

PRiME

*an initiative of the
United Nations Global Compact*

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

University of New England UNE
Business School

September 2025

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Strategy Alignment

1.1 Strategic Alignment

Subjects

- Sustainable Development
- Responsible Management Education

Provide supporting context

Provide supporting context

We actively contribute to SDG 1 – No Poverty – by empowering regional communities and equipping students with practical, purpose-driven skills. According to the Good Universities Guide 2025, UNE ranks in the top 20% of universities for graduate full-time employment.^[1] UNEBS maintains strong connections with rural, regional, and vulnerable communities, and our programs in agribusiness, business, and economics play a vital role in supporting economic development and reducing poverty.

The institution contributes to solving global food security challenges through its long-standing, EFMD-accredited Bachelor of Agribusiness program—one of Australia's oldest.

The program combines business and agricultural studies to prepare graduates for leadership roles in inclusive and sustainable agribusiness. UNEBS also engages in cross-disciplinary research aligned with UNE's priorities: food and water security, climate resilience, biodiversity, and rural development.

UNEBS's commitment to quality education is embedded on the UNE's deep and long-lasting policy to provide quality education to adults. UNE ranks among Australia's top five universities for student experience, according to Quality Indicators for Learning and Teaching (QILT). The 2025 Good Universities Guide awarded UNE a five-star rating for "Overall Experience" for the 19th year in a row—a record unmatched by any other Australian public university. UNE also earned five-star ratings in social equity and graduate employment. UNE Business School continues to receive top ratings for student satisfaction in Business and Management.

The institution is deeply committed to advancing gender equality (SDG 5) through its teaching, research, and workplace practices. Women hold key leadership positions within the faculty and across various committees, demonstrating active representation in decision-making. Overall, women make up approximately 35% of staff at the institution. Gender equality is also a strong research focus, with our academics producing significant publications in this area (see PRME Case Study – Dr. Lucie Newsome).

Our research focuses on promoting sustained and inclusive economic growth, productive employment and decent work for all. Faculty members lead groundbreaking work in areas such as tourism, decent work, governance practices, productivity and efficiency,

globalisation, rural, local and regional economic development. With recognised strengths in applied economics, agribusiness, and responsible management, our teaching and research focus on regional development, food security, climate change, and sustainability transitions. The institution actively follows UNE Work, Health and Safety policies and procedures and prioritise wellbeing of all stakeholders.

Our research focuses on fostering innovation and promoting inclusive and sustainable economy. Faculty members lead groundbreaking work in areas such as tourism, decent work, governance practices, productivity and efficiency, globalisation, rural, local and regional economic development. We advocate impactful collaboration with local government, industry bodies, national and international institutions.



Environmental sustainability practices and the Sustainable Development Goals (SDGs) are actively embedded into teaching and learning practices. Our flagship programs, such as, Management Practices in Responsible Organisations, offered at both undergraduate and postgraduate levels integrate carbon literacy and focus ethical, responsible and sustainable management practices.



The institution recognises its critical role as an education provider in raising awareness of environmental and sustainability issues. As a higher education institution responsible for shaping current and future managers, UNEBS remains committed to continuous improvement in applying the Principles for Responsible Management Education (PRME). Our programs focus on net-zero transition and carbon simulations and climate actions.



SDG #15 (Life on Land) is an integral part to the institution's research and teaching agenda. Faculty members lead groundbreaking work in areas such as biodiversity risks and control mechanism, pest surveillance, management of native vegetation and conservation behaviour.



The institution works closely with UNE's Oorala Aboriginal Centre to provide tailored support that ensures Indigenous students successfully complete their studies. Each year, the institution welcomes new Aboriginal and Torres Strait Islander (ATSI) students into the Bachelor of Business and Bachelor of Agribusiness programs, reflecting its commitment to fostering an inclusive and supportive learning environment.





