

# PRME REPORT 2016



**INNOVATIVE**  
**RESPONSIBLE**  
**ENGAGED**

**PRME** Principles for Responsible  
Management Education

La Trobe  
Business  
School

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# Introduction by the Head of the La Trobe Business School



In 2008 the La Trobe Business School (LBS) became a PRME signatory and one of the first 100 business schools globally to commit to achieving the six principles of responsible management education. Now, in 2016, LBS has joined 29 other leading institutions from around the world in the formal phase of the PRME Champions Group for 2016-2017.

The motivation to join the PRME Champions Group was a natural expansion of the already active role and mindset of LBS. The School is now fully engaged with PRME projects, including contributing to the PRME Inspirational Guide, becoming an active member of the PRME Regional Chapter, contributing to working groups on Faculty Development and Service Learning, co-organising the CR3+ Network (partnership), and sitting as an inaugural PRME representative on the UN Champions Advisory Board.

As a school, we see our engaged membership in the PRME as an integral part of our mission, and this is reflected in the exciting new developments that have occurred within the school since our last SIP report in 2013. This includes the creation of the Yunus Social Business Centre, established by a Memorandum of Understanding between the Yunus Centre, Dhaka, Bangladesh, and LBS in late 2014; the appointment of 11 Professors of Practice; the establishment of the SAS Analytics Innovation Lab and the establishment of a working party with other universities and the Global Compact Network Australia, focused on realising the Sustainable Development Goals.

In 2013 LBS officially launched our new premises in the Central Business District of Melbourne. This provides a strategic outreach opportunity and an accessible campus for postgraduate students with courses tailored to the needs of business professionals from across the corporate and public sectors. The campus is designed around the latest innovations in educational design and teaching and learning technology. In 2017, LBS will be moving into a new building on the main Bundoora campus that is being designed around the latest innovations in educational design but also anticipates future needs and is being designed to exceed contemporary standards in many areas. Of particular note will be an innovation hub that includes several design thinking labs and a business incubator that will facilitate our students ideating and incubating social and commercial business ideas.

These and many other initiatives and achievements you will read about in this report strengthen the School's position as a teaching, research and capacity building leader in entrepreneurship and innovation, data analytics, sustainability, shared value and global citizenship. Furthermore, our achievements exemplify a commitment by our staff and our team of educators, researchers and administrators to exceed expectations in implementing and expanding PRME across LBS and to see this philosophy extended more broadly to inform our University's Future Ready strategy.

A handwritten signature in blue ink that reads "P. Mather". The signature is written in a cursive style with a horizontal line underneath.

Professor Paul Mather  
Head, La Trobe Business School

# La Trobe Business School

La Trobe is a multi-campus university with its main campus located in Bundoora, Melbourne. Four of our campuses are located in regional Victoria at Albury Wodonga, Bendigo, Mildura and Shepparton. Our other campuses are located in Melbourne's CBD and Sydney.

Within the College of Arts Social Sciences and Commerce, LBS offers undergraduate and postgraduate courses and operates three Departments and an Analytics Innovation Lab:

- Department of Accounting
- Department of Economics and Finance
- Department of Management and Marketing

LBS participates in collaborative research centres and joint ventures with other research organisations, industry and government bodies. These include:

- Centre for Public Sector Governance, Accountability and Performance (CPSGAP)
- Centre for Sport and Social Impact (CSSI)
- Institute for Human Security and Social Change (IHSSC)
- Research Centre for Computers, Communication and Social Innovation (RECSSI)
- SAS Analytics Innovation Lab
- Yunus Social Business Centre (YSBC)

# Our Mission

LBS is a learning community that aims to be:

## **Innovative**

Developing learning through research that seeks innovative solutions to emerging issues of local, national and international importance. This learning will, in turn, be reflected in our programs, which will employ innovative design and delivery solutions to engage and support our academics and students with an appropriate use of technology.

## **Responsible**

Developing learning which places equal importance on the need to generate sustainable economic value for organisations and communities, and on the need to uphold social and environmental responsibilities to enhance both individual and community wellbeing.

## **Engaged**

Developing learning through engagement with each other and with the business and non-business community at large, so as to generate learning that is both rigorous and relevant to the needs of individuals, organisations and the communities with which we are engaged.

# PRME Champions Group: Mission

As active participants in the space of responsible management education and as one of the PRME Champions, LBS will undertake advanced tasks and game-changing projects that respond to systemic challenges faced by the PRME community, as well as to key issues identified by the United Nations and the UN Global Compact. The mission of the PRME Champions group is to contribute to thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda. In so doing, as a PRME Champion, LBS commits to:

- Work collaboratively to achieve higher levels of performance in transforming business and management education in five key areas: curricula, research, educational frameworks, sustainability-based partnerships, and thought leadership.
- Serve the broader PRME community through active engagement with existing PRME Chapters, PRME Working Groups, Global Compact LEAD, and other global opportunities, as well as to support broader and deeper implementation of sustainability principles in the institutional context of the PRME initiative.
- Contribute to broader UN goals and issues, particularly helping to realise the Sustainable Development Goals.

# Future Ready

Since our last report in 2013, LBS continues to be guided by the University's Future Ready Strategy and our Regional, Indigenous and Sustainability strategies. Future Ready positions us as the university-of-choice for people who want to make a difference by gaining a deep understanding of the pressing challenges facing the global community. Our aim is to ensure that our graduates are equipped to address challenges intelligently and decisively, and our academic activities provide capacity building for students to be ethical global citizens who make reasoned choices for future generations. A review of La Trobe University's Future Ready Strategy took place in 2015 to map the university's progress and to make refinements to achieve the 2017 targets that include:

## 1. Excellence in the key world issues

La Trobe will be a university known for its excellence, creativity and innovation in relation to the big issues of our time, and for its enthusiasm in providing the leadership needed to make a difference. We will lay claim to selected areas of teaching and research which address issues fundamental to the future of human societies and their environments. In such areas we will be amongst the best in the world and will attract outstanding partners to work with us.

## 2. Outstanding students

La Trobe will improve our attractiveness to creative and independent thinkers from diverse walks of life, cultures and backgrounds, including those with a passion for challenging the status quo and driving change. La Trobe students will choose us because we are at the centre of important social, economic, environmental, political and scientific developments; because we respect them as partners in their learning; because we are flexible and innovative in our modes of delivery; and because we equip them with an identifiably modern, globally relevant education, and send them out to be successful and to make the world a better place.

## 3. Exceptional staff

Our staff will be highly skilled and motivated, creative and ground-breaking, willing to act and be held accountable for results. They will be people who pursue new ideas and who want to create knowledge afresh. They will be recognised for high performance and expect high performance from those around them. We will make La Trobe an attractive place for early career academics and professional staff, and career changers with exceptional industry knowledge to build their careers. We will provide staff with the support, rewards and flexibility they need to excel. Risk-taking, creativity and innovation in teaching and research will be supported and encouraged.

**The purpose of La Trobe University is:**

*'To serve the community of Victoria for the purposes of higher education, for the education, economic, social and cultural benefit of Victorians and for wider Australian and international communities... providing access to quality higher education to those from disadvantaged communities.'*

[La Trobe University Act, 2009 (<http://www.latrobe.edu.au/about/vision/introduction>)]

#### 4. Lively connected campuses

Our campuses will be beacons of research, learning, cultural and sporting activities that make their communities richer for La Trobe's presence. We will provide leadership in the development of Melbourne's north and Victoria's regions, and turn our campuses outwards to better engage with their communities.

#### 5. Game changing partners

Our external partnerships will transform our capacity as a teaching and research university. We will be distinctive for the quality and depth of the external partnerships that enrich our work, transform our capacity, advance our partners' objectives, and open up opportunities to help solve the fundamental challenges of the day.

#### 6. National and international ranking

We will regain our place as one of Australia's top twelve universities, improve our current ranking in the world's 'Top 500', and reclaim our place as unambiguously one of the top-three ranked Victorian universities.

#### 7. Sustainable and ethical

We will continually enhance our intellectual, physical and financial resources so that future generations of scholars and students can continue the advancement of knowledge for the public good.

For more information about La Trobe University, see <http://www.latrobe.edu.au/about/vision/introduction>

*The true test of the university must be based on the achievement of its graduates at the height of their careers, when they have assumed the responsibilities of leadership in the solution of the wider and more far reaching problems of civilization... The true measure of a university's greatness is the total effect it has on human welfare and progress.'*

Professor David Myers, 'A new University in a changing world', from La Trobe University: Opening Ceremony and Inaugural Lectures, 1967.  
[<http://www.latrobe.edu.au/about/vision/learning-and-teaching>]



# Community

La Trobe University inspires our youth through access and participation, and has a proud tradition of enrolling and retaining students from diverse and disadvantaged backgrounds. The University is expanding alternative entry pathways for low socioeconomic status (SES) students, regional, Indigenous, disabled, and students from refugee backgrounds. This is being achieved with increased scholarship opportunities and programs including the Aspire Program, the Hallmark Program and scholarship programs to support international study, internships, conferences and mentoring.

## Indigenous Strategy

With our campuses located in the midst of large Aboriginal and Torres Strait Islander communities, La Trobe is closely linked with the Koori populations in Melbourne and regional Victoria. The *Gamagoen Yarrbat* Indigenous Education Strategy (2015-2017) is far-reaching and aims to increase the numbers and educational opportunities of Indigenous students and staff within the university community while forging vital links with government and external organisations to foster productive relationships. La Trobe's Office of Indigenous Strategy and Education provides direction for action and aims to overcome challenges involved with access, participation, retention and success in the context of tertiary education for Aboriginal and Torres Strait Islander people at La Trobe. The aims of the five domains of the strategy are:

**Indigenous Students:** To attract Aboriginal and Torres Strait Islander students and support through to completion.

**Whole of University Alignment:** To embed Aboriginal and Torres Strait Islander perspectives in the organisational fabric of the university.

**Indigenous Employment:** To secure La Trobe University as an employer of choice for Aboriginal and Torres Strait Islander people.

**Knowledge and Research:** To acknowledge and promote the shared space and intersection of knowledge systems and transfer.

**Community Engagement:** In the spirit of dynamic partnership, to engage the Aboriginal and Torres Strait Islander community for mutual benefit.

*There is a special synergy between Bunjil, the creator Spirit of the Kulin Nations and the La Trobe University logo of an eagle. Bunjil the eagle is a primal symbol particularly significant to Melbourne and regional Victoria. The connection between Bunjil and the La Trobe University logo exceeds mere coincidence: as a leading contemporary university we aspire to principles of global citizenship, leadership, responsibility and environmental sustenance similar to those values represented by Bunjil and beliefs held by Indigenous Australians. The symbolism and significance for both La Trobe University and for Aboriginal people challenges us all to 'GAMAGOEN YARRBAT' (to soar).*

[[http://www.latrobe.edu.au/\\_\\_data/assets/pdf\\_file/0003/634881/GamagoenYarrbat-IndigenousEdStrat.pdf](http://www.latrobe.edu.au/__data/assets/pdf_file/0003/634881/GamagoenYarrbat-IndigenousEdStrat.pdf)]

## Regional Strategy

The 2015 review of the Future Ready strategy resulted in a heightened focus on our campuses located in the regional areas of the state of Victoria, hereafter referred to as 'the regions' or 'regional'. La Trobe is the biggest provider of higher education in the regions and one in four regional higher education students is a La Trobe student. Regional students account for a quarter of the university's total student population at our campuses located in Bendigo, Shepparton, Albury-Wodonga and Mildura.

