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A commitment to leading transformative social practices is core to Curtin University’s mission to ‘transform lives and communities through education and research’. For this reason, I strongly endorse and support Curtin University’s and the Curtin Business School’s active participation in the UN Principles for Responsible Management Education (PRME).

The process of producing the second Sharing Information on Progress (SIP) has been an extremely valuable exercise for both the Curtin Business School and the University to undertake, serving as a powerful impetus for continued change and further recognition of the influence of PRME and its six underlying principles.

Curtin University is named after John Curtin, Australia’s 14th Prime Minister. As a University, we actively embrace the values he embodied. A statement by John Curtin in 1935 captures the essence of our University and, indeed, the intent of the PRME’s.

He said “... above all things, the University must have a soul. In it the divine spirit of service, and sacrifice for service, must pervade all its works”.

Yours sincerely

Professor Deborah Terry, AO
Vice-Chancellor
The Curtin Business School (CBS) is pleased to reaffirm the commitment made to the UN Principles for Responsible Management Education (PRME). The second Sharing Information on Progress (SIP) report demonstrates our achievements and aspirations as a world-class University and Business School.

To further strengthen the commitment to PRME, CBS has established the new role of CBS PRME Champion which has been embraced by the Acting Dean Learning and Teaching, Associate Professor Eva Dobozy.

In April 2016, CBS gained initial AACSB accreditation which has been a driver for the Business School to fully refine and implement its Learning and Teaching Model and all associated quality processes. As a key example of changes implemented since the initial UN PRME SIP report in 2014, CBS has embraced the embedding of social cultural and ethical learning objectives across the curriculum throughout all course offerings via the comprehensive Assurance of Learning (AoL) processes. In addition, CBS has successfully embedded the UN PRME principles into numerous research activities. I am also pleased to note that CBS achieved greater awareness of the UN PRME initiative among our staff and students.

In addressing the significant challenges facing society and meeting the needs of the communities we serve, CBS is working to strengthen collaborative partnership and dialogue with stakeholders such as the business community, alumni, students, other schools within the university, public authorities and local and international communities. Sustainability is a key component of our mission. As an active member of the UN PRME network, CBS is pleased to continue to share in collaborative partnerships in the Australasian region and beyond as we are committed to grow our influence.

Reviewing and mapping our activities and events over the years, we realised that although not explicitly stated, the UN PRME principles are well embedded in our day-to-day practices. The UN PRME reporting cycle provides us with a valuable opportunity to complete a more systematic review and mapping of our activities, showcasing the many wonderful initiatives and events taking place at the Curtin Business School. I would like to thank all the staff and students involved in such a worthy cause, continuing to make a positive contribution. It will help ensure that we continue our efforts to provide a contemporary, global, socially aware education for all of our students.

Yours sincerely

Professor Tony Travaglione
Pro Vice-Chancellor, Curtin Business School
It is with great pleasure that I have taken on the role of PRME Champion. My previous work on education in and for democracy and human rights fits well with this new role. It is particularly encouraging to see how the topics of ethics, responsibility, and sustainability (ERS) are permeating all facets of education and are increasingly resonating with industry.

This second United Nations PRME (UN PRME) Sharing Information on Progress (SIP) Report outlines activities related to responsible management education at Curtin University and the Curtin Business School in 2015-2016. It reports on our experiences and explores future directions. Compiling the second UN PRME report has made explicit the impressive number of activities and initiatives at Curtin University that are aligned with the PRME mission and support PRME principles, showcasing CBS's active commitment to the UN PRME initiative.

A great number of Curtin University staff and students had input into the development of this report. I deliberately chose a ‘leadership in the plural’ model attempting to work with and demonstrating the impact of combined influences and shared leadership can have on awareness building and ownership of Curtin’s second UN PRME report. Preparing this report provided me with a wonderful opportunity to reach out to various departments and at times disparate sections of the university, crossing organisational boundaries and enabling new interactions. My ambitious attempt at implementing a shared and distributed leadership model of the authoring of this report was not without its challenges. That said, the preparation of this report enabled invaluable dialogue and discussion to take place about PRME in general and Curtin’s PRME responsibilities and opportunities in particular. Hence, it gives me great pleasure to acknowledge the support received from across the university. We at Curtin and CBS are greatly committed to furthering the PRME initiative, which assists us in the development of graduates skilled, capable and willing to be imagineers and leading ethical businesses for the global market and serving the common good. Although many PRME aligned initiatives have already been implemented of which we are very proud, CBS and the university acknowledge there is still more that we would like to do into the future.

Yours sincerely

[Signature]

Associate Professor Eva Dobozy
Acting Dean, Curtin Business School Learning and Teaching
EXECUTIVE SUMMARY

Curtin’s approach to ethics, responsibility and sustainability, is predicated on community-based collaboration, where staff, students and external stakeholders work together to accomplish a shared vision. Curtin has a strong focus on values supported by guidelines on equity which are embedded within Curtin’s Strategic Plan. The Curtin Business School’s values are fully aligned with the university values, supported by CBS’s mission to develop internationally focused graduates committed to excellence through industry-connected innovative teaching and research.

The Curtin sustainability agenda is delivered through a number of key programs and activities that address Sustainability, Healthy Lifestyles, Diversity and Inclusion, Transport and Accessibility, and Corporate Social Responsibility. The programs and activities have been designed to align with the following socially responsible and sustainable best practices: ISO 26000, the Global Reporting Initiative and the Sustainable Development Goals which form part of the 2030 Agenda for Sustainable Development and aim to call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. Curtin has made some significant progress in the last two years to ensure sustainability across many areas of the University with some examples listed below.

The Greater Curtin Master Plan outlines Curtin’s path to achieving its sustainability agenda. This initiative aims to develop a vibrant urban centre that demonstrates Curtin’s deep commitment to corporate responsibility and sustainable business practices. Curtin was awarded Australia’s first 5 Star Green Star Communities rating in 2015 by the Green Building Council of Australia for its Master Plan of the campus development. The award validates Curtin’s vision and initiative to deliver environmental, economic and social sustainability.

Learning for Tomorrow is a Curtin-wide strategy to transform the design and delivery of education at Curtin using innovative thinking and transformative technologies to enable a great number of students globally to access a quality education experience through Curtin. CBS is embedding Assurance of Learning that includes ethics and sociocultural responsibilities in all its curriculum; Work Integrated Learning and Indigenous cultures are also embedded in all management and business course curricula. CBS is at the forefront of pedagogical innovation and technology enhanced learning at Curtin. The CBS Trading Room and the Agency are enabling students to engage in real work experiences.

Curtin’s rankings continue to improve where research performance drives the metrics, namely, University Ranking by Academic Performance and CWTS Leiden Ranking. A high proportion of CBS doctoral and MPhil theses completions 2014 to 2016 have a sustainability focus (48 of 112). The improved Curtin rankings are indicative of the high quality, relevant research which is developed for, and shared with, influencers at state and federal levels of government and with industry nationally and internationally. CBS continues to increase its engagement with the community and industry through a diverse range of initiatives including global conventions, community of practice events and movie nights. Such initiatives strongly support Curtin and CBS values and exemplify how we are living and communicating the Curtin values.

The Action Plan outlines some of the future initiatives planned, such as the tracking of achievements through the establishment of a CBS PRME Council, which will support wide ranging efforts for enhancing social corporate responsibility.
OVERVIEW OF CURTIN & CBS

Curtin University is Western Australia’s largest university, with over 54,000 students enrolled in award courses in 2016. Of these, approximately 31 per cent are international students, and more than 2,450 are research students. Established in 1986, the University takes its name from the influential and widely respected former Prime Minister of Australia, John Curtin, and continues to embrace his philosophy to “look ever forward,” instilling a culture of innovation in its teaching and research, and inspiring staff and students to make tomorrow better.

Curtin is an internationally focused institution offering a wide range of undergraduate and postgraduate courses in business, humanities, health sciences, engineering and related sciences. A culturally diverse university, Curtin fosters tolerance and encourages the development of the individual. A combination of first rate resources, staff and technology makes Curtin a major contributor to tertiary education, both within Australia and internationally.

The University’s main campus is in the suburb of Bentley, six kilometers south of the centre of Perth, Western Australia’s capital city. Curtin has two additional metropolitan campuses, The Curtin Graduate School of Business and the Curtin Law School, and regional campuses in Kalgoorlie and Margaret River. During the reporting period (2015 to 2016) Curtin had campuses in Sydney, Malaysia and Singapore. Following a review of its international operations during 2015, the Curtin University Council concluded that a Curtin presence in Sydney does not align with the University’s strategic vision. Hence, the Curtin Sydney campus is scheduled for closure in early 2017 and is no longer taking applications.

The University’s educational and research courses are divided across five teaching areas. Each teaching area equips its graduates with the knowledge, skills and industry experience needed to excel in their chosen profession:

- Faculty of Health Sciences
- Faculty of Humanities
• Faculty of Science and Engineering
• Curtin Business School
• Centre for Aboriginal Studies

The University is recognised for high-impact research, including in minerals and energy, ICT and emerging technologies and in health and sustainable development.

Curtin has close links with business, industry, government and the community, and its courses have a strong practical focus, with many involving vocational or work experience components. As a result, Curtin graduates are highly sought after by employers, generally displaying knowledge, skills and attitudes that enable them to make a genuine contribution to the company and having a positive influence in a continuously changing world.

With Curtin University being one of the largest and most multicultural universities in Australia, the Curtin Business School (CBS) also has a large and diverse student cohort with over 16,600 students (taught load) in 2016 studying courses and units across seven teaching schools: Accounting; Law; Economics and Finance; Information Systems; Management; Marketing; and the Curtin Graduate School of Business. All teaching schools are located on the Bentley Campus in Perth, with the exception of the Curtin Graduate School of Business and the Perth Law School, which are located in the Perth city business district to better accommodate the needs of its students and enhance links with industry. Of the CBS student cohort, approximately 81% are undergraduate and 19% postgraduate.

With business and management students comprising almost half of Australia’s international students, CBS has a strong focus on internationalisation, with 53% international students; 20% onshore and 23% offshore (4% not specified) in particular with the Asia and the Indian Ocean region. In addition to the Curtin campuses in Sydney, Sarawak and Singapore, CBS undertakes course delivery in partnership with Charles Telfair Institute (CTI) in Mauritius.

Through CBS’s degree delivery at offshore campuses, CBS also seeks to be a significant contributor to the economic and social advancement of the developing economies of these countries. CBS also provides education through articulation agreements where students commence their studies in their home country and complete their course at the Bentley campus in Perth, Western Australia. In this way, our domestic students are exposed to a greater multicultural experience.

CBS has six research centres and institutes, and four research clusters from which future centres will be established when a critical mass of researchers, research output and higher degree by research students is achieved. The quality, impact and volume of CBS’s research activities continues to grow, delivering globally relevant and high-impact research.
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.

Curtin Vision 2030

To be a recognised global leader in research, education and engagement.

Curtin Mission

To transform lives and communities through education and research.

Curtin Positioning Statement

As Curtin heads towards 2020, we will position ourselves as a leading global university, ensuring that we:

- strengthen our capacity to be future looking
- maintain a focus on excellence in everything we do
- strive to be both industry-facing and industry-embedded
- deepen our well-established culture of innovation
- build life-long connections with an engaged alumni
- above all, be led by our values as we support our staff, promote Indigenous reconciliation and contribute to a fairer and more just society for all.

By 2020, Curtin will secure its position as a leading global university, in the top 200 globally and the top 10 nationally.

Curtin Values

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<th>Integrity</th>
<th>- to act ethically, honestly and with fairness</th>
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<td>Respect</td>
<td>- to listen, value and acknowledge</td>
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<tr>
<td>Courage</td>
<td>- to lead, take responsibility and question</td>
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<tr>
<td>Excellence</td>
<td>- to strive for excellence and distinction</td>
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<tr>
<td>Impact</td>
<td>- to empower, enable and inspire</td>
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Curtin’s core values have been defined to help improve our lived experience at Curtin, and as a result:

- employers will actively seek our students, because as future leaders they model values based behaviours;
- people will seek us out and choose to stay with Curtin because we are an employer of choice;
- industry partners and stakeholders will be proud to engage with a values based organisation.

By building on a foundation of integrity and respect, and through courage, we will achieve excellence and have an impact on the communities we serve.
Guidance on how the Curtin values are to be achieved are provided in the following figure.

OUR VALUES AND SIGNATURE BEHAVIOURS

**INTEGRITY**
- To Act Ethically, Honestly and With Fairness
  - Honour commitments
  - Embrace challenges and opportunities with agility and purpose
  - Engender trust through openness, honesty and consistency
  - Lead by example and act with due care
  - Make informed decisions and be accountable for outcomes

**RESPECT**
- To Listen, Value and Acknowledge
  - Ensure safety, health and wellbeing are paramount
  - Act professionally with courtesy and consideration of others
  - Give and be responsive to constructive feedback
  - Value diversity and promote equity and inclusion

**COURAGE**
- To Lead, Take Responsibility and Question
  - Embrace challenges and opportunities with agility and purpose
  - Support intellectual freedom and value bold ideas
  - Take ownership of decisions and learn from experience
  - Value diversity and promote equity and inclusion

**EXCELLENCE**
- To Strive for Excellence and Distinction
  - Reflect, learn and improve
  - Advance creativity and innovation
  - Offer exceptional levels of service
  - Live our values and uphold our guiding principles

**IMPACT**
- To Empower, Enable and Inspire
  - Deliver outcomes that make a difference
  - Inspire others to fulfill their potential
  - Work together to achieve common goals
  - Build partnerships that create opportunities

**Building on a foundation of integrity and respect, and through courage, we will achieve excellence and have an impact on the communities we serve.**

**Culture**

Curtin values help to create a culture where our students and staff feel supported, valued, respected and inspired to be successful for themselves, for each other and for Curtin. This is essential if Curtin is to fulfill its strategic ambitions and if the University community is to provide an environment that enables students and staff to succeed. In realising this vision, the People and Culture dimension of the Strategic Plan will ensure that Curtin:

- evolves as an agile, responsive and versatile organisation, committed to leadership, innovation and excellence
- excels through dynamic staff, shared values and a common purpose
- engages students and staff as partners in a flexible, inspiring and technologically advanced environment.

**Equity at Curtin**

In the Curtin context, diversity encompasses the understanding that each individuals’ lived experience is unique and that a person may identify by using one or more of the following attributes: sex; age; race; colour; national or ethnic origin; marital or relationship status; pregnancy or potential pregnancy; breastfeeding; political conviction; religious conviction; impairment; need for careers, assistance animals and disability aids; family responsibility or family status; gender; gender identity; intersex status; sexual orientation; gender history.

Inclusion Strategy”. These plans are currently being implemented and will be linked into the People and Culture Enabling Plan.

Curtin’s commitment to promoting equity and valuing diversity is set out in Curtin’s “Equity and Diversity Policy”, and is supported by relevant procedures and guidelines including: “Elimination of Discrimination and Harassment Procedures”; “Children on Campus Procedures”; “Inclusive Language Procedures”; “Diversity in the Workplace Procedures”; Diversity of Representation on Committees Procedures”; and “Transgender Guidelines” to guide embedding this commitment into systems, processes and practice. The Equal Opportunity and Diversity Policies are cross-referenced into human resources policies and procedures governing appointment, development, and remuneration of all staff such as: “Appointment of Fixed-Term and Continuing Staff”; “Appointment of Casual Academic Staff”; “Promotion of Academic Staff”; “Remuneration and Benefits”; “Staff Performance and Development”; “Academic Study Program”; and “Higher Degree Support for Academic Staff”.

Instruments governing entitlements and expectations of staff are provided in: “Curtin University Academic, Professional and General Staff Enterprise Agreement 2012-2016”; “Early Childhood Centre Enterprise Agreement 2014-2017”; “Arrangement for Conversion of Casual Appointments to Fixed Term Appointments”; “Individual Flexibility Agreement and Code of Conduct”. A range of flexible arrangements, for example: “Flexible Work Arrangements”; “Leave (including Parental Leave)”; and “Equity Exams”, ensure that the diverse needs of the Curtin community are accommodated. Staff and contractors are advised of their rights and responsibilities through mandatory EO Online Training, Higher Degree by Research (HDR) Supervisors’ Training and the Contractors Handbook.

Student rights and responsibilities are provided in the “Student Charter and other Rights and Responsibilities”. It clearly sets out Curtin’s commitment to equity and diversity. Moreover, students are informed about their rights and responsibilities and the Curtin support services through Student Orientation.

Monitoring Equity KPI’s

Equity Key Performance Indicators (KPIs) are embedded within Curtin’s Strategic Plan and these include women at professor level, women at the highest professional levels, and women in management. These KPIs flow into the operational plans for Faculties/Offices and all Executive Managers are held accountable for delivering on these as reported in the Executive Performance Management System.

Curtin monitors progress against KPIs through annual reports to the Planning and Management Committee (Corporate Executive) and Council (Board), for example, EEO Progress Report (data only). Curtin also reports externally against legislative responsibilities to relevant statutory agencies such as the EEO Survey and the Workplace Gender Equality Agency (WGEA) Public Report.

Staff satisfaction is monitored through the biennial “Your Voice Survey” with: 93% indicating that sexual and sex-based harassment is not tolerated at Curtin; 83% indicating that discrimination is prevented and discouraged at Curtin; and 62% indicating that there is equal opportunity for all staff at Curtin. Staff views in relation to diverse sexuality and gender identify inclusion is monitored through the annual Pride in Diversity (PID) Australian Workplace Equality Index (AWEI) Survey, with the vast majority of identifying and non-identifying participants indicating that lesbian, gay, bisexual, transgender and intersex (LGBTI) staff are welcomed and safe at Curtin.
Student satisfaction is monitored through the Curtin Annual Student Satisfaction (CASS) Survey with 89% indicating that Curtin provides a supportive environment for students - free from discrimination and harassment and supportive for people from diverse backgrounds; 88% indicating that Curtin provides a fair and equitable learning environment for all students.

Curtin benchmarks against national best practice through the Workplace Gender Equality Agency (WGEA) Employer of Choice for Gender Equity Citation (formerly the Equal Opportunity for Women in the Workplace Agency Employer of Choice for Women Citation, EOCGE), and the Pride in Diversity (PID) Australian Workplace Equality Index (AWEI) process. Curtin was a recipient of the inaugural EOCGE in 2014, having held the previous Employer of Choice for Women citation for over a decade. In March 2015, Pride in Diversity ranked Curtin 3rd in the top 20 Employers for lesbian, gay, bisexual, transgender and intersex (LGBTI) equality nationally and for the third time running ranked Curtin the Highest Ranking University for LGBTI equality.