[\[1\] Results and Rankings - University of New England \(UNE\)](#)

2. Graduates

3,272

3. Degrees Offered

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Technology (B.Tech.)
- Master of Science (M.Sc. or M.S.)
- Master of Arts (M.A.)
- Master of Business Administration (M.B.A.)
- Master of Engineering (M.Eng.)
- Master of Technology (M.Tech.)
- Master of Education (M.Ed.)
- Doctor of Philosophy (Ph.D.)
- Doctor of Education (Ed.D.)

4. Faculty & Staff at the University

1365

5. Faculty & Staff at the Institution

34

6. Student Enrollment at the University

21276

7. Total Student Enrollment at the Institution

16

8. Undergraduate Student Enrollment at the Institution

1173

9. Graduate Student Enrollment at the Institution

332

10. Doctoral Student Enrollment at the Institution

37

11. Certificate, Professional Development, Continuing Education Student Enrollment at the Institution

123

12. Undergraduate Degree Programmes

12.1 Bachelor of Business

Degree Type

- Bachelor of Business

Department

- Business

Degree Programme Subject

- Commerce

Director Full Name

Bachelor of Business

12.2 Bachelor of Agribusiness

Degree Type

- Bachelor

Department

- Agribusiness and Economics (ECON)

Degree Programme Subject

- Agricultural Business

Director Full Name

Bachelor of Agribusiness

12.3 Diploma in Accounting

Degree Type

- Professional Development Diploma

Department

- Business

Degree Programme Subject

- Accounting

Director Full Name

Diploma in Accounting

12.4 Diploma in Agribusiness**Degree Type**

- Professional Development Diploma

Department

- Agribusiness

Degree Programme Subject

- Agricultural Business

Director Full Name

Diploma in Agribusiness

12.5 Diploma and Business**Degree Type**

- Professional Development Diploma

Department

- Business

Degree Programme Subject

- Business

12.6 Bachelor of Economics**Degree Type**

- Bachelor of Economics

Department

- Economics

Degree Programme Subject

- Economics

Director Full Name

Bachelor of Economics

12.7 Bachelor of Digital Marketing

Degree Type

- Bachelor

Department

- Marketing

Degree Programme Subject

- Digital Marketing

Director Full Name

Bachelor of Digital Marketing

13. Masters Degree Programmes

13.1 Master of Business Administration

Degree Type

- Master of Business Administration (M.B.A.)

Department

- Management

Degree Programme Subject

- Management

13.2 Master of Business Administration (International)

Degree Type

- Master of Business Administration (International)

Department

- Business

Degree Programme Subject

- Management

13.3 Master of Economics**Degree Type**

- Master of Economics

Department

- Economics

Degree Programme Subject

- Economics

13.4 Master of Economic and Regional Development**Degree Type**

- Master of Economic and Regional Development

Department

- Economics

Degree Programme Subject

- Economics

14. Postgraduate Degree Programmes**14.1 Doctor of Philosophy****Degree Type**

- Doctor of Philosophy (D.Phil.)

Department

- School of Business

Degree Programme Subject

- Business, Economics, Management, Marketing, Accounting, Finance

15. Certificates, Professional Development, or Associate Programmes

15.1 Advanced Diploma in Accounting

Degree Type

- Professional Development Diploma

Department

- Accounting

Degree Programme Subject

- Accounting

15.2 Advanced Diploma in Agribusiness

Degree Type

- Professional Development Diploma

Department

- Agribusiness

Degree Programme Subject

- Agricultural Business

15.3 Advanced Diploma in Business

Degree Type

- Professional Development Diploma

Department

- Business

Degree Programme Subject

- Business



Purpose

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

16. Define Purpose

The UNE Business School continues a proud history of delivering education and research that underpins practical, commercial and sustainable benefit to our regional, local and global stakeholders.

