



HONG KONG BAPTIST UNIVERSITY SCHOOL OF BUSINESS

SHARING INFORMATION ON PROGRESS

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PRME Principles for Responsible
Management Education

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Sharing Information on Progress

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DEAN'S MESSAGE



For more than sixty-five years, the School of Business has been at the vanguard of business education in Asia, moulding generations of business leaders. Steeped in a tradition of academic excellence, yet always looking forward to new intellectual horizons, the School prides itself in striving to be a pioneer in business education, with an emphasis on corporate sustainability, corporate social responsibility (CSR) and ethics. Located at the crossroads between the emerging countries of Asia and the West, the School is ideally situated to confront the changes impacting our world, be it the economic resurgence of China, the impact of globalization, the new challenges presented by the post-pandemic world, or the need for new ethical standards in the age of sustainability and accountability.

This is now our seventh report for PRME. We outline the progress made with all our stakeholders and describe how the School has engaged students, how it has supported faculty members in their teaching, research, community service, and contributions to practice, building on the six PRME principles and the UN-supported sustainable development goals (SDGs). In terms of the student experience, corporate sustainability is fully integrated into the curriculum and co-curricular activities, developing citizenship and integrity as well as knowledge. In terms of research excellence, corporate sustainability provides a core focus, for example with the "Faculty Niche Research Area" (FNRA) on corporate sustainability. Engagement with business and society also reflects the theme, with faculty members' engagement activities reflecting CSR, governance, compliance and other related aspects. For each of these themes there are detailed action plans and KPIs, as shown in the Strategic Plan. Implementation involves the inclusion of required classes on governance, corporate social responsibility and business ethics in all programmes, and extends to research into the related areas of leadership and management practice, ethical marketing, and the accounting, economic and financial aspects of governance.



ED SNAPE
Dean, School of Business
Hong Kong Baptist University

Principle I. **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.



PURPOSE *The School seeks to inspire good business practice, create value for stakeholders, and enhance social and economic development through education, research and engagement. A core theme of the School is a commitment to supporting corporate sustainability and responsible business leadership, which is in line with the Whole Person Education (WPE) of Hong Kong Baptist University. The School was the first business school in Hong Kong to commit to the UN-supported Principles for Responsible Management Education (PRME), which articulates a vision that places business ethics at the centre of business education, an approach in harmony with our whole-person business education philosophy. The School is applauded by accrediting bodies for its high quality of whole person business education provided to students, as underpinned by student dialogues during accreditation visits.*

I.1 “Whole Person Education” at Hong Kong Baptist University

As encapsulated in HKBU mission, HKBU “is committed to academic excellence in teaching, research and service, and to the development of the whole person in all these endeavours built upon the heritage of Christian higher education”. As laid down in the Institutional Strategic Plan 2018-2028, HKBU aspires to inter alia “nurture students to become inspired, confident, professional and **ethical leaders**”. This is clearly articulated in the School’s mission as elucidated below.

The General Education (GE) Programme foregrounds the essential elements of Whole Person Education, such as integration of knowledge, acquisition of empathy and critical thinking, and aims to nurture our students to become responsible and responsive citizens. These educational aims are in echo with the those of responsible management education.

I.2 Nurturing Responsible Leaders and Citizens

The Whole Person Education at Hong Kong Baptist University (HKBU) trains students to be responsible global citizens of the 21st century. In line with the University’s WPE philosophy, the Business School Strategic Plan 2019-2023 reinforces the integration of corporate sustainability, business ethics and corporate social responsibility throughout the curriculum. This is prominently reflected in the School’s Mission:

School’s Mission:

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



These key elements will continue to underpin the new Strategic Plan 2023-2028. The School focuses on corporate sustainability as a differentiator and core theme, running through teaching, scholarship and engagement activities. The School’s core theme “Nurturing Ethical leaders with Global Vision” is underscored in the newly launched tagline: “Be U. Be a Responsible Business Leader.” There are four more versions that substitute “Responsible” in the tagline, namely “Global”, “Caring”, “Creative” and “Visionary”. According to the School’s mission, these are the most crucial attributes that a business leader should possess to make a difference in the ever-evolving world. Three of them align with the University’s recent rebranding “Be Global / Be Caring / Be Creative” and the other two echo the School’s commitment to supporting corporate sustainability and responsible business leadership. Themes that are in alignment with the mission of the School and the wider University’s Whole Person Education philosophy.

The School is willing to promote these elements in its international promotion activity. The first tagline campaign strives to promote the School’s brand through social media platforms and attracted a new audience worldwide. The campaign was rolled out successfully, for example, a 3-month brand campaign on Facebook in 2022 reached an audience of 277,825+ in 13 major countries across Europe, North America, South Africa and Asia. Among them, 12,200+ signed up as a fan of the School, meaning that they were interested to acquire the School’s information first-hand. To date the School has 21,888 Facebook fans, out-performing all other Hong Kong business schools.

Principle II. 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 Global Compact.

VALUES

The University and the School have been long infusing the values of global social responsibility into our academic activities, curricula and organizational practices.

2.1 University Graduate Attributes and School's Learning Goals

Commitment to sustainability, and the strong emphasis on ethical behaviour which is implied, has long been a differentiating feature of the School's ethos and activities, and those of the University in the School's mission as a whole. At University level, one of the Graduate Attributes (GAs) to be developed in all of the University's graduates is that they should be "responsible citizens with an international outlook and a sense of ethics and civility". Those aspirations are given more detailed form in the Learning Goals and Learning Objectives for every programme in the School.

University Graduate Attributes


公民
Citizenship


Be responsible citizens with an international outlook and a sense of ethics and civility

For example, one of the Learning Goals (LGs) of the *Bachelor of Business Administration (Honours)* (BBA) programme stipulates that students will have a solid understanding of the value of business ethics and good corporate governance upon completion of the programme. Similarly, at taught postgraduate level, one of the Learning Goals for the *MSc in Business Management* programme is to help students acquire knowledge of business ethics, CSR and corporate sustainability issues affecting business.

To solicit students' views and comments on their learning expectations and experiences, the University has set up the Student Learning Experience Questionnaires (SLEQ) to monitor student learning experiences and self-report achievement of GAs, so as to facilitate the provision of timely intervention and assistance for quality assurance and enhancement to student learning and their university lives. In the SLEQ Report for 2022 graduates, most respondents reported that they have achieved "Good" or "Above average" in the "Graduate Attribute – Citizenship". In addition, some programmes conducted exit surveys to track graduate perspectives on achievement of LGs. The evaluation results were quite positive on the achievement of CSR-related LGs. For instance, according to BBA exit questionnaires for 2021 & 2022 graduates, close to 90% of the respondents "Strongly Agreed" or "Agreed" that the BBA Programme has enabled them to have a solid understanding of the value of business ethics and good corporate governance.

2.2 General Education programme

General Education (GE) programme is an important and compulsory curricular component of undergraduate programme, with training on integrating broad-based knowledge, transferable core skills, guiding principles and attitudes that students need in both their specialized studies and future professional and personal lives. In response to UN SDGs, GE courses also mapped with relevant SDGs. Sample courses follow.

SDG	General Education courses
 1 NO POVERTY	GCAP3076 Service-Learning in Fighting Poverty
	GTSU2007 Fighting Poverty and Striving for a Sustainable Society
	GTSU2027 Tax: Answer for Wealth Inequality
 11 SUSTAINABLE CITIES AND COMMUNITIES	GTSU2047 Walkability of a City
	GTSU2056 People and the Environment
	GCAP3196 Building Sustainable Cities (Interdisciplinary Independent Study)
 12 RESPONSIBLE CONSUMPTION AND PRODUCTION	GTCU2036 Social Innovation and Entrepreneurship
	GFVM1056 Evil Business? Psychology, Politics and Philosophy of Business Ethics
	GTSU2037 Sustainability through Digitalization: Active and Responsible Citizens in the Digital World
	GTSU2057 Sustainable Design Thinking

As GE programme and responsible management education have common educational aims to nurture responsible and ethical leaders, the School is committed to contributing its expertise to deliver GE courses for students from across the entire University, again often with a focus on sustainability and ethics. The School offers a variety of GE courses across the three-tier course levels. These include 5 foundational GE courses, 14 interdisciplinary GE courses and 8 GE capstone courses, see Appendix 1 for a full list of GE courses offered by the School.

2.3 Promotion of Sustainability at University Level

Major initiatives

At University level, HKBU is an environmentally responsible institution, which strives to promote environmental sustainability, as one of the strategic themes in its new strategic plan. Since 2009, the Environmental Health and Safety Committee, which reports directly to the Senior Executive Committee, has undertaken a project on a "Sustainable Low Carbon Campus", and a delegated "Task Force on a Sustainable Campus" has been established to formulate policies for the University. Low carbon initiatives and achievements are outlined on the University's Sustainability website.



Colleagues and students are encouraged to participate in and contribute to the fostering of a low-carbon culture on campus by offering practical recommendations in line with the University's vision. These include the promotion of climate-friendly meals to help campus members to develop sustainable and low-carbon dietary habits and the provision of a reusable tableware rental service to minimise the use of disposable items at events.





To ensure steady progress to reduce energy use and to achieve a more energy-efficient campus for the University community, the University has put forward a five-year energy efficiency plan (2020-2025) using smart technology through regular energy review.



The University has established the University Green Policy for Capital Projects and Major Addition and Alteration Projects for University Campus to demonstrate the commitment of the University to continuously improving the sustainability performance and promoting responsible behaviour on campus to combat global warming. The Policy applies to every new building or renovations within the campus that shall be designed and constructed in an environmentally friendly manner, following the well-known green building standards namely BEAM Plus certification scheme. Aside from that, the University avoids building new construction on greenfield sites where possible. For instance, the Jockey Club Campus of Creativity (JC3) is being built on the former institutional campus site. In April 2022, the development of JC3 was presented with the Merit Award under the "New Buildings Category: Projects Under Construction and/or Design – Institutional" at the Green Building Award 2021. The Award, which is co-organised by the Hong Kong Green Building Council and the Professional Green Building Council, aims to recognise and commend the excellence and contribution of the project towards a sustainable built environment.



The University was honoured with a "Wastewi\$e Excellence Certificate" from the Hong Kong Green Organisation Certification for the tenth year in a row. Jointly organised by the Environmental Campaign Committee, Environmental Protection Department and other organisations, the award recognised HKBU's outstanding achievements and its contributions to environmental management as well as environmental protection.

2.4 HKBU Reports on Sustainability 2021 & 2022

HKBU also actively engages staff and students in reflecting the sustainability achievement of the University in SDGs in the aspects of research, education, outreach, events and facility. Notable example includes the production of HKBU reports on sustainability 2021 & 2022. Highlights of the School's sustainability achievements in the two reports are as follow:



Students taking part in Dr Aries Wong's General Education Capstone course "Service-Learning in Fighting Poverty" (offered by the Department of Accountancy, Economics and Finance) explored the poverty issues through lectures and community engagement. Students gained first-hand experience of the poverty issue and interacted with grassroots in Hong Kong through participation in the community programmes with NGOs (see section III: METHODS).



Established in 2016, Entrepreneurship and Innovation Centre (EIC) aspires to support entrepreneurship education in the School of Business. To promote entrepreneurship, drive innovation, and nurture creativity among our students, EIC organises seminars, workshops, and related events for students to participate in. The EIC especially plays an important role in organising entrepreneurial activities for BBA (Hons) - Programme Entrepreneurship Concentration (first of its kind in Hong Kong).



Supported by The Hong Kong Jockey Club Charities Trust with a donation of over HK\$8 million, the Department of Management, Marketing and Information Systems offers a three-year environmental educational programme, Hong Kong Jockey Club Responsible Consumption Programme (see section III: METHODS).