Curtin’s Commitment to Aboriginal and Torres Strait Islander Cultures

Curtin is a leader in the region in regard to the advancement of Aboriginal and Torres Strait Islander issues in the higher education environment. The Curtin Reconciliation Action Plan (RAP) forms a key part of Curtin’s commitment to Aboriginal and Torres Strait Islander cultures. Curtin University recognises and respects the Aboriginal elders and communities of the Wadjuk, Nyungar people on whose land Curtin University (Bentley) is located. Hence, Curtin regularly offers a cultural immersion experience to staff and students, the most recent was led by Elder-in-Residence Associate Professor Simon Forrest and held in the Swan Valley. The event was a wonderful example of how Curtin is honouring its deep commitment to educating its staff and providing cultural awareness programs, such as the Ways of Working (WOW). This program is allowing participants unfamiliar with the stories of the Noongar warrior and leader Yagan to understand and immerse themselves in the rich Western Australian cultural heritage.

Central to Curtin’s commitment to Australian Aboriginal and Torres Strait Islander people is the Centre for Aboriginal Studies which engages in a number of initiatives. The current Centre Director is Professor Marion Kickett who is a Ballardong, Nyungar woman and whose position within the Nyungar communities and within Curtin University is important to the maintenance and future development of Indigenous education and intercultural relations both within the university and within Aboriginal communities.

The Centre continues to provide equitable education and support for Aboriginal and Torres Strait Islander people, their communities and organisations in order to overcome the historical and contemporary challenges faced by Indigenous people in Australia. The Centre is also committed to providing education to non-Aboriginal and Torres Strait Islander people so that a greater understanding, appreciation and respect of Indigenous cultural values and experiences are taken into consideration, as Indigenous and non-Indigenous people move forward together.

Strengthening Curtin’s Culture Strategic Project

Culture change requires sustained, focused effort over an extended period of time. The purpose of the Strengthening our culture Project, led by the Vice Chancellor, is to realise the vision of the People and Culture dimension of the Strategic Plan to:

- Evolve as an agile, responsive and versatile organisation, committed to leadership, innovation
and excellence

- Excel through dynamic staff with shared values and a common purpose
- Engage students and staff as partners in a flexible, inspiring and technologically advanced environment.

Curtin’s core values and signature behaviours form the foundation of Strengthening our culture. It is vital that the values and signature behaviours are demonstrated by our leaders and managers; embraced by the Curtin community and reinforced by our systems, policies and processes.

The key benefits for Curtin include:

- Significantly improved levels of staff engagement, commitment and wellness
- Enhanced leadership capability and practice
- Positive values become integral to the experience and identity of Curtin and the foundation of a high performance culture
- Strong sense of community, reflected in high staff and student satisfaction.

Corporate Social Responsibility and Sustainability

Corporate Social Responsibility (CSR) and sustainability includes economic viability, environmental integrity, and social responsiveness. These include programs, processes, activities, and products that enable organisations not only to deliver long-term economic or financially-beneficial returns, but improvements in environmental and social systems.

Greater Curtin – Committing to Sustainable Development

Universities can define a city’s appeal and transform them, showcasing knowledge, creating vibrant local communities and stimulating economic activity. Curtin is the heart of the largest concentration of innovative industry and research in Western Australia. Curtin has developed a master plan that outlines a vision for 2030 to create an important economic and innovative hub, with diversity in culture and the arts - a district that celebrates the University’s creative knowledge.
The Greater Curtin Master Plan

The Greater Curtin Master Plan is more than a collection of buildings: it is the creation of a better quality of life through urban renewal, clever and sustainable design, high-quality public spaces and social outcomes that will benefit Western Australians. It supports the Western Australian Planning Commission’s Directions 2031 strategy to revitalise the region as a specialist activity centre, delivering benefits such as:

- Diversity of activity to foster vitality and catalyse synergies between business and academia, research and practice
- Innovative and integrated district-level energy, waste and water infrastructure
- Highly connected movement networks that prioritise people over cars
- High quality built form and distinctive public realm and landscape.

The vision for Curtin’s Master Plan is underpinned by a broad spectrum of innovation, and delivers on four key network strengths:

- Education and innovation
- Social and cultural
- Urbanisation
- Business and research.

Education and Innovation Networks

To meet the needs of future generations, Curtin is committed to providing contemporary courses and research capabilities that closely align with community and business expectations. Further, Curtin’s vision is to become the epicentre of research and innovation in Western Australia, working with business and industry partners to provide benefits and opportunities for entrepreneurship.

Social and Cultural Networks

With one of the largest humanities faculties in Western Australia, Curtin will be the place where arts and culture meet technology and innovation. We aim to become the creative capital for Perth and an attractive, vibrant destination for the community.
Urbanisation Networks
The Greater Curtin Master Plan supports an urban economy based on education, business, technology, housing, public transport, the arts and recreation. This new quarter of Perth will become an important visitor destination in its own right. In the spirit of great urban places, Curtin will serve the local community as a living laboratory where technology and research are visible and accessible to everyone.

Business and Research Networks
Bentley already is the base for many forward-thinking companies and researchers. They are recognised as a critical mass that can be leveraged to form new business and research opportunities, enabling the world's best minds to be brought together to solve real-world problems.

The Greater Curtin Master Plan provides a vision for Curtin to be ‘the place’ to engage with some of the most dynamic and exciting business and community groups in Australasia. It will be a place where large and small businesses and entrepreneurs can exchange knowledge, a place where creative relationships are forged between colleagues and a place where companies, the community and our students can share a unique opportunity for innovation and creativity, with long-term benefits for the people of Western Australia.

Curtin Business School Mission
The Curtin Business School, through industry-connected innovative teaching and research, develops internationally focused graduates committed to excellence. CBS achieves its mission through four key areas:

- Embedded industry engagement
- An international perspective
- Innovative and applied research
- Quality learning and teaching.

Industry Engagement
CBS engages actively at all levels across all key industry sectors – small, medium and large businesses, the professions, the not-for-profit sector and government. This enhances our teaching, research and the student experience. Specifically, we:

1. Prepare graduates for business careers and leadership
2. Incorporate industry practices and knowledge into our curriculum development and research

An International Perspective
CBS has one of the Asia-Pacific region’s largest multi-national, multi-cultural business schools. We develop a diverse international perspective through our curriculum and research activities. Specifically, we:

1. Offer a choice of study destinations and access to mobility across multiple locations
2. Foster diverse research and learning networks of international application and relevance
3. Continuously meet standards through accreditation by national regulators and international bodies.
Innovative and Applied Research

CBS focuses on high quality, strategic research that produces innovative solutions to real world problems. Specifically, we:

1. Develop research partnerships in strategic areas to improve the quality of our research and research outcomes
2. Strive to improve our performance through publication in internationally recognised journals, in competitive grants and in contract research
3. Attract research students with excellent potential into areas of innovative business research focus and provide them with effective support and supervision.

Learning and Teaching

CBS provides an environment that encourages staff to explore innovation in student learning and engagement. Our innovative thinking and use of transformative technologies allow access to quality educational experiences. Our industry engagement ensures our learning and teaching aligns Curtin’s graduate outcomes with the changing expectations of employers. Curtin see the future of learning as a blend of collaborative, online and onsite learning, providing an innovative richly interactive, personalised experience from anywhere in the world, at any time and in any mode. Curtin and CBS are meeting this challenge with a transformation of learning strategy. Specifically, we will:

1. Develop curricula, courses and assessment informed by business needs, practice, research and scholarship
2. Offer flexible learning opportunities and modes of delivery, with learning technologies which enrich the learning experience
3. Observe continuous improvement provided by regular evaluation of practice, conscious of the contextual environment of our multi-national locations.

CBS’s Commitment to Aboriginal and Torres Strait Islander Cultures

CBS is committed to embedding and further developing cross-cultural capabilities through the use of first nation case studies, with an emphasis on Australian Aboriginal and Torres Strait Islander cultures. The use of cases are included within the undergraduate courses which will provide the opportunity for CBS graduates to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander traditions, knowledge, world views, and cultural specific challenges. Understanding and connecting with Australia’s oldest continuous living cultures and peoples will help non-indigenous students learn to appreciate the diversity of lived experiences and socio-political, economic and ecological perspectives, realities and aspirations. It will also help our Indigenous graduates to better understand and value the vital part they play in the Australian economic and social system.

Indigenous Case Studies Include:

- Ann Oakley, Managing Director, Kinship Connections
- Joseph Blandoi, Deputy General Manager, SALCRA (Sarawak Land Consolidation & Rehabilitation Authority)
- Kia Dowell, Co-founding Director and Chief Executive Officer, The Cultural Connection Code
- Kyle Morrison / Clothilde Bullen, Artistic Director / Assistant Producer, Yirra Yaakin Theatre Company
- Shaun Wyn-Jones, Policy Officer, Aboriginal Health Council of Western Australia.
PRINCIPLE 2: Values

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

Curtin’s Sustainability Vision 2030

Curtin is a future looking, fast moving and ambitious University committed to positioning itself as a global leader in research, education and innovation. Our ambition is reflected in our research growth trajectory, improved international ranking and strength of our industry partnerships, summarised in the diagram opposite and detailed in the following sections.

The Curtin Sustainability agenda is focus-enabled through the following key programs and activities.

Connected Community

Curtin will have well connected, safe, healthy communities that will be achieved through the following initiatives:

**Sustainable, Healthy Lifestyles**

- Initial stages of Masterplan for Sports and Recreation development
- Centre for Sport and Recreation Research (CSRR)
- Leadership in Sport program
- Hosting of community based sports clubs
- Partnership with Fremantle Dockers
- Participation in Global Corporate Challenge
- Counselling Services Team
- Student Support Advisors
- Initial stages of Integrated Transport and Movement Plan development

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1 All activities are (or will be) designed to align with the following socially responsible and sustainable best practices:

- ISO 26000 (international standard that provides guidance on the underlying principles of social responsibility, and on ways to integrate socially responsible behaviour into an organisation)
- The Global Reporting Initiative (GRI) - the world’s most widely used standards on sustainability reporting and disclosure, enabling businesses, governments, civil society and citizens to make better decisions based on information that matters and
- The Sustainable Development Goals (SDG) form part of the 2030 Agenda for Sustainable Development and aim to call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet.
- Health services
- Disability services
- Park’d Food Trucks @ Curtin healthy food options
- Herb and vegetable garden on campus
- Initial stages of Integrated Transport and Movement Plan development
- Greater Curtin Masterplan developed in accordance with Crime Prevention Through Environmental Design (CPTED) principles
- Safer Communities team

**Diversity and Inclusion**
- Curtin Indigenous Policy Committee
- Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC)
- Development of Equity and Inclusion Plan and Integrated Indigenous Implementation Plan
- Indigenous Cross Cultural Capability Framework
- Indigenous Leadership Group
- Reconciliation Action Plan
- ROW Ahead program for Clontarf Aboriginal College students
- Ally program
- Career Development Program for Women
- Disability Access and Inclusion Plan 2012-2017
- Diverse Sexuality and Gender Identity Inclusion Strategy 2013-2017
- Employer of Choice for Gender Equality
- Featured in the Top 10 Pride in Diversity Australian Workplace Equity Index
- Lesbian, gay, bisexual, transgender and intersex (LGBTI) Steering Committee
- Participation in Science in Australia Gender Equity (SAGE) program
- Partnership with Fremantle Dockers: new West Australian team in inaugural women’s league
- Operational initiative to increase women in sport

**Transport and Accessibility**
- Initial stages of Integrated Transport and Movement Plan development

**Community Engagement**
- Centre for Aboriginal Studies
- Centre for Human Rights Education
- Curtin University Sustainability Policy Institute (CUSP)
- Development of a Corporate Responsibility and Sustainability (CR&S) Policy
- Pilot Indigenous Undergraduate Program
- Postgraduate courses in Sustainability
- Public lectures and events related to sustainability
- Research focused on Sustainable Development
- Undergraduate courses in Sustainability
- Curtin Academy
- Curtin Active Seniors Program
- Curtin AHEAD program
- Curtin Ambassadors
- Curtin Community Golf Day
- Curtin ‘Experiences’ recreation program
- Curtin Mentoring program
• Curtin University Foundation
• Curtin Volunteers! (CVI) program
• John Curtin Weekend
• Named ‘most collaborative’ university (2016) in Australia by Nature Index
• Pink Crusaders: Curtin Stadium Breast Cancer Rehabilitation Program
• Remote and Indigenous Program
• Curtin Radio - community based radio station
• Curtin Community Projects fundraising
• Curtin Leadership Centre
• Curtin Stadium events for students and the community
• Fit and Able program
• John Curtin Undergraduate Scholarship

People & Governance

Curtin’s approach to sustainability is predicated on community-based collaboration, where staff, students and external stakeholders work together to accomplish a shared vision.

Corporate Social Responsibility¹

• Development of a Corporate Responsibility and Sustainability (CR&S) Policy
• Development of a framework for reporting against Green Star Communities
• Strengthen the Curtin Culture Project developed through a University wide engagement plan
• Prepare a Cultural Heritage Management Plan
• Develop a Dreaming Trail and Living Stream landscape strategy to help understand culture, heritage and identity
• Curtin aims to exceed on its green star benchmarks through review of potable water consumption and social impact of community infrastructure investment and innovate through the living laboratory project. These initiatives will align with the relevant best practice reporting framework, ISO 26000, GRI and Sustainable Development Goals SDG¹.

Physical Environment

Curtin remains focused on embracing innovation and utilising the expertise of the people around us to help lead the way in the design of the physical environment. Curtin’s next generation buildings are purposely designed as Living Laboratories, and integrated into University research, teaching and learning activities.

Climate Change Resilience¹

• Development of Climate Resilience Implementation Plan

Energy and Renewables

• Land use mix and green space allocation defined in Greater Curtin Master Plan
• Energy Management Plan
• Greater Curtin Masterplan commitment for 95% of external public lighting luminaries within Bentley campus to have an Upward Light Output Ratio of less than 5%

Water Conservation

• Integrated Urban Water Management Strategy and ‘Living Stream’ initiative
Curtin University has embarked on an ambitious journey to transform its Bentley campus by creating a hub for business and communities that will transform the campus into a vibrant city university defined by the synergies of research, business and entrepreneurial enterprise. The Master Plan seeks to fully translate, not only the objectives of the University, but those of the Western Australian Government, into tangible outcomes for its communities.

The Bentley campus is the main campus located six kilometers from the Perth central business district. The Curtin Graduate School of Business and a separate Law department are located in the city centre. Across the Perth campuses there were 45,000 students, 1641 (full time and part time) academic staff and 2146 professional staff in 2016. An additional 5,000 students are located across other campuses and partner institutions outside Perth.
The Curtin Master Plan will see 114 hectares of the University’s Bentley Campus transformed through urban regeneration over a 20-year period. The Greater Curtin Master Plan has been developed by the Curtin City Project Group, consisting of AECOM, Donaldson and Warn, Syrinx, Arup, Pracsys, CBRE and Block Branding. The Greater Curtin Master Plan outlines Curtin’s path to achieving this vision which is underpinned by a spectrum of innovation and delivers on four key network strengths:

- Education and innovation to meet the needs of future generations that closely aligns courses and research to community and business expectations
- Social and cultural networks as a creative hub and vibrant community destination
- Urbanisation networks where technology and research are visible to everyone
- Business and research networks where leading minds will be brought together to solve real-world problems.

Stage 1 of the Master Plan is underway with completion of the Wesfarmers Court, a dynamic economic and innovative hub which was opened in December 2015. This specific development was supported by listed company Wesfarmers. The multi-million dollar redevelopment to transform the Court into a vibrant business precinct on the Bentley campus was designed to encourage industry involvement and participation on campus to facilitate industry collaboration with students and staff. The precinct features a student area with flexible seating, a retractable roof and large outdoor video screens, and a prominent ticker tape display to frame the area. The CBS Trading Room is located on the court, the only facility of its type in Western Australia. Featuring 20 Bloomberg Professional licenses and Wall Street inspired terminals, the Trading Room provides students with access to current financial and economic data, international news services and live stock prices. A more recent addition on the court is the Agency – see page 40 for more details.

Green Star Communities

Curtin’s vision of sustainable and liveable design encourages conversations around intelligent and creative design solutions for a smarter and more sustainable living culture through the built environment, which is able to accommodate effectively economic and social imperatives. Building consciousness into design is important to support ideas that sustainable campus living is at the epicenter of innovative economic, social and environmental decision making and smart governance. The five categories used to access and rate the impact of green star communities at a precinct, neighbour or community are:

- Governance – demonstrated leadership within the sector
- Liveability – delivery of safe, accessible and culturally rich communities
- Economic prosperity – delivery of affordable housing, living and investment in education
- Environment – infrastructure such as transport and buildings that reduce the ecological footprint
- Innovation – recognition of innovative practices and strategies that promote sustainability.
Green Star Rating for Curtin’s Master Plan

In 2015, Curtin University was awarded Australia’s first 5 Star Green Star – Communities rating by the Green Building Council of Australia (GBCA), for its Master Plan. Green Star – Communities is one of the world’s first independent, transparent, national schemes designed to assess and certify the sustainability of large-scale master planned development projects.

This award provides independent validation of Curtin’s vision and initiative that it will deliver environmental, economic and social sustainability.

The Curtin University Master Plan is the first Australian project to receive the rating, validating our ambition to develop a vibrant urban centre, while achieving our vision to change the world through innovation and excellence and our deep commitment to corporate responsibility and sustainable business practices.

Curtin University Sustainability Policy Institute

Curtin University Sustainability Policy (CUSP) Institute was established in January 2008, headed by eminent Professor Peter Newman. In 2014 Peter was awarded an Order of Australia for his contributions to urban design and sustainable transport, particularly related to the saving and rebuilding of Perth’s rail system. Peter continues to contribute to CUSP as a John Curtin Distinguished Professor.
Professor Dora Marinova is the current Director of the Curtin University Sustainability Policy (CUSP) Institute. Her research interests cover innovation for sustainability, technology policy and development, human values and partnerships. Dora is an Elected Fellow of the Modelling and Simulation Society of Australia and New Zealand (MSSANZ) and International Environmental Modelling and Software Society (EMSS, headquartered in Switzerland) and Elected Member of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS). Her edited books include “International Handbook on Environmental Technology Management” (2007), ‘Impact of Meat Consumption on Health and Environmental Sustainability’ (2016) (nominated for the 2016 Cointreau awards in the sustainability books category) and ‘Methods for Sustainability’ (2017). In 2016 she won a best paper award of the journal Sustainability Science published by Springer Nature.