Our regional communities face specific social, economic and environmental challenges, and La Trobe is in a unique position to identify and support our regional communities in unique ways through quality higher education, blended learning programs, employment programs, research partnerships and access to our facilities.

Regional communities face big challenges that La Trobe can help to address by equipping students with specific educational and management skills to meet community needs and to provide a platform for transforming local economies through innovation, entrepreneurship, social value and targeted research. Regional areas also face unique challenges in attracting and retaining youth, and the University is developing programs, opportunities and incentives to achieve this in the long term for population sustainability of the regions.

Our Research Focus Areas are particularly relevant and essential for the regions in the areas of food and water security, environmental change, sport and community health, transforming human societies, and understanding disease. Our regional focus is to work with our regional communities to identify and develop research partnerships through our Research Focus Areas and/or Research Programs.

## Sustainability

La Trobe's Sustainability Plan 2015-2017 details the actions the University is taking in relation to sustainability and sets out our vision, goals and targets by addressing each of our key sustainability impact areas:

- sustainability management and governance
- education for future generations
- research for future generations
- our environmental impact
- our social impact
- our economic and supply chain impacts.

Four principles have been identified to develop responsible leaders, professionals and citizens by:

- **recognising** that sustainability encompasses economic, social and environmental dimensions
- **integrating sustainability** across all operations, curriculum and research
- **embedding sustainability** in the culture and practices of the University, through the broadest engagement with staff, students, employers and partners in the community and in government
- **becoming known as the leading sustainable university** in Australia and a leader internationally.

La Trobe recognises its responsibility to equip graduates for leadership, professional and other roles in society, and the important role of academic research in developing solutions to climate change, world poverty, food security and other sustainability challenges.

La Trobe is:

- **engaging with students on contemporary social and environmental issues** through the La Trobe Framework with curriculum initiatives that emphasise breadth of learning and systematic exposure to the major challenges students will face over their lifetimes
- **developing interdisciplinary research capabilities** through the cross-disciplinary Research Focus Areas
- **ensuring that we offer opportunities** to students from a diverse range of backgrounds and actively promote social inclusion and cultural tolerance
- **developing curriculum on social and environmental sustainability** issues as part of all degrees to ensure every graduate has the capability to address major current social, economic, technological and political issues and be able to adapt and apply their learning to the challenges of the future
- **minimise any adverse impact on the environment**, manage our resources effectively and efficiently and consider our ethical choices and everyday practices.

In recognition of these sustainability imperatives, La Trobe committed to Sustainable Practices of Higher Education Institutions<sup>1</sup>; signed the Talloires Declaration<sup>2</sup>; participates in the UN Global Compact<sup>3</sup> and is a member of the Australasian Campuses Towards Sustainability (ACTS)<sup>4</sup> network.



(sustainabledevelopment.un.org<sup>1</sup> [www.ulsf.org/programs\\_talloires\\_td.html](http://www.ulsf.org/programs_talloires_td.html)<sup>2</sup> [www.unglobalcompact.org](http://www.unglobalcompact.org)<sup>3</sup> [www.acts.asn.au](http://www.acts.asn.au)<sup>4</sup>)

# Distinctive Curriculum: The La Trobe Framework

Our academic activities will increase the capabilities and choices of future generations and prepare them to be ethical global citizens. We are achieving this through a distinctive curriculum framework, called the La Trobe Framework. Students will be attracted to La Trobe because of our distinctive and high-quality degrees and programs, and our graduates will be renowned for their employability and their deep understanding of the most pressing challenges facing the global community, and for their ability to address those challenges intelligently and decisively.

## The Learning Essentials

The Learning Essentials are specialist areas designed to give students the opportunity to adapt their thinking, build their knowledge and agility, and apply their skills to new contexts in a rapidly changing world. The Learning Essentials are a suite of subjects that students are required to complete as part of their degrees. There are 3 subject areas that have been added or adapted that address the Essentials and are to be completed by students at both undergraduate and postgraduate levels. The Learning Essentials are:

**Global Citizenship:** Learning about and reflecting on the opportunities and obligations of citizenship in a globalising world.

**Innovation and Entrepreneurship:** Learning about generating new ideas and building the skills to recognise the need for and implement the requirements for renewal and change. Learning to seize opportunities, manage them effectively to realise their potential and to solve complex problems.

**Sustainability Thinking:** Developing the capacity to engage effectively with social, environmental and economic change and challenges. These include, for example, climate change, food and water security and human and labour rights.

## Research Focus Areas (RFAs)

La Trobe University has identified five strategic research areas and is working towards developing and strengthening local, regional, national and international partnerships and bringing together leading researchers to address issues affecting the future of our national and global community. The RFAs inform our research choices to be at the centre of important social, economic, political and scientific developments and are led by recognised research leaders responsible for engaging researchers across disciplinary boundaries to work on key research questions. The five Research Focus Areas are:

1. Building healthy communities
2. Securing food, water and the environment
3. Sport, exercise and rehabilitation
4. Transforming human societies
5. Understanding disease

The RFAs provide graduate researchers the opportunity to collaborate with industry, local advocacy groups, government organisations and international development agencies, further developing their employability and increasing the scope of their research impact. More detailed information about the RFAs is provided under *Principle 4: Research* later in this report.



## PRME Principle 1: Purpose

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

Work Ready, World Ready, Future Ready. These are the characteristics we expect of our graduates, and what our students anticipate they will receive when they enrol in a degree with LBS. Our intention is to provide our students with a competitive edge so that they can contribute knowledge and expertise to business, industry and the community by understanding the value of sustainable practice across social, economic and environmental dimensions and the interconnectedness between these.

LBS develops the capabilities of students because we are committed, compelled and inspired to be the university that is delivering responsible leaders now, and into the future. We recognise the transformational nature of education and its importance in developing students who can build a future reliant on sustainable economic value that has societal and environmental wellbeing as one of its key objectives.

LBS understands the obligation as an institution to advocate for responsible management education throughout the school; its three departments and research centres, and by advocating and supporting initiatives and operations across the university.

Being recognised as a leader in developing capable graduates in Australia and internationally means that we continue to attract students who are already interested and passionate about sustainable business practice. LBS is fully committed to ensuring that we provide a comprehensive, innovative, intensive and relevant learning experience so that we meet the expectations of our students and fulfil their potential to be future-focused, socially and environmentally responsible and have the capacity to generate sustainable economic value as employers and employees.

Conversely, educating those students new to the concepts of corporate responsibility, sustainability and responsible leadership places us in a unique position as the entry point in their educational experience for developing their awareness of critical global issues and challenges so that they can enter the workplace fully equipped to advance and implement policies and practices that will contribute to sustainable business and social models.

As you will read in this report, our courses are therefore designed to introduce students at both undergraduate and postgraduate level to the critical issues and challenges they will face into the future regardless of the degree they are undertaking.

This is simultaneously being achieved not just in the Business School but across the University more broadly through the three Learning Essentials that every student is required to complete as an undergraduate. The three Learning Essentials **Global Citizenship, Innovation and Entrepreneurship**, and **Sustainability Thinking** are part of an initiative developed in 2013 that continues to be efficiently and effectively rolled out across the university and is accelerating in both breadth and depth as anticipated in our Future Ready strategy.

La Trobe University also recognises that equipping our students to be globally responsible leaders and citizens means that the University faculty itself must be progressive and flexible, with active and globally aware leaders in their fields of expertise. LBS's research centres and activities demonstrate that we are committed to being a university compelled to anticipate trends, solve global problems and improve the welfare of human societies. Six of our research centres actively engage with community, industry and international experts in business and management to extend expert knowledge in their respective fields. These centres also increase the quality and relevance of our coursework programs for students, strengthen links with students and their wider community. On a university-wide front, La Trobe has instigated five major cross-disciplinary Research Focus Areas (RFAs) recognising that our research focus must be at the intersection of disciplines including economics, science, sociology, planning, policy development, law, education and communication.



## PRME Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

When La Trobe University was established in 1967, our founders were guided by a clear vision of excellence and higher educational opportunity for all. La Trobe offered its first cohort of 557 students an environment in which to develop, explore and become advocates for a just and prosperous society. Many of La Trobe's students are 'first in family' to attend university, and La Trobe also draws its students from catchments and schools with fewer advantages. Recognising this La Trobe offers access through scholarship, funding and early entry programs to encourage students from low socioeconomic and disadvantaged backgrounds to undertake a university education. In addition, our Aspire program rewards young secondary school students who demonstrate leadership through volunteerism, by offering them early access to undergraduate programs.

La Trobe continues to build on these values and rich traditions and is proud to be developing future ready graduates equipped with the skills and knowledge to become agile and ethical global citizens. In 2016, guided by a number of clear strategies including the Future Ready plan that was in its inception phase in our last 2013 report, La Trobe continues to progress and consolidate programs that will position the university as a world leading teaching and research higher education institution addressing issues fundamental to the future of human society and our environment.

LBS takes significant pride in being a signatory to the UN PRME as demonstrated by our activities and achievements including our appointment as an inaugural PRME Champion. We value our capacity to respond to the demands of embedding responsible management education into our courses and by doing so, work towards alerting our students to the need to tackle the United Nations Sustainable Development Goals (SDGs). As such, LBS continues to take the requisite steps to see that our undergraduate, postgraduate and research programs cover the big issues that include corporate social responsibility, corporate governance and business ethics, gender balance, diversity, sustainability accounting, and environmental and resource economics.

Our strategic plans Future Ready, Learning and Teaching Plan 2013–2017 and the Research Plan 2013–2017 consistently address and amplify our commitment to being outward looking and internationally focused. La Trobe understands that a key to developing social, economic and environmentally responsible citizens requires the university to lead by example. Our students must have faith in sustainable stewardship of the university's intellectual, physical and financial resources. The University has three strategic plans in place that guide us in our performance in these areas including [The Melbourne Campus Master Plan](#). La Trobe's internal [Vision Strategy 2015](#) and the [Sustainability Plan 2015-2017](#). These identify how the University will reduce our environmental footprint, respond to climate change challenges and our ethical choices and practices. These strategies also recognise that La Trobe University will play a critical role in the economic, social and environmental sustainable development of one of Australia's fastest growing regions, and collectively these strategies and the [Gender Equity Strategy](#) provide a sustainable, equitable blueprint for responsible management and planning for the University's human, intellectual, physical infrastructure and financial resources.



## PRME Principle 3: Method

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

The approach of LBS is to lay the foundations of responsible management at the outset of our students' educational journey and to continue to teach the principles at advanced levels in our postgraduate programs. We seek to ensure that our programs are characterised by business, industry, professional, and social relevance, and we are committed to embedding corporate responsibility and sustainability into and across the curriculum.

Our 2013 report outlined the introduction of three Learning Essentials 'Global Citizenship', 'Innovation and Entrepreneurship', and 'Sustainability Thinking', as directed in the Future Ready strategy. Through the Learning Essentials framework, all La Trobe students, whether they are undertaking degrees in the arts, law or science, are required to learn about major social, economic, environmental and political issues and ways of addressing these.

