (2020). Designing an EU Ship Recycling Licence: A Roadmap. *Marine Policy*, 117, 103826. <https://doi.org/10.1016/j.marpol.2020.103826>
- European Commission. (n.d.). *Reducing emissions from the shipping sector*. https://climate.ec.europa.eu/eu-action/transport/reducing-emissions-shipping-sector_en
- International Maritime Organization. (2024). *Marine Environment Protection Committee (MEPC 82)*, 30 September – 4 October 2024. <https://www.imo.org/en/MediaCentre/MeetingSummaries/Pages/MEPC-82nd-session.aspx>
- Khan, S.A (2019). Basel Convention Parties Take Global Lead on Mitigating Plastic Pollution. *American Society of International Law*, 23(7). <https://www.asil.org/insights/volume/23/issue/7/basel-convention-parties-take-global-lead-mitigating-plastic-pollution>
- NGO Shipbreaking Platform. (2019). *Hong Kong Convention*. <https://shipbreakingplatform.org/issues-of-interest/the-law/hkc/>
- Schulz, V. & Bell, M.G.H. (2023). Developing a sustainable ship recycling facility to diversify coal port operations. *Australasian Transport Research Forum 2023 Proceedings*. https://australasiantransportresearchforum.org.au/wp-content/uploads/2023/12/ATRF_2023_Paper_15.pdf
- United Nations Environment Programme. (2011). *Basel Convention on the Control of Transboundary Movements of Hazardous Wastes*. <https://www.unep.org/resources/report/basel-convention-control-transboundary-movements-hazardous-wastes>

Energy policy and climate change

Energy policy and climate change

3 February 2025

From our 'Thinking outside the box' series

Peter Thornton, Principal at Transportation Associates Pty Ltd and member of the ITLS Board of Advice, critiques the prevailing climate change discourse. He advocates for a balanced, cautious approach to energy transition and warns against climate alarmism and political virtue-signaling.

At risk to my reputation and of straying outside my domain professional knowledge, I felt I had to say something about all this. Foolish of me but hey!

The great "*religion*" of the late 20th and early 21st century is, of course, climate change. If you dare challenge any aspect of it, your fate is probably far worse than being hauled before the Spanish Inquisition. Certainly, anyone who dares challenge the orthodoxy is a heretic and climate change denialist. Burning at the stake (that would only add to global warming, of course) is thankfully out of favour but verbal abuse and scornful comment of anyone who dares question any aspect of it is rife.

And with such august people as the UN Secretary General using inflammatory terms such as "*global boiling*", it's hard to say, "*well wait a minute, let's think again about all this*" One person who has done this recently is Judith Curry, Professor Emerita of Earth and Atmospheric Sciences at Georgia Institute of Technology in her book "*Climate Uncertainty and Risk*". This is not a treatise on denialism as perhaps you might think but one which takes the entire issue and throws much light on it, especially the issues that we are being told are indisputable truths, for example, the forecasts made by the IPCC, the degree of uncertainty and errors in them and the implications that has for policy making about many matters and especially energy policy. Anyway, if you have an open mind, I'd recommend reading her. If, of course, you think we're all doomed anyway, don't bother.

Australians, and especially our politicians of course, being the well-educated lot that we are and with our deep understanding of science (LOL), have been quick to embrace the mantra that "*the science is in*" and is unchallengeable. Unfortunately, if the public's understanding of science was just that little bit stronger, they'd know that the science is never in on anything and is only the best explanation we can offer at the time - until Einstein came along, Newton's Laws of Motion stood supreme - and it's not that they aren't relevant still - it's just that they don't explain everything or to the required accuracy free of error in every circumstance- and nor do the IPCC's or anybody else's climate models.

