PRME

2025 Sharing Information on Progress
(SIP) Report

Hong Kong Baptist University
School of Business

October 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. Mission

1.1 School's Mission

Provide supporting context

Mission

Through internationally recognised business education programmes and research achievements, our School seeks to nurture ethical business leaders with global vision, who make a difference to the organisations, industries and communities that they serve, in Hong Kong, Mainland China and the global community.

In keeping with this mission, we strive to:

- deliver the best student experience by cultivating students' integrity, creativity, communication skills, employability, and commitment to the common good of humankind, and in so doing, to develop well-rounded, values-conscious business graduates;
- produce world-class research in selected strategic research areas;
- solve problems for and with society, with social, corporate advisory and public policy impact;
- be a globally engaged business school that embraces faculty and student diversity in an increasingly interdependent and connected world;
- deliver academic excellence in a caring, creative and global culture; and
- sustain academic development through appropriate investments in people and facilities.

2. Vision

2.1 School's Vision

Provide supporting context

Vision

We aspire to be a leader in whole-person business education and a centre of excellence in business research in selected strategic areas, delivering academic excellence in a caring, creative and global culture.

3. Strategy

3.1 School's Strategy Objectives (2023-2028)

Provide supporting context

Strategic Objectives (2023-2028)

Overall Positioning

To be a business school recognised nationally and internationally for its research-led liberal arts education, its niche programmes and its world-class research in selected fields.

Student Experience

To be a School known for its dedication to students' personal and career development, and its whole person education of well-rounded business graduates, nurturing students' integrity, creativity, communication skills, employability, and commitment to the common good of humankind.

Research Excellence

To be a centre of excellence for business research in selected strategic areas.

Engagement with Business and Society

To contribute to business practice, public policy and the wider society in Hong Kong, Mainland China, and globally, and to leverage on such linkages in the development of the School's teaching and research.

Internationalisation

To further internationalise the School, its faculty and students, programmes and curriculum, and research, and to build on and develop the School's international partnerships, taking internationalisation to the "next level".

Integration with Mainland and Greater China

To further develop links between the School and the Chinese mainland/greater China, reflected in programmes, curriculum, research, business and community engagement.

Resource Planning and Capacity Building

To effectively allocate resources to meet the School's strategic and operational goals.

4. Strategy Alignment

4.1 School's Strategy Alignment

Provide supporting context

The strategic priorities of HKBU School of Business align closely with advancing sustainable development, the common good, and quality education.

Sustainable Development

The School's strategic plan prioritises corporate sustainability to differentiate its brand, integrating sustainability into teaching, research, and engagement to address societal challenges and align with global sustainable development goals. It emphasises impactful research on issues like environmental sustainability, social equity, and economic resilience through interdisciplinary approaches. By fostering faculty collaboration with corporate, voluntary, and public sectors, and boosting income from applied research and knowledge transfer, the School promotes sustainable practices in business and policy for long-term societal benefit.

Common Good

The School's strategic plan emphasises whole-person education, nurturing students' integrity, creativity, communication skills, and commitment to the common good, aligning with its liberal arts model that prioritizes ethics and interdisciplinarity to prepare graduates for positive societal contributions. A comprehensive Equality, Diversity, and Inclusion (EDI) policy fosters an inclusive environment, promoting equitable opportunities and social cohesion to serve the common good. Through entrepreneurship enrichment, service learning, and partnerships with external stakeholders like alumni, businesses, and government, the School addresses societal needs, supports community development, and promotes public welfare in Hong Kong, Mainland China, and globally.

Quality Education

The School is committed to delivering high-quality degree programmes through innovative pedagogy, including online and mixed-mode methods, and small-class teaching to provide personalized, effective learning that meets international standards like AACSB, EQUIS, and AMBA accreditations. It enhances experiential learning and employability through internships, service learning, and business competitions, equipping students with practical skills and global perspectives. A strong research-teaching nexus ensures cutting-edge research informs the curriculum, elevating educational quality. Internationalizing the curriculum, faculty, and student

body, alongside overseas learning opportunities, fosters a global mindset for diverse career paths. Effective resource allocation and faculty development support top-tier education with a diverse, high-quality faculty and robust infrastructure.

5. Institutional History

5.1 HKBU School of Business 5th SIP Report_2019

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HKBU School of Business 5th SIP Report_2019   View document ↗   Download document ⬇

5.2 HKBU School of Business 6th SIP Report_2021

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HKBU School of Business 6th SIP Report_2021   View document ↗   Download document ⬇

5.3 HKBU School of Business 7th SIP Report_2023

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HKBU School of Business 7th SIP Report_2023   View document ↗   Download document ⬇

5.4 Institutional History

Provide supporting context

On April 1, 2008, the HKBU School of Business became the first in Hong Kong to adopt the United Nations Principles for Responsible Management Education (PRME), embedding sustainability, ethics, and social responsibility into its management education. This

commitment aligns with HKBU's whole-person education ethos and the UN Sustainable Development Goals (SDGs). Through seven Sharing Information on Progress (SIP) reports, attached herein, the School illustrates its path toward adopting responsible management education, highlighting significant milestones and progress in integrating these principles into teaching, research, and community engagement. This eighth PRME report continues to showcase these efforts.

5.5 HKBU School of Business 1st SIP Report_2011

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HKBU School of Business 1st SIP Report_2011

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5.6 HKBU School of Business 2nd SIP Report_2013

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HKBU School of Business 2nd SIP Report_2013

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5.7 HKBU School of Business 3rd SIP Report_2015

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HKBU School of Business 3rd SIP Report_2015

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5.8 HKBU School of Business 4th SIP Report_2017

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HKBU School of Business 4th SIP Report_2017   View document ⧉   Download document ⤓

6. Graduates

1410

7. Degrees Offered

- Bachelor of Business Administration (BBA)
- Master of Accountancy (MAcc)
- Master of Business Administration (MBA)
- Master of Human Resources Management (MHRM)
- Master of Science in Applied Accounting and Finance (MScAAF)
- Master of Science in Applied Economics (MScAECON)
- Master of Science in Business Management (MScBM)
- Master of Science in Corporate Governance and Compliance (MScCGC)
- Master of Science in Data Analytics and Business Economics (MScDABE)
- Master of Science in Entrepreneurship and Global Marketing (MScEGM)
- Master of Science in Finance (FinTech and Financial Analytics) (MScFin(FTFA))
- Master of Science in Marketing for the Creative Economy (MScMCE)
- Doctor of Business Administration (DBA)
- Doctor of Philosophy (Ph.D.)

8. Faculty & Staff at the University

3,244

9. Faculty & Staff at the Institution

289

10. Student Enrollment at the University

12,408

11. Total Student Enrollment at the Institution

2912

12. Undergraduate Student Enrollment at the Institution

1706

13. Graduate Student Enrollment at the Institution

1128

14. Doctoral Student Enrollment at the Institution

78

15. Undergraduate Degree Programmes

15.1 Bachelor of Business Administration (Hons) Programme (BBA)

Degree Type

• Bachelor of Business Administration (BBA)

Department

• School of Business (school-level programme)

Degree Programme Subject

• Business Administration

Director Full Name

Mr Ryan MAN

16. Masters Degree Programmes

16.1 Master of Accountancy Programme (MAcc)

Degree Type

• Master of Accountancy (MAcc)

Department

• Department of Accountancy, Economics and Finance (AEF)

Degree Programme Subject

• Accounting

Director Full Name

Prof ZHANG Fang

16.2 Master of Business Administration Programme (MBA)

Degree Type

• Master of Business Administration (MBA)

Department

• School of Business (school-level programme)

Degree Programme Subject

• Business Administration

Director Full Name

Prof Monique WAN

16.3 Master of Human Resources Management Programme (MHRM)

Degree Type

• Master of Human Resources Management (MHRM)

Department

• Department of Management, Marketing and Information Systems (MMIS)

Degree Programme Subject

• Human Resources Management

Director Full Name

Prof Emily HUANG

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16.4 Master of Science in Applied Accounting and Finance Programme (MScAAF)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- Department of Accountancy, Economics and Finance (AEF)

Degree Programme Subject

- Applied Accounting and Finance

Director Full Name

Ms Janet KWAN

16.5 Master of Science in Applied Economics Programme (MScAECON)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- Department of Accountancy, Economics and Finance (AEF)

Degree Programme Subject

- Applied Economics

Director Full Name

Dr CHAN Kar Lun

16.6 Master of Science in Business Management Programme (MScBM)

Degree Type

- Master of Science (M.Sc. or M.S.)