Prof Aris published an article "What Determines the Return to Bribery? Evidence from Corruption Cases Worldwide" in the top-tier journal *Management Science* (see section IV: RESEARCH) and the findings were reported in *The Economist* magazine, *The Business Times* (Singapore), and *Handelsblatt* (Germany). They were shared in the School of Business's research webinar in November 2022 (see section VI: DIALOGUE).

The reports were available on the University's webpage: <https://hkbu-sustainability.hkbu.edu.hk/reports.html>

2.5 Expectations of ethical behaviour

The University and the School expect students, faculty and staff to conform to high standards of ethical behaviour. A comprehensive set of policies, procedures, and statements giving guidance and setting standards for appropriate behaviour is in place. These include:

(a) Students

- Standards of Conduct: every new student can access to the online University Student Handbook, which contains the academic rules for degree programmes and the campus-wide Standards of Conduct.
- Graduate Attributes (GA): One of the GAs explicitly sets the University's agenda for developing students to "be responsible citizens with an international outlook and a sense of ethics and civility". The *Whole Person Development Inventory* (WPDI) developed by the Office of Student Affairs is used to encourage our students to be reflective thinkers.
- Academic integrity and plagiarism: the importance of intellectual honesty and the nature of plagiarism are explained to students (see: http://ar.hkbu.edu.hk/curr/avoid_plagiarism/). All students admitted from 2010 onward have taken online anti-plagiarism tutorials. Programme Documents include sections on plagiarism and disciplinary procedures, and the nature and significance of academic integrity is underlined at programme briefings. The School makes full use of anti-plagiarism software to support academic integrity.



(b) Faculty and staff

The University has policies, guidelines and procedures for faculty and staff, dealing with such things as data privacy, bribery and corruption, declaring interests, intellectual property and equal opportunities and harassment. In general, these are designed to ensure that the University and its employees meet the standards of behaviour required in Hong Kong law and in the codes of practice and guidelines issues by bodies such as the Equal Opportunities Commission. These are made available to colleagues online, and are the subject of briefings. In some cases individual Departments and Offices are required to report their implementation of specific procedures.

- Confidentiality and Personal Data Privacy
- Acceptance of Advantages – Prevention of Bribery
- Declaration of Interest by Staff Members
- Policy Statement on Equal Opportunities
- Policy Statement on Discrimination and Sexual Harassment
- Administrative Guidelines for the Protection of Intellectual Property Rights

2.6 Promotion of diversity

The School has been fostering a culture amongst faculty and students that embraces diversity including gender equity. Riding on this, the School is going to develop and implement a policy on diversity, equity and inclusion as underlined in the new Strategic Plan 2023-2028.

(a) Faculty and advisory member compositions

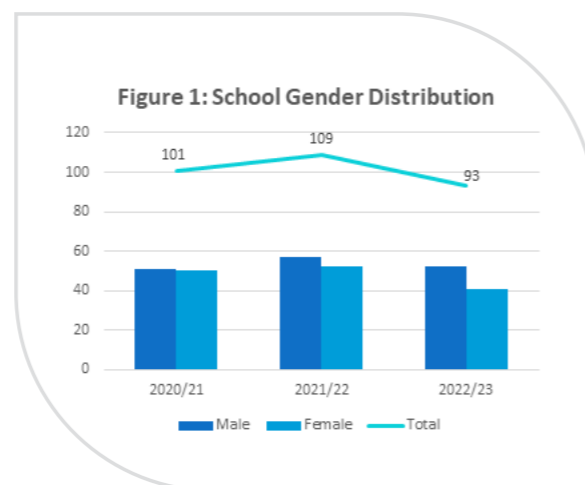


The percentage of female faculty population maintains an average of 46% in 2021 and 2022. In recent years, over 50% of new recruits were females. The School has been monitoring the diversity of faculty covering gender and will achieve a more balanced faculty population by recruiting more women for new position or replacements *albeit* based on their merits.

International faculty (i.e. non-local non mainland) account for 24% of our faculty body in recent two years. We are also seeing greater diversity in terms of nationality. In 2022/23, the overseas non-locals come from Australia, Canada, Greece, Germany, Korea, New Zealand, the Philippines, Poland, Singapore, the UK, and the USA. The School is pleased to have a critical mass of diverse nationalities to underpin its teaching and research.

The percentage of female population in business advisory committee maintains an average of 44% in 2021 and 2022. An average of 20% of advisors in 2021 and 2022 are international or work in international companies.

The School provides equal support and opportunities to all faculty for career advancement regardless of gender, nationality or other status. In recent years, several of our female scholars have received recognition worldwide with their outstanding research performance.



Prof. Christy Cheung from the Department of Management, Marketing and Information Systems, who is a renowned scholar in the Information Systems (IS) field, ranked 1st in Hong Kong and 29th among the 254 IS researchers globally. She has been conferred the title "RGC Senior Research Fellow" in the inaugural government Research Grants Council (RGC) Senior Research Fellow Scheme (SRFS), which is a highly prestigious award, with a fellowship grant of around HK\$7.8 million over a period of 60 months. Recently, she has also been listed on the Research.com ranking as 13th in the Best Business and Management Scientists in China, a ranking of 7,819 scholars from Business and Management.



Further, she was honoured with the Reviewer of the Year Award for 2020 by the *Journal of Association of Information Systems (JAIS)*, which is the flagship journal of the Association for Information Systems, publishing the highest quality scholarship in the field of information systems. In 2021 and 2022, she has been listed as amongst the world's top 2% most-cited researchers. This recognises her as amongst the most influential researcher in the world and provides additional recognition for the School's research.

PROF. CHRISTY CHEUNG
Chair Professor, Department of Management, Marketing and Information Systems
Director, Research Office

Prof. Kimmy Chan from the Department of Management, Marketing and Information Systems, the Programme Director for Research Postgraduate Programme, won the 2019 *Journal of Marketing* Outstanding Reviewer Award, for her constructiveness, thoroughness and timeliness of reviews over the past year. The *Journal of Marketing* is the top-tier Journal in the Marketing field and has been included in the Financial Times Top 50 2016 Research Rank and the UT Dallas Journal List. Prof. Chan has an impressive track record and she was honoured with the Marketing Science Institute's Young Scholar award and has received excellent reviewer awards from other prominent journals. She has also joined the editorial review board of leading journals including the *Journal of Marketing* and the *Journal of Service Research*.



PROF. KIMMY CHAN
Professor, Department of Management, Marketing and Information Systems
Director for Research Postgraduate Programme

Dr. Chen Ting from the Department of Accountancy, Economics and Finance won the Royal Economic Society (RES) Prize for the best paper published in the *Economic Journal* in 2020. The RES, is a world-renowned economics society which publishes two major journals, the *Economic Journal* and the *Econometrics Journal*.



DR. CHEN TING
Associate Professor & Associate Head (Research), Department of Accountancy, Economics and Finance
Associate Director, Centre for Business Analytics and the Digital Economy

(b) Students

In terms of diversity, the gender balance is in favour of female students, who make up 58% of the total, while 60% of student enrolments were Hong Kong residents, 35% were from mainland China, and 5% were international students from developed, developing and least developed countries like Korea, Kazakhstan, Nigeria, Poland, India to name a few. The School implements an inclusive admissions policy to underpin diversity in alignment with the University strategic plan and the UN SDGs. Programmes are required to seek diversity, as appropriate through recognised diverse entry qualifications for instance. Special Educational Needs (SEN) students are provided with support, including arrangements such as individual coaching/mentoring, re-arrangement of courses, extension of examination time to help them adapt and cope with the new learning environment.

The School and programmes work strenuously to internationalise the student body and we have been progressing well on this, in particular for the steady growth in TPg student intake year-on-year. In 2022/23, 48 international students from 21 different countries were enrolled into the ten full-time taught postgraduate (TPg) programmes, representing 7% of the full-time TPg population.

Table 1 and table 2 show the trend data on international student recruitment for first year BBA and full-time taught postgraduate programmes in the past six years.

Table 1: Trend data on international (Non-local non-mainland) students recruited into first year BBA

Academic Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total no. of international students in BBA programme	32	54	80	81	77	97
No. of international students in first-year entry	22	22	30	15	19	19
No. of international applications	79	79	136	80	146	164
Total no. of BBA first-year entry	327	338	322	308	344	318

Table 2: Trend data on international (Non-local non-mainland) students in full-time Taught Postgraduate programmes

Academic Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
No. of IPS recipients	7	5	20	23	26	31
No. of full-time international students	19	16	40	44	39	48
No. of international applications	48	116	291	308	286	195
Total no. of full-time TPg students	296	350	486	447	539	658

(c) Events

At the same time, the School is keenly promoting diversity and cross-cultural learning in the HKBU community. Recent signature activities, which aimed at promoting diversity and inclusion, follow.

(i) The World's Got Talent @HKBU Contest

The School has hosted the 5th contest in May 2022. The contest aims to connect a group of gifted students to celebrate HKBU's spirit of diversity and inclusion. It received an average of 40 entries from local and international students across the HKBU faculties. The contest continued highlighting the University's and the School's commitment to encouraging creativity by providing a diverse learning environment for students, which is essential for students' academic and personal growth.



(ii) IIBD International Case Competition

Since 2008, the School has organised the IIBD International Case Competition, which is a global business case contest incorporating the School's core focus on demonstrating positive societal impact. So far, the flagship competition has connected nearly 400 teams from leading universities worldwide. The competition challenged students to apply their knowledge and harness their creativity and critical thinking skills to solve a real world business problem. The 2022 competition attracted 19 universities in 13 countries/regions to contest in the first round. The School announced the winners of the 2022 IIBD International Case Competition on 4 November 2022. A team of four students from Ateneo de Manila University in the Philippines won the Gold Prize. The Silver Prize and Bronze Prize were University of the Philippines – Dilman and Thammasat University from Thailand respectively.



(iii) "M&M" Mentorship Programme for international alumni and students

Being dedicated to whole-person education through nurturing all-round business leaders with a global vision, the School has established the "M&M Mentorship Programme" to assist international postgraduate students in their acclimation to a new environment, help them better understand the Hong Kong community and learn about different professional practices. The programme provides a platform to connect students with international business alumni who are currently Hong Kong-based to prepare for their further developments in Hong Kong and the Greater Bay Area.



A welcoming party was organised on 20 September 2022 for undergraduate and postgraduate international students to kick-start the new school year. A kick-off ceremony was held on 23 September 2022, gathering supportive alumni and enthusiastic students from 40 countries and regions around the world to celebrate cultural diversity and mingle with each other.

(iv) International Carnival x Virtual Triathlon

The School hosted the International Carnival x Virtual Triathlon from 1 to 27 October 2021 to celebrate cultural diversity and cross-cultural understanding on campus. The carnival synthesised global education, Esports and cultural crafts that introduced students to the School's and University's extensive overseas network and partnership. Part of the campus was transformed into a global village that shares and promotes



diversity and multiculturalism; activities challenged students to collaborate on a virtual basis and think out of the box with technological solutions. The School had also partnered with student organisations such as AIESEC and the Esports Society as part of its mission to train young leaders by empowering them to make meaningful and autonomous decisions. The carnival attracted over 400 students to participate. The tailor-made Virtual Triathlon brought participants to experience a virtual marathon (run/ walk/ hike) to tour Rome's or New York's best attractions and famous landmarks, indoor cycling and rowing. Over 100 participants joined the region of their choice and must complete the three assigned sports.



