PRiME Principles for Responsible Management Education

Sharing Information on Progress Report 2016

Auckland University of Technology Business School
New Zealand
AUT Business School Mission

AUT Business School graduates thrive in the changing world, readied through an authentic, practice-based learning environment. Partnerships with business are systemic across the School providing opportunities for our stakeholders locally and internationally. Expert staff and research students create knowledge that matters to academe, business and society.

Commitment to the PRME

As an institution of higher education involved in the development of current and future managers and professionals, Auckland University of Technology Business School remains committed to progressing our implementation of the Principles for Responsible Management Education and reporting on progress to all our stakeholders and academic peers.

The School believes in the importance of ethical, responsible and sustainable business practice, and we see our role as business educators and thought leaders as integral to promoting dialogue and practice in this space.

The AUT Business School’s first Sharing Information on Progress Report, submitted in February 2014, followed closely on our membership to the PRME initiative (confirmed in November 2013). We approached our first report as a stocktake of the School’s PRME-related activities and identified a good range of actions underway to embed and incorporate aspects of responsible management education into AUT Business School curricula, research, and engagement activities.

In this second report on progress, the focus is on highlighting new undertakings and particular successes or challenges. Of key importance to the School is ensuring the inclusion of ethics, sustainability and responsible management theory and practice in undergraduate and postgraduate curricula.

Professor Geoff Perry
Dean and Pro Vice-Chancellor
Faculty of Business and Law
Auckland University of Technology
Implementing the PRME Principles – 2014 and 2015

1. **Principle 1 | Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

1.1. The University established a “Vice Chancellor’s Taskforce for Sustainability” in 2012. The Taskforce’s role is to develop, progress and monitor AUT’s Sustainability Goals. A webpage keeps students, staff and the public informed on how to engage with sustainability initiatives at AUT: [http://www.aut.ac.nz/about-aut/sustainability-at-aut](http://www.aut.ac.nz/about-aut/sustainability-at-aut).

The overarching principle guiding AUT’s sustainability goals is the World Commission on Environment and Development’s definition of sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Further principles underpinning the AUT sustainability goals are:

- Enhancing understanding of sustainability through learning, teaching and research;
- Consulting appropriately and encouraging debate on sustainability-related issues;
- Encouraging responsible use of resources within the University and within the wider community; and
- Recognising that we all have responsibility for sustainability while acknowledging and working with Māori in their role as kaitiaki (guardians) of our natural environment.

**Implementing strategy in the School**

1.2. Since joining the PRME in 2013, the School has used this as a banner under which to organise and coordinate School activities aligned to both the PRME and AUT’s sustainability strategy.

In 2013 the School established a PRME Steering Group. The academic lead of this group is Professor of Business and Sustainability, Marjolein Lips-Wiersma, who was appointed in 2015 to lead development of a Sustainable Enterprise major in the Bachelor of Business and other sustainability-related activities.

The group also includes the Directors for undergraduate, postgraduate professional and research programmes, the Associate Deans for research, learning and teaching, and international and engagement, and the Faculty Accreditation Manager.

The PRME Steering Group develops and monitors the progress of an annual action plan, with members taking responsibility for actions within their portfolio areas. The Group also established an annual, contestable project fund (the PRME Movers Fund) to support projects aligned to the PRME principles.
2. Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

2.1. The central tenet of the University’s 2012 to 2016 Strategic Plan, evident across all strategic foci (learning and teaching, research and scholarship, staff, engagement with communities, and continuous development) is the aspiration to make an increasing contribution to social, cultural, environmental and economic wellbeing. Three themes that clearly align with the PRME principles are:

- **Diversity and inclusion** – The University recognises the special place of Māori as tāngata whenua (indigenous people of New Zealand), and aims to advance the aspirations and achievement of all staff and students.
- **Engagement** – Engagement with business, the professions, government, and communities, in the Auckland region and New Zealand, for mutual benefit, is embedded across University activities.
- **Sustainability** – the University has initiated a programme of sustainable development that covers curricula, research, facilities and operations, and addresses social, cultural, environmental and economic issues. This programme is strengthened by the involvement of students in a number of sustainability projects (such as the AUT waste audit), coordinated by the student association’s sustainability officer, working with AUT’s sustainability manager.

