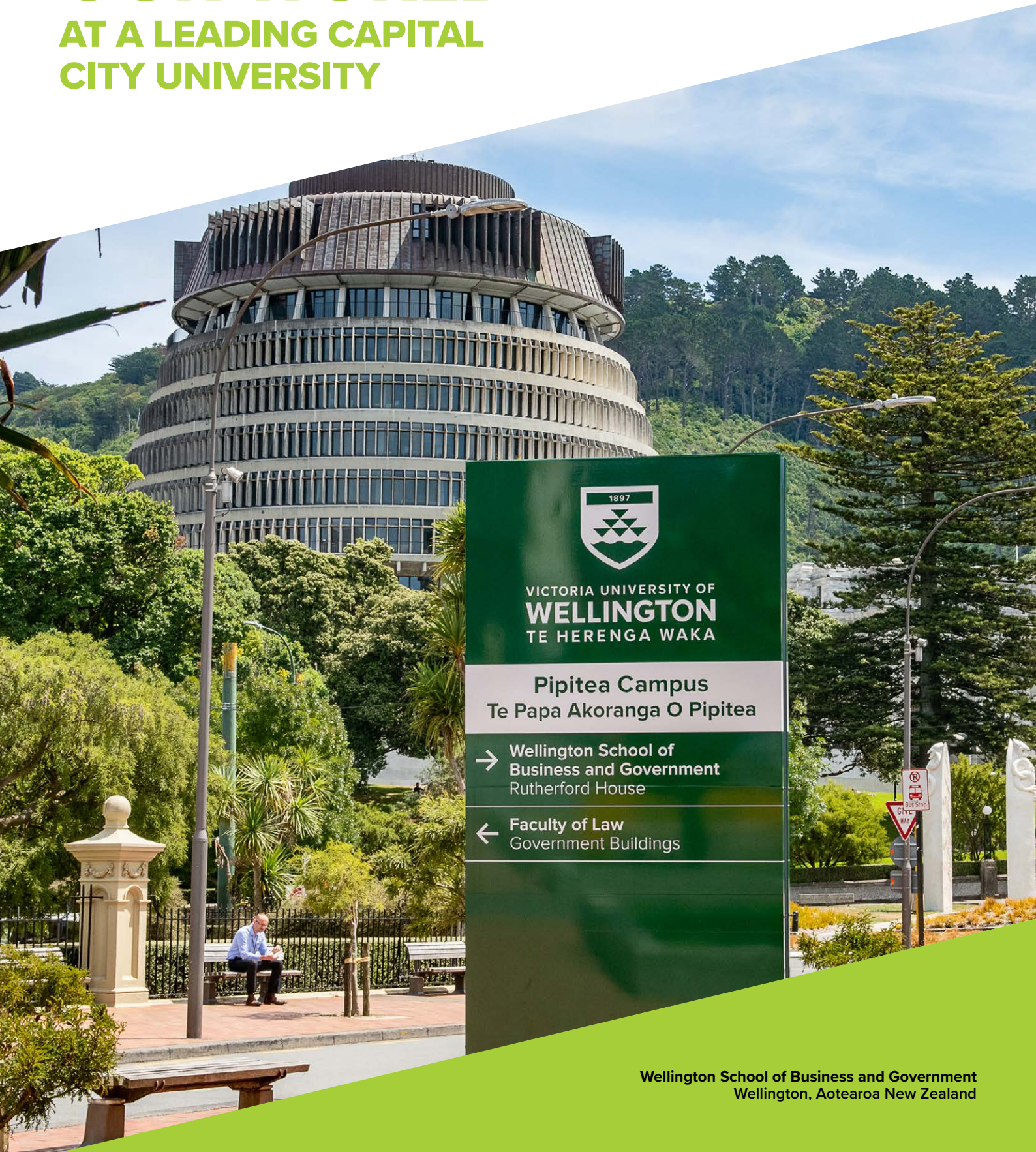


SHARING INFORMATION ON PROGRESS REPORT 2021

# TRANSFORMING OUR WORLD

AT A LEADING CAPITAL  
CITY UNIVERSITY

**PRME** Principles for Responsible  
Management Education  
*an initiative of the United Nations Global Compact*



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

**Pipitea Campus**  
Te Papa Akoranga O Pipitea

→ **Wellington School of  
Business and Government**  
Rutherford House

← **Faculty of Law**  
Government Buildings



# A WORD FROM THE DEAN

**Welcome to the Wellington School of Business and Government's third report on our progress in meeting the United Nations' six Principles for Responsible Management Education (PRME).**

The Wellington School of Business and Government (WSBG) stands among 1 percent of business schools worldwide to hold the [triple crown of international accreditations](#), along with accreditations from a broad range of academic and professional bodies. We also understand the enormous value of a sustainable approach and mindset, and the way the resulting societal benefits flow into economic advantages. This is why we are committed to making a positive social, cultural, and environmental impact through our research, teaching, and knowledge transfers.

We became a signatory to PRME in 2014 and, in the years since, we have further developed our commitment to the principles and the United Nations' 17 Sustainable Development Goals (SDGs).

In April 2020, the University was extremely proud to have had our leadership in this area recognised by being ranked in the top 40 universities in the world for our social impact and commitment to the SDGs. The 2020 Times Higher Education University Impact Rankings measured how more than 750 universities worldwide are contributing to the goals. Te Herenga Waka—Victoria University of Wellington is ranked an impressive thirty-sixth overall and is among the top 10 Australasian universities. We are ranked eleventh globally among participating universities for our contribution to, and performance towards, achieving two SDGs in particular: Affordable and Clean Energy; and Peace, Justice, and Strong Institutions. It is certainly nice to have this high-profile recognition for our work, but our contribution to sustainability is just business as usual for WSBG and the University. We have been championing a sustainable future for many years through our teaching, research, community engagement, and operations.

One of our most notable developments over the past two years has been the creation of the WSBG Funded Chairs Speaker Series on the SDGs. In this series, WSBG's funded Chairs discuss the SDGs from the perspective of their discipline. These diverse perspectives include restorative justice, regulatory practice, and the economics of disaster and climate change, to name a few.

Furthermore, we are bringing ethical leadership education to a global audience with the launch of a new massive open online course (MOOC) called [Ethical Leadership in a Changing World](#), which has so far attracted thousands of learners from around the world.



A virtual reality [learning tool](#) developed by one of our academics was awarded an 'Oscar of Education', the Gold Award in the sustainability category at the prestigious Wharton-QS Reimagine Education Awards. The tool gives users the chance to explore distant places and learn about the sustainability challenges without having to travel there in person.

The WSBG is a school not just of business but of government too—we take pride in developing leaders who appreciate that important interplay and the influence the people and activities in these realms can have on wider society. Furthermore, we place a high value on educating students not just to do well but also to do good, and we are encouraged by our students' desire to engage in learning that enhances the social, cultural, environmental, and economic wellbeing of the world around us. It is the understanding of this interplay and the potential to guide positive change that allows our students to have a meaningful impact on the SDGs. Our continued commitment to PRME supports our students in developing the skills to create a more ethical, sustainable future and we are proud to embed these values in our teaching, learning, research, and leadership.

I hope you enjoy reading about how we enact these principles.

**Professor Jane Bryson**

Acting Pro-Vice-Chancellor and Dean  
Wellington School of Business and Government

# WELCOME FROM THE CHAIR

The WSBG is proud to share the third Principles for Responsible Management Education progress report and to celebrate the initiatives and achievements for our staff and students in sustainability and ethics teaching, research, engagement, and leadership.

The [Principles for Responsible Management Education \(PRME\)](#) is a United Nations-supported initiative that has more than 800 business school signatories worldwide. The PRME seeks to equip today's business students with the skills needed to be future leaders who balance environmental, social, cultural, and economic wellbeing goals.

The PRME's mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.

Despite the challenges the years 2020 and 2021 have presented to WSBG staff and students as a result of the COVID-19 pandemic, there is much for us to celebrate, not least the tremendous resilience, adaptability, and creativity of our staff and students. These traits are particularly relevant in the context of PRME as they are core features of the SDGs and of a continuously changing world.

The key highlights since our last PRME progress report have been noted by Professor Jane Bryson, the acting pro-vice-chancellor and dean of the Wellington School of Business and Government, and we invite our stakeholders to learn more about them in this PRME Sharing Information on Progress (SIP) report. We are proud to also share many other WSBG initiatives and achievements and to illustrate which SDGs they relate to.

In relation to the eight objectives from our [2018 PRME SIP report](#), I would summarise our progress as very good, as detailed below.

## OBJECTIVE 1:

**Continue focus on student and staff wellbeing as a critical foundation for making progress on many of the SDGs.**

The WSBG established an academic programmes and student success team leader role and has contributed to the development of Paerangi, a university student success framework spanning academic and pastoral care of students. Although more wellbeing initiatives were planned, these were unfortunately disrupted by the COVID-19 pandemic.