Department

- School of Business (school-level programme)

Degree Programme Subject

• Business Management

Director Full Name

Prof Monique WAN

16.7 Master of Science in Corporate Governance and Compliance Programme (MScCGC)

Degree Type

• Master of Science (M.Sc. or M.S.)

Department

• Department of Accountancy, Economics and Finance (AEF)

Degree Programme Subject

• Corporate Governance and Compliance

Director Full Name

Dr Davy WU

16.8 Master of Science in Data Analytics and Business Economics Programme (MScDABE)

Degree Type

• Master of Science (M.Sc. or M.S.)

Department

• Department of Management, Marketing and Information Systems (MMIS)

Degree Programme Subject

• Data Analytics and Business Economics

Director Full Name

Dr LIU Jing

16.9 Master of Science in Entrepreneurship and Global Marketing Programme (MScEGM)

Degree Type

· Master of Science (M.Sc. or M.S.)

Department

· Department of Management, Marketing and Information Systems (MMIS)

Degree Programme Subject

· Entrepreneurship and Global Marketing

Director Full Name

Dr Clara KAN

16.10 Master of Science in Finance (FinTech and Financial Analytics) Programme (MScFin(FTFA))

Degree Type

· Master of Science (M.Sc. or M.S.)

Department

· Department of Accountancy, Economics and Finance (AEF)

Degree Programme Subject

· FinTech and Financial Analytics

Director Full Name

Prof Aristotelis STOURAITIS

16.11 Master of Science in Marketing for the Creative Economy Programme (MScMCE)

Degree Type

· Master of Science (M.Sc. or M.S.)

Department

· Department of Management, Marketing and Information Systems (MMIS)

Degree Programme Subject

- Marketing for the Creative Economy

Director Full Name

Dr ZHANG Junfeng

17. Postgraduate Degree Programmes

17.1 Doctor of Philosophy Programme (Ph.D)

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- School of Business (school-level programme)

Degree Programme Subject

- Accounting, Economics, Finance, Management, Marketing, Information Systems

Director Full Name

Prof Kimmy CHAN

17.2 Doctor of Business Administration Programme (DBA)

Degree Type

- Doctor of Business Administration (DBA)

Department

- School of Business (school-level programme)

Degree Programme Subject

- Business Administration

Director Full Name

Prof HUANG Xu

18. Certificates, Professional Development, or Associate Programmes

18.1 Executive Education Programme (Non-degree Programme)

Degree Type

- Executive Education Programme

Department

- School of Business (school-level programme)

Degree Programme Subject

- Executive Training

Director Full Name

Dr Brandon NG

Purpose

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

19. Letter of Commitment

19.1 Dean's Letter of Commitment to PRME Principles

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Dean's Letter of Commitment to PRME Principles

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20. Define Purpose

At HKBU School of Business, Principle PURPOSE drives embedding SDGs, ethics, and sustainability into education, research, and engagement. Guided by the PRME and Sustainability Committee, we align with the University's Sustainability Policy, fostering ethical leaders to promote inclusive prosperity and thriving ecosystems through responsible management.

21. Institutional Engagement

76% - 100%

Values

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

22. RME Lead

- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Individual leader
- Interdisciplinary efforts across parent organization
- Research or issue group, society, or club leading sustainability efforts
- PRME and Sustainability Committee

23. Define Values

At HKBU School of Business, Principle VALUE emphasises the importance of organizational responsibility and accountability. It involves fostering inclusivity, promoting sustainability, and encouraging social responsibility. This principle empowers students and faculty to act with integrity, ensuring that all initiatives and educational practices contribute positively to society and the planet.

24. Student Awareness

76% - 100%

25. Celebrating Values

25.1 Celebrating Diversity and Inclusion at HKBU School of Business

Provide supporting context

HKBU School of Business celebrates values of diversity and inclusion through various initiatives. It ensures equal opportunities by providing all students with access to education and training and acts as an equal opportunity employer. EDI topics are integrated into the curriculum, with courses addressing issues like gender equality and reduced inequalities. Workshops, such as the seminar on supporting students with special educational needs, foster understanding and inclusivity. The BBA Student Ambassador Scheme connects local and international students, promoting a diverse community. Scholarships are also offered to support students from diverse backgrounds, reinforcing the commitment to an inclusive environment.

26. Student Engagement

76% - 100%

Teach

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

27. Define Teach

At HKBU School of Business, Principle TEACH involves embedding responsible management into our curriculum and pedagogy. We foster ethical leadership, sustainability, and social responsibility, transforming learning environments to equip students with skills for impactful, principled business practices that address global challenges and promote sustainable development.

28. Courses

28.1 General Education (GE) Course - Sustainability through Digitalization: Active and Responsible Citizens in the Digital World

Course code

GTSU2037

Department

- Department of Management, Marketing and Information Systems (MMIS)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To explain the concepts related to digitalization and sustainability
- To apply the prevention and intervention strategies to cope with the challenges

My course touches on the following concepts:

- The Concept of Digital Sustainability
- Prevention and Intervention Strategies for Sustainable Digitalization
- Realization of Digital Sustainability

My course implements the following pedagogies:

- Blended Learning
- Case Method

Course Description

This course aims to introduce how sustainable development can be achieved with the aid of information technologies. The course materials are organized into three themes. The first theme (understanding digital sustainability) discusses basic concepts of digitalization, digitization, and digital sustainability. The second theme (realizing digital sustainability)

provides students with insights into how state-of-the-art digital innovations can be used at the individual level (e.g., health management, sustainable urban mobility, etc.), the societal level (e.g., smart cities, sustainable product development, digital divide, etc.), and the international community level (e.g., globalization, sustainable energy, gender equality, etc.) to facilitate sustainable development. The third theme (identifying prevention and intervention strategies to cope with the challenges to digital sustainability) highlights the strategies that address the challenges in realizing digital sustainability. The course will adopt several lively approaches designed to enhance the teaching of relevant facts and concepts. By engaging students in a variety of in-class activities such as video watching, case studies, and guest talks, students will be mindful of how sustainability can be achieved through digitalization.