LBS has identified and developed three subjects that specifically meet the Learning Essentials requirements. Three of our common core subjects, Business Foundations, Sustainability, and Entrepreneurship deliver the La Trobe Essentials. The subjects provide students with opportunities at each level of their course to apply content knowledge and skill, through multidisciplinary teams, to researching, analysing and resolving global sustainability, cultural, gender and entrepreneurial challenges typical of those facing business today.

An additional elective second year subject introduced in 2015 is Social Entrepreneurship. This subject takes an innovative approach to learning and assessment by requiring students to collaborate to design and pitch a social value enterprise to business leaders and social entrepreneurs outside of the University.

The Learning Essentials undergo a rigorous approval process to ensure content, graduate capabilities, intended learning outcomes and assessment modes meet specific criteria for endorsement as an Essentials subject. In addition, we consistently review our courses identifying where 'touch points' can be incorporated into content and assessment so that students are continually exposed to perspectives on and systems and processes that lead to acquiring the skills to foster a responsible management mindset.

A significant initiative starting in 2015 has been for LBS to engage 11 Professors of Practice with significant and ongoing industry experience to ensure our teaching and curriculum keep step with industry practice. The Professor of Practice title also seeks to highlight what industry can contribute to academia and while many Australian business schools offer industry experts positions as casual or adjunct staff, La Trobe is the first university in Australia to formally employ them and integrate them into the day-to-day operations of the school.

The Professors of Practice contribute practical advice and industry networks and connections to our students, while improving curriculum design by ensuring it is relevant and up-to-date with industry standards and trends. As well as contributing to research and teaching, our Professors of Practice facilitate meaningful engagement with leaders in business, government policymaking and the not-for-profit sector.

We want our students to be able to value and enthusiastically embrace the opportunity to become responsible leaders. We are doing this by providing and consistently reviewing our curriculum design and content, engaging online materials and formats, and developing research-led and blended-learning teaching approaches - all of which are supported by an expert and committed community of academics.

In addition to three Learning Essentials, every commencing undergraduate and postgraduate student is required to complete two additional compulsory subjects. *Wominjeka* is a subject for all commencing La Trobe students and is an introduction to Indigenous Australian history, culture and customs to develop cultural literacy and engage in critical reflection. The second compulsory subject is the Academic Integrity Module that teaches students about La Trobe's values and its academic integrity standards and to understand consequences of poor decision-making.

#### [REGIONAL]

We do not underestimate the importance of our presence to the needs of our diverse regional community, and the added responsibility that this brings in making higher education accessible and relevant to regional students. We also see that providing quality education encourages retention of young people and attracts new students to grow our regional areas. LBS offers the only face-to-face MBA program at our four campuses in regional Victoria. To do this effectively and meaningfully, we understand we must be flexible in course delivery, as well as through establishing sustainable programs and relationships with local business, primary and secondary schools, other educational partners and local and state government sectors operating in these regions.

#### [DEVELOPING AND EXPANDING POSTGRADUATE CAPABILITIES]

LBS continues to develop and expand our postgraduate capabilities by consistently reviewing our existing program and introducing new offerings in the Masters of Management, Masters of Financial Analysis, Masters of Professional Accounting and MBA programs. This also means we identify and establish unique partnerships with organisations and associations such as the Institute of Governance, the World Bank Institute, CFA Institute, CPA Australia and the Institute of Public Administration Australia so we can effectively widen our channels for delivering industry standard courses across our city, regional and international campuses. Our Professors of Practice are also critically engaged in our postgraduate programs providing students with unique and insights into and connections with industry.

# Achievements: Principles 1, 2 & 3

## 1. Establishment of the [Yunus Social Business Centre](#)

On the 28th of November, 2014, Professor Muhammad Yunus and LBS signed a Memorandum of Understanding to establish one of just a small number of Yunus Social Business Centres around the world. Professor Muhammad Yunus, Nobel Peace Laureate (2006), also accepted an appointment as Emeritus Professor of LBS. The Centre's focus is: to raise awareness around Social Business among students and in the wider community; provide training and education beyond university boundaries; start a mentoring program for Social; and cultivate academic research in the field of Social Business.

## 2. Masters of Management (Corporate Governance and Risk)

Through an innovative partnership with the Institute of Governance, LBS has introduced the Masters of Management (Corporate Governance and Risk) (LMCGR) to provide students with the necessary skills to add value to their organisations through a comprehensive understanding of corporate governance and risk, and the importance of good corporate governance and its role in corporate success within the broader context of the world, society and community. The course expects students to apply ethical, critical thinking and problem-solving skills in analysing and finding solutions to organisational problems.

## 3. Graduate Certificate in Management (Public Sector)

LBS developed the Graduate Certificate in Management (Public Sector) in partnership with the Institute of Public Administration of Australia (IPAA), and in consultation with IPAA's Indigenous Advisory Committee. Initially enrolling 32 Indigenous public administrators, the course has expanded to be a combination of Indigenous and Non-Indigenous public sector professionals learning together. 15% of Aboriginal and Torres Strait Islander students who undertook the Graduate Certificate are continuing their studies with the La Trobe University MBA programme in 2016. This program also supports economic development and provides mechanisms for breaking the cycle of Indigenous disadvantage for Indigenous communities more broadly.

## 4. La Trobe Business School Professors of Practice

LBS has appointed 11 Professors of Practice who are working across undergraduate and postgraduate programs. The Professors of Practice have implemented innovative curriculum, content, assessment modules and delivery and provide expanded opportunities for students to directly interface with leaders from business, government, not-for-profits and social enterprise organisations.

## 5. Inspiring youth through the La Trobe [Aspire Program](#)

The Aspire Program is open to all Year 12 secondary school students who volunteer in their community. Contribution to their community through volunteering, engagement and leadership experience, and a recommendation from the student's school form the basis of assessment to secure a place to study with La Trobe in advance of an official Australian Tertiary Admission Rank (ATAR) offer. Aspire students are invited to take part in an enrichment program that includes mentoring from La Trobe student ambassadors which support them through the final stages of high school and as an induction to their life at La Trobe.

## **6. Dream it, Plan it, Pitch it competition**

In 2016, as part of [La Trobe University's Outreach Programme](#) for secondary school students, LBS commenced running training in basic social and commercial entrepreneurship culminating in an industry-partnered pitching competition for year 11 secondary school students, held at La Trobe's Bundoora campus. Approximately 500 students participated in these activities and the high schools targeted were largely from low socio-economic areas.

## **7. Inspiring youth through the [Next Generation Youth Forum \(NGYF\)](#)**

The NGYF is an annual event that gives Year 10 to 12 secondary school leaders an opportunity to exchange and debate ideas and become agents of social change. Each year the forum includes a keynote address from a high-achieving young Australian who has been transformational in their field and a range of workshops on leadership and social justice topics. The 2016 NGYF keynote address was by the 2016 Young Australians of the Year who established Orange Sky Laundry, an initiative that has grown into an Australia-wide platform that harnesses volunteerism and leadership to provide support to the homeless and young homeless people in crisis.

## **8. Youth participation through the regional [Community Door](#) program**

The Community Door program is currently running in Bendigo with the support of our regional Bendigo campus La Trobe University Student Association with a view to extending it to more communities. Community Door is a youth development program that facilitates the participation of young people in businesses and community groups by connecting them to local boards and committees. Community Door builds the capacity by investing time and skill development in young people but also provides boards and committees and establishes sustainable communities by providing a fresh perspective from youth, and giving youth a voice in local issues. Community Door also provides access for young people to learn about and contribute to governance years earlier than the traditional age of entry to board or committee representation.

## **9. Supporting and broadening the experiences of students through [Work Integrated Learning \(WIL\)](#) and study grant programs**

Students at our Melbourne and regional campuses are finalising details to enter into arrangements with local governments within its catchments to increase access to Work Integrated Learning placements, employability and research for students. These agreements advance opportunities for second and third year students to experience the challenge of management as part of their studies. In 2016, the Student Exchange Mobility Grant was introduced for students to receive funding at least \$1000 towards undertaking a semester of study overseas.

## **10. Increased focus on access to regionally-based, low socioeconomic and marginalised communities to higher education**

Regional campuses are crucial to providing access to higher education for people from low socioeconomic, Indigenous, 'First in Family' or disability backgrounds. For example in 2015, 50.48% of students enrolled at regional campuses were first in family to attend university, and 36.3% of domestic undergraduates were from low SES backgrounds. Data collected by the University indicates that programs include the Tertiary Enabling Program, regional support for the Aspire program, the regional rewards program and specific initiatives designed to build aspiration, achievement and participation are key initiatives to encourage access. Over 22% of

Low SES students are enrolled in the Business School, an increase of approximately 2% since 2014.

To encourage Indigenous students to undertake higher education, La Trobe University has appointed two Adjunct Professors, both senior Indigenous community leaders, acknowledging their long and ongoing commitment and contribution to advocate for access to education, and to provide strategic advice to the regional campus and the University.

#### **11. Corporate Social Responsibility and Divestment from Fossil Fuels**

La Trobe University is the first Australian university to commit to full fossil fuel divestment, having pledged to do so over the next five years. This is the result of campaigning by staff and students at university campuses. La Trobe invests with a managed fund, and over the next five years it will work with the fund manager to create a portfolio that does not invest in the 200 most carbon-intensive listed companies.

#### **12. Three new core subjects: Sustainability, Business Foundations and Entrepreneurship**

Three of the Business School's core subjects, Business Foundations (BUS1BUF), Sustainability (BUS2SUS) and Entrepreneurship (BUS3ENT) are aligned with PRME and have now been developed as Learning Essentials. The subjects provide students with opportunities at each year level to apply disciplinary knowledge and skill, through multidisciplinary teams, to researching, analysing and resolving global, sustainability, cultural, gender and entrepreneurial challenges typical of those facing business today. The Sustainability subject has now been completed by more than 2000 students since its inception in 2015.

La Trobe University is currently mapping all subjects across all Colleges and Schools to ascertain where the Learning Essentials - Sustainability, Global Citizenship and Innovation and Entrepreneurship – are currently and can be developed to meet the academic requirements to be approved as a Learning Essential.

#### **13. Social Entrepreneurship: The Big Idea**

An additional second year subject introduced in 2015 is Social Entrepreneurship: The Big Idea (MGT2SEB). The subject is available to undergraduate students at all campuses, and across all Schools. This subject takes an innovative approach to learning by requiring students to collaborate to design a social value enterprise as part of The Big Idea competition between students at participating universities in conjunction with The Big Issue - one of Australia's most successful and famous social enterprises. Students also have the opportunity to engage with business leaders and social entrepreneurs outside of the University, throughout the competition judging process. In 2015 three regionally based LBS students were awarded the top prize in The Big Idea national competition claiming first place among 10 universities from across Australia with their social enterprise idea. La Trobe University students won the competition in 2013 as well.

#### **14. Digital Learning Strategy (DLS) Innovation Grant Projects**

In 2015, LBS examined new approaches to 'Promoting internationalisation and cross-cultural competency through online collaboration'. This project intended to teach cultural intelligence and allowed students to better understand business issues and practices in diverse cultures. The team also conducted interviews with practitioners in industry to learn how they manage virtual

and cross-cultural teams as well as raising an awareness of cultural sensitivities. The project applied cloud based multi-campus technologies, digital assessment, multi-campus teaching and online international learning to engage in an academic cross-cultural experience by partnering with the Instituto Superior de Administração e Economia (ISAE) in Brazil.