## OBJECTIVE 2:

**Increase the monitoring of New Zealand's performance against the SDGs through the SDG Observatory.**

We continue to maintain WSBG's SDG-monitoring website ([www.sdg.org.nz](http://www.sdg.org.nz)) and are in the process of expanding the sphere of activities that surround it. For instance, in addition to the quantitative dashboard that tracks New Zealand's performance, we are working on a complementary qualitative dashboard. Additionally, we



*Associate Professor Christian Schott*

are reaching out to schools to encourage students to use [www.sdg.org.nz](http://www.sdg.org.nz) as a learning and engagement resource.

## OBJECTIVE 3:

**Continue to assist external partners to address real-world sustainability challenges through our undergraduate and postgraduate course projects, postgraduate and staff research, and engagement.**

We take pride in our 'town and gown' relationships, some of which are highlighted in this report. In particular, Principle 5: Partnership illustrates a range of relationships where WSBG staff and students contribute to filling knowledge gaps identified by external stakeholders. Additionally, the following WSBG courses apply a partnership model in addressing real-world challenges:

- ECON 307/PUBL 303 Public Sector Economics  
Partner: New Zealand Treasury
- INFO 320 Project in Information Systems  
Partner: various, including Altitude, FarmIQ, Flamingo, Totara
- MARK 304 Tourism Marketing  
Partner: Wellington Museums
- MARK 201 Digital Marketing Management  
Partner: Rocketspark
- TOUR 302 Tourism Live Project  
Partner: WellingtonNZ
- TOUR 303 Event Management  
Partner: Newtown Festival.

## OBJECTIVE 4:

**Increase student and course engagement with Agenda 2030 and the SDGs at undergraduate and postgraduate level and through student work.**

In September 2019, PRME@WSBG, in collaboration with Professor Karen Smith, the associate dean learning and teaching, ran a workshop for teaching staff to foster engagement with the SDGs and explore innovative ways of learning and teaching about them. See Principle 3: Methods for details about the workshop.

## OBJECTIVE 5:

**Host the fourth international Public and Political Leadership conference, 'Collaborative Leadership for a Sustainable Future', and bring together international delegates under the theme of collaborative leadership.**

Professor Karin Lasthuizen, WSBG's Brian Picot Chair in Ethical Leadership, hosted this high-profile international conference, which attracted more than 40 leadership scholars from around the world. See Principle 6: Dialogue for more details about the conference and its impact.

## OBJECTIVE 6:

**Launch a massive open online course (MOOC) providing a six-week insight into ethical leadership theory and practice, supported by top New Zealand professionals from the public, private, and not-for-profit sectors.**

The MOOC 'Ethical Leadership in a Changing World' was successfully launched in 2019 and has since attracted thousands of learners from around the world. See Principle 3: Method for more details about the MOOC and the credit-bearing course developed from it.

## OBJECTIVE 7:

**Increase collaboration with Te Herenga Waka—Victoria University of Wellington's sustainability director, Andrew Wilks, to examine and make institutional progress on everyday sustainability-related operations and practices.**

Although some initiatives had to be modified or postponed due to the COVID-19 pandemic, the chair of the PRME@WSBG steering group and Andrew Wilks co-presented the Spotlight Lecture of the University's 2019 Toitū te Ao—Sustainability Week. Current collaborations include coordination of new learning and teaching offerings as well as sharing data and goals related to the SDGs.

## OBJECTIVE 8:

**Cultivate existing partnership with the Sustainable Business Network (SBN). Particular focus will be on fostering debate and action around the priorities identified by SBN's member organisations, which include circular economy, climate change, leadership in sustainability, and waste.**

Although the partnership with the SBN has not been strengthened, owing to a variety of reasons, WSBG has nevertheless fostered debate and action on climate change, leadership in sustainability, and waste, as illustrated throughout this report.

As the chair of the PRME@WSBG Steering Committee, I have embraced the successes and challenges that the past two years have presented, and I would like to thank all the current and former committee members for their insight, guidance, passion, and support of PRME at WSBG. The current committee members are Professor Girol Karacaoglu (head of the School of Government), Professor John Randall (associate dean students), Professor Karen Smith (associate dean learning and teaching), Professor Karin Lasthuizen (Brian Picot Chair in Ethical Leadership), Adrienne McGovern-Faircloth (manager, Student and Academic Services), Fatima Ahmer (current Victoria University of Wellington Commerce Students' Society (VicCom) president), and Laurie Foon (Wellington City Councillor).

I hope that readers find our 2021 PRME progress report both insightful and inspiring.

**Associate Professor Christian Schott**

Chair of the PRME@WSBG Steering Committee



*Members of the PRME@WSBG Steering Committee during the Future Objectives meeting. From left, Kayla Allan (representing the Victoria University of Wellington Commerce Students' Society), Professor John Randall (on Zoom), Professor Karen Smith, and Professor Girol Karacaoglu.*



# PRINCIPLE 1: PURPOSE

**WE WILL DEVELOP THE CAPABILITIES OF STUDENTS TO BE FUTURE GENERATORS OF SUSTAINABLE VALUE FOR BUSINESS, GOVERNMENT, AND SOCIETY AT LARGE AND TO WORK FOR AN INCLUSIVE AND SUSTAINABLE GLOBAL ECONOMY.**



## UNIVERSITY UNVEILS AMBITIOUS PLAN TO GO **CARBON ZERO**

**Te Herenga Waka—Victoria University of Wellington has set out its ambitious plan to achieve [net zero carbon emissions by 2030](#).**

In September 2019, Te Herenga Waka became the first university in New Zealand to release a comprehensive [emissions management plan](#) towards a net-carbon-zero future, integrated with teaching, learning, and research opportunities. The plan included a 20 percent reduction in gross greenhouse gas emissions.

Vice-Chancellor Professor Grant Guilford said at the plan's launch that the University had an ethical obligation to manage its carbon emissions to help protect future generations and the planet from the effects of climate change.

"Despite increased student and staff numbers, we have made significant reductions to our carbon emissions in the past decade. However, if the world is to deliver on the Paris Climate Agreement and avert the potentially catastrophic impacts of climate change, we need to be more ambitious."

Professor Guilford said the University's intention was to become a living lab for climate change action, and to share its zero-carbon journey to help Wellington, and New Zealand, achieve its zero-carbon aspirations.

The University's five-point emissions-reduction plan included introducing on-site solar power generation, reducing the use of natural gas for heating, and imposing an internal levy for air travel. Half the money from the levy would go towards purchasing carbon offsets and the rest would go into a contestable fund to support carbon-reduction initiatives from staff.

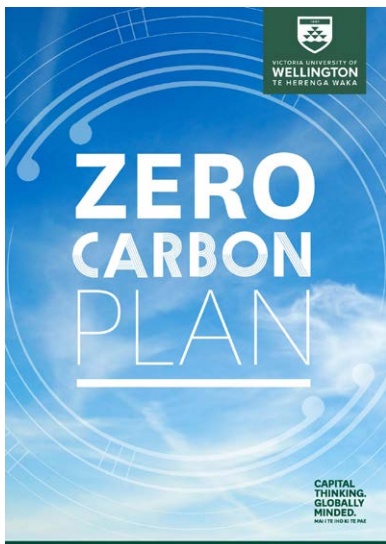
Te Herenga Waka planned to expand its tree-planting activities in Wellington, providing opportunities for students, staff, and alumni to get involved in ecological restoration and carbon sequestration.

The University would also be exploring the use of marginal land elsewhere in the North Island to become a carbon sink by recreating the great tōtara forests of old. This land and the tree planting would also be used for research and applied teaching.

Student Helena Fuluifaga from Pacific Climate Warriors, who spoke at the launch, said the plan was a fantastic step towards addressing climate change. "It's great to see my university demonstrate climate leadership by committing to a carbon-free future. I hope that this is the first of many more substantial changes to our institutions, systems, and societies around our reliance on fossil fuels."

**"It's great to see my university demonstrate climate leadership by committing to a carbon-free future. I hope that this is the first of many more substantial changes to our institutions, systems, and societies around our reliance on fossil fuels."**

—Helena Fuluifaga





## THE LIVING PĀ: A WORLD-LEADING SUSTAINABLE BUILDING PROJECT

**Work got underway in early 2021 on a much-anticipated, world-leading sustainable building project at Te Herenga Waka—Victoria University of Wellington.**

The [Living Pā](#) is predicted to provide net positives for the environment and society while creating a multipurpose space for teaching, learning, research, and engagement.

The design for the cutting-edge space, which will retain the original wharenuī, Te Tumu Herenga Waka, at its heart, aligned mātauranga Māori with sustainability philosophies.

Deputy Vice-Chancellor (Māori) Professor Rawinia Higgins (Tūhoe) said the Living Pā would be one of the most environmentally responsible buildings in the world and the most sustainable educational facility in New Zealand.