**Values in action**

2.2. The Business School has a number of strategies and initiatives in place (in addition to the PRME Steering Group) to channel University values into School activities.

- The Diversity Committee, operating under the University Diversity Plan, is working on a number of projects, including:
  - promoting equity and diversity in staff recruitment;
  - promoting diversity awareness and acceptance;
  - gaining accreditation from “Be. Accessible,” a national organization representing people with access needs;
  - establishing staff support groups for parents with young children and adults with aged care responsibilities; and
  - incorporating diversity issues and topics into the Bachelor of Business degree’s first year compulsory course, Business in Context.

- The Programme Director of Equity Initiatives implements support programmes aimed at increasing Māori and Pacific Island student success and participation at undergraduate and postgraduate level. Work has extended to support business students at the University’s South Campus, serving the South Auckland region, which has the highest population of Māori and Pacific Island people in the country.

- The Business School’s Strategic Plan has a strong emphasis on engagement and collaboration with business and broader society is at the heart of the School’s teaching and research endeavours.
3. **Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

3.1. Of key importance to the School is ensuring the inclusion of ethics, sustainability and responsible management theory and practice in undergraduate and postgraduate curricula. There are courses in the accounting, economics and management disciplines that address these topics. Additions in the last two years include Social Entrepreneurship in the undergraduate Entrepreneurship and Innovation major, Sustainable Enterprise Strategies in the Master of Business, and a compulsory core course in the MBA, Sustainability and Change.

**Sustainable Enterprise**

3.2. A substantial contribution to furthering education efforts in PRME-related topics is the establishment of a Sustainable Enterprise major in the Bachelor of Business degree. The School’s 2014 Sharing Information on Progress Report noted the 2013 launch of this programme, and over the last two years there has been steady development, as popularity of the major grows and the first enrolments enter their third-year internships. In 2016 there is a very diverse group of over 70 students enrolled in the programme and 100 graduate experts in Corporate Responsibility/Sustainability practice are expected by 2018.

The Sustainable Enterprise major is an innovative degree (both in content and teaching practice). Students are recommended to pair it with functional majors such as accounting, communications, design, economics, international business, management, or marketing.

The degree aims to create students who have big minds but practical feet. Therefore teaching methods increasingly include a combination of critical theory-informed reflection and practice. The first year course, Leadership and Sustainability has been redesigned in 2015 and from 2016 onward will involve a significant service-learning component.

In their second year, students are involved in projects that impact on the University’s sustainability performance – for example, banning plastic bags at AUT cafés and conferences and in student welcome packages. Students work in teams with an AUT manager, towards real deadlines, and learn to plan, motivate each other, and engage with different stakeholders.

*Students in the Sustainable Enterprise major demonstrate a self-designed bird-feeder made of recycled materials, created to attract more biodiversity to AUT’s North Campus.*
In the third year of the degree, students undertake an internship in the community, working on practical consultancy projects. The feedback on the first cohort of students involved in the AUT projects (in 2015) has been excellent, praising their teamwork, creativity and leadership.

A recent and innovative development in the programme is addition of the course, Student Consultancy Partnership, where students will be active co-creators of their own learning. The aim is to introduce the experience of working across organisational hierarchies – as graduates will have to do in most sustainability roles. Students will function as programme consultants to the Sustainable Enterprise major and manage their own curriculum-related projects within it. They will gain practical experience from designing their own learning goals, setting assessment criteria, and evaluating and sharing their learning.

There are some ongoing challenges with developing the programme, such as sourcing appropriate “real life” projects that allow students to develop particular skills (for example, taking a systems approach to complex problems and communicating across organisational divisions). Increasing partnerships with the business community is vital, to set up a permanent infrastructure for service learning and ongoing student volunteer efforts.

Communicating student achievements and capabilities is a priority. The programme is training students for a relatively new profession and there is a need to promote the unique capabilities of the graduates to the marketplace. Feedback on students, and stories about the projects they are involved, in will be collected and showcased. In addition, students will continue to attend, speak at and network at a variety of sustainability events held at the University.
Learning and teaching projects

The main aim of the PRME Movers Project Fund is to support activities related to learning and teaching. As a focus on social and environmental sustainability is crystallising across the School, this fund will increasingly be used to support sustainability teaching quality as well as research collaboration.