Principle III. METHODS

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



METHODS

In order to underpin responsible management education training, the School integrates corporate social responsibility (CSR) and sustainability into our learning environment through

- the undergraduate and postgraduate curricula.
- co-curricular activities notably by introducing the Service Learning Programme (SLP) as a graduation requirement of the BBA programme.
- the works in partnership with professional organisations to provide students with real-life learning opportunities (also see section V: PARTNERSHIP).

3.1 Sustainability, Learning Outcomes and the Curriculum

Courses on governance, CSR and business ethics are included in all programmes, extending into related areas of leadership and management practice, ethical marketing, and the accounting, economic and financial aspects of governance. The School's achievements in this area have received recognition from our international accreditation bodies.

Sample courses that reflect the corporate sustainability theme include the following, with 100+ elective courses in the broad sustainability theme covered (see Appendix 2 for a full list of the courses):

- Business Ethics and Corporate Social Responsibility
- Business Ethics and Corporate Governance
- Ethics in Human Resources Management
- Issues in Financial Accounting and Corporate Governance
- Socially Responsible Marketing in an International Context
- Socially Responsible Entrepreneurship in an International Context

Course highlights

Business Ethics and Corporate Social Responsibility is a core course for all BBA students. The course covers a range of ethical issues to promote students' ethical awareness. Issues covered include technology and privacy, CSR, ethics and marketing, whistle blowing, corporate governance, and environmental sustainability. This course helps students understand that if organisations want to improve their ethical climate. Emphasis is on applying moral thinking, moral analysis, and a stakeholder approach to solve the problems facing businesses today.

Recently, the School has set up a task force to review BBA programme, with one of the major aims to map the core courses of BBA with SDGs. The full review will be completed by summer and outcomes will be reported in the next report. The terms of reference of the task force are as follows:

The task force is proposed to conduct a holistic review of the BBA programme with the following purposes, while aligning with the School's and the University's strategic directions:

- to review and revamp the programme curriculum to maintain its competitiveness and attractiveness.
- to further address students' employability, e.g., by exploring new co-curricular activities.
- to effectively incorporate and implement blended learning in teaching.
- to further strengthen global engagement and develop links with the Mainland China or the Greater Bay Area.
- to develop research-teaching nexus and promote the contributions to the UN SDGs.

3.2 Service Learning

In addition, the sustainability theme is embodied in the School's co-curricular activities, which encourage learning through serving the community, not least through the Service Learning project.

(a) Service Learning Programme (SLP)



SLP is one of the components of the Experiential Learning Activities for the BBA programme where CSR and sustainability elements are infused. All BBA students must complete internship, or exchange, or SLP as a graduation requirement. In the SLP, students implement what they have learned in class to resolve operational issues in non-profit organisations, further developing their skills and at the same time building a sense of social responsibility and commitment.



Three service learning courses have been offered to BBA students, namely *Service Learning and Community Engagement*, *Service Learning in Sustainable Development* and *Service Leadership Practicum*. Those involve course-based projects comprising engagement with NGOs, public organisations and not-for-profit institutions. Enrolled students are required to complete at least 120 hours in the SLP project. To date, more than 2,443 BBA students have served and learned in more than 134 non-profit organisations in Hong Kong and Mainland China. The programme is widely recognised and strongly supported by the community.

3.3 Collaborative Curricular and Extra Curricular Projects

The School actively organises activities to advocate the core values of CSR among university and secondary school students, in partnership with enterprises and government bodies.

(a) Nurturing Global-minded Changemakers (NGC)



From 2018/19 to 2019/20, the Department of Management, Marketing and Information Systems (MMIS) pioneered social entrepreneurship education at the University through the *Nurturing Social Minds (NSM)* programme, a 2-year project funded by the Yeh Family Philanthropy (YFP) and the Social Innovation and Entrepreneurship Development (SIE) Fund of the HK Government. The project is built around courses in social entrepreneurship, which form part of the students' formal curriculum. To sustain the momentum of social entrepreneurship education created by the NSM programme, the Department successfully applied for an additional HK\$2.7 million funding from the SIE Fund to create the *Nurturing Global-minded Changemakers (NGC)* programme, a continuation and development of the original NSM, to run from January 2021 to July 2024.



This is the first structured educational project in Hong Kong to include elements of social innovation, capacity building, network development and entrepreneurial marketing case research. Students are provided with extensive experiential learning opportunities in partnership with social entrepreneurship in the NGC project. From 2020/21 to 2022/23, 338 students from diverse backgrounds gained a deeper understanding of the social enterprise ecosystem and contributed at least 1,440 hours of work per annum to sector. The NGC programme comprises three components – “supporting local social enterprises”, “social entrepreneurship education to secondary schools” and “research on entrepreneurial marketing practices”.



(i) Supporting local social enterprises

Students in the “*Fundamentals of Social Entrepreneurship and Social Impact*” course assisted four social enterprises in competing for the “capacity building funds” worth HK\$150,000 per annum. From 2020/21 to 2022/23, 338 undergraduate and taught postgraduate students bid on behalf of 12 local social enterprises for the grants of HK\$450,000, devising creative ideas to scale up the social ventures and develop solutions for social problems in Hong Kong such as poverty, gender equality, healthcare and racism.

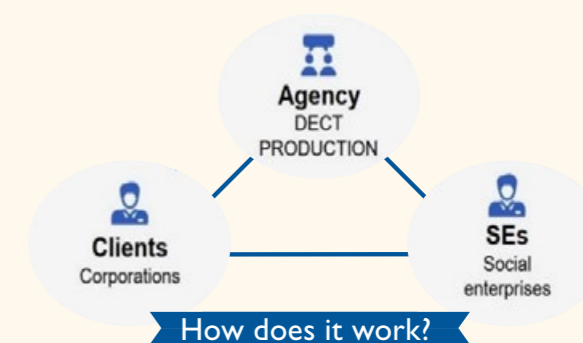


Each year, one student team and their social enterprise win a grant of HK\$150,000 to help the team and their enterprise to implement their development plan. In 2020/21, the School students assisted *Happeriod*, a social enterprise that offers alternative options to menstrual products and promotes menstrual education, in securing the “capacity building funds” of HK\$150,000. *Happeriod* successfully launched a “Master M” campaign with their business scaled up. Meanwhile, *Happeriod* delivered eight menstrual education workshops and disseminated menstruation knowledge to 151 university students. *Happeriod* enhanced the public awareness of the issue through workshops, poster competition and post-exhibition.



In 2021/22, students representing the social enterprise *DECT Production* with the idea of “COINS” – Creating Opportunities for Innovation for New Societies won the “capacity building funds” worth HK\$150,000. The funds will be used to set up an agency that promotes innovation, collaboration and communication between social enterprises and commercial corporations.

Other creative ideas to scale up the social ventures included creating a board game featuring Hong Kong cultural elements, empowering seniors to make soaps and connecting HKBU students and lower-income families through Thai boxing.



An outcome corresponds to a match: Developing a collaborative relationship with both parties

(ii) Social entrepreneurship education to eight secondary schools



“*Community Development for Social Entrepreneurship*” is an experiential-learning course that facilitates intergenerational support for social entrepreneurship; students in the course serve as trainers to instruct secondary school students on social innovation. In 2021 and 2022, our students facilitated over 140 secondary school students in developing 31 social venture plans aimed at tackling social problems in Hong Kong in 2021 and 2022. To conclude, our students extended the impact of social entrepreneurship to over 140 secondary school students and the public through workshops, business plan competition and exhibitions.

(iii) Research on Entrepreneurial Marketing Practices

The NGC programme team will culminate with a casebook on social entrepreneurship as a tangible outcome. Since 2022, they have worked on two teaching cases for the casebook by examining the business models and social impact strategies of 2 local social enterprises with whom they partnered in the “*Fundamentals of Social Entrepreneurship and Social Impact*” course. It is expected that the casebook of the two teaching cases will be completed in July 2024. The findings will be shared with the academic community in the form of a casebook or conference presentations, which will then fortify the research-teaching nexus at the university.

(b) Hong Kong Jockey Club Responsible Consumption Programme



Notably, the Department of Management, Marketing and Information Systems received a HK\$8.22 million donation to embark on the Jockey Club Responsible Consumption Programme, a three-year community project supported by the Hong Kong Jockey Club (HKJC) Charities Trust (2018-2021).

The Programme comprised three salient components – a secondary school marketing contest, a TV education programme and a research project to establish a validated measure of the social impact of responsible consumption. Focusing on three designated annual themes – “Ugly Food” (2018), “Shopping Bags and Packaging” (2019) and “Fast Fashion” (2020-2021), the Programme aimed at raising the awareness of responsible consumption in Hong Kong and among the youth, and educating and engaging the youth in responsible consumption behaviours.



From 2019 to 2021, the Secondary School Contest and TV education programme were supported by “The Hong Kong Chapter of the United Nations’ Sustainable Development Solutions Network (SDSN)” as “Supporting Organisation” as endorsed by HKJC. Overall, the Programme achieved most of the pledged outcomes. The key activities and outcomes of each Programme component are captured below.

(i) HKJC Responsible Consumption Programme Secondary School Marketing Contest

In collaboration with the Education Bureau Business School Partnership Programme, Consumer Council and HKCSS–HSBC Social Enterprise Business Centre, we held the Hong Kong Secondary School Marketing Contest under the theme of “Ugly Food” (醜食文化) in 2018, “Plastic-Free Lifestyle” (走塑生活) in 2019 and “Sustainable Fashion” (衫♻️不盡) in 2021. While the contest in 2020 was postponed to 2021 due to the COVID-19 outbreak and social restrictions, the contest was successfully completed in 2021 in a hybrid of online and in-person events. More than 1,400 secondary school students and teachers from 67 schools participated in the contest over the project period.

In the past three years, the contestants uploaded over 250 promotional videos on the annual theme to Facebook and Instagram. The videos gained over 60,000 impressions and generated a snowball effect when the participants asked for likes from their friends and families for their video.

To learn about marketing skills and consumption-related environmental issues, the secondary school students joined a series of learning activities, including sharing and lectures conducted by marketing professors and practitioners, an experiential learning activity and a 2-day-1-night training camp held in the HKBU Campus. The student participants were required to execute their marketing knowledge to prepare a 1-minute promotion video on social media in the first-round competition and marketing pitch in the training camp.



It was reported the series of training activities had impacted the participants positively each year. For example, in 2021, over 90% of the semi-finalists indicated that they were motivated to consume responsibly, especially fashion products. Some semi-finalists also mentioned that the training activities had helped them build up knowledge about responsible consumption and sustainable lifestyles in general.

In November 2021, the Education Bureau presented us with an Award of Diversified Learning Activities in appreciation of the contest’s contribution to the enrichment of secondary school students’ educational experiences in Hong Kong.

(ii) HKJC Public Education TV Programme



With the connection of our co-organisers in the media and TV broadcasting industries, the Department produced 12 public education TV episodes for the three-year Programme (four episodes per annum). The episodes, each lasting 30 minutes, were broadcast by Hong Kong Open TV and Cable TV.

To expand the audience reach, the project team uploaded the TV episodes to social media platforms for online audience. The uploaded videos recorded more than 3,400,000 impressions across the three years.



The Department also engaged business school students in different stages of TV production. Through the series of activities, students understood more about the environmental issue via their classroom activities and first-hand experience. They learnt how to apply their marketing knowledge to make a positive social impact and become agents of change through socially responsible marketing. More, their innovative ideas were actualised in the TV episodes.