CUSP personnel believe that working towards increasing sustainability is a complex area involving policy, theory and practice which requires understanding about how to integrate different priorities and, most importantly, how we can work collaboratively for a better world. The idea of “sustainability” in a wide range of human endeavour is a relatively new concept, but is rapidly becoming a key issue in public policy theory and practice. Sustainability Policy is also developing as a recognised profession and a multidisciplinary research field in its own right.

Peter Newman is now the Professor of Sustainability at Curtin University. He sat on the Board of Infrastructure Australia and is a Lead Author for Transport on the IPCC. His books include ‘Green Urbanism in Asia’ (2013), ‘Resilient Cities: Responding to Peak Oil and Climate Change’ (2009), ‘Green Urbanism Down Under’ (2009) and ‘Sustainability and Cities: Overcoming Automobile Dependence’ with Jeff Kenworthy which was launched in the White House in 1999. In 2001-2003 Peter directed the production of Western Australia’s Sustainability Strategy in the Department of the Premier and Cabinet. In 2004-2005 he was a Sustainability Commissioner in Sydney advising the government on planning and transport issues. In 2006/2007 he was a Fulbright Senior Scholar at the University of Virginia Charlottesville. In 2011 Peter was awarded the Sidney Luker medal by the Planning Institute of Australia (NSW) for his contribution to the science and practice of town planning in Australia.

CUSP is active in the community and below is a selection of events organised and run by CUSP:

- Sustainability Community Café Series
- Regenerating Place: Leading from the back
- Sustainable Schools Low Carbon Living Workshops
- Green Building Day
- Multi stakeholder event (internal and external) ran on the SDG’s December 2015
- Expert public lectures on multi stakeholders
- Community and industry workshops for Aboriginal and Torres Strait Islander employment opportunities in a low-carbon economy.

CUSP Institute recently received funding from the Cooperative Research Council (CRC) for Low
Carbon Living and the City of Fremantle to run a research program that seeks to examine the opportunities and the challenges facing schools trying to reduce their carbon footprint and how they can best integrate sustainability initiatives into the curriculum and everyday operations. A workshop was held in October 2015 that allowed teachers, staff and other school stakeholders to learn about how their school could be involved in the initiative. Moreover, selected schools in Western Australia are receiving free advice and assistance about what carbon neutral means, how they can start to measure and reduce their carbon footprint and implement sustainability initiatives. The Australian Research Council funded Linkage project on Indigenous training in a low-carbon economy is conducted in partnership with the South Metropolitan Youth Link (SMYL) Community Services Inc. and explores understanding of and opportunities for green jobs for Aboriginal people in Australia's changing economy. The workshops conducted in 2016 using deliberative techniques attracted high interest from industry representatives from across Western Australia and strong Aboriginal participation.

Open and Free Education

CurtinX & Open2Study

Curtin believes in ensuring that education is accessible to all by offering free Massive Open Online Courses (MOOCs) that allow anyone to complete short courses on a variety of topics online.

The partnership with edX and Open2Study provides Curtin with the opportunity to significantly increase global engagement and to showcase excellence and expertise in a number of disciplines. Most importantly, it provides alternative entry pathways into Curtin's degree courses.

CurtinX courses hosted on the edX platform and the Open2Study MOOC are managed by Open Universities Australia and reflect Curtin's strategic vision and goals including alignment with Curtin's research strengths – Minerals and Energy, ICT and emerging technologies, Health, and Sustainable Development and focus on the potential of the course to enhance or supplement current Curtin courses. There are currently 10 MOOCs offered via edX or Open2Study platforms and more are becoming available in the coming months.
Curtin is a member of the OER Universitas (OERu), a global consortium of higher education institutions whose mission is to connect learners around the world with defined pathways to education, created by recognised educators and assessed by renowned global institutions. UNESCO defines OERs as: “Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”. OERu is soon to produce a full first year of study with a recognised exit qualification.

At Curtin University, there is a strong commitment to OER’s by the University’s senior leaders. OER’s are seen as one of the ways to sustainably deliver high quality content to Curtin students and also to promote the work of Curtin and its academics in a global context – “the learning is free and credentialing is very affordable”.

A number of OER initiatives took place at Curtin in 2015 and 2016 and these have been primarily aimed at building a community of practice of OER users and creators across the University. In 2016 this involved liaison with teaching staff across a wide range of discipline areas to identify factors that both support and prevent the use and creation of OERs. This work will enable the University to build on areas of strength and identify solutions to barriers. The next steps in the Curtin OER strategy include:

- Develop/identify best practice examples of OER creation, sharing and use at Curtin and promote and share these widely
- Develop and disseminate additional resources to support teaching staff and students in their understanding of IP issues associated with creation and use of OERs
- Identify appropriate ways to recognise and reward teaching staff who are OER creators and users
- Develop formal guidelines to assist teaching staff in confidently creating, sharing and using OERs.

OER resources for students are being developed to be delivered online via the Curtin library. Under
this project resources, including journal articles and learning videos are downloaded according to the unit outline. This will cover weekly topic plans for all first year units, some second year units, and units in the foundation courses. OER not only offers students quick access to resources, it fulfils Curtin’s ‘just in time’ online learning support approach.

Curtin Student Clubs and Associations

Special interest associations at Curtin are listed in the table below and guild departments in the second table.

<table>
<thead>
<tr>
<th>Club Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIESEC Curtin</td>
<td>The world’s largest youth-led organisation on developing leadership, via non-for profit volunteering. “Be the change you want to see in the world” - Mahatma Gandhi. The youth of today are the future leaders for tomorrow. ...</td>
</tr>
<tr>
<td>Amnesty Curtin</td>
<td>Amnesty Curtin aims to raise awareness of human rights in the local community. We work in line with Amnesty International to defend people ...</td>
</tr>
<tr>
<td>Curtin Engineers Without Borders</td>
<td><strong>“National Aims”</strong> - We improve access to engineering infrastructure and technology. - We embed people centred values and approaches</td>
</tr>
<tr>
<td>Curtin Greens Club</td>
<td>We’re a bunch of students passionate about making Curtin University, Australia, and the world a fairer, more sustainable, and happier ...</td>
</tr>
<tr>
<td>Curtin Labor Club</td>
<td>Curtin Labor Club aims to: - Encourage and facilitate diverse discussion, debate and activities regarding the policies and operation of ...</td>
</tr>
<tr>
<td>Curtin Opportunity International</td>
<td>‘If opportunity doesn’t knock then build a door’. There are approximately 2.4 billion people around the world who lives on less than $2 ...</td>
</tr>
<tr>
<td>Equal Love Curtin</td>
<td>Equal Love Curtin is an activist group of Curtin students who want to fight for marriage equality. We work with other groups and ...</td>
</tr>
<tr>
<td>John Curtin Leadership Academy (JCLA) Club</td>
<td>The aim of the JCLA club is to support members in hosting and promoting events aimed at the general Curtin community. The club is designed ...</td>
</tr>
<tr>
<td>Oxfam Curtin</td>
<td><strong>“Who are we?”</strong> We are a non-profit university club working together with Oxfam, an international organisation, to eradicate poverty in ...</td>
</tr>
<tr>
<td>Socialist Alternative</td>
<td>Socialist Alternative is a left-wing, anti-capitalist group with revolutionary socialist politics. Our club supports left-wing campaigns ...</td>
</tr>
<tr>
<td>Students for Palestine</td>
<td>Students for Palestine’s aims are: 1. Raising awareness of the occupation of Palestine amongst students, staff and the university ...</td>
</tr>
<tr>
<td>Teach Learn Grow Curtin</td>
<td>TLG aims to bridge the gap in education for disadvantaged and indigenous children in rural Western Australia, so that their full potential ...</td>
</tr>
<tr>
<td>The Stand Up Project</td>
<td>The Stand Up Project is a student run, not-for-profit organisation, founded at Curtin University. Our initiative will unite Curtin students ...</td>
</tr>
</tbody>
</table>

GUILD Departments and Committees

CUPSA
Welcome postgrads! CUPSA is the representative body of all postgraduate students studying at Curtin University.

Indigenous Department
The Indigenous Department within the Curtin Student Guild aims to ensure that Indigenous students at Curtin University are well represented.

International Student Committee
The ISC is the representative body for international students, responsible for voicing their concerns, issues and their voice at Curtin.

Mature Age Department
A voice for mature age students and to provide opportunities for social and networking events on campus.

Queer Department
The Guild's Queer Department are an invaluable service for any gay, lesbian, bisexual, transgendered, intersex, queer or questioning students.

Student with Disabilities Department
The Students with Disabilities department is an all-inclusive collective that represents the interests of all students identifying as having special needs.

Women's Department
The Women's Department provides representation for the concerns of female students both on and off campus.

Curtin Business School Joins Global Elite

CBS was recognised as an elite global business school through accreditation by the Association to Advance Collegiate Schools of Business (AACSB) in April 2016. Achieving AACSB accreditation for CBS followed rigorous internal reviews and external assessment and was a credit to CBS staff who worked hard to engage in active reflection, evaluation and improvement of their work practices. During the multi-year process, the business school focused on developing and implementing a plan to align with AACSB’s accreditation standards. The AACSB standards required excellence in areas relating to strategic management and innovation; student, faculty, and staff as active participants; learning and teaching; and academic and professional engagement. CBS is engaged in a rigorous and continuous process of review and reflection on all portfolio areas to maintain the standards required by AACSB and ensure reaccreditation.
CBS Advisory Networks

The CBS advisory network includes the Advisory Council, seven school-based Advisory Boards and two Advisory Boards in the research centres; the Asia Business Centre Bankwest Curtin Economics Centre. The network is comprised of company CEOs, directors and senior government officers. The CBS Advisory Council provides input into the development of strategic initiatives, as well as advice on implementation, thereby bringing their strong industry perspective to the framing of strategic activity. The School Advisory Boards facilitate continuing faculty-industry engagement, and enhance the industry relevance and currency of curriculum and research. These advisory boards provide regular input into CBS course direction, graduate skill requirements and advice on the curriculum, spaces, equipment and skill sets needed to simulate real-world environments, such as the CBS Bloomberg Trading Room.

There are more than 70 external advisory board members, with 11 holding senior executive positions in the top 20 ASX-listed Australian companies. The network brings real-world business knowledge from a range of different organisational perspectives representing sectors key to the School’s operational landscape including major banks, legal firms, energy and resource companies, investment firms, audit, tax and business advisory companies, non-for-profit companies, sporting organisations, business-related peak and advisory bodies and professional associations. Into the future, CBS is looking to include more Asia-based representatives within its advisory network to reflect its increasing focus on engagement with Asia.

The Pro Vice-Chancellor reports three times per year on strategic matters to the CBS Advisory Council which plays an important role in monitoring and reviewing the achievement of mission. Teaching design and delivery is informed by industry representatives to ensure that all courses are current, relevant and designed to produce employable graduates. This clearly accords with the mission, goals and aspiration of CBS, and the school has devoted much effort to developing and effectively utilising the very strong CBS Advisory Council and Board network.

CBS has established a strategic, high-profile industry Pro Vice-Chancellor Adjunct Professor network, comprised of business specialists from across the nation who lend their local, national and global perspectives to the strategic direction of courses, advise on trends and best practice in their respective industries, help align research and development activities with real-world requirements and contribute directly to the student experience via guest lectures and student and industry forums.
CBS also has a range of research advisory boards and CBS’ industry-focused reputation is due in no small part to the breadth of industry experience and knowledge brought to its operations by its Advisory Networks. The depth and breadth of these relationships was recognised and commended by the CBS AACSB peer review team in April 2016.

**CBS Learning and Teaching**

CBS is committed to providing courses that combine business knowledge and professional skill development to ensure graduates are highly trained and industry ready for rewarding careers all over the world. Corporate social responsibility and sustainable business practices are themes that feature prominently in our course offerings. This is managed through AoL course learning goals and objectives on ethics and social and cultural responsibilities.

**PRME included in Future Direction of CBS**

PRME has been embedded into CBS’s strategic priorities for example, in:

- Educating its staff about PRME
- Initiating dialogue about global social responsibility and sustainability among CBS students
- Initiating the embedding of PRME principles into new course innovation initiatives.

The Curtin Business School is committed to global social responsibility and sustainability and will continue its efforts to support local, national and international initiatives that promote social responsibility. As part of the continuous course improvement process, the embedding of PRME principles in all courses will be mapped and regularly reviewed.

**Assurance of Learning**

CBS fosters multifaceted learning environments that expose students to contemporary theory and practice, making them workplace ready. Values of global social responsibility are reflected in the CBS graduate profile, students’ generic skills development, Assurance of Learning (AoL) practices and practical, industry-focused orientation to produce industry focused graduates.

For all CBS courses, the course learning outcomes reflect graduate profiles that detail the learning goals that students are expected to have attained at the completion of their degree and as an outcome of their learning at Curtin University. Appropriate AoL measures have been developed to monitor student learning attainment across courses and locations.

The CBS AoL process is well established and has been progressively enhanced over several iterations. It is a sustainable system of measurement and evidence collection with a clear focus on continuous mapping and improvement of learning and teaching, which assesses constructive alignment of the unit and course learning outcomes with Curtin Graduate Attributes and curriculum principles. With detailed course mapping in place, and clear ‘constructive alignment, CBS uses individual student assessment items and associated marking rubrics to measure achievement of course learning goals and outcomes. The CBS AoL process can be summarised as follows:

- Setting clear learning goals and measurable learning outcomes for each unit and degree
- Regularly measuring student performance against these learning outcomes
- Adjusting learning offerings to address identified learning gaps or deficiencies, both within individual units and across whole courses.
Such practices support the maintenance of course innovation, quality, relevance, industry connectedness and internationalised content. They help to ensure that CBS courses foster graduate industry-readiness and employability. See Principle 3 for more details.

**QS Graduate Employability Ranking**

Curtin University ranked 151-200 globally and equal 10th in Australia (along with Macquarie University and University of Wollongong) in the 2017 QS Graduate Employability Ranking. In only its second year after a pilot year last year, this ranking is used to assess which universities best prepare students for the graduate world by exploring five key aspects: employer reputation, alumni outcomes, employer partnerships, employer-student connections and graduate employment rate.
PRINCIPLE 3: Method

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

Curtin’s Learning for Tomorrow Strategy

Learning for Tomorrow is a Curtin-wide strategy to transform the design and delivery of education at Curtin. Innovative thinking and the use of transformative technologies are enabling a great number of learners globally to access a quality education experience through Curtin University in real-time. It evolves the contemporary student experience and leads to quality student outcomes, aligned with the changing expectations of the global marketplace and employers. The Learning for Tomorrow strategy ensures that Curtin remains highly competitive and well regarded in a dynamic global market. The transformative initiatives of the Learning for Tomorrow strategy assist in realising Curtin’s vision to be an internationally recognised leader in research and education.

Curtin understands that to remain competitive and relevant, the approaches to learning and teaching have to be progressive, flexible, agile, and will need to cater for the needs of a diverse student body. The goal is for Curtin to be the most sought after provider of education, offering an innovative, richly interactive, sustainable and highly personalised learning experience. Learning for Tomorrow builds on approximately 30,000 on-line student enrolments at Curtin. Flexibility is replacing traditional, lecture-style and tutorial formats with immersive technologies incorporated into the student experience. For students wanting an exceptional on-campus experience, Curtin has refurbished more than 80 classrooms with technology designed for collaboration, and distributed learning using telepresence technology. These classrooms include all Perth and some offshore locations.

Learning for Tomorrow is now well established at Curtin. The new educational model is enabling students to engage and learn through collaborative face-to-face classes, interactive on-line activities, virtual classroom workshops, the use of open education resources such as Massive Online Open Courses (MOOCs), or a mixture of these. Technology enables flexible, scalable and meaningful learning experiences. It is an integral part of how CBS engage learners, so they have the skills demanded by future employers.
Creating a richly interactive and personalised online learning experience for our students is a key objective of the Learning for Tomorrow strategy and critical if CBS is to expand its reach and global reputation and secure success as a leader in higher education.

**Festival of Learning**

The Festival of Learning is a Curtin initiative to share and showcase examples of excellence in innovative and progressive learning and teaching at Curtin with colleagues and students by demonstrating future technologies and practice. Individual academic staff achievements to enhance the student learning experience are also acknowledged at the event. During the Festival of Learning, staff freely share their expertise, new ideas and trial successes. Barriers to innovation are raised and solutions sought.

The third annual Festival of Learning was held in the first week of May 2016 and began in the Engineering Pavilion with a “Tech Tasters” expo of 3D printing, virtual reality goggles, and maker space creativity, among others. Over three days, staff and students were able to attend a total of 37 cross-disciplinary presentations, workshops and activities; more than 700 staff and students participated in one or more Festival activities in 2016. The collegial exchange of ideas and educational practices is greatly valued by staff as well as students, who are also invited to attend these sessions and they gain valuable insights into the Curtin culture and our educational practices.

Academic staff are effectively working together to engage in curriculum and course renewal and transformation, developing new pedagogies and curriculum content that can be offered in different modes on the global stage. Additionally, they are actively engaged in investigating how course offerings can be unbundled, making our teaching and learning designs more flexible and personalised. Moreover, our dedicated staff are researching possible new market opportunities and forging deep transnational relationships with new and existing global partners. Discussions are already underway to further enhance the Festival in 2017 so as to build the profile of the conference and presenters, both internally and with key external audiences.
Digital Futures at Curtin

Campus Quest is introducing students to game-based collaborative learning. It will arm participants with valuable information about Curtin University life and culture. It can be played at: www.campusquest.com.au.

Campus Quest gives participants an overview of what is expected of them at university, introducing them at the same time to the many support services and social facilities available. It is specifically designed to help increase participants’ confidence in their abilities to tackle higher education. It is especially useful for international students and students living in regional areas who cannot visit the Bentley campus.

As participants solve the game quests, they need to balance their time, money, assignments and social life, to achieve maximum wellbeing, form networks, acquire friends and build academic success.

Campus Quest gives prospective students a virtual glimpse of life at university. In Campus Quest players create an avatar and interact with characters on the virtual campus, from classmates and friends to lecturers and counsellors. The game also includes real-life resources and information about university, such as course information and support services. Both are available to ‘play’ with on the iPads around the room.