#### **15. Master of Management (Sport Management)**

The subject Sport Risk Management (LST5RSL) first introduced in 2014 includes ethics and good governance in sport, gambling fraud and anti-doping, codes of conduct, ethics commissions and natural justice (with industry experts as guest lecturers). The Master of Management (Sport Management) aligns with the PRME values through the subjects Sport Leadership and Governance (MGT5SLB) and Athlete and Coach Welfare (PHE5ACW).

#### **16. Bachelor of Business (Tourism and Hospitality Management)**

A new undergraduate elective subject has been introduced in 2016 namely Tourism and Hospitality International Study Program (THS3ISP). This subject develops 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 by providing students with direct exposure to a country developing its tourism industries. The subject asks students to investigate Vietnam's capacity to balance sustainable tourism with increasing incomes and lifestyles of locals whilst striving to accommodate western influences and expectations. For the 21 students who undertook the inaugural study tour in 2016, and a strong emphasis was made on the cultural, social and environment aspects as a tourist and the impacts of government policy, and the legacy of war, as well as opportunities for expanding the subject by students working with local charity organisations through their support of training restaurants and cooking schools.

#### **17. Hallmark Program**

62 students including students enrolled at LBS are participants in La Trobe's Hallmark Program, a multidisciplinary, undergraduate research scholarship funded program for high-achieving students that teaches them how to design and carry out team research projects over the three years of their undergraduate degree. The Program also works with the Australian Futures Project and other organisations as part of an internship program.

#### **18. Hallmark Program – International study tours and conferences**

In 2016, three students from the Business School who are also in the Hallmark Program participated in the study tour to China to consider a project about the 'Response and Rehabilitation: China's road to recovery after the 2008 Wenchuan earthquake'. Seven La Trobe students attended the 9th UNESCO Youth Forum – Young Global Citizens for a Sustainable Planet – in Paris in October 2015. After their return, these students have been providing mentoring support to younger students about UNESCO. They also made formal presentations about their experience and learnings from the UNESCO Forum. Two Hallmark Program students attended the 7th University Scholars Humanitarian Affairs Conference in Hanoi, and another two students will represent La Trobe at the National Student Leadership Forum in Canberra in September 2016.

### **19. Gender strategy**

The University is committed to a workplace that values equality and diversity, working to ensuring that these values are embedded in our representative, recruitment and promotional processes. The University has established targets for women on University management and governance committees and developing career advancement opportunities for women, including leadership training and mentoring programs.

### **20. Masters of Business Information Management and Master of Business Analytics Students working with community organisation on homelessness**

As part of their degrees, students of our Master of Business Information Management and Systems (MBIMS) and Master of Business Analytics (LMBAN) degrees will work with Melbourne-based Launch Housing – a community organisation focused on addressing homelessness. The MBIMS students will be focussing on systems and process solutions and the Analytics students will work with the large amount of unstructured data the organisation has, to draw insights and offer solutions.

### **21. La Trobe Wildlife Sanctuary (LTWS)**

The La Trobe Wildlife Sanctuary is a 30 hectare grassland and woodland located at the Melbourne campus. The LTWS is working toward creating a world class environmental education facility consisting of indigenous species of fauna, an Education Resource and Visitor's Centre comprising foyer display, tutorial rooms (including laboratories), environment displays and library areas, and a predator proof fence to exclude a range of pest species in anticipation of reintroducing rare and endangered species. A key component has been the ongoing work of the indigenous plant nursery and seed bank which maintains seeds and grows plants of known local provenance that are utilised within the Sanctuary, on Campus, within other bushland projects and for back yard biodiversity. LBS students interact with the Sanctuary through internship placements and an extensive volunteering program. The efforts of interns and volunteers provide a valuable contribution to ongoing work and projects at the Sanctuary and real world skill development for the students.

## UPDATE ON ONGOING ACHIEVEMENTS

Since our last report, LBS continues to achieve new outcomes for our ongoing activities.

(\* indicates achievement of goals previously listed in the 2011 report)

(\*\* indicates achievement of goals previously listed in the 2013 report)

### 1. La Trobe Business School MBA Program\*

LBS prides itself on its MBA degree (introduced in 2012) to develop responsible business leaders who can implement sustainable practices and deliver social value for their organisations within competitive economic environments. The curriculum encompasses the UN-backed PRME and a comprehensive personal and professional leadership skills development component. The degree requires students to complete 10 compulsory core subjects including two that are specifically designed to meet PRME Principles 1-4: Values, Ethics and Diversity in Organizations, and Responsible Leadership. The elective subject Corporate Governance (BUA5CG) continues to develop students' capacity to develop ethical, critical thinking and problem solving skills in governance within a broader global context. The elective subject Business in Society (BUA5BIS) focuses on engaging students on a range of corporate responsibility issues facing modern business.

### 2. CR3 + Collaboration\*\*

LBS co-hosted the CR3 + conference on 11 and 12 November 2015 at ISAE in Curitiba. The conference's objective was to promote debate, inspire changes and propose solutions for challenges related to sustainability and governance; the Conference provided mechanisms to generate knowledge and prompt discussion about how PRME can encourage industry to integrate sustainability into their governance, business and strategy plans, and strategic day-to-day decision-making. Responsible Industry was also a focus of the conference with discussion about how NGOs, consumers and institutional investors can exert pressure on organisations to be accountable for their actions, and for regulators to not just respond but to model regulations to encourage accountability. The CR3+ is a collaborative effort between ISAE (Brazil), La Trobe Business School (Australia), Audencia Nantes School of Management (France) and Hanken School of Economics (Finland) co-hosting conferences annually that promote corporate responsibility.

### 3. Expansion of City Campus\*\*

Our purpose built campus in the heart of the Melbourne CBD is operating at full capacity with plans in place for further expansion to accommodate our commitment to our growing student base of city-based professional students who juggle work and study commitments.

### 4. Case Studies in Finance\*\*

In the last report, it was reported that LBS was investigating ways in which UNPRME could be incorporated successfully into a capstone subject in our undergraduate business degrees. The subject Case Studies in Finance (FIN3CSF), a capstone subject, now uses real-world industry case studies for students to consider ethical decision making in management and finance practices and procedures.

#### **5. MBA Ranking within top four Universities in Australia\*\***

The MBA Program now ranks among Australia's top four universities. It is also the second consecutive leap in the MBA's Asia rankings to 14<sup>th</sup> position in 2015 from 23<sup>rd</sup> in 2014. QS MBA rankings are primarily based on the employability of graduates and use global surveys of employers to identify MBA programs from which they prefer to recruit students.

These results reflect the efforts and energy of academic staff in delivering high-quality teaching for the benefit of students, employers and wider society,

#### **6. University Environmental Sustainability Practices\*\***

As a responsible organisation, La Trobe University aims to consider the social and environmental impact of its operations. The target for reduced staff business travel greenhouse gas emissions was met (and exceeded expectations) in 2015. This was achieved through the purchase of carbon offsets for the emissions related to La Trobe vehicle fleet operation, and in air travel with kilometres of air travel flown by staff on University business reducing by a significant 38% compared to 2014. The University also met its target in reducing use of and reliance on paper possibly as a result of improved technology available to students and staff. To reduce the environmental impact of the paper the University does use, we procure 100% post-consumer waste recycled content paper on all campuses.

#### **7. La Trobe University continues its support of Fair Trade\*\***

The 2015-2017 Sustainability Plan identifies our continuing commitment to Fair Trade including a stipulation that all new and renewing retail lease contracts include retailers supplying Fair Trade products as a condition of their lease. The Plan also identifies encouraging existing retailers to provide a greater range of Fair Trade products. The Oxfam La Trobe student group (established in 2013) has grown to become an embraced NGO presence on the Bundoora campus aligning with Oxfam Australia campaigns including Fair Trade, Climate Change & Food Sustainability.

#### **8. La Trobe University campus development and refurbishment\*\***

The University is currently undergoing redevelopment with the construction of new, and the refurbishing of existing, buildings. All newly constructed buildings are certified at a minimum rating of 5 Star Green Star under the Green Building Council of Australia's (GBCA) building rating system. Refurbished buildings are required to meet the University's Design Standards, incorporating aspects of Green Star to reduce energy use, potable water consumption, and construction and demolition waste at a minimum.

#### **9. Waste and Recycling\***

The University has recycling programs for electronic waste, fluorescent light tubes, toner cartridges, batteries, CDs, DVDs, and mobile phone. The University also has a campus-wide program called 'The Shed' which provides students and staff the opportunity to access furniture no longer used by the University.

## Goals: Principles 1, 2 & 3

1. LBS plans to undertake a complete audit of our curriculum in order to map the extent to which the PRME principles are embedded at the course and subject level, and to identify opportunities where principles of responsible management and the SDG's can be further incorporated.
2. LBS is investing in developing a better understanding of what employers look for in business school graduates in the current rapidly transforming environment. We plan on using this information to refine our design and delivery of PRME-related curriculum across our degrees in order to increase the visibility and employability of our graduates.
3. LBS plans on actively participating in, contributing to and tracking our progress in realising the targets set out in the University's gender strategy, which promotes greater participation and representation of women at all levels of the University.
4. There is currently a focus on achieving higher levels of student engagement and satisfaction across the University. At LBS, we intend to identify opportunities to extend our students' engagement in meaningful curriculum and practical experience with a focus on sustainability and responsible management.
5. Through our links with the Global Compact Network Australia, LBS will identify opportunities to develop current and relevant teaching materials to be included in our subjects.
6. Further sustained efforts by the University and LBS will occur to increase energy efficiency, to promote efficient recycling and reduce our carbon footprint. The University's sustainability report identifies key targets and goals including commitments to reducing Green House Gas (GHG) emissions by 30%, energy consumption by 30%, car usage for a single occupant by 30%, water usage by 10%, waste to landfill by 30%, paper usage by 30%, and to increase recycling by 30% by 2020.
7. LBS will continue to work towards offering students more flexible learning options, via innovative and equitable delivery of our degrees and subjects, including through blended learning and online subjects. In doing so, we intend to increase the accessibility of our offerings to a more diverse student base.



# PRME Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

LBS has entered an exciting period of focusing our capabilities to become renowned for our research excellence in Australia and internationally, and for our research activities to contribute to engendering individual and societal wellbeing through sustainable social, economic and environmental management practices. Our research activities seek to analyse critical, social, ethical and environmental perspectives, to apply valuable findings to inform the practices and policies of business, government and community and to have a positive impact on stakeholders including shareholders, managers, workers and their communities.

This is achieved through evidence-based practice and strong research partnerships with private sector organisations, government, not-for-profit and community-based organisations. Our academic staff research and publish on topics of domestic and international significance and provide an environment that encourages and supports joint research with academics within and across departments, colleges and other universities. LBS ranks in the top 3 universities in Victoria for research in Accounting, Auditing & Accountability, Banking, Finance & Investment, and Tourism (ERA 2015-2016 assessment).

LBS is home to a number of cross-disciplinary research centres and units engaged with community, industry and international experts in business and management. The centres and units also assist in increasing the quality and relevance of our coursework for our undergraduate and postgraduate students. Our research centres and units are:

**Centre for Public Sector Governance, Accountability and Performance (CPSGAP):** aims at improving public sector performance and the capacity of public sector managers and regulators to carry out their tasks. In addition, the centre provides a forum for practitioners, academics, students, politicians and others to explore social, economic and political aspects of the public sector.