♻️ (iii) HKJC Responsible Consumption Programme - Social Impact Measurement Tool

The third element in the HKJC project is the production of a Social Impact Measurement Tool for evaluating responsible consumption programmes. During the development process, the research team submitted a conceptual paper titled "Social Impact: Review and Measurement Development". The paper was later presented at the 2020 Academy of International Business Southeast Asia Regional Conference and published in the conference proceedings. The paper was uploaded to the University's webpage: <https://scholars.hkbu.edu.hk/en/publications/social-impact-review-and-measurement-of-such-development>

Using the triple-bottom-line concept, the research team finally produced a booklet that was then published and distributed to 1,000 relevant organisations such as social enterprises, NGOs and green groups. The booklet provides detailed explanations, concrete examples, theoretical background information and best practice suggestions on how to achieve sustainability programme goals and evaluate the responsible consumption and prosocial programmes. The booklet was uploaded to the webpage of the Programme for public use: <https://bus.hkbu.edu.hk/eng/bus/departement/mmis/project/research.jsp>



3.4 Extra-curricular Activities



In addition to the School- and faculty-led activities described above, students actively seek real-life learning opportunities by participating in international and local competitions to learn and integrate the values of business sustainability and responsible leadership beyond the classroom. Highlights of recent student achievements follow.

Business students and graduates make full "Star in the Making" list in IFTA Fin Tech Achievement Awards (Jul 2022)

Three students and graduates from the School were named "Star in the Making" award at the IFTA FinTech and Innovator Awards 2021/22. The "Star in the Making" award recognises students for innovative projects or ideas that could positively transform the FinTech industry. Three awardees were awarded for their respective project to solve real world problems harnessing their innovations and the advancement of technology. They are the only awardees this year making it to the list.

- A graduate of *MSc in Finance (FinTech and Financial Analysis)* built Coucou Connect to contribute to financial inclusion among low income earners, empowering them to save and build creditworthiness.
- The project of a graduate of *MSc in Corporate Governance and Compliance*, Project COLLAB, is a powerful all in one platform digitising and accelerating listed document production processes that will simplify traditional financial printing.
- The project of a Year 4 *BBA* student, Quant Break focuses on FinTech education services, providing interactive solutions for users to learn more about and join the FinTech industry.



HKBU Marketing team wins top award at World Asian Case Competition 2022 (Jul 2022)

A team of four business school students won the World's Best Top 10 Award at the World Asian Case Competition 2022 held in Metaverse on 9 July 2022. The competition gathered about 400 team contestants (i.e. over 1,000 students) from top universities around the world to analyse business development from a small start into a successful brand. The team chose Bilibili, a leading Chinese video sharing website themed around animation, comics and games (ACG), as their case, and focused on how Bilibili captures the preferences of the younger generation, and provided suggestions for implementing its pre video ad free policy.



Business students shine at GBA Fintech Olympiad (Jun 2022)

Three School of Business students and graduates were amongst HKBU winners of major awards at the Fintech Olympiad 2022 (FTOL) on 28 May 2022. The competition featured 72 teams from tertiary institutions in the Greater Bay Area, with 32 finalists pitching their ideas in the final stage. The event presented ideas on the application of financial technology, providing an opportunity for students to showcase their FinTech ideas.



- A Year 4 *BBA* student achieved the Silver Prize and Award of Distinction for a blockchain based supply finance system, which aims to integrate ESG scores into the credit risk assessment process for SMEs, to raise companies' incentives to develop sustainable supply chains.
- A graduate of *MSc in Finance (Fin Tech and Financial Analytics)* led a team of four to an Award of Merit, as one of the top three runners up, and an Award of Distinction. Their idea tried to enable low income earners to access financial services, aiming to transcend geographic and demographic barriers in assessing creditworthiness.

Business graduate leads team to win seed funding at Cyberport startup competition (Mar 2022)

A graduate of *MSc in Finance (Fintech and Financial Analytics)* led a team of three HKBU students and graduates was selected as one of the Top 10 winning teams in the Cyberport University Partnership Programme (CUPP) 2021/22 and was awarded HK\$100,000 from the Cyberport Micro Fund to develop a prototype of their business idea.



The team leveraged technology to provide a solution, called Kresco, for the financial needs of low income earners. It empowers users to save and build their credit history using alternative data, becoming credit visible in the process. The solution provides a range of value added services to financial institutions, including an integrated suite of analytic and decisioning solutions that help lenders manage risk more effectively and make objective decisions throughout the customer credit life cycle.

Through the CUPP, the team had a chance to pitch its innovative FinTech business idea to investors and be mentored by the international industry elite. They are working on the prototype with the funding.

3.5 Student Clubs and Associations

The University has many student-led organizations, which are committed to serving the campus and surrounding community with efforts focusing on social responsibility, diversity and inclusion. Examples follow.



HKBU Students' Union (HKBUSU) Sustainable Education Service Group

HKBUSU Sustainable Education Service Group has offered a variety of volunteer teaching services in Gansu, China every summer. More than 3,000 students and teachers in Gansu have benefited from our services for the last 10 years.



AIESEC

AIESEC is a platform for leadership and global exchange, it is a youth-led organisation with more than 100 locations worldwide. AIESEC in HKBU is no different, providing a unique membership experience for those who join each year. Members can make a social change with passionate young students from HKBU and other universities, all while grasping practical knowledge.



HKBU International Association

International Association (IA) acts as a liaison between international students and the University management and aims to enrich international and ethnic minority students' campus life and promote internationalisation on campus. The goal of IA is to raise the awareness and sensitivity of the whole HKBU community towards the presence of international & local non-Chinese students and to increase the significance of international & local non-Chinese students' participation in the entire HKBU community as a whole to achieve an internationalised university environment. With the promotion of inclusiveness and internationalisation of HKBU in mind, IA established an event organising committee called the Global Engagement Squad (GES) to organise various activities welcoming every one of the HKBU community, including local, Mainland, and international students and staff.



Principle IV. 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.



IV. RESEARCH

One of the School's missions is to produce world-class research in selected strategic research areas centring on the differentiating theme – corporate sustainability. This section touches upon the School's research achievements in corporate sustainability featuring UN SDGs strongly with significant corporate advisory and/or policy implications, thereby creating social impact beyond academia. In particular, the School's research centres, play a paramount role in engaging with the community and building social impact.

4.1 "Faculty Niche Research Area" (FNRA)

In 2016, the University required all faculties to develop a specific "Faculty Niche Research Area" (FNRA), as part of the strategy of focusing research efforts. Consistent with its long-term direction, the School of Business has adopted "corporate sustainability" as its FNRA. The School has identified the following four research sub-themes within this: corporate governance and disclosures, governance structure and economic performance, sustainability and people management, and socially responsible marketing.

Our six disciplines focus their research efforts on a number of key areas as shown in Table 3, with themes related to corporate sustainability (i.e. FNRA).

Table 3: Key research areas for the six disciplines of the School of Business

Discipline	Research theme
Accountancy	<ul style="list-style-type: none"> Financial Reporting and Auditing Corporate Governance and Disclosure Corporate Social Responsibility (CSR) Environmental, Social and Governance (ESG)
Economics	<ul style="list-style-type: none"> Governance and Economic Sustainability Chinese Economy Business Analytics and Digital Economy Environmental, Social and Governance (ESG)
Finance	<ul style="list-style-type: none"> Corporate Finance and Corporate Governance Asset Pricing, Options, Derivative Security Household Finance Behavioral Finance Big Data and Machine Learning Environmental, Social and Governance (ESG)
Management	<ul style="list-style-type: none"> Human Resource Management, Organisational Behavior and Sustainability Leadership and Team Dynamics Entrepreneurship and Innovation Strategic Management
Marketing	<ul style="list-style-type: none"> Business Ethics and Socially Responsible Marketing (SRM) Customer and Channel Relationship Management Consumer Behavior
Information Systems	<ul style="list-style-type: none"> E-business and Information Systems Management

The School has published journal articles to help achieve the SDGs. A list of selected publications is provided as Appendix 3. Below is a selection of the top-rated journal publications centring on corporate sustainability-related issues published since 2019, together with abstracts.



Bu, L., Chan, K. C., Choi, A., & Zhou, G. (2021).

Talented inside directors and corporate social responsibility: A tale of two roles. *Journal of Corporate Finance*, 70, 102044. <https://doi.org/10.1016/j.jcorpfin.2021.102044>

We examine the effect of inside directors with outside directorship, denoted as talented inside directors (TIDs), on corporate social responsibility (CSR) using 17,668 U.S. firm-

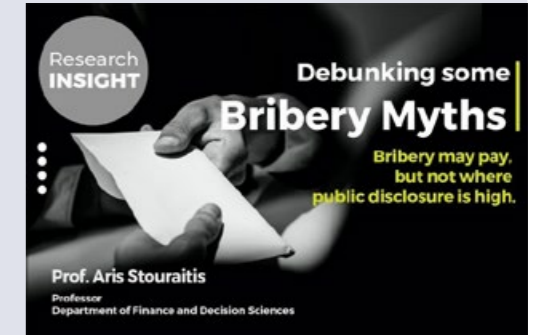
year observations from 1998 to 2016. We find a significantly negative association between TIDs and excessive CSR and the result remains unchanged after correcting for endogeneity concern. We further shed light on how TIDs reduce excessive CSR through playing monitoring and advisory roles. The result showing a high sensitivity of CEO turnover to excessive CSR in firms with TIDs renders support to the monitoring hypothesis of TIDs. We further demonstrate that the baseline result is more pronounced for TIDs who are more likely to replace CEOs, for positive CSR activities that are more likely to enhance CEOs' personal benefits, and in firms that agency problems are more severe, providing additional evidence to support the monitoring hypothesis. This study also supports the advisory role of TIDs by showing that the baseline result is more pronounced in firms with high demand for board advice. Finally, we show that investors perceive that TIDs improve the value of CSR. Taken together, this study provides promising evidence that TIDs improve the efficiency of CSR investment by monitoring and advising CEOs.



Cheung, Y.-L., Rau, P. R., & Stouraitis, A. (2021).

What Determines the Return to Bribery? Evidence from Corruption Cases Worldwide. *Management Science*, 67(10), 6235-6265. <https://doi.org/10.1287/mnsc.2020.3763>

We analyze a hand-collected sample of bribery cases from around the world to describe how the payment of bribes affects shareholder value. The net present value of a bribe conditional on getting caught is close to zero for the median firm in our sample. However, controlling for industry, country, and firm characteristics, a \$1 increase in the size of the bribe is associated with an ex ante \$6-\$9 increase in the value of the firm, suggesting a correlation between the size of bribes and the size of available benefits. Proxies for information disclosure appear significant in explaining these benefits with more disclosure associated with lower benefits. However, this result is driven by democratic countries where bribe-paying firms receive smaller benefits relative to the bribes they pay. Information disclosure is not significant in autocratic countries.



Chan, W. K., Li, S. Y., Ni, J., & Zhu, J. J. (2021).

What Feedback Matters? The Role of Experience in Motivating Crowdsourcing Innovation. *Production and Operations Management*, 30(1), 103-126. <https://doi.org/10.1111/poms.13259>

Recent open innovation literature indicates increasing concern about the quality of crowdsourced ideas. Building on behavioral literature, and intrinsic (vs. extrinsic) motivation, derived from personnel economics and social psychology literature, this study predicts the influence of feedback on ideation performance. Specifically, the effectiveness of feedback on ideation performance in firm-sponsored, non-financially incentivized, idea-crowdsourcing communities may depend on its valence (positive vs. negative), source (peers vs. firm), and ideators' ideation experience. Field data, obtained using text-mining techniques from an idea-crowdsourcing community, reveal that the effects of positive (negative) peer feedback for increasing (decreasing) subsequent idea quality strengthened (weakened) as ideators gain experience. However, the effects of positive (negative) firm feedback for increasing (decreasing) subsequent idea quality weakened with improved ideation experience. Experienced ideators are more motivated (less demotivated) to improve subsequent ideation performance when they receive positive peer (negative firm) feedback; inexperienced ideators are less motivated by negative peer feedback but more motivated by positive firm feedback. The results are robust to tests with alternative field data and model specifications, as validated by a controlled laboratory experiment. They also suggest feedback strategies that managers can use to boost customer ideation performance in crowdsourcing contexts.



