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Contents

Foreword	iii
Acknowledgement	V
PART A: COMMITMENT TO PRME	7
La Trobe University	7
La Trobe Business School Journey	9
PRME Timeline: Key Highlights, 2020–2022	15
PART B: PRME PRINCIPLES 1-3	17
PRME Principle 1: Purpose	17
PRME Principle 2: Values	23
Times Higher Education Impact Rankings 2022	27
Climate Change Position Statement	28
Sustainability Targets Reporting	28
PRME Principle 3: Method	29
CR3+ 2021	30
PART C: PRME PRINCIPLE 4	35
PRME Principle 4: Research	35
LTU Research Themes	40
BUNJI—A Mental Health Chatbot	41
PART D: PRME PRINCPLES 5-6	43
PRME Principle 5: Partnerships	43
PRME Principle 6: Dialogue	49
Sport Diplomacy MOOC	51
PART E: CONTRIBUTION TO THE SUSTAINABLE DEVELOPMENT GOALS	53
Commitment, Integration and Action	
Two campuses are officially Net Zero	54
La Trobe Energy Analytics Platform	59
Enhancing and Protecting Nangak Tamboree	62
2022-2024 Goals	63
APPENDICES	67
A1: Research	67
Research Alignment, LBS, 2020-2022	67
Selected Publications, LBS, 2020–2022.	
A2: Curriculum	79
Curriculum Alignment, by Major, 2022	79

Figures

Figure 1. Low SES, LTU Commencing Domestic, 2020 (%)	22
FIGURE 2. Students with a disability, LTU Commencing Domestic, 2020 (%)	22
FIGURE 3. Sorry Day Sunset Ceremony, Bendigo Campus	24
Figure 4. Sorry Day, 2 June, Bundoora Campus	24
FIGURE 5. Sorry Day gathering and lunch, Shepparton Campus	25
FIGURE 6. Field-Weighted Citation Impact, SDG 5: Gender Equality (2021) research, top Australian institutions	26
FIGURE 7. Professor Joanna Barbousas, Dean, School of Education, and Professor John Dewar AO, Vice-Chancellor	27
FIGURE 8. Chief Lead Investigator, Professor Suzanne Young	38
FIGURE 9. Bunji temporal mood score and tracker	41
Figure 10. Professor Damminda Alahakoon	45
Figure 11. Dr Nicola McNeil, Professor Mette Morsing, Dr Swati Nagpal, and Professor Suzanne Young	49
Figure 12. 130kw rooftop solar system, Mildura campus	54
Figure 13. Solar carport, Albury-Wodonga campus	55
Figure 14. Wonga Wetlands Research Albury-Wodonga campus	56
Figure 15. Solar powered furniture, Entry Plaza, Bendigo campus	56
FIGURE 16. Professor John Dewar AO and Greater Shepparton City Council Mayor, Councillor Kim O'Keeffe	57
Tables	
Table 1. SDG Mapping, UG Management Major	
Table 2. SDG Mapping, UG Marketing Major	
Table 3. SDG Mapping, UG HRM Major	
Table 4. SDG Mapping, UG T&H Major	82

Foreword

La Trobe Business School has been a PRME Champion since the 2013 pilot phase and its commitment to both the Principles of Responsible Management Education and the United Nations Sustainable Development Goals is unwavering. In the last two years, the School has taken further strides to embed these principles and goals into its teaching, research and wider operations. Such progress is the focus of this report.

•

Tertiary institutions have not been immune from the challenges that the whole world has faced over the past couple of years. La Trobe Business School (LBS) has had to re-examine its priorities as it managed what the complex challenges of a global pandemic and the global revaluation of work—and workforce participation—might mean for business education.

While there have been many challenges, we are pleased to acknowledge that the LBS commitment to PRME and the SDGs has only been reinforced. For the first time the newly released School strategy—now in the consultation phase—will explicitly address the UN Sustainable Development Goals and,

importantly, formalise their importance to the School. To support the new strategy, the School has also established a SDG Working Party, with representation from across all School disciplines and from the School executive. The Working Party has an ambitious mandate to ensure continued focus on PRME and SDG alignment and will act as a cross-disciplinary group that both reports upon progress and is empowered to offer critique and guidance.

As we emerge from what may in retrospect be seen as some of the most challenging years in Australian higher education, La Trobe Business School has no plans to deviate from its goal to educate the next generation of business leaders as agents of positive change for society. This is needed now more than ever.

•

La Trobe Business School achievements over the past two years have been substantial. The School has been a significant contributor, through the design and implementation of the La Trobe Energy Analytics Platform, to La Trobe University meeting its Net Zero targets. The School ran free leadership programmes throughout COVID-19, pivoted to online learning through the pandemic, and wherever possible

tried to ensure students were able to maintain a virtual version of their learning requirements—whether this involved or virtual synchronous online delivery international internships. Our strong research alignment with the SDGs continues, as does our commitment to building partnerships for the goals.

•

La Trobe Business School has a plan to build upon its successes. Still in its consultation phase, the new strategic documents are designed to embed, more than ever, the School's commitment to PRME and the SDGs. La Trobe Business School seeks to be a partner of choice for those in business, government and the not-for-profit sector who seek to transform their operational processes and improve their sustainability practices.

Our teaching and research will be informed and challenged by all 17 Sustainable Development Goals, even as we acknowledge that we will prioritise several as particularly pertinent to our *modus vivendi*:

- Good Health and Wellbeing;
- Quality Education;
- Gender Equality;
- Decent Work and Economic Growth;
- Industry, Innovation and Infrastructure;
- Reduced Inequalities;
- Responsible Consumption and Production;
- Climate Action; and
- Peace, Justice and Strong Institutions.

Concentrating on these goals, in particular, will ensure that La Trobe Business School remains future-focused, applied, innovative, responsible and engaged. Ready to confront the challenges

that business, workplaces, and society are likely to face over the coming years.

And the challenges are considerable. Technological innovation, the changing nature of work, disruptive innovations that have upended traditional industry, changing teaching modes and preferences, and not least the new and cross-disciplinary skills required of graduates.

La Trobe Business School believes that the PRME and the SDGs provide not only an invaluable framework to confront these challenges, but more significantly a guide to evaluate them and thereby identify those methods and processes—those disruptions and innovations—which are most vital to the well-being of our communities.

The following 2020–2022 SIP report will reflect on the La Trobe Business School journey to date, highlight our key achievements as we work towards the goals we set ourselves, and contemplate the challenges ahead.



from O'Cass

Professor Aron O'Cass
DEAN, LA TROBE BUSINESS SCHOOL



Acknowledgement

La Trobe University proudly acknowledges the traditional custodians of the lands where its campuses are located: Wurundjeri (Bundoora); Wurundjeri/Boonerwrung (City); Dja Dja Wurrung (Bendigo); Latji Latji/Barkindji (Mildura); Dhudhuroa/WayWurru (Wodonga); Yorta Yorta/Bangerang (Shepparton); and Gadigal (Sydney).

The University acknowledges Aboriginal people's ongoing connection to the land upon which its campuses are located and values the contributions Indigenous Australians make to its activities and the wider Australian society.

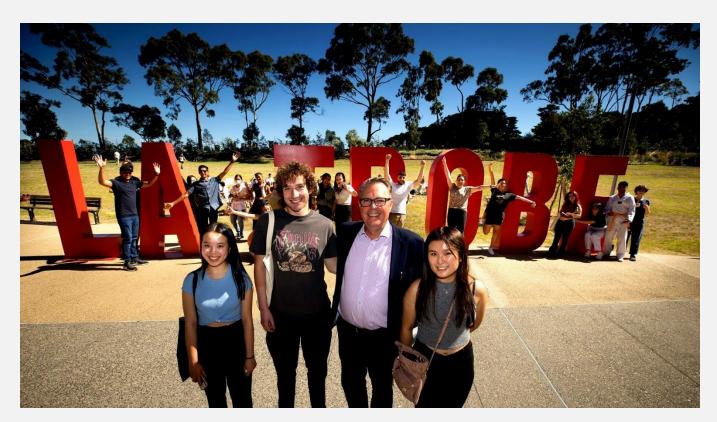


PART A: COMMITMENT TO PRME

La Trobe University

La Trobe University, established in 1964 as the third University in the State of Victoria, was named after Charles Joseph La Trobe. La Trobe came to the colonial town of what would become Melbourne on 30 September 1839 as Superintendent and would later become the first lieutenant-governor when Port Philip District was separated from New South Wales in 1850 and became the Colony of Victoria (later the State of Victoria).

The first enrolment of 552 students was in 1967 and comprised 329 men (60%) and 223 women (40%). Slightly more than half, 297 students, enrolled in the Bachelor of Arts degree, 101 students enrolled in the Bachelor of Science and 96 students in the Bachelor of Economics. The other 48 were enrolled in higher degrees, including 2 men in the PhD programme.





In 2022, the enrolment is over 32,000 students across seven campuses and comprises 64.2% women, 35.6% men, and the remaining 0.2% otherwise identifying. Almost 4% are doctoral students and over 16% are international.

As of July 2022, La Trobe University has as workforce of 2,748 staff (2,462.4 FTE); of whom 70.5% are continuing (permanent) and 29.5% are on fixed-term contracts. The average age is 44.7 years and the average length of service is 6.7 years.



La Trobe Business **School Journey**

1964 La Trobe University Act proclaimed on 9 December, following the earlier Melbourne (1953) and Monash (1958) University Acts¹

1967 On 13 March lectures commence for over 500 students enrolled in the four Foundation Schools of Biological Sciences, Humanities, Physical Sciences and Social Sciences

> Professor Donald Whitehead appointed Dean of Social Sciences, which houses the Economics discipline²

> The La Trobe Wildlife Sanctuary created as a project in the restoration and management of indigenous flora and fauna

School of Agriculture 1968 established as fifth School

1969 First graduation ceremony held in Glenn College Dining Hall on 18 December



School of Education 1970 established as the sixth School

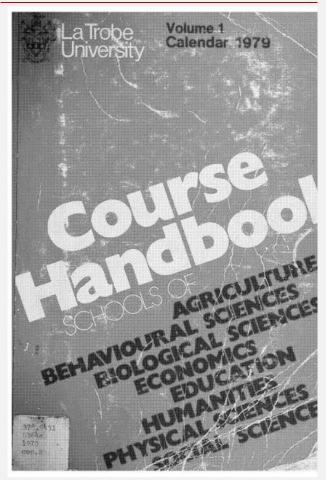
economists had resolved to go it alone and the chairman of Economics proposed to the Board of Studies of the School of Social Sciences that a separate School of Economics be established. While this was postponed, during a period of heated debate, eventually a new School of Economics was created on 1 January 1977.