Curtin Challenge Platform

Curtin Challenge is a bespoke platform for delivery of self-directed game-based learning and team-based problem solving, with detailed analytic capabilities concerning the acquisition of knowledge and skills by learners. The platform launched University-wide in March 2015 and at the launch, 35 game-like modules were released for students to learn about leadership, careers and English language. As of December 2016 there are 14,323 students using the platform. Over 31,000 modules have been delivered, containing 170,000 activities completed, and nearly 6000 badges have been awarded for program completions.

Progress in 2016 includes completion of new team functions that allow students to form teams without direction from an instructor and allows the team to judge their work as well as the work of others and to gauge progress toward completion of a goal. In addition, a new authoring capability was created that allows unit coordinators to design new Blackboard LMS assignments by re-using existing modules. Student and staff feedback suggests the modules have been highly successful. Careers is promoting Challenge as a nationally significant advance in informal Careers outreach and education. Curtin has been approached by other universities to deliver content to them. Leadership modules are being used in both the informal Leadership program for the Curtin Extra Certificate and also in a formal unit of study on the Miri campus. English Challenge has been viewed by potential external partners as a possible commercial offering.

As students progress through Challenges, they earn points and badges. Students can also have their careers skills and leadership capacity recognised through the Curtin Extra Certificate awarded
to students who engage in important service and leadership activities. This certificate is able to complement students’ academic qualifications as it formally lists and recognises significant accomplishments of students in activities and engagement in the areas of Leadership and Work Integrated Learning outside the course requirements. The Curtin Extra Certificate recognises capable and talented people who have the will and confidence to apply their knowledge and skills acquired throughout their degrees to assist other students to meet their potential.

**CBS Learning and Teaching**

The Curtin Business School Learning and Teaching portfolio promotes and supports continuous improvement in learning and teaching in the Faculty. It leads the implementation of relevant University and Faculty strategic initiatives, manages Faculty learning and teaching support structures, liaises between central and Faculty learning and teaching bodies, and represents the Faculty at relevant University forums.

**Assurance of Learning at CBS**

The AoL process forms a major part of the quality assurance process at CBS. It involves the systematic collection and analysis of student learning outcomes data to inform the continuous development and improvement of all CBS’s degree courses and pedagogical processes. CBS commenced its AoL journey in 2011 with the development of its course learning goals (CLGs) which are listed in the table below:

<table>
<thead>
<tr>
<th>Course Learning Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Knowledge</td>
<td>Demonstrate and apply discipline knowledge based skills</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Think and critique business issues and problems and draw defensible conclusions</td>
</tr>
<tr>
<td>Written &amp; Oral Skills</td>
<td>Communicate in ways appropriate to the discipline, audience, purpose and context</td>
</tr>
<tr>
<td>Team Processes</td>
<td>Work both independently and collaboratively to achieve agreed team outcomes</td>
</tr>
<tr>
<td>Ethics &amp; Socio-Cultural</td>
<td>Identify and analyse ethical and socio-cultural issues in a wide range business scenarios</td>
</tr>
</tbody>
</table>

The Course Learning Goals are identical across all degree levels from undergraduate to doctoral, with the distinction between student achievements being determined through application of different levels of assessment rubrics across scaffolded learning expectations. These expectations are benchmarked to the Australian Qualifications Framework. How the course learning goals align with the nine Curtin Graduate Attributes is depicted in the following diagram.
The Curtin Professional Capabilities (previously referred to Graduate Attributes), and Triple-i Curriculum Principles, align with the CBS Mission. The five CBS Course Learning Goals selected are reflective of the Graduate Attributes that are most relevant to the CBS Mission.

Professional Capabilities are assured through normal course approval and review processes, and monitoring of student learning experiences through student evaluation mechanisms.

Delivery assured through Assurance of Learning, normal annual course reviews and student feedback (eVALUate).

**Note:** The Curtin Professional Capabilities (previously referred to Graduate Attributes), and Triple-i Curriculum Principles, align with the CBS Mission. The five CBS Course Learning Goals selected are reflective of the Graduate Attributes that are most relevant to the CBS Mission.
The AoL process adopted by CBS involves the following aspects:

- Define CBS course learning goals and outcomes for all courses
- Align courses to each of the learning goals and outcomes
- Measure, analyse, and disseminate relevant data and other supporting information where applicable
- Use the information on an ongoing basis for continuous improvement of units and courses.

Key aims of the CBS AoL process are to:

- Improve processes so teaching areas can assess and report on student performance against the CBS course learning objectives
- Help to develop and support better student outcomes
- Ensure relevancy and ongoing curriculum changes to match industry needs through regular review of course learning goals and outcomes
- Increase the regularity of key stakeholder engagement
- Help to further internationalise the CBS curriculum
- Help enhance the CBS industry focus and graduate work readiness
- Further develop and refine the CBS Learning and Teaching model.

Comprehensive staff resources are available on the CBS intranet to assist staff understand the relevance of the CBS AoL process and actively engage with the learning and teaching review and improvement procedures ensuring the sustainability of our high quality business education offerings.

AoL Course Review Closing the Loop Report

The “Closing the Loop” process is aimed to provide a framework for embedding quality continuous improvement across a course to enhance the attainment of the CBS learning goals/outcomes and other strategic initiatives, such as elements that align with the CBS mission and English language skills. Many of the Learning Outcomes are soft skills which contribute to the student’s attainment of the graduate capabilities thereby improving their employability.

The main purpose of the “closing the loop” process is to:

- Identify changes across the core course units to continuously improve learning outcomes
- Identify mission elements, namely industry, international and intercultural elements that can be enhanced in the course
- Identify and enhance Work Integrated Learning (WIL) activities across the curriculum
- Map the current scaffolding activity in each course
- Prepare an implementation plan for change at course and unit level
- Provide feedback to students on course level improvements
- Provide feedback on how to we can continually improve the CBS AoL process.

Course Renewal and Innovation at CBS

CBS provides an environment that encourages staff and student learning and innovation. The wide variety of courses offered at CBS encourages critical and creative thinkers who develop into self-directed, motivated and active learners. Specifically, CBS focuses on:

- Regular course review, curriculum and assessment renewal informed by business needs, practice, research and scholarship
• Increasing flexible learning opportunities and modes of delivery, which enrich the learning experience
• Developing international perspectives, through learning and teaching and research activities

Decisions regarding course and unit design are made in line with the twin pillars of industry connection and innovation.

CBS Student Engagement

CBS values all forms of student experience and student engagement across our diverse student population, supporting students in all stages of the student lifecycle. The High Education Standards Agency (2016) notes that “actively supporting and enhancing the student experience throughout the student lifecycle (from first contact through to becoming alumni) is critical to success in higher education today for both the student and the institution. The student experience encompasses all aspects of student life (i.e. academic, social, welfare and support) with the academic imperative at the heart”.

CBS has established a Learning and Student Engagement Framework, named specifically to align with Curtin’s Strategic Priorities and CBS’s Strategic Direction Plan (2016-2020). The Framework considers all elements of the Student Lifecycle and focuses on both the intra and extra curricular experiences that form part of a student’s university journey. The Framework and associated enabling projects, services and initiatives are designed to work across three identified stages of the Student Lifecycle:

Stage 1: Transition to University – Beginning Stage
This stage represents the period that marks a student’s preparation to transition to university culture and the commencement of the tertiary study process.

Stage 2: Continuing Stage
This stage represents the period that marks a student’s familiarity with university culture and some study success, gaining a sense of purpose and belonging.

Stage 3: Transitioning out of University – End Stage
This stage represents the period that marks a student’s preparation to graduate and transition between university and the world of work.

These Stages complement the CBS Learning and Teaching Core Themes detailed below:

Preparedness and Transition
Preparedness is an essential component of success at Higher Education. Our awareness of how prepared commencing students are is critical to offering the right support, at the right time, to the right students. Transition, and the need for transitional pedagogies begin before a student actually starts at CBS. Transitional support is critical during this commencement period. CBS has identified that there are transitional milestones throughout the Student Lifecycle: Transition Before University (going to); Transition to University (beginning); Transition Through University (continuing); and, Transition Out of University (into the world of work and future learning).
Excellence in Learning: Excellence in Teaching

Effective learning is an outcome of the way teaching, learning and assessment are integrated to maximise student achievement and engagement. The design and implementation of high quality learning and teaching experiences, self-study and reflection, are a matter of professional responsibility and pride for faculty members. Curriculum, learning and teaching by CBS is student centred. Our focus is on the needs of our students. Our key indicator of success is student learning and achievement in a rigorous yet accessible course and unit experience.

Participation, Engagement and Career Connectedness

The University experience can simply be a transactional process between the teaching and associated learning activities. CBS however, considers that deep Participation, Engagement and Career Connectedness is essential for a well-rounded experience that supports the transitioning out stage for students, providing a smooth path into the world of work and further learning. Students who are active, engaged students tend to succeed well and have more transferable skills that will support their future development.
CBS Student Mobility

Curtin and CBS have international student mobility as a significant KPI in their strategic plans. To support the achievement of these KPIs the faculty and CBS schools run study tours; support international exchange arrangements and facilitate international work placements for our students. These initiatives are in keeping with the CBS mission to create internationally focused graduates.

Enhancing social relationships and cultural and social connectedness amongst CBS’s multicultural and international student body is central to offering ample transnational mobility opportunity to students. CBS is proud of its achievements in being able to offer a great number of study tours, exchange partnerships and other overseas opportunities and to enable the active and hands on learning of social responsibility and intercultural capacity building. Hence, we are actively nurturing the development of rich and meaningful transnational citizenship through CBS’s mobility experiences. Although the number of students who elect to go undertake study tours/exchange is small as a percentage overall, we are experiencing increased interest and a substantial growth in this area.

Alongside the exchange programs, short courses and study tours CBS also offers a variety of industry-led internship courses based in the fast-growing Indo-Pacific region, such as Kuala Lumpur, Malaysia and Singapore.

Funded as part of the New Colombo Plan Mobility program (NCP), through the Australian Commonwealth Department of Foreign Affairs and Trade, CBS was successful in demonstrating commitment to the key objectives of the New Colombo Plan. Objectives include: the support of deep and genuine learning about the host location, along with expansion in knowledge of doing business and forging strong cultural and economic relationships in the region. Selected CBS students, whose internship will be recognised within their Bachelor of Commerce degree, will complete their international placements in 2017. This project has been facilitating student mobility since 2012.

With the support of such mobility grants, CBS continues to develop the internationalisation and diversification of the CBS student experience, whilst increasing the integration of our graduates into the dynamic world of doing business in the Indo-Pacific region.
Work Integrated Learning at CBS

A core pillar of the CBS mission is to develop industry ready graduates. To actively enable this objective, Curtin Business School and the Western Australian Chamber of Commerce and Industry (CCI) set up a partnership in January 2016 to offer internships to students with links to over 9,000 CCI member organisations across Western Australia. These internships are available to students who have completed 200 credits or more of their business degree and give credit towards their degree. All CBS undergraduate students have the opportunity to complete the academic supported Business Internship unit during their degree.

The industry experience and practical skills the students develop during their internship consolidates, and provides the opportunity to practice, their discipline knowledge, significantly enhancing their employability prospects. Most importantly, CBS’s WIL strategy provides employers the opportunity to support and lend their expertise to the students, encouraging the future workforce, whilst being assisted to meet their business goals.

The first CBS business interns began their placements in 2016. The pilot program proved to be very successful, providing Business Internship placements for 195 students through the year of which 59 students have been offered employment at the conclusion of their internship program. Plans are under way to make the Business Internship program a permanent feature of the Bachelor of Commerce course at CBS and to advance the program to post-graduate students and across international campuses in 2017. The breadth of industries students were placed in for their internship is provided in the diagram below, where known.

Source: CBS Industry Connect November 2016; *157 of the 195 internships in 2016 have been assigned to an area. Abbreviations: HRM & IR – Human Resource Management and Industrial Relations; SCM – Supply Chain Management
The CBS specialist team in Industry Connect also work with teaching academics to facilitate other initiatives, such as industry guest speakers and student industry events. The team works closely with the central Curtin Careers and Employment Centre to achieve the overall university goal.

The (Pre-) First Year Experience at CBS

CBS recognises the importance of informing prospective students early about university-level education expectations, work ethics and self-direction. Hence, the Orientation and Transition initiative was put in place. It is an undergraduate orientation experience that aims to ease the first-year transition by encouraging commencing students to meet peers, become familiar with the physical and virtual campus, recognise and consider the opportunities available to them as students, ask questions, gain support and feel more prepared. It is based on the principles of Preparedness and Transition from the CBS Learning and Student Experience Framework.

The Agency

The CBS School of Marketing developed the concept of the “Agency” (Social Media Campaign Room learning space) in order to ensure its graduates were able to meet the needs of industry. The University provided AU$780,000 capital funding; ongoing support is provided by CBS. The Agency was launched in December 2015.

The Agency is an innovative new facility that simulates a contemporary marketing communication consultancy workplace. This learning space provides students with an important authentic industry environment. Students get the opportunity to work with industry partners on advertising campaigns, engage in data analytics using real-world industry data, and also undertake commercial market research.

The Cockpit Management Room

CBS academic staff are passionate educators interested in bringing new ideas and pedagogical practices to Curtin. The School of Management has provided a business case for a new Cockpit Management Room. The proposed new learning and teaching space is based on the concept of war rooms (information hubs) that have long been known in military circles. Sir Winston Churchill, who was the Prime Minister of the United Kingdom during World War II, used his war room for meetings with the government and developing strategic plans for military operations. In the last decade the idea of cockpit management room has been successfully applied to the business arena to study new problems and develop new concepts. The Cockpit Management Room concept combines the insights of neuroscience and room ergonomics with contemporary management techniques and information technology. The concept is popular with large multinational companies and non-profit organisations, such as Accor, Lego, Clinique, Sara Lee, Thai Airways, and Thailand Ministry of Transport. The value of the Cockpit Management Room has been clearly noted around the world and 55% of Fortune 500 companies have currently one or more decision rooms in operation.
CBS could benefit from a Cockpit Management Room as it enables uninterrupted communication of the management team. The war room is typically configured for optimum productivity with acrylic walls (or multiple white boards), easels, wireless internet access, a high quality conference phone, multiple large wall mounted plasma screens, webcams, laser pointers. The main advantage of this room is that it is highly interactive and integrative environment that enable a collaborative decision making. The management team operating in such environment can engage with complex problems, chunking information and visualising possible pathways to solve problems using multilevel resources available to the organisation. While managers (teams) review the company and its environment, they collaborate in a structured dialogue and is open to discussions and brainstorming.

When this room is used as a learning and teaching space, students will be exposed to real-world problems, needing to identify the key performance indicators of a given company with the purpose to making recommendations how to best solve complex problems and achieve a company’s strategic goals. The Cockpit Management Room allows students to build, in collaboration with each other and the lecturer, multiple data sets that dynamically interact with each other. This new technology enhanced learning and teaching space will assist students get an understanding of the intricacies of the process of comprehensive analysis of company external and internal characteristics, enabling creative problem solving and strategic evaluation of possible consequences of alternative actions. There is currently much interest from industry partners in this new learning and teaching space. It provides another strong possibility for meaningful and sustained partnership between CBS and the local business community.

**Pedagogical Innovation at CBS**

**Flipped Classroom**

Traditional learning and teaching is turned on its head in the flipped classroom with students required to familiarise themselves with new material at home, leaving class-time free for the more difficult task of understanding and applying that knowledge, through robust discussion and debate.

Students read lecture notes, watch short videos, and complete online quizzes or other activities in preparation for workshop-style classes where hands-on activities encourage students to work together, problem solve, discuss and debate. In this model much of the responsibility for learning shifts to the student with the educator’s role shifting from information transmitter to that of a coach, advisor and mentor, guiding students in individual inquiry and collaborative problem solving and creative decision making.

Enhanced unit design and delivery (notably through the ‘flipped classroom’ educational design and delivery approach that shifts the focus away from one-way transfer of knowledge through lectures, and clarification of key ideas and principles in subsequent tutorials, to student centered facilitation of learning and development) has improved student-staff engagement and peer interaction and peer learning. Technology utilisation is driving student centered learning and improved cross locational interaction.
Given the priority that Curtin has placed on the implementation of student centered learning pedagogies, the importance of traditional lectures is decreasing as the key means of information transmission and knowledge transfer. While CBS teaching staff seek to strongly engage students in lectures and avoid allowing them to be passive recipients of information, CBS curriculum designers recognise that lectures account for less than 10% of the learning experience and much effort is devoted to developing engaging and interactive learning activities that place the student at the center of their learning journey.

Students are expected to take more responsibility for their own learning, and educators devote much greater time and effort to designing and enabling learning experiences that are engaging, interactive, and collaborative. The adoption of student centered pedagogy has been supported by the development of technology enhanced learning designs and technology rich learning spaces.

Reconfiguration of classrooms to facilitate the flipped classroom teaching methodology.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Start Date</th>
<th>First-Year Cost or Revenue</th>
<th>Continuing Annual Cost or Revenue</th>
<th>Source or Disposition of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped Classroom initiative: Reconfiguration of classrooms for additional small group meeting space &amp; technology enhancements</td>
<td>January 2013 – 5 Classrooms</td>
<td>Each classroom upgrade is an average cost of AUD$500K</td>
<td>Ongoing costs include power, general maintenance and cleaning</td>
<td>Initial renovations allocated from University capital budget; ongoing costs University budget</td>
</tr>
<tr>
<td></td>
<td>January 2014 – 4 Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>October 2015 – 6 Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Learning Engagement Team collaborates with Unit Coordinators and teaching staff to support learning and teaching activities, with a focus on employing active student learning practices and highly engaging and scalable technology-enabled learning designs. A dedicated CBS technology support team provides one-on-one and departmental services to staff teaching in a converged learning environment, such as the flipped classroom, technology enhanced and distributed learning.

Distributed Learning Spaces

Curtin has campuses at multiple locations. The newly equipped distributed learning space at Curtin University Sarawak was utilised for formal delivery of four units commencing 2015.

The units from Petroleum Engineering program and the Retail Marketing unit from the School of Marketing in CBS were the first to be offered in a Distributed Learning mode. The use of distributed learning facility in the teaching of the above units demonstrates greater interaction among academics and students from both campuses. Students from both campuses conducted joint oral presentation assessments in the Retail Marketing unit. The presentations were assessed by teaching staff from both campuses and witnessed by the Deans Learning and Teaching from CBS, Curtin Sarawak, and the Head of School of Marketing at the Bentley campus.