Projects funded so far have included supporting a lecturer to attain a postgraduate certificate in Sustainable Leadership (from the Institute of Leadership and Sustainability at the University of Cumbria). This undertaking has the related aim of providing ideas to improve teaching and learning in the Bachelor of Business Sustainable Enterprise major. Funding also supported a class field-trip for students in the Sustainable Enterprise major of the Bachelor of Business. The field trip was centred on a professionally guided bushwalk, and was designed to foster affective learning and introduce the ways businesses have historically been, and are currently engaged with New Zealand’s native and introduced fauna.

The most recently funded project is an investigation into the ethics of clothing production, by two International Business lecturers. The lecturers aim to compile a significant comparative teaching case study on the Bangladesh and Cambodian garment industries, addressing the complexity of the issues facing both the policy-makers and the multinational enterprises contracting goods from these industries.

“Business in Context”

3.3. In 2013 a compulsory first year course in the Bachelor of Business was established. Business in Context guides students to consider the role of business in society and the external influences on business, including evaluating the role of ethics, sustainability, corporate social responsibility and regulation in business decision making.

Weekly topics include: Acting Locally, Thinking Globally; Thinking Ethically about Economics; Working within the Legal System; Resolving Ethical Dilemmas; Making Ethical Decisions in Business; Dealing with Conflicting Interests; Practising Sustainability; and Applying Kaitiakitanga (Kaitiakitanga means guardianship and protection and is a way of managing the environment, based on the Māori world view).

Assessment in the course challenges students to respond creatively and ethically to a problem in society by developing a social-business solution. Students present a group pitch and video, and submit an individual business evaluation and learning log. Across the assessment events, the viability of the business idea and how it addresses issues of ethics and sustainability in business must be considered.

Left, a still from a group video assessment addressing plastic waste, in the Bachelor of Business first year course, Business in Context.
4. **Principle 4: Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

4.1. There is a strong emphasis across research groups in the School on studies addressing social and economic wellbeing. In particular, the School’s flagship institute, the New Zealand Work Research Institute, has a broad, multidisciplinary programme of research concerned with people and work. The Institute’s Future of Work Programme addresses the challenges of rapid workplace change, driven by new digital technologies, globalisation, environmental pressures, changing workforce demographics, and new forms of social interaction and organising.

**Visual impairment and work**

4.2. A sub-group of the Institute, Digital Mobility, recently shared research evaluating the experiences of visually impaired professionals in the workplace and how these experiences are affected by information technology.

In New Zealand, 11 per cent of the population is affected by sensory impairments. The qualitative study, conducted by Associate Professors Angsana Techatassanasoontorn (pictured centre) and Antonio Diaz Andrade, took an in-depth look at the experience of two visually impaired workers and how close information technology resources could take them to the accessibility experience of their fully sighted colleagues.

Peter Behr (pictured left), who works as a chef, has lost his central vision and relies on his peripheral vision for everyday activities. He constantly uses an iPad to magnify labels and other objects in the kitchen. Martine Abel (pictured right) is a Disability Advisor at the Auckland Council. She is completely blind and navigates her work environment with help from a guide dog and sometimes her colleagues if she needs to attend offsite meetings. At work, Martine relies on an iPhone with accessibility features, refreshable braille display and screen reader software.

The study found that while technology is vital for supporting the visually impaired in the workplace, employer flexibility and accommodation are also crucial – organisations need to use accessibility problems as a learning opportunity for workplace improvement, towards creating a workplace that is welcoming for all. The researchers hope to continue this line of investigation with professionals who have hearing impairments, to learn more about their experiences and challenges in the workplace.
Women’s Empowerment Principles

4.3. Another piece of research carried out under the New Zealand Work Research Institute, was the 2015 United Nations Women’s Empowerment Principles Survey in New Zealand, conducted by Associate Professors Gail Pacheco and Candice Harris.