“The finished complex will function as its own ecosystem—its entire water supply will come from rain captured on the roof, and we will generate all the electricity it needs from solar panels,” she said. “It will push the boundaries of what’s possible in terms of sustainable buildings by creating net-positive benefits for the environment and society.”

Professor Higgins acknowledged that the project was very ambitious. “But with climate change being the most significant challenge we face into the future, we recognise we have an opportunity to create something that has enormous impact—not just on its immediate environment, but on wider society too. We are extremely excited that work on the Living Pā is finally getting underway, and we cannot wait to see our long-held dream come to life.”

The Living Pā is a gathering and learning place for all Te Herenga Waka students and staff.

Image: Stantiall's Studio



## PASIFIKA STUDENTS TO BE BOOSTED BY POSTGRADUATE SCHOLARSHIP

A **new scholarship** has been established to help Pasifika students into postgraduate studies at WSBG.

Too often, life and circumstance meant that Pasifika students were unable to carry on their studies to postgraduate level. But that wouldn't be the case for Panapa Leatuavao, the first student to receive the new scholarship.

The Luamanuvao Dame Winnie Laban Pasifika Business Postgraduate Degree Scholarship was established by Professor Ian Williamson, formerly pro-vice chancellor and dean of the Wellington School of Business and Government. It was named after the University's Assistant Vice-Chancellor (Pasifika), Dame Winnie Laban, who advocates for more young Pasifika people to receive a university education and for greater Pasifika representation in the New Zealand business sector.

"One of the most life-changing events that can happen to a person is gaining access to a world-class education. This was certainly true for me," Professor Williamson said. "It is wonderful that the scholarship will help Panapa have this experience as well."

Dame Winnie said that for many Pasifika people, other responsibilities, such as family, sometimes got in the way of pursuing postgraduate study.

"In today's society, it's crucial that Pasifika people have the same opportunities as others to continue their academic journey, and scholarships like this go a long way to enabling them to make that a reality," she said.

After completing a Bachelor of Tourism Management, Panapa was unsure whether he would be able to continue his studies to postgraduate level. However, thanks to the generous support of the scholarship, Panapa is now studying for a Master of Global Business degree.

"This scholarship has had a massive impact—just knowing it will ease the financial pressure has made the decision to undertake postgraduate studies much easier," he said.



## AN INTERDISCIPLINARY APPROACH TO TEACHING SUSTAINABILITY

Sustainability is a challenge across societal boundaries, and yet when academics research or teach the subject, they tend to focus on the narrow dimension of their discipline. A new interdisciplinary course at WSBG has brought together three subject areas into a single integrated sustainability programme.

Associate Professor Valentina Dinica from WSBG's School of Government launched [FCOM 201 Special Topic: Sustainability, Business, Society](#) in 2021, bringing in colleagues Dr Martyn Gosling from the School of Marketing and International Business and Associate Professor Janet Toland from the School of Information Management. The course is unprecedented at the University in taking an integrated, three-discipline approach.

Associate Professor Dinica's research area is in policy approaches to sustainability, but she said students should ideally understand the implications for economic, social, cultural, and environmental aspects too.

"Luckily, within WSBG, we accommodate a range of disciplines—far wider than the name suggests," she said. "Interdisciplinarity is the only way to do justice to this kind of course."

The first cohort contained students from many subject areas, including architecture, business and government, communication, and engineering. "That in itself was a sign of the potential—and the reward—of the interdisciplinary approach," said Associate Professor Dinica.

"We emphasised that we needed creative thinking across disciplines to meet the challenges of sustainability, because meaningful, longer-term solutions will be interdisciplinary. Many sustainability challenges are novel and we don't have textbooks for them—we needed students to chip in with their fresh thinking and enthusiasm. We designed the course so that we can maximise student opportunities for creative thinking," she said.



# PRINCIPLE 2: VALUES

WE WILL INCORPORATE INTO OUR ACADEMIC ACTIVITIES, CURRICULA, AND ORGANISATIONAL PRACTICES THE VALUES OF GLOBAL SOCIAL RESPONSIBILITY AS PORTRAYED IN INTERNATIONAL INITIATIVES SUCH AS THE UNITED NATIONS' SUSTAINABLE DEVELOPMENT GOALS AND THE UNITED NATIONS GLOBAL COMPACT.



## UNIVERSITY STRENGTHENS COMMITMENT TO SUSTAINABILITY LEADERSHIP

**Te Herenga Waka—Victoria University of Wellington has [signed up to ambitious greenhouse gas emissions targets](#) as part of the Climate Leaders' Coalition.**

The University was one of 18 organisations that agreed to pursue efforts to limit global temperature increase to 1.5 degrees Celsius. The pledge was announced in September 2020, and built on the coalition's 2017 statement to keep warming below two degrees, which the University also signed.

In measures introduced in 2020, existing signatories can sign up to a 'higher ambition' statement if they are able to demonstrate their commitment to achieving key climate-change-mitigation measures. These include measuring their greenhouse gas footprint and having the data independently verified; adopting substantial emission-reduction targets so the organisation contributed to New Zealand being carbon neutral by 2050; and supporting staff and suppliers to reduce their emissions.

"As a values-based university with academic expertise in climate science and climate solutions, we have a moral imperative to take strong climate action," said Vice-Chancellor Professor Grant Guilford.

He said that despite an increase in staff and student numbers between 2007 and 2015, the University reduced its carbon emissions by 15 percent over that time. It had pledged in 2018 to reach a target of net-zero carbon emissions by 2030, and by 2020, emissions were already down a further 6.9 percent, with an even bigger drop predicted because of the effects of COVID-19.

Andrew Wilks, director of sustainability, said the University would focus on ensuring flexible working practices and alternatives to air travel, which have been accelerated through the pandemic and become normal practice. "We will also focus on using carbon-reduction initiatives as research and learning opportunities."

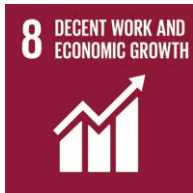
He said the University's targets reflected the urgency of what science was saying about climate change and were set with input from some of the world's leading climate-change scientists based on campus.

One is Professor James Renwick, a current commissioner for the New Zealand Climate Change Commission, who said, "If all organisations and all nations could act as quickly as the University, we could halt global warming at no more than 1.5 degrees Celsius."

**"If all organisations and all nations could act as quickly as the University, we could halt global warming at no more than 1.5 degrees Celsius."**

—Professor James Renwick





## IDEA TO TURN NIGERIA'S PLASTIC WASTE INTO BRICKS WINS INTERNATIONAL COMPETITION

A proposal to help address Nigeria's plastic-waste problem by turning trash into bricks has earned an international team, led by a student from WSBG, first place in the 2020 Global Enterprise Experience business competition.

The team, led by WSBG student Ben Murdoch, devised a company called EnviroBricks that would transform Nigeria's plastic waste into construction material. The idea of making bricks out of recycled PET plastic, recycled polystyrene, and sand aimed to help tackle two major issues being faced in Nigeria: an abundance of plastic waste (it generates 2.5 million tonnes each year), and a critical housing shortage (it is estimated that around 24 million of the nation's 200 million people are currently unhoused).

The team was made up of students from New Zealand, Fiji, Hong Kong, the Netherlands, Azerbaijan, and Nigeria. The three-week contest had teams of eight people from 56 countries working on a business proposal that fostered decent work and economic growth, in line with SDG 8.

Ben said working with such a broad range of people to try to mitigate both the accommodation shortage and immense plastic-waste problem for Nigeria, was a rewarding experience.

"Getting to work though cultural differences and reaching an understanding of what the expectations of leaders are in different countries will be a helpful skill into the future as the world and organisations become more internationally connected."



## GAME-BASED SUSTAINABILITY LEARNING TOOL SHARED WITH SCHOOLS

A **learning tool** to foster experiential education for sustainability was developed by a multidisciplinary team at Te Herenga Waka—Victoria University of Wellington under the leadership of WSBG's Associate Professor Christian Schott.

Based on the concept of [virtual reality experiential education](#), the cutting-edge learning tool has given intermediate and secondary school students the chance to explore one of the world's most significant heritage sites without having to travel there in person.

The award-winning tool, which allows users to virtually explore Machu Picchu Pueblo in Peru and learn from a range of community shareholders, was built using virtual reality gaming software and can be downloaded for free from the [project website](#) and used on regular laptop computers.

It was developed by a team spanning several faculties and units at the University, and included Dr Andrea Milligan from the Wellington Faculty of Education and Associate Professor Stephen Marshall and Jonathan Flutey from the Centre for Academic Development. Associate Professor Schott, from the Tourism Management programme, said the purpose of the tool was to enable students to gain a better understanding of sustainability challenges across the world and to build connections with different people and cultures without the environmental cost.

"It allows students to experience many aspects of a distant place and world without having to travel there and the greenhouse gas emissions that go with that." He said it was particularly relevant at a time when students could not leave the country or in some cases not even attend school because of COVID-19 restrictions.