A focus for the centre's research program is the study of social, environmental and sustainable management systems and their impact on social and environmental performance and their practical implications for public sector organisations and government departments implementing sustainability and environmental management system (EMS). Study in this specialisation is concerned with: sustainability reporting processes and drivers; environmental accounting; integration of sustainability reporting into risk management, decision making, strategic planning and performance measurement; and environmental management systems; human rights and sustainability; the globalisation of professional bodies and the public interest.

**Research Centre for Computers, Communication and Social Innovation (RECSSI):** engages in the design of socially and emotionally intelligent systems and technologies to support the wellbeing and sustainability of human society. The centre focus is across of broad spectrum of areas including health care, human resource management, aged-care, education, organisational innovation, travel and tourism.

**Centre for Sport and Social Impact (CSSI):** strives to influence the future of sport management practices and policy and their impact on society. The CSSI draws from the disciplines of organisational behaviour, management, marketing, economics, law, sociology and public policy to investigate issues that impact on the efficacy of sport organisations operating in the corporate, public and non-profit sectors of the economy and their impact on society. The CSSI is affiliated with the **La Trobe University Institute for Social and Environmental Sustainability**.

**SAS Analytics Innovation Lab (SAIL):** SAIL aspires to enrich human decision-making by harnessing the hidden potential of data. Theoretical foundations, based on over a decade of research into artificial intelligence, machine learning and cognitive psychology, are consolidated to develop computationally plausible models, techniques and methods to report, diagnose, predict and recommend data-driven decisions. SAIL expertise has been applied across diverse domains leading to notable societal, organisational and individual impact. A precis of achievements: in healthcare, clinical decision-support for radiology reporting, personalised knowledge extraction for online health information consumers, data platform for sports injury management; in national security and public safety, automated public unrest prediction from microblog streams, adaptive knowledge graph generation for implicit event detection, federated search of multi-source data; in tertiary education, student churn prediction, automated assessment evaluation, analytics-driven learning and teaching enhancements.

**Tourism and Hospitality Research Unit (THRU):** draws on over fifteen years of tourism and hospitality research at La Trobe University to develop reliable research on the changing nature of tourism and hospitality and its intersection with events in Australia and around the world. Through our research, collaborations and publications, the Unit contributes to a global understanding of tourism and hospitality at various social and political levels.

**Yunus Social Business Centre (YSBC):** The objectives of the centre are to build awareness of social business, undertake training and education for social business, provide mentoring for social business and to support research on social business.

#### [RESEARCH FOCUS AREAS]

Aligning our research activities with PRME builds on our reputation as a university with an enduring social conscience, described by our Vice Chancellor as ‘the La Trobe mindset’. In our 2013 report, the five Research Focus Areas (RFAs) and seven Disciplinary Research Programs (DRPs) identified in the University’s Future Ready strategy were in their inception phase. In 2016, the University can proudly reflect upon the successful implementation of the RFAs across the University, their integration across our colleges and campuses, and the breadth of their focus at a local, national and international level. The RFAs support and deepen the research activities undertaken by the Business School and their alignment with the PRME is immediately evident through three of the five Research Areas:

**RFA 1 -Transforming Human Societies:** confronts some of the most pressing challenges facing human societies across our mobile, diverse and changing world, including human rights, migration, sustainable development, Indigenous issues, and rapid economic and political change. There are over 30 research projects within its portfolio including a number being led by LBS staff that have direct relevance to PRME.

**RFA 2 - Securing food, water and the environment:** investigates what it required to secure our future on a planet that is facing environmental pressures and needs to support nine billion people. Land

and water management policy and practice have a direct impact on our capacity to secure our food, water and the environment and researchers are using our world-class facilities and expertise in agricultural biotechnology, ecological science and water policy to help address the challenges and protect primary producers, resources and the environment for the future.

**RFA 3 - Building healthy communities:** focuses on research that attacks disadvantage, builds health and wellbeing, and advocates access to high-quality systems and services. We have a growing reputation in the Asia-Pacific region for our work in strengthening equitable health systems for communities most disadvantaged by poverty, poor educational achievement and reduced life opportunities.

### **[UNDERGRADUATE AND POSTGRADUATE RESEARCH PROGRAMS]**

Introduced in 2014, The Hallmark Program brings undergraduate students from a variety of different disciplines together to foster multidisciplinary teamwork and educate students on undergraduate research and leadership over the course of three consecutive years. Combining an academic curriculum with core research subjects, an internship program, an international study tour and a variety of professional and academic development opportunities, the program offers students a very unique and customised experience.

La Trobe is developing its young academic talent by attracting more postgraduate research students and Early Career Researchers through the La Trobe post-doctoral program, and supporting the growth in our research programs by creating more opportunities for secure employment of young researchers.

LBS has a vibrant postgraduate research culture, providing a supportive environment and offering a wide range of professional development events and expert supervision for Masters and Doctorate students.

At postgraduate level, a specific research focus for LBS's PhD students is in Corporate Social Responsibility, governance and business ethics. Our PhD candidates research interests include the impact of board of directors' attributes, organizational factors and environmental factors that are associated with strategic decision-making; Exploring customer buying priorities and Corporate Social Responsibility; Increasing the rates of volunteerism through engaging with diverse communities; and the influence of socially responsible managers in Australian supply chain relationships from a customer relationship management perspective.

# Achievements: Principle 4

## 1. Excellence in Research for Australia

LBS has an impressive research output across a range of disciplines, with sustainability a unifying theme across the various research fields. In the 2015 Excellence in Research for Australia (ERA) assessment of research strengths across the sector, Banking Finance and Investment (1502) was ranked (ERA 4) at above world standard and in the top 3 in this field of research in Victoria. In the same report, the following four-digit Field of Research disciplines offered through LBS were assessed as at world standard (ERA 3): Accounting, Auditing and Accountability, (1501) Applied Economics (1402) and Tourism (1506). Moreover, Accounting, Auditing and Accountability research is ranked within the top 3 in Victoria and Tourism research is ranked the top in Victoria. Similarly, the two-digit Field of Research disciplines of Commerce, Tourism and Services (15), and Economics (14), are also rated at world standard (ERA 3).

## 2. External engagement

LBS academic staff are members of a number of UN bodies including the UN Working Group on Business and Human Rights, and the UN PRME. Further detail on external research partnerships and engagement is outlined under Principles 5 and 6.

## 3. Research output

Staff across LBS from a range of disciplines continue to research into topics related to the PRME and the wider UN Sustainable Development Goals. A list of staff research projects is presented in Appendix A, and research publications since the last report in 2013 are presented in Appendix B.

## Goals: Principle 4

1. In line with LBS's commitment to being a PRME Champion Institution, and to the roll out of the PRME transformational plan, we plan on furthering our research into the impact and role of business in achieving the SDGs.
2. LBS will aim to make a significant contribution to the University's research targets of 6 new external research partnerships and increased research income in particular in the field of responsible management and ESG criteria.
3. LBS will actively work towards improving our ranking and reputation in research, and align with the University's goal of improving our research ranking to the top 300 in the Academic Ranking of World Universities (ARWU).
4. LBS will seek to further improve our research output and quality, with awareness of the Excellence of Research in Australia (ERA) and University Assessment of Research Quality (UARQ) frameworks. This is in line with the University's strategic plan.
5. LBS aims to increase the reach of our significant research output in the fields of responsible management and sustainability through further developing the ways in which we disseminate and share our research.



# PRME Principle 5: Partnerships

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.

LBS has significant and strategic partnerships that inform and extend across our teaching and learning activities and our research centres. We have established partnerships at the local, regional, national and international levels. Our extensive network of partnerships demonstrates our commitment to fostering broad and mutually beneficial relationships.

Our external engagement with industry, local, state and federal government, community and not-for-profit sectors ensures the Business School remains at the forefront of current thinking so that we remain relevant, responsive and agile.

Our partnerships allow us to extend our resources, share knowledge and expertise, undertake important and essential research and apply learnings and outcomes to benefit and encourage students to be the sustainably conscientious leaders of the future.

The Business School's research centres and the University's Research Focus Areas detailed in the previous section provide a platform that enables us to partner more effectively with governments, industries, philanthropists and other universities and research institutions around the world who want to join with us in finding solutions to global problems. We recognise and encourage the philosophy that more can be achieved in partnership than by individual organisations operating on their own.

As a member of PRME, and as a PRME Champion, we are in a unique position to act as a catalyst for opportunity and reciprocity between the tertiary education and business sectors to discover ways to work together towards achieving the Sustainable Development Goals. LBS is planning to facilitate a series of Australia-wide workshops between PRME higher educational business schools and members of the UN Global Compact Network Australia to present and interact on the theme of the SDGs. The outcomes of the workshops will be improved dialogue and networks between universities and other sectors, and the initiating of joint projects on the SDGs.

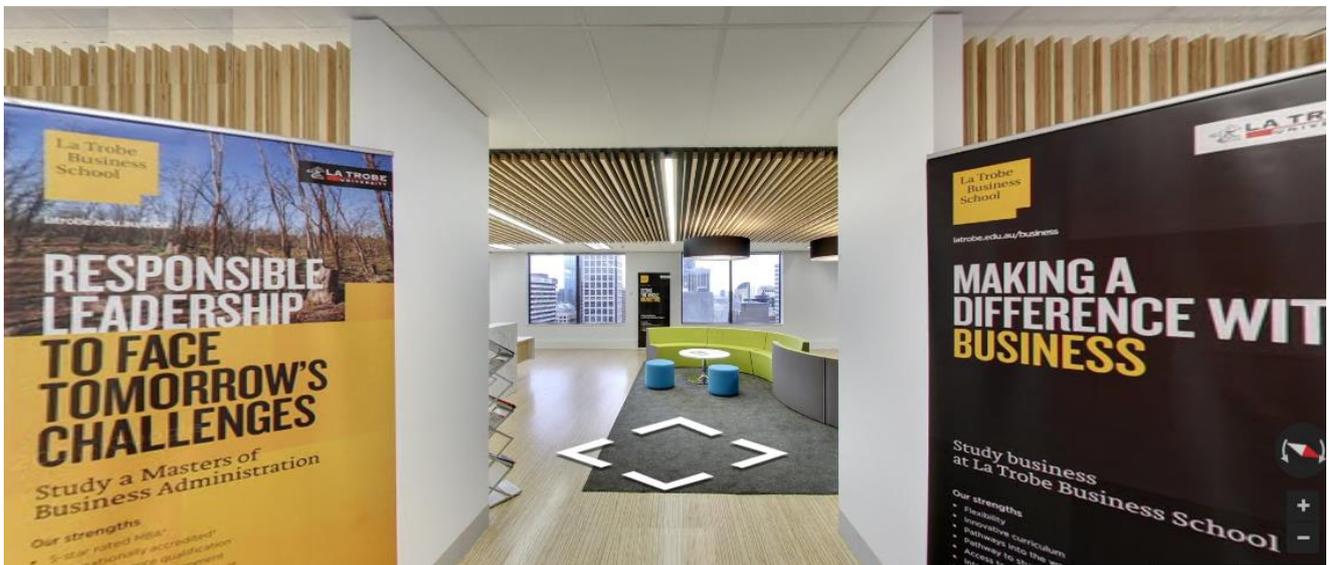
We continue to strengthen our national and international presence through partnerships with higher education institutions in Asia and Europe to develop a global network of campuses that deliver La Trobe business and management programs and enable further carriage of responsible management education.