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2 In CBS, a typical 25 credit point unit involves 36 hours of student-staff contact, and there is an expectation that students complete a further 108 hours of study in their own time, a total of 154 hours over the full study period
The ‘global classroom’ concept provides students with rich cross-cultural experiences, and the ability to share ideas across geographical boundaries in real-time. The interactive teaching approaches further provide graduates from diverse backgrounds with the capacity to develop multiple key skills. Digital competency will be a trait that will give Curtin graduates the competitive advantage over the next few years as the inevitable consumer demand for digital access and digital services increase. Development of virtual cross-cultural teams are encouraged through distributed learning where students from Miri and Bentley are grouped together over the semester to undertake a number of joint learning tasks. This invariably results in students forming interactive networks both in and out of the formal learning spaces leading to the development of multi-cultural professional teams. The Distributed Learning classroom approach promotes the use of authentic case studies to students from Australia and Malaysia and the use of technology and different media streams transforms the learning experiences of students where they are able to relate to the fundamental principles and exchange ideas actively.

**English Language Proficiency Initiative**

The PELA (Post Entry Language Assessment) is an integral part of Curtin University’s commitment to developing the English language proficiency of all students, regardless of their language and education background. PELA writing tasks are one of the ways language skills can be evaluated and targeted feedback and writing support provided. PELAs are embedded in significant units in undergraduate courses across all faculties at Curtin. At CBS there are now three language interventions designed to support students across different locations and courses: SUCCESS, (undergraduate) SUCCESS for CBS (online) and Advanced SUCCESS (postgraduate).

**Postgraduate PELA**

Across the faculties discussions are ongoing regarding the implementation of a post graduate PELA to assess the language proficiency level of all ‘new to Curtin’ students. At CBS discipline specific PELAs were trialed in four units identified as significant in a number of postgraduate courses. Teaching staff volunteered to have the PELA in their unit:

- ACCT5000 Intermediate Management Accounting
- MGMT5003 Culture and Ethics in Business
- MGMT6008 Intercultural Communication and Interaction in Global Business
- MGMT5001 Human Resource Development

Students completed the PELA writing task in class in Week 1. In week 2 every student received a score and personalised feedback about their writing in regard to: task fulfilment, grammar and vocabulary, organisation and coherence and referencing. This was to enable students at the beginning of their studies to consider ways in which to develop their language and writing skills. A language intervention (of four x 2 hour workshops) titled Advanced SUCCESS commenced in Week 3. These interactive workshops provide learning opportunities regarding referencing, information literacy, report writing, paraphrasing and summarising and critical reading. Students scoring below 5 (out of a possible 10) in the PELA were strongly recommended to attend. At this stage there are no sanctions /penalties associated with non-completion of the PELA and /or non-attendance at Advanced SUCCESS.

**Undergraduate PELA**

The Undergraduate Post Entry Language Assessment is embedded in MGMT 1001 (Communication in Business unit). The PELA writing task is completed in a range of ways depending on the location
and mode of study.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Method of Study</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley Campus</td>
<td>UG PELA Written in class</td>
<td>Week 1</td>
</tr>
<tr>
<td>Fully online</td>
<td>UG PELA Written in Blackboard Assignment</td>
<td>Week 1</td>
</tr>
<tr>
<td>Miri Campus</td>
<td>UG PELA Written in Blackboard Assignment</td>
<td>Week 1</td>
</tr>
<tr>
<td>CTI Mauritius</td>
<td>UG PELA Written in class</td>
<td>Week 1</td>
</tr>
<tr>
<td>Singapore</td>
<td>UG PELA Written in Blackboard Assignment</td>
<td>Week 1</td>
</tr>
</tbody>
</table>

The delivery of the language intervention for those students identified as needing support (scoring below 5 out of a possible 10) is also tailored to their mode of study and location. At Bentley SUCCESS classes are offered daily and at differing times.

<table>
<thead>
<tr>
<th>Campus</th>
<th>SUCCESS Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentley campus</td>
<td>Face-to-face SUCCESS classes (4x2 hours)</td>
</tr>
<tr>
<td>Fully online</td>
<td>Online SUCCESS for CBS (8 modules)</td>
</tr>
<tr>
<td>Miri Campus</td>
<td>Face-to-face SUCCESS classes (4x2 hours)</td>
</tr>
<tr>
<td>CTI Mauritius</td>
<td>Online SUCCESS for CBS (8 modules)</td>
</tr>
<tr>
<td>Singapore</td>
<td>Online SUCCESS for CBS (8 modules)</td>
</tr>
</tbody>
</table>

As of semester 1, 2016 a F-IN (fail incomplete) grade is awarded at the end of semester for those Bentley students who had not completed the PELA and/or did not attended SUCCESS when identified as required to do so (students scoring below 5 out of a possible 10). The information regarding sanctions/penalties is published in the unit outline of MGMT 1001 and is also publicised in class.

**CBS Assignment Lounge**

The *CBS Assignment Lounge* is a new peer support initiative designed for undergraduate students at CBS. This is because on a large campus it is often very difficult for students to get to talk to someone about assignment concerns, identify gaps in skills and develop connections to the university. To help meet these needs nine ‘peer learning facilitators’ from a range of discipline backgrounds including Economics and Finance, Law, Engineering and Accounting were employed. They were recruited using the Earn While You Learn (EWYL) facility at the Curtin Careers and Employability Centre. A tailored training program was developed and delivered by the CBS Communication Skills Centre and Student Engagement Team.

The aims of the CBS assignment lounge are to:

- Provide undergraduate CBS students with one on one peer academic support

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The CBS Communications Skills Centre is proud to announce its new Assignment Lounge initiative. Book a 20 minute consultation with one of our Peer Learning Advisors to receive tailored advice on how to tackle an assignment question, find additional resources, and improve your writing. While our Peer Learning Advisors will not give you the answer, they will offer you the guidance necessary to assist with your academic development throughout the semester.
Help undergraduate CBS students develop study skills
Assist undergraduate CBS students to successfully complete their course of study.

Peer support programs are widely used and have proven effective in many university settings. The goal is to build on this success and realise the following objectives regarding CBS students:

- Increase self confidence in using academic skills
- Increase autonomy in solving academic challenges
- Increase connectedness to CBS and the wider university.

Peer Learning Mentor Testimonies

“I signed up to be a peer learning facilitator because I have a passion for helping others learn. In my first year of my university studies, I struggled to get my head around the different styles of referencing, how to structure my assessments and find relevant and academically sound resources. I feel that if a service such as the Assignment Lounge were available to me as a first-year student, it would have accelerated my learning and made me significantly more confident in my ability.”

“I signed up to be a peer learning facilitator because I understand how stressful it can be to be given an assignment and not know where to begin, and how beneficial it can be to receive a few pointers to guide your thinking. I wanted to utilise the skills that I have learnt at university to help other students and enhance their university experience.”

Duane du Toit, Assessment Lounge Mentor

“With Curtin’s student centered approach to learning, the CBS Assignment Lounge has given our students another support service to allow them to strive for the excellence and impact that our graduates are renowned for. This initiative allows me the opportunity to share my learning experiences with students in a co-learning space where they feel comfortable and are encouraged to expand their academic abilities. From my perspective as a current student it has enabled me to enrich my interpersonal skills and contribute to the student community, building collaborative learning skills and engaging in the exchange of learning experiences with my fellow students. I believe that these are the sorts of things that set CBS students and staff, such as myself apart from those of other institutions.”

Peer Learning Mentee Testimonies

“The CBS Assignment Lounge helped me have confidence when approaching my assignments. The assignment lounge helped me enhance my skills and the team shared with me some great resources and methods for finding useful and relevant information.”

“The CBS Assignment Lounge helped me navigate the Chicago 16 referencing guide on the library website and also told me about the Endnote program. Before going to the Assignment Lounge I did not know it existed and did not know how to reference properly. I feel much more confident going forward with my referencing.”

Academic Integrity

Curtin and CBS are actively promoting academic integrity, requiring students to demonstrate strong adherence to values and the fundamental principles of Respect, Honesty, Fairness, Trust and
Responsibility. The management of suspected breaches of academic integrity is prescribed by the University's Academic Misconduct Rules, the Academic Integrity Policy, and the Plagiarism Procedures.

The academic integrity literature has noted that student academic dishonesty is an ever-present problem and one factor that contributes to dishonest and unethical behaviour by some students is the perception that breaches are not detected, acted upon, and/or punished. A contributing factor mentioned in the literature is also the changing attitudes of what constitutes acceptable behaviour in business and industry. Some studies noted that there is a link between student academic behaviour and their attitude towards business ethics when they graduate. Hence, academic dishonesty and unethical behaviour is a question of internalised values and normative behaviours.

Curtin University embraces a holistic approach in response to the management of academic integrity issues, such as strengthening student codes of conduct, reducing opportunities for students to engage in dishonest behaviours through assessment design and monitoring of assessment work, and strict enforcement of penalties for students who choose to engage in academic misconduct behaviours.

All coursework students new to Curtin University are required to complete the newly developed Academic Integrity Program (AIP), which commenced in 2016. The purpose of the AIP is to assist students learn about the concept of academic integrity, Curtin's values and our expectations of them as members of this academic community.

The program topics include:

- Ethics
- Curtin values
- Behavioural norms and expectations for students
- Referencing
- Plagiarism
- Cheating
- Misconduct processes and possible outcomes

This new training program is offered free of charge to all coursework students, and given its importance, there is a requirement that students pass the program in their first study period at Curtin. Higher Degree by Research (HDR) students are generally exempt from the program because they complete a separate program that also includes research integrity concepts.

All student assessment work that is submitted by students individually or as a group assignment is accompanied by a student declaration that involves the acknowledgement that the work meets all requirements for academic integrity. Student conduct statements are an important mechanism in addition to the AIP to ensure that they understand our expectations and an acknowledgement that a violation of ethical behaviour constitutes academic misconduct. These declarations help draw students' attention to the importance of academic integrity and assist in the promotion of a positive learning and teaching culture at CBS.

In Semester 2 2016, two new CBS workshops were developed for those students identified as needing assistance with referencing when completing written assignments. Approximately 30 CBS students attended two interactive workshops titled ‘Referencing using Chicago 16’ and ‘Improving your paraphrasing and summarising skills’. Students who completed the Academic Integrity modules noted that they were able to gain valuable knowledge and skills to help them succeed at university.
Academic Integrity Program Student Testimonial

“I found both workshops that I attended with you to be extremely helpful in gaining a proper understanding of both how to paraphrase and reference. I feel so much more confident in my skills after the sessions through your help and expertise that you offered when going through my assignments with me and using the library materials that are available on blackboard that I had no idea existed before you showed me. I use these for a reference guide when doing all my assignments now.”

The management of suspected breaches of academic integrity is prescribed by the Academic Misconduct Rules, the Academic Integrity Policy, and the Plagiarism Procedures and managed by CBS’s Student Discipline Panel.

Curtin Courses/Majors

Curtin has courses and majors across the university in the areas of sustainability and social and cultural heritage. A list of the courses and majors in 2016 is provided in the table below.

Courses/Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>COURSES</th>
<th>Faculty/School/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>DR-SUSDEV</td>
<td>Doctor of Sustainable Development NEW in 2015</td>
<td>Curtin University Sustainability Policy Institute</td>
</tr>
<tr>
<td>DR-CLTHER</td>
<td>Doctor of Philosophy - Cultural Heritage</td>
<td>School of Built Environment</td>
</tr>
<tr>
<td>MJRP-SUAGM</td>
<td>Sustainable Aquaculture Major (MSc Science)</td>
<td>Department of Environment and Agriculture</td>
</tr>
<tr>
<td>MR-CORPSU</td>
<td>Master of Philosophy (Corporate Sustainability)</td>
<td>Sustainable Engineering Group</td>
</tr>
<tr>
<td>MR-CHERST</td>
<td>Master of Philosophy (Creative Arts - Cultural Heritage Studies)</td>
<td>School of Built Environment</td>
</tr>
<tr>
<td>MC-SUSTAN</td>
<td>Master of Sustainability and Climate Policy</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>GC-INDAUC</td>
<td>Graduate Certificate in Indigenous Australian Cultural Studies</td>
<td>Centre for Aboriginal Studies</td>
</tr>
<tr>
<td>BH-INDAUS</td>
<td>Bachelor of Applied Science (Indigenous Australian Research) (Honours)</td>
<td>Centre for Aboriginal Studies</td>
</tr>
<tr>
<td>MJRH-INDAC</td>
<td>Indigenous Australian Cultural Studies Honours Major (BAppSc IAR Hons)</td>
<td>Centre for Aboriginal Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>MAJORS</th>
<th>Faculty/School/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>MJRP-SSTMG</td>
<td>Sustainability Management Major (MSc Science)</td>
<td>Sustainable Engineering Group</td>
</tr>
<tr>
<td>MJRP-SOUL</td>
<td>Social and Cultural Inquiry Major (MMedCom)</td>
<td>School of Media, Culture and Creative Arts</td>
</tr>
<tr>
<td>MJRP-WQUAL</td>
<td>Water Quality and Supply Systems Major (MSc Science)</td>
<td>Department of Chemistry</td>
</tr>
<tr>
<td>MJRU-LITCU</td>
<td>Literary and Cultural Studies Major (BA)</td>
<td>Department of Communication and Cultural Studies</td>
</tr>
<tr>
<td>MJRU-INDAC</td>
<td>Indigenous Australian Cultural Studies Major (BA)</td>
<td>Centre for Aboriginal Studies</td>
</tr>
</tbody>
</table>

The learning objectives for the Doctor of Sustainable Development specific to the discipline include, to:

- Have a systematic and critical understanding of interdisciplinary and transdisciplinary roles and representations of sustainable development, that is relevant to professional practice and research
• Be aware of and generate original understanding of the diverse meanings and applications of the notion of culture to sustainable development; respect indigenous cultures and their immediate relevance to sustainable development; understand the complexities and benefits multiculturalism brings to sustainable development; and critique culture as an integrated system of norms that affect sustainable development

• Generate original knowledge and understanding pertaining to the global nature of sustainability and the relationship between global and local sustainability issues; develop, adapt and/or implement international good practice for sustainable development particularly in relation to professional practice.

**Units**

The depth and breadth of units offered at Curtin in sustainability and responsible management are provided in the table below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Unit Title</th>
<th>School/Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDS2001</td>
<td>Indigenous Australian Land and Environments</td>
<td>Centre for Aboriginal Studies</td>
</tr>
<tr>
<td>MGMT6024</td>
<td>Sustainable Leadership Practice</td>
<td>Curtin Graduate School of Business</td>
</tr>
<tr>
<td>MGMT5015</td>
<td>Leadership in a Dynamic Global Environment</td>
<td>Curtin Graduate School of Business</td>
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<tr>
<td>XINO6002</td>
<td>Energy Policy and the Environment (Robert Gordon University)</td>
<td>Curtin Graduate School of Business</td>
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<tr>
<td>XINO6000</td>
<td>Oil and Gas Contract (Robert Gordon University)</td>
<td>Curtin Graduate School of Business</td>
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<tr>
<td>MGMT6030</td>
<td>Sustainability Management Strategies</td>
<td>Curtin Graduate School of Business</td>
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<td>LAWS3002</td>
<td>Corporate Governance</td>
<td>Curtin Law School</td>
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<tr>
<td>BLAW6000</td>
<td>Health, Safety and Environmental Law</td>
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<tr>
<td>BLAW2011</td>
<td>Safety and Environmental Health Law</td>
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</tr>
<tr>
<td>BLAW3012</td>
<td>Environmental Law and Policy</td>
<td>Curtin Law School</td>
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<tr>
<td>ISYS6004</td>
<td>Green Information Technology and Sustainability</td>
<td>School of Information Systems</td>
</tr>
<tr>
<td>MGMT2004</td>
<td>Business and Sustainable Development</td>
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<td>ECON5009</td>
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<td>School of Economics and Finance</td>
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<tr>
<td>ENEN3001</td>
<td>Green Engineering Principles and Applications</td>
<td>Curtin Sarawak</td>
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<tr>
<td>ENEN4002</td>
<td>Environmental Considerations in Construction</td>
<td>Curtin Sarawak</td>
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<tr>
<td>ENEN3003</td>
<td>Environmental Engineering Analysis</td>
<td>Curtin Sarawak</td>
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<td>ENST3003</td>
<td>Environmental Law and Regulations</td>
<td>Curtin Sarawak</td>
</tr>
<tr>
<td>ENEN4003</td>
<td>Environmental Principles and Design</td>
<td>Curtin Sarawak</td>
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<td>GEOLO1004</td>
<td>Geoscience, Environment and Society</td>
<td>Department of Applied Geology</td>
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<tr>
<td>CHEM5011</td>
<td>Water Case Studies</td>
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<td>CHEM5007</td>
<td>Environmental Aquatic Chemistry</td>
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<tr>
<td>CHEM5011</td>
<td>Water Case Studies</td>
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<tr>
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<tr>
<td>ENEN4001</td>
<td>Environmental Engineering</td>
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<tr>
<td>ENEN6000</td>
<td>Environmental Engineering Management</td>
<td>Department of Civil Engineering</td>
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<tr>
<td>WSEN3000</td>
<td>Hydrology and Environmental Engineering</td>
<td>Department of Civil Engineering</td>
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<tr>
<td>CVEN4001</td>
<td>Environmental Hydraulics and Hydrology</td>
<td>Department of Civil Engineering</td>
</tr>
<tr>
<td>ENEN4005</td>
<td>Water and Environmental Engineering</td>
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<tr>
<td>BLDG4026</td>
<td>Sustainable Construction</td>
<td>Department of Construction Management</td>
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<td>VISA2003</td>
<td>Sustainable Design</td>
<td>Department of Design</td>
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<tr>
<td>FASH2002</td>
<td>Sustainable Fashion</td>
<td>Department of Design</td>
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<tr>
<td>AQUA3000</td>
<td>Sustainable Aquaculture</td>
<td>Department of Environment and Agriculture</td>
</tr>
<tr>
<td>FISH5000</td>
<td>Sustainable Fisheries and Aquaculture</td>
<td>Department of Environment and Agriculture</td>
</tr>
<tr>
<td>AGRI3001</td>
<td>Sustainable Agricultural Systems and Food Security</td>
<td>Department of Environment and Agriculture</td>
</tr>
<tr>
<td>ENST1000</td>
<td>Climate Change and Adaptation</td>
<td>Department of Environment and Agriculture</td>
</tr>
<tr>
<td>ENST5005</td>
<td>Climate Change, Modelling and Adaptation</td>
<td>Department of Environment and Agriculture</td>
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<tr>
<td>ENST3002</td>
<td>Environmental Restoration</td>
<td>Department of Environment and Agriculture</td>
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<tr>
<td>ENST7000</td>
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<td>Master Thesis - Environment and Agriculture</td>
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<td>Climate Change and Adaptation</td>
<td>Department of Environment and Agriculture</td>
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<td>ENST5005</td>
<td>Climate Change, Modelling and Adaptation</td>
<td>Department of Environment and Agriculture</td>
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<td>Department of Exploration Geophysics</td>
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<td>GEOG3001</td>
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<td>URDE1004</td>
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<td>Citizenship, Culture and Diversity</td>
<td>Department of Social Work</td>
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<td>SUST5018</td>
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<td>School/Area</td>
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<td>ENHL3001</td>
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<td>ENHL3002</td>
<td>Health Safety and Environment Professional Practice</td>
<td>School of Public Health</td>
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<td>ENHL6000</td>
<td>Health Impact Assessment</td>
<td>School of Public Health</td>
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<td>ENHL6004</td>
<td>Public Health Response to Climate Change</td>
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<td>PRRE3004</td>
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<td>ENST6003</td>
<td>Environmental Systems</td>
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<td>PRRE6006</td>
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</tbody>
</table>