The University of Sydney, the oldest university in Australasia, was established by an Act of Parliament in 1850 and enrolled its first students in 1852

Economics was a foundation department in the School of Social Sciences and the School's first two deans were both economists. By 1973, however, the

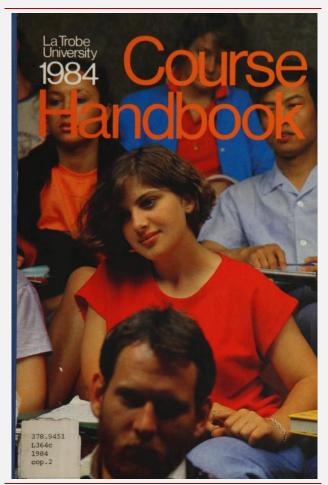
1973	School of Behavioural
	Sciences established as the
	seventh School

1977 Separate School of Economics established on 1 January as the eighth School



1982 Council approves student representation on the Academic Board

1983 University Union
successfully applies to the
Liquor Control Board for a
liquor licence; the first such
licence granted to a
Victorian university

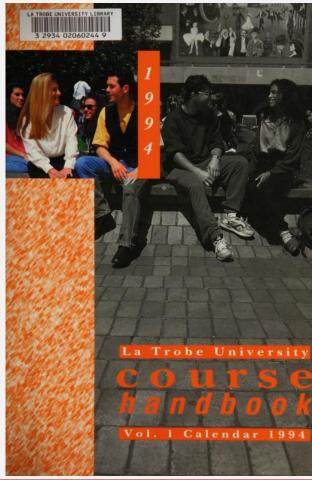


1990 School of Economics is renamed School of Economics and Commerce

1993 A Co-Generation plant installed at the Melbourne campus in 1993 under an incentive package from the Victorian Government. While using natural gas in a turbine to create electricity, the exhaust from the combustion process provides heating throughout the campus

1994 A Faculty system is introduced and the School of

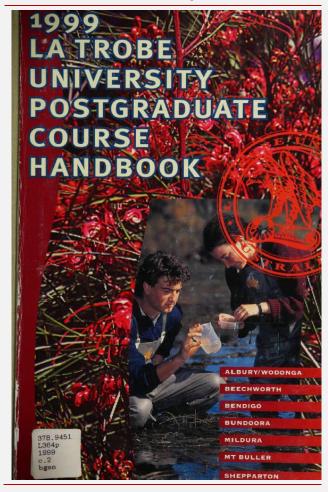
Economics and Commerce is subsumed into the Faculty of Economics, Education and Social Science, then, the following year, simply the Faculty of Social Sciences

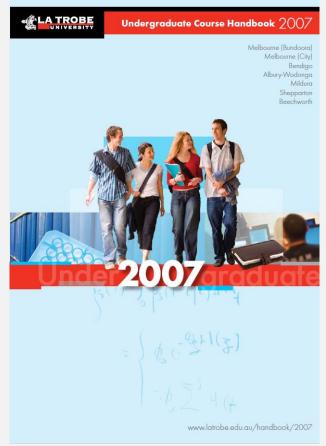


1997 Another structural change creates the Faculty of Law, Business and Management, then, the following year, simply the Faculty of Law and Management

1998 Building on its existing expertise in Environmental Science, the Faculty of

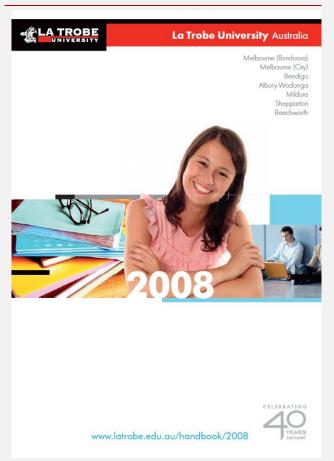
Science and Technology runs its first subject that explicitly explores role humans play in the composition of the atmosphere: PHY 32GRE Greenhouse Effect and Climate Change



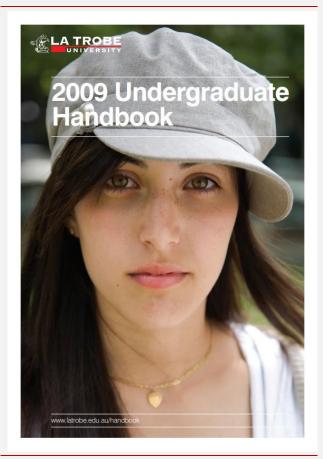


2008 The School of Business, within the Faculty of Law and Management, becomes one of the first Australian business schools to sign up to the United Nations Principles for Responsible Management Education

The Graduate School of Management, within the School of Business, begins collaborating with Audencia Business School, Hanken School of Economics, and ISAE/FGV Brazil. This collaboration will later be formalised as CR3+



The Graduate School of
Management introduces the
Graduate Certificate of
Corporate Responsibility.
The School accepts students
into the new subject
MGT4SCG Sustainability and
Governance, which explores
the sustainable strategic
management and the
importance of a sustainable
organisational culture



2010 The Graduate School of Management submits the first PRME Sharing Information on Progress (SIP) report.

> La Trobe University commits to the UN Global Compact principles

La Trobe's first Smart Energy Management system, created by the Centre for Technology Infusion, unveiled as part of Australia's first Zero Carbon **Emission House**

2011 La Trobe University produces its first

sustainability report, entitled Responsible Futures

2012 La Trobe Business School is created as the University introduces a College structure and a second PRME SIP Report is submitted

> La Trobe University releases its second sustainability report, Creating Futures La Trobe University enters into an agreement with Trust for Nature to place a Conservation Covenant on the La Trobe Wildlife Sanctuary

2013 La Trobe Business School becomes the first Australian business school to join the pilot phase of the PRME Champions Group and submits its third SIP Report La Trobe University releases its third sustainability report, Building Futures and its first Sustainability Plan.

2014 Sustainability Thinking emerges as one of the new "La Trobe Essentials", embedded in all University programmes La Trobe becomes Australia's first university to commit to complete fossilfuel divestment

La Trobe Business School hosts the 2nd CR3+ conference

2015 A new core subject across the undergraduate curriculum, BUS2SUS Sustainability, explores the complex interactions between the environmental, economic and social dimensions of sustainability

2016 La Trobe Business School is confirmed as a PRMEChampion and submits its fourth SIP Report

2018

PRME
CHAMPIONS

La Trobe Business School status

as a PRME Champion is renewed for another 2 years and the School submits its fifth SIP Report

2019



Business School achieves
AACSB International
accreditation and co-hosts
the 2019 PRME Chapter
meeting, the 7th CR3+
conference and the PRME
Champions meeting
The La Trobe MBA is ranked
39th in the Corporate Knights
Better World MBA list

The La Trobe Climate
Network brings together
academics whose work
engages with climate
change and resilience
La Trobe University formally
commits to net zero carbon
emissions by 2029 and
launches Nangak Tamboree,
a "living laboratory" of native
wildlife and flora

2020

PRME
CHAMPIONS
2020-2021

La Trobe
Business
School status
as a PRME

Champion is renewed for another 2 years and the School submits its sixth SIP Report

The La Trobe MBA is awarded



the prestigious 5-year EFMD Programme accreditation and is ranked 18th in the Corporate Knights Better World MBA list

La Trobe University is ranked 4th in the world on the THE Impact Rankings

2021 The La Trobe MBA is ranked 14th in the Corporate Knights Better World MBA list

> La Trobe University is ranked 4th in the world on the THE Impact Rankings

PRME Timeline: Key Highlights, 2020-

2022



January 2021

La Trobe University's new Sports Stadium awarded Australia's first "6 Star Green Star Design and As Built v1.2 certified rating" for a sports building by the Green Building Council Australia, recognising 'World Leadership' in sustainable building practice

October 2021

La Trobe Business School Deputy Dean Sue O'Keefe, Associate Head (International) Professor Suzanne Young, MBA Director Geraldine Kennett all speak at the CR3+ Conference in Brazil



December 2020

The pilot year of the La Trobe Energy Analytics Platform results in over \$250,000 worth of ongoing benefits to the University through emissions reduction, cost savings and enhanced operational efficiencies



March 2021

A \$2 billion Australian-first partnership between renewable energy company AgBioEn, La Trobe University and technology company LAB3, will see grains grown for food, and their stalks and waste converted to renewable fuels at a new facility at Katunga near Shepparton



June 2022

La Trobe Business School creates a PRME SDG Working party to ensure the continued embedding of principles and

May 2022

Professor Mette Morsing, Head of PRME, UN Global Compact (New York), visits La Trobe Business School to discuss PRME and recent developments



April 2022

Mildura and Shepparton campuses are officially Net Zero



July 2022

La Trobe Business School releases draft of a new strategy that, for the first time, explicitly addresses SDG goals + La Trobe University releases draft of new Indigenous Strategy



February 2022

The world's first sports diplomacy
MOOC launched by La Trobe
University in partnership with the
Australian Government's Department
of Foreign Affairs and Trade



PART B: PRME PRINCIPLES 1-3

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.

La Trobe Business School continues to be career-focused and adaptive to graduate needs and outcomes. Through the enormous disruption caused by the COVID-19 pandemic over the past two years, both La Trobe University and La Trobe Business School have remained resilient and responsive; creating new opportunities for the La Trobe student community despite the immense challenges.

Not only was the Business School able to move quickly to а safe. online environment—and in doing so create new initiatives such as the "Leaders in Lockdown" programme, StudyFlex subjects and degrees, as virtual internships exchanges—but was able to commit to expanding its on-campus facilities.

2018-2020 Goals

- 1. Develop the 'students as partners' initiative more comprehensively across La Trobe Business School, with a view to co-design and change curriculum for improved learning outcomes.
- 2. Continue to identify and embed actions to enhance graduate employability at all levels of study at La Trobe Business School.
- 3. With technology as a key driver, continue to improve the accessibility and opportunities for students who are first-in-family, from low socio-economic backgrounds and regional Victoria to undertake and complete La Trobe Business School courses.
- 4. Grow student enrolments in the International Sustainability Experience subject offered by La Trobe Business School.

La Trobe received an accolade in the Australian Business Awards for the incredibly popular Leaders in Lockdown programme. The free online leadership programme, designed and run by the La Trobe

MBA team, within La Trobe Business School, attracted more than 12,000 enrolments

The programme ran from April 2020 to December 2020 and featured materials from La Trobe's MBA programme, using online discussion boards, webinars and participant learning journals. The course focused on leadership during challenging times, the changing nature of work and providing opportunities for participants to connect with each other.

While the pandemic meant that carefully developed student



EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

"We are thrilled to be an

opportunities, such as the International Sustainability Experience subject and the new tourism and hospitality joint-degree with Sheffield Hallam University, were unavoidably adjourned, the school was nevertheless able to provide alternatives

through virtual internships.

Instead of travelling to Los Angeles on exchange, Bachelor of Commerce student Ms Zara Protopopoff undertook a virtual internship with a digital marketing company in Massachusetts instead.³

Ms Macy Scouller, a Bachelor of **Business** (Tourism and Hospitality) student, successfully completed the Sustainable Tourism Professional Practicum. 12-week summer programme, for students of tourism related disciplines intended to with equip students experiential knowledge the Indonesia's business sector. The

practicum was run completely online.

ABA100 Winner for **Community Contribution in** The Australian Business **Awards 2021.** La Trobe has a strong focus on making a positive social impact and a proud history of working closely with our communities. Leaders in Lockdown was a significant programme of support provided to the business community in response to the pandemic in early 2020. The La Trobe Business School designed an online leadership programme in response to partner needs, featuring modules from the La *Trobe MBA*, with an outstanding response and impact. We are

Professor John Dewar AO Vice-Chancellor. La Trobe University

to the community."

proud to have received this award

in recognition of our contribution



www.latrobe.edu.au/mylatrobe/adapting-in-2020how-zara-became-a-virtual-intern-with-aninternational-company/



Ms Macy Scouller
Bachelor of Business (Tourism and Hospitality)



La Trobe Business School is partnering with the China- Australia Chamber of Commerce in Beijing China to provide students with even more unique international virtual internship opportunities. Students will complete virtual internships with leading companies in China, across all industry sectors. With over 250 member organisations Australian the Chamber of Commerce Beijing is well placed to deliver an exceptionally wide range of experiences to students.

teaching and in its vision for graduates the School signals the promotion of responsible management and seeks to make that evident in graduate outcomes, through subject and programme delivery, learning outcomes, and assurance of learning processes.

While the School will use all 17 UN Sustainable Development Goals to guide teaching, research and external engagement, it will specifically seek direct action against the following goals:

"Some of my colleagues have told me that I'm an inspiration to them. They've mentioned me on different platforms. It makes me incredibly happy."

Ms Shirumeena Huzzain FCCA Graduate of the Master of Professional Accounting; the first woman to become assistant auditor general in the Maldives.