The theme of sustainability and CSR is also reflected in the School's bidding for the government research funding provided through the Research Grants Council of the University Grants Committee, namely the General Research Fund. Relevant grants with faculty being Principal Investigators in recent years are cited here:

Department of Accountancy, Economics and Finance

- 2022, Fu Kangkang, *Green infrastructure projects* (HK\$289,626).
- 2021, Chung Kim-sau, *Designing open source licenses* (HK\$443,993).
- 2021, Byron Song, *Pay-for-CSR-performance compensation and loan contracting* (HK\$311,933).
- 2020, Chung Kim-sau, *A Quality-ladder theory of digital currencies* (HK\$424,000).

Department of Management, Marketing and Information Systems

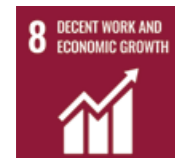
- 2022, Kimmy Chan, *Sharing in collaborative consumption: a paradox perspective* (HK\$617,161).
- 2021, Erica Xu, *Double-penalty of married working women's professional networking* (HK\$681,673).
- 2021, Candy Ho, *Penalty or cost? Effect of levy framing on reducing plastic bag consumption* (HK\$348,193).

In addition, the School's faculty have received the following internal fund.

Relevant grants of FNRA projects with faculty as Principal Investigators in recent years include:

- 2022, *Digital transaction and sustainable development of accounting standard – evidence from online sales and accounting information properties* (HK\$325,000).
- 2020, *How event-time versus clock-time scheduling styles influences consumers' responses towards environmentally friendly products* (HK\$496,600).
- 2019, *Governance structure, people management, and economic performance* (HK\$619,500).

The six-year project "Corporate Sustainability: A Community Dialogue" (2009-2015) succeeded as evidenced by the high-quality publication output and the extent of the knowledge transfer to the business community and the general public. A total of 24 journal papers and 35 conference papers were published as a result of the research funding provided to School faculty. This project was further extended in 2016 with additional funding of HK\$1.23 million for collaborative research on corruption by the School's Centre for Corporate Governance and Financial Policy (CCGFP) and the IMD World Competitiveness Centre in Switzerland.



Further, faculty has teamed up themselves and worked on several CSR related topics to develop research outputs. For instance, a research team from the Department of Management, Marketing

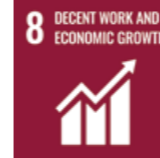


and Information Systems contributed to the services and engagement in art, culture and creative industries by providing insights for innovative practices. A research report on the impact of engagement strategy on experience enhancement was submitted to the Leisure and Cultural Services Department (LCSD) in early 2021. The research project provided academic insights into the policies and practices at museums. The report recommended that more attention should be paid to the engagement sequence and artifactscape in formulating museum marketing strategies. To date, the team has published six articles in journals. The study collaboration also prepared an environment for further social impact studies in the long-run, which would fill research gaps, including the museums' roles and their relevance to health and wellbeing, cultural development and policy making.

In addition, this study collaboration also provided opportunities for students to learn business concepts and their applications in real-life experience. Around 300 students from two business courses participated in the field experiment at the Hong Kong Museum of Art (HKMoA) in October 2021. In the whole process, students learned about research methodology, service marketing, nonprofit marketing and operation management.

4.2 Research with Societal Impact

As an institution funded by the University Grants Committee, HKBU is required to participate in the Research Assessment Exercise (RAE) every six years. The RAE evaluates the quality of research output, doing with its societal impact based on the robustness of "research impact cases" for assessment.



For the RAE 2020, the School submitted six research impact case studies, with one receiving a 4* "world leading" assessment rating and the other five received 3* "internationally excellent" ratings. Each demonstrating the impact of a specific stream of research conducted within the School. These six impact cases created positive impacts

including improved the financial performance of some companies, improved corporate governance for underperformance companies, informed HR policies, adoption of novel economic policy (EPU) indices by Macau government, etc. The summary of impact for the six cases is tabulated in the 6th PRME report.

For the enhancement of societal impact of faculty members' research outputs, the School has developed an incentive scheme to support the development of impact case studies. In 2022, 13 impact case studies were funded by the incentive scheme. Sample CSR-related cases follow:

- *Corporate social and environment responsibilities.*
- *Influencing policies in relation to poverty alleviation of mainland immigrants in Hong Kong.*
- *Promoting best practices in corporate governance.*
- *Shaping carbon footprint strategy in Hong Kong.*
- *Appreciation is needed: managing employees and customers for service excellence.*
- *Being prosocial: responsible consumption.*
- *Fostering new venture mentoring culture in the Greater Bay Area.*
- *Pay research influencing reward management decisions and related public policies in Greater Bay Area.*
- *Services and engagement in art, culture and creative industries.*

4.3 Research Centres

The School's research, and in particular its research centres, play a paramount role in engaging with the community and building social impact.

The Centre for Corporate Governance and Financial Policy (CCGFP) promotes public debate on major corporate governance, Environmental, Social and Governance (ESG), sustainability and related financial issues through various applied research consultancy projects.

The Centre for Human Resources Strategy and Development (CHRSD), with its focus in human resource research and education, strives to report the latest trends of people-management practices in Hong Kong, the Mainland and the wider region. It also facilitates interactions among researchers and business executives through its policy research activities and professional development seminars, issues of governance, sustainability, and ethics, feature strongly in the work of these two centres, which will be covered in section V: PARTNERSHIP.

The third research centre, Centre for Business Analytics and the Digital Economy (CBADE), whilst focused primarily on data analytics, big data and artificial intelligence (AI) in business, also reflects the corporate sustainability theme, dealing for example with issues of privacy and ethics in the application of analytics and AI. CBADE has organised 108 seminars, 15 public lectures and 3 conferences since its inception in late 2018. Speakers include practitioners and scholars from renowned companies and universities e.g. Head of Monetary Policy Strategy Division of European Central Bank and academics from leading international universities, including Harvard and Stanford.

In July 2022, the School established a new research centre, Centre for Sustainable Development Studies (CSDS), to conduct research and coordinate knowledge transfer activities related to the UN Sustainable Development Goals (SDGs), with an initial focus on environment protection and poverty alleviation. A list of selected CSDS research projects is provided below:

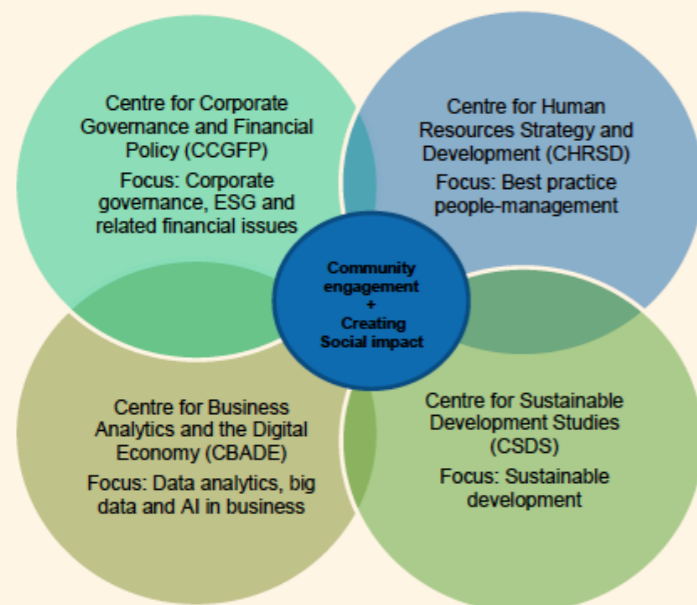
Poverty, inequality and mobility

- [SDG10] Mainland Immigrants in Hong Kong: Dynamic Changes in Socioeconomic Status.

Climate policy, clean energy and environmental protection

- [SDG7] Electricity Market Reforms for Energy Transition: Lessons from China.
- [SDG7] Regional energy-growth nexus and energy conservation policy in China.
- [SDG13] Trade policy and energy decarbonization – assessing the impact of the EU’s trade defense measures against Chinese Solar panels.
- [SDG13] The role of financial centres in mobilizing climate finance.

The Centre facilitates in organising education activities related to sustainable development in collaboration with community partners. It provides students with valuable opportunities to contribute to sustainable development through service learning courses, such as “Service Learning for Sustainable Development” and “Service Learning in Fighting Poverty” (see Section III for the details on the School’s service learning activities). The Centre strives to expand its social networks and strengthen the research-teaching nexus to amplify the effectiveness of the learning activities.



CHRSD, CCGFP and CBADE achieved brilliant results in the first impact case assessments for RAE2020, with one being rated 4* “world leading” and two being rated “internationally excellent”.

Principle V. **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.



V. PARTNERSHIP

The School believes that partnerships are pivotal to advance our commitment to sustainability and corporate social responsibility. The School’s links with business/professional organisations (e.g., in corporate governance and compliance, HRM and sustainable marketing) are very strong and help underpin the relevance of our programmes and research. The strength of these links has received high commendation from accrediting bodies. Riding on this, we will continue to extend our partnership network to enhance collaboration to address the social and environmental challenges in face of uncertainties in the post-pandemic era.

5.1 Signature events

The School and its research centres promote the theme of corporate sustainability through high profile events. The following are examples of this approach.



(a) Hong Kong Corporate Governance and ESG Excellence Awards

Since 2007, the CCGFP has worked with the Chamber of Hong Kong Listed Companies to present the annual Hong Kong Corporate Governance and ESG Excellence Awards, aiming to promoting a strong culture of good corporate governance and ESG (Environmental,



Social and Governance, and help companies underperformance to improve their performance on corporate governance. The Awards also recognises listed companies that adopt exemplary standards, and achieve outstanding commitment to shareholder rights, compliance, integrity, fairness, responsibility, accountability, transparency, board independence and leadership, and ESG. The Awards are made in six categories: Hang Seng Index Constituents; Hang Seng Composite Index Constituents, Hang Seng China (Hong Kong-listed) 100 Index Constituents; Weighted

Voting Rights and Pre-profit Biotech Companies; other Main Board and Growth Enterprise Market Companies; and Newly-listed Companies. Starting from 2012 a Sustainability Excellence Award was added. Thus far over the past 16 years more than 120 companies have participated, 40 of which have received awards. The latest award presentation was conducted in December 2022.

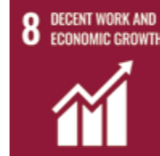
In the first round of selection, senior students and alumni from the *MSc in Corporate Governance and Compliance programme*, all of whom are seasoned practitioners, are invited to join the Expert Review Group (ERG) to assess entrants' performance, based on the assessment framework developed by the Centre and with oversight from faculty members, before the final decisions are made. The Centre considered this project successful in integrating research and practice.



(b) HKIoD Corporate Governance Score-card

The HKIoD Corporate Governance Score-card project is a series of surveys conducted roughly every 4 year and evaluates the corporate governance practices of the most representative listed firms in Hong Kong. In 2020, the CCGFP undertook the 6th survey commissioned by the Hong Kong Institute of Directors (HKIoD).