In September 2014, La Trobe officially launched La Trobe Asia which has been established to provide leadership on all aspects of the University's engagement with Asia. It is a unique effort by an Australian university to focus on Asia with a 'whole of University' perspective and to make Asia a key part of our teaching, research and external engagement. The creation of La Trobe Asia reflects our belief in the importance of the ways in which Asia is changing both to Australia and the world and the need for universities to provide leadership in grappling with these momentous changes.

We understand that we have a responsibility to invest in and connect with our communities through engagement and partnerships and this also includes faculty staff appointments to Boards, committees and working groups. La Trobe also works in partnership on shorter term projects with

like-minded organisations who share La Trobe’s philosophy to support our symposiums, seminars and events that are a regular feature of our education and research outreach.

La Trobe takes a dynamic and entrepreneurial approach to business partnerships and actively pursues opportunities to work together for mutual benefit. As a member of the Australian University Community Engagement Alliance our aim is to deliver real benefits to students, staff and affiliate organisations through partnerships that represent best practice in university engagement.



## PRME Principle 6: Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Since joining UNPRME in 2007, LBS has been on a decade long journey to fully embrace responsible management not just in our curriculum and research activities but at an institutional level. We have also established new and continue to expand our existing networks and this in itself is an excellent platform to launch further into dialogue and act as a catalyst to teach about and encourage sustainability in the broader community.

As is evident in this report, LBS and the University has a longstanding commitment and philosophy in fostering the current generation and next generations of responsible professionals who carry the flame of responsible management into their workplace along with a thorough understanding of the Sustainable Development Goals (SDGs) and finding solutions to associated global issues.

LBS's ongoing commitment and sustained approach in advocating for responsible management through our teaching, research, enabling environments and effective frameworks means that our stakeholders can rely on our leadership and expertise. We are therefore uniquely positioned to be a catalyst for change through effective dialogue about responsible management and more broadly its direct relationship to achieving the UN SDGs.

We also understand that while there is a time imperative to implement change, we have to ensure we have the appropriate strategies and frameworks in place to effectively engage in dialogue with stakeholders.

We currently engage in conversation, debate and ideas and knowledge exchange through organising and attending symposiums, presenting papers, research publications in journals, editorial appointments, board appointments and engaging across the education sector with schools and community groups.

Increasingly, LBS's faculty are invited by the media to provide expertise and contribute research findings on major issues related to corporate responsibility, good governance, ethics, human rights, public sector accountability and management, anti-corruption, sustainable marketing and tourism.

We also understand the importance of dialogue being a two way conversation and that LBS can benefit through direct interface and learning about the issues and concerns confronting stakeholders in having to balance economic growth and profit imperatives against implementing measures that ensure sustainability and the ever increasing expectation for business to operate with a social and environmental conscience.

Our next major step as a PRME Champion, LBS is currently planning to facilitate a series of Australia-wide workshops between PRME higher educational business schools and members of the [UN Global Compact Network Australia](#) to present and interact on the theme of the SDGs. The outcomes of the workshops will be improved dialogue and networks between universities and other sectors, and the initiating of joint projects on the SDGs.

# Achievements: Principles 5 & 6

(\* indicates achievement of goals previously listed in the 2011 report and provides an update on that goal)

(\*\* indicates achievement of goals previously listed in the 2013 report and provides an update on that goal)

## 1. Research Centre for Computers, Communication and Social Innovation (RECSSI)

This research centre is engaged in the design of socially and emotionally intelligent systems and technologies to support wellbeing and sustainability of human society. In line with La Trobe Asia goals to develop deep links with dynamic Asian institutions and universities, the Centre is partnering with Kyoto University, Japan (Global Centre of Excellence) and NEC Corporation, Japan.

## 2. Centre for Sport and Social Impact

The Centre is working with Partners of the Americas (USA), Instituto Companheiros das Americas (Brazil), and Sport Steward Program (The Netherlands) on the project: The Social Impact of Sport: A Comparative and Developmental Approach. This three year project critically examines the ways in which sport participation contributes to, or inhibits, upward social mobility of disadvantaged young people in various cultural contexts such as Australia, Brazil and The Netherlands. The Centre is also involved with VicHealth in researching the impact on young Australians of alcohol and junk food promotion through sport.

## 3. Australian Centre for Corporate Social Responsibility \*\*

LBS is proud of its long established partnership with the ACCSR. Most recently the LBS city campus hosted the ACCSR 2016 Annual Review of the State of CSR in Australia and New Zealand. The review is the longest running study of CSR practices in Australia and New Zealand, and one of the biggest longitudinal CSR studies in the world. The results of the Review and Australia's progress in CSR and towards achieving the United Nations Sustainable Development Goals (SDGs) was outlined by Professor John Thwaites (Chair, Monash Sustainability Institute and Chair, United Nations Sustainable Development Solutions Network (SDSN) in Australia, New Zealand and the Pacific). Partners for the 2016 Annual Review were LBS, Massey University, the New Zealand Sustainable Business Council, Sustainable Business Australia, Engineers Without Borders, and Wright Communications.

ACCSR Award winner Jacinta Opie achieved the highest aggregate mark in the Graduate Certificate, Corporate Responsibility at La Trobe University. This is the 6th consecutive year that ACCSR has sponsored the La Trobe University award, recognising and encouraging individuals to apply responsible business practices to their career and any organisation they work for.

## 4. Business Engagement and Executive Education Seminar Series

LBS works closely with various institutes to deliver open programs for industry. Our partnerships mean businesses can tap into additional expertise in specialised areas, and other networks. Our partners include: Australian Centre for Corporate Social Responsibility,

Governance Institute of Australia, the Institute of Public Administration Australia and the Project Management Institute (Melbourne chapter).

#### **5. Pacific Sports Partnership Research Projects**

Funded by Australian Aid and Department of Foreign Affairs and Trade, the LBS's Centre for Sport and Social Impact is undertaking research projects with Netball Australia, National Rugby League and the International Cricket Council in Papua New Guinea, Tonga, Fiji and Samoa that investigate the use of sport programs in the empowerment and education of young females.

#### **6. MBA Industry Partners and Alumni \*\***

The La Trobe MBA Advisory Board provides advice on issues relevant to the MBA program's strategic direction. The board plays a distinct role in facilitating the development of strong external organisational links, and providing strategic direction for its development and future expansion. Our connection to and engagement with industry leaders provide a practical understanding of the application of theories, concepts and methods that drive managerial decision making in the 21st century.

One of La Trobe's greatest assets is using the support of our global network of alumni. More than 167,000 students have graduated from La Trobe University progressed into leaders in many fields and in locations across the world. LBS harnesses the talent of our alumni through our Business and Society Cafés program that is specifically designed for graduates of LBS who aspire to leadership in a context where business opportunities and addressing big global issues are increasingly intertwined.

#### **7. Regional partnerships**

La Trobe has entered into a significant five-year local government memorandum of understanding with Mildura Council which identifies opportunities and collaboration between the Council and La Trobe University. Among the broad areas for Cooperation are: development of teaching and research priorities in Mildura; maximising research outcomes for the benefit of La Trobe and the community; supporting regional economic and jobs growth by promoting Work Integrated Learning opportunities for students in the region, and; maximising collaboration.

#### **8. Inaugural International Social Business Symposium**

YSBC hosted the inaugural International Social Business Symposium in August 2016 aimed at facilitating discussion about and deepening our understanding of Social Business. The symposium brought together a variety of academics in Social Business and allied fields, including leading researchers, 'pracademics' and practitioners.

#### **9. CR3+ conferences 2014 and 2015\*\***

LBS broadens and supports our work as a PRME signatory through partnerships and opening dialogue between PRME members. This is reflected in our participation in the annual CR3 + Conferences which applies the PRME as the framework for an international forum that exchanges current thinking and practices in pedagogy, curriculum and research. The CR3 + Conference is a collaborative effort between ISAE (Brazil), La Trobe Business School (Australia), Audencia Nantes School of Management (France) and Hanken School of Economics (Finland). The 2014 CR3+ conference titled 'CSR Expanding Horizons' provided a

forum for international academics, business, not-for-profit organisations and governments to meet together and continue a dialogue on how society can benefit by partnering. Seventy delegates representing more than 30 organisations from 10 countries attended LBS's city campus on March 27 and 28. The 2015 conference took place on 11 and 12 November at ISAE in Curitiba, Brazil, with the theme 'Governance and Sustainability'.

#### **10. Work Integrated Learning (WIL)**

LBS has a vibrant industry engagement program that helps us deliver work ready graduates. This works through business, government, education, not-for-profit and community sectors, and professional membership associations partnering to provide internship and work experience placements for students in their workplace. Our undergraduate business degrees across a range of disciplines offer a Service Learning in the Community elective subject in which students from across disciplines including business, collaborate to work on community projects with not-for-profit organisations. Students work on projects with not-for-profit organisations including the Leukemia Foundation, Whittlesea Community Connections and CERES, in which a group of students travel to Samoa to work on projects that are community driven, intending to overcome a social or environmental challenge in the region.

#### **11. National and International expansion of La Trobe Business School\***

LBS continues to successfully deliver quality education through its partner institutions in Australia. The expansion of our La Trobe Asia program and partnership with Hanoi University has seen the La Trobe MBA and many of our programs being delivered in Asia. An increasing number of students in Hanoi are undertaking core and elective subjects that align with PRME.

#### **12. Media engagement and La Trobe Business School News**

LBS faculty are invited by high profile national media organisations to provide insight and expertise on topics related to business ethics, governance and sustainable business practices across industry and sectors. The Business School now has a dedicated section on our website that provides up to date perspectives and news about our research undertakings and activities.

#### **13. Aspire Program joins forces with Public Sector and not-for-profit partners**

In 2015, the University's Aspire Program joined forces with the Country Fire Authority (CFA), St John Ambulance and the Duke of Edinburgh Awards to give secondary school students who are also volunteers with these organisations priority access to University study via La Trobe's Aspire early admissions program.

#### **14. Associations and memberships\***

LBS has a number of relationships with international bodies to ensure that the teaching, learning and research of the School meets industry and international academic standards. The MBA program is a prime example, gaining the EFMD (European Foundation for Management Development) driven EPAS (EFMD Programme Accreditation System) accreditation, which is an international benchmark for business and management programs.

### **15. Australian Futures Project\*\***

The Australian Futures Project (AFP) aims to promote improvements in how Australia thinks about, and prepares for, its long term future. La Trobe University supports the AFP, and the 'My Big Idea' project, where the top 10 ideas in areas such as affordable housing, caring for the elderly, economic growth and employment opportunities are developed through concept phase and potentially produced into the a tangible product or service.

LBS will be involved in incubating one of the 10 ideas, and our Data Analytics team from SAIL will be involved with handing the analytics required for a project of this scope.

### **16. La Trobe Business School: Malaysia Partnership**

La Trobe University has partnered with JMD Consulting in Malaysia to place accounting students within accounting firms in Kuala Lumpur to develop the responsible leadership of students within a global setting. The program was recently awarded Federal Government New Colombo Plan funding to support accounting students to undertake internships in Malaysia over the next three years. As part of the program the students will attend in-country training on cultural understanding and professional etiquette in the workplace in Malaysia. The networks students gain through their direct engagement with organisations in Malaysia will foster ongoing professional and personal relationships and encourage future mobility between Australia, Malaysia and the Indo-Pacific Region.