17. Institutional Engagement

76% - 100%



Values

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



18. RME Lead

- Individual leader
- Disciplinary efforts within business school
- Research or issue group, society, or club leading sustainability efforts
- Senior leadership office
- Interdisciplinary efforts across business school

19. Define Values

UNE Business School upholds the CREATE values by fostering creativity, resilience, ethics, agility, trust, and engagement. We foster innovation and adaptability, promote equity and integrity, and build collaborative networks. We empower our students and community to lead positive change and create responsible solutions for combat local and global challenges. Values are embedded in curriculum, research and partnerships.

20. Student Awareness

51% - 75%

21. Student Voices

21.1 Student feedback

Subjects

- Business Administration
- Corporate Social Responsibility (CSR)

Provide supporting context

Before coming to Australia and studying “Management Practices in Responsible Organisations”, I did not have any idea about carbon literacy, net-zero and responsible management practices of organisations. The unit has changed the way I think about business and society. I especially appreciated the workshops on calculating personal and organisational carbon footprints. By measuring my own lifestyle emissions, I realised the significant impact of small daily choices.

The unit also made me more aware of how organisations are committing to net zero and the challenges they face in achieving it. I now see responsible management as a balance between profitability, ethics, and planetary boundaries.

Anusha Ramakrishna Prabha
International MBA Student
University of New England

21.2 Student Voice Josh Hay

Subjects

- Corporate Social Responsibility (CSR)

Provide supporting context

Name: Josh Hay



My enrollment in *Management Practices in Responsible Organisations* was the result of my desire to look beyond standard business concepts when choosing to undertake tertiary studies. Through the trimester, each of the topics have challenged my thoughts and shifted the paradigm of thinking when encountering issues. I've begun utilising various elements of these concepts in my day-to-day role as a Defence Communications Manager.

Active participation in workshops provoked some great discussion and offered chances to view problem sets from other viewpoints. Previously, I had been guilty on occasion of developing predisposed views and responses to challenges due to the nature of my employment. I've enhanced my skillsets to critically evaluate ESG practices of companies, utilising real-world data and the support network offered by the workshops to incorporate elements of the analysis of sustainability reporting.

Participation in En-ROADS climate simulation and the product life cycle were two of the most valuable learning experiences for me. Prior to undertaking this unit, I had a very limited and some narrow-minded idea of what "net-zero" was and what timeframes for implementation of legislation, policies and climate action would have on the ecosystem that surrounds us. The manipulation of data sets through a virtual database, coupled with temperature reductions, emphasised the need for action on a multitude of levels.

Personally, this unit has shaped my approach to my role as a manager of small and medium sized teams across the Defence enterprise. This unit has enabled me to connect academic concepts to values I care about, and it has motivated me to pursue further studies in sustainable business.

22. Celebrating Values

22.1 Celebrating Values

Upload or select a document

Celebrating Values

View document  Download document 

23. Student Engagement

51% - 75%



Teach

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



24. Define Teach

Our flexible learning environment and innovative pedagogy meet evolving global needs. Ethical, Responsible, and Sustainable principles are deeply integrated into our curriculum design, ensuring graduates are ready to make a positive impact. Teaching at UNE Business School means making sustainability and ethics central to every learning experience. It is about creating transformative learning opportunities where students challenge profit-only thinking, build regenerative mindsets, and practice making decisions that balance stakeholder well-being with financial performance through real-world problem solving.

25. Courses

25.1 MM203/503 Management Practices in Responsible Organisations

Course code

MM203 MM503

Department

- Business Administration

The duration of my course is:

- 13 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Clearly measurable with specific criteria for success
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement

My course touches on the following concepts:

- Change Management and Organizational Development
- Sustainable Business Models and ESG Integration
- Operations and Supply Chain Management

My course implements the following pedagogies:

- Blended Learning
- Case Method
- Constructivist Pedagogy

- Active Learning

Course Description

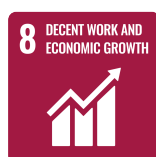
Organisational leaders have responsibilities to uphold – toward their organisations, the environment, the community and other stakeholders. This unit will equip you with a strong theoretical and practical sense of responsible management and leadership practice to add value in your role and future proof your career as a leader. You will engage your creative and critical thinking skills to consider issues confronting the global business environment.