And on the matter of the science being in, we all hear people from every level and part of society speaking about the 97% of scientists who are in consensus about human induced climate change. But who knows where that number came from? Or more importantly what it means? Well, it first went viral when apparently President Obama tweeted "*Ninety seven percent of scientists agree #climate change is real, man - made and dangerous*" back in 2013. Now that sounds like 97% of all the scientists on the planet, doesn't it? But it isn't - it's from an analysis of 12,000 climate related papers which merely showed that 97% of the authors "*either supported or assumed that humans are causing climate change*" - a rather different number! - and one which does not attribute the degree or significance. But, as Professor Curry says in her book, "*the key scientific issue is not whether anthropogenic greenhouse gases have caused any increase in global temperature - the issue is how much global warming has been caused by humans, about which there is disagreement amongst scientists.*" While reporting on conflict is the usual preferred fare for journalists, unfortunately, reporting on disagreement about climate change, its scale, causes and implication for humankind tends not to be newsworthy.

Anyway, one thing that puzzles me is that we Australians seem to think that saving our less than 1% of total global emissions can actually make a difference and, more specifically, that those savings can be exclusively hypothecated onto our local climate and stop things like Barrier Reef degradation, coastal erosion, major flood events, droughts and fire. And politicians worldwide who are under so much pressure from climate activists (who definitely wouldn't read Professor Curry's book or anything else which challenges their "religious" beliefs) to stop reliable power sources fuelled by coal or gas in favour of, as yet, not equivalently reliable renewables.[1] And I am yet to see an accurate energy balance in terms of the amount of emissions to produce a kW of renewal energy as opposed to coal - I expect there is one, so feel free to advise me.

I sometimes wonder if, in our little population down under, as we demand we get to net zero by 2050 (?) and all drive electric cars and the like and every other virtue signalling activity, we have any idea of what is happening in the rest of the world. Only recently, I read of the Menghua Railway recently completed to run 1825 kms across China, on viaducts of such scale I can only dream of having designed, to deliver 200 million tonnes p.a. of coal for power generation. By comparison, Eraring Power Station, in NSW, burns about 5 million tonnes p.a. so just 2.5% of that - hardly within the order of accuracy of loading a coal wagon.

Anyway, a recent letter to the press about Australia's energy policy said, "*all deployable options should remain on the table.*" My response said I assume the writer includes options such as existing coal fired power generation, at least till an alternative reliable baseload generating capacity is firmly in place. (But I doubt that was what was meant). Again, especially as currently under construction in Asia are **new** baseload coal fired power stations of 100 times the power output of the existing Eraring Power Station. I am sure that, while most Australians will be happy to consume energy created other than directly from fossil fuels and delivered at a lesser cost[2], their enthusiasm will wane quickly after the first series of brown outs. Energy policy needs to have a rationale, sustainable balance that is not driven by base environmental alarmism. So, what do I think - well, I think Australia should continue making a steady and unpanicked transition to reliable forms of energy creation which best suits its energy needs and standard of living, and do the least harm along the way, including to children's mental state about the planet.

The latter is quite important - I am hearing young Australian women saying stuff like it's irresponsible to bring more children into this world. And that is sad.

Finally, we need to remember the Shirky Principle which states:
"Institutions will try to preserve the problem for which they are the solution".

The fact is that, as in the case of our own Barrier Reef research, there is no money in saying that there isn't a problem. And there are massive numbers of researchers whose careers, personal lifestyle and remuneration is tied to there being a climate problem. The likelihood of them saying "*well, actually there isn't a problem*" or even "*there isn't as bad a problem as we thought*" is next to zero. So, some caution has to be exercised by decision makers and those who would seek to influence them.

To summarize then:

- Climate change is occurring and has always occurred and always will; If you have any doubt about this and its scale then look at the data over the past 400,000 years from the Vostok ice core;[3]
- The extent to which this most recent increase is driven by humankind releasing CO2 and other atmospheric heating gases is not, contrary to what politicians say, a settled science – there is both uncertainty in the projections themselves being made by those who believe it is and there is still a large body of scientists who are uncertain that it is.
- Don't not be stampeded into drastic action by climate alarmists or band wagon jumping politicians or controversy seeking journalists, Remember - even the IPCC has not said climate change is the end of personkind or that we are doomed.[4]
- Don't think anything we do in Australia can be hypothecated to Australia's climate or indeed that anything we do, can change what is happening globally– only massive changes in US, Asia and Europe can do that.[5]
- Don't immediately believe that every storm or fire or flood or series thereof is the result of climate change – more than likely it's just one of the natural cycling of such events – always remember the Press is not particularly interested in the truth but it is interested in sensationalism and a story – many of the reporters are so young they have no memory of any prior significant climate events. Any even the most ardent climate scientists say local events cannot be sheeted home to climate change.
- Always listen to dissenters, always seek to find out the other side of the story or other viewpoint and understand it; then make up your own mind and only then act and act cautiously;[6]
- Make changes where it costs us nothing effectively to do so [7] ;
- Don't cripple the Australian economy by virtue signalling to the rest of the world.
- Don't force changes on the standard of living of Australians just because per capital we have a high rate of emissions – collectively, they are next to nothing on the global scale; and
- Use your brain, then stay calm and carry on.

There - I've said it!

PRME and SDG Integration

As a public opinion piece published through the University's *Thinking Outside the Box* series, this article demonstrates the PRME Share Principle by contributing to public dialogue on a complex and contested policy issue. The commentary encourages readers to engage critically with climate change and energy policy debates, consider alternative perspectives, evaluate evidence, and reflect on the

implications of policy decisions for society and the economy. Through the exchange of ideas and viewpoints, the article supports informed discussion on issues connected to SDG 7 (Affordable and Clean Energy), SDG 13 (Climate Action) and SDG 16 (Peace, Justice and Strong Institutions), highlighting the importance of transparency, stakeholder engagement, critical inquiry, and open debate in addressing sustainability challenges.

Continuity and Future Directions

The *Thinking Outside the Box* series continues to provide a platform for diverse perspectives on contemporary economic, social, environmental and policy issues. By hosting opinion pieces from industry leaders, practitioners and subject matter experts, the series fosters knowledge exchange, critical reflection and public engagement on topics of societal significance. Future contributions will continue to encourage respectful discussion of complex sustainability challenges, providing opportunities for stakeholders to engage with differing viewpoints and deepen understanding of the policy, governance and management issues that shape sustainable development outcomes.

Footnotes

[1] Only yesterday I penned this letter to the press *“Chris Uhlmann’s article perfectly encapsulates the problems that happen when politicians, ideologues and other assorted activists get involved in planning and designing critical infrastructure instead of letting engineers get on and do it. They should stick to setting out socially acceptable broad objectives then get out of the way. In the case of energy, a simple direction to transition our electrical generation systems to reduce emissions as far as practical while ensuring that demand for power is always met - whether by retaining some gas, coal or other means of electrical generation - would have been more than enough, especially bearing in mind Australia’s minute contribution to global emissions. As he says, what we are currently doing just looks like national virtue signalling on a grand, and potentially foolish, scale.”*

[2] And to date there is no evidence that it is being delivered at lesser cost in Australia and in fact the reverse.

[3] https://en.wikipedia.org/wiki/List_of_periods_and_events_in_climate_history

[4] One of the most prominent doomers is Greta Thunberg. Here’s what she said : *“Climate activist Greta Thunberg tweeted five years ago that catastrophic climate change will wipe out humanity unless the world forgoes fossil fuel usage and ceases consumption. But to Thunberg’s dismay, her prediction didn’t exactly pan out. On the contrary, realizing this, she quietly deleted her tweet in March in anticipation of Wednesday’s anniversary. While gone, it forever lives in our hearts as a reminder not to fret over reactionary, alarmist predictions.”* <https://www.washingtonexaminer.com/restoring-america/courage-strength-optimism/of-course-greta-thunberg-was-wrong-about-fossil-fuels>

[5] Respected economics journalist Ross Gittins said in the SMH on 21/9/2023 said *“climate change deniers and foot-draggers”* have been correct all along: *“nothing we Australians do will stop the globe warming unless the other major emitting countries – America, China and those in the European Union –*

also achieve net zero emissions by 2050.”. And “all we can do is set a good example and urge the others to do likewise.” Pity he had to resort to pejorative language, but I say no amount of virtue signalling or dangling off overpasses is going to change that latter fact.