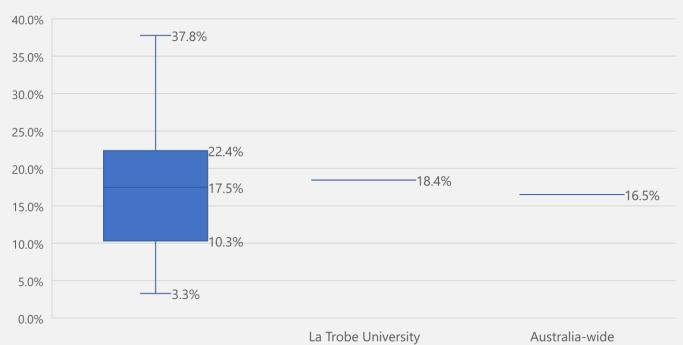
The pivot to online experiences over the past two years has not meant that the La Trobe physical campuses have been neglected. A \$10.5M redevelopment of the La Trobe Shepparton campus was unveiled in February 2022. The plan includes high-tech clinical teaching spaces, modern study areas, and a flexible space for community events. The project should improve the study experience for hundreds of local students, while enabling more students in critical study areas, such as nursing, education, business, arts and social work. The majority of graduates go on to work in the local region.

The new La Trobe Business School strategy is explicitly framed around the UN SDGs. In its

- SDG 3: Good Health and Wellbeing;
- SDG4: Quality Education;
- SDG5: Gender Equality;
- SDG 8: Decent Work and Economic Growth:
- 9: — SDG Industry, Innovation and Infrastructure;
- SDG10: Reduced Inequalities;
- SDG12: Responsible Consumption and Production:
- SDG 13: Climate Action; and
- SDG16: Peace, Justice and Strong Institutions.

These goals, in particular, will guide the curriculum and research mapping within the school.

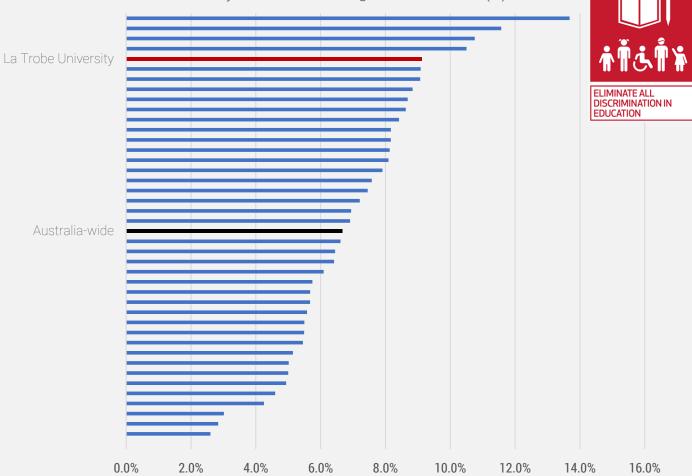
FIGURE 1. Low SES, LTU Commencing Domestic, 2020 (%)



TARGET

4.5

FIGURE 2. Students with a disability, LTU Commencing Domestic, 2020 (%)



PRME Principle 2: Values

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

More than 200 Indigenous staff, students, community partners, and non-Indigenous staff have contributed to the development of the first draft of the new La Trobe University Indigenous Strategy. The new Strategy, the first since 2017, will shape the work of the whole institution until 2030, and represents the University's enduring commitment to improving engagement with Indigenous communities, staff and students.

The Strategy—a living document designed to embed indigenous was of knowing, being and

going—covers all domains of the University's activities, with ambitious targets for Indigenous Education, Research, Employment, Student Outcomes and Community Engagement. The first draft has now been released for consultation.



Goals

- 1. Continue to decolonise the curriculum and embed Indigenous knowledge and perspectives across our courses.
- 2. In line with the University's Climate Change Position Statement (2020) La Trobe Business School will strive to equip our students to understand the complexities of climate change. We will develop their capacity to create climate resilient lives and communities and to contribute to shape a low-carbon future.
- **3.** We will identify opportunities across our teaching, research and partnerships to embed best practice as outlined in the Blueprint for SDG integration.
- **4.** Continue to progress achievement of the targets set out in the University's gender strategy, which promotes greater participation and representation of women at all levels of the University.

La Trobe University held a series of events across our campus network to commemorate National Sorry Day (2 June) and National Reconciliation Week, and to acknowledge the intergenerational trauma and survival of the Stolen Generations.

Albury-Wodonga La Trobe staff and students were invited to join a lunch and screening of the documentary *Looky Looky Here Comes Cooky*, at an Mungabareena Aboriginal Corporation Sorry Day gathering.

More than 80 people gathered at Bendigo campus for the Sorry Day Sunset Ceremony, led by Yorta Yorta woman Dr Mishel McMahon, Aboriginal rural health coordinator at La Trobe. In an emotional candlelight ceremony, people stood together acknowledge the trauma of the Stolen Generations. Deputy Vice-Chancellor (Students) Professor Jess Vanderlelie also spoke about the University's commitment to reconciliation, including lifting the university enrolment and completion rates of Aboriginal and Torres Strait Islander students.



FIGURE 3. Sorry Day Sunset Ceremony, Bendigo Campus

Bundoora campus hosted the Bush Tucker BBQ and Uncle Ringo Terrick gave a moving and personal Welcome to Country and Vice-Chancellor smoking ceremony. Professor John Dewar AO and Deputy Vice-Chancellor (Students) Professor Jess Vanderlelie spoke about La Trobe's commitment to reconciliation, while keynote speaker Professor Julie Andrews spoke of the strengths of La Trobe University which is still committed developing to Indigenous pathways. Ngiyampaa man and First Nations singer-songwriter Pirritu performed at the event, which was attended by approximately 80 La Trobe staff and students.



FIGURE 4. Sorry Day, 2 June, Bundoora Campus

Mildura campus hosted a short film 'Putuparri and the Rainmakers', in collaboration with Lynne Mitchell, tutor for the subject HIS3AAH Colonising Australia's First People

In Shepparton, Elders and members of the community joined LTU staff and students in a Sorry Day gathering and lunch. Professor Julie Andrews (Yorta Yorta), Director of Indigenous research and convenor of Aboriginal Studies at La Trobe, led a yarning circle where elders share their traumatic stories as a way of truth-telling and paying tribute to the suffering of people in communities.



FIGURE 5. Sorry Day gathering and lunch, Shepparton Campus

Yorta Yorta and Djadjawurrung man Damien Saunders conducted the smoking ceremony and Welcome to Country and spoke about the intergenerational trauma of the Stolen

Generations inflicted by government. He was joined by quest speakers Uncle Bobby Nichols, Aunty Ella Anselmi, and Yorta Yorta man and City of Greater Shepparton councillor Greg James who spoke about the ongoing impacts of cultural genocide.



In 2022, a new Equality, Diversity and Inclusion Committee will guide organisational change to enable the University to be a global exemplar in higher education for equality, diversity, and inclusion. The University's Senior Executive Group will play a key role in driving institutional change and fostering equitable access, and a fair, inclusive, and safe environment for all staff and students as part of the University's strategic vision. Four Working Groups will support the Committee



LGBTQIA+ Disability; Inclusion; and Cultural and Linguistic Diversity.

and play a key role in implementing the University's equality, diversity and inclusion objectives and initiatives as informed by an intersectional framework:

Gender TARGET 10.3 Equality;

> **ENSURE EQUAL** OPPORTUNITIES AND END DISCRIMINATION

New Climate Change Major

The climate change major at La Trobe University is the first of its kind in Australia in that it is non-cognate and inter-disciplinary, and it provides the unique opportunity for students to study the global challenge of anthropogenic climate change from a wide range of disciplines.

La Trobe University has divested from fossil fuel companies, committed to becoming net zero (carbon neutral) by 2029, established a multi-disciplinary Climate Action network, has research themes structured around the UN Sustainable Development goals, and now offers students the ability to bring a climate focus into many of its degrees.

Within the major students examine the evidence for anthropogenic climate change, learn what drives it and what is required to slow down global warming. In doing so, students are asked to engage with the

humanities, sciences and economics to explore the consequences of climate change.

ENH1GEV Subjects include: Global ENV1CSS Environments: Climate Sustainability Society; ARC2SRC and Sustainability. Resilience and Collapse: LST2EL Environmental Law; AGR3WMT Water Management; POL3IPC International

Our Watch Evaluation Final Report

In 2020, the Department of Social Services contracted La Trobe University to apply a multi-disciplinary approach to evaluate the effectiveness of *Our Watch* through its contribution to the primary prevention of violence against women, including its impact, performance and the extent to which it has achieved desired policy outcomes.

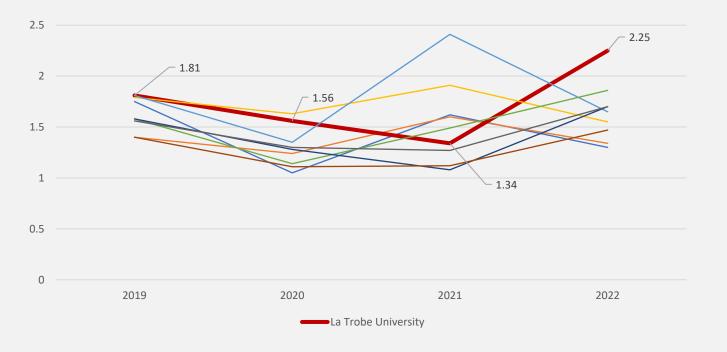
Forsdike K., Dyson S., Seal E., O'Sullivan G, De Silva D., Donaldson A., Hooker L, Burnett D., Alahakoon D., Nicholson M., (2021), *Our Watch Evaluation*, 1-206, Department of Social Services.

Politics of Climate Change; and, PHE3001 Environmental Health Issues. The capstone is the Business School subject: <u>ECO3CCE</u> <u>Climate Change Economics and Policy</u>.

Women who are part of the La Trobe community—staff and students—can access the Women's Safe Place at Bundoora campus and Bendigo campus, with efforts being made to roll out at all regional campuses in 2022.

The intention of the Women's Safe Place is to provide women with a location on campus that they can feel comfortable and safe to be themselves without having to share the space with men or undergo male scrutiny. It provides a space for women to relax, talk to each other, collaborate, organise, discuss issues, or read literature/brochures without embarrassment or self-censorship.

FIGURE 6. Field-Weighted Citation Impact, SDG 5: Gender Equality (2021) research, top Australian institutions



Times Higher Education Impact Rankings 2022



La Trobe University, demonstrating its commitment to United Nation's Sustainable Development Goals, ranks equal nineteenth in the world, third in Australia and first in Victoria for overall impact.⁴

- 4th for Good Health and Well-being;
- 9th for Gender Equality;
- 7th for Decent Work and Economic Growth;
- =35th for Life on Land;
- 43rd for Responsible Consumption and Production;
- =45th for Clean water and Sanitation;
- 49th for Reduced Inequalities;

- =60th for Partnerships for the Goals;
- =74th for Sustainable Cities and Communities;
- 77th for Climate Action:
- 89th for Life Below Water; and
- placed in the 101-200 range for Quality Education; Affordable and Clean Energy; and Peace, Justice and Strong Institutions.



FIGURE 7. Professor Joanna Barbousas, Dean, School of Education, and Professor John Dewar AO, Vice-Chancellor

⁴ www.timeshighereducation.com/rankings/impact/2022

Climate Change Position Statement

"La Trobe University recognises the extreme risks climate change poses to the economic, ecological and social futures of our students, staff and communities, both local and international. We accept the scientific consensus that responding to climate change requires 'rapid, farreaching and unprecedented changes to all aspects of society'.⁵

"La Trobe is committed to demonstrating leadership on climate change in our research, teaching and operations.

"We will be carbon neutral by 2029 and will develop the best sustainability and climate-resilient practices across our campuses.

"We will equip our students to understand the complexities of climate change. We will develop their capacity to create climate-resilient lives and communities and to contribute to shaping a low-carbon future.

"Our research will promote interdisciplinary inquiry in order to build a safer, more equitable and sustainable world. We will include the climate crisis in our research and forge partnerships with those seeking to build a resilient and just future."