Relevant SDGs addressed through the course

28.2 BBA Course - Business Ethics, CSR and Impact Investing

Course code

BUSI3006

Department

• Department of Management, Marketing and Information Systems (MMIS)

The duration of my course is:

• 13 weeks

My course session format is:

• 3 hours per week

My course learning outcomes are:

• To develop a curiosity towards real-life business ethics and CSR practices, impact investing and recognize their moral obligations to individuals, workplace and societal betterment
• To apply theories and frameworks used to guide ethical decision-making

My course touches on the following concepts:

- Normative Ethical Theories and Reasoning
- Descriptive Frameworks for Ethical Decision-making
- Managing Business Ethics
- Models of CSR and Impact Investing

My course implements the following pedagogies:

- Active Learning
- Case Method

Course Description

The topics of Business Ethics, Corporate Social Responsibility (CSR), Creating Shared Value (CSV), and ESG Impact Investing are currently widely discussed in both business schools and the business world. The notion of ethical and socially responsible leadership has become a mandate for organizations (big or small, civic/social or commercial) in every business sector. Its development is further entangled with the megatrend of corporate citizenship, globalization, and sustainability. This course helps students understand this preeminent topic through the lens of guiding theoretical foundations and critical application imaginations. The focus of the course is to frame Ethics, CSR, and impact investing management within the business context, amidst the business functions of management, human resources, marketing, accounting, and finance. As such, related issues of corporate governance, trade-offs and conflicts of stakeholder groups, technology and privacy, marketing ethics, and risk communications will also be scrutinized. The emphasis of the course is two-fold: (i) apply ethical moral values and thinking to solve real business problems facing professionals; (ii) learn to develop ethical and sustainable business initiatives for impact.

Relevant SDGs addressed through the course
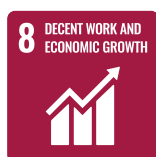
28.3 MAcc Course - Sustainability Accounting and Reporting

Course code

ACCT7055

Department

- Department of Accountancy, Economics and Finance (AEF)

The duration of my course is:

- 13 weeks

My course session format is:

- 3.25 hours per week

My course learning outcomes are:

- To assess the crucial role of accounting and disclosure in sustainability management
- To analyze and evaluate the limitations of traditional accounting systems in measuring sustainability performance and explore contemporary issues and advancements in green accounting
- To understand the principles and significance of ESG disclosure in promoting sustainability and informing stakeholders
- To apply sustainability accounting principles and practices, along with ESG disclosure frameworks, to real-world scenarios, demonstrating the ability to measure, analyze, and communicate sustainability-related performance effectively

My course touches on the following concepts:

- Sustainability and Accounting Sciences
- Reporting for Internal Decision Making
- Reporting to External Stakeholders

My course implements the following pedagogies:

- Active Learning
- Case Method
- Project-Based Learning (PjBL)

Course Description

This course aims to explore how the accounting and disclosure process provides key tools to help organizations more effectively identify and manage the risks and opportunities from sustainability. The focus is on both internal and external reporting systems. From the internal perspective, this course broadly covers discussions of contemporary advances and unresolved problems in traditional accounting as a measuring instrument of sustainability, along with an introduction to recent developments in green accounting, an innovative system that generates decision-useful information for internal firm management. From the external perspective, the course introduces ESG reporting standards and practices, assurance and verification, ESG metrics and indicators, and ESG data collection and analysis. Students will be exposed to real-world examples of how best-in-class companies have successfully implemented accounting and reporting systems to measure and communicate sustainability. By the end of this course, students will develop a comprehensive understanding of how accounting and disclosure play a vital role in providing the necessary information for internal decisions and for disclosing sustainability-related performance to all stakeholders.

Relevant SDGs addressed through the course

28.4 MHRM Course - Ethics, Culture and Governance

Course code

HRM7630

Department

• Department of Management, Marketing and Information Systems (MMIS)

The duration of my course is:

• 13 weeks

My course session format is:

• 15 hours per week

My course learning outcomes are:

• To raise ethical concerns about organisational and HR strategies and standards of HR practices in the local and international contexts

• To analyse critical compliance, corporate governance, and ethical issues that HR professionals face in the formulation and implementation of HR strategies and practices

My course touches on the following concepts:

• Codes of Ethics and Ethics Programmes

• Ethical Dimensions of HRM

• Moral Concepts and Theories

• Ethical issues and challenges in HR in the local and international contexts

• Organisation Culture and Corporate Governance

My course implements the following pedagogies:

• Active Learning

• Case Method

• Project-Based Learning (PjBL)

• Problem-Based Learning (PBL)

Course Description

Ethics, culture and governance are three pillars of corporate sustainability. They are building blocks for improving employee trust, engagement, and commitment. This course aims to promote ethics management with emphasis on the role of HR in shaping organisational culture and reinforcing good corporate governance.

Relevant SDGs addressed through the course
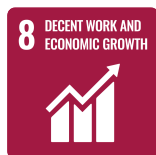
28.5 MScAAF Course - Strategic Management Accounting and Controls

Course code

ACCT7220

Department

- Department of Accountancy, Economics and Finance (AEF)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To explain the roles of strategic management accounting in the process of implementing organisational strategies

My course touches on the following concepts:

- Strategic Management Accounting
- Information for Decision-Making
- The Management Control Environment
- The Management Control Process
- Significant Situational Influences on Management Control Systems

My course implements the following pedagogies:

- Case Method
- Active Learning
- Project-Based Learning (PjBL)

Course Description

This course aims to provide students with an understanding of strategic management accounting. It examines the strategy formation processes, including data gathering structures and SWOT analysis. Performance measurement within the strategic management process will also be examined. This course also aims to provide an understanding of the management control systems as well as the use of management accounting information in business financial decision making process. Particular attention is given to the management control environment and process.

Relevant SDGs addressed through the course
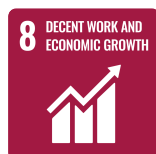
28.6 MScAECON Course - Topics of ESG and Sustainability in Economics and Finance

Course code

ECON7095

Department

  • Department of Accountancy, Economics, and Finance (AEF)

The duration of my course is:

  • 13 weeks

My course session format is:

  • 3 hours per week

My course learning outcomes are:

  • To evaluate the recent evolution of ESG and sustainability issues
  • To apply economic and finance knowledge in analyzing the challenge of ESG and sustainability
  • To examine the effectiveness of current practices of regulatory bodies, financial institutions and corporates in addressing ESG and sustainability issues

My course touches on the following concepts:

  • Climate Change Risk and Sustainability
  • Climate Change Risk and Sustainability Issues in Financial Market
  • Non-climate ESG and Sustainability Issues
 • Selected Topics in ESG and Sustainability Issues

My course implements the following pedagogies:

- Active Learning
- Case Method
- Experiential Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

This course aims to provide students with fundamental knowledge for analyzing ESG and sustainability issues by applying theoretical knowledge in economics and finance, as well as synthesizing insights from related research findings. It evaluates the issues from the perspective of global public welfare. The effectiveness of solutions in ESG and sustainability initiated by both governments and the market will be assessed. Course content will cover economics and finance, analyzing the implications of ESG and sustainability issues on the macroeconomic environment, financial markets, and firm survival. Students will gain insights into corporate strategy and government policy from macroeconomic stress scenarios related to climate risk, regulatory responses to climate change, stress testing for financial institutions, organizational economics, and agency theory of firm-based incentive strategies for ESG and sustainability, among others.

Relevant SDGs addressed through the course
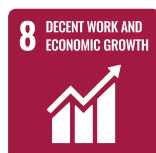
28.7 MScBM Course - Global Sustainable Investing & ESG Integration in Business

Course code

ECON7120

Department

- Department of Accountancy, Economics, and Finance (AEF)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To Identify the main drivers and barriers of ESG investing and explain the positive correlations between ESG performance and financial performance
- To differentiate different ESG investment strategies and discuss the global market developments with a focus on the Asia Pacific region und list the differences between important ESG definitions
- To validate different ESG considerations in different asset classes
- To identify the challenges of the integrating ESG factors in the investment process

My course touches on the following concepts:

- Environment, Social, and Governance (ESG)
- Recent Developments of ESG integration
- ESG Integration in the Asia Pacific Region

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

In this course, Environment, Social, and Governance (ESG) impacts on risk and return of investment will be identified. Different ESG investment approaches and strategies will be addressed and an understanding of ESG integration will be provided on how ESG will be embedded in the investment process and in valuation models. Sustainable Investing across asset classes will be discussed and different ESG Reporting standards will be assessed. Students that finish the course will be prepared for the "Certified ESG Analyst (CESGA)" certification by EFFAS (The European Federation of Financial Analysts Societies).