### **17. SAS Analytics Innovation LAB partnerships in healthcare**

OrthoSport Victoria partnered with the SAS La Trobe Analytics Innovation lab to design and develop an information management platform for automated capture and storage of clinical information as well as automated follow-ups for longitudinal data collection. Besides the convenience of automation, the information management platform provides further benefits of single-handling of data, location-independent data collection and post-operative patient tracking. A complex data model that captures a multitude of diverse metrics (surgery-specific and patient-specific) was designed and then implemented as a web-based and smart device enabled information portal. The platform has been successfully deployed and currently being tested on-site at OrthoSport Victoria. Moving beyond information capture, storage and workflow improvements, and the project now focuses on the use of predictive analytics to unlock strategic long-term value for patient-centred care.

## Goals: Principles 5 & 6

1. We will work closely with our LBS Advisory Board to identify ways to strengthen our brand and reputation in the business sector. In doing so, LBS will also seek opportunities to leverage our Champion Institution status in the PRME and advance implementation of the SDGs.
2. LBS's relationship with the Global Compact Network Australia will be a primary focus for the foreseeable future, as we aim to strengthen our position as a key thought-leader on sustainability and responsible management for Australian and international businesses.
3. LBS will continue to identify means to promote and publicize our involvement with the PRME and UN Global Compact through the media, our website and blogs.
4. LBS will continue to engage with the CR3+ Network and co-host the CR3+ Conference annually as part of its ongoing commitment to PRME.
5. LBS will continue its work towards gaining AACSB accreditation.
6. Through our research centers that are aligned with the PRME principles, such as the Centre for Sport and Social Impact, Research Centre for Computers, Communication and Social Innovation, the Centre for Public Sector Governance, Accountability and Performance and the Yunus Social Business Centre, LBS aims to enhance our dialogue and visibility among local and international organisations, government agencies and the media.
7. Alumni engagement and events will be a focus area for LBS in 2017-2018, and there are plans to connect with a greater number of our alumni, in particular senior alumni.

# Our Contribution to the SDGs

In this report, we have identified a number of achievements, research projects and other activities LBS is involved with that are linked to the Sustainable Development Goals (SDGs). These linkages are created through a number of LBS efforts which include; informing our understanding of the SDG's, contributing to the development of solutions and in achieving the SDG's.

The table below outlines a few examples of LBS activities identified in the report, and linked to the 17 SDGs.

<a href="#">Sustainable Development Goals</a>	Examples	Page number(s) in the report
 <p>1 NO POVERTY</p>	<ul style="list-style-type: none"> <li>– Establishment of the Yunus Social Business Centre</li> <li>– LBS focus on students from a low socio-economic background</li> </ul>	21, 22
 <p>2 ZERO HUNGER</p>	<ul style="list-style-type: none"> <li>– Policy and Institutional Reforms to Improve Horticultural Markets in Pakistan</li> <li>– Securing Food, Water and the Environment Research focus Area</li> </ul>	51, 31
 <p>3 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> <li>– Centre for Sport and Social Impact (CSSI)</li> <li>– Research Centre for Computers, Communication and Social Innovation (RECSSI)</li> </ul>	48, 39
 <p>4 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> <li>– Achievements under PRME Principles 1, 2 &amp; 3</li> </ul>	21-27
 <p>5 GENDER EQUALITY</p>	<ul style="list-style-type: none"> <li>– La Trobe University Gender Equity Strategy</li> </ul>	17
 <p>6 CLEAN WATER AND SANITATION</p>	<ul style="list-style-type: none"> <li>– Securing Food, Water and the Environment Research Focus Area</li> <li>– University sustainability targets</li> </ul>	28, 31
 <p>7 AFFORDABLE AND CLEAN ENERGY</p>	<ul style="list-style-type: none"> <li>– Campus refurbishment</li> <li>– University sustainability targets</li> </ul>	27, 28

<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> 	<ul style="list-style-type: none"> <li>– Work Integrated Learning (WIL)</li> <li>– Australian Futures Project</li> <li>– Centre for Public Sector Governance, Accountability and Performance (CPSGAP)</li> </ul>	<p>41, 42, 47</p>
<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> 	<ul style="list-style-type: none"> <li>– SAS Analytics Innovation Lab (SAIL)</li> <li>– Australian Futures Project</li> <li>– Research Centre for Computers, Communication and Social Innovation (RECSSI)</li> </ul>	<p>31, 42, 39</p>
<p><b>10</b> REDUCED INEQUALITIES</p> 	<ul style="list-style-type: none"> <li>– National Centre for Student Equity in Higher Education (NCSEHE)</li> <li>– La Trobe University’s Indigenous and Regional strategies</li> <li>– New courses and research with an emphasis on indigenous issues in Australia</li> </ul>	<p>9, 21, 51,</p>
<p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> 	<ul style="list-style-type: none"> <li>– La Trobe University’s Indigenous, Regional and Sustainability strategies.</li> <li>– Centre for Sport and Social Impact</li> <li>– Research projects under the ‘Transforming Human Societies’ banner</li> </ul>	<p>9, 48, 51</p>
<p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p> 	<ul style="list-style-type: none"> <li>– Centre for Public Sector Governance, Accountability and Performance (CPSGAP)</li> <li>– Support of Fair Trade</li> </ul>	<p>27, 47</p>
<p><b>13</b> CLIMATE ACTION</p> 	<ul style="list-style-type: none"> <li>– Climate change impacts and responses for community sports in Victoria</li> </ul>	<p>51</p>
<p><b>14</b> LIFE BELOW WATER</p> 	<ul style="list-style-type: none"> <li>– Securing Food, Water and the Environment Research Focus Area</li> </ul>	<p>28</p>
<p><b>15</b> LIFE ON LAND</p> 	<ul style="list-style-type: none"> <li>– Rural tourism: Heritage, identities and sustainability</li> </ul>	<p>47</p>
<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	<ul style="list-style-type: none"> <li>– Centre for Public Sector Governance, Accountability and Performance (CPSGAP)</li> <li>– The UN Guiding Principles on Business and Human Rights: Putting Accounting for Human Rights into Practice</li> <li>– Course specializations and research in CSR and corporate governance</li> </ul>	<p>21, 47, 49, 50</p>
<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p> 	<ul style="list-style-type: none"> <li>– Partnership with Global Compact Network Australia for teaching materials and SDG implementation.</li> <li>– Partnership with the Australian Centre for Corporate Social Responsibility</li> </ul>	<p>28, 36, 45</p>

# Accreditations, Rankings and Partnerships

La Trobe Business School has been recognised worldwide through global accreditation, rankings and partnerships:

## Accreditations

### ACS accreditation

LBS's MBIMS degree is accredited by the Australian Computer Society ([ACS](#)).

### AHRI accreditation

The Bachelor of Business (Human Resource Management) is accredited by the Australian Human Resources Institute ([AHRI](#)).

### AMI accreditation

The Bachelor of Business, Bachelor of Commerce, and Bachelor of Business (Marketing) are accredited by the Australian Marketing Institute ([AMI](#)).

### EPAS accreditation

The La Trobe [MBA](#) and the Bachelor of Business (Tourism and Hospitality) are both accredited by the European Foundation for Management Development ([EFMD](#)) through the prestigious EFMD Programme Accreditation System ([EPAS](#)).

### CPA accreditation

Certified Practising Accountants Australia ([CPA](#)) is a global accounting membership body that provides financial management, accounting and business courses for strategic business leaders and accounting students.

### CAANZ accreditation

[Chartered Accountants Australia and New Zealand \(CAANZ\)](#) annually assesses tertiary institutions and their courses. A number of LBS undergraduate degrees meet the requirements for entry into the Chartered Accountants Program. The international reach of the Chartered Accountants brand provides exciting opportunities both locally and abroad.

## Rankings

### GMAA rating

Our MBA has been recognised by the Graduate Management Association of Australia [GMAA](#) who produce and publish the annual GMAA Star Rating, a detailed quality assessment of the top business schools in Australia.

### Corporate Knights ranking

In 2013, [Corporate Knights](#) ranked La Trobe Business School in the top ten small business schools globally for our efforts to promote sustainability in learning.

### QS ranking

La Trobe Business School subjects rank in the top 200 internationally and top 20 universities in Australia ([QS World University Rankings by Subject 2016](#)).

**ERA ranking**

La Trobe Business School ranks in the top 3 universities in Victoria for research in Accounting, Auditing & Accountability, Banking, Finance & Investment, and Tourism ([ERA 2015-2016 assessment](#)).

**AFR Boss ranking**

In 2013, [Australian Financial Review Boss](#) ranked the La Trobe MBA in the top-two in Victoria.

**Partnerships****CFA partnership**

The Chartered Financial Analyst ([CFA](#)) designation is a mark of distinction that is globally recognised by employers, investment professionals, and investors as the definitive standard by which to measure serious investment professionals.

**ACCSR partnership**

ACCSR's collaboration with La Trobe University since 2008 has resulted so far in the development of a Graduate Certificate Program in corporate responsibility, teaching support, provision of student awards, joint publications, research, conferences and other events.

# Acknowledgements

We would like to acknowledge a number of people without whose efforts and support, this report would not have been possible. Thank you to the UNPRME Secretariat, especially to Jonas Haertle, for their support and guidance as we move into the new transformational phase of the PRME as a formal PRME Champion institution. Thank you to the Global Compact Network of Australia, for agreeing to join us in exploring the possibility of realising the SDGs in partnership with Australian business in this new phase.



We would like to extend a special thanks to our Head of School, the Heads of Department, Course Coordinators and the numerous other La Trobe University staff members who took valuable time out of their schedules to share the information that formed the basis of this report.

Finally, a big thank you to Robin Astley for tirelessly and enthusiastically collecting all the information for this report, and for her work in writing it.

Best Wishes,

Dr Suzanne Young  
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# APPENDIX A

## PRME-Aligned Staff Research Projects 2014 - 2016

Business School academic staff members are undertaking significant funded research projects across the Business School in areas such as Business Ethics, Corporate Finance, Corporate Social Responsibility, Critical Management Studies, Governance, and Social and Environmental Accounting among others. Many of these projects also have broader relevance to the United Nations Sustainable Development Goals particularly through the Research Focus Area, Transforming Human Societies. The list below presents a selection of some of the research projects staff have been involved with since the last report.

### **Centre for Public Sector Governance, Accountability and Performance (CPSGAP)**

#### **Social, environmental and sustainable management systems and ethics**

The study of social, environmental and sustainable management systems and their impact on social and environmental performance has practical implications for public sector organisations and government departments implementing sustainability and environmental management systems (EMS). Study in this specialisation is concerned with: sustainability reporting processes and drivers; environmental accounting; integration of sustainability reporting into risk management, decision making, strategic planning and performance measurement; environmental management systems; human rights and sustainability; and the globalisation of professional bodies and the public interest.

#### **Public economic and social policy**

The research in this area includes the theoretical and empirical modelling of university participation by the socially disadvantaged and includes intergenerational earnings mobility. Research into addiction considers policies that might control drug use and the social impact of drug and gambling addiction.