Led by the CCGFP Director Prof. Aris Stouraitis, the research team surveyed 135 publicly listed companies in Hong Kong, which are constituents of four major Hong Kong stock indices, researching company data in the public domain for the financial year 2018. The firms were investigated based on international standards (OECD Principles of Corporate Governance) and the Hong Kong Exchanges and Clearing Limited's Code of Corporate Governance Practices. The 2020 Report has been published by HKIoD and received media coverage in May 2020. This was further submitted for RAE2020 as an impact case and received a 3* "internationally excellent" assessment rating. The research insights were also disseminated in an op-ed (co-authored between Prof. Aris Stouraitis and Prof. YL Cheung) in the Hong Kong Economic Journal (20 May 2020). The research insights had been reached to the target audience to help improve the corporate governance among companies and arouse their awareness of compliance.



(c) Guangdong-Hong Kong-Macao Greater Bay Area Pay and Benefits Survey

The survey has been an annual collaboration between the Centre for Human Resources Strategy and Development (CHRSD) and the Hong Kong People Management Association since 1995, aiming at providing employers and human resources professionals with the latest

market trends on compensation and benefits in Hong Kong, Macau and Mainland China, which enables the employers to develop their wider pay and talent management strategies. Research Center for Human Resources Management, School of Business of South China University of Technology has been a partner since 2019 helping to extend the coverage of the Survey to the Greater Bay Area. The CHRSD further developed this survey outcome as an impact case for RAE2020 submission and received a 4* "world leading" rating in the assessment.



The 2022 Questionnaire received responses from 97 companies in Hong Kong, 158 in the Greater Bay Area cities in Guangdong. Around 210,000 employees of different ranks in a wide range of sectors, including construction, education, engineering, hospitality and catering, information and software technology, real estate and property management, retail and trading, were interviewed. The survey results were released at a hybrid of online and in-person seminars on 24 October 2022, attracting over 200 human resources professionals and reporters. The survey results provided valuable insights for managers to formulate HR strategies in talent retention and recruitment under the Great Resignation.

(d) Study on customer service appreciation culture in Hong Kong

The Department of Management, Marketing and Information Systems partnered with the Hong Kong Association for Customer Service Excellence (HKACE) on a study of the customer service appreciation culture in Hong Kong (2018 & 2021). The 2021 survey found that customer appreciation enhanced the performance of service industry professionals during pandemic. It also showed that the pandemic has accelerated the adoption of e-platforms that allow customers to



show their appreciation. The researchers urged the service sector to allocate more resources to strengthen the digitisation of the service industry.

According to the findings, the Chairman of HKACE shared that different sectors of society should continue to promote an appreciation culture by amplifying their care and support for the employees. In addition, companies should

strengthen the resilience of their workforce to ensure operational stability and career-readiness when the economy recovers. These findings were acknowledged by the industry/community at large, as shown by testimonials/comments (e.g., CEO of Cathay Dragon Airline, CEO of HKCE, Editor-in-Chief of Sing Tao Daily).



Do you know?

The four key drivers to motivate customer appreciation are **product quality (42%)**, **service quality (39%)**, **convenience of the appreciation channels (11%)**, and **customers' personal psychological factors (9%)**.

The research team has grown in influence with follow-up invitations for collaborations and consultancy. The Education Bureau (EDB) invited the research team to promote customer appreciation among young people with the District Development Networks (DDN) under the Business-School Partnership Programme through experiential learning activities in partnership with the HKACE and Ocean Park. About 100 secondary students experienced the positivity stemming from guest appreciation by serving as service ambassadors. Additionally, the research team was invited to serve on public and professional bodies (e.g. Qualification Framework, Chief Happiness Officer Association), and adjudication panels of professional award programmes on customer service (e.g. “Distinguished Salesmanship of Authoritative Bodies”, “Civil Service Outstanding Service Award Scheme”).



Do you know?

During the pandemic, the top three industries receiving the most customer appreciation are **clinic/medical (20%)**, **home delivery (18%)**, and **café/restaurants (15%)**.

5.2 Individual Faculty Contributions to Practice

17 PARTNERSHIPS FOR THE GOALS



Faculty members also serve the corporate and professional world in various capacities, including:

- Consultants, advisors and external examiners to local and international businesses and other organisations, including the Law Society of Hong Kong, the Hong Kong Institute of Chartered Secretaries and the Hong Kong Institute of Certified Public Accountants, Securities and Futures Commission, Housing Authority.
- Independent non-executive directors of listed companies and members of boards and committees of the government, NGOs and professional and academic associations, e.g. HKSAR Financial Services and the Treasury Bureau, Securities and Futures Commission, Housing Authority, Hong Kong Monetary Authority, American Marketing Association, Association for Information Systems, Institute of Financial Technologies of Asia, etc.

In many cases, such advisory work involves addressing issues of social responsibility and sustainability. For example, one of our faculty members serves on the Securities and Futures Appeals Tribunal of the Securities and Futures Commission. The Tribunal is to act as a safeguard to ensure that regulatory decisions made by relevant financial regulatory authorities including the Securities and Futures Commission and the Hong Kong Monetary Authority are reasonable and fair.

5.3 Partnership with professional organisations

The School works in partnership with the following professional organisations to provide students with real-life learning opportunities to ensure their career-readiness.

17 PARTNERSHIPS FOR THE GOALS



(a) Memorandum of Understanding (MOU) with the Institute of Compliance Officers (ICO)

The School signed a Memorandum of Understanding (MOU) with the Institute of Compliance Officers (ICO) with the aim of promoting compliance as a discipline of study and as a professional career. The collaboration entails ICO's recognition of courses at the School in compliance, risk management and related areas, and promotes ICO membership to Masters students.



Do you know?

The ICO-recognised courses are shared by selected MSc programmes at HKBU:

- MSc in Corporate Governance and Compliance (MScCGC)
- MSc in Data Analytics and Business Economics (MScDABE)
- MSc in Finance (FinTech & Financial Analytics) (MScFIN FTFA)
- MSc in Applied Accounting and Finance (MScAAF)

(b) Memorandum of Understanding (MOU) with Hong Kong Monetary Authority (HKMA)

To nurture FinTech talent, the School has signed an MOU with Hong Kong Monetary Authority (HKMA) to launch the Industry Project Masters Network (IPMN) scheme. The IPMN scheme is a partnership among HKMA and four local universities, namely, HKBU, The Chinese University of Hong Kong, The University of Hong Kong, and The Hong Kong University of Science and Technology.

The School also collaborates with the Hong Kong Science and Technology Parks Corporation (HKSTP) in its University Project Launcher scheme. The two schemes aim to groom FinTech talent to tackle real-world challenges by providing opportunities to FinTech postgraduate students to work on banking projects and FinTech start-up projects respectively through *Independent Project* elective course. In 2022/23, 47 students worked on 12 projects to solve problems for 12 banks.



HKMA-HKBU
Fintech Memorandum of Understanding
Signing Ceremony

19 October 2022

Principle VI. DIALOGUE

We will facilitate and support dialog 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.



VI. DIALOGUE

The School has been working steadily towards PRME Principle 6: Dialogue, by conducting knowledge transfer events and publishing bimonthly “Research Espresso” to raise awareness of SDGs and sustainable business practice in a broader community. Various forms of knowledge transfer channels facilitate and support dialog and debate among the School’s scholars, senior leaders, business executives, civil servants and students.

6.1 Knowledge transfer events

In addition to the research centres, the School and departments are strongly committed to facilitating dialogue and debate between academics and practitioners around corporate sustainability and other real-world business issues. Being impacted by the social protests and COVID-19, physical events have come to a halt since mid-2019. However, the School’s engagements with the business community have not been disrupted as the events were switched to a digital format. The physical activities have resumed when the restrictions are eased in 2023. Table 4 lists the recent activities hosted or supported:

Table 4: Recent Collaborations with Business Specialists/Organisations

SDG	Activity (Year)	Brief description
	HKBU Business Power lunch (2023)	<p>The School hosted the HKBU Business Power Lunch themed “Human-Technology Interaction – Next Frontier?” for business leaders on 30 March 2023, gathering senior executives and entrepreneurs from banks, renowned start-ups and corporations to generate new insights with academics on how human can fully utilise service robots to improve customer experience. Prof. Kimmy Chan of the Department of Management, Marketing and Information Systems, highlighted the findings from her ongoing research on the implications of service robots for customer service. Her findings suggest that a perceived lack of creativity was the major concern people have about service robots, but that pairing robots with a creative employee and at the same time using robots with human-like (“anthropomorphised”) characteristics would help resolve that concern.</p> 
 	International workshop on “China and the World: Growth, ESG outcomes and impact investment” (2023)	<p>The Centre for Sustainable Development Studies (CSDS) organised an international workshop themed “China and the World: Growth, ESG outcomes and Impact Investment” on 21 February 2023. The one-day event provided a valuable opportunity for dialogue among distinguished academics, researchers from influential think tanks and experienced practitioners in impact investment to explore China’s ESG efforts, outcomes and impacts after decades of high growth, and practices in response to the rapidly evolving social and economic environment in China.</p> 
	Knowledge transfer activities with Civil Service College (2023)	<p>Dr. Aries Wong, Associate Director of the Centre for Sustainable Development Studies (CSDS), conducted a seminar series on “Economics and Sustainable Development of China” for Civil Service College to exchange ideas on China’s poverty and income inequality situation, the development of carbon trading and green finance in China. Over 300 civil servants attended the seminar series.</p> 

SDG Activity (Year) Brief description

16 PEACE, JUSTICE AND STRONG INSTITUTIONS Research webinar on new perspectives on bribery (2022)

The School organised a research webinar on 29 November 2022, featuring Prof. Aris Stouraitis, Professor from the Department of Accountancy, Economics and Finance, to facilitate dialogue among academics and students to explore the world of bribery and its impacts and benefits.

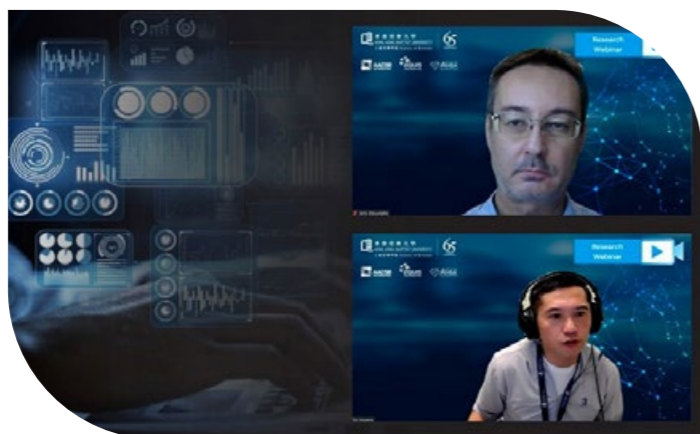
8 DECENT WORK AND ECONOMIC GROWTH HKBU Reward Management & Innovation Symposium (2022)

The Department of Management, Marketing and Information Systems and the Centre for Human Resources Strategy and Development (CHRSD) co-organised the “HKBU Reward Management & Innovation Symposium 2022” on 2 June 2022. Prof. Randy Chiu, Professor Emeritus of the Department of Management, Marketing and Information Systems, delivered a keynote speech on analytics for improving employee rewards, shared his insights on Human Resources Analytics for Reward Management. The webinar attracted around 200 participants, including academics and practitioners, for an inspiring discussion. It engaged academics and human resources management leaders in sharing insights and the latest research to explore how to utilise HR data analytics to improve organisational performance and enhance employee health and wellbeing.



9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Research webinar on humanoid service robots' influence on consumer satisfaction (2022)

The School organised the first research webinar on 13 July 2022, featuring Dr. Rocky Chen, Associate Professor from the Department of Management, Marketing and Information Systems, to shed light on how humanoid service robots influence consumer satisfaction. The webinar attracted an audience of 100, facilitating a fruitful dialogue among academics and practitioners in different industries to explore best practices concerning service robots.