Scholarship of Teaching and Learning at CBS

CBS staff are regularly involved in the Scholarship of Teaching and Learning (SoTL). Moreover, CBS staff have also been successfully applying for Curtin Excellence and Innovation in Teaching grants. Recipients of 2017 Curtin Learning and Teaching Grants are listed below:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Project Team</th>
<th>Priority</th>
<th>Funding Approved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Live Case Teaching to Transform Student Learning</td>
<td>Assoc Prof Sonia Dickinson (lead, CBS); Prof Gayle Kerr (QUT); Mrs Bridget Tumbleson; Dr Aneeshta Gunness; Assoc Prof Eva Dobozy; Mr Leigh Terry (IPG Mediabrands, QUT); Mrs Danielle Norrish (CCWA)</td>
<td>Designing learning for the future</td>
<td>$20,521</td>
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<tr>
<td>The National Graduate Employability Agenda: developing socially responsible leaders for the 21st century</td>
<td>Assoc Prof Linley Lord; Prof Kerry Pedigo; Assoc Prof Kantha Dayaram; Assoc Prof Joanne Cys (UniSA); Prof Dawn Bennett</td>
<td>Employability skills for the 21st Century</td>
<td>$22,409</td>
</tr>
</tbody>
</table>
Corporate Executive Courses

The Centre for Entrepreneurship (C4E) is aligned with CBS and offers the following short courses

- Curtin Growth Owner – leadership component
- Curtin Growth Manager
- Curtin Growth Masterclass
- Curtin Growth Syndicates
- Curtin Growth Ignition

The Curtin Growth Owner program is a business development program for business owners who want to realise the potential of their business and build enterprises of real value. The program is structured for owners of small to medium businesses turning over $1M – $10M+ and covers the full range of business development disciplines. It is unique in Australia and the content and structure of the course will guarantee you the confidence and know how to run your business to the best of its potential.

The program runs over 12 months and consists of 15 full-day workshops and one-on-one support from an experienced mentor. Participants attend a full day workshop approximately once every 3 weeks. Whilst it is difficult to get away from the daily operations of a busy business, feedback from graduates has been that taking this time away is paramount to your company’s future growth and success. Group sizes are about 20 participants to ensure interaction and maximum learning opportunities. One hundred business owners participated over the course of a year.

CBS Student Clubs and Associations

One of the most evident and successful areas of student engagement with CBS are the many and varied student societies, clubs and associations. CBS supports eight business-focused student societies which are summarised in the section that follows.

The Curtin Commerce Club was established by a group of university friends studying commerce who wanted more from university life. Curtin Commerce Club, is a place where people from any walk of life or university life can meet in a safe, easy, comfortable and friendly environment and get to know each other. The ethos since inception has been that it is the biggest and best club on campus.

Curtin Marketing Association (CMA) is a student club with the aim of further developing the marketing industry within Curtin University and in the broader Perth, WA community. Since its beginnings, the CMA has continued to offer, and create new opportunities for students, so they can enhance their skills and become industry ready. CMA provides a variety of events, which includes the IdeaGen, a collaborative event where students get the opportunity to show the industry what they have to offer. Not only will participants in the event need to develop a campaign in just two hours, they will also need to pitch their idea to industry. In 2016, IdeaGen was hosted in collaboration with
The Health Benefits Fund (HBF). The students worked in groups for three hours on a strategy to promote HBF membership to young adults no longer eligible for inclusion on their parents’ policies. The judging panel – comprising HBF executives and Curtin marketing academics shortlisted three groups, who then pitched their ideas to determine the overall winner. The industry mentors who generously gave up their time and expertise included representatives from The Space Station, NanoKnowledge, AMI, Bubdesk, Avivo, Kelly Services, Maxi Block, Natuva, Professionals Real Estate, Leadership WA, ItechWorld, CCI, Small Business Development Corporation and Sincerity Finance Group.

IdeaGen is one of a number of CMA initiatives supported by the School of Marketing with the aim of providing students opportunities for professional development and industry engagement. CMA plans to make IdeaGen an annual event. In addition to the IdeaGen, the CMA organises a variety of different industry connected project teams each semester, allowing students to get involved in collaborative decision making and real world problem solving to further their skills, develop industry contacts and network with likeminded people. In the past, students have been working with companies, such as Shiseido, World Vision, Leading Finance Groups and Professionals Real Estate.

ENACTUS CURTIN is a non-profit student run organisation that strives to drive social change through the power of business. With ongoing and strong support from Western Australian academic and business leaders, the club is able to tackle a broad range of issues, such as homelessness, youth unemployment and indigenous disadvantage. Every year, teams from across Australia compete against each other at the National Conference and Championships by presenting their respective projects to a panel of judges, with the winning team representing Australia at the prestigious Enactus World Cup. Enactus Curtin is the only Australian team to have won the World cup to this day. Students joining Enactus Curtin have the opportunity to be part of a global and constantly growing Enactus network of over 57,000 students from over 1,500 universities across the globe. Enactus Curtin holds several events throughout the semester, focused on networking and skill building. Key sponsors of the club are Staples, Chep and Brambles who each send representatives to lead the workshops providing club members valuable insight into the corporate world, but also a great opportunity to network.

The Curtin Wall Street Club (WSC) has a strong track record of acting as a conduit between Curtin students and industry. Through means of organising networking sessions, educational seminars, and various other events, our members are granted the unique opportunity to gain industry familiarity before graduation. Club Mission: The Curtin WSC aims to connect members with leading industry professionals through structured networking and presentation events as well as technical and soft skill
workshops. Further WSC encourages and supports members to secure relevant work experience and graduate placements in their desired field. WSC aims to build the necessary skill sets of our members by running technical seminars, taught by our alumni and industry professionals working in the economics, finance and accounting industries. Additionally, extensive support is provided in helping students succeed in their applications for student careers at leading global firms. WSC works with students primarily from economic, finance and accounting backgrounds, but the club encourages and supports all students with an interest in commerce related industries.

The Curtin Student Law Society (CSLS) is the only degree specific body that represents Curtin Law School students. CSLS is providing opportunities to our members throughout their law degree, as well as encourage students to get involved and enjoy life at university. CSLS offers sponsorship and partnership relations with over 20 global, national and local law firms, chambers, professional services firms, not for profits and government agencies. This strong industry link allows CSLS to provide members with many opportunities to network through panels, seminars and workshops with potential employers across a diverse range of industries. The annual Careers Guide provides members with a substantive reference to the types of careers they can undertake with a law degree. While maintaining a strong academic focus, CSLS also runs a number of social events to encourage all law students to get to know one another, such as social sports, barbeques, cocktail events, sundowners and quiz nights. Further, CSLS places great importance on the mental and physical health and wellbeing of members. Hence, CSLS aims to provide assistance to law students in decreasing stress levels and developing a positive work-life balance. Ultimately, CSLS is here to represent and support members throughout their law degrees. We aim to improve the quality of our members' time at Curtin Law School. Membership is free for students enrolled in a Bachelor of Law and $10 for non-law students.

Curtin Accounting Association (CAA) is an academic club that operates to provide students with access to industry-specific information. We regularly update our Facebook page with relevant content and release a monthly newsletter detailing opportunities for vacation roles, scholarships, and valuable professional events. CAA’s aim is to facilitate the connection between desirable employers and upcoming student talent through informative sessions and networking events, and have ongoing affiliations with EY, KPMG, RSM, Chartered Accountants ANZ and CPA Australia, with new affiliates coming on board regularly. In Semester 2 of 2016, CAA scheduled networking events with KPMG and EY, as well as a ‘Successful Alumni Sundowner’ in September which features six Curtin alumni sharing their stories and tips for success.

Bloom@Curtin - Bloom (Innovation Hub – Entrepreneurship) is a youth-led not-for-profit organisation whose mission is to nurture a more entrepreneurial and innovative culture in Western Australia. Bloom encourages and supports innovative and entrepreneurial young Western Australians, primarily university students and recent graduates. The BloomLab at St Catherine’s College is Bloom’s first space, opened in March 2015 and launched in August 2015. Situated at St Catherine’s College, on UWA’s campus, the BloomLab at St Cat’s primarily attracts students and graduates from UWA. Over the year, we've encouraged more than 50 young entrepreneurs to launch 25 startups, small businesses and social
enterprises at the BloomLab at St Cat's. At the end of 2015 Bloom launched Bloom @ Curtin to provide the entrepreneurially opportunities to Curtin University students.

The PRSC is a student run chapter in Public Relations, with the aim to facilitate, inform and empower PR students with the ability to discover more about their future field of practice through a variety of different platforms. We are dedicated to seeing students make the most of their PR degree at Curtin. PRSC members receive regular work experience updates and discounted tickets to our workshops, networking nights, informational events and industry perspective events. PR is all about networking, and the PRSC will see students kick-start their careers by making the most of their time at university, making sure graduates are industry ready. In 2016 the club hopes to broaden its reach to inform the local PR workforce of the engaged and industry-ready graduates of 2016, by distributing a Graduate Handbook specific to the communications industry.

**CBS Award Recipients**

In recognition of the significant contributions to society and their community that CBS graduates have made, many are recognised through Alumni, Honours and Other Awards. The CBS Graduates recognised in 2015 and 2016 are provided in the table below:

<table>
<thead>
<tr>
<th>Name</th>
<th>Year of Award or Honour</th>
<th>Honour or Award</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bassett, Neville</td>
<td>2015</td>
<td>Member of the Order of Australia (AM)</td>
<td>BBus</td>
</tr>
<tr>
<td>Chong, Yee Ling</td>
<td>2015</td>
<td>Recipient of the Community Service Award</td>
<td>PhD (InfoSys)</td>
</tr>
<tr>
<td>Eiszele, David</td>
<td>2015</td>
<td>Officer of the Order of Australia (AO)</td>
<td>MBus</td>
</tr>
<tr>
<td>Harrison, Ashlee</td>
<td>2015</td>
<td>2015 Pride of Australia Medal Winner - Community Spirit</td>
<td>BCom (MktgPubRel)</td>
</tr>
<tr>
<td>Harrison, Ashlee</td>
<td>2015</td>
<td>2015 100 Women of Influence Award</td>
<td>BCom (MktgPubRel)</td>
</tr>
<tr>
<td>Henneveld, Menno</td>
<td>2015</td>
<td>Member of the Order of Australia (AM)</td>
<td>GradDipAdmin</td>
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<tr>
<td>Simpson, Geoffrey</td>
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<td>Member of the Order of Australia (AM)</td>
<td>GradDipAdmin</td>
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<tr>
<td>Tan, Joachim</td>
<td>2015</td>
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<td>Tate, Anthony</td>
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<td>Tonkin, Barry</td>
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<td>Bin Ismail, Benyamin</td>
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<td>Cable, Shelley</td>
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<td>Miss NAIDOC</td>
<td>BCom (EconFin)</td>
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<td>Crucitti, Caterina</td>
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<td>Friedman, Russell</td>
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<td>Kline, Megan</td>
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<td>Langford, Alan</td>
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<td>Liveris, Conrad</td>
<td>2016</td>
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<td>Moore, Peter</td>
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<td>Public Service Medal</td>
<td>GradDipAdmin</td>
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<td>Moro, Jessica</td>
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<td>Stickells, Mark</td>
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<td>Williams, Ian</td>
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Source: Curtin University Alumni Office November 2016
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.

Curtin University has grown to become a leading educational organisation for progressive research within the region and continues to contribute to discovering exciting and innovative solutions to real-world problems. On 1 August 2016, Professor Chris Moran commenced his appointment as the new Deputy Vice-Chancellor, Research. His expertise and experience will ensure that Curtin University continues on the path of building a strong research profile and deepen the critically important links with industry in an endeavour to create a better tomorrow.

Curtin is ranked in the top two per cent of universities worldwide in the highly regarded Academic Ranking of World Universities (ARWU). In 2016, Curtin was estimated to be positioned at 211th in the world and 10th in Australia. In addition, Curtin featured in the world top 200 ARWU Field ranking for Natural Sciences and Mathematics and Engineering/Technology and Computer Sciences (101-150). In the latest University Ranking by Academic Performance (URAP) Curtin climbed 33 places in 2016 to a rank of 302nd in the world and remains 9th in Australia and is positioned at 312th in the world and 16th in Australia in the CWTS Leiden Ranking. As these three rankings (ARWU, URAP and CWTS) are driven largely by research performance, the results can be attributed to Curtin’s innovative research that aims to solve real world problems.

In addition, in 2016 Curtin ranked 306th in the QS World University Ranking (QSWUR) and in the 401 – 500 band in the Times Higher Education World University Ranking (THEWUR). The University is also 26th in the THEWUR: 200 Most International Universities in the World ranking. In a global review of young institutions under 50 years, Curtin was placed 27th globally and 6th nationally in the QSWUR: Top 50 Under 50. The University is also placed 92nd in the world and 14th nationally in the THEWUR: 150 Under 50. In the QSWUR by Subject, Curtin has 16 subjects ranked in the top 200 worldwide.

Curtin was also awarded five stars overall in the 2015 QS Stars University Ratings.

The Nature Index identifies the countries and institutions showing the most significant growth in research publications, across more than 8,000 global institutions. Curtin had shown a remarkable increase in output in the Nature Index in the past four and a half years and Nature deems Curtin to be a research rising star. Curtin University has been ranked in the top 100 of the world’s leading institutions for growth in high-quality science, in the top three in Asia Pacific by the Nature Index 2016 Rising Stars supplement and in the top 10 in Australia by the Nature Index 2016 Australia and New Zealand supplement.

Curtin’s Nature Index

Curtin’s Nature Index is a database of primary research papers published in top-level international science journals. Collaborating with an expert global panel, Nature Research selected a group of just 68 leading science journals in a wide range of fields across the natural sciences. A database of all papers published in these journals has been built allowing detailed analysis of the top quality research output of institutions around the world.

Curtin is renowned for minerals and energy research. Groups from across the university undertake fundamental and applied research into mining, materials, fuel technologies and mineral economics.
Curtin is a key partner in the world’s biggest astronomy projects. The Curtin-led Murchison Widefield Array (MWA) is a low-frequency radio telescope capable of reaching deep into space and far back through time, making the night sky visible with better resolution than ever before. The array is a precursor project to an even larger telescope, the Square Kilometer Array (SKA), to be built in Western Australia and in South Africa. When completed, the SKA will give scientists a better understanding of the nascent Universe.

Fast and effective communication is a major challenge for large data-intensive projects like the MWA. Together with the Cisco Internet of Everything Innovation Centre and Woodside Energy, Curtin is constructing a direct data-transmission line from the radio telescope’s remote location to central Perth. The partners are also building a long-range, low-power network of sensors that can provide farmers with essential information for improved crop management.

Agriculture and sustainable development are critical research programs for Curtin University. In April 2016, Curtin joined an initiative to establish the world’s first zero-carbon solar-powered neighbourhood. Committed to urban renewal, the university’s Greater Curtin Master Plan will transform its 114-hectare Perth campus into a major Asia-Pacific innovation precinct by 2030. The plan will drive research and development collaboration, leading to commercialisation opportunities, enabling Curtin and Western Australia to be positioned at the forefront of the knowledge economy.

Curtin’s Research Integrity and Ethics Approach

Curtin’s ambition to become a research-intensive university is driven by a high performing and quality research culture. Conducting research with integrity creates an environment that fosters research capacity. An online research integrity program was developed for the Australian legal and policy environment by an external provider, and was implemented at Curtin with customisations to Curtin’s policy environment. The program focuses on four keys areas of research:

- **Designing research**
  - Planning, human participants, managing and protecting interests, financial interests and intellectual property, workplace and environmental safety.
- **Conducting research**
  - The research record, research data and material, collaboration, data interpretation.
- **Reporting research**
  - Research communication, publishing, plagiarism, authorship, peer review.
- **Responsibilities to society**
  - Advocacy, responsibility to society.

A quiz is conducted at the end of the module, with 80% pass rate required for accreditation. The online program is to be completed by academic researchers within the first six months of employment. The program has been well received by the University, with CBS having the highest completion rates amongst all faculties at 85%.

To complement the research integrity training, research integrity advisors are available to staff and students. Research integrity advisors foster an environment of good research practices and provide advice on the Australian Code for the Responsible Conduct of Research and Curtin research policies. CBS currently has three research integrity advisors.
CBS continues to increase capacity in the application of research involving human participants. The centralised ethics process at Curtin, and a review of applications based on risk rating enables timely human research ethics approval. Applications from CBS are generally considered low risk and therefore undergo review by a trained reviewer in the faculty and by the Manager, Research Integrity. The introduction of an online ethics system in 2016, along with a streamlined review approach, has seen average approval times in CBS reduce from 19 days in 2015, to 16 days in 2016. This demonstrates Curtin’s commitment to a strong research performance through enhanced support to researchers, and shows CBS’s engagement with community research.

CBS Research and Development

The Curtin Business School has an excellent research and development track record. CBS staff and students are engaged in research. The research output by staff related to responsible management education, such as corporate social responsibility, sustainability, social entrepreneurship, ethical decision making and development studies in the form of books, book chapters, journal articles, research reports, conference papers, workshops is listed below. Student research projects are listed separately.