He said the project was driven by the desire to make learning enjoyable and the need to help students develop critical and creative thinking to address the pressing challenges of sustainability and climate change faced by communities around the world.

Although most of Associate Professor Schott's learning and teaching innovation is focused on tertiary education, he feels it is important to share sustainability-focused educational research and innovation with schools to support their aim of fostering global citizenship.



**“Climate change is the most significant intergenerational challenge facing humanity.”**



## UNIVERSITY BACKS SCHOOL CLIMATE STRIKE ACTION

The Senior Leadership Team at Te Herenga Waka—Victoria University of Wellington got behind the global school climate strike movement in 2019, and actively encouraged its staff and students to participate.

Organisers of the strike in September 2019 asked individuals and organisations to join school students in making their voices heard, something the University’s Vice-Chancellor, Professor Grant Guilford, said was very important.

“Climate change is the most significant intergenerational challenge facing humanity,” he said. “As a values-based university located in the capital city, with a student body rightly concerned for its future, we have a moral imperative to urge government to take strong climate action.”

Professor Guilford said Te Herenga Waka’s commitment to sustainability was a manifestation of its values and was something that was also highlighted in the University’s Strategic Plan. “This university is committed to showing leadership in climate action.”

To accommodate the strike action, academic staff were asked to ensure all lectures were recorded and to make reasonable allowance for students who missed classes or tutorials when the action was taking place.



# PRINCIPLE 3: METHOD

**WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES, AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.**



## **NEW MINOR PROPOSED IN BUSINESS ETHICS AND SUSTAINABLE MANAGEMENT**

**In 2020, a proposal was developed for a new Bachelor of Commerce minor at WSBG that would focus on ethics and sustainability.**

Professor Karin Lasthuizen and Associate Professor Christian Schott proposed that the new Business Ethics and Sustainable Management (BESM) minor would expand students' understanding of ethics and sustainability in relation to public, private, and third sector organisations. The proposed minor closely follows WSBG's strategic initiatives linked to PRME and the values and purposes of the Brian Picot Chair in Ethical Leadership.

"The Wellington School of Business and Government places high value on educating students not just to do well but also to do good, and the strong interest expressed by WSBG students to have recognition for completing a package of these courses shows a desire to engage in learning that enhances social, environmental, and economic wellbeing," said Professor Lasthuizen.

The BESM minor is scheduled to be introduced at the end of 2021, subject to final approval. In addition to seven elective courses from Accounting, Information Management, Management, Public Policy, and Tourism Management, the minor is comprised of two core courses focused on ethical leadership, and sustainable business and the SDGs.

The core BESM minor course that introduces a deep understanding of ethical leadership is based on the popular online course MGMT 250 Special Topic: Ethical Leadership, which will become a permanent course. The second core course is a new offering, MGMT 211 Sustainability and the Sustainable Development Goals in Business.





## VIRTUAL SUSTAINABLE EDUCATION PROJECT WINS SUSTAINABILITY ‘OSCAR OF EDUCATION’

A research-driven [sustainability education project](#) that gives users the chance to learn about the lives and sustainability challenges of people in distant places through virtual reality has won a prestigious gold award at an international conference.

The tool, developed by a multidisciplinary team from Te Herenga Waka—Victoria University of Wellington led by WSBG’s Associate Professor Christian Schott, allows learners to virtually visit a remote island in Fiji and the famous site of Machu Picchu Pueblo in the Peruvian Andes.

The project uses gaming software and virtual reality technology to foster contextualised experiential learning about sustainability challenges and solutions, as well as the UN’s SDGs.

The [Fijian learning tool](#) has been used as part of the curriculum in sustainable tourism management courses at WSBG, the Royal Roads University in Canada, and the new National University of Vanuatu. The [Peruvian learning tool](#) has been used by intermediate and secondary schools across New Zealand.

The project won the gold award in the highly competitive sustainability category at the 2020/2021 QS-Wharton Reimagine Education Conference. The QS-Wharton Reimagine Education awards, known as the ‘Oscars of Education’ because of their global reach and rigorous judging structure, celebrate innovative approaches that enhance student learning outcomes and employability. In 2020, nearly 1,500 innovators representing educational technology companies, universities, and education-focused NGOs from 74 countries submitted their projects for the 13 award categories.

Associate Professor Schott said virtually replicating real places facing sustainability challenges and allowing students to virtually meet community members meant students were able to understand the pressing and complex challenges of sustainability and climate change without contributing to these very issues by travelling there in person.

“The project is motivated by the need for students to develop strong critical and creative thinking skills to address the pressing challenges posed by negative environmental, social, and cultural impacts as well as climatic changes,” he said. “Over several years, we have developed a concept and two learning tools that provide students with meaningful experiential education about these complex challenges and possible solutions by immersing them in distant places and cultures where these challenges are currently more acute than in New Zealand.”



## LEARNING AND TEACHING INNOVATION FOR THE SDGS

In order to enhance course engagement with Agenda 2030 and the SDGs, the chair of WSBG’s PRME steering committee facilitated a workshop on learning and teaching innovation for the SDGs in September 2019.

The workshop was co-hosted with Professor Karen Smith, associate dean learning and teaching, and sought to bring colleagues from a range of schools within WSBG together around a common interest of sustainability and ethics.

The workshop was designed to increase teaching staff’s familiarity with the goals as a globally used roadmap, and to engage them with individual SDGs, as well as with the interconnections between different goals. The discussion included critical reflection on all 17 SDGs, how they were formulated, and their place in society and the business world.

With exchange and collaboration as a core principle of the workshop, most of the time was spent working on innovative teaching and assessment ideas on, and around, the SDGs. Additionally, attendees shared their own experiences of teaching topics such as sustainability and ethics, by discussing not only successes but also challenges.





## BRINGING EDUCATION TO A GLOBAL AUDIENCE

**Having an understanding of the meaning and importance of ethical leadership has become increasingly vital as the world changes, and it was with that in mind that WSBG launched a new massive open online course (MOOC) on the EdX website.**

Called [Ethical Leadership in a Changing World](#), the global MOOC went live in July 2019. The course was an introduction to the theories and practices of ethical leadership, with a focus on organisations. Drawing on New Zealand case studies, the course enabled learners to recognise the role of ethics in organisational decision-making, analyse the actions of leaders from an ethical perspective, and become ethical leaders themselves.

The course was taught by Professor Karin Lasthuizen, who is the Brian Picot Chair in Ethical Leadership. Her co-instructor was Alan Lawton, a visiting professor who has worked with governments and organisations on ethics and integrity and taught public-sector management and organisational ethics at universities around the world.

The course content was all online in the form of short videos about ethical leadership theory and practice, cases, discussion boards, and quizzes, and was available on the EdX website to self-paced learners.

The MOOC has so far attracted thousands of learners from around the world and, at the end of 2019, building on that success, it was tailored into a university-wide for-credit course, MGMT 250 Ethical Leadership. In addition, the ethical leadership course became a professional development course as part of the Executive Master of Business Administration at WSBG.



## NEW ETHICAL DECISION-MAKING CASE: THE PUG PREDICAMENT

**After hearing that an online trading site had banned the sale of pug dogs, Dr Jocelyn Cranefield and Dr Ian Welch from WSBG were inspired to explore further.**

They identified a complex ethical issue surrounding the role of online peer-to-peer (P2P) platforms in animal welfare, which led them to explore the wider ethical issues linked with these platforms. They then developed a teaching case for undergraduate students with colleagues Dr Jean-Grégoire Bernard and Rebecca Mines.

“We called it ‘the pug predicament’—it explores the relationship between online marketplaces and ethics, focusing on the fictional online marketplace KiwiHub,” Dr Cranefield said.

“Buyer demand for pugs and bulldogs has peaked, but these breeds suffer disproportionately from a serious breathing disorder called brachycephalic obstructive airway syndrome (BOAS). In our scenario, Rob Edwards, head of trust and safety at KiwiHub, realises that the company is involved in sustaining demand for dog breeds that may face short and miserable lives, and that many buyers are unaware of BOAS. He must work out how to respond to the opposing demands of animal welfare advocates and KiwiHub’s shareholders, while protecting the best interests of their platform users, both buyers and sellers.”

The team presented the case to students in INFO 395 Case Studies in Information Systems and charged them with helping Rob navigate this ethical quandary.

“This was the first opportunity many of these students had to explore ethical dilemmas, and what resulted was a passionately charged debate on three potentially ‘appropriate’, yet controversial, solutions,” said Dr Cranefield. “Students engaged in respectful discourse with a variety of perspectives and emerged with foundational skills for navigating complex ethical issues in the workplace.”





## WELLBEING IN PUBLIC POLICY CONTEXT FOCUS OF NEW COURSE

Several countries around the world have embraced wellbeing as a guide for public policy in the past few years, including New Zealand.