Sustainability Targets Reporting

Global Reporting Initiative (GRI) aligned performance data metrics and information regarding LTU progress towards sustainability targets are published here: www.latrobe.edu.au/sustainability/report

Energy: www.latrobe.edu.au/sustainability/report/energy-performance

GHG emissions: www.latrobe.edu.au/sustainability/report/greenhouse-gas-emissions-performance

Water: www.latrobe.edu.au/sustainability/report/water-performance

Waste: www.latrobe.edu.au/sustainability/report/waste-performance

Materials: www.latrobe.edu.au/sustainability/report/materials-performance

www.ipcc.ch/2018/10/08/summary-for-policymakers-of-ipcc-special-report-on-global-warming-of-1-5c-approvedby-governments/

PRME Principle 3: Method



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

Previous reporting charted the extent to which La Trobe Business School's research and core curriculum aligned with the Sustainable Development Goals. Now work has begun on auditing coverage and integrating SDGs into subjects and degrees. The School has established a PRME SDG Working Party, with representatives across all disciplines, in order to coordinate this activity. Similarly, the Learning and Teaching Seminar Series, within the School, is also an avenue in which topics such as the following are raised as professional development activities:

- "Embedding SDGs into your subject curriculum"; and
- "A pedagogical approach for education in sustainability"

Examples of auditing and integration work already underway can be found in Appendix A2.

Goals

- 1. Using the Blueprint for SDG integration as a guide, conduct an audit of the integration of the SDGs in our courses and develop a comprehensive strategy to embed them into our subjects and courses.
- 2. Consolidate our learning from the experience of the COVID-19 shock to identify technological and other opportunities to enhance student learning that promotes equitable and responsible management education.
- 3. Incorporate international SDG teaching projects with CR3+ partners into curriculum.



CR3+ 2021

8th International Conference in Corporate Responsibility, Sustainability, Governance and Innovation

"Innovation shaping a sustainable future"

28 - 29 OCTOBER 2021

Curitiba, Brazil

DAY 01, 28th October

08:00 am (gmt-3) - Track Session# 02

"Grassroots and Community Innovation for Sustainability"

Asaf Chesner (La Trobe – Australia)

"Managing a sustainable age-diverse working environment"

Nigel Collin (La Trobe – Australia)

"Lessons from grassroots innovation in Australia"

10:30 am (gmt-3) - Panel #02

"Supply Chain Management and its Role in Sustainable Development"

Gustavo Loiola (PRME LAC)

Susana Pereira (EAESP/FGV - Brazil)

Suzanne Young (La Trobe - Australia)

Nikodemus Solitander (Hanken - Finland)

DAY 02, 29th October

08:00 am (gmt-3) - Deans Discussion

"Interculturality as a driver for education"

Moderator: Mette Morsing (Head UNPRME)

Suzanne O'Keefe (La Trobe - Australia)

Karen Spens (Hanken - Finland)

Christophe Germain (Audencia - France)

Norman Arruda (ISAE - Brazil)

Madhu Veeraraghavan (T.A. Pai - India)

11:00 am (gmt-3) - PANEL #03

"Education for Sustainability"

Umesh Mukhi (EAESP FGV - Brazil)

Alessandra Maciel (ANAMBA - Brazil)

Antonio Freitas (Provost FGV - Brazil)

Geraldine Kennett (La Trobe - Australia)

StudyFlex opportunities have grown. Within the Business School the Digital Business, Enterprise, Management and Marketing majors now run as StudyFlex. Subjects and programmes that run as StudyFlex enable students to connect, share knowledge and build networks with students studying that Trobe subject other La at campuses—building a virtual community wider, and with more attendant opportunities, than a local on-campus experience.

The opportunity allows students to combine online learning with the traditional face-toface experience, which offers flexibility in uncertain times.



Nejati M., Gibbons B., Suri H., Azmat F., Young-Ferris A., Young S., & Nagpal S. (2021), "PRME Chapter Australia & New Zealand." In Responsible Management Education, Routledge, pp. 79-90



2021 Australian Awards for University Teaching



Dr Kate Ashman, for an accounting work placement programme in a regional setting to foster industry engagement and employment outcomes.



Dr Daswin De Silva, for development of curricula with real-world cases that deconstruct the technical complexities, practical applications and ethical implications of Artificial Intelligence.



City of Whittlesea Community Leadership Programme

Following their participation in the "Leaders in Lockdown" programme, which the La Trobe MBA team ran through the height of the COVID-19 lockdown, City of Whittlesea staff engaged La Trobe Business School to run online community leadership workshops. The City of Whittlesea, aware of their citizens expressed desire to become more involved in community decision making processes, promoted the 8-week online programme to target populations across its municipality.⁶

The free programme is explicitly designed for community members to lead local projects, establish local personal and professional networks and to learn more about the operation of local government. Entitled "Enabling Leadership", the programme comprises three modules: (i) Leading Self explores types of leadership and encourages participants to reflect on and to question their personal leadership style; (ii) Leading Others historical evolution examines the leadership and critically examines the characteristics of successful leadership models; (iii) Leading for Results explores the strategic alignment of goals to actions, as well as understanding the fundamentals of strategy and business models.

May – July "Enabling Leadership"

Module 1. Leading Self

Module 2. Leading Others

Module 3. Leading for Results

Module 4. Understanding Local Government

45 Participants

August – October "Enabling Leadership"

Module 1. Leading Self

Module 2. Leading Others

Module 3. Leading for Results

Module 4. Understanding Local Government

60 Participants



Community Leadership Programme 2022

⁶ www.whittlesea.vic.gov.au/communitysupport/information-for-communitygroups/community-leadership-program/

Community Leadership program 2021-2024

Who is the CLP for?





ENSURE RESPONSIVE, **INCLUSIVE AND** REPRESENTATIVE **DECISION-MAKING**



City of Whittlesea residents, workers & students aged 18+, who have a desire to make a difference and engage in community life.

Women - mothers aged under 40 are put off by "role strain", women over 40 face ageism

Multicultural - main language Arabic and Punjabi

People with Disability-15% people have a disability

Aboriginals and Torres Strait Islanders

Young People – 18 to 24 years





Leadership for the Greater Good: Benefits



Deliver an inclusive leadership program to support community members to develop their leadership skills and potential



To strengthen community with more active citizens who are confident & equipped to meaningfully participate in local democracy to create positive change.

Community

Increase community building outcomes by improving sense of belonging, social cohesion and social connectedness

Strengthening communityled networks and local democracy



Communications & Engagement Grow awareness, interest &

desire to participate.

DIGITAL HUB

Interest builder events - spark curiosity about leadership for greater good. 3 p/year, open enrolment.

Pillars for transitioning from being a great individual contributor to being a leader. Pre-requisite for Civic and Local Leadership Intensives. 3 p/year, closed enrolment (EOI).

LEADERSHIP **ESSENTIALS**

Civic Leaders - promote ability to engage in civic opportunities, particularly as Council candidate Local Leaders - expand skills & grow potential in active, local leadership

LEADERSHIP PATHWAYS

INTRODUCTION

Both pathways offer one off workshops, specialised programs & Leadership Intensives. Civic and Local Intensives: 2 p/year, closed enrolment (incl. complete Leadership Essentials).

PART C: PRME PRINCIPLE 4

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.

La Trobe Business School continues to build an internationally recognised portfolio of peerreviewed research aligned with Sustainable Development Goals. The School continues to map its research against the SGDs (see Appendix A1).

The Centre for Data Analytics and Cognition (CDAC) continues to be a world-leader in cutting-edge Artificial Intelligence algorithms and Data Analytics platforms. The CDAC team—a group of AI and data science experts—are committed to theoretical advancement of AI as well its practical contributions to organisations, the economy and society. Recent projects include:

- Bunji—A Personalised Chatbot with Cognitive Skills for Mental Health Assistance (see below);
- La Trobe Energy Analytics Platform (see below); and

Goals

- 1. Identify opportunities to form international research collaborations with other PRME Champion institutions. Including being key partners in PRME Champion Research Project on employment effects of COVID 19.
- 2. Promote multidisciplinary research within LBS aligned with the SDGs.
- 3. Identify opportunities for datadriven research projects that fit with the SDGs to leverage LBS' strength in this area. In addition, identify opportunities to build capacity in public, private and not-for profit sectors in datadriven decision-making.
- 4. Explore the possibility of deepening our engagement with the not-for-profit sector through co-location, joint research, and capacity-building programmes.

 Redesign of Australian and New Zealand National Council for Fire and Emergency Services Commission national incidents database and development of a decisionsupport tool.

"...elevating pure academic research by transforming advanced data into analytics platforms that can be readily deployed to provide actionable insights for data-driven decision-making in organisations and industry, locally and internationally..."

Centre for Data Analytics and Cognition



The Centre for Sport and Social Impact, also housed in La Trobe Business School, 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. Recent projects include:

- Sport Diplomacy MOOC (<u>see below</u>);
- a partnership with Vicsport and VicHealth to create a webinar series designed to encourage and support clubs and associations to do sport differently during and after COVID-19;
- "Making football safe for women: implementing an injury prevention programme"; and
- "Engaging men as allies to Change Our Game in regional Victoria".

"Increasingly, sport and physical activity is being asked to help tackle significant social issues such as physical inactivity, social exclusion, physical literacy and to deliver health messages targeting better nutrition, obesity, impact of alcohol in the community and other social issues.

"Our Centre is focussed on assisting organisations to be better educated and better prepared to tackle some of the most significant issues of our time."

Centre for Sport and Social Impact



La Trobe Business School staff also work closely with colleagues in other schools and multi-disciplinary centres across the university. Such multi-disciplinary centres include:

- Asian Smart Cities Research Innovation Network;
- Olga Tennison Autism Research Centre
- La Trobe Violence Against Women Research Network:
- La Trobe Climate Network;
- Centre for Freshwater Ecosystems; and
- Centre for the Study of the Inland.

5.2

TARGET

END ALL VIOLENCE AGAINST AND EXPLOITATION OF WOMEN AND GIRLS

La Trobe Violence Against Women Research Network (LAVAWN)

LAVAWN draws together the breadth of expertise across La Trobe University working on this important issue.

The aims of LAVAWN are to:

- Strengthen and grow La Trobe's internal and external collaboration and partnerships on violence against women research
- Foster innovation in violence against women research, evaluation and knowledge translation
- Build capacity of our student and early career researchers through support and mentorship

The Directors are Professor Angela Taft and Dr Leesa Hooker. Dr Kirsty Forsdike is the LAVAWN chair



Dr Kirsty Forsdike

SENIOR LECTURER & RESEARCHER IN THE CENTRE FOR SPORT AND SOCIAL **IMPACT**

CHAIR OF LA TROBE'S VIOLENCE AGAINST WOMEN RESEARCH NETWORK

Forsdike K. and Fullagar, S. (2022) "Addressing the complexity of violence against women in sport: Using the World Café method to inform organizational response" Journal of Sport Management, 36:5, pp. 473-487

Lamb K., and Forsdike K., Humphreys C, Hegarty K (2022), "Drawing upon the evidence to develop a multiagency risk assessment and risk management framework for domestic violence," Journal of Gender-Based Violence, 6:1, pp. 173-208.

Forsdike K., Tarzia L., Flood M., Vlais R., and Hegarty K. (2021), "A Lightbulb Moment": Using the Theory of Planned Behavior to Explore the Challenges and Opportunities for Early **Engagement of Australian Men** Who Use Violence in Their Relationships," Journal of Interpersonal Violence, 36:7-8, pp. NP3889-NP3913

Operationalising ethical frameworks in critical technology industries

The Department of Foreign Affairs and Trade has funded this project as part of Australia's International Cyber and Critical Technology Engagement Strategy. Collaborating with La Trobe University in this project is the Indian Institute of Technology, Kanpur and Indian Institute of Technology, Gandhinagar.