[6] it is very important on such a critical issue that it be challenged and that discrepancies cannot just be brushed over. If you can't explain the near past with all its data certainty, then you have no hope of predicting the future with all its uncertainty. All of which is why the great 20th century philosopher Sir Karl Popper said: “If we are uncritical, we shall always find what we want: we shall look for, and find confirmations, and we shall look away from, and not see, whatever might be dangerous to our pet theories. In this way it is only too easy to obtain what appears to be overwhelming evidence in favour of a theory which, if approached critically, would have been refuted”.

[7] And provided you are happy to cover vast swathes of land including Indigenous lands with solar panels and wind turbines and stuff like that. Chris Bowen recently said “Getting to the government’s now-mandatory legal target of 82 per cent renewable power generation by 2030, he declared, would require the installation of 22,000 solar panels every day, and the erection of 40 large wind turbines every month for the next seven years. Plus, 28,000km of new transmission lines would have to be constructed for the resultant decentralised grid – even though, given the intermittency of wind and solar, these would be active only 30 per cent of the time on average.” <https://www.theaustralian.com.au/commentary/swedens-botched-green-dream-a-warning-to-us-all/news-story/895a85e24ff0b9e68541e77a0404e1c1>

M-Baird_Parental-Leave-and-Social-
Sustainability_Cost-Action_FINAL-Speech_060625

View document  Download document 

Shaping Tomorrow’s Purpose-Driven Marketing Leaders

Shaping Tomorrow’s Purpose-Driven Marketing Leaders

In 2025, Associate Professor Ranjit Voola contributed to global discussions on responsible management education through the article [Shaping Tomorrow’s Purpose-Driven Marketing Leaders, published in Global Focus Magazine](#). The article examined how marketing education can prepare future leaders to align commercial success with societal and environmental impact in an increasingly values-driven business environment.

The article explored the growing importance of purpose-driven marketing and brand activism, highlighting how organisations are moving beyond traditional advertising to embed purpose within their core strategies. Examples including Nike’s 2018 “Believe in Something” campaign featuring Colin Kaepernick, Qantas’ support for the Yes23 campaign, Mastercard’s 2Kuze digital platform supporting financial inclusion for farmers in Kenya, and Patagonia’s Worn Wear program illustrated how organisations can combine commercial objectives with positive social outcomes when purpose is authentically embedded in business practice.

A central theme of the article was the role of business education in developing future marketers capable of balancing profit objectives with broader societal responsibilities. Associate Professor Ranjit Voola highlighted the importance of integrating the United Nations Sustainable Development Goals (SDGs) into marketing strategy and argued that educators have a critical role in helping students understand how business can contribute to addressing global challenges.

The article outlined several pedagogical approaches to support this objective, including reflective learning on personal and organisational purpose, application of the Japanese *ikigai* framework, use of the PRME i5 Playbook to foster meaningful and purpose-driven learning experiences, and the development of trust-building capabilities through the Trust Triangle framework encompassing logic, authenticity and empathy. These approaches encourage students to connect personal values with professional aspirations while developing the skills required to lead responsibly and create sustainable value for organisations, communities and society.

Through this contribution, the Business School demonstrated how responsible management education can equip future marketing leaders to integrate purpose, authenticity and sustainability into strategic decision-making and professional practice.

References

- Frei, F.X. and Morriss, A. (2020). Begin with trust. *Harvard Business Review*, 98(3), pp.112-121.
- Vredenburg, J., Kapitan, S., Spry, A., & Kemper, J. (2020). Brands taking a stand: authentic brand activism or woke washing? *Journal of Public Policy & Marketing*, 39(4), pp.444-460.
- Voola, R., Carlson, J., Azmat, F., Viet Ngo, L., Porter, K. and Sinha, A. (2022). Re-imagining marketing scholarship in the era of the UN sustainable development goals. *Australasian Marketing Journal*, 30(2), pp.97-106.