The survey investigates policies that support equality and implementation of the women’s empowerment principles across New Zealand’s largest organisations. The survey results showed strengths in some areas, such as practices that support women returning from parental leave and zero tolerance for harassment, but there were shortfalls in other areas.

Pay equity was on the agenda for 50 per cent of companies but only a small minority of organisations were carrying out comparisons of starting pay rates for males and females doing the same job, or analysing comparisons in male and female payroll data throughout the work cycle. Associate Professor Gail Pacheco also joined the judging panel for the White Camellia Awards, which recognise organisations that are leading the way in their implementation of the Women’s Empowerment Principles. Coca Cola Amatil won the Supreme Award, for a commitment to gender equity across their organisation.

The value of big data

4.4. The Business School’s Economics department houses a research concentration contributing to positive social and economic development. Among recent projects, Professor of Economics Rhema Vaithianathan has been appointed to New Zealand’s Data Futures Working Group. The group brings together a diverse range of data experts to direct the work of the Data Futures Partnership, an independent body established by the government. The working group will lead the creation of a trusted data ecosystem that generates economic and social value for New Zealand, including projects that expand the use of data, and developing guidelines that clarify the ethics around data use. Dr Vaithianathan’s appointment recognises her expertise in the use of big data for health and social services applications, including the development of a predictive risk model that can identify the risk of child abuse.

Research publications

4.5. Peer-reviewed journal articles, books, book chapters and theses addressing PRME-related topics, published by faculty and postgraduate students in 2014 and 2015, are listed in Appendix 1.
5. **Principle 5 | Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

5.1. Many connections with business and the community are facilitated and supported by the School’s Business Relations Office, with a number of the office’s activities and initiatives contributing to youth development, social entrepreneurship, and sustainable enterprise. The School is increasingly looking at ways for students to directly benefit from these relationships. Some examples of these partnerships include:

- In 2015 the Business Relations Office coordinated the School’s application to be accepted as a Strategic Partner of the [New Zealand Sustainable Business Council](https://www.sbcnz.org.nz/) (SBC). SBC strategic partners are kept to just 15 per cent of their membership, and are identified has having objectives aligned with the SBC that will allow co-investment in impactful initiatives.

- The Business School is a supporter of the charitable trust Inspiring Stories, which leads programmes in youth development and social entrepreneurship. Most recently the School hosted the launch and halfway “show and tell” events for the [Live the Dream programme](https://livethedream.co.nz/). This intensive nine-week programme helps young New Zealanders develop their social enterprise capability and grow ventures that create social change. It is run by the charity with help from some of the country’s top social entrepreneurs, leaders and entrepreneurial minds.

- **Inspire**, an event aimed at youth development, has run annually since 2013. Hosted at AUT and run in partnership with Fuji Xerox and the Sir Peter Blake Trust, Inspire sees inspirational speakers sharing their stories and leadership lessons with over 300 talented final-year high school students from the Auckland region. The 2015 event was focussed on global citizenship and empowering young individuals to engage with pressing environmental and humanitarian issues. Guest speakers included scientist, inventor, and social entrepreneur, Sir Ray Avery, technology entrepreneur, Claudia Batten, and Member of Parliament for Auckland Central, Nikki Kaye.

- AUT and [The B Team](https://www.thebteam.org/) (a global group of business leaders seeking better ways of doing business) are in partnership on a significant project led out of the Business School. The work involves creation of a knowledge platform and case-study Playbook, which compile ideas and examples of best practices, initiatives and models of the “future corporation” – one that has positive social and environmental impact, while creating financial profit.

- In 2015 the Business School hosted the Macquarie Private Wealth initiative, [The Funding Network](https://www.mquad.com/). Described as “the Dragon’s Den for charities,” the event allows social entrepreneurs to pitch for funding for their charitable organisations. Macquarie Group Foundation matches one third of the funds pledged on the night and many guests also offer other forms of ongoing support. The School’s Professor of Finance, Alireza Tourani-Rad, was on the selection panel for the four organisations invited to pitch for funding (the Crescendo Trust of Aotearoa, Young Carers NZ, Fair Food, and Assistance Dogs New Zealand).
5.2. There is ongoing engagement with business and the community through the Sustainable Enterprise major in the Bachelor of Business – whether through collaboration on student internships, or other input into the degree curriculum. A strong example of this is the relationship developed with New Zealand’s Sustainable Business Network, which has mutual benefits. For example, the School hosts Network events, gaining free admission for students, and the Network assists with internship placements.