SDG Activity (Year) Brief description

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE Weibo Starlight Forum (2021)

Dr. Rocky Chen, Associate Professor of the Department of Management, Marketing and Information Systems, was invited to the star-studded “Weibo Starlight Forum” as an academia speaker to share insights into consumer behaviours under the topic “Social Media in the New Normal” on 17 May 2021. This annual event served as a cross-cultural platform for multi-channel networks, Key Opinion Leaders and influencers to communicate, exchange ideas and share experiences on how to create and present better contents to local and overseas bloggers, and how to better understand the preferences of the target audience.



6.2 Research Espresso

To build links between research and practice and to enhance the business and societal impact of the School's research, a bimonthly publication was launched in February 2020 to provide business practitioners with the most recent research findings from the School's faculty. Each issue focuses on a particular research topic, also with coverage of faculty's research achievements and recent seminars hosted by the School.

The targeted audience includes students and alumni, HKBU senior management and academic peers. It has generated an average of 42% “open rate” by the recipients since the publication of the first issue in 2020. 15 issues have been published since December 2020. Below are the links to the three latest issues of Research Espresso:

- Issue 18, December 2022: https://issuu.com/bus_hkbu/docs/research_espresso_2022-12_issue_18_final
- Issue 19, February 2023: https://issuu.com/bus_hkbu/docs/research_espresso_feb_2023_issue_19
- Issue 20, April 2023: https://issuu.com/bus_hkbu/docs/research_espresso_apr_2023_issue_20

This publication received acclamation from the accrediting bodies as a way of summarising research to reach out to the international community and can assist in raising further the School's profile.



VII. SUMMARY OF PROGRESS

Progresses on KPIs to achieve the PRME principles are summarised below.



PRME Principle strength: Principle 1 – Purpose

Past objectives Continue to develop the corporate sustainability theme as a basis for differentiation and branding.

Progress till 2021/22 The School continued participation and progress on the United Nations *Principles for Responsible Management Education (PRME)* framework and submitted the 6th report in August 2021.

“Corporate sustainability” is underscored in the tagline campaign for promoting the School globally.

PRME Principle strength: Principle 2 – Values

Past objectives Integrate corporate sustainability, business ethics, and corporate social responsibility (CSR) throughout the curriculum and co-curricular activities.

Progress till 2021/22 Courses on governance, CSR and business ethics are included in all business programmes and several General Education (GE courses). See **Appendix 2** and **Appendix 1** for the respective lists of courses.

HKBU staff and students are involved in reflecting the achievement of the University in each of the SDGs. Two reports were produced as a result.

Past objectives Develop and implement policies and practices to recruit, retain, motivate and develop a high-quality and diverse faculty, in both the academic and teaching tracks.

Progress till 2021/22 In recent two years

- Average percentage of female faculty population: 46%.
- International faculty (i.e. non-local non mainland): 24%.

Country of origin: Australia, Canada, South Korea, Greece, New Zealand, the Philippines, Poland, Singapore, the UK and the USA.

Past objectives Implement an inclusive admissions policy to underpin diversity.

Progress till 2021/22 International student intake:

- BBA first-year intake: 6%
- Full-time taught postgraduate population: 7%

PRME Principle strength: Principle 3 – Method

Past objectives Contribute to the development of students’ skills and attitudes in the following areas: global mindset, citizenship, integrity, creativity, critical thinking, effective communication, business sense, soft skills (e.g., team work and time management), and lifelong learning.

Progress till 2021/22 High profile initiatives include Service Learning Programme including engagement in NGOs and non-profit organisations, *Nurturing Global-minded Changemakers (NGC)* Programme funded by SIE Fund of HKSAR, and *Hong Kong Jockey Club (HKJC) Responsible Consumption Programme* funded by the Hong Kong Jockey Club Charities Trust Fund (HKJC Secondary School Contest, Public Education TV Programme and HKJC Responsible Consumption Programme Social Impact Measurement Tool).

PRME Principle strength: Principle 4 – Research

Past objectives Enhance the impact of the School’s research output, amongst academics, practitioners, and policy makers, focusing on solving problems for and with society.

Progress till 2021/22 As an institution funded by the University Grants Committee, HKBU is required to participate in the Research Assessment Exercise (RAE) every six years in which the societal impact of academic research is assessed.

For the RAE 2020, six impact cases were developed and submitted, which were rated at least “internationally excellent”, with one rated as “world leading” by the subject panel. In 2022, 13 impact cases have been funded by the incentive scheme.

In July 2022, the School established a new research centre, for Sustainable Development Studies (CSDS) to coordinate work on the UN SDGs with an initial focus on environment protection and poverty alleviation.

Past objectives Promote focused research effort based on identified research themes, on the School’s corporate sustainability theme, on the University’s niche areas (especially data analytics and AI), and on interdisciplinary research projects.

Progress till 2021/22

- No. of CSR-related research projects with General Research Fund granted in 2021 and 2022: 7

PRME Principle strength: Principle 5 – Partnership

Past objectives

Encourage faculty members to be active in academic, professional, and government bodies.

Progress till 2021/22

Faculty members serve as consultants, advisors and external examiners, and members of boards and committees for governmental, academic and professional organisations including The Law Society of Hong Kong, the Hong Kong Institute of Chartered Secretaries, HKSAR Financial Services and the Treasury Bureau, Securities and Futures Commission, Hong Kong Monetary Authority, American Marketing Association, Association for Information Systems, etc

Past objectives

Promote collaboration with the corporate, voluntary and public sectors.

Progress till 2021/22

Events of collaboration with the corporate, voluntary and public sectors in the reporting period:

- Hong Kong Corporate Governance and ESG Excellence Awards by the Centre for Corporate Governance and Financial Policy (CCGFP) and the Chamber of Hong Kong Listed Companies.
 - No. of companies participated: >120
 - No. of companies received awards: 40
- HKIoD Corporate Governance Score-card by the CCGFP and the Hong Kong Institute of Directors (HKIoD).
 - No. of listed companies participated: 135
- Annual Guangdong-Hong Kong-Macao Greater Bay Area Pay and Benefits Survey by the Centre for Human Resources Strategy and Development (CHRSD) with HK People Management Association
 - No. of companies participated in 2022: 97 in Hong Kong and 158 in the Greater Bay Area cities.
 - No. of employees interviewed in 2022: around 210,000
- Study on customer service appreciation culture in Hong Kong by the Department of Management, Marketing and Information Systems and the Hong Kong Association for Customer Service Excellence.
- Partnership with professional organisations: Memorandum of Understanding with the Institute of Compliance Officers and with Hong Kong Monetary Authority.

PRME Principle strength: Principle 6 – Dialogue

Past objectives

Enhance the impact of the School's research output, amongst academics, practitioners, and policy makers, focusing on solving problems for and with society.

Progress till 2021/22

Faculty involved in KT events:
 Prof. Ed Snape, Prof. Y.S. Cheng, Dr. Aries Wong, Prof. Huang Xu, Prof. Aris Stouraitis, Prof. Kimmy Chan and Dr. Rocky Chen





Research Espresso
 Published 15 issues since December 2020







VIII. WAY FORWARD



Based on the solid foundation of the work done in earlier years, the School will strengthen the classroom and extra-curricular activities to enhance students' awareness of the potential ethical dilemmas that business professionals encounter, and to reinforce the School's and the University's commitment to upholding ethical conduct, professionalism, and integrity. The School will continue to advance its contribution to responsible entrepreneurial education by adhering to the relevant objectives formulated in the new Strategic Plan.

The strategic objectives and KPIs of the new Strategic Plan for 2023-2028 are summarised below.



Overall positioning		
PRME Principle strength 	Strategic objectives	Continue to develop the corporate sustainability theme as a basis for differentiation and branding.
	Action plans	Continue progress on the United Nations <i>Principles for Responsible Management Education (PRME)</i> framework.
	Key performance indicators and/or completion deadlines	Biennial reports submitted to PRME. Participate in PRME conference and other activities.
	Action plans	Further develop the School's work on UN Sustainable Development Goals (SDGs): <ul style="list-style-type: none"> Initiate curriculum and co-curriculum mapping against selected SDGs. Initiate research and engagement mapping against selected SDGs. Establish new research centre: <i>Centre for Sustainable Development Studies</i>.
	Key performance indicators and/or completion deadlines	<ul style="list-style-type: none"> Mapping in core courses by BBA TF. Accreditation section to complete mapping of research, impact and engagement activities. Focus on Poverty, inequality and mobility (SDG 1 & SDG 10), and Climate, energy and environment (SDG 7 & SDG 13).
PRME Principle strength 	Strategic objectives	Develop and implement a comprehensive policy on equality, diversity and inclusion (EDI).
	Action plans	Establish an <i>EDI Task Force</i> to review School policies and make recommendations to ExCo.
	Key performance indicators and/or completion deadlines	Complete internal stakeholder analysis in Semester 1, 2023/24. Recommendations to ExCo by January 2024.
Student Experience		
PRME Principle strength 	Strategic objectives	Implement an inclusive admissions policy to underpin diversity.
	Action plans	Ongoing review of promotion, scholarships, and admission policies.
	Key performance indicators and/or completion deadlines	Annual monitoring on <ul style="list-style-type: none"> Admission for non-academic talents. Inclusive and diverse admissions by gender, first generation, SEN and local non-Chinese speaking.

Research Excellence		
PRME Principle strength 	Strategic objectives	Enhance the impact of the School's research output, amongst academics, practitioners, and policy makers, focusing on solving problems for and with society.
	Action plans	Ongoing development of research impact case studies for future RAEs. <ul style="list-style-type: none"> Provide funding for case writers. Engage <i>Impact Consultant</i> for 2022-2026.
	Key performance indicators and/or completion deadlines	Assess number and quality of impact cases in regular iRAE up to 2026.
	Action plans	Ongoing development of community engagement activities.
	Key performance indicators and/or completion deadlines	<u>Power Lunches and Researcher-practitioner conferences/seminars</u> At least 2 per year. <u>Research Espresso</u> At least 2 issues per year. Target trend increase in citations per publication, for academic faculty (Scopus).
PRME Principle strength 	Strategic objectives	Promote focused research effort based on identified research themes, on the School's corporate sustainability theme, on the University's niche areas (especially data analytics and AI), and on interdisciplinary research projects.
	Action plans	Promote (and if applicable match) University funding support for such projects. Consider these themes in faculty hiring and development (Annual Activity Report (AAR)).
	Key performance indicators and/or completion deadlines	Target trend increase in number and proportion of A/A-/B+ papers, external research grants, and potential impact cases: <ul style="list-style-type: none"> related to corporate sustainability and niche areas. that are interdisciplinary.
Engagement with Business and Society		
PRME Principle strength 	Strategic objectives	Encourage faculty members to be active in academic, professional, and government bodies, and promote collaboration with the corporate, voluntary and public sectors.
	Action plans	Reviewed in individual faculty Annual Activity Reports.
	Key performance indicators and/or completion deadlines	% faculty on external boards of professional, industry, government, statutory, or non-statutory bodies.





Engagement with Business and Society

PRME Principle strength 	Strategic objectives	Increase the level of income from applied research and knowledge transfer.
	Action plans	Reviewed in individual faculty Annual Activity Reports.
	Key performance indicators and/or completion deadlines	Value of research income and income from knowledge transfer: from donations, research grants & contracts, consultancy, matching grants, CPD courses, etc.
PRME Principle strength 	Strategic objectives	Develop entrepreneurship enrichment activities and support for students.
	Action plans	Annual plan and budget for activities and support from Entrepreneurship & Innovation Centre (EIC).
	Key performance indicators and/or completion deadlines	Target trend increase in <ul style="list-style-type: none"> % of UG students participating in start-ups or entrepreneurship in the academic year. Enrolments in School's Entrepreneurship courses: <ul style="list-style-type: none"> - Business students. - Non-business students.
PRME Principle strength 	Strategic objectives	Develop executive education programmes to provide for lifelong learning and business engagement.
	Action plans	Further develop EE programme.
	Key performance indicators and/or completion deadlines	Number of courses, enrolment, and financial performance.