Institute of Transport and Logistics Studies: Media appearances, opinion pieces, conference presentations, or submissions to government or industry

**Institute of Transport and Logistics Studies:
Media appearances, opinion pieces, conference presentations, or
submissions to government or industry**

Reports:

- 2025 – Transport Opinion Survey Reports March 2025 and September 2025
- 2025 - EV Ownership Survey Report (2nd edition) with Electric Vehicle Council

Media Appearances:

ITLS academics featured in over 140 media appearances including national and international newspapers, television, radio and online helping shape public dialogue on sustainable mobility, climate action, ethical governance, aviation safety, and equitable access to transport. Across the year, ITLS experts were quoted on topics such as public transport investment, the Rozelle Interchange, Sydney

Metro, toll reform, and the impact of working from home—issues that support SDG 11 on sustainable cities and SDG 10 on reducing inequalities, while advancing PRME principles of Purpose and Dialogue.

Frequent commentary on electric vehicle affordability, emissions reduction, and renewable energy investment reinforce commitments to SDG 13 and PRME Values. Extensive aviation commentary, including safety, turbulence, airline competition, and global trade disruptions, supports SDG 9 and SDG 16 through evidence-based insights aligned with PRME Research. Engagements on transit-oriented development in Ho Chi Minh City and development around metro stations highlight international collaboration consistent with SDG 17 and PRME Partnership. Finally, commentary on safety measures for the Sydney Harbour Bridge, modern slavery risk tools, and ethical procurement reflects PRME's ethical foundation and supports SDG 3 and SDG 16.

Opinion Pieces:

The 2025 ITLS external-facing [Thinking Outside the Box](#) thought pieces collectively align with several UN Sustainable Development Goals by emphasising integrated, evidence-based, and equitable approaches to transport, energy, and global systems. Across themes such as cautious energy transition (SDG 7, 13), sustainable ship recycling and environmental standards (SDG 12, 14), and critiques of short-term fuel tax policies (SDG 11, 13), the articles highlight the need for long-term, system-wide solutions rather than political quick fixes. Contributions on strategic transport models, bus contracting, and the interdependence of land use and mobility stress improving urban efficiency and planning (SDG 9, 11), while work on e-scooter legislation and toll roads underscores the importance of social and spatial equity in access (SDG 10, 11). Finally, analyses of trade disruptions and evolving supply chains draw attention to resilience and global economic sustainability (SDG 8, 9, 12). The collection advocates for more transparent, data-driven, and inclusive policymaking to support sustainable, resilient, and equitable transport and infrastructure systems. All pieces are available to view [here](#).

Sustainable Transport Series

Big questions. Bolder ideas. Better future.

About the series

The [Sustainable Transport Series](#) is an ongoing public policy initiative from the Institute of Transport and Logistics Studies at the University of Sydney, in which we will release two essays on different topics each month. Each essay is designed to challenge prevailing wisdom and disrupt complacency in the national transport debate.

Should some short flights simply not exist? Are new motorway lanes locking in the past rather than building the future? Is electrification enough if congestion, sprawl, and induced demand remain untouched? Why do we treat diesel freight as inevitable? What would it mean to take decarbonisation seriously across the entire transport task?

These essays are intentionally provocative. They question assumptions that are often treated as settled. They explore trade-offs that are usually avoided. They are not designed to sit comfortably in the middle of the policy spectrum.

The aim is not outrage. It is clarity. Real reform requires confronting structural choices, not just adjusting technologies at the margin. If transport is central to economic productivity and climate stability, then incrementalism will not be enough. Written for policymakers, industry leaders, media, and the broader public, the Sustainable Transport Series combines evidence with argument and invites serious debate. Agreement is not required. Engagement is.

Transport policy shapes the country we build. We should argue about it accordingly.

Transport Opinion Survey

Understanding how the community views transport

The [Transport Opinion Survey \(TOPS\)](#) run by the Institute of Transport and Logistics Studies measures the public's opinion on transport-related issues.