Focusing on Australian companies offshoring their technology to India, the project aims to improve the understanding of how banks, manufacturing companies and their technology suppliers in Australia and India translate their being signatories of

ethical frameworks into practice. Examples of ethical frameworks include: the <u>United Nations Global Compact</u>, the <u>United Nations Guiding Principles on Business and Human Rights</u> and the ISO/IEC 27000 standards.



FIGURE 8. Chief Lead Investigator, Professor Suzanne Young



ENCOURAGE COMPANIES TO ADOPT SUSTAINABLE PRACTICES AND SUSTAINABILITY REPORTING

Professor Clare D'Souza

PROFESSOR OF MARKETING

Jacob John J, **D'Souza C.**, Marjoribanks T., and Singaraju S. (2021), "<u>Synergistic Interactions of SDGs in Food Supply Chains: A Review of Responsible Consumption and Production</u>," *Sustainability*, 13(16).

D'Souza C., Apaolaza V., Hartmann P., and Brouwer A. (2021), "Marketing for sustainability: Travellers' intentions to stay in green hotels," Journal of Vacation Marketing, 27(2).

D'Souza C., Taghian M., and Brouwer A. (2021), "<u>Ecolabels information and consumer self-confidence in decision making: a strategic imperative,</u>" *Journal of Strategic Marketing*, 29(2).

D'Souza C., Taghian M, Hall J, and **Plant E.** (2020), "<u>Green consumption: strategic retail considerations and consumer confidence</u>," *Journal of Strategic Marketing*.



Emmanuelle Dr Walkowiak, as part of her collaboration with the Olga Tennison Autism Research Centre, is investigating "Enhancing wellbeing and social inclusion of

marginalised populations: a two country multi component project.". The investigating team, led by Professor Richard Gray, was successful in receiving AUD110,242 funding from the Veski Study Melbourne Research Partnership.



Huona Nguyen recently received AUD 20,000 grant funding from the Department of Foreign Affairs and The project Trade. aims advance to

Australia-trained Women Leadership Education in Vietnam and builds upon work Dr Nguyen has already done on the research planning, culture and development of Higher Education in Vietnam.



Dr Dinh Phan was successful in gaining a grant for a study that is likely to be the first of its kind to shed light on relationship the between carbon risk and trade credit. The

study uncovers and tests two economic mechanisms through which carbon emission affects firms' informal financing channels: cash flow uncertainty and financial distress risk.

The project—entitled "Polluters and access to informal finance- Is it important to go green?" -will also investigate whether raising public awareness of a firm's "green" reputation, through its participation in the Green Power Partnership (GPP) programme, helps reduce the information gap between itself and suppliers, and thus protect the firm from the potential adverse impact of carbon risk on access to trade credit.



Dr Mary Ma presented 2022 Financial Markets and Corporate Governance Conference on "Climate Disasters and Insider Tradina". Discussing how the

monthly value of insider trades increased over 200% in firms headquartered in counties with a climate disaster. Dr Ma identified that climate-induced insider trading holds in general but is stronger when investors are distracted and less prevalent when insiders face higher litigation risk.

Firm **fundamentals** decline following disasters, and insiders benefit by selling prior to this decline being priced. Insiders living in disaster counties do not trade more than those in unaffected counties, which indicates against a personal liquidity motivation. The paper identified new way in which climate impacts investor behaviour and financial markets

LTU Research Themes

Focussed on five priority areas; linked to the United Nation's Sustainable Development Goals.

Sustainable Food and Agriculture

GOAL: Production of high-quality foods and medicines for improved health, reduced environmental impact and enhanced economies.

PRIORITIES: Enhance crop yield and quality; Create plant-based medicines; Develop innovative farming practices

Resilient Environments and Communities

GOAL: Protection and restoration of vulnerable ecosystems and community resilience in the face of environmental and climate threat.

PRIORITIES: Understand our ecosystems; Respond to climate change; Promote agricultural sustainability

Healthy People and Communities

GOAL: A healthy, safe and equitable life course for everyone

PRIORITIES: Improve clinical practice and social wellbeing; Achieve equity and inclusion; Promote wellbeing across the lifespan

Understanding and Preventing Disease

GOAL: Application of discoveries in the fundamental sciences and developments in technology to understand and prevent disease – especially at the intersection of cancer, immunity, cardiovascular and infectious disease research.

PRIORITIES: Prevent disease spread; Improve diagnosis and treatment; Understand disease progression

Social Change and Equity

GOAL: More just and equitable societies

PRIORITIES: Understand social change; Examine social inclusion; Optimise social justice

BUNJI—A Mental Health Chatbot

"[t]he

flow

conversation ... does not



REDUCE MORTALITY FROM NON-COMMUNICABLE DISEASES AND PROMOTE MENTAL HEALTH



In 2021 the Centre for Data Analytics and Cognition (CDAC) launched "Bunji", a chatbot to help improve students' mental

health.

Bunji, which means "a close friend" in the indigenous Warlpiri language, İS an empathetic chatbot that can be downloaded on to smartphones to provide recurrent emotional support, personalised conversations. and remote mental health monitoring.⁷

Mood Tracker

Your seven day mood score

6 1 1 /10

Mood Record

S Days 10 Days 15 Days

10 Days 15 Days

10 Days 15 Days

What was the mood when you feel Good

What was the mood when you feel Good

What you were doing at the time when you feel Good

FIGURE 9. Bunji temporal mood score and tracker

that provides conversational support."

The chatbot "is a technological automation that simplifies [Behavioural Activation-based] tasks into an efficient and scalable process."

Importantly, encryption and anonymised data storage ensures privacy and security. Email use is

of

attempt to replace existing healthcare

services, but aims to be a companion

optional and all personal information is stored in a separate Firebase database with no connection to the main

chatbot database.

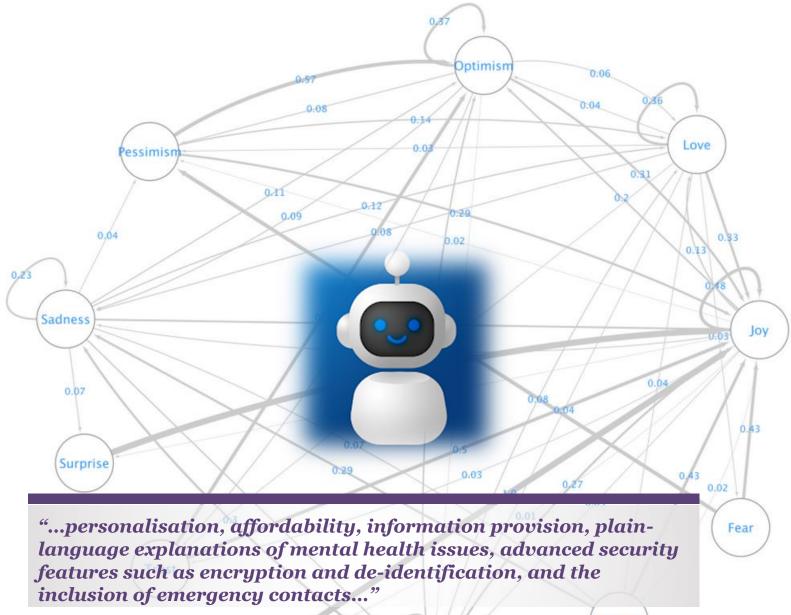
The CDAC developers conclude that "Bunji has the potential to be scaled up and rolled out in the healthcare domain to support front-line workers and the community as a whole."

The work done was written up in a 2022 paper, in which it was made clear that

Chatbot with Cognitive Skills for Personalised Behavioural Activation and Remote Health Monitoring," Sensors, 22(10), 3653: doi.org/10.3390/s22103653

The Bunji app can be found on the <u>Apple Store</u> and on <u>Google Play</u>.

Rathnayaka, P., Mills, N., Burnett, D., De Silva, D., Alahakoon, D., and Gray, R. (2022), "A Mental Health



Anger O.29 Disgust
O.29







Appreciate living in a quiet affirming environment. 2021-07-14 - at Bundoora



PART D: PRME PRINCPLES 5-6

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.

La Trobe **Business** School continued to strengthen its participation in CR3+ activities. At the annual conference, "Innovation shaping a sustainable future", in Curitiba, Brazil La Trobe MBA Programme Director Dr Geraldine Kennett spoke to a range of participants

across the globe, and from a range of industries, on "Education for Sustainability". Professor Suzanne Young joined a panel in discussing "Supply Chain Management and its Role in Sustainable Development" and Professor Sue O'Keefe discussed "Interculturality as a driver for education".

In addition, La Trobe Business school students Asaf Chesner ("Managing sustainable age-diverse working environment") and Nigel Collin ("Lessons from grassroots innovation in Australia") delivered papers.

Goals

- 1. Expand and strengthen the CR3+ partnership by including an additional partner from the Asia Pacific region.
- 2. Continue to work collaboratively with the PRME Champions group to identify opportunities to further the PRME agenda across Business Schools in the ANZ region and globally.
- 3. Continue to improve visibility and engagement on the SDGs among industry partners, the not-for-profit sector and other stakeholders through our research output, consultation, and outreach from LBS research centres. and staff.

Carbon offset and Revegetation

Supporting the <u>implemented initiatives to</u> get all campuses to Net Zero by 2029, La Trobe University has partnered with Greenfleet, Australia's first carbon offset provider, on a revegetation project to offset the small percentage of emissions not reducible through on-site interventions.

La Trobe's Nangak Tamboree Wildlife Sanctuary is providing 5,000 seedlings to a revegetation project in Kinglake, Victoria. The land is traditionally owned by the Taungurung and Wurundjeri Peoples, and will become home to an ecosystem for a variety of native birds in the area.



Tennison—one of the largest donations ever received by an Australian university. This new opportunity to invest in Neurodiversity research opens the door for La Trobe to change the landscape of Neurodiversity research in Australia and internationally. New and upcoming research projects hold huge potential to improve social, educational, and employment opportunities for Autistic people, and Neurominority groups more broadly.

Waste converted to renewable fuels

A partnership between renewable energy company AgBioEn, La Trobe University and technology company LAB3, will see grains grown for food, and their stalks and waste converted to renewable fuels at a new facility at Katunga near Shepparton.

Using sophisticated Internet of Things technology-enabled weather stations, soil probes, time lapse cameras and drone flyovers, researchers can monitor crop performance both above and below the ground.

AgBioEn will buy, lease or share farms that will be part of a supply chain for growing food

Neurodiversity Project: Hub, Partnerships and a record donation

La Trobe University's Olga Tennison Autism Research Centre (OTARC) is the recipient of a \$45-million bequest from its namesake Mrs Olga ...begin by assuming that neurodiversity will be the default in our classrooms, lecture halls, and collegial networks—just as we do for other forms of diversity—and the rest will follow...

> Ms Beth Radulski Neurodiversity Project Officer and Ms Nyssa Jaworowski

crops, such as maize, oaten hay, barley and wheat. The grains will be sold as food, while the crop residue will be used to produce renewable energy and fuels at the Katunga facility.

AgBioEn is Australia's first fully integrated, carbon negative, renewable energy and fuels project. The Katunga facility, near Shepparton, is the first of its kind in Australia.

Farm-scale Natural Capital Accounting

Commenced in 2020 and concluding in midthe Farm-scale Natural Capital Accounting project will address a critical gap in the promotion of sustainable farm practices. In collaboration with fifty famers across New South Wales, Victoria and Tasmania, the project will measure and communicate farm-scale environmental performance and natural capital management, and integrate financial, farm management and environmental data into farm-scale natural capital accounts.

The accounts, used to improve management of natural capital and farm performance, will be available on a user-friendly electronic platform, enabling cost-effective collection and communication in a format that is Nation's compatible with the United Standards Environmental-Economic of Accounting. Natural capital accounting has the potential to empower producers to leverage their sustainability credentials for commercial benefits.9

This project is jointly funded through La Trobe University, the Odonata Foundation and the Professor Damminda Alahakoon was part of a team successful in gaining an NHMRC Centre of Research Excellence for Living Well Home (for adults with acquired Neurological Disability) grant to the value of \$99,650. The La Trobe team also comprises Professor Leeanne Carey (Lead CI), Professor Miranda Rose, Professor George Moschonis, Associate Professor Carol McKinstry, and Associate Professor Dana Wong.