To ensure continued growth in quality research outputs, CBS is committed to fostering an environment supportive of research endeavour and the development of staff’s research capacities. There are currently two fellowships available, the Curtin Research Fellowship and Haydn Williams Fellowship.

CBS Institutes, Centres and Clusters

The Curtin Business School research is broken into a number of institutes, centres and individual research clusters which include:

Institutes

- Australian Housing and Urban Research Institute
- John Curtin Institute of Public Policy

Centres

- Asia Business Centre
- Bankwest Curtin Economics Centre
- Centre for Research in Applied Economics
- National Centre for Student Equity in Higher Education
- Ninifi One: CRC Remote Economic Participation

Clusters

- Logistics Research Cluster
- Luxury Branding Research Cluster
- Tourism Research Cluster
- Women in Social Economic Research Cluster
Institutes

Australian Housing and Urban Research Institute
The Australian Housing and Urban Research Institute delivers high quality research that influences policy development.

John Curtin Institute of Public Policy
The John Curtin Institute of Public Policy is a peak body for research, education and discussion in public policy and administration.

Centres

Asia Business Centre
The Asia Business Centre serves to strengthen and leverage Asia capabilities and stakeholder engagement to advance industry connection, research collaboration and business impact. It is an international think tank focusing on the integration of Asian business systems and the evolution of the organisations and institutions that they include.

Bankwest Curtin Economics Centre
The Bankwest Curtin Economics Centre is an economic and social research organisation located within the Curtin Business School at Curtin University. It undertakes high quality, objective research on the key economic and social issues of relevance to Western Australia. The centre was established in 2012 through the generous support from Bankwest (a division of the Commonwealth Bank of Australia), with a core mission to examine the key economic and social policy issues that contribute to the sustainability of Western Australia and the nation, and the wellbeing of households both in WA and nationally.

Centre for Research in Applied Economics
The Centre for Research in Applied Economics strengthens collaboration among applied economists at Curtin University.

National Centre for Student Equity in Higher Education
The National Centre for Student Equity in Higher Education is at the centre of public policy dialogue about equity in higher education.
Research Clusters

Ninti One: CRC Remote Economic Participation
The Ninti One: CRC Remote Economic Participation Institute focuses on delivering solutions to the economic challenges that affect remote Australia.

Logistics Research Cluster
The Logistics Research Cluster promotes and facilitates open communication with industry.

Luxury Branding Research Cluster
The Luxury Branding Research Cluster increases Curtin’s Luxury Branding research capabilities.

Tourism Research Cluster
The Tourism Research Cluster increases Curtin’s tourism research capability by providing a framework for the skills, expertise and resources of researchers to be shared, increasing opportunities for collaboration and building on the strengths of Curtin’s well-established multidisciplinary approach to tourism research.

Women in Social Economic Research Cluster
The Women in Social Economic Research Cluster supports Curtin’s gender equity agenda and increases Curtin’s research capability in this area.


CBS Student Research
Curtin Business School students are highly engaged in cutting edge research and contribute valuable knowledge and expertise. What follows is an assessment of the extent to which students are involved in research directly related to UN PRME themes:
<table>
<thead>
<tr>
<th>Student Name</th>
<th>CBS School</th>
<th>Thesis Title</th>
<th>YEAR</th>
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<tbody>
<tr>
<td>Alabduljabbar, Shatha Ayub</td>
<td>Curtin Graduate School of Business</td>
<td>Integrating Lean and Green Supply Chain Management Systems in Manufacturing.</td>
<td>2014</td>
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<tr>
<td>Alhadhrami, Abdelrahman</td>
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<td>UAE Work Environment Examining the Influences of Culture, Gender and Sector on Managerial Leadership Competencies, Job Satisfaction and Organizational Commitment</td>
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<td>Alselaimi, Raneem Abdul Wahab A</td>
<td>Curtin Graduate School of Business</td>
<td>Increasing Saudi Women’s Participation in Professional Occupations: A Saudi Perspective</td>
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<td>Arifin, Johan</td>
<td>Accounting</td>
<td>Isomorphic Pressures Influencing the Level of Mandatory Disclosure within Financial Statements of Indonesian Local Governments</td>
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<td>Esfijani, Azam</td>
<td>Information Systems</td>
<td>Methodology Development for Measuring Virtual University Social Responsibility (VUSR)</td>
<td>2014</td>
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<td>Hammadi, Adil</td>
<td>Information Systems</td>
<td>A Methodology for Trust and Risk Mash up for Enhanced Business Intelligence in Cloud Environment.</td>
<td>2014</td>
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<td>Hosain, Md Moazzem</td>
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<td>Corporate Social and Environmental Responsibility (CSER) Reporting Practices in a Developing Country: Evidence from Bangladesh</td>
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<td>Islam, Amirul</td>
<td>Economics and Finance</td>
<td>Trade, Productivity and Welfare Effects of Regional Integration in South Asia</td>
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<td>Khan, Ejaz</td>
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<td>Sustainable Growth of Informal Social Microenterprises (ISMs) in a Developing Country: A Multidimensional Assessment</td>
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<td>Wesley, Anthea</td>
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<td>Bumrungkit, Siraprapa</td>
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<td>Yu, Shengli</td>
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<td>The Influence of Culture and Readiness for Change on Organisational Change Success in Local Government Offices in Australia</td>
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<td>Ameri Sianaki, Omid</td>
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<td>Anthony, Mary</td>
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<td>Petersen, Kim Jorja</td>
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<td>Seymour, Richard</td>
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<td>Siwale, Maka</td>
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<td>Information Systems Planning in the Not for Profit Sector in Western Australia</td>
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<td>Yaldo, Ilham Salman</td>
<td>Accounting</td>
<td>An Ontology for Sustainability Reporting based on Global Reporting Initiative (GRI) G4</td>
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**Master Thesis**

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<td>Chan, Tysun</td>
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<td>The influence of Guanxi and knowledge of ChinaÂ’s business environment on relationship initiation capabilities: The case of Australian SME service suppliers in China</td>
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<td>Chuah, Joe Soo</td>
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<td>Investigating the Moderating Role of Anticipatory Guilt on the Consumption of Luxury Brands</td>
<td>2015</td>
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<td>Khara, Tani</td>
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<td>What are consumer attitudes in urban India like towards ethical food products, and what influences their attitudes?</td>
<td>2015</td>
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<td>Lawrance, Veronica</td>
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<td>Culture, Change and Professionalism: A Case-Based Study of Volunteer Motivation in the Non-Profit Sector</td>
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<td>Phua, Siew Huei</td>
<td>Accounting</td>
<td>Corporate Environmental Disclosures in Malaysian Public Listed Companies</td>
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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.

Curtin’s Urbanisation Networks

Collaborating with business and society at large, Curtin University’s Master Plan supports an urban economy based on education, business, technology, housing, public transport, the arts and recreation. This new quarter of Perth will serve the local community as a living laboratory, where sustainable social, environmental and economic solutions will be implemented, researched and refined, making innovation, technology and research visible and accessible to everyone.

Principle 2 provided information on the development of a Curtin Climate Resilience Implementation Plan, the development of a Curtin Corporate Responsibility and Sustainability (CR&S) Policy and the development of a Curtin framework for reporting against Green Star Communities.

Curtin’s Business and Research Networks

Interdisciplinary collaboration and active engagement with local, national and international business and research groups, enables Curtin to be at the forefront of innovation and partner with world class innovators and researchers to bring the Greater Curtin plan to fruition.
CBS Industry Networks Link to Research and Strategic Imperatives

Building and maintaining strong industry partnerships is another priority for CBS, as evidenced by the applied nature of our courses and the industry networking opportunities we offer our students. CBS has the ongoing input of over 70 industry leaders helping to shape our business education offerings, through our Advisory Boards and Council Network, and our Adjunct Professor network. These are people in the real world of business, who tell us what kind of leaders they need to succeed. As a result of their influence, our courses are widely recognised in the workplace as being outstanding and relevant. After a thorough review of CBS operations, the CBS AACSB Peer Review Team noted in their report in early 2016, that they were particularly impressed by the engagement of the CBS Advisory Council and School Advisory Boards in supporting the school’s mission and strategy. The found that these bodies were regularly consulted regarding curricular revisions. They also noted that participation of CBS academic staff on business and research panels and guest lectures by industry leaders at CBS helped to facilitate the relationships between CBS and the business world. They also noted that CBS was the first in Western Australia to have a Chamber of Commerce unit located on the Bentley campus to assist students with finding internships.

In addition, four CBS research centres/clusters have Advisory Boards comprised of internal staff as well as 31 external experienced and knowledgeable people. These include former politicians, academics, spokespeople, and equity advocates who provide advice on priority areas of research and facilitates the review of Centre activities ensuring they meet their objectives as well as assisting in identifying research opportunities and collaborations.

Curtin Business School Advisory Council

The Chief Executive Officer of the Curtin Business School Advisory Council is Mr Terry Agnew, who is the Group CEO of RAC (Western Australia). RAC started as a motoring club over one hundred years ago and now has almost 2000 employees. RAC now provides a range of diverse services to over 800,000 Western Australians in the areas of motoring, insurance, finance, travel, tourism parks and resorts, retirement and home services.

Mr Agnew has had a range of executive and board roles with private and public companies, mutual and member organisations, government, and educational organisations. He currently sits on the boards of Edge Employment Solutions, RAA Insurance and the MDA National Insurance Board. He has chaired the Curtin Business School since 2008. Mr Agnew is a Director of the Business Council of Co-operatives and Mutuals and a member of CEO’s for Gender Equity. He is a Fellow of the Australian Institute of Company Directors, Fellow of the Australian Institute of Management, Senior Fellow of the Financial Services Institute of Australia (Finsia) and Member of the Australian Institute of Engineers.

Leading the Way with Innovative Research and Industry Engagement

The Bankwest Curtin Economics Centre recently won “The Ashley Goldsworthy Award for Sustained Collaboration between Business & Higher Education 2016” at the Australian Business /Higher Education Round Table (B-HERT) awards in November 2016; one of seven awards recognised in 2016. The B-HERT awards were established in 1998 to recognise outstanding achievement in collaboration between business and higher education in the fields of research and development and
education and training. The objective of the awards is to highlight at a national level the benefits of such collaboration and enhance links between industry and universities.

The Ashley Goldsworthy Award for Sustained Collaboration between Business & Higher Education award was in recognition of the impact The Bankwest Curtin Economics Centre (BCEC) has on the lives of businesses, communities and families in Western Australia. This is achieved through high quality, relevant research which is developed for, and shared with, influencers at state and federal level. The real success of the Centre stems from a fundamental belief that research has the greatest influence when it is grounded in community participation, shaped through extensive collaboration, and communicated in a form that is accessible to all who draw value and insights from the findings – whether from industry, government, policy agencies, not-for-profits, community groups or the public.

The Centre has entered into a series of strategic partnerships to enhance the quality and reach of its research findings locally and nationally, many of which involve Bankwest and Curtin University as key co-participants. These industry-focused workshops bring together stakeholders from business, government and the not-for-profit sector to debate economic and social issues of national importance.

The BCEC partnership between Bankwest and Curtin represents an outstanding success story in terms of sustained collaboration. The Centre has grown rapidly in both breadth and depth since its inception in 2012, and significantly beyond the scale anticipated at the start of the collaborative partnership. By virtue of the reputation of the Centre and its researchers, the huge expansion in the Centre’s outputs, and the increased national visibility generated by its research and engagement activities, the Centre has been able to leverage significant external funding alongside the core long-term commitment from Bankwest. As an example of the rapid interest in the Centre’s activities, when BCEC launched its first report in 2014, 110 participants from across business, policy, not-for-profit and community sectors attended; now events launching new reports are at the venue capacity of 350, and many wait listed to attend.

The Centre’s research and engagement strategies have directly influenced state and federal government policy development. For example, the Centres reports and findings are often cited in parliamentary debates and include reports such as: ‘Sharing the boom: the distribution of income and wealth in Western Australia’; ‘Housing affordability in WA: the real costs of housing in WA’; Beyond
our means? Savings and Debt in Australia’. In addition, BCEC researchers are often invited to give evidence at parliamentary hearings on topics such as income inequality, poverty, housing affordability, household savings, and recently at the 2016 Senate inquiry into the economic security of women.

The inclusion of BCEC reports and advice in forming government policy so soon after the Centre was established, demonstrates how rapidly it has become recognised for the quality and credibility of its research. However it is the accessibility of its highly relevant and socially responsive research, through media and events, such as the web, radio, free breakfasts and meetings with business and government official that has seen it achieve its significant public profile as the premier social and economic policy centre in Western Australia.

The Centre is frequently cited by various press and social media outlets and the coverage that the Centre has attracted, all of which has been entirely positive, has been substantial. The equivalent value of advertising space revenue covering all major state and national press, TV and radio outlets in the last three years has been AUD$3.7 million. The Centre’s Twitter posts regularly attract 30K+ impressions per month, with a high share of national influencers among the Centre’s social media followers. The significance of the Centre’s growing reputation and deepening impact on public policy debates has been articulated by, Ben Wyatt MLA, WA’s Shadow Treasurer, who referred to the Centre as the State’s “signature think tank on public policy”.

The reports are made available through strong multi-layered relationships from industry through to the broader community.

Curtin also was a joint winner with four other universities and three technology focused organisations for the Best Higher Education & Training Collaboration 2016. This was in recognition of programs which established engagement between PhD students and industry mentors to develop a new generation of industry-aware PhD graduates.

### CBS Industry Event

In October 2016 CBS held its annual industry event, this time in the format of a “Shark Tank”, referred to as the ‘Dragon’s Den’.

Seven representatives from each of the CBS–schools, gave three minute “TED Talk” like presentations to three industry experts (Dragons) on their research, and how it could be applied in industry. The candidates ranged from PhD students to senior researchers. The Dragons were from industry, namely: Rod Evans, Ideas 2 Results; Steve MacPherson, Supply Chain Services Australia; and Rodney Nelson, Du Pont Sustainable Solutions. The presentations were also heard by an audience of approximately 80 people from private, public and not-for-profit organisations as well as other universities and Curtin staff.
Of the two prizes available, one awarded by the “Dragons” and the other the “People’s choice”, both were won by Dr Min Teah, a lecturer from the School of Marketing, who stole the show. Each of the presenters greatly benefited from the extensive and valuable comments received from industry experts and the opportunity to network with industry stakeholders.

**CBS Not-For-Profit Initiative in the School of Accounting**

CBS’s School of Accounting established the Curtin Not-for-profit Initiative in 2011 following a refocus of research objectives toward industry-ready research outputs that are readily applicable in practice. The aims of the Initiative are to:

Develop a body of research focused on practical and implementable outcomes that will enhance the resilience, efficiency and the sustainability of the Not-for-profit Sector Australia-wide

Build significant and effective industry engagement in order to identify and prioritise the topics of research, and to facilitate dissemination and discussion of the findings to the best effect for the sector; and

Build a body of up-to-date, Australia specific knowledge that can be used to inform policy and practice within government, the Not-for-profit Sector and the broader community with a view to enhancing policy outcomes to the greater benefit of all communities in Australia. Professor David Gilchrist, the founding director of the Curtin Non-for-Profit Initiative, has held a number of senior roles in the non-for-profit, commercial and public sectors.

**Connecting CBS to Industry through Learning and Teaching**

The primary barriers for women committing to study a Master of Business Administration (MBA) are the cost and time involved. Curtin and CBS have committed to increase the proportion of female MBA students from 30% to 40% over the next two years by providing both financial and career support. To achieve this, the Women in MBA (WiMBA) Scholarship has been developed by the Curtin Graduate School of Business (CGSB) to encourage and support new high caliber female students to enrol in a MBA in 2017. The WiMBA program is designed to encourage companies to identify top female employees and support them through their MBA studies, thereby increasing women in leadership roles in their company. Thirty scholarships worth up to $30,000 each towards fees will be available; $20,000 from Curtin and $10,000 from the employer. The employer is committed to also provide support for the recipient by allowing time to attend class, undertake additional study or group work and complete assignments. In addition, the WiMBA scholarship recipient will be mentored through their career pathway, not only during their studies but also after they have completed their degree.

**Connecting CBS to Industry through Staff Service to the Community**
CBS staff are actively engaged in the local community and hold a number of important service roles. For example, CBS’s Deputy Pro Vice-Chancellor, Professor Carolyn Dickie is the Chair of the Constable Care Child Safety Foundation. Through its theatre-in-education program and community services they are the leaders in harm prevention and are able to raise awareness, change attitudes and behaviours and prevent or reduce harm to children.

Professor David Gilchrist, the founding director of the Curtin Non-for-Profit Initiative from the School of Accounting, currently holds a number of industry and community service roles, including as chairman of Nulsen Disability Services, Chairman of the Kimberley Individual and Family Support Association and is a member of Chartered Accountants Australia and New Zealand’s National Not-for-profit Advisory Committee.

### Fostering Innovative Partnerships across the Globe – I4A Initiative

CBS is fostering innovative partnerships across the globe. One of its more recent collaborative efforts is with Professor Djordjija Petkoski, who is affiliated with the World Bank and is an academic at the Wharton Business School. The Dean of the Curtin Business School, Professor Mile Terziovski, established the collaborative relationship with Professor Petkovski at the International School for Young Leaders (ISFYL) in Ohrid, Macedonia. The School was established by the President of the Republic of Macedonia, Dr Gorge Ivanov, to develop young leaders from different parts of the world. Professors Terziovski and Petkovski were invited as guest presenters alongside the former President of Bulgaria and former President of Lithuania, and several other industry and political leaders. Dr Petkovski introduced the I4A Initiative as part of his delivery in the ISFYL programme.

A recent CBS PhD graduate, Melissa Cianfrini, has embraced the opportunity to establish an Ideas I4 Action Initiative IdeaLab in Perth, with the prospect of deep and lasting collaboration across the globe in the service of humanity. The Ideas for Action (I4A) initiative is a youth competition on financing developmental ideas. It was launched in November 2014 by the World Bank Group (WBG) and the Zicklin Centre for Business Ethics Research at Wharton School of the University of Pennsylvania. The I4A competition invites young people to engage with the Sustainable Development Goals (SDGs) adopted by the United Nations General Assembly in September 2015. The I4A encourages young innovative thinkers to develop and share their ideas for financing solutions that can help achieve the development agenda outlined in the SDGs document. In December 2016, Team Curtin submitted an I4A proposal which focuses on providing online access to tutors and mentors based in metropolitan areas to youth in regional and rural communities in Australia.