A new course focused on practical ways wellbeing measures can be utilised in a public-policy setting was introduced in 2021 at the WSBG.

The paper, [GOVT 543 Public Policy and the Economics of Wellbeing](#), is taught by Professor Arthur Grimes, who is the inaugural Chair of Wellbeing and Public Policy. He is also a senior fellow at Motu Economic and Public Policy Research think tank, and is a former chair and chief economist at the Reserve Bank of New Zealand.

The course covers recent theoretical and empirical developments in the economics of wellbeing and explores how insights from wellbeing economics can be applied in a public-policy context. It focuses particularly on the practical application of wellbeing measures to inform decision-making, drawing on both multidimensional outcome frameworks and the analysis of measures of subjective wellbeing.

Other topics covered in the course include:

- intergenerational wellbeing: measuring sustainable development
- the use of wellbeing data in cost-benefit analysis
- utilitarian approaches: subjective wellbeing measures
- wellbeing indices: the pros and cons of reducing wellbeing to a single number
- wellbeing inequality
- wellbeing, welfare economics, and public management.

## THE 'NEW' MANAGEMENT CONCEPT THAT'S AN ANCIENT IDEAL IN TE AO MĀORI



The quadruple bottom line (QBL) is regarded as a relatively new concept in Western business management, but an academic from WSBG has argued Māori have been using it for many hundreds of years.

The QBL measures an organisation's social and environmental success as well as its financial performance. It has received considerable attention in recent years, but according to Dr Ben Walker (Ngāti Raukawa), it is an ancient ideal in te ao Māori (the Māori worldview).

"One of the concepts we cover in MGMT 101 Introduction to Management is the quadruple bottom line, which is often framed as a new and improved way of thinking about the role of business and management," Dr Walker said.

However, after covering the QBL with several cohorts of students, he began to reflect on why it didn't feel so new and improved to him.

"I realised that my upbringing in te ao Māori meant that the core idea of the QBL—that is, thinking in a multifaceted way about the impact of our actions, particularly in terms of impact on the community and natural environment—are very much core assumptions of the Māori worldview. From a Māori standpoint, then, the QBL isn't new at all, but rather an integral and longstanding aspect of the culture.

"I aim to communicate to students that there is much the world can learn about business and management from Indigenous cultures and worldviews," Dr Walker said. "A Māori student recently told me how gratifying it was to see her culture and identity reflected in a first-year business course."

Working with animator Chris Callus and illustrator Isobel Joy Te Aho-White, Dr Walker has created a [video](#) explaining his idea.



# PRINCIPLE 4: RESEARCH

**WE WILL ENGAGE IN CONCEPTUAL AND EMPIRICAL RESEARCH THAT ADVANCES OUR UNDERSTANDING ABOUT THE ROLE, DYNAMICS, AND IMPACT OF CORPORATIONS, GOVERNMENTS, AND COMMUNITIES IN THE CREATION OF SUSTAINABLE SOCIAL, CULTURAL, ENVIRONMENTAL, AND ECONOMIC VALUE.**



## **MARSDEN FUNDING FOR RESEARCH ON WATER ECONOMICS AND POLICY**

**A project by WSBG's Dr Julia Talbot-Jones that seeks to redesign water markets in order to incentivise environmental flows has received a Marsden Fund Fast-Start Grant.**

In her project, entitled Fresh Ideas for Water Markets and Policy, Dr Talbot-Jones will use institutional analysis, game theory, and choice modelling to tackle three diverse research questions:

- What happens in a water market when a river owns itself?
- How can we design markets to be more cooperative at lower cost?
- How can we improve our estimates of missing sociocultural-environmental values of water in Aotearoa New Zealand?

Her research findings aim to advance water economics and policy, provide reliable evidence to inform water management globally, and help achieve SDG 6: Ensure availability and sustainable management of water and sanitation for all.

Dr Talbot-Jones's grant was one of 27 projects from Te Herenga Waka to be awarded Marsden funding in 2020, the highest number for the University in the fund's 26-year history.



## RESEARCHERS LAY BARE NEW ZEALAND'S BLEAK ENVIRONMENTAL REALITY

**Despite its green image, New Zealand has the world's highest proportion of plants and animals at risk, according to Dr Mike Joy, a senior researcher at WSBG's Institute for Governance and Policy Studies, and Master of Environmental Studies student Sylvie McLean in an article for *The Conversation*.**

"Almost two-thirds of rare ecosystems are threatened by collapse ... and thousands of species are either threatened or at risk of extinction," they wrote.

Legislation intended to protect biodiversity in New Zealand had failed, they said, and the human impact on land, as well as poor marine protection, were also factors.

"As a signatory to the UN Sustainable Development Goals, New Zealand is obligated to reduce biodiversity loss," they wrote. "We have committed to achieving SDG 14 (life below water) and SDG 15 (life on land). The former stipulates that we 'conserve and sustainably use the oceans, seas, and marine resources for sustainable development'. The latter stipulates that we 'protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation, and halt biodiversity loss'."

They said there was no sign of any real achievement in reducing biodiversity loss, with a national biodiversity strategy from 2000 being largely ineffective at improving the state of biodiversity.

"Now it is time for action from all levels of society. Cities and regions need to ensure parks and protected areas are adequately managed. Government must work to update ineffective legislation and commit to enforcing the law."



## TRACKING ENVIRONMENTAL SUSTAINABILITY IN LIGHT OF AGENDA 2030

**An academic from WSBG is co-editing a journal special issue examining progress towards the SDGs.**

The special issue in the journal *Advances in Environmental Accounting and Management*, on the topic [Environmental Sustainability and Agenda 2030: Efforts, Progress and Prospects](#), is co-edited by WSBG's Dr Olayinka Moses and Professor Venancio Tauringana from the University of Southampton.

"The special issue offers insights into environmental accounting and management issues pertinent to the implementation progress of SDGs in emerging market economies; the tension of multi-stakeholder participation mechanisms in achieving SDGs; modern slavery risk disclosures in business supply chains; actualisation of Agenda 2030 through sustainability accounting; firms' motivations for SDG-related disclosures; and trajectories of corporate environmental reporting research in sub-Saharan Africa," Dr Moses said.

He said the contributions suggested an increase in appetite for sustainable practices by governments and organisations. "Albeit, the practicality to attain [Agenda 2030's](#) 17 SDGs is still a distance away. The contributions included in the special issue offer an intuitive approach to managers and policymakers for developing strategies to deepen their sustainability engagement and harness the competitive advantage it offers."

"We envisage the findings will inspire governments and companies to speed up actions towards Agenda 2030, given the limited time frame available."







## ‘WELLBEING BUDGET’ MUST DELIVER FOR FAMILIES THAT SACRIFICED MOST DURING PANDEMIC

**The cost of Aotearoa New Zealand’s policy response to COVID-19 and the impact of the recession haven’t been shared equally, according to an academic at WSBG.**

In a research-based piece published on [The Conversation](#) in May 2021, Dr Kate Prickett, director of WSBG’s Roy McKenzie Centre for the Study of Families and Children—Awhi Rito, wrote that the Government’s focus on child wellbeing in its 2021 Budget was well placed.

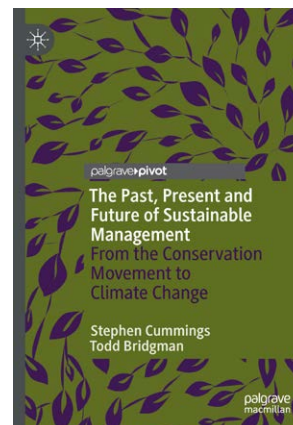
“We know that the pandemic hasn’t been kind to families,” she wrote. “Research we conducted last year showed families with children—particularly low-income families—were more likely to have lost jobs or income during the nationwide lockdown in March–April 2020, compared to homes without children.”

Dr Prickett said the researchers went back to survey respondents a year later to see how they were doing and found that more than half of those low-income families were bringing home less money each week.

She said the recovery had been even slower for working mothers in New Zealand, with only 65 percent of all mothers, and 60 percent of single mothers, reporting stable or increased weekly take-home pay a year later. This compared to 71 percent of all fathers.

Dr Prickett noted that policies and programmes that redistributed money to low-income families and increased their bottom line would be essential, as would increased support for working mothers and efforts to combat daily expenses.

“Budget 2021 is a chance to recognise and rectify the unequal burden the COVID-19 pandemic has placed on families with children, and low-income families especially.”



## BOOK UNVEILS NEW HISTORY OF SUSTAINABLE MANAGEMENT

**A book co-authored by two academics from WSBG has revealed that sustainable management is not a new idea and that its history goes back much further than most people think.**

*The Past, Present and Future of Sustainable Management* (Palgrave, 2021), was written by Professor Stephen Cummings and Associate Professor Todd Bridgman. The pair investigated how, over time, the history of sustainable management got buried by assumptions that management was established with the aim of advancing economic efficiency. This, they wrote, was why it was hard to see any precedence for people’s interest in sustainability prior to the 1960s and 70s.