Relevant SDGs addressed through the course
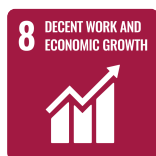
28.8 MScCGC Course - Risk, Compliance and Corporate Social Responsibility

Course code

ACCT7830

Department

• Department of Accountancy, Economics and Finance (AEF)

The duration of my course is:

• 13 weeks

My course session format is:

• 3 hours per week

My course learning outcomes are:

• To explain the key elements of establishing an effective compliance framework and implement the ESG compliance obligations
• To analyse the complex relationship amongst compliance, corporate governance, and ESG obligations, and what may go wrong where these are wrongly aligned
• To synthesize as well as aligning the ESG reporting obligations and the compliance function

My course touches on the following concepts:

• Theories of Regulation and Self-Regulation
• Ethics and CSR Theories & Standard
• Corporate Governance, Social Responsibility and Compliance Function
• Regulatory Risk and Risk Management Standards
• Corporate Compliance Standard & Framework
• ESG Reporting Guide

My course implements the following pedagogies:

• Active Learning
• Case Method
• Project-Based Learning (PjBL)

Course Description

This course aims to provide students with the foundations for identifying, establishing, and developing an organisation's regulatory risk, ESG obligations of listed entities, and establishing a compliance framework. To achieve this, the course will analyse current CSR and regulatory theories, international CSR benchmarks, and ESG obligations of listed entities in Hong Kong. Furthermore, this module will take a risk management perspective in analysing the disclosure obligations and reporting requirements of listed entities in Hong Kong.

Relevant SDGs addressed through the course

35
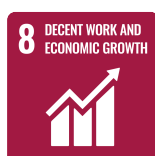
28.9 MScDABE Course - Innovation and Entrepreneurial Economy: China and Global Development

Course code

ECON7980

Department

- Department of Accountancy, Economics and Finance (AEF)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To explore the interaction among innovation, entrepreneurship and economic development
- To analyse the crucial political, social and market conditions and characteristics in both local and global context in the paths of Chines innovation and start-ups development and its sustainability in the future
- To analyse how do China's innovation paths and start-ups environment differ from those of advanced and other newly industrialized countries

My course touches on the following concepts:

- Emergence, Survival and Return of Innovation and Entrepreneurship
- Entrepreneurship in Digital Economy
- Blockchain as Facilitator of Entrepreneurial Economy
- Role of Government in Innovation and Entrepreneurship Development Progress in China and the Globe
- Internal and External Economic Institutions of Start-ups and Innovation in China and the Globe
- Institutional Factors in Global Competition and Further Case Studies

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)

Course Description

The course aims to introduce students with the basic features of the innovation and entrepreneurial development of Chinese economy, and the relationship between China and global innovation development. It would further offer insights into the determinants of entrepreneurial and innovation activities, and to provide students with toolbox of economics in evaluating economic incentives, business problems, industry sustainability, and economic policies in the context of innovation and entrepreneurship development. The path of innovation and entrepreneurial development in China would be compared to those in other advanced economies and newly industrialized economies. Real business cases would be covered to enable students' understanding.

Relevant SDGs addressed through the course
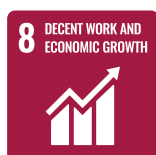
28.10 MScEGM Course - Socially Responsible Entrepreneurship in an International Context

Course code

MKTG7110

Department

• Department of Management, Marketing and Information Systems (MMIS)

The duration of my course is:

• 13 weeks

My course session format is:

• 3 hours per week

My course learning outcomes are:

• To identify major social trends and criticisms that challenge entrepreneurship in the global market
• To critically debate the roles and impacts of entrepreneurship in society by applying relevant theoretical frameworks
• To appraise the roles of consumers, business partners, regulatory bodies, and the third sector in enhancing socially responsible entrepreneurship management
• To identify opportunities and challenges of social enterprises
• To formulate a business plan for sustainable entrepreneurship

My course touches on the following concepts:

- Understanding the role of ethics and social responsibility in entrepreneurship
- Sustainability
- Interacting with major stakeholder groups in a global context
- Social Enterprise
- Contemporary issues and trends in socially responsible entrepreneurship

My course implements the following pedagogies:

- Active Learning
- Case Method
- Project-Based Learning (PjBL)
- Problem-Based Learning (PBL)

Course Description

Entrepreneurship is becoming even more challenging because society now not only expects entrepreneurs to bring in innovations and economic growth, but also demands entrepreneurs to be ethical and socially responsible in managing their business adventures. This course introduces students to major ethics and social-responsibility challenges faced by entrepreneurs in a global context. Through a critical reflection on the role of entrepreneurship in society, students can appreciate the complex dynamics between entrepreneurs and consumers, as well as the influence of other major stakeholder parties including business partners, competitors, regulatory bodies, and the third sector. We further enrich students' theoretical foundation by exploring the interrelated areas of corporate social responsibility, creating shared values, social marketing, and sustainability with real-life examples. After completing this course, students should be equipped with necessary theoretical and practical knowledge enabling them to formulate marketing strategies that balance business objectives (e.g., profitability) and societal well-being.

Relevant SDGs addressed through the course

28.11 MScFin(FTFA) Course - Policy, Regulation, and Compliance for Financial Technology

Course code

FIN7890

Department

- Department of Accountancy, Economics and Finance (AEF)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To understand Hong Kong's compliance landscape
- To master regulatory frameworks specific to Hong Kong
- To interpret Hong Kong's financial regulations
- To implement compliance procedures in banking
- To implement compliance procedures in investment

My course touches on the following concepts:

- Compliance and Regulatory Framework
- Money Laundering and Terrorism Financing
- Market Integrity and Fair Practices
- Role of Compliance in Modern Financial Institutions
- Regulatory Enforcement and FinTech
- Global Compliance Risk Management Standards and FinTech

My course implements the following pedagogies:

- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Case Method
- Active Learning

Course Description

This course provides a comprehensive overview of policy, regulation, and compliance in the Financial Technology (FinTech) sector. Students will learn about global regulatory frameworks, focusing on Anti-Money Laundering (AML), Counter-Terrorist Financing (CTF), and new licensing and regulatory requirements in digital finance. The course explores traditional compliance in financial institutions, adapting to FinTech advancements, alongside FinTech-specific compliance management strategies. Ethical considerations, consumer protection, and the socio-economic impact of FinTech are also discussed. Through case studies and expert guest lectures, students will gain practical insights into applying regulatory and compliance strategies in FinTech. The course aims to equip students with essential knowledge for navigating and contributing to the regulatory landscape of this dynamic industry.