Internationalisation

PRME Principle strength 	Strategic objectives	Foster a school culture that embraces international diversity and integration.
	Action plans	Biennial survey on faculty and staff perceptions of internationalisation – January 2024. Annual survey of undergraduate students on study abroad preferences.
	Key performance indicators and/or completion deadlines	Monitor trends in biennial faculty/staff and annual student surveys.
	Action plans	Annual programme of activities to foster integration.
	Key performance indicators and/or completion deadlines	Student attendance and evaluation of activities.

Internationalisation

PRME Principle strength 	Strategic objectives	Provide undergraduate, taught postgraduate and research postgraduate students with more opportunities for overseas learning experiences.
	Action plans	Promote exchange and double degree options, for example by GES class visits to core UG and TPg courses. Identify and promote partners' summer programmes (UG and TPg).
	Key performance indicators and/or completion deadlines	BBA students with non-local learning experience: <ul style="list-style-type: none"> BBA first-year entrants to near 90% by 2028. BBA senior-year entrants to near 70% by 2028. Full-time TPg students with non-local learning experience (outbound exchange) to near 30% by 2028.
	Action plans	Continue to develop double degree options at UG and TPg levels.
	Key performance indicators and/or completion deadlines	By 2023, up to 100% PhD students with overseas: <ul style="list-style-type: none"> research experience oral/poster presentation during the study period.
		Action plans
Key performance indicators and/or completion deadlines		Monitor for long-term improvement for: <ul style="list-style-type: none"> Number of exchange partners % of triple-accredited % of one accreditation Number of countries represented.
PRME Principle strength 		Strategic objectives
	Action plans	Continue the International promotion work along with the offer of scholarships, and the development of double degrees.
	Key performance indicators and/or completion deadlines	<ul style="list-style-type: none"> Non-local, non-mainland BBA students to 15% by 2028. Non-local, non-mainland full-time TPg students to 10% by 2028.

Resource Planning and Capacity Building

PRME Principle strength 	Strategic objectives	Develop and implement policies and practices to recruit, retain, motivate and develop a high-quality and diverse faculty, in both the academic and teaching tracks.
	Action plans	Evaluate and develop faculty recruitment and tenure policies on an ongoing basis.
	Key performance indicators and/or completion deadlines	Seek trend increase in proportion of international faculty and faculty diversity.

APPENDIX



Appendix 1: The School of Business List of General Education (GE) courses with a focus on sustainability and ethics.

LEVEL 1 & 2

Level 1 – Foundational Courses

Department of Accountancy, Economics and Finance

GFHC1036	The Rise of China in Historical Perspective
GFQR1046	Demystifying Data-Driven Strategies and Policies with Excel
GFQR1047	Unveil the Numbers Before You Invest
GFVM1055	Towards a Moral Economy

Department of Management, Marketing and Information Systems

GFVM1056	Evil Business? Psychology, Politics and Philosophy of Business Ethics
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Level 2 – Interdisciplinary Thematic Courses

Department of Accountancy, Economics and Finance

GTSC2007	Cyberspace and the Law: Your Rights and Duties
GTSC2026	How Technology Shakes Up Our Society
GTSU2007	Fighting Poverty and Striving for a Sustainable Society
GTSU2017	Law and Humanities
GTSU2025	Racing Against the Clock: Saving Environment for the Future Generations
GTSU2027	Tax: Answer for Wealth Inequality
GTSU2045	Sustaining Fair Play in an Ever Changing Business World
GTSU2046	Towards Evidence-Based Solutions to Our Social Problems
GTSU2055	To Fear or Not To Fear: The Coming of AI and What It Means for Our Communities (jointly offered with COMP)

Department of Management, Marketing and Information Systems

GTCU2036	Social Innovation and Entrepreneurship
GTSC2016	Entrepreneurship in the Innovation Era (jointly offered with PHYS)
GTSC2047	When Science Fiction Comes True: The Future of Humanity
GTSU2005	Community Sustainability and Business
GTSU2037	Sustainability through Digitalization: Active and Responsible Citizens in the Digital World





LEVEL 3

Level 3 – GE Capstone

Department of Accountancy, Economics and Finance

Experiential Learning (EL)

- GCAP3037 How Should the Government Spend Our Money?
- GCAP3166 Financial Planning: A Pre-emptive Measure to Various Social Issues

Service Learning (SL)

- GCAP3076 Service Learning in Fighting Poverty

Interdisciplinary Independent Study

- GCAP3096 GE Capstone Interdisciplinary Independent Study on Sustainable Development

Department of Management, Marketing and Information Systems

Experiential Learning (EL)

- GCAP3077 Entrepreneurial and Innovative Solutions to Social Problems (jointly offered with KTO)
- GCAP3167 Digital Self-Service and Digital Inclusion in an Ageing Society

Service Learning (SL)

- GCAP3087 Canine Service Partners for Inclusive Community

Service Leadership Education (SLE)

- GCAP3185 Service Leadership Practicum



Appendix 2: List of courses with elements of Business Ethics, Corporate Governance and/or CSR.

UNDERGRADUATE

Programme	Course	
BBA	<u>Core</u>	
	BUSI3006	Business Ethics and Corporate Social Responsibility
	BUSI3007	Business Research Methods
	BUSI4006	Strategic Management
	MKTG2005	Marketing Management
	REMT3015	Seminar in Creative Retailing
	<u>Concentration required</u>	
	ACCT2006	Intermediate Accounting II
	ACCT4005	Advanced Accounting I
	ACCT4006	Auditing I
	HRMN2005	Human Resources Management
	LLAW3005	Company Law
	MKTG3015	Socially Responsible Marketing
	<u>Concentration elective</u>	
ACCT3017	Entrepreneurial Decisions and Compliance	
BUSI3025	Cross Cultural and Comparative Management	
HRMN3016	Negotiation	
<u>Elective</u>		
ACCT3007	Cost and Management Accounting II	
ECON3075	Service-Learning in Sustainable Development	

POSTGRADUATE

Programme	Course	
MAcc	<u>Core</u>	
	ACCT7620	Auditing
	<u>Elective</u>	
	ACCT7850	Contemporary Strategic Management Accounting Issues
MScBM	<u>Core</u>	
	ACCT7060	Business Accounting
	ECON7015	Business Economics in Digital Era
	MGNT7780	Managing People and Organisation
	<u>Required</u>	
	BUSD7021-2	MScBM Capstone Business Project
	<u>Elective</u>	
	ACCT7080	Financial Statement Analysis
	ACCT7890	Advanced Management Accounting and Control Systems
	ACCT7940	Enterprise Risk Management
	BUS7060	Business Law and Corporate Governance
	BUS7450	Business Creativity
	HRM7600	Global Human Resources Management
	MGNT7250	Leadership and Organisational Development
MKT7100	Management of Integrated Marketing Communications	

POSTGRADUATE

Programme	Course
MScAAF	<u>Core</u>
	ACCT7210 Advanced Corporate Financial Reporting
	ACCT7220 Strategic Management Accounting & Controls
	ACCT7230 Issues on Internal & External Auditing
	ACCT7240 Accounting Theory & Policy
	FIN7210 Corporate Finance
	FIN7260 Financial Statement Analysis & Business Valuation
	<u>Elective</u>
	ACCT7270 Corporate Governance and Disclosures
	ACCT7280 Independent Studies/ Integrative Project (in Accounting)
	ACCT7870 Financial Regulations and Compliance
	ACCT7880 Governance, Leadership and Ethics
	ACCT7910 Hong Kong and International Taxation
	ACCT7920 Commercial and Company Law
	FIN7240 Derivative Securities and Risk Management
	FIN7280 Independent Studies/ Integrative Project (in Finance)
	FIN7750 Financial Technology (FinTech)
	ISEM7210 Business Processes and Information Management
	<u>Non-Unit Bearing</u>
BUS7510 MScAAF Seminars and Workshops	
MScAE	<u>Elective</u>
	ECON7350 Corporate Finance and Governance in China
	ECON7410 Development and Policies of Hong Kong's Major Economic Sectors
	ECON7450 Energy Economics
	ECON7470 Environmental Economics
MHRM	<u>Core</u>
	HRM7110 Ethics in Human Resources Management
MScSHRM	<u>Elective</u>
	HRM7630 Ethics, Culture and Governance
MScCGC	<u>Core</u>
	ACCT7790 Corporate Governance and Risk Management
	<u>Elective</u>
	ACCT7830 Risk, Compliance and Corporate Social Responsibility
MScDABE	<u>Elective</u>
	ECON7045 Regulating Big Tech and Data Protection
	ECON7990 Data Analytics for Smart Cities
MScEGM	<u>Core</u>
	MKTG7080 Corporate Entrepreneurship and Business Development
	MKTG7110 Socially Responsible Entrepreneurship in an International Context
	<u>Elective</u>
	BUSD7010 Social Enterprise Management and Social Impact Strategies

POSTGRADUATE



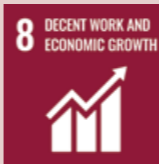
Programme	Course
MScFin(FTFA)	<u>Core</u>
	FIN7780 Financial Technology (FinTech)
	FIN7800 Corporate Finance
	FIN7810 Investment Management
	FIN7840 Blockchain and Cryptocurrency
	FIN7790 Machine Learning for Financial Data
	FIN7870 Financial Derivatives and Risk Management
	FIN7900 Cybersecurity, Privacy and Regtech for Finance
	<u>Elective</u>
	FIN7850 Algorithmic and High-Frequency Trading
	FIN7860 International Financial Management
	FIN7880 Textual Analysis in Finance and Accounting
	FIN7890 Compliance in Finance
	FIN7910 Independent Studies Integrative Project
MScGMM	<u>Core</u>
	MKT7280 Socially Responsible Marketing in an International Context
MScMCE	<u>Elective</u>
	MKTG7110 Socially Responsible Entrepreneurship in an International Context
MBA	<u>Core</u>
	BUS7380 Business Ethics and Corporate Governance
	HRM7600 Global Human Resources Management
	MGNT7240 Strategic Management
	MGNT7250 Leadership and Organisational Development
	MKT7090 Global Marketing Management
	<u>Required</u>
	BUS7360 MBA Seminars and Workshops
	<u>Elective</u>
	ACCT7080 Financial Statement Analysis
	ACCT7890 Advanced Management Accounting and Control Systems
	ACCT7940 Enterprise Risk Management
	BUS7450 Business Creativity
	MGNT7810 Business Negotiation
MKT7100 Management of Integrated Marketing Communications	
DBA	<u>Core</u>
	BUS7830 Corporate Governance and Ethics
	BUS7980 Professional Development Workshops
RPg	<u>Required</u>
	MCCP7150 Responsible Conduct of Research #
	<u>Elective</u>
	ACCT7740 Issues in Financial Accounting and Corporate Governance
	BUS7720 Advanced Research Methods for Business
MGNT7750 PhD Seminar in Strategic Management	

The course is offered by HKBU Research Ethics Committee.

Appendix 3: List of publications on CSR since 2021

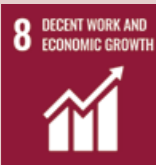
(Source: SDG mapping data retrieved from SciVal provided by the Office of Institutional Research and Planning).

SDGs	Research outputs
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