An exciting collaboration with the Network in 2015 saw the Business School hosting the conference, [Project NZ: Telling Good Stories](#). The conference showed how to use brand as a voice for change and explained how to engage staff in understanding the business advantages of sustainability.

New Zealand organisations have made great progress in integrating sustainability initiatives into business practice in recent years, yet a gap persists in public awareness of this. Presenters shared tools to grow the commercial success of business through building the right messages for the market. International business and marketing experts explored the best in sustainable brands with a focus on identifying new trends and innovations. Speakers included Matthew Yeomans, CEO, Sustainability, UK; Nicky Bell, CEO, Saatchi & Saatchi; Angela Buglass, Chief Executive, Trilogy International Ltd; Alicia Darvall, Executive Director, B Corps Australia; and John Heckman, Managing Director, thinkstep North America.
6. **Principle 6 | Dialogue:** We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability

6.1. The School’s activities supporting dialogue and debate stem from the research endeavours and discipline expertise of academic staff. Staff contribute to forums, local and national programmes, working groups, policy development, and other initiatives. This occurs across all the School’s departments and is an integral component of the research expectations for academic staff. Two recent events addressed the University and School’s value of diversity and inclusion.

**Conversations about diversity and inclusion**

- “Empathy in the face of diversity” was the theme of the **2015 New Zealand Diversity Forum**, organised by the New Zealand Human Rights Commission and supported by the Business School’s New Zealand Work Research Institute. The forum attracted hundreds of participants from community groups, the business sector and advocacy organisations. The keynote address was from Dr Gill Hicks, a survivor of the 2005 London bombing and founder of M.A.D for Peace, which promotes the idea of individual responsibility in creating a world free of extreme conflict and its human consequences. Speakers from the AUT Business School were Associate Professor in Economics Gail Pacheco, who presented her research into the link between discrimination and health, and Professor of Diversity Edwina Pio, who spoke about religion in the workplace. The New Zealand Police Commissioner shared views on empathy as a core value for the New Zealand Police.

- The **Muslims at Work in New Zealand Stakeholder Summit** was the inaugural event of a new Business School research group, Immigration and Inclusion, led by Professor Edwina Pio. The research group is dedicated to the promotion of a richer and more sophisticated understanding of how immigrants, including refugees, navigate the world of work. The summit, supported by the Office of Ethnic Communities, the Human Rights Commission and the New Zealand Police, attracted 125 participants, including HR professionals, managers, public sector leaders, and community stakeholders, interested in improving their understanding of, and provision for, the growing Muslim workforce in New Zealand. New Zealand’s Equal Employment Commissioner opened the summit by speaking about how organisations can incorporate religion in their workplaces.
Assessment of Outcomes – 2014 and 2015

Overall, the School is making good progress in fulfilling the PRME principles. The sustainability initiatives underway at University level are complementary to those in the School, and likewise, programmes and activities in the School support University strategy. Further, the aspiration at the core of University strategy – to make an increasing contribution to social, cultural, environmental and economic wellbeing – is echoed in the School’s mission, with its prevalent themes of engagement, partnership and relevance.

Of main importance to the School over the last two years has been ensuring the inclusion of ethics, sustainability and social responsibility theory and practice in undergraduate and postgraduate curricula. The development of an innovative and engaging sustainability major in the Bachelor of Business has been a key focus. An aim, for the near future, is growing postgraduate specialisation in sustainability.

The School has a strong research record in areas related to social and economic wellbeing, as highlighted through the work of the School’s research institutes and groups. In addition, there is a concentration of research on ethics and sustainability in the accounting discipline. In 2016 the viability of a multi-disciplinary, sustainability-focused research group will be evaluated.

Community engagement and partnerships show many examples of collaboration on social responsibility and sustainability initiatives. An objective over the next two years is to more systematically evaluate how such partnerships can benefit academic staff and students and to enable this.