Relevant SDGs addressed through the course

28.12 MScMCE Course - Seminars in Contemporary Marketing Issues in Creative Economies

Course code

MKTG7180

Department

- Department of Management, Marketing and Information Systems (MMIS)

The duration of my course is:

- 13 weeks

My course session format is:

- 3 hours per week

My course learning outcomes are:

- To explain contemporary topics, trends and issues in marketing
- To apply concepts and theories learned in marketing and related disciplines in greater depth
- To critically analyze and evaluate the prevailing marketing challenges and issues influencing strategy decision-making and to make recommendations
- To apply relevant analytical and problem-solving skills and with a sense of social responsibility

My course touches on the following concepts:

- Digital and Social Media Marketing
- Services Marketing and Customer Relationship Management
- Marketing Communications and Branding
- Global Marketing
- Marketing for Creative Nonprofits and Social Enterprises
- Green Marketing and Socially Responsible Marketing
- Culturepreneurship/ Entrepreneurial Marketing

My course implements the following pedagogies:

- Active Learning
- Case Method

• Problem-Based Learning (PBL)

• Project-Based Learning (PjBL)

Course Description

Recent decades have witnessed an unprecedented growth in the creative economy, becoming one influential sector of the global economy. This course is designed to reflect a trend toward a synergy between the arts and marketing in businesses, as well as to equip students with comprehensive and up-to-date marketing knowledge and skills necessary to navigate the ever-changing marketing landscape in the creative economy. Case study analysis, industry visits, and guest lectures will be arranged. Industry practitioners working in creative sectors (and related disciplines) will be invited to share their experiences, insights, and contemporary practices, with an aim to strengthen students' analytical and problem-solving skills and to prepare them for roles in organizations within the creative industries in both the public and private sectors. These opportunities provide a platform enabling students to explore and discuss more "cutting edge" and specialized topics in the field of cultural and creative marketing. The course covers topics ranging from the critique of the development of the creative industries, brand management and marketing communications, services marketing, ethics, socially responsible practice, and culturepreneurship. Through analysis of these topics, students will be asked to interpret marketing theory in the context of the creative industries, evaluate how companies perform in their marketing activities, and make innovative recommendations.

Relevant SDGs addressed through the course

29. Teaching Awards

29.1 Individual Teaching Award

Award Granter

HKBU School of Business

Award Grantee

Dr WONG Kin Ming, Senior Lecturer, Department of Accountancy, Economics and Finance (AEF)

Description of Award

Dr WONG Kin Ming brings a wealth of industry experience and research expertise, particularly in sustainability, to enrich students' learning experiences. Dr WONG serves as the Associate Director (Knowledge Transfer) of the Centre for Sustainable Development Studies (CSDS), where he promotes education for sustainable development to a wide scope of audience, including secondary school students, professionals, and civil servants. Beyond the classroom, he has developed impactful service-learning courses that foster empathy and community engagement among students.

[Award link](#)

29.2 Service-Learning Mini-Grants for MKTG2005 Marketing Management

Award Granter

HKBU Centre for Innovative Service-Learning

Award Grantee

MKTG2005 Marketing Management

Description of Award

HKBU's service-learning ethos emphasizes aiding the underprivileged, aligning with Caritas' mission to support the "Last, the Least, and the Lost." This commitment is further supported by the HKBU Service-Learning Mini Grant, which provides funding to enhance community engagement projects. To foster student involvement, Mr Barry Hung from the Department of Management, Marketing, and Information Systems redesigned the MKTG2005 Marketing Management curriculum for the 2023/24 Summer Program and 2024/25 Semester 1 to incorporate service-learning elements. This initiative enables students to develop marketing strategies for beneficiaries at Caritas Mok Cheung Sui Kun Community Centre, empowering them to launch entrepreneurial ventures that improve their quality of life. The collaboration has filled a critical gap in Caritas' services by equipping staff with essential marketing knowledge, recognized by the International Holistic Competency Foundation in February 2025 for enhancing competencies in Communication, Creativity, and Teamwork. Beneficiaries reported feeling respected and supported, appreciating the opportunity to review student-created marketing plans. Visiting HKBU and participating in presentations enriched their experience, providing professional guidance they previously lacked. Students also found the feedback sessions invaluable, allowing them to refine their marketing strategies against industry standards. Many expressed gratitude for the practical advice, which helped them improve their proposals and align their ideas with real-world applications. This partnership has significantly impacted both students and the community.

30. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Financial incentives
- Publication or research support

31. Teaching Voices

31.1 Cultivating Climate Champions: Art's Role in Business Students' Sustainability Education

Provide supporting context

HKBU School of Business is pioneering a unique approach to business education by integrating art into its curriculum. The initiative, known as "Out of the Curve", aims to deepen students' understanding of sustainability and climate change while challenging traditional economic metrics. In his article for *Times Higher Education*, Mr Ryan MAN, Associate Dean (Undergraduate Studies) discusses how this transdisciplinary project encourages students to explore values beyond GDP, focusing on human well-being and sustainability.

Launched on April 10, 2025, "Out of the Curve" is a collaborative effort with the Academy of Visual Arts (AVA), involving over 250 business and visual arts students. The exhibition showcased more than 60 creative works by business students, including videos, photographs, songs, drawings, and infographics. Seven interactive installations designed by AVA students further enhanced the visitor experience, inviting engagement with themes of happiness, community, social connection, inequalities, and environmental sustainability.

Prior to the exhibition, students participated in workshops that bridged artistic expression and macroeconomic concepts. They explored self-discovery through vlogging, expressed emotions through music, and captured economic ideas visually through photography and drawing. This hands-on approach allowed students to connect with the human stories behind economic data, emphasizing the real-world implications of abstract concepts.

During the opening ceremony, Mr MAN urged attendees to "think out of the curve," encouraging them to embrace uncertainty and interdisciplinary collaboration as catalysts for creativity in both art and economics. He emphasized the importance of moving beyond traditional metrics to foster a more balanced view of economic growth that prioritizes sustainability.

Through projects like "Out of the Curve", the School is fostering a new generation of leaders equipped to address global challenges. This initiative not only enhances students' emotional intelligence and critical thinking skills but also inspires them to become climate champions. Positive feedback from students reflects a transformation in their perspectives, showcasing the powerful synergy between artistic expression and economic understanding.

By redefining business education through art, the School is empowering students to drive meaningful change in their communities, ultimately laying the groundwork for a more sustainable future.

Mr Ryan MAN's Article

https://www.timeshighereducation.com/campus/use-art-cultivate-business-students-understanding-climate-change

32. Fostering Innovation

To a great extent

33. Experiential Learning

To a great extent

34. Learning Mindset

To a great extent

35. Method of Teaching and Learning

In person

Research

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

36. Define Research

At HKBU School of Business, Principle RESEARCH is defined as a systematic investigation that generates knowledge to enhance responsible management and educational practices. It emphasizes interdisciplinary collaboration, practical relevance, and ethical considerations, aiming to address real-world challenges and inform policy-making for positive societal impact.

37. 2024 Publications

101

38. 2024 Publications on Sustainable Development and/or RME

58

39. Research Funding

- • Institution Specific
- • Local
- • Regional
- • National
- • International

40. Socializing Research

- • International media
- • Local media
- • National media
- • Open-access platforms
- • Public events and lectures
- • Research collaborations
- • Social media and digital outreach

41. Research Projects

41.1 China, Asia and Africa: Cooperation in Climate Adaptation

Who is involved in the project

• Prof CHENG Yuk Shing (PI), Dr WONG Kin Ming (Co-I)

Department

• Centre for Sustainable Development Studies (Research Centre)

This research project covers:

Period covering

September, 2023 - September, 2024

Describe the research project

In light of the serious climate challenges facing Global South countries, the Centre for Sustainable Development Studies, Hong Kong Baptist University (HKBU-CSDS) will partner with Oxfam Hong Kong to conduct research and to hold a workshop and a webinar series to deepen stakeholders' understanding on the cooperation of China, Asia and Africa in climate adaptation. The partnership aims to utilise HKBU's research capacity, the Oxfam's network and knowledge of local communities in the regions to support relevant stakeholders to do better in their policy advocacy, communications, fund-raising activities and strategic planning.

41.2 China's Global Development Initiative: What and How Can the Global South Benefit from it on Climate Resilience, Poverty Reduction and Food Security?