Examining real-world problems from your own experiences and further afield, you will reflect on how you can lead in building more responsible enterprises by addressing those problems through the lens of sustainability, ethics and stakeholder management.

Tell us about the impact you're making on your students

This course empowers students to become responsible managers and future-ready leaders. By focusing on responsible management and viewing decisions through the lens of sustainability, it challenges students to think differently and critically. Through case studies of companies addressing ethics, social responsibility, and environmental sustainability, students gain a clear understanding of how management choices shape communities and the environment. A key highlight is the practical workshops, where students analyse a company's Environmental, Social and Governance practices. These workshops build confidence in working with real-world data, build analytical capability and develop critical insights into sustainability performance. Students gather data Participation in the En-ROADS climate simulation provides a powerful, hands-on learning experience, deepening understanding of "net zero" pathways and the effects of policies such as carbon pricing, renewable energy investment, and deforestation control. At both personal and professional levels, these experiences strengthen climate literacy and enable students to apply concepts such as carbon literacy and the triple bottom line within their own contexts, equipping them to drive positive change in their future careers.

Relevant SDGs addressed through the course



26. Teaching Awards

26.1 UNE Business School Citation for Education Excellence

Award Granter

University of New England Business School

Award Grantee

Lucie Newsome

Description of Award

Dr Lucie Newsome received the UNE Business School Citation for Education Excellence Award 2025 for her significant contributions to teaching and learning. She adopts a learner-centred, personalised approach supported by digital tools such as interactive H5P workbooks, tutor bots, and meaningful assessment and feedback. This strategy gives students greater control over learning pace, reduces cognitive load, provides instant feedback, scaffolds learning, and fosters richer interaction, resulting in stronger evaluations, higher engagement, and greater enjoyment.

Provide supporting materials...

Dr Lucie Newsome UNEBS Award

View document  Download document 

27. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants

28. Teaching Voices

28.1 Strategic Alignment

Subjects

- Business Administration

- Environmental Economics
- Responsible Management Education
- Entrepreneurship

Provide supporting context



Ethics, responsibility, and sustainability (ERS) are integral to the teaching and learning approach at the UNE Business School. At UNE we don't just teach business and finance; we practise, research, collaborate and actively contribute to the global business conversation and advancements in related industries.

We make an impact on industry and local communities through our network of relationships with small and medium businesses, chambers of commerce, industry bodies, and local government. At the international level, we collaborate with other universities, United Nations agencies, research and development agencies and civil society organisations.

UNE offers a range of courses and subjects designed to help you become future fit for a business career, from accounting to economics, and marketing to finance. Our globally connected teaching staff are active scholars and leaders in their research fields, and with flexible online study available, you can fit your degree around your other commitments. Our courses are specifically developed to prepare you for the challenges of the future, giving students a solid foundation in all aspects of business and sustainability.

So it's no surprise that UNE has a 5-star ranking for Full Time Employment in Business and management, Accounting and Economics (Good Universities Guide 2024, undergraduate and postgraduate).

A five-star experience



Five Stars, 19 Years in a Row

UNE is the only public uni in Australia awarded 19 straight years of five stars for Overall Experience

[Good Universities Guide 2007-2025](#)



Five Stars for Social Equity

UNE rates among the top 20% of universities nationally and is #1 in NSW for Social Equity

[Good Universities Guide 2025](#)



Five Stars for Graduate Employment

UNE rates among the top 20% of universities for Graduate Full-time Employment

[Good Universities Guide 2025 \(Undergraduate\)](#)

28.2 Dr. Shahid Md Shahiduzzaman

Subjects

- Responsible Management Education
- Sustainable Development

Provide supporting context



Dr. Shahid Md Shahiduzzaman

Coordinator, *Management Practices in Responsible Organisations*

UNE Business School

PRME sits at the core of what we teach in MM203 and MM503 Management Practices in Responsible Organisations. These courses provide a strong theoretical and practical sense of responsible management and leadership practices. They examine real-world problems and integrate carbon literacy and reflect on how students can lead building more responsible organisations by addressing emerging environmental and social problems through the lens of sustainability, ethics and stakeholder management.