In addition to the actions and outcomes noted under the PRME Principles, the PRME Steering Group identified a set of specific objectives to be met during the 2014, 2015 period, and the outcomes of these are noted in the table below.

<table>
<thead>
<tr>
<th>Activity/initiative</th>
<th>Principles</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refine programme learning goals “Be able to think and act ethically” (BBus) and “Be ethical, responsible professionals” (Professional Masters) to include broader consideration of social, economic and legal dimensions.</td>
<td>1, 2, 3</td>
<td>Completed in 2014 and implemented in 2015. (For the BBus, “Be able to make business decisions that take into account social, ethical, environmental and global dimensions”; for the Professional Masters, “Be self-aware, critically reflective and ethical accounting/finance/ marketing/international business professionals”)</td>
</tr>
<tr>
<td>2. Review the coverage of ethics, sustainability and responsible management issues within each Bachelor of Business major, looking at different business models and approaches to teaching and learning. (Initial focus on Business in Context, Cooperative Education, and the Sustainable Enterprise and Market Insights majors)</td>
<td>1, 2, 3</td>
<td>Initial focus completed in 2014 and 2015. Business in Context assessment programme changed to require students to consider and propose social business. Cooperative Education assessment programme changed and implemented in 2015 to require students to explicitly consider and reflect on ethics, sustainability and social responsibility aspects of their workplace organisation. Market Insights major developed and approved for implementation in 2016 with ethics, sustainability and responsible management planned to be interwoven into the new curriculum.</td>
</tr>
<tr>
<td>Activity/initiative</td>
<td>Principles</td>
<td>Outcomes</td>
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<tr>
<td>3. Conduct a stocktake of the coverage of sustainability and related topics in the curriculum as per the University’s Sustainability Goals</td>
<td>1, 2, 3</td>
<td>Completed by the Business School (and Law School) and further work underway at University level.</td>
</tr>
<tr>
<td>4. Conduct a stocktake of published research in the area of sustainability and related topics and consider ongoing cross-Faculty research in this area.</td>
<td>4</td>
<td>Stocktake completed and included in this report. Discussion on establishing a research group in this area is underway and an action item for 2016.</td>
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<tr>
<td>5. Evaluate how business managers are engaged with, across all Business School operations, to identify further opportunities for enacting Principle 5</td>
<td>5</td>
<td>Currently reviewing a number of sustainability related partnerships to assess how these can best support staff and students.</td>
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<tr>
<td>6. Invite leading sustainability and ethics educators to share ideas with faculty</td>
<td>6</td>
<td>Found that facilitating and supporting dialogue is better met by the School reaching out – with faculty and students attending local business and sustainability lunches, workshops, award events, and conferences. Several faculty attend such events on a regular basis.</td>
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<tr>
<td>7. Investigate opportunities for further student engagement in extra-curricular activities and initiatives linked to PRME</td>
<td>2, 3, 6</td>
<td>Student associations within the School consistently promote PRME principles in their activities. For example the CPA Accounting Association volunteered on a reforestation project (see picture over page). Also, an annual coastal clean-up exercise, in support of non-profit organisation Keep New Zealand Beautiful, joins together domestic and international students from across disciplines and ethnic groups. Projects put forward at the Business School’s annual Venture Fund competition often have a sustainability focus, such as Vermicast, which received in 2014 a $5,000 capital injection to enhance the production of compost produced by earthworms. A specific PRME-facing student association has yet to evolve.</td>
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<tr>
<td>8. Establish a PRME Movers Project Fund, to support academic and administrative staff to undertake projects supporting the 6 Principles</td>
<td>All</td>
<td>Established in 2014 and seven successful recipients so far.</td>
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## Objectives – 2016 and 2017