Who is involved in the project

• Prof CHENG Yuk Shing (PI)

Department

• Department of Accountancy, Economics and Finance (AEF)

This research project covers:

Period covering

November, 2024 - August, 2025

Describe the research project

The world is now halfway through the implementation of the United Nations (UN) 2030 Agenda for Sustainable Development; unfortunately, the progress is not satisfactory. Among the approximately 140 specific goals that can be assessed, half show moderate or severe deviations from the expected progress. More than 30% of the goals have shown no progress or even regression. The UN has called for immediate action to improve the situation.

In response, the Chinese government proposed the action-oriented Global Development Initiative (GDI) in 2021 to reshape the international development cooperation model and aid strategy. It has initiated various projects to advance policy dialogue, share experiences, enhance capacity building, and promote practical cooperation in multiple fields, with the objective of creating a new model of inclusive international development cooperation to revitalise the 2030 Agenda.

This project provides insights into China's aid strategy and the international cooperation strategy of the Chinese government, especially in the areas of climate resilience, poverty reduction, and food security. It examines the specific characteristics of GDI projects and the potential roles of stakeholders in China and other Global South countries in participating in the GDI.

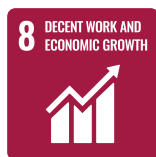## 41.3 Shareholder Preferences and Pollution Outsourcing

Who is involved in the project

- Prof LIU Sibo (PI)

Department

- Department of Accountancy, Economics and Finance (AEF)

This research project covers:

8 DECENT WORK AND ECONOMIC GROWTH

Period covering

December, 2024 - December, 2026

Describe the research project

Pollution activities, known to produce negative externalities, necessitate effective regulation. However, the practice of outsourcing pollution undermines the effectiveness of nationwide controls. While policymakers often discuss pollution relocation and carbon leakage, firm-level evidence remains limited due to data constraints. This study aims to bridge the gap by providing systematic, firm-level evidence of pollution outsourcing driven by financial market mechanisms.

U.S. firms are subject to strict environmental regulations by the U.S. Environmental Protection Agency (EPA) and financial market participants, as evidenced by the Environmental, Social, and Governance (ESG) trend. However, US firms can offshore production to countries with less stringent environmental policies, like China. This creates an incentive for firms to reduce domestic production of toxic emission-generating products and source them from firms operating in regions with more lenient environmental standards.

Firms function to maximize shareholder value, and when shareholders prioritize the environment, they can influence management. However, they may only consider the domestic environmental impact, overlooking the international effects of corporate decisions. This bias could stem from the fact that shareholders bear the environmental consequences within their own country, but are insulated from the polluting activities in a remote country.

In this proposed study, we plan to use detailed US import transaction data to estimate the impact of environment-related proposals submitted by shareholders on a firm's pollution outsourcing activities. We hypothesize that firms adjust their productions and source products that require toxic emissions from countries with lenient environmental standards. To investigate the resultant pollution activities of global suppliers, we focus on the major trade partners, US and China. We aim to match the rich suppler information in the US import transaction data with China's firm census and pollution database. We further gauge the health risks induced by these outsourcing activities for local residents in the regions where the suppliers are located.

This study represents a contribution to the discourse on environmental policy and global climate change. It explores how financial market mechanisms can drive pollution outsourcing, a largely unexplored topic. If U.S. firms are found to be outsourcing pollution to countries with more lenient environmental standards, it could necessitate a reassessment of what it truly means for a firm to be 'green' within the ESG trend. The study highlights the need for environmental rules that cover both domestic and international issues effectively.

42. Research Awards

42.1 Asia Women Tech Leaders Award (AWTLA) 2025

Award Granter

Asia Women Tech Leaders Award (AWTLA)

Award Grantee

Prof Christy CHEUNG

Description of Award

Prof Christy CHEUNG has been honoured among Asia's 50 most influential women tech leaders at the prestigious Asia Women Tech Leaders Award (AWTLA) 2025. The AWTLA recognizes 50 outstanding women leading Asia's tech revolution. Prof CHEUNG's selection as an AWTLA 2025 winner highlights her significant contributions to information systems research, particularly in promoting inclusive and responsible technology use. Her recent research on maternal mHealth apps reveals that underprivileged expectant mothers, especially women of color, face systemic inequalities that limit the effectiveness of these digital health tools. This vital research is shaping the design and regulation of mHealth technologies.

[Award link](#)

42.2 Outstanding Research Output Awards

Award Granter

HKBU School of Business

Award Grantee

Prof Christy CHEUNG, Prof WANG Zi

Description of Award

Outstanding Research Output Awards is a new initiative by HKBU to recognise and honour exceptional research outputs produced by the HKBU research community, with a primary focus on evaluating the merit and quality of individual research outputs, considering their originality, significance, and rigour. Prof Christy CHEUNG, received the award for her interdisciplinary research paper, "Bystanders Join in Cyberbullying on Social Networking Sites: The Deindividuation and Moral Disengagement Perspectives". This research addresses critical issues of digital wellness and safety by examining how "bystanders" contribute to harmful online behaviours. By integrating multiple disciplines, including psychology, digital behaviour, and social media, Prof CHEUNG's work enhances the understanding of technology's impact on online collective deviant behaviours. Prof WANG Zi was awarded for his study, "Trade Wars and Industrial Policy Competitions: Understanding the US-China Economic Conflicts", which is one the first quantitative assessments of the impacts and interactions of the US-China trade conflicts and industrial policy competitions. He argues that the US-China trade conflicts effectively reflect strategic contests over industrial policies. His research has far-reaching implications, influencing various aspects of daily life and the business world. The interdisciplinary significance of his findings aids academics, professionals in mental health and healthcare services, governments, and the business sector in understanding trade policy implications.

[Award link](#)

42.3 Rising Star Research Grant 2024–25

Award Granter

Hong Kong Baptist University

Award Grantee

Prof Shirley ZOU

Description of Award

The prestigious "Rising Star Research Grant 2024–25" recognises outstanding early-career researchers whose work demonstrates exceptional promise and impact. Prof ZOU's awarded project, tentatively titled "Regulating Plastic Bags: Evidence from China's Supermarket Industry", addresses one of the most pressing environmental challenges of the modern era—plastic pollution. Her research explores the effectiveness of plastic bag regulation in shaping consumer behaviour, using a proprietary panel dataset that tracks plastic bag usage by 150,000 consumers across 333 cities in China. The study evaluates the impact of a national policy banning non-degradable plastic bags, which was implemented in selected cities in January 2021. These bags were replaced with biodegradable alternatives priced significantly higher, offering a unique opportunity to assess real-world behavioral responses. Leveraging individual-

level data from Alipay, a popular mobile payment app in China, Prof. ZOU and her co-authors study how people's use of plastic bags changed after a new policy was introduced. This data includes information about users' eco-friendly habits and spending patterns. By comparing cities that enforced the policy with those that did not, the researchers can see how effective the policy was. They also explore how the policy may have influenced other shopping behaviours and whether different groups of people responded in different ways. This timely research promises to advance the understanding of environmental regulation effectiveness, offering data-driven insights to inform future sustainability initiatives and consumer engagement strategies for plastic waste reduction.

[Award link](#)

43. Research Presentations

43.1 From Policy to Practice: A Bibliometric Analysis of the Real Effects of SDG5 on Gender Equality in STEM Disciplines

This is a

- Conference paper/proceedings

Authors

- Dr Jueni LYI, Department of Management, Marketing and Information Systems (MMIS), HKBU
- Ms Grace Yuekun GAO, Department of Management, Marketing and Information Systems (MMIS), HKBU
- Prof Christy CHEUNG, Department of Management, Marketing and Information Systems (MMIS), HKBU
- Ms Snow WANG, Department of Management, Marketing and Information Systems (MMIS), HKBU
- Dr Jingwen MU, Institutional Research and Strategic Planning, HKBU

Date of publication

August, 2024

What conference was this presented at?