29. Barriers to Innovative Curriculum

- Budgetary limitations
- Accreditation constraints
- Resource allocation challenges

30. Barriers to Innovative Pedagogy

- Collaboration barriers
- Digital divide
- Resource constraints

31. Fostering Innovation

To a great extent

32. Experiential Learning

To a great extent

33. Learning Mindset

To a great extent

34. Method of Teaching and Learning

Hybrid



Research

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

35. Define Research

Our research involves interdisciplinary and cross-institutional collaborations to solve real-world problems. We connect teaching, learning and research with action to generate new knowledge, validate existing ideas and solve local, national and international issues.

36. 2024 Publications

81

37. Research Barriers

- Funding challenges
- Time constraints

38. 2024 Publications on Sustainable Development and/or RME

70

39. Research Funding

- International
- Regional
- National

40. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms

41. Research Awards

41.1 AARES Distinguish Fellow Professor Rene Villano

Award Granter

Australasian Agricultural and Resource Economics Society (AARES)

Award Grantee

Professor Rene Villano

Description of Award

Dr. Renato Andrin (Rene) Villano, Interim Head of School and a Professor of Economics at the UNE Business School, University of New England (UNE), Australia, has been named a Distinguished Fellow of the Australasian Agricultural and Resource Economics Society (AARES), one of only three recipients of this prestigious honour in 2024. He teaches undergraduate and postgraduate units in business statistics, data analytics, econometrics, microeconomics, agricultural economics, efficiency and productivity analysis, survey design and sampling, and development economics. Rene's primary research interests include the analysis of farmer behaviour, efficiency and productivity, gender, poverty and food security, and agribusiness. His research journey began in 1995 when he joined the International Rice Research Institute (IRRI) in Los Baños, Philippines. It continued at UNE, where he contributed to over 15 major projects with over \$10 million in funding, including 10 projects from the Australian Centre for International Agricultural Research (ACIAR). These projects focus on crops in South and Southeast Asia, sweet potatoes in Papua New Guinea, and livestock in Indonesia and South Africa. His publication record includes 108 refereed journal articles, eight edited book chapters, nine refereed conference proceedings, five books and monographs, and numerous conference papers and reports. Rene's contribution to the Australasian Agricultural and Resource Economics Society (AARES) has been significant. He has served as an Associate Editor for the Australasian Journal of Agricultural and Resource Economics (AJARE) and Treasurer of the New England Branch of AARES for many years. He has undertaken various editorial board roles, reviewed for more than 50 journals, and acted as an external examiner for over a dozen higher degree research students

[Award link](#)

42. Share Publications

42.1 Do environmental regulations and technological innovation enhance environmental well-being in sub-Saharan Africa?

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Emmanuel Kwaku Manu (UNE Business School), George S. Chen (UNE Business School), Samuel Adomako (Birmingham Business School, University of Birmingham, UK).

Date of publication

April, 2024

Abstract or Summary of Publication

We investigate the regulation–technology–environment nexus in sub-Saharan Africa (SSA), one of the world's most rapidly growing regions. Using a comprehensive panel dataset consisting of 32 countries from 2000 to 2022, we find that stronger environmental regulations and technological innovation enhance environmental well-being. Moreover, we identify that stronger environmental regulations positively affect pro-environment innovation. Finally, we present clear evidence for a dynamic and nonlinear regulation–technology–environment relationship, ruling out one-size-fits-all policy approaches to environmental well-being. Our results remain robust to different estimators, measurements, and sample selections.