The authors explained that clearing the obstacles created by the conventional historical understanding enabled a different view to grow, and it revealed a forgotten founder who was the first to envision and promote management as a science. This was future United States Supreme Court Justice Louis Brandeis, who in 1910 developed what he termed ‘scientific management’, “a new approach to industry which has conservation as its central motive”.

Professor Cummings and Associate Professor Bridgman wrote that reconnecting with this legacy would enable us to see management as being focused on social and environmental good rather than economic good alone, and would connect sustainable management in the present back to alternative founders and the sustainable practices of Indigenous people in pre-modern times. The revelation of this new history suggested that sustainable management is normal management—and it was just that we had forgotten this in modern times.

The authors have produced a [short video introduction](#) to the book.



## COVID-19 VACCINE RAISES COMPLEX ETHICAL QUESTIONS

An [ethical analysis](#) for *The Conversation* by two academics from WSBG highlighted the hard choices that would need to be made when distributing the COVID-19 vaccine to New Zealanders.

Dr Barbara Allen and Professor Michael Macaulay wrote that vaccinating New Zealanders with the Pfizer vaccine would involve some significant practical and ethical decision-making.

“For New Zealand, as with all countries, the questions raised are complex: Do we now spend a large amount to scale up a logistics, distribution, and storage system for the Pfizer drug, or should we wait for an alternative that is more effective, easier to transport and store, and possibly cheaper? But would it be fair (or feasible) to make the country wait?”

The pair also wrote that it would be necessary to prioritise recipients as doses became available.

These issues, they argued, raised a number of different ethical perspectives:

- justice, to assess the fairness of a decision
- consequentialism, to look at outcomes
- obligations, to see who we may have made commitments to
- care, to look at individual cases, rather than relying on abstract logic.

All this pointed to the deeper ethical issue of inequality, with health outcomes closely related to socio-economic, ethnic, and gender inequalities. The COVID-19 pandemic has only made these inequalities worse, Professor Macaulay and Dr Allen wrote.

“This adds an international dimension to our national dilemma: We have a duty to protect our own citizens, but is there a way to minimise harm to others at the same time?”



## A CRITICAL ANALYSIS OF ‘GREEN GROWTH’

As countries explore ways of decarbonising their economies, the mantra of ‘green growth’ risks trapping us in a spiral of failures, according to a leading environmental researcher from WSBG.

Ecologist Dr Mike Joy, a senior research fellow at WSBG’s Institute for Governance and Policy Studies, explained in a research-informed [piece](#) for the *Stuff* website why the concept of green growth was an oxymoron.

“The fundamental problem we face in trying to replace fossil energy with renewable energy is that all our renewable technologies are significantly less energy dense than fossil fuels. This means much larger areas are required to produce the same amount of energy.”

Dr Joy said renewable electricity generation was starting to overtake coal and gas in Europe. “But previous research argued that to replace the total energy use of the United Kingdom with the best available mix of wind, solar, and hydroelectricity would require the entire land mass of the country. To do it for Singapore would require the area of 60 Singapores.”

He added that he did not advocate for the continued emission of carbon, but instead for a move away from the concept of growth. “If we don’t focus on reducing consumption and energy waste, and instead fixate on replacing fossil fuels with renewable energy, we are simply swapping one race to destruction with another.”

Dr Joy said how carbon reduction without consumption reduction was only possible through methods that had their own massive environmental impacts and resource limitations.

He said attempting to maintain our way of life—just without carbon—was not a solution. “We must somehow drag ourselves away from our growth paradigm to tackle the multiple crises coming at us. Our only future is one where we consume less, do less, waste less, and stop our obsession with accumulating.”





## DOES CENTRALISED FUTURES THINKING AID RESILIENCE AND A MORE SUSTAINABLE FUTURE?

**New Zealand has shown remarkable resilience in times of crisis, but taking an institutionalised approach to focusing on the future delivered mixed results, wrote Dr Malcolm Menzies in an October 2020 [article](#).**

“In New Zealand, whether it’s the Tourism Futures Taskforce or future-proofing for broad-based social change, the future, re-imagination, and transformation are the new buzzwords for government, industry leaders, and politicians. But we have seen this all before,” he said.

He cited initiatives such as the [Knowledge Wave](#), which has a whakapapa that included the National Industrial Conference in 1928, the New Zealand Planning Act of 1977, the Commission for the Future, and the Planning Council.

“Centralised futures thinking and planning both fell out of favour, however, and the Commission for the Future was disestablished in 1982, followed by the demise of the Planning Council in 1990. Institutionalised approaches were on the back foot. Faith rose in free-market, ‘self-organising’ mechanisms for determining future directions.”

But the 1990s onward saw a flurry of disconnected planning and futures-related activity, said Dr Menzies, with another go at transformation with the Job Summit in 2009, after the global financial crisis.

But what had been learnt?

“Over the past 60 years, the track record of planning for economic and social transformation is mixed. Attempts to ‘imagine the future’ have struggled to make headway. Some economic initiatives have delivered success, but only after a long delay, and a few have proved ephemeral,” Dr Menzies wrote.

“Currently, there are many initiatives that make up a national ecosystem for futures thinking. The trick will be to learn from experience while nurturing that ecosystem in the interests of future generations.”

# PRINCIPLE 5: PARTNERSHIP

**WE WILL INTERACT WITH MANAGERS OF BUSINESS CORPORATIONS, POLICYMAKERS, AND SOCIETY TO EXTEND OUR KNOWLEDGE OF THEIR CHALLENGES IN MEETING SOCIAL, CULTURAL, ECONOMIC, AND ENVIRONMENTAL RESPONSIBILITIES AND TO EXPLORE JOINTLY EFFECTIVE APPROACHES TO MEETING THESE CHALLENGES.**



## UNIVERSITY CELEBRATES CORPORATE COMMUNITY VOLUNTEERING

**A celebration involving Wellington's mayor and councillors was held in June 2019 to mark the completion of Te Herenga Waka—Victoria University of Wellington's corporate challenge.**

Sponsored by the University and organised by Volunteer Wellington, the corporate challenge is an annual employer-supported volunteering programme that in 2019 saw more than 1,000 employees from the public and private sectors volunteer on over 100 projects for more than 40 Wellington community organisations.

At the celebration event, part of National Volunteer Week, awards were given to businesses and community organisations collaborating through volunteering to address SDG 11: Sustainable Cities and Communities and SDG 15: Life on Land. Professor Karen Smith from WSBG hosted the event.

Te Herenga Waka's Provost, Professor Wendy Larner, said the partnership with Volunteer Wellington for the corporate challenge was an ideal fit for the University. "It demonstrates in a tangible way our commitment to being a capital city and global—civic university, one that values close involvement with the social, cultural, and economic life of its city and region."

Professor Larner said the University has a tradition in, and a commitment to, civic engagement and aims to foster confident, critically informed, and civic-minded graduates.

One such student is Lucy Kenner, who was a member of the Student Vanguard, a group of students who worked alongside Volunteer Wellington and took a lead role in the event.

"Providing a high-flying corporate environment is not necessarily a guarantee for attracting the best talent for an organisation," she said. "Instead, graduates are thinking about the type of workplace where they can be part of something bigger, whether that is having volunteer days to help out with their own passions or being part of an organised tree-planting or beach clean-up team."







## GOVERNMENT-FUNDED VERACITY TECHNOLOGY PROJECT LED BY WSBG ACADEMIC

**How can you verify that something is what it appears to be?**

A multidisciplinary team led by WSBG has received \$2 million in government backing to look for data and computer science solutions to this ancient question.

The spearhead research project [Veracity Technology](#) was launched in July 2021 by the Science for Technological Innovation National Science Challenge. The project is led by WSBG's Associate Professor Markus Luczak-Roesch and the project team—drawn from a range of disciplines across multiple universities—will employ cutting-edge science to develop new ways to build digital infrastructures that support more transparency.

Associate Professor Luczak-Roesch said that irrespective of whether something was a natural product, a digital product, or data, it was increasingly difficult to know if it was truly what we thought it was.

“How do you know for sure where a product is made or whether the claims made about it by the producer are authentic? Plus, how can we trust that our data is protected and used only in ways we have agreed to?”

An industry advisory group will be established to ensure ongoing market input and engagement with end users, rangatahi, and sector representatives. Additionally, the project would create a collaborative, multidisciplinary research lab to put New Zealand at the forefront of veracity technology worldwide.

“This spearhead research project has the potential to make a difference for New Zealand businesses by growing trust, potentially maintaining the integrity and competitiveness of entire sectors,” said Associate Professor Luczak-Roesch. “It puts focus on a growing global issue that matters to every individual: the truthfulness and authenticity of information in the digital sphere.”