FIGURE 10. Professor Damminda Alahakoon

While it is known that there is urgent demand to address the health and wellbeing of people with chronic neurological disability, at the point of need, there remains a disconnect between hospital services and access to consumer-driven, longer-term quality care within the home. The grant will be used to brina together health consumers. professionals, service providers, policy makers, and research leaders in health, technology and implementation science to establish a Centre of Research Excellence to address this disconnect.

Government's Australian Smart Farming Partnership Programme.

Centre for Data Analytics and Cognition (CDAC) Partnerships

- CDAC are partnering with Intel (Loihi) and the Lulea University of Technology, Sweden to develop new Al algorithms that leverage neuromorphic and hyperdimensional computing to create intelligence.
- Funded by NHMRC, CDAC has started a proof of concept for an Al-driven Analytics Platform for Cancer Council Victoria. The platform will integrate data assets in heterogeneous source systems at Cancer Council Victoria into a unified Dynamic Data Model to generate actionable insights that inform decision-making.

Centre for Sport and Social Impact (CSSI) Partnerships

- CSSI is partnering with Play Australia, the peak national advocacy organisation for play, to support the delivery and evaluation of 1000 Play Streets programmes.
- Funded by VicHealth, CSSI is providing Local Government Authorities with data monitoring and evaluation support via forums and one-on-one workshops.
- CSSI partnered with Vicsport VicHealth to create a webinar series called Using the Doing Sport Differently Principles to Restore Confidence in Grassroots Sport.10

Futureproof career development for female migrants

Australian Government Department of Industry, Science. **Energy and Resources Grant**

Value: \$185,600

Funded by the Australian Government and led by Dr Leila **Afshari**, the programme runs in collaboration with Career Money Life, Harmony Alliance: Migrant and Refugee Women for Change, Australian Institute of Project Management AIPM, and Scientific Instruments Australia.

Free and offered to female migrants in Australia, the programme includes a variety of educational, mentorship, coaching, and networking resources. Those resources are tailored to the specific needs and skillsets of participants.



¹⁰ vicsport.com.au/dsd-webinar-resources

Australian Research Centre in Sex, Health and Society Rainbow Health Australia / Rainbow Tick Accreditation Programme

Rainbow Health Australia supports lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) health and wellbeing through research and knowledge translation, training, resources, policy advice and service accreditation through the Rainbow Tick. Located within the Australian Research Centre in Sex, Health and Society at La Trobe University, Rainbow Health Australia is funded by the Victorian government.

The Rainbow Tick Accreditation Programme supports health and community organisations to understand and implement LGBTQIA+ safe and inclusive service delivery. It provides national recognition for those that meet the Rainbow Tick Standards. The Programme is voluntary and aims to assist organisations to move from friendly to inclusive. This also reassures LGBTQIA+ consumers and staff that an organisation is aware of, is responsive to and is understanding of their needs.

The Rainbow Tick Standards are in their third edition, and are supported by the 'Rainbow Tick guide to LGBTQIA+-inclusive practice'. They are made up of six standards that are assessed and accredited against. The six Rainbow Tick Standards are:

- 1. Organisational capability
- 2. Workforce development
- 3. Consumer participation
- 4. A welcoming and accessible organisation
 - 5. Disclosure and documentation, and
- 6. Culturally safe and acceptable services.





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.

Professor Mette Morsing Head of UN PRME visited La Trobe Business School to talk to the School executive and staff about the importance of the PRME to business schools worldwide. Professor Morsing presented five central areas to guide a debate for how we as business schools need to rethink the ideas and methods we bring to our students as we educate them to become the future leaders the world needs



FIGURE 11. Dr Nicola McNeil, Professor Mette Morsing, Dr Swati Nagpal, and Professor Suzanne Young

La Trobe Business School ran separate sustainability entrepreneurship and workshops for local Year 9 High School students. Ivanhoe Grammar has a campus within the La Trobe University Bundoora site and La Trobe Business School staff added to the school curriculum with targeted workshops to special cohorts of students. The workshops were experiential included, for the Sustainability cohort, visiting the local CERES farm and kayaking on the Yarra River learning about river waste.

As part of the La Trobe Business School Engage with Asia series, Professor Suzanne Young, Dr Swati Nagpal, Dr Junsong Bain, Dr Kate Mai and Dr Huong Nguyen, along with invited industry, agents and partners, discussed the effects of the COVID-19 pandemic; as well as the responses of employers and government.



La Trobe Business School in the Media

Dr Nicola McNeil, Head of the Department of Management and Marketing, spoke on Radio National Australia, about the targeted grassroots campaign called "This Girl Can", and to ABC Radio Canberra about women's activity during lockdown.

Dr Daswin De Silva, Associate Professor in Business Analytics and AI, spoke to ABC Online, about fighting COVID-19 in the community.

Adjunct Professor Stuart Kells, examined recent controversies in Australia's water market in The Conversation.

Dr Kirsty Forsdike, Senior Lecturer, spoke as a research expert in women's safety in sport, in March 2022, alongside the Minister for Women and Minister for Community Sport regarding the release of the "Guidelines for Prevention of Violence against Women through Sport."



Sport Diplomacy MOOC

The Centre for Sport and Social Impact, within La Trobe Business School, has launched a world-first first university course in sports diplomacy. Athletes, coaches and sports administrators representing Australia on the world stage will be taught everything from manners, courtesy and acceptable behaviour as well as foreign protocols and suitable choices of clothing.

The course is a joint initiative of La Trobe University and the Department of Foreign Affairs and Trade and has received enthusiastic support from Australian sporting greats such as Ian Thorpe, James Tomkins and Steve Moneghetti.

Sport Diplomacy: How to be an Effective Ambassador Through Sport, will be offered free online from the university's Bundoora campus.

"[those who participate in international sport are] an ambassador in every sense of the word ... the course is about promoting that awareness..."

Dr Geoff Dickson

DIRECTOR, CENTRE FOR SPORT AND SOCIAL IMPACT









Graduates will receive a certificate for completing modules in Australian sport diplomacy and policy, culture and values, "cultural competence" and "tradecraft for sport stakeholders". The course is aimed at Australian athletes and staff but there has already been international interest. "People from any country would benefit from this," notes Dr Geoff Dickson the Director, Centre for Sport and Social Impact.







"Australia has great potential to enhance its capacity in sport diplomacy, and that means providing professional learning opportunities for those who are essentially representing Australia on the international stage."









PART E: CONTRIBUTION TO THE SUSTAINABLE DEVELOPMENT GOALS

Commitment, Integration and Action



Partnerships for the Goals

School:

 Teaching & Research Focus: Quality Education; Gender Equality; Decent Work & Economic Growth; Industry, Innovation & Infrastructure; Reduced Inequalities; Responsible Consumption & Production; Climate Action; Peace, Justice & Strong Institutions

Institution:

- Commitments: fossil. fuel divestment; regional campuses Net Zero by 2022; divert 60% of waste from landfill by 2022; net zero by 2029; gender equality
- Research Themes: Sustainable Food & Agriculture; Resilient Enrvironments & Communities; Healthy People, Families & Communities; Understanding and Preventing Disease; Social Change & Equity

Two campuses are officially Net Zero

La Trobe University's Mildura and Shepparton campuses are officially Net Zero—the first Victorian university campuses to achieve this important milestone.

The milestone is part of the University's \$75 million commitment to become carbon neutral across all its campuses, including Bundoora in Melbourne, by 2029—with all regional campuses expected to reach the target by the end of 2022.

At peak efficiency, the solar system installed at the Mildura campus supplies more than 100% of the campus' daytime energy use. The 130kw rooftop system is enough to power 25 houses and energy generated is stored on site via a Tesla Power Wall Battery System.

Other initiatives include replacing 800 light fittings with energy efficient LEDs (100 per cent of campus lighting is now LED), installing high efficiency chilled water pumps and Variable Speed Drives, and heating, ventilation and cooling Building Management System optimisation techniques.



FIGURE 12. 130kw rooftop solar system, Mildura campus

In Shepparton, the University installed 115 solar panels, enough to power over 20 hours, replaced 807 light fittings with energy efficient LEDs – (100% of campus lighting is now LED), and instituted an organics pick-up and processing system, which benefits local farmers. And, like Mildura, ensured that the heating, ventilation and cooling Building Management System was optimised.

Other campuses are not far behind. In 2021, La Trobe generated enough renewable energy across all campuses to power all regional campuses for the

entire year. A range of projects have been implemented on each campus, including the installation of rooftop solar panels, energy efficient LED lights, mechanical system efficiency upgrades, and batteries to store solar energy.

Albury-Wodonga now has a new solar carport adding an additional 270 panels and 110kw (the same as 25 household systems). More than 40% of

electricity generated at the Albury-Wodonga Campus is now from on-site renewables.



FIGURE 13. Solar carport, Albury-Wodonga campus



The Albury-Wodonga campus is also the new home of the Wonga Wetlands Research Facilities. The fenced site includes a greenhouse, storage shed and around 30 research tubs.

FIGURE 14. Wonga Wetlands Research Albury-Wodonga

FIGURE 15. Solar powered furniture, Entry Plaza, Bendigo



combined total of more than 1,900 solar panels and 800kw added to the campus—the equivalent of 160 household systems. More than 30% of total electricity consumption at Bendigo campus is now being generated by on-site renewables. The Bendigo Campus Entry Plaza now includes solar powered furniture. The innovative seats include a mix of wireless and USB charging, WiFi boosting signals and LED lights.



FIGURE 16. Professor John Dewar AO and Greater Shepparton City Council Mayor, Councillor Kim O'Keeffe

La Trobe's Shepparton and Mildura campuses received official certification of their achievement through Climate Active.11

The campuses are the first Victorian 'precincts' to achieve such certification.







organisations to drive voluntary climate action: www.climateactive.org.au/

¹¹ Climate Active is an ongoing partnership between Australian Government and Australian



On the largest campus, in Bundoora, La Trobe University's new Sports Stadium has been awarded Australia's first "6 Star Green Star Design and As Built v1.2 certified rating" for a sports

building by the Green Building Council Australia, recognising 'World

Leadership' in sustainable building practice. 12

offices, universities, industrial facilities, public buildings, retail centres and hospitals. All newly constructed buildings at La Trobe are certified at a minimum rating of 5 Star Green Star under the

Green Star is an internationally recognised sustainability rating system for the built environment. There are different Green Star rating tools, and the 'Design and As Built' rating guides the sustainable design and construction of schools,





Dr Daswin De Silva

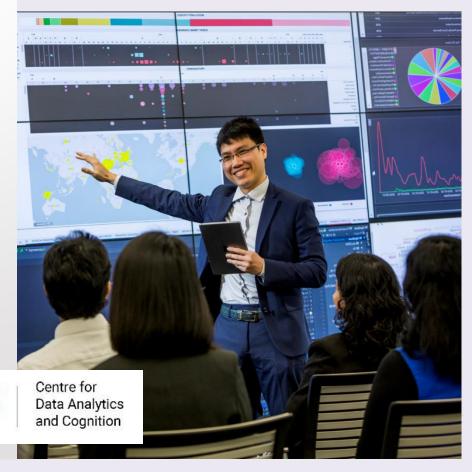
DEPUTY DIRECTOR, RESEARCH CENTRE FOR DATA ANALYTICS AND COGNITION

"The CDAC technical architect and senior PhDs lead by example in the adoption, advancement and innovation of state-of-the-art AI algorithms and solutions, such as transformers for predictions and microservices for deployment, that are functionally visible and accessible on the platform.

"For new students, this translates to an effective AI learning curve that intertwines theory, practice, application, and AI expertise on tap. This agile approach to LEAP innovation has also consolidated CDAC's international collaborations, specifically with Lulea University of Technology, Sweden and Aalto University, Finland."