What would be the ideal impact of this research in the field and/or in society?

Our findings suggest that policymakers should take an interdisciplinary approach to address sustainable development in sub-Saharan Africa

This research covers (Department):

- Business Administration
- Economics

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

42.2 Biological control of the invasive wasp *Vespula germanica* in Australia: Assessing socio-economic feasibility

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Susan M. Hester (UNE Business School and the Centre of Excellence for Biosecurity Risk Analysis, The University of Melbourne), Peter Tait (Agribusiness and Economics Research Unit, Lincoln University, New Zealand) , Raelene Kwong (Agriculture Victoria, Victoria, Australia), Greg Lefoe (Centre of Excellence for Biosecurity Risk Analysis, The University of Melbourne and Agriculture Victoria), Darren Kriticos (Cervantes Agritech Pty Limited, Canberra, Australia), Oscar J. Cacho (University of New England Australia)

Date of publication

September, 2024

Abstract or Summary of Publication

Invasive species cause significant damage to economies, human health, biodiversity and society in general. Social insects are among the most successful invaders, often becoming major pests when they establish outside their native range. Once established they can be difficult to eradicate or contain, and classical biological control is usually the only feasible management option.

Successful classical biological control programs must be both technically and economically feasible. A technically feasible program — where a biological control agent establishes, spreads and suppresses the growth and spread of the pest — is a necessary pre-requisite for economic feasibility, where benefits and costs of a biological control program are subsequently assessed. We investigate whether the highly invasive eusocial wasp *Vespula germanica* (Fabricius) (Hymenoptera: Vespidae) could be a candidate for a renewed biological control management program in Australia, where it established almost 60 years ago.

The potential impacts of *V. germanica* on horticulture, apiculture, tourism, outdoor social activities, and biodiversity are estimated to be AUD 2.6 billion over 50 years, should *V. germanica* continue to spread unhindered. We found median benefits of AUD145 million to AUD385 million, depending on effectiveness and growth rates of the biocontrol, with non-market benefits exceeding market benefits by 50%.

What would be the ideal impact of this research in the field and/or in society?

Our results show a broad range of potential beneficial outcomes depending on the intensity and spatial coverage of the biocontrol release. There are spatial aspects of biocontrol release strategies that were not considered in the analysis, but which could influence the cost and effectiveness of the program. Our approach combining spatial data with population dynamics modelling can contribute to this largely neglected research area.

This research covers (Department):

- Economics
- Management
- Agriculture

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

42.3 The role of commercial agriculture in meeting sustainable development goals in South Africa: Evidence from municipal-level total factor productivity analysis

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Omphile Temoso (UNE Business School), Lindikaya W. Myeki (North West University, South Africa), Comfort Motlhabane (Ministry of Finance and Economic Development, Gaborone, Botswana), Bright O. Asante (Kwame Nkrumah University of Science and Technology, Kumasi, Ghana), Renato A. Villano (UNE Business School)

Date of publication

July, 2024

Abstract or Summary of Publication

Improving agricultural productivity is critical, both locally and globally, particularly in the pursuit of the Sustainable Development Goals (SDGs) of eradicating poverty (SDG 1), increasing food production for food security (SDG 2), and promoting efficient use of agricultural resources and sustainable farming practices (SDG 12). This study examines and compares total factor productivity efficiency (TFPE) in the South African commercial agricultural sector, along with its drivers, using local municipal-level data. We used the Färe-Primont index to assess municipalities' TFPE levels, considering both traditional (economic) factors (labour, land, and operating expenses) and environmental variables (temperature, rainfall, and soil moisture index). Our TFPE index results are not only lower, but they show more variation across municipalities than the economic TFPE index, which is commonly used in agricultural productivity research. This implies that ignoring environmental variables may bias analysis; therefore, future studies should consider including environmental factors in their analyses. We then used hierarchical clustering to group municipalities with similar TFPE levels and components, followed by fractional regression to identify the drivers of efficiency levels. The cluster analysis results reveal that the best-performing municipalities are in cluster 4, comprising municipalities from the Western Cape Winelands specialising in horticulture production, municipalities near urban areas with better market proximity, those engaged in the global value chain, and those with a high proportion of farmers who own most of their farmland. Furthermore, the fractional regression results show that age, gender, race, market proximity, land use types, and production diversification are significant drivers of TFPE and its components. Our study offers insights into the divergent agricultural TFPE performance among municipalities and the underlying factors causing these disparities. The findings can inform the development of targeted strategies, particularly at the local level, aimed at enhancing agricultural productivity and making significant contributions to achieving the SDGs.