## RESEARCHER PITCHES TO GOVERNMENT MINISTERS ON PANDEMIC RECOVERY PRIORITIES

**Outspoken environmental advocate Dr Mike Joy from WSBG was invited to make an ‘elevator pitch’ to government ministers on how they should spend COVID-19 recovery money.**

In an article published on [Newsroom](#) in November 2020, which expanded on his talk to the ministers, Dr Joy described the country's failure to protect the life-supporting capacity of New Zealand's freshwaters as an “elephant lurking in the room”.

“Almost all our lowland rivers, lakes, groundwater, and estuaries are [severely impacted](#) and in many cases have gone past tipping points, past any hope of recovery,” he said.

“Global comparisons of our environmental performance clearly reveal we deserve to be pariahs. We are in the worst 25 percent of all countries per capita and per area. Worse still, this has happened in a very short time compared with nearly all other countries.”

Dr Joy wrote that there was no sign New Zealand had even come close to stopping the freshwater degradation, let alone improving it. “In sharp contrast to the COVID-19 pandemic, the advice of independent scientists has been largely ignored, so you can expect things to continue to worsen.”

He said the claim by the dairy industry that it was the ‘backbone of the economy’ didn't bear scrutiny. “I am convinced that in the future we will look back and see dairy production in the way we do now, as the worst possible land use for this country.

“As a freshwater ecologist with decades of experience studying New Zealand's waterways, I want to make it clear we do not need to spend money to fix the environment. What we need to do is get rid of the failed system that allowed it to be harmed in the first place.”

**“In sharp contrast to the COVID-19 pandemic, the advice of independent scientists has been largely ignored, so you can expect things to continue to worsen.”**



11 SUSTAINABLE CITIES AND COMMUNITIES



13 CLIMATE ACTION



## REPORT DETAILS IMPACT OF SEA LEVEL RISE ON INSURANCE

**A major report, with contributions from WSBG researchers Belinda Storey and Professor Ilan Noy, has investigated how insurers might deal with the risk posed by rising sea levels, and has sparked a plea from the Insurance Council for urgent government action.**

As reported in the [New Zealand Herald](#), the findings were published through the government-funded [Deep South Challenge](#), a programme of climate research that is one of the New Zealand Government's 11 national science challenges. Deep South involves four universities, including a multidisciplinary team from Te Herenga Waka, collaborating with scientific research organisations to devise ways to help New Zealanders adapt, manage risk, and thrive in a changing climate.

The report, published in December 2020, warned that thousands of seaside homes around New Zealand could face soaring insurance premiums, or even have some insurance cover withdrawn altogether, within just 15 years.

It looked at the risk for around 100,000 homes in Auckland, Wellington, Christchurch, and Dunedin that lie in one-in-100-year coastal flood zones. It found that a sea level rise of just 10 centimetres in Wellington, which is expected by 2040, could increase the probability of a flood five-fold, making it a one-in-20-year event.

International experience and indications from New Zealand's own insurance industry suggest that companies start pulling out of insuring properties when disasters like floods become one-in-50-year events. By the time that frequency had risen to one in 20 years, the cost of premiums and excesses will have climbed sharply—if insurance was able to be renewed at all.

In response to the report, Climate Change Minister James Shaw told the *New Zealand Herald* the Government was working on a national adaptation plan that would set out how it intends to ensure communities were more resilient to the impacts of climate change.





## ORGANISATIONS SUPPORTED TO FOSTER BUSINESS WELLBEING

A new Ministry of Business, Innovation and Employment-backed project called **ENO-Net** was established in 2020 to advance entrepreneurship in New Zealand in innovative ways, and WSBG is helping lead it.

A team of experts in entrepreneurship, including Professor Stephen Cummings and Dr Jesse Prini from WSBG, wrote about the broad value of entrepreneurship-nurturing organisations (ENOs) in *NZ Entrepreneur* magazine.

Among a number of ENOs that were building entrepreneurial capital, WSBG's [The Atom—Te Kahu o Te Ao](#) innovation space was recognised as one that was nurturing creativity and a growth mindset in the pursuit of value creation. Entrepreneurship-nurturing organisations were helping inspire people to develop new ventures and spark firm-level innovation, creating new value across New Zealand's economy. They were also helping young people use what they learnt in their degree to create value in the world.

They said that ENO-Net was established to collaborate on efforts to better define and measure entrepreneurial capital as a multidimensional stock of capabilities and attributes that enabled wellbeing and value creation of many kinds.

The need for better defined measurements of how ENOs created value would enable more informed decision-making about how to best invest in them, the authors wrote. ENO-Net would be able to produce hard evidence linking entrepreneurship nurturing in places like The Atom to income and health outcomes, as well as labour productivity, revenue growth, exports, and job creation.

Entrepreneurship was about more than just financial success, the authors wrote—it could also create other forms of wellbeing such as the confidence to apply ideas and knowledge, purpose, learning, community, and connections. The value of this multidimensionality should not be underestimated.



## UNIVERSITY PARTNERS WITH GOVERNMENT AGENCY FOR ZERO CARBON PLAN

**Te Herenga Waka—Victoria University of Wellington has welcomed a \$175,000 boost from the Government to support its goal of achieving net zero carbon emissions by 2030.**

The funding, awarded in April 2021, will go towards the installation of LED lighting in the University's Rankine Brown building that was forecast to save 75 tonnes of carbon dioxide emissions a year while also reducing operating costs.

The funding was administered by the Energy Efficiency and Conservation Authority (EECA) as part of the State Sector Decarbonisation Fund.

"We have a long history of working with EECA to improve the energy efficiency of our campus. We welcome this announcement of the funding contribution to our latest round of LED lighting upgrades as another important step in delivering net zero emissions by 2030, as part of our Zero Carbon Plan," said the University's director of sustainability, Andrew Wilks.

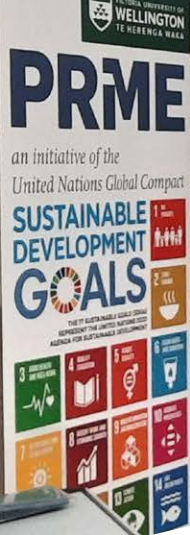
Home to the University's Kelburn library, Rankine Brown operates for long hours each week, which made the financial support for a more environmentally friendly lighting solution an excellent outcome, said the University's property services director, David Stevenson.

Librarian Janet Fletcher said it was important to provide a safe and comfortable library environment for students and staff. "Upgrading works are ongoing, but we have already received positive feedback from students and other library users about the new lighting."

# 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, ETHICS, AND SUSTAINABILITY.**





## WSBG HOSTS CONFERENCE ON COLLABORATIVE LEADERSHIP

**The WSBG played host to an international conference that brought together some of the world's top thinkers on public leadership.**

Professor Karin Lasthuizen, WSBG's Brian Picot Chair in Ethical Leadership, is a founder and board director of the international academic research network Public and Political Leadership (PUPOL). She was instrumental in organising Te Herenga Waka—Victoria University of Wellington to host the fourth annual PUPOL conference, based on the theme of collaborative leadership for a sustainable future, in April 2019.

The conference was based at the University's marae, and attracted more than 40 leadership scholars from around the world, including a strong contingent from the Asia-Pacific region. Two well-attended workshops were held for university colleagues and stakeholders, and a conference dinner provided a meet-and-greet opportunity for stakeholders and international attendees.

Following the conference, Professor Lasthuizen served as the lead editor for the conference special issue of the *International Journal of Public Leadership*. The special issue was entitled 'Political and public leadership: Advancing ethics and the common good', with papers by the Chair's adjunct research fellow Heidi Börner and WSBG colleagues Dr Esme Franken and Dr Geoff Plimmer. Professor Brad Jackson, formerly of Te Herenga Waka, contributed with an introductory paper for the special issue, entitled 'The power of place in public leadership research and development', which captured his excellent keynote speech for the conference.



## PRME@WSBG LAUNCHES HIGH-PROFILE SPEAKER SERIES ON THE SDGs

**A series of talks showcasing WSBG's cutting-edge research in relation to the SDGs was launched in April 2021.**

Featuring eight of WSBG's [funded Chairs](#), the seminar series is aimed at internal and external stakeholders.

The participating funded Chairs are a key feature of WSBG and include the Brian Picot Chair in Ethical Leadership, the Chair in Business in Asia, the Chair in Digital Government, the Chair in the Economics of Disasters and Climate Change, the Chair in Pacific Region Business, the Chair in Regulatory Practice, the Chair in Wellbeing and Public Policy, and the Diana Unwin Chair in Restorative Justice.

The funded Chairs were launched to ensure excellence in research and teaching in topical areas, and many are supported by government and private organisations with a need for specific research. For instance, the Chair in Digital Government is jointly funded by the University, the Ministry of Education, and the Department of Internal Affairs, and the Diana Unwin Chair in Restorative Justice is jointly funded by seven organisations, including the Grace Memorial Trust, New Zealand Police, and Oranga Tamariki.