<table>
<thead>
<tr>
<th>Activity/initiative</th>
<th>Principles</th>
</tr>
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<tbody>
<tr>
<td>1. Increase communication of PRME-related learning and teaching, research, and engagement activities to School academics, professional staff, and students.</td>
<td>2</td>
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<tr>
<td>2. Continue to review the coverage of ethics, sustainability and responsible management issues in the Bachelor of Business majors, looking at different business models and approaches to learning and teaching.</td>
<td>3</td>
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<tr>
<td>3. Increase participation of postgraduate students in sustainability research.</td>
<td>3</td>
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<tr>
<td>4. Attract more local and international students into the Bachelor of Business Sustainable Enterprise major.</td>
<td>3</td>
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<tr>
<td>5. Explore opportunity and feasibility for Sustainability Research Group within the School.</td>
<td>4</td>
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<tr>
<td>6. Continue to promote PRME activities/initiatives through existing student associations and other student activities.</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>7. Evaluate how business partnerships can benefit academic staff and students and enable this.</td>
<td>5</td>
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</tbody>
</table>

*Engagement with principles of social responsibility is prevalent across all of the School’s student associations. Above pictured are members of the AUT CPA Accounting Association, with the Head of Department of Accounting, at a volunteer event planting trees on Motutapu Island, August 2015. Under the Motutapu Restoration Trust, the work on the island is the largest ecological restoration conservation endeavour in New Zealand.*
Appendix 1

Faculty research outputs
AUT Business School researchers are in bold.

### Peer-reviewed Journal Articles

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alrazi, B., <strong>De Villiers, C.</strong>, &amp; Van Staden, C. J.</td>
<td>A comprehensive literature review on, and the construction of a framework for, environmental legitimacy, accountability and proactivity.</td>
<td>Journal of Cleaner Production, 102: 45-57</td>
</tr>
<tr>
<td>Benn, S., <strong>Teo, T.T.T.</strong>, &amp; Martin, A.</td>
<td>Participating and engaging in environmental initiatives: The employees’ perspective.</td>
<td>Personnel Review</td>
</tr>
<tr>
<td>Dawson, C., Veliziotis, M., <strong>Pacheco, G.</strong>, &amp; Webber, D. J.</td>
<td>Is temporary employment a cause or consequence of poor mental health? A panel data analysis.</td>
<td>Social Science and Medicine, 134</td>
</tr>
<tr>
<td>De Klerk, M., <strong>De Villiers, C.</strong>, &amp; Van Staden, C.</td>
<td>The influence of corporate social responsibility disclosure on share prices: Evidence from the United Kingdom.</td>
<td>Pacific Accounting Review, 27(2)</td>
</tr>
<tr>
<td><strong>De Villiers, C.</strong>, &amp; Marques, A.</td>
<td>Corporate social responsibility, country-level predispositions, and the consequences of choosing a level of disclosure.</td>
<td>Accounting and Business Research</td>
</tr>
<tr>
<td>Douglass J</td>
<td>Gay pride and prejudice in the Pacific.</td>
<td>Labour and Industry</td>
</tr>
<tr>
<td>Kerr, J., Rouse, P., &amp; <strong>De Villiers, C.</strong></td>
<td>Sustainability reporting integrated into management control systems.</td>
<td>Pacific Accounting Review, 27(2)</td>
</tr>
<tr>
<td>Lamare, J. R., <strong>Lamm, F.</strong>, McDonnell, N., &amp; White, H.</td>
<td>Independent, dependent, and employee: Contractors and New Zealand’s Pike River Coal Mine disaster.</td>
<td>Journal of Industrial Relations, 57(1)</td>
</tr>
<tr>
<td><strong>Lamm, F.</strong></td>
<td>The challenges of researching OHS of vulnerable workers in small businesses.</td>
<td>Small Enterprise Research, 21(2), 161-179.</td>
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</tbody>
</table>


**Books**


### Book Chapters

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>In:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doolin, B., &amp; Hamer, A. W.</td>
<td>Network-based transformation of cardiac care in New Zealand.</td>
<td>S. A. Mohrman &amp; A. B Shani (Eds.), Reconfiguring the Ecosystem for Sustainable Healthcare, 4 (pp. 69-100). Bingley, UK: Emerald Group Publishing.</td>
</tr>
</tbody>
</table>
# Postgraduate student theses

## Doctor of Philosophy (PhD)


## Master of Philosophy (MPhil)


## Master of Business (MBus)