What would be the ideal impact of this research in the field and/or in society?

The findings can inform the development of targeted strategies, particularly at the local level, aimed at enhancing agricultural productivity and making significant contributions to achieving the SDGs.

This research covers (Department):

- Business Administration
- Economics

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

42.4 Natural resource extraction and environmental sustainability in Africa: The role of voice and accountability

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Emmanuel Kwaku Manu, George S. Chen, Nam Hoang, Shawn Leu. UNE Business School, University of New England, Armidale

Date of publication

April, 2024

Abstract or Summary of Publication

We examine the effect of natural resource extraction on environmental sustainability in Africa. Using comprehensive panel data from 30 countries for the 2004–2021 period, we find that natural resource extraction reduces environmental sustainability, particularly in resource-poor countries. However, the nature of this nexus is time-varying, with natural resource extraction exerting a positive and negative impact on environmental sustainability in the short and long run, respectively. We also note that strong economic institutions like voice and accountability can enhance environmental sustainability. In short, our results shed light on the complex dynamics of the extraction–sustainability nexus in an extremely young and rapidly developing part of the world. Moreover, our results demonstrate that robust economic institutions can be an effective environmental protection mechanism independent of initial natural resource endowment.

What would be the ideal impact of this research in the field and/or in society?

The paper highlights the need for governance reforms that prioritize transparency, citizen participation, and environmental justice to promote sustainable development.

This research covers (Department):

- Economics
- Business Administration
- Management

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

42.5 Local factors sustaining co-production: Two case studies from the city of Yokohama, Japan

This is a

- Peer-reviewed article

[DOI](#)

Authors

- Keiichi Yamazaki (Yokohama National University), Brian Dollery (University of New England) and Yukio Kinoshita (University of South Australia)

Date of publication

May, 2024

Abstract or Summary of Publication

In an era of austerity, co-production involving local government and community groups has taken on much greater significance worldwide, including in Japanese local government. However, the nature of local co-production differs widely across Japan, ranging from *bona fide* cooperation between municipalities and voluntary groups to *de facto* outsourcing of local government functions in pursuit of cost savings. This paper seeks to add to the scholarly literature on community co-production by examining two case studies in Yokohama City. In particular, we seek to show how “path-dependency” and local social capital play a significant role in the success of co-production in local government.

What would be the ideal impact of this research in the field and/or in society?

Scholarly literature and development of social capital.

This research covers (Department):

- Business Administration
- Economics
- Entrepreneurship

This research covers (SDGs):



Is this available through open access?

- No

[Publication link](#)

42.6 Economic consequences of climate change impacts on South Asian agriculture: A computable general equilibrium analysis

This is a

- Peer-reviewed article

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Abstract or Summary of Publication

South Asia is one of the most vulnerable regions of the globe in terms of climate change, with agriculture the most affected economic sector of the region. This study employs an environmental Global Trade Analysis Project model to simulate the impact of an average global 2°C temperature increase by 2050, with a focus on South Asian countries. The economic costs of climate change in relation to crop productivity losses due to increasing temperature, land productivity losses caused by rising sea levels and heat stress-induced agricultural labour productivity losses are assessed based on model simulations. The results show that the unfavourable climate change impacts on agricultural productivity (crop, land and labour) will reduce food production and create upward pressure on food prices. This will lead to a reduction in food consumption at the household level, threatening future food security in the region. The results further predict a contraction in all South Asian economies by 2050, due to adverse climate change impacts on the agricultural sector. In addition, out of the three climate change damage factors considered, labour productivity causes the greatest economic losses, while

land productivity losses caused by rising sea levels impact the least. The study also found that low-income countries would suffer most severely due to the impacts of climate change on the agricultural sector, while high-income countries would be impacted the least.