During the presentations, the Chairs relate their team's research to one, two, or three of the SDGs. Owing to the positive feedback from the audience, both in person and online, another speaker series on the SDGs is planned for 2022 to allow the Chairs' research students to share their projects in the context of the SDGs.





## CORPORATE SOCIAL RESPONSIBILITY: GREENWASHING?

**A debate about the merits of corporate social responsibility (CSR) was held at WSBG in September 2019.**

As consumers and investors become more socially and environmentally conscious, they expect businesses to adopt business models that mitigate the negative impacts their operations have on society and the environment. In response, many businesses now claim to be socially and environmentally responsible, but whether this is actually the case has been called into question.

At the [networking event](#), hosted by the Victoria Plus Programme and Volunteer Wellington, two teams made up of professionals, students, and WSBG academics debated whether CSR was just a way for companies to appear more environmentally sound than they actually were.

The event was moderated by Professor Ian Williamson, WSBG's then pro-vice-chancellor and dean. Debaters included WSBG's Associate Professor Valentina Dinica, who argued in favour of the idea that CSR was just greenwash, and Professor Karen Smith, who adopted the opposing view.



## POPULAR PODCAST ABOUT TRANSITIONING TO TRULY SUSTAINABLE TOURISM

**Sustainable tourism, which takes full account of its current and future economic, social, cultural, and environmental impacts, is an increasingly important focus for the tourism industry.**

This is particularly the case in Aotearoa New Zealand, where tourism is one of our major exports, but with significant negative impacts on our environment physically, socially, and culturally. As many countries around the world consider how to achieve a more sustainable form of tourism, three Tourism Management academics from WSBG discussed what tourism should look like to ensure wellbeing for the whole of New Zealand.

Dr Ina Reichenberger, Associate Professor Christian Schott, and Associate Professor Ian Yeoman spoke about the importance of adopting truly sustainable or even regenerative models of tourism, and the challenges and opportunities this presents to New Zealand. This conversation was designed as a [podcast](#) that aired in April 2021 and is now the second most popular item on the University's podcast channel.

Associate Professor Schott is an expert in sustainable tourism development and education for sustainability, and Associate Professor Yeoman is a futurologist specialising in travel and tourism. The conversation was moderated by Dr Reichenberger, whose interests centre on tourist experiences and the social aspect of tourism.



## FOSTERING MĀORI ENTREPRENEURSHIP KEY TO ECONOMIC RECOVERY

The need for Māori entrepreneurs continues to grow, especially in a post-COVID-19 world, according to an expert on Māori business from WSBG.

Dr Riri Ellis, director of Māori and Pasifika Business Programmes, wrote in an August 2020 [opinion piece](#) for *NZ Entrepreneur* magazine that it was vital for entrepreneurial Māori to make their ambitions a reality as the country recovered from the economic threats posed by the COVID-19 pandemic.

She said there was already work underway at varying levels throughout New Zealand to implement strategies and infrastructure needed to support Māori entrepreneurship.

Technology was another important way Māori were getting their businesses up and running.

“Rangatahi are increasingly interested in going out on their own and being their own bosses. Technology has played a massive role in this, with the internet opening a world of opportunities ... We need to make sure the support is there to help businesses thrive.”

Dr Ellis said the unrelenting drive of Māori women in small business enterprises was often a matter of survival. “They had no choice. It was either sell something you made or ordered, or risk complete poverty. The COVID-19 environment in New Zealand has forced many people into that same situation.”

The pandemic has only made the need to better support Māori businesses more essential, she wrote. “As we move to being more agile in response to the crisis, the ability of families and individuals to convert their ideas into businesses is of increasing importance. Many young Māori will be leading this surge in entrepreneurship and that future is exciting—but it is key that industry and government work together to support these endeavours.”

**“Rangatahi are increasingly interested in going out on their own and being their own bosses.”**



## HIGH-LEVEL DISCUSSION ABOUT INTEGRITY DURING COVID-19 RECOVERY

As New Zealand transitioned from addressing the immediate COVID-19 crisis to navigating through its recovery, there was a heightened opportunity for integrity violations.

The crisis has required the Government to make quick decisions and implement drastic measures to protect communities. Without resilient and robust safeguards, our recovery was vulnerable to abuse. How might we ensure business and political integrity in our recovery?

In the lead-up to the 2020 general election, about 150 people gathered at WSBG to hear candidates discuss their insights and perspectives on business and political integrity during our recovery from the COVID-19 crisis. The University’s Brian Picot Chair in Ethical Leadership, Professor Karin Lasthuizen, partnered with Transparency International New Zealand for this successful event.

The host was Wellington city councillor Tamatha Paul, and five political parties were represented: Jessica Hammond (TOP), the Honourable Andrew Little (Labour), David Patterson (National), the Honourable James Shaw (Green), and Fletcher Tabuteau (New Zealand First). Each representative fielded critical questions from former broadcaster Ian Fraser on how New Zealand could ensure political and business integrity during its recovery from the pandemic.



## WSBG ACADEMIC LEADS WORLD WELLBEING PANEL

**An international organisation of experts that promotes wellbeing as the ultimate purpose of all major decision makers, especially government, is led by an academic from WSBG's School of Government.**

Professor Arthur Grimes, the Chair of Wellbeing and Public Policy, is one of four co-convenors of the [World Wellbeing Panel](#). Five surveys per year are administered to the international panel of more than 50 experts, including Professor Grimes, which asks questions about wellbeing policy.

Panellists comprise behavioural scientists, economists, public policy experts, sociologists, and other thinkers from institutions in Australia, Bhutan, Canada, Chile, France, Germany, India, Italy, Luxembourg, Mexico, the Netherlands, New Zealand, Singapore, South Africa, South Korea, Sweden, Switzerland, Spain, the United Kingdom, and the United States.

The aim of this high-level panel is to foster debates about policy in terms of its impacts on wellbeing, which, over time, is expected to lead to better policies and decisions.

Topics in recent surveys have included: drug decriminalisation and wellbeing; fighting COVID-19—confinement and wellbeing; how to keep up wellbeing during the COVID-19 pandemic; large companies and employees' wellbeing; migration and wellbeing; subjective wellbeing and sustainable development; teenage wellbeing; and whether happiness is a way of life shared with others.



## PRME BLOG EDITORIAL BOARD GETS WSBG CONTRIBUTION

**Associate Professor Todd Bridgman from WSBG was appointed to the editorial board of the [PRME Blog](#) in June 2021. The blog is the online chronicle of the UN's PRME that publishes timely, engaging, cutting-edge, and provocative contents developed by the broad community of professionals involved in responsible management education. The blog serves as a mechanism for reflection, a point of inspiration, and a call to action for management educators.**

Associate Professor Bridgman's research is focused on management education, management history, and critical management studies, and he is co-editor-in-chief of the Sage journal [Management Learning](#). His editorial role with the PRME blog involves commissioning blog posts and writing his own. In July 2021, he co-authored a [piece](#) with his colleague Professor Stephen Cummings on repositioning the weight of history and its relationship to sustainability, based on their book [The Past, Present and Future of Sustainable Management](#) (published by Palgrave in June 2021).



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# FUTURE OBJECTIVES

Over the coming two years, we commit to further increasing the engagement by staff, students, and external stakeholders with Agenda 2030 and the United Nations' Sustainable Development Goals. Our activities will continue to be framed by the six principles of PRME—Purpose, Values, Method, Research, Partnership, and Dialogue—and driven by a commitment to continuous improvement and a passion for fostering the development of responsible leaders. Although few things are predictable in the world we live in, which continues to be deeply affected by the COVID-19 pandemic, we plan to realise the following initiatives:

- launch the minor in Business Ethics and Sustainable Management (BESM) to engage students more deeply with sustainability, ethical leadership, and the SDGs in a business context
- design a new course, Sustainability and the Sustainable Development Goals in Business, in close consultation with students, which will form part of the core of the new BESM minor
- build on the success of the WSBG Funded Chairs Speaker Series on the SDGs by inviting research students working with WSBG's nine funded Chairs to share their cutting-edge research projects
- contribute to Te Herenga Waka—Victoria University of Wellington's initiatives to achieve the goal of net carbon neutrality by 2030; this will entail a range of initiatives, including a reduction in academic air travel by WSBG staff
- provide support for existing sustainability and ethics-focused initiatives by student clubs and groups as well as by other parts of the University
- partner with the Institute of Business Ethics for its New Zealand Ethics at Work Survey 2021
- encourage all WSBG staff to take their annual Volunteering Day to contribute to the realisation of the SDGs and Agenda 2030
- foster critical debate about the SDGs as a global roadmap towards a more sustainable future
- continue to be innovative in how we foster learning and collaborative in identifying what should be the focus of our students' learning
- encourage WSBG researchers to engage with the SDGs more explicitly when developing new research projects.





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