About the survey

Commencing in 2010, the Transport Opinion Survey (TOPS) is the only regular national survey that tracks changes in the public's views around public transport. TOPS examines questions such as:

- Do Australians think transport is getting better in their local area?
- How confident are Australians that transport will improve in the short-term and long-term in Australia?
- What is the highest priority issue in transport for Australians?
- Is the state or federal government considered most responsible for transport?
- Should the private sector be more involved in the provision of public transport?

Brainwaves podcast

Brainwaves podcast

Brainwaves is a new podcast series bringing you the latest in hot topic research from the Institute of Transport and Logistics Studies at the University of Sydney Business School. Each episode features engaging discussions between our leading researchers and passionate PhD students. Together, they will delve into groundbreaking studies, innovative ideas, and the future of their fields.

[The University of Sydney Business School](#) · [Brainwaves Ep. 5 | Free Shipping in the Context of Online Retail](#)

[The University of Sydney Business School](#) · [Brainwaves Ep. 4 | Retail supply chains](#)

[The University of Sydney Business School](#) · [Brainwaves Ep. 3 | Innovations, challenges and trends](#)

[The University of Sydney Business School](#) · [Brainwaves Ep. 2 | Active travel and infrastructure](#)

[The University of Sydney Business School](#) · [Brainwaves Ep. 1 | E-scooters, panacea or curse for more sustainable pe](#)

Positive Impact Rating (PIR)

Positive Impact Rating (PIR)

The University of Sydney Business School (USBS) strengthened its commitment to responsible management education through its inaugural participation in the Positive Impact Rating (PIR), a global, student-led and perception-based evaluation of business schools. The PIR initiative was introduced as a strategic mechanism to address a recognised gap in student awareness and engagement with PRME, particularly the absence of grassroots initiatives that actively mobilise student societies and broader student participation in sustainability and ethical practice.



The PIR enables students to assess the Business School's performance across multiple dimensions of sustainability, ethical conduct, governance, and societal impact, producing an annual global benchmark that informs rankings, accreditation processes, and institutional improvement. In 2025, USBS successfully completed its first PIR submission, exceeding the required participation thresholds with over 100 student responses and 30 faculty responses. This milestone was achieved through coordinated efforts by the PRME team, faculty members, unit coordinators, and PRME Committee members, including the dissemination of promotional materials such as lecture slides to encourage survey participation.

USBS was awarded a Level 4 rating—'Transforming Schools'—the second-highest of five levels. This recognition reflects a strong institutional culture of positive impact, supported by governance systems and demonstrable outcomes across responsible management education dimensions. Student survey results identified culture, governance, role modelling, and public engagement as key strengths. Complementary faculty survey data, while based on a smaller sample, highlighted opportunities to strengthen perceptions of governance and institutional culture among staff.

The PIR process also introduced a new 'Stop–Start' report, capturing direct student feedback on priorities for change. Students called for the cessation of single-use plastics and excessive printing practices, and urged the School to reconsider partnerships with ethically questionable organisations. They further emphasised the importance of ensuring equal opportunities for all students, embedding real-world sustainability challenges within coursework, and expanding opportunities for student involvement and community engagement.

Institutional engagement with the PIR extended beyond data collection to global dialogue and knowledge exchange. As part of the PRME Global Forum in June 2025, USBS participated in the PIR Summit, which convened international faculty and institutional leaders to advance positive societal impact across PIR's seven dimensions. [Professor Chris F. Wright](#), PRME Academic Director, contributed to a keynote panel alongside peers from business schools in the USA, Peru, Thailand, France, and Norway, sharing insights on governance, institutional culture, and student engagement.

Internal reflection and governance discussions further strengthened the initiative. The PRME Committee identified key considerations for enhancing impact, including the need to broaden survey reach, address potential sample bias, and sustain engagement beyond initial participation. Suggestions included leveraging small incentives to increase response rates, coordinating activities with Student Life events, and extending engagement beyond Welcome Week through semester-long initiatives, such as activations in shared student spaces (e.g. the H70 atrium). Resource constraints were also acknowledged, with a strategic focus placed on Semester 1 engagement activities. Additional opportunities for institutional alignment were identified, including integration with university-wide initiatives such as 'Dress for Success' and the net zero business case.