### MIT Innovation Initiative

The Curtin Graduate School of Business has forged a new partnership with the Executive Director of Massachusetts Institute of Technology (MIT) Innovation Initiative, Professor Steve Haraguchi to bring the MicroMasters model to Western Australia. The MicroMasters is a new category of online education which can provide credit towards an accelerated Masters degree. Curtin is now partnering with MIT to provide a pathway from their MicroMasters in Supply Chain Management to the Curtin Masters in Supply Chain Management. Further, a cross faculty MicroMasters in Innovation and Communication has recently been approved by the Curtin Senior Executive Team.

Students who enrol and successfully complete the MicroMasters will gain entry to our accelerated
Masters courses, providing them with more flexibility and a lower cost alternative than the traditional pathways. It is anticipated that this new partnership will provide yet another avenue for students to upgrade their qualifications.

**The International Learning Design Network**

CBS Learning and Teaching has a collaborative and innovative approach to business education. CBS research and teaching scholars provide expertise and facilitate professional and community services that benefit industry and community organisations on the international, national and local stage.

The new field of Learning Design provides support and guidance to educators teaching in fully online or blended learning environments. It helps educators understand how to develop, use and reuse contemporary pedagogical designs, many of which are underpinned by social constructivist learning theory. CBS Acting Dean L&T, Associate Professor Eva Dobozy, is part of the international cross-institutional Learning Design Network (LD-CIN) which includes members from Australia, Singapore, UK and Switzerland. The LD-CIN is driving strategic technology integration and conducting empirical research on educator’s design thinking strategies that provide interactive and engaging learning experiences. A particularly promising initiative is the development of generic and templatatable pedagogical designs. Associate Professor Eva Dobozy took part as a virtual presenter in two separate LD-CIN events hosted by the University of Edinburgh, UK in April and November 2016.

**Cross Faculty Collaborations**

CBS and the Faculty of Science and Engineering hold a number of events and networking opportunities with the independent oil and gas consultancy firm, RISC, one of which is the RISC Conversation Series. RISC has been working in partnership with companies for over 20 years, supporting their interests in the industry and offering a broad and innovative perspective on oil and gas projects around the world. The RISC Group is comprised of highly experienced oil and gas consultants with complimentary core disciplines. All have held senior level positions at global oil and gas companies and combine to offer a wealth of deep industry experience covering the entire range of the oil and gas business life cycle.

The RISC Conversation Series provides a forum for students to be exposed to thought leaders in the oil and gas exploration and production sector and petroleum economics. The series provides a dynamic and engaging environment for students, alumni, academics and industry professionals to absorb and react to topical information and industry innovation and broader thought provoking issues associated with the environment, social licence to operate, employment, and skills training.

On 25 May 2016, a speed networking event was hosted by RISC on Curtin’s Bentley campus. Seven senior staff from RISC discussed their education pathways, career journeys and the oil and gas industry with 30 students. Students attending were allocated a table as they arrived and spent 20 minutes with that group. There were two further rotations, giving students the opportunity to engage with three RISC employees in total. During the rotations, students met individuals with different career backgrounds to emphasise that there can be different avenues for gaining employment within the oil and gas industry. At the end of the rotations, students had further opportunities for networking. It was a highly successful event and it will be repeated in the future.
Cross Location Collaboration

The 3rd International Conference 2015 jointly organised by Curtin University, Sarawak, Malaysia, and Curtin University, Australia, was held at Curtin University, Sarawak from 26-27 November 2015. The conference with the theme *Rethinking Assessments for Student Engagement and Learning* invited academics to present papers on a number of learning and teaching related topics. The keynote speakers were Professor Cees Van der Vleuten, University of Maastricht, Netherlands, Professor Julianne Reid, Associate DVC, Teaching and Learning, Curtin University, Professor Zainal Ahmad, Academy of Sciences, Malaysia, and Professor Sue Fyfe, Curtin University, Bentley campus.

The conference, which is a prime example of cross location collaboration between Curtin’s Bentley campus and Curtin Sarawak, attracted more than 75 participants from the US, Hong Kong, UK, Australia, India, Nigeria, and from private and public universities in Malaysia. The conference showcased best practices in teaching and learning, assessments, and research in higher education and provided academics the opportunity to discuss guidelines and strategies for student centered pedagogies and assessments focusing on high-impact student engagement practices.

The conference was well supported by colleagues from the Bentley campus including the Deans’ Teaching of Learning Humanities, Health Sciences, Director Student Engagement, Faculty of Science and Engineering, Director of Programs, CBS, Director of Engineering First Year and Members of Curtin Teaching and Learning. A number of colleagues from the Miri campus also presented papers; 47 papers and keynotes were presented. Two Scopus indexed journals partnered with the conference to publish selected papers from the conference; the *Malaysian Journal of Learning and Instruction* and *Indian Journal of Science and Technology*. 
SevenWest Business Outlook Series 2016

CBS brings together experts to discuss issues of relevance to Western Australia via the very successful Business Outlook Series. This is hosted in conjunction with The West Australian. The series has run for four years and the invited experts are proposed by CBS, with the final selection decided by The West Australian. The 2016 Business Outlook Series took place in October and the topics that were tackled are listed in the table below:

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Topic</th>
<th>Date Presented</th>
<th>Date Published</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Ros Cameron</td>
<td>Skilled migration/workforce</td>
<td>4 October</td>
<td>11 October</td>
</tr>
<tr>
<td>Dr Tom Houghton</td>
<td>Energy poverty in WA</td>
<td>6 October</td>
<td>13 October</td>
</tr>
<tr>
<td>Professor John Phillimore (JCIPP)</td>
<td>Reform of the federation and WA’s relation with the federal government’s share of GST</td>
<td>10 October</td>
<td>20 October</td>
</tr>
<tr>
<td>Dr Helen Hodgson</td>
<td>Tax Reform</td>
<td>12 October</td>
<td>17 October – Personal finance section</td>
</tr>
<tr>
<td>Associate Professor Rachel Ong (BCEC)</td>
<td>Housing Affordability in WA</td>
<td>19 October</td>
<td>25 October</td>
</tr>
</tbody>
</table>

Creating Future Leaders through Innovation and Entrepreneurship

Each year the President of the Republic of Macedonia, H.E. Dr Gjorge Ivanov, invites high level personnel such as former presidents, Prime Ministers, diplomats, senior executives and leading academics from around the world to present lecture(s) to future leaders from Macedonia and other European countries. The International School was established by President Ivanov and is supported by the Foundation of the Alliance of Civilizations in Macedonia.

Professor Terziovski, Dean of the Curtin Graduate School of Business, was honoured to be invited to present at the 7th International School for Young Leaders, held in Ohrid, Macedonia during August 2016. The topics of his lectures were “Creating Future Leaders through Innovation” and “Entrepreneurship and Managing Career Stages: Challenges and Opportunities”.
DuPont Curtin University Innovation Awards

In October, Prof Ian Phau, Dr Min Teah, Dr Isaac Cheah and Dr Billy Sung won the inaugural DuPont Sustainable Innovation Award, through demonstrating how their innovative mobile headset could become a valuable application to industry. The new technology uses biometric sensors to measure human reactions such as heart rate, skin conductance, eye gaze and brainwaves, and tracks a consumer’s emotional state through facial recognition software. This award recognises the best innovation in the field of business and the collaboration with DuPont demonstrates our industry connectedness.

Australasian PRME Network

CBS was represented at the 2016 PRME conference held in Melbourne on 4 September 2016. CBS is committed to being an active member of the Australasian PRME network and to assist in active information exchange and the support of newer members.

Fédération Internationale de l’Automobile Conference

The Fédération Internationale de l’Automobile (FIA) University Region II Public Policy and Advocacy Program was held at the Curtin Graduate School of Business in November 2016. In conjunction with ESADE Business School, FIA University and the Australian Automobile Association, the Curtin Business School hosted this inaugural event which is a unique initiative aimed at developing global programs of broad interest to member clubs within the Asia Pacific region.

As part of the three day program, the Curtin Business School engaged a number of prominent speakers to address a range of topics including public policy, influencing governments, using research and media and advocacy. Academics from key areas within Curtin University presented to the delegates including Professor John Phillimore (Executive Director of John Curtin Institute of Public Policy), Professor Peter Newman (Director, Sustainability at Curtin University) and Mr Peter Palamara (Research Fellow, Curtin Monash Accident Research Centre). The delegates also had the opportunity to participate in the RAC Driverless Shuttle experience. The RAC Intellibus is Australia’s very first Automated Vehicle Trial.
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.

As evidenced in the previous pages, Curtin University is deeply engaged in the area of corporate social responsibility, sustainability and ethics. Not only do we have clearly defined values, but Curtin staff and students take pride in understanding the implication of 'living our values' initiative and facilitating dialogue.

Living and Communicating Curtin Values

One of Curtin University’s strategic initiatives is called: Strengthening our Culture. Its aim is to foster an environment that supports ethical and courageous behaviour and in which Curtin Values are an integral part of any decision-making process of staff and student. We strive to constantly reflect upon and improve our business practices in dialogue with our partners, staff and students.

Do it in a Dress Fundraiser

Local community members enjoyed a fun night at Curtin’s Outdoor Cinema watching the cult classic Ferris Bueller’s Day Off on 3 April, 2015 while raising money for girls education in Sierra Leone, West Africa. This was part of a project organised by student Julia Beard raising $3000, enough to provide education for 10 girls in Sierra Leone for 12 months.

The John Curtin Prime Ministerial Library (JCPML)

The John Curtin Prime Ministerial Library (JCPML) situated on Curtin’s Bentley Campus is Australia's first prime ministerial library and recognises the contribution to Australian society of wartime prime minister and international statesman. The JCPML represents a natural connection between Curtin University and the local and wider community. It was specifically designed to encourage visitors to learn about and conduct research on John Curtin, making use of the extensive Archival Collection. The JCPML Reading Room is open to the public on Monday to Friday from 10 am to 2 pm or by
Interested visitors wishing to request collection materials are able to enlist the help of the Reference Services to assist with the discovery and access to specific material in the collection.

Facilitating and Supporting Dialogue at CBS

The Curtin Business School acknowledges a shared responsibility and commitment to facilitate and support constructive multifaceted dialogue about our mission, values and actions. Since becoming a signatory to the UN PRME initiative, CBS has actively engaged in many knowledge-sharing and networking events, furthering local, national and international discussion and dialogue. Below are some examples of CBS’s active engagement, demonstrating our commitment to cooperation and community involvement.

Participating at 4th PRME Chapter Australia/New Zealand Meeting

The 4th PRME Regional Meeting Australia/New Zealand was hosted by the University of Wollongong and the Federation University on 4 September 2016. CBS was an active participant at the event and engaged in discussion and dialogue at the meeting. The regional PRME meeting coincided with the Social Responsible Research Network Conference and featured a keynote address from Professor David Crowther, Professor of Corporate Social Responsibility, De Montfort University (UK) and Chair of the Social Responsibility Research Network.

The themes explored at the forum were:

- PRME Global
- Review of the 2015 AUS/NZ Business Academic Survey data
- PRME Champion Projects
- Integrating Sustainable Development Goals in Business Curricula
- Keynote: Professor David Crowther “The importance of future leader education in responsible management"
- PRME SIP reporting
- Next AUS/NZ Regional Chapter meeting 2017/2018.

ASCILITE Conference

In November 2015, the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) the 32nd International Conference on Innovation, Practice and Research in the Use of Educational Technology in Tertiary Education was successfully hosted by Curtin University. Academics from the Curtin Business School collaborated with Centre for Learning and Teaching staff to host the globally recognised conference on the educational use of technologies in tertiary education. It attracted more than 270 delegates from 11 countries and 77 universities. The conference inaugural opening by the Vice-Chancellor, Professor Deborah Terry highlighted the use
of the global classrooms at Curtin University, strongly emphasising the strategic Learning and Teaching priorities at Curtin.

**ANZQAN Conference Participation**

The Australia and New Zealand Quality Accreditation Network (ANZQAN) met for their eleventh community of practice meeting hosted by the Queensland University of Technology’s Business School from 1-2 December 2016. There were 68 participants from 29 Australian and New Zealand universities as well as executive advisors from AACSB (Annie Lo) and EFMD (Ulrich Hommel). The Australian and New Zealand PRME Chapter Leader Belinda Gibbons also gave an update on PRME activities and integration with AACSB and EFMD. A video message from John North provided an update on the GRLi future direction and activities.

The extent of collegiality and sharing of experiences, practice and processes is a highlight of the conference. This year strategies were set in place to continue the sharing in an even greater and more proactive way with champions to lead particular topics over the following year, including providing feedback to the accreditation authorities.

**Industry Connected – 8th CBS Advisory Boards’ Networking Event**

The Curtin Business School held its 8th Advisory Boards’ Networking event in November 2016. The event is held annually to acknowledge members for their involvement and contributions to CBS throughout the year and this year it was hosted at the RAC Offices in West Perth by Mr Terry Agnew, Group CEO of RAC Western Australia and CBS Advisory Council Chair and PVC Adjunct Professor. Dr John Hewson AM, Australian economist and former politician, provided a thought provoking presentation about the major economic challenges Australia and the world is facing. The event was attended by leading members of the corporate, government and non-for-profit sectors as well as Curtin and CBS’s leadership team. CBS is very fortunate to have the wealth of insight and knowledge that is gained from the Advisory Boards’ network which is an essential part in supporting our mission of being industry connected.

**Eduniversal World Convention 2016**

The Curtin Business School co-hosted the 9th Eduniversal World Convention in 2016, the first business school in Australia to host the annual global event which brings together representatives from Eduniversal’s Best 1,000 Business Schools; the previous event was hosted at Harvard. There were 186 attendees from 113 institutions across 43 countries. This conference provides a unique opportunity for academics from the best international business schools to network and connect. The ability of scholars from different geographical locations to exchange ideas and common practices enables the discovery of local cultural and pedagogical practices and global trends in contemporary business education. The Convention featured plenary sessions, invited papers and parallel sessions, a gala dinner and awards ceremony for the top Business Schools worldwide.
The governor of Western Australia, Kerry Sanderson and participants of the Eduniversal World Convention 2016

The Eduniversal World Convention 2016 dinner at Government House, Western Australia
ACTION PLAN 2017 TO 2019

The more that CBS staff and students know about UN PRME and its mission, the more likely it is that they will take action to support this worthwhile initiative. Over the next two years, Curtin and CBS are committed to spearheading a number of initiatives to strengthen our commitment to UN PRME. The focus of our actions over the next two years is as follows:

CBS PRME Council – Tracking achievements

A key ambition over the next two years is to create greater awareness of PRME within CBS and with our industry partners and to have a positive impact concerning business ethics and corporate social responsibility. To this effect, a CBS PRME Council will be established in early 2017. The CBS PRME Council will support efforts in social corporate responsibility taking a multifaceted approach. The Council’s mandate will be broad, focusing on awareness raising among stakeholders. The Council will consist of cross-campus representatives from CBS teaching staff, the Dean Learning and Teaching Office, industry partners, student organisations and the alumni community and it will meet at least three times a year.

CBS’s Participation the 2017 PRME Global Forum

CBS will be an active participant at the 7th PRME Assembly, the 2017 Global Forum for Responsible Management Education, which will take place on 18-19 July 2017 in New York.

Educating CBS Staff

CBS will actively engage in educating new to CBS staff about PRME, the UN Sustainable Development Goals and Ethics, Responsibility and Sustainability (ERS) in general. The awareness training will ensure staff new to CBS will understand the mission of the UN PRME initiative and how CBS is able to assist in the transformation of management education, research and leadership in the Australasian region and globally. The awareness training sessions will provide a forum for active dialogue, reflection and engagement with PRME, the Sustainable Development Goals and ERS. Staff will be supported in the design of learning activities that integrate ERS-related ideas and multimedia resources. Regular professional learning opportunities will identify barriers to the implementation of responsible management education and sustainability into all unit offerings, which may include definitional and conceptual challenges, a lack of confidence in developing integrated programing, issues with student values and expectations.

Educating CBS Students (current and alumni)

CBS will seek to significantly increasing dialogue about global social responsibility and sustainability among CBS students. We will integrate topics of ethical and responsible behaviours and sustainability into all course offerings, requesting of course and/or unit coordinators to report how they integrate ethical and responsible behaviours and sustainability into their educational program. Further, extracurricular PRME related seminars will be made available to current students and alumni.

Reaching Future CBS Students (transition strategy)

CBS will also act to significantly increase dialogue between current and future students, providing an avenue for guidance to future undergraduate students as they begin their transition to Curtin. This
initiative is seen as a valuable experience that will not only contribute to a supportive and welcoming environment for new CBS students, but it is also an opportunity for current undergraduate CBS students to demonstrate their commitment to CBS and gain leadership, teamwork and communication skills greatly valued by future employers. Current students will be referred to as ‘CBS Citizens’ and will receive specialised training, on-going support throughout the initiative and a written personal letter of reference for their employment portfolio and resume.

**Curriculum Renewal and Assurance of Learning (AoL)**

CBS will support in course innovation initiatives. We will review and revise assurance of learning practices following comprehensive curriculum mapping, helping to stipulate specific responsible management learning goals to be incorporated into learning, teaching and assessment activities. Staff will be supported in the design of learning activities that integrate sustainability-related multimedia resources that provide a rich and interactive learning environment. We will be establishing an iterative process to the reviewing of the integration of PRME-related topics in all Bachelor of Commerce majors.

**Fostering Interdisciplinary PRME-Related Research**

To better understand current staff and student attitudes in relation to PRME-related learning and teaching activities in the CBS undergraduate degrees, a set of criteria will be developed that relate to the core elements of responsible management education, based on the PRME principles. The criteria will be used to develop a survey and/or interview questions for staff and students to better understand not only what learning and teaching activities are offered, but also how staff and students understand the value of these activities in relation to awareness building of UN PRME Principles and the Sustainable Development Goals and students’ future actions in business and industry. The survey and/or interviews will provide data on staff and student attitudes, behaviours and expectations to assist with the development of strategies to integrate sustainability as part of our way of life and facilitate the offering of transformative learning experiences. The findings will be presented at the 2017 PRME regional chapter meeting and published in a relevant journal. Moreover, CBS will aim to increase participation of postgraduate students in sustainability related research at CBS and investigate the feasibility of a PRME research group within CBS.
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