- International Conference on Sustainable Development

Abstract or Summary of Publication

The realization of the Sustainable Development Goals (SDGs) hinges on the comprehensive fulfillment of the needs of all global citizens, particularly women. Introduced in 2015, SDG5 calls for collective action to achieve gender equality and empower all women and girls, a pivotal objective that underpins the success of the entire SDG framework (Beloskar et al., 2024). Despite considerable attention to advancing gender equality across various contexts, there remains a lack of empirical research evaluating the actual progress of SDG5 within the field of scientific discoveries – an essential element influencing real-world practice, policy formulations, organizational decisions, and individual behaviors (Laudan, 1984).

In fact, gender inequality in academia has long been a documented issue, especially in STEM (Science, Technology, Engineering, and Mathematics) disciplines. Previous studies have shown that women, compared to their male counterparts, publish approximately one-third fewer papers (Mairesse & Pezzoni, 2015), generate fewer commercial outcomes (Whittington & Smith-Doerr, 2005), and receive less recognition for their scientific contributions (Ross et al., 2022). Given that SDG5 aims to enhance the status of women, there is an expectation for increased involvement of female researchers in this area of study, both to advocate for their common interests and to provide a richer diversity of perspectives. However, the degree to which the academic achievements of female researchers, such as their citation impact, are recognized on an equitable basis continues to be a matter of uncertainty. This ongoing issue raises concerns about the fairness and inclusivity of academic evaluation processes.

Against this backdrop, our study examines the current progress of the SDG5 initiatives within the STEM disciplines through a bibliometric analysis. Using a large scale dataset sourced from Scopus (and SciVal), one of the largest bibliometric databases in the world, we conducted comparative exploratory analyses to investigate the gender differences in both scientific activeness (i.e., the number of articles) and scientific performance (i.e., the citation of articles) under SDG5. Our empirical analysis reveals that the STEM disciplines are less attentive on SDG5 topics. In addition, female scholars tend to publish more SDG5 studies but exert less impact on academic society compared to their male counterparts.

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

The findings of this study provide significant implications for future policy development. First, by scrutinizing the progress of SDG5, our research will inform the refinement of policies to better reflect the changing landscape of gender equality as we approach the target year of 2030. This assessment allows for necessary adaptations and adjustments to be made, ensuring that policies are more effectively aligned with the evolving dynamics of gender equality. Second, this research will provide an in-depth analysis of gender equality within the academic sphere, offering nuanced insights into the challenges and disparities that persist.

Lastly, as scientific research plays a critical role at the forefront of economics, policy development, and organizational and individual decision-making, this study will also offer valuable practical insights into gender equality in broader areas.

This research covers (Department):

> • Gender Equality

This research covers (SDGs):

Is this available through open access?

> • Yes

[Publication link](#)

44. Share Publications

44.1 China's Climate Aid for the Global South—Changing Approach and Evolving Institutions

This is a

> • Peer-reviewed article

[DOI](#)

Authors

> • Prof CHENG Yuk Shing, Department of Accountancy, Economics and Finance (AEF) & Centre for Sustainable Development Studies (CSDS), HKBU
> • Dr CHUNG Man Kit, Centre for Sustainable Development Studies (CSDS), HKBU
> • Dr WONG Kin Ming, Department of Accountancy, Economics and Finance (AEF) & Centre for Sustainable Development Studies (CSDS), HKBU

Date of publication

March, 2025

Abstract or Summary of Publication

The shortage of climate finance is a key hindrance to the achievement of the United Nations' Sustainable Development Goals (SDG) 13 on Climate Action. This article reviews and analyzes China's increasing involvement in climate finance among the Global South Countries (GSCs), amidst the substantial funding gap left by North–South cooperation. GSCs face a stark disparity between the required trillions for climate action and the insufficient billions currently allocated. China's response, through South–South cooperation, includes a diversified aid package and institutional reforms to streamline foreign aid. Despite these efforts, challenges such as institutional fragmentation and coordination complexities persist. The article underscores the necessity of refining China's institutions to improve the effectiveness of its climate aid—a crucial step as the country takes on an increasingly significant role in global climate leadership.

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

This paper provides a unique analysis of China's complex climate aid strategies and institutional dynamics using a qualitative approach. This paves the way for further studies with rigorous testing of hypotheses once more systematic data becomes available in the future.

This research covers (Department):

• Sustainability

This research covers (SDGs):

Is this available through open access?

• Yes

[Publication link](#)

44.2 Corporate Social Irresponsibility and the Occurrence of Data Breaches: A Stakeholder Management Perspective

This is a

• Peer-reviewed article

[DOI](#)

Authors

• Dr Zabihollah REZAEE, University of Memphis
• Prof ZHOU Gaoguang, Department of Accountancy, Economics and Finance (AEF), HKBU

• Mr BU Luofan, Department of Accountancy, Economics and Finance (AEF), HKBU

Date of publication

June, 2024

Abstract or Summary of Publication

Ever-increasing data breach incidents are destroying firms' operations and financial sustainability. We examine the association between corporate social irresponsibility (CSIR) and data breach incidents, stock market reactions to these incidents, and how the affected firms respond to data breaches. Using a sample of 24,456 observations from 2005 to 2018, we find a positive and significant association between CSIR and the occurrence of data breaches. More importantly, CSIR, regarding employee, community, and corporate governance issues, is more likely to result in internal data breaches, and environmental concerns can trigger external attacks. In contrast, product concerns can lead to both internal breaches and external attacks. Consistent with our prediction, the negative stock market reaction to data breaches is more pronounced in CSIR than in non-CSIR firms. Finally, we show that firms respond to data breaches by establishing corporate social responsibility (CSR) committees. Firms with such committees, especially those with robust CSR committees, are more likely to react to data breaches by mitigating CSIR. Our results offer important and timely policy, practice, and research implications as data breaches persist.

This research covers (Department):

• Department of Accountancy, Economics and Finance (AEF)

This research covers (SDGs):

Is this available through open access?

• No

[Publication link](#)

44.3 Revenue Analysis of Spot and Forward Solar Energy Sales in Texas

This is a

• Peer-reviewed article

[DOI](#)

Authors

- Dr Han QI, Shenzhen University
- Dr CAO Kang Hua, Department of Accountancy, Economics and Finance (AEF), HKBU
- Dr WOO Chi Keung, Centre for Sustainable Development Studies (CSDS), HKBU
- Dr Raymond LI, University of Canberra
- Dr Jay ZARNIKAU, University of Texas

Date of publication

March, 2024

Abstract or Summary of Publication

Texas is the largest electricity-consuming state in the United States and leads the nation in variable renewable energy (VRE) development. It projects a huge increase in solar plant construction, despite VRE development's "cannibalization effect" on the investment incentive for solar generation and the rising popularity of short-term VRE power purchase agreements in the United States. Our empirical investigation of short-term spot and forward solar energy sales first uses Texas's monthly wholesale electricity market data for February 2016 to December 2021 to forecast the average daytime (07:00–19:00) spot energy prices and their standard deviations for forward-looking periods of one year, three years, five years and ten years. It then applies the price forecast results to analyze the revenue forecasts for a solar generation developer's spot and forward energy sales, revealing that a new solar plant's revenue forecast level (respectively, volatility) increases (respectively, decreases) with a short-term solar power purchase agreement's forward energy price. When the forward energy price is below (respectively, above) the spot energy price forecast, the developer's short-term power purchase agreement offer in response to a loadserving entity's VRE procurement auction announcement is for a megawatt-fraction (respectively, 100%) of the plant's energy output.