Collectively, these efforts demonstrate a shift towards embedding student voice within institutional evaluation and governance processes, while positioning PIR as both a diagnostic tool and an engagement platform to strengthen the School's responsible management education agenda.

PRME and SDG Integration

The PIR initiative directly advances PRME Principle 2 (Values) by embedding student and faculty perspectives into the evaluation of institutional commitment to sustainability, ethics, and responsible leadership. It also aligns strongly with PRME Principle 6 (Dialogue/Share) through transparent reporting, global benchmarking, and participation in the PIR Summit, and with PRME Principle 5 (Partnership) via engagement with international peer institutions and the PRME Global Forum.

The process supports SDG 4 (Quality Education) by enhancing student-centred learning environments and enabling participatory feedback mechanisms, SDG 12 (Responsible Consumption and Production) through student-led calls to reduce waste and unsustainable practices, and SDG 16 (Peace, Justice

and Strong Institutions) by strengthening governance, accountability, and institutional transparency. Additional alignment is evident with SDG 17 (Partnerships for the Goals) through global collaboration and benchmarking within the PIR network.

By integrating perception-based evaluation with institutional strategy, the Business School is reinforcing a culture of accountability, inclusivity, and continuous improvement in responsible management education.

Continuity and Future Directions

The 2025 PIR results establish a critical baseline for longitudinal assessment and continuous improvement. The Business School will leverage future PIR cycles to track trends over time, particularly in light of organisational changes that may influence staff and student engagement. Expanding survey participation remains a priority, with targeted strategies to broaden reach across diverse student and faculty cohorts and to address previously identified challenges, including sample bias and uneven engagement.

Building on this foundation, the 2026 Positive Impact Rating (PIR) data collection has already demonstrated significantly enhanced momentum and engagement. Following the reopening of the survey, a joint activation with Student Life generated over 140 student responses in under three hours, representing a strong foundation for the next cycle of impact. This activation moved beyond traditional survey dissemination by embedding interactive and experiential engagement strategies. Students participated in activities such as cycling to blend their own smoothies and a dot-voting exercise to identify which SDGs they care most about or wish to explore further.

The outcomes of this participatory engagement are being directly integrated into future programming. In particular, student voting data will inform the design of the 2026 SDG Lunch and Learn Seminar Series, which will comprise five seminars focused on priority areas including SDG 3 (Good Health and Wellbeing), SDG 12 (Responsible Consumption and Production), SDG 8 (Decent Work and Economic Growth), and SDG 5 (Gender Equality). Planned initiatives include pairing SDG 12 with a clothes swap to promote circular consumption practices, and delivering multidisciplinary engagement under SDG 8, including contributions aligned with refugee employment expertise. Committee discussions also emphasised the importance of cross-disciplinary representation and targeted speaker engagement.

Looking forward, the Business School will continue to institutionalise PIR as both a measurement and engagement platform by embedding activities throughout the academic year rather than concentrating efforts within single periods such as Welcome Week. This includes sustained collaboration with Student Life, activation of student-centred spaces (e.g. the H70 atrium), and the expansion of grassroots initiatives that empower student societies to lead sustainability and social impact engagement.

Future directions will also prioritise deeper integration of PIR insights into curriculum design, partnership selection, and operational practices, ensuring responsiveness to student-identified priorities such as ethical partnerships, inclusive opportunities, and real-world sustainability challenges. Strengthening faculty engagement remains critical, particularly to address perception gaps identified in governance and culture.

Through sustained participation, iterative improvement, and increasingly sophisticated engagement strategies, USBS aims to consolidate its position as a 'Transforming School' and further advance a participatory, evidence-based model of responsible management education aligned with PRME and the Sustainable Development Goals.

Building a high-performance innovation system for
NSW

View document  Download document 

SIGNATORY

The University of Sydney Business School



Address

Abercrombie Building H70 The University of Sydney, Sydney, NSW,
2006 Australia



Website

<http://sydney.edu.au/business/>