Rolled out across six campuses and spanning 300 hectares, LEAP centralises over 1 billion data points from over 6,000 data streams across more than 20 separate digital platforms to predict and benchmark solar generation, emissions, consumption and cost for each University building. The platform facilitates actionable insights that reduce carbon emissions, energy costs and human error while also promoting more sustainable practices.





A living lab, LEAP was entirely developed by La award-winning Trobe's Artificial Intelligence (AI) research team at CDAC, comprising full-time academics. technical architect, data scientists, doctoral candidates and master's students.

Throughout its pilot year, LEAP's insights resulted in over \$250,000 worth of

ongoing benefits to the University through emissions reduction, cost savings and enhanced operational efficiencies.

Integrating information including electricity, water. and building LEAP helps usage, combat the complex challenges of managing multiple facilities by translating the

billion data points to

and actions that are insights presented visually on custom-built dashboards, energy and communicatively via the LEAP chatbot. The LEAP dashboard is currently being integrated into MS Teams so that the entire University

"Sustainability and innovation are in La Trobe's DNA. As we work toward becoming Net Zero across all campuses by 2029, LEAP has combined our staff and students' innovative concepts with solutions to complex international challenges."

Mr Andrew Jennings

DIRECTOR, La Trobe's Carbon Neutral Strategy

community can have access and visibility to meaningful sustainability insights.

For its efforts, La Trobe University has been awarded the Tertiary Education Facilities Management Association (TEFMA) 2021 Clever Campus Innovation Award for its work in designing, developing and deploying the La Trobe Energy Analytics Platform.



Enhancing and Protecting Nangak Tamboree

The full riparian corridor along the waterway will be revegetated over the next 5-10 years.

Phase one of the project, which commenced in February 2021, covers the Darebin Creek frontage and involves regenerating indigenous plant species and managing weed infestation through Wurundjeri Woi-wurrung fire practice and manual weed removal, and revegetating 92,000 m2 with indigenous plant species.

to be constructed in Car Parks 3, 4 and 6 at the Melbourne Campus. Raingardens work by filtering stormwater through layers of plants, sand, soil and fabric before it flows into the moat and Darebin Creek, thereby improving the quality of the waterway for flora and fauna. Pollutants such as nitrogen and phosphorus, as well as suspended solids and stormwater discharge, are all captured in the raingarden and prevented from entering the waterway.



2022-2024 Goals

Principle 1 | Purpose

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

- **1.1** Clearly align LBS' efforts in relation to the SDGs with La Trobe University's strategy and position on the SDGs.
- **1.2** Draw on the 'Purpose-driven' business school as articulated in the new LBS strategy to develop new subjects, minors, and work-integrated learning opportunities for our students.
- 1.3 Continue to leverage new and existing technology to adapt to the new learning reality in a post-Covid-19 world, where students expect greater flexibility in what, how, where and when they learn.
- **1.4** Offer tangible support for students facing financial and emotional hardship because of Covid-19 effects. Particularly students who are first-in-family to study at a university, and other marginalised and vulnerable groups.

Principle 2 | Values

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

- **2.1** Integrate elements of the new La Trobe Indigenous strategy into our curriculum and research.
- **2.2** Continue to progress achievement of the targets set out in the University's gender strategy, which promotes greater participation and representation of women at all levels of the University.
- **2.3** Grow the inter-, multi-, and trans-disciplinary capacity in our teaching, research, and engagement efforts through the formation of the LBS SDG working party.

Principle 3 | Method

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

- **3.1** Consolidate our learning from the experience of the COVID-19 shock to identify technological and other opportunities to enhance student learning that promotes equitable and responsible management education.
- **3.2** Create teaching and research opportunities for faculty exchange and visiting scholars on topics related to the SDGs to promote internationalisation and knowledge exchange.
- **3.3** Complete SDG mapping exercise across our courses and subjects by 2023 to avoid duplication and promote consolidation of all 17 SDGs in the curriculum.

Principle 4 | Research

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

- **4.1** Identify opportunities to form international research collaborations with other PRME Champion institutions. Including being key partners in PRME Champion Research Projects in the next cycle (2023-2024).
- **4.2** Promote multidisciplinary research within LBS aligned with the SDGs and the University's research themes.
- **4.3** Identify opportunities for data-driven research projects that fit with the SDGs to leverage LBS' strength in this area. In addition, identify opportunities to build capacity in public, private and not-for profit sectors in data driven decision-making.

Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

5.1 Communicate the urgency of the SDG Agenda, which is expected to end by 2030, through our engagement and partnership efforts with the private, not-for-profit and government sectors.

- **5.2** Promote the CR3+ partnership among School faculty and students, including encouraging submissions to and attendance at the annual conference, and continue to work with other business schools in the PRME Australia NZ chapter.
- **5.3** Continue to work collaboratively with the PRME Champions group to identify opportunities to further the PRME agenda across Business Schools in the ANZ region and globally.
- **5.4** Work closely with business, government and NGOs in our teaching, projects and research.

Principle 6 | Dialogue

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

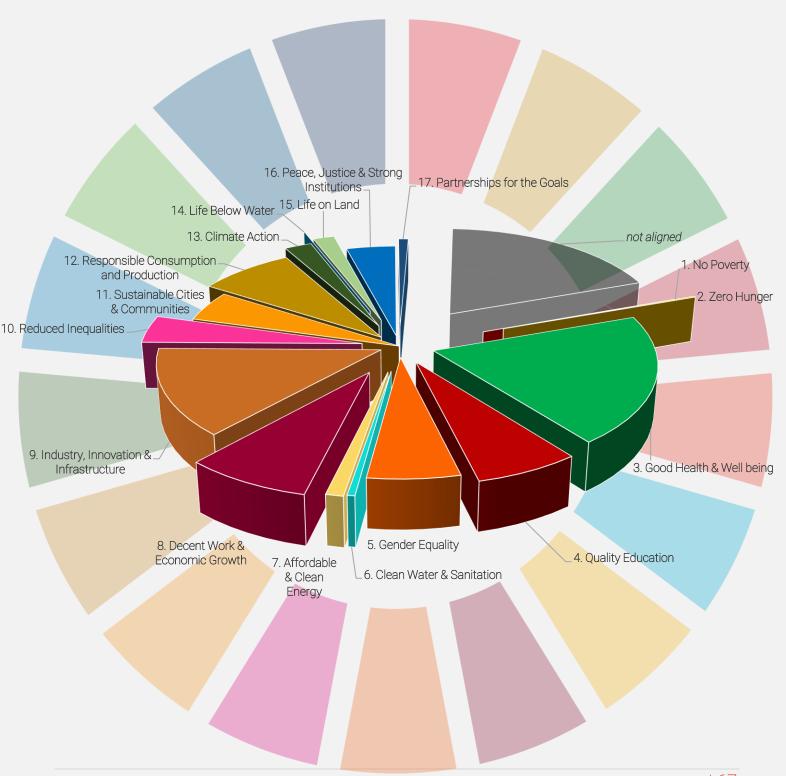
- **6.1** Initiate projects and dialogue with industry partners and PRME business schools on the 'green skills' shortages faced by all sectors. Co-design and develop capacity of our students with industry partners to develop these skills among current and future graduates.
- **6.2** Actively participate in PRME meetings, conferences, and ad-hoc participation requests internationally and domestically.
- **6.3** Continue to actively participate in the University Climate Change Working Group and support initiatives to build dialogue on this topic