This research covers (Department):

- Department of Accountancy, Economics and Finance (AEF)

This research covers (SDGs):

Is this available through open access?

- No

[Publication link](#)

Partner

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

45. Partners, Accreditation Bodies, Associations, etc.

• AACSB (Association to Advance Collegiate Schools of Business)
• AMBA (Association of MBAs)
• EFMD (European Foundation for Management Development)
• Financial Times
• Local institutions and associations
• Quacquarelli Symonds (QS)
• Times Higher Education (THE)

46. Define Partner

At HKBU School of Business, Principle PARTNER emphasises collaboration with stakeholders from business, government, civil society, and academia. This engagement fosters responsible and accountable management education and practices, ensuring that diverse perspectives contribute to effective solutions for contemporary challenges in management and society.

47. Student Partners

• AIESEC

48. Partnerships

48.1 Rainbow Foundation - Sustainability Youth Ambassador Program

Period this affiliation covers

April, 2025 - April, 2026

This organization is a:

• Rainbow Foundation is a registered charitable institution recognized by the Hong Kong Government

Purpose of work with this organization

• Sustainability Youth Ambassador Program

Describe your work with this organization

The Centre for Sustainable Development Studies (CSDS) of the HKBU School of Business is partnering with Rainbow Foundation as a supporting institution for the Sustainability Youth Ambassador Program. Over 10 HKBU business students are representing the university as Youth Ambassadors in the program, actively promoting social inclusion and environmental sustainability. Their involvement includes a range of activities focused on these key areas.

On 19th April 2025, Mr LEUNG Wang Ching, BBS, JP, Under Secretary for Home and Youth Affairs, presented commendation certificate to the CSDS Director Prof CHENG Yuk Shing and the participating students at a ceremony recognising their contributions to the programme.

"Sustainability Youth Ambassador Program" aims to empower university and high school students to become leaders in promoting social sustainability. By designing and leading social service activities on topics such as environmental protection, innovation and technology, historical culture, and civic education, the program enhances their empathy and a sense of responsibility while fostering a caring and inclusive social impact.

The program further promotes cross-sector collaboration between schools and community organizations, leveraging resources and expertise to organize activities funded by the government and corporations. It seeks to promote the United Nations Sustainable Development Goals (SDGs) to the public, collaboratively building supportive and vibrant communities, and contributing to the sustainable development of our city.

48.2 Société Générale de Surveillance (SGS) - White Paper on Sustainable Supply Chain Finance

Period this affiliation covers

February, 2025 - July, 2025

This organization is a:

- Testing, Inspection and Certification Company

Purpose of work with this organization

- To develop the "Supply Chain Emissions Reduction Financial Toolbox" to confidently assess and support sustainability-linked finance initiatives

Describe your work with this organization

The HKBU School of Business has partnered with SGS to create a white paper on green supply chain finance, launched at the "2025 Manufacturing Digital Expo Sub-forum" in Shanghai. This report addresses the challenges SMEs face in transitioning to sustainable practices due to limited capital and inconsistent environmental data.

The white paper introduces the "Supply Chain Emissions Reduction Financial Toolbox," developed by Prof Gaoguang ZHOU. This toolbox offers banks data-driven metrics (like carbon footprints and renewable energy usage) to better support sustainability-linked finance. Additionally, it proposes an integrated model that aligns policy goals with financial innovation, suggesting tailored decarbonization paths and financing designs, such as linking lower interest rates to verified sustainability improvements for smaller suppliers.

48.3 Fullness Social Enterprises Society - HKBU BBA Summer Day Camp 2025

Period this affiliation covers

July, 2025 - July, 2025

This organization is a:

• Non-Governmental Organisation

Purpose of work with this organization

• HKBU BBA Summer Day Camp 2025

Describe your work with this organization

The HKBU BBA Summer Day Camp, held on July 14-15, 2025, successfully gathered 65 secondary school students from 40 schools for a two-day program focused on social innovation, sustainable business, and social impact. Participants gained insights into how businesses can effect positive social change while enhancing their entrepreneurial skills.

The camp featured experiential learning, blending theory with practical application. Activities included lectures from faculty and social enterprise leaders on topics like social entrepreneurship and design thinking. Students also participated in a Diversity Hub Tour at Chungking Mansions, engaging with ethnic minority youth to understand their challenges and career opportunities.

On the second day, a Mölkky Workshop led by Inherited Sports allowed students to develop teamwork skills while interacting with diverse coaches. Under the guidance of faculty, they learned to articulate social impact and pitch business ideas aimed at supporting ethnic minorities.

The program concluded with a business idea competition, where students presented innovative solutions for improving social mobility for ethnic minorities. Awards were given for Business Sustainability, Social Impact, and Best Presenter. A closing dinner at Eaton Hong Kong provided a celebratory end to the camp, featuring insights from special guests on the power of social enterprises.

Practice

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

49. Define Practice

At HKBU School of Business, the PRME Practice Principle is enacted through University-wide RME policies and a School-focused EDI policy. These frameworks guide stakeholders to align with the school's commitment to sustainability, cultivating ethical leadership and social responsibility while promoting initiatives for sustainable development and positive societal impact.

50. RME Practices

- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Greenhouse gas emissions
- Responsible procurement policies
- Sustainability strategy or strategic plan (school or university level)
- Water
- Zero-waste guides

51. RME Policies

51.1 HKBU / HKBU School of Business RME Policies

Upload or select a document

HKBU RME Policies	View document ⬈ Download document ⬇

52. Practice Awards

52.1 2023 Finalist in Green Building Award

Award Granter

The Hong Kong Green Building Council

Award Grantee

The Crop Science Laboratory on the roof of Sir Run Run Shaw Building, HKBU

Description of Award

The latest addition to the Department of Biology, the Crop Science Laboratory, supports advanced research and provides precise controlled environment for the study of bioresource and agriculture and environmental health. This project also exemplifies our commitment to quality design and a greener campus. Green building features adopted in the Crop Science Laboratory include: - Green roof - Green walls of different systems with recycled water irrigation - Low-E glass for the building envelope - Air-quality improvement photovoltaic system - Wind turbine - Smart system for indoor thermal and lighting control

[Award link](#)

52.2 2023 Hong Kong Awards for Environmental Excellence - Silver Award (Public and Community Services)

Award Granter

Hong Kong Awards for Environmental Excellence (HKAEE)

Award Grantee

HKBU

Description of Award

HKBU has been awarded the Silver Award at the "2023 Hong Kong Awards for Environmental Excellence" in the public and community services sector. This prestigious recognition, often referred to as the "Oscars of Environmental Excellence", showcases our commitment to environmental management and sustainable development.

[Award link](#)

Share

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

53. Define Share

At HKBU School of Business, Principle SHARE highlights that transparent sustainability reporting fosters stakeholder engagement with SDGs and PRME. This transparency boosts our global recognition for sustainability efforts and cultivates a culture of responsible management, promoting active participation in sustainable initiatives.

54. Transparent Engagement

• Boards and advisory committees

• Annual reports

• Community events and consultation forums

• Partnerships with local organizations

• Public events and panel discussions

• Publicly accessible sustainability data and dashboards

• Sustainability-focused research and collaboration Opportunities

• Feedback mechanisms (e.g., surveys, suggestion boxes)

55. Audiences

• Accreditation bodies

• Alumni and donors

• Boards and advisory committees

• Business and industry partners

• Chamber of commerce and local communities

• Faculty and staff

• Government and policy makers

• Media and public relations channels

• Non-governmental organizations (NGOs)

• Prospective and current students

• Research and academic networks

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