What would be the ideal impact of this research in the field and/or in society?

National and international policies on climate change

This research covers (Department):

- Business Administration
- Economics
- Management

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)

43. Research Voices

43.1 Research Voice

Subjects

- Responsible Management Education

Provide supporting context



Dr. Shahid Md Shahiduzzaman
UNE Business School PRME Champion
Faculty Research Committee Member



The UNE Business School has been a proud member of PRME for more than 15 years. Our researchers actively contribute to all 17 SDGs, making significant positive impacts on the economy, society, environment, and policy. As a leading regional business school in Australia, we are a consistent advocate for delivering business education and research with purpose. Our flagship programs, the Bachelor of Business and the Bachelor of Agribusiness, are the only regional business school programs in Australia accredited by the European Foundation for Management Development (EFMD). A defining feature of these programs is the integration of sustainability and social responsibility at their core, equipping graduates to meet the evolving demands of business and agriculture in both regional and global contexts. Our research culture is firmly committed to impact. With recognised strengths in applied economics, agribusiness, and responsible management, our work addresses critical challenges in regional development, food security, climate change, and sustainability transitions. Looking ahead, the UNE Business School will continue to strengthen its contribution to the Sustainable Development Goals (SDGs), driving meaningful and lasting positive change.



Dr. Shahid attending PRME 2024 PRME End-of-Year Event in Sydney



Dr. Shahid presenting in the Principles of Responsible Management Education (PRME) 2024 Annual Event at the University of Sydney.



Partner

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

44. Partners, Accreditation Bodies, Associations, etc.

- EFMD (European Foundation for Management Development)
- Local institutions and associations

45. Define Partner

To partner at UNE Business School means we collaborate with local, national and international bodies, institutions and individuals to co-create knowledge, research, and learning opportunities that advance sustainable economic, social and environmental outcomes.

46. Student Partners

- Enactus
- Muslim Student Association



Practice

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

47. Define Practice

UNE prioritises responsible and accountable management in its governance and operations. Through robust governance structures and a comprehensive Work Health and Safety (WHS) Management system, we safeguard the wellbeing of staff, students, and stakeholders. UNE's People and Culture team and Business Partners support planning, diversity, and continuous organisational improvement.

48. RME Practices

- Employee equity, diversity, inclusion
- Curriculum guidelines
- Accreditation body recommendation documents
- Ethical leadership or good governance policies
- Ethical data sourcing guides
- Environmental stewardship policies
- Faculty hiring, tenure, and promotion guidelines
- Campus operations guides
- Buildings/real estate
- Responsible procurement policies
- Professional training opportunities
- Open-access guides
- Local staff/student/faculty transportation
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides
- Water
- Zero-waste guides



Share

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



49. Define Share

We invest in meaningful connections as we collaborate with various stakeholders through rigorous scholarships in teaching, learning, research, engagement and leadership. We create space for critical reflection, facilitate cross-disciplinary dialogue and build collective wisdom through peer learning that accelerates responsible management innovation.

50. Transparent Engagement

- 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
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities
- We are currently working to offer engagement opportunities

51. Transparency Barriers

- Data privacy regulations
- Accessibility issues

52. Audiences

- Faculty and staff
- Research and academic networks
- Accreditation bodies
- Boards and advisory committees
- Media and public relations channels
- Prospective and current students

SIGNATORY

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