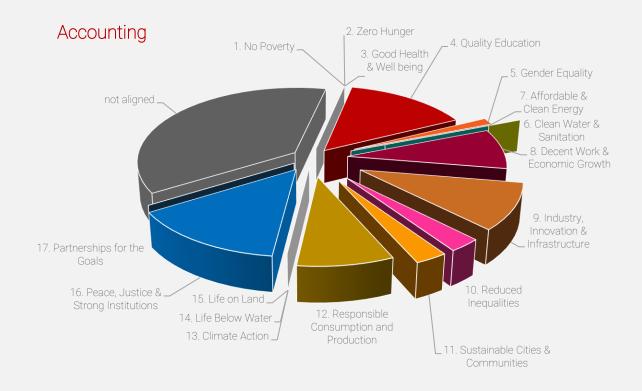


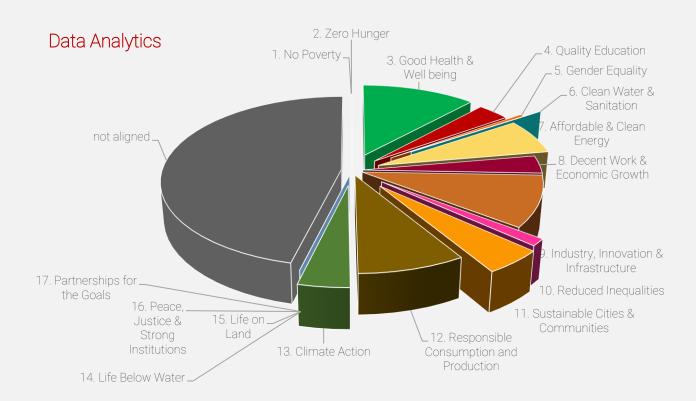
APPENDICES

A1: Research

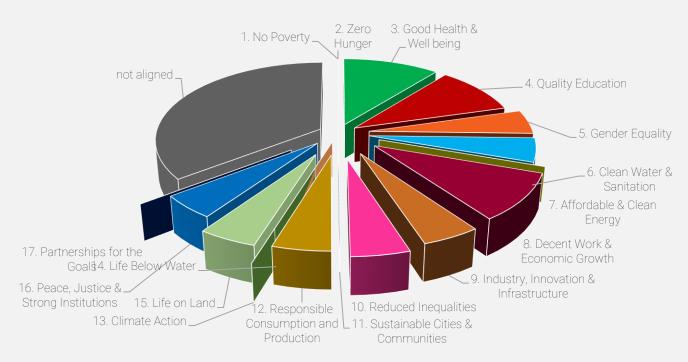
Research Alignment, LBS, 2020-2022

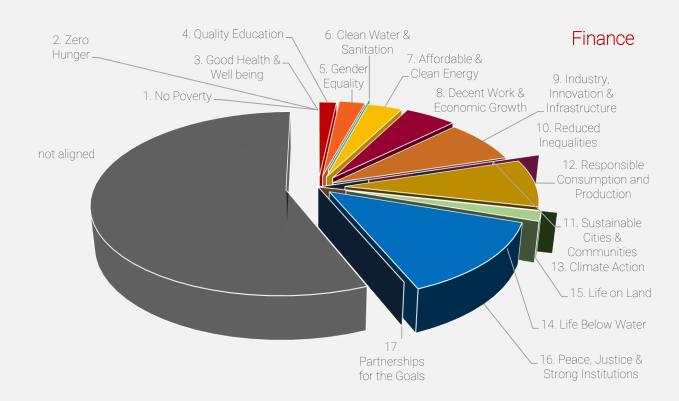


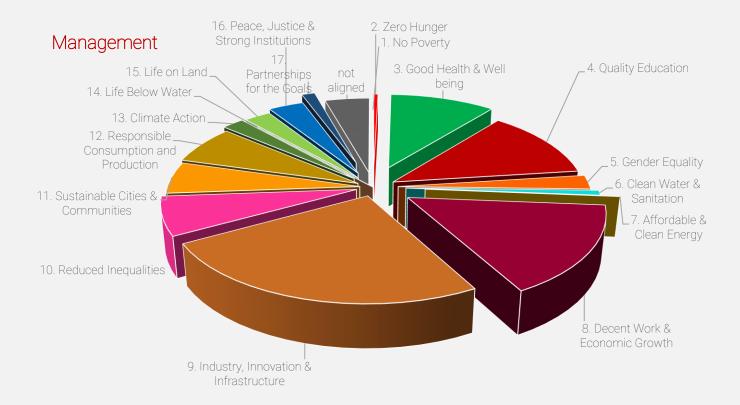


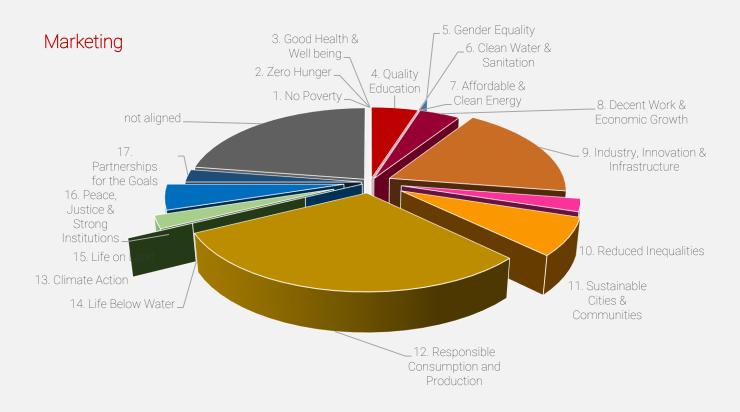


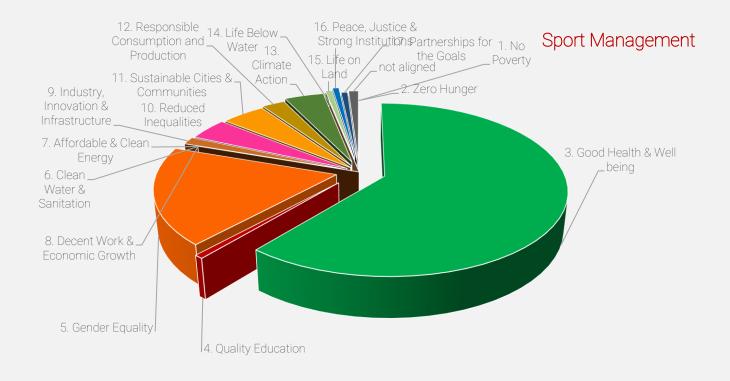
Economics

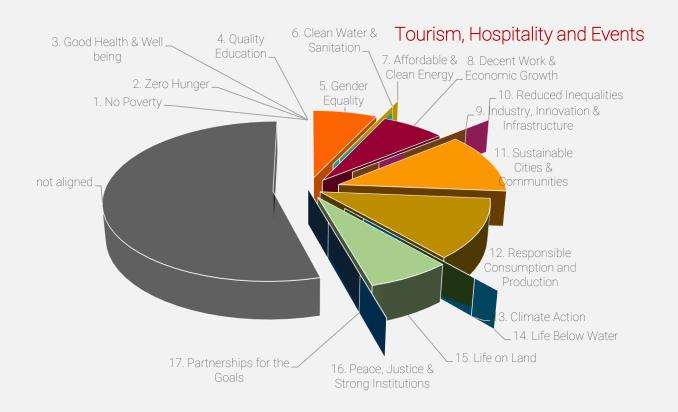














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A2: Curriculum

Curriculum Alignment, by Major, 2022

		Level One		Level Two		Level Three			
O Referenced in Curriculum ⊗ Explicitly Taught √ Assessed UG Management Major	1	MGT1FOM Foundations of Management	MGT1003 Human Resource Management	MGT2BET Business Ethics	MGT2IMG Managing Across Borders	MGT3OCD Organisational Change and Development	MGT3LWM Leadership	BUS3ENT Entrepreneurship	MGT3SMG Strategic Management [Capstone]
No Poverty	1 POVERTY								
Zero Hunger	2 ZERO MUNGER								
Good Health and Wellbeing	3 GOOD HEALTH AND WELL BEING		⊗ √						
Quality Education	4 QUALITY EDUCATION		⊗ √					0	
Gender Equality	5 GENGER EQUALITY		8	⊗ √			⊗ √		
Clean Water and Sanitation	6 CLEAN WATER AND SANITATION								O √
Affordable and Clean Energy	7 AFFORDABLE AND CLEAN EMERGY								O √
Decent Work and Economic Growth	8 DECENT WORK AND ECONOMIC GROWTH		⊗ √		O √			O √	O √
Industry, Innovation and Infrastructure	9 RELIGIENT PRODUCTION PRODUCTIONS PRODUCT				0			0	O √
Reduced Inequalities	10 REDUCED **EQUALITIES**								O √
Sustainable Cities and Communities	11 SUSTAINABLE CITIES AND COMMUNITIES				0	⊗ √			
Responsible Consumption and Production	12 RESPONSIBLE CONSUMPTION AND PRODUCTION			⊗ √	O √		⊗ √		O √
Climate Action	13 CLIHATE ACTION								O √
Life Below Water	14 INFERLION WATER								
Life On Land	15 OKLUMB								
Peace, Justice and Strong Institutions	16 PEACE JUSTINE AMOSTROUS INSTITUTIONS								O √
Partnerships for the Goals	17 PATIVE SCHIPS FOR THE GOLAS		⊗ √		0	T 1 63			O √

TABLE 1. SDG Mapping, UG Management Major

0 Re	eferenced i	in Curriculum

Explicitly Taught

_/	Assessed
∨	ASSESSEG

		Level	l One	Level	Two	Level Three			
UG Marketing major		MKT1MDP Fundamentals of Marketing	MKT1ADD Advertising in the Digital Age	MKT2CBE Consumer Behaviour	MKT2BBM Digital Branding and Retail	MKT3SEM Social Marketing	MKT3IMK International Marketing	MKT3MRE Market, Audience, and Social Research	MKT3SMK Strategic Marketing <i>[Capstone]</i>
No Poverty	1 POVERTY								
Zero Hunger	2 ZERO HUNGER					O √			
Good Health and Wellbeing	3 GOOD REALTH AND WELL BEING					O √			
Quality Education	4 QUALITY EDUCATION					O √			
Gender Equality	5 GENDER EQUALITY								0
Clean Water and Sanitation	G CLEAN HATER AND SANITATION	8			0				O
Affordable and Clean Energy	7 AFFORMARIE AND CLEAR ENERGY					O /			
Decent Work and Economic Growth	8 DECENT WORK AND ECONOMIC GROWTH					O /			
Industry, Innovation and Infrastructure	9 RUGIES EMINATION MAD MAD MAD MAD IN THE	8	0	0	0			0	0
Reduced Inequalities	10 REQUALTES								
Sustainable Cities and Communities	11 SUSTAINABLE CITIES AND COMMUNITIES								⊗ √
Responsible Consumption and Production	12 RESPONSIBLE CONSUMPTION AND PRODUCTION								
Climate Action	13 CLIMATE	8		8		O √			⊗ √
Life Below Water	14 INFESTION WATER					O √			
Life On Land	15 UFF.					O √			
Peace, Justice and Strong Institutions	16 PEACE JUSTICE AND STRONG INSTITUTIONS					O √			
Partnerships for the Goals	17 PASTWEESHIPS FOR THE GOALS							oing, UG Mar	

TABLE 2. SDG Mapping, UG Marketing Major

O Referenced in Curriculum

v	Explicitly raugili	
√	Assessed	

UG Human Resource Management major No Poverty Zero Hunger Quality Education Gender Equality Quality Education Affordable and Clean Energy Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Responsible Consumption All Policy Consumption All Policy Consumption Responsible Consumption All Policy Consumption All			Leve	l One	Lev	el Two		Leve	el Three	
Second Health and Wellbeing Second Health and Clean Second Health and Communities			MGT1002 Employment Relations	MGT1003 Human Resource Management	MGT2001 Recruitment and Selection	MGT2003 International Human Resource Management	MGT3HRD Human Resource Development	MGT3RPM Renumeration and Performance	MGT3OCD Organisational Change and Development	MGT3001 Human Resource Analytics [Capstone]
Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth Infustry, Innovation and Infrastructure Reduced Inequalities Responsible Consumption Climate Action Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Ouality Education Solution No Poverty										
Good Health and Wellbeing Quality Education Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Partnerships for the Goals O O O O O O O O O O O O O O O O O O O	Zero Hunger									
Gender Equality Gender Equality Gender Equality Gender Equality Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals O O O O O O O O O O O O O	Good Health and Wellbeing									
Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Partnerships for the Goals	Quality Education						√			
Clean Water and Sanitation Affordable and Clean Energy Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Affordable and Clean Strong Institutions Sustainable Cities and Communities O O O O O O O O O O O O O O O O O O O	Gender Equality	5 GENGER EQUALITY		8				0		
Decent Work and Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals O	Clean Water and Sanitation	6 CLEAN MATER AND SANITATION								
Economic Growth Industry, Innovation and Infrastructure Reduced Inequalities Responsible Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals		7 AFFORMABLE AND CLEAM EMERGY								
Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals		8 DECENT WORK AND EDUNCHIC GROWTH								
Reduced Inequalities Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals		9 ROUSEY EMOVEDIN								
Sustainable Cities and Communities Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Partnerships for the Goals	Reduced Inequalities	10 REDUCED WEQUALITIES						0		
Responsible Consumption and Production Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Partnerships for the Goals		11 SUSTAMABLE CITIES AND CONHUNITIES								
Climate Action Life Below Water Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals O O V O V O V O V O V O V O V O V O V O V O V O O	Responsible Consumption and Production	12 RESPONSIBLE CONSUMPTION AND PRODUCTION								
Life On Land Peace, Justice and Strong Institutions Partnerships for the Goals Life On Land O S V N N N N N N N N N N N N	Climate Action									
Peace, Justice and Strong Institutions Partnerships for the Goals Life On Land O O O O V Institutions O V O O V O O O O O O O O	Life Below Water	14 INFEREIGN WATER								
Institutions In	Life On Land	15 ok uma								
Partnerships for the Goals		16 PLACE JUSTICE AND STRONG INSTITUTIONS				,				
	Partnerships for the Goals									

O Referenced in Curriculum

⊗ Explicitly Taught

ا	Assessed	

		Leve	l One	Leve	l Two	Level Three			
UG Tourism and Hospita	ality	THS1THE Introduction to Tourism, Hospitality and Events	ACC1AMD Fundamentals of Accounting	MKT2CBE Consumer Behaviour	THS2001 Hospitality Management	THS3DMM Destination Marketing and Management	THS3FUT Tourism, Hospitality and Event Futures	[core choice] eg. BUS3ENT Entrepreneurship	THS3THS Tourism and Hospitality Simulation [Capstone]
major	1 NO POVERTY	다 ah ch	AC Fu Ac	Be	μ̈́	TH De	는 곳 C	PB EFF	an T
No Poverty	ŇŧŶŶŧŇ								
Zero Hunger	2 ZERO HUMGER								
Good Health and Wellbeing	3 GOOD HEALTH AND WELL SEING				8				
Quality Education	4 QUALITY EDUCATION							0	
Gender Equality	5 GENDER EQUALITY				\checkmark				
Clean Water and Sanitation	G CLEAN WATER AND SANITATION	O √					0		
Affordable and Clean Energy	7 AFFORMASIE AND CLEAN ENERGY	O √					0		√
Decent Work and Economic Growth	8 DECERT WORK AND LEDINGHIEL GROWTH	0			⊗ √		O	O	8
Industry, Innovation and Infrastructure	9 RECORD RADIOLOGY	O √		0	8		O	0	O
Reduced Inequalities	10 REDUCED MEDIALITIES				⊗ √				
Sustainable Cities and Communities	11 SUSTAINABLE CITIES AND CHEMINATES	O /			O √	⊗ √	O √		0
Responsible Consumption and Production	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	0			0		0		⊗ √
Climate Action	13 action	0		8			0		
Life Below Water	14 LIFE RELITIN WATER					⊗ √			
Life On Land	15 UFE ON LIMB								
Peace, Justice and Strong Institutions	16 PEACE JUSTINE AND STRONG INSTITUTIONS					⊗ √			
Partnerships for the Goals	17 FATIVERSHIPS FOR THE GOALS					⊗ √			G T&H Maior

TABLE 4. SDG Mapping, UG T&H Major





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