### **Integrating a Sociological Approach into Learning and Teaching Accounting**

LBS Accounting academics, Associate Professor Gordon Boyce and Dr Susan Greer are part of a team that was awarded a significant grant funded by the Australian Government Office for Learning and Teaching (OLT) under the Innovation and Development Scheme.

Their project focuses on the role of accounting in the financial and economic controversies of recent times, which highlights an urgent need for educative reform, specifically to address the social and ethical relevance of accounting curriculum. The approach to curriculum renewal adopted in this project is centred on an aspiration to 'teach to the future', looking beyond the limitations of traditional narrow disciplinary boundaries to improve the quality of accounting education. This will be achieved by drawing on critical-sociological concepts to support the development of a curriculum that integrates critical reflection and transformative learning and teaching. The distinctive approach in this project will involve the use of research activities (content and critical analysis, interviews, focus groups) to develop a scaffolded framework for the integration of sociological concepts and analytical approaches into the accounting curriculum, with reference to, and relevance for, International Accounting Education Standards.

## **Transforming Human Societies – Research Projects**

### **Rural tourism: Heritage, identities and sustainability**

Lead investigator: Associate Professor Warwick Frost

Co-investigators: Dr Jennifer Laing, Dr Susan Gillett, Ms Sarah Mayor Cox, Mr Paul Morris and Ms Melissa Kennedy

This study will identify critical success factors which must be addressed to strategically achieve rural and regional change in an Australian context. The focus will be on change related to tourism, cultural events and tourism-related agriculture and manufacturing (such as wine and artisanal and niche food production). This qualitative project will focus on three regions across Australia AND utilise the Critical Success Factors framework as a theoretical lens to understand the processes of successful rural development. These critical success factors will be identified through a series of semi-structured long interviews with key stakeholders involved in the processes of restructuring, diversification and innovation. The study will also identify people who take on the role of a 'champion' or 'change agent', leading and inspiring others to be involved in the processes of restructuring within a region or rural area. Critical success factors that have been identified will be analysed from both a business and social sciences perspective. Clearly the problem of restructuring for rural Australia is typically conceived in economic terms, particularly employment. However, it is also important to recognise and understand the social and community implications. Findings will be used to both better understand the processes of successful rural development and to assist regions, government agencies and community organisations in future development processes and strategies.

### **CSR strategy and social risk management: Developing a process model**

Lead investigator: Associate Professor Suzanne Young

Co-investigators: Professor Tim Marjoribanks, Professor Geoffrey Durden and Dr Swati Nagpal

Corporate Social Responsibility (CSR) 'is the responsibility of an organisation for the impacts of its decisions and activities on society and the environment, through transparent and ethical behaviour that contributes to sustainable development, including the health and the welfare of society; takes into account the expectations of stakeholders; is in compliance with applicable law and consistent with international norms of behaviour; and is integrated throughout the organisation and practised in its relationships' (International Organization for Standardization (ISO)). CSR is a relatively new phenomenon in the business sector, with the potential to create significant additional business and social value for organisations who successfully manage its alignment and integration with existing corporate values and strategy. The aim of this project is to develop a new process-oriented model for CSR that can be implemented as a means of managing corporate social risk arising from the nature of their products such as tobacco, alcohol or gambling.

### **The Huddle – Creating Safer Communities through Sport**

Lead Investigator: Dr Emma Sherry

This research project is a partnership with North Melbourne Football Club. The project started as a pilot program in 2016 to investigate the ability of sport to create safe communities, specifically through engaging with youth to reduce radicalisation and counter violent extremism.

### **Centre for Sport and Social Impact (CSSI)**

#### **Social Glue? The contribution of sport and active recreation to community wellbeing**

This project explores the relationship between individuals' involvement in sport and active recreation, social inclusion and connectedness, community wellbeing and social inclusion and connectedness of individuals. The funding partners are the Australian Research Council (ARC Linkage Project, 882306) and the Victorian Health Promotion Foundation.

**The Social Impact of Sport: A Comparative and Developmental Approach**

This three-year project critically examines the ways in which sport participation contributes to, or inhibits, upward social mobility of disadvantaged young people in various cultural contexts such as Australia, Brazil and The Netherlands. The industry partners are the Partners of the Americas (USA), Instituto Companheiros das Americas (Brazil), Sport Steward Program (The Netherlands).

**The Big Issue Community Street Soccer Program**

This project investigates the socio demographics of marginalised and at risk groups, identifying the benefits of participation in the Big Issue Community Street Soccer Program which provides sport development opportunities at 31 sites across Australia for marginalised and at-risk groups. The funding partner is The Big Issue.

**Healthy Sporting Environments Demonstration Project (HSEDP) (VicHealth and Leisure Networks)**

This research project is a 2.5 year \$2 million evaluation that is being funded by VicHealth and delivered by Leisure Networks in conjunction with 78 community sporting clubs in the greater Geelong region.

**Building an evidence base to increase participation in Lawn Bowls**

Bowls Australia has engaged the Centre for Sport and Social Impact (CSSI) to undertake research to address the motivation of people who currently play bowls, why they stop and the physical and mental health benefits of playing bowls.

**Alcohol Policy Trial Evaluation (AFL Victoria)**

AFL Victoria commissioned the CSSI to evaluate the 2011 final series alcohol policy trial. The evaluation consisted of three components within the five intervention leagues and the five control leagues: 1. Intercept surveys with football spectators; 2. Interviews with league and club representatives and; 3. An analysis of league alcohol sales data.

**Volunteering and wellbeing: Individual outcomes and organisational practice**

This project examines various aspects of social relationships with volunteering. The specific research aims of this project are to identify the nature of the relationship between involvement in volunteering and perceptions of wellbeing as well as the relationship between motivations, involvement and organizational support.

**The impact on Young Australians of Alcohol and Junk Food Promotion through Sport (VicHealth)**

This commissioned research project seeks to examine the contribution of alcohol and junk food advertising and promotion associated with sport to consumption of alcoholic beverages and junk food products among young Australians.

**Capacity and Performance of Sport Organisations**

Studying organisational behaviour and management of sport organisations in how they meet their goals and includes corporate governance, corporate social responsibility, performance and capacity.

### **Life at the Track: Country Race Clubs and Social Capital**

This project was designed to examine the social impact of race clubs in rural and regional communities in Victoria. The aim of the project was to identify how country race clubs contribute to the creation, development and maintenance of social capital within rural and regional communities.

### **The AFL Coaching lifestyle: Improving life satisfaction, health and wellbeing**

Coaching at the elite level in AFL is potentially rewarding, yet very challenging. Coach's performance across various settings is often influenced by factors not directly within their control. As a result, coaches are potentially susceptible to mental and physical fatigue which can have an impact on their role performance and health. It is therefore important that reliable information is obtained about the impact of the coaching role and how to maximise the life satisfaction and general health and wellbeing of AFL coaches.

**Partnership with VicHealth, State Sporting Associations and Regional Sport Associations.** Australia still has an obesity and activity problem - less than a third of Australians are getting enough physical activity to benefit their health. This problem is one that La Trobe's Centre for Sport Social Impact (CSSI) will help to solve in partnership with VicHealth, State Sporting Associations and Regional Sport Associations. The CSSI will work with more than 30 Victorian sport organisations to assess which of their innovative projects work best and for whom.

### **Living laboratories - An Integrative Approach to Strengthen Sustainability Practices in Institution of Higher Education**

Associate Professor Clare D'Souza was the lead investigator in a joint research project with partners from the Malaysia Research University Network, based on grant funding received from Innovative Research Universities (IRU).

### **Collaborative research on the future of Australian Journalism**

'New Beats: mass redundancies, career changes and the future of Australian journalism': Professor Timothy Marjoribanks (LBS), Associate Prof Lawrie Zion, Prof Matthew Ricketson, Dr Penelope O'Donnell, Dr Andrew Dodd, Ms Michelle Rayner, Mr Kevin Bradley, Mr Michael Dobbie. A research partnership between a number of universities, the Australian Broadcasting Corporation, National Library of Australia, and Media Entertainment and Arts Alliance in an analysis of the role of mass redundancies, forced career changes and the digital reinvention of Australian journalism at a time of industry restructure and technological change. This project sees academics and industry stakeholders join forces to explore how to best address questions about professional journalism's experience of structural transformation and its capacity to adapt positively to change, and investigates the complex interplay between economic, technological, workplace and career pressures reshaping professional journalism.

### **Analytics platform for 'My Big Idea'**

My Big Idea is a nationwide ideas competition organized by the Australian Futures Project focused on creating a positive change for Australia. The competition allows Australians to submit ideas on ways to improve many aspects of the country and vote for other ideas that they feel passionate about. The top 100 ideas will go before a judging panel, with 10 winning being developed and brought to life.

Australian Futures Project has partnered with La Trobe University for the competition and the SAS Analytics Innovation Lab (SAIL) is supporting this initiative with data analysis.

## **The UN Guiding Principles on Business and Human Rights: Putting Accounting for Human Rights into Practice**

Professor Ken McPhail and Associate Professor Muhammad Azizul Islam

This research investigated the implications of the United Nations Guiding Principles on Business and Human Rights Guiding Principles for management and accounting systems within corporate Australia. The Guiding Principles provide the first authoritative reference point for corporations' human rights responsibilities, requiring companies to have a policy commitment in respect to human rights, and proactively take steps to address adverse human rights impacts.

In particular, this research focused on the practical challenges of, and approaches to, managing human rights risk in business, translating the moral obligation of business to support human rights, into organisational risk and strategy.

## **National Rugby League (NRL) League Bilong Laif Program Evaluation**

Dr Emma Sherry is working with the NRL to undertake a program evaluation of the League Bilong Laif school-based sport for development program in Papua New Guinea. This program is funded via the Department of Foreign Affairs and Trade and builds on Emma's similar work in the Pacific with Netball Australia.

## **Climate change impacts and responses for community sports in Victoria**

Dr Greg Dingle

This project investigates the impacts of climate and climate change on community sport in Victoria, and the organisational issues and responses to climate change for community sport.

## **National Centre for Student Equity in Higher Education (NCSEHE)**

LBS Associate Professor Buly Cardak has been awarded a research grant by NCSEHE. The NCSEHE's purpose is to inform public policy design and implementation, and institutional practice, in order to improve higher education participation and success for marginalised and disadvantaged people.

Associate Professor Cardak is also working on an international collaboration through the Australian Government's Department of Education's National Priorities Pool. This project examines tertiary admissions equity practices in response to changes in participation, institutional diversity, and competition. "The Adaptation of Tertiary Admissions Equity Practices to Growth and Diversity" is a joint research undertaking between La Trobe and the University of New England. In another recent study, Associate Professor Cardak and his collaborator Joe Vecci studied the connection between the financial hardship of university students and the likelihood that these students would graduate or dropout at some later stage in their studies.

## **Policy and Institutional Reforms to Improve Horticultural Markets in Pakistan**

Dr Hayat Khan from LBS is part of a 3-year project funded by the Australian Centre for International Agricultural Research. The large project involves three other Australian universities, focusing on policy and institutional reforms to improve horticultural markets in Pakistan.

The overall aim of the project is to design practicable marketing policy reforms to improve producers' and consumers' welfare with particular attention to gender and poverty dimensions.

# APPENDIX B

## Research Summary 2014 – 2016

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