## CONTENTS

Dean and Head of La Trobe Business School: Professor Jane Hamilton ................................................................. 1
La Trobe Business School ........................................................................................................................................... 3
Committed to PRME .................................................................................................................................................. 4
RESEARCH ................................................................................................................................................................. 10
SUSTAINABILITY ......................................................................................................................................................... 12
PRME Principle 1: Purpose ........................................................................................................................................... 14
PRME Principle 2: Values ............................................................................................................................................... 15
PRME Principle 3: Method ............................................................................................................................................. 17
Principles 1, 2 & 3: 2016-2018 Goals and Achievements: Goals 1-7 ................................................................. 19
2016-2018 Goals and Achievements .................................................................................................................. 19
2018-2020 GOALS Principles 1, 2 & 3 ................................................................................................................ 32
PRME Principle 4: Research ........................................................................................................................................ 34
Principle 4 Research 2016 - 2018: Goals and Achievements: Goals 1-5 ......................................................... 37
2018 - 2020 GOALS: Principle 4 .................................................................................................................................. 45
PRME Principle 5: Partnerships ...................................................................................................................................... 50
PRME Principle 6: Dialogue ........................................................................................................................................ 51
Principles 5 & 6 2016-2018: Goals and Achievements: Goals 1-6 ......................................................................... 52
2016 - 2018: Goals and Achievements ................................................................................................................ 52
2018 - 2020 GOALS: Principles 5 & 6 .................................................................................................................... 64
Our Contribution to the SDGs ........................................................................................................................................ 46
Rankings Accreditations, and Partnerships ........................................................................................................ 65

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Dean and Head of La Trobe Business School: Professor Jane Hamilton

This year marks the tenth anniversary of La Trobe Business School as a signatory to UN PRME. It represents our longstanding and deep commitment to our students that ignites and embeds an understanding of the need to practice ethical and socially responsible management.

Tens of thousands of students have now completed their degrees at La Trobe Business School and we are well aware of our responsibility to shape our students’ understanding of their world, and their future, by incorporating corporate responsibility and sustainability across all facets of our work and engagement.

As a PRME Champion since 2016, La Trobe Business School demonstrates an extended commitment to working collaboratively with other PRME Champions, educational institutions and industry to take action towards achieving the 2030 UN Sustainable Development Goals, and address issues identified by the United Nations and the UN Global Compact.

This report identifies our continuing work in advancing and integrating the six PRME principles and the SDGs more broadly into our curricula, research and partnerships. While it is satisfying that the past two years have seen enormous positive change, productivity and success, we are cognisant that our focus on PRME and taking actions towards achieving the SDGs through meaningful engagement and interaction with all of our stakeholders remains a high level priority across all of our operations.

Since our last report in 2016 La Trobe Business School has undergone a period of review and renewal resulting in substantive changes across the business school: to our structure, courses, curriculum, delivery of our subjects and research activities. We have established and met thresholds and standards and implemented evaluation processes across all of our operations as we work towards attaining AACSB accreditation.

We have channelled our efforts into fine-tuning our complex processes to confidently achieve our mission-driven focus to deliver quality education that develops responsible, engaged and innovative students who can embark on new careers to contribute to solving complex global and societal issues.

In order to remain competitive within our sector and relevant to our stakeholders, during 2016, the School in conjunction with its industry advisory board, engaged in a project titled LBS Beyond 2020 to determine our strategic positioning to develop and shape our capabilities in line with future demands, opportunities and risks. With organisations and industry increasingly adopting an entrepreneurial culture, it became even more important to embed responsible management education into mainstream curricula particularly in the area of innovation and entrepreneurship. As a consequence, in 2017 La Trobe Business School expanded with a new fourth department: the Department of Entrepreneurship, Innovation and Marketing. Additionally, Data Analytics was rehoused within the Department of Accounting. This is a powerful external and internal signal about LBS positioning and alignment with future research and learning needs of external stakeholders and better facilitate cross-disciplinary possibilities.

A particular strength of the School is the intellectual contribution our academic staff makes to critical research areas that investigate economic and social sustainability. We are a trusted and respected research partner to industry and government and a recognised world leader in several disciplinary areas. We are positioned in the top 3 universities in Victoria for research in Accounting, Auditing & Accountability, Banking, Finance and Investment, and Tourism as identified in the Excellence in Research Australia 2015-2016 assessment. Our research strengths include corporate governance, social entrepreneurship and sustainable enterprise and our research in tourism with its focus on community and culture from a sustainability perspective is increasingly attracting international attention.
The physical refurbishment of the Donald Whitehead Building that houses the Business School on our Bundoora Campus took place in 2017. This transformation has created a dynamic teaching and research environment with sophisticated workspaces for students and staff including state-of-the-art teaching spaces, a finance trading room, and enhanced research facilities such as the SAS Analytics Innovation lab and a behavioural research lab.

The University also expanded the City Campus in the heart of Melbourne Central Business District by acquiring two more floors in the current Collins Street building to accommodate the growing number of students accessing our courses in central Melbourne.

In Sydney, La Trobe’s new state-of-the-art campus located in the centre of the city’s business precinct officially opened in 2017. The Sydney Campus offers a range of undergraduate and postgraduate degrees in the areas of accounting, business, management, as well as courses in IT and health sciences. These advances in our infrastructure enhance facilities for our staff and also provide superior opportunities for our staff to interact with their students.

Finally, our increased activity and success around gender equality and the whole of University efforts to redress the legacies of systems that disadvantage women are increasingly visible. We continue to create a more equal workplace and remain ever vigilant and committed to promoting and enabling women’s leadership and their critical contributions in all aspects of University life.

Professor Jane Hamilton
Dean and Head of La Trobe Business School
La Trobe Business School

MISSION

La Trobe Business School (LBS) is a community of students, academics, and professionals committed to enhancing business learning through education and research which is innovative, responsible and engaged.

La Trobe University is a multi-campus university with its main campus located in Bundoora, Melbourne. Four of our campuses are located in regional Victoria at Albury-Wodonga, Bendigo, Mildura and Shepparton, and our city campus is located in Melbourne’s CBD. La Trobe Business School is one of 13 schools within La Trobe University and with over 9,500 students (23% of the University’s total enrolment) is also the largest.

Within the College of Arts Social Sciences and Commerce, La Trobe Business School operates four Departments:

- Department of Accounting and Data Analytics
- Department of Economics and Finance
- Department of Entrepreneurship, Innovation and Marketing
- Department of Management, Sport and Tourism

MASTERS OF BUSINESS ADMINISTRATION

Our MBA program is a globally relevant qualification with outstanding international accreditations. The program provides a challenging combination of theory and practice taught by leading industry experts with a focus on corporate governance, and responsible and ethical leadership.

RESEARCH

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

- Centre for Public Sector Governance, Accountability and Performance (CPSGAP)
- Centre for Sport and Social Impact (CSSI)
- Research Centre for Computers, Communication and Social Innovation (RECSSI)
- Centre for Data Analytics and Cognition (CDAC)

In addition to the Melbourne, city, regional and Sydney campuses, LBS provides some of its degree programs online, and externally. Our partners are:

- Chisholm Institute (Dandenong, Melbourne)—Bachelor of Accounting
- Montpellier Business School (Montpellier, France; AACSB accredited)—Bachelor of Business
- Hanoi University (Hanoi, Vietnam)—Bachelor of Business, Master of Business Administration
- Foreign Trade University (Hanoi, Vietnam)—Master of International Business
Committed to PRME

As a PRME signatory our role is to educate students to become responsible leaders who are informed and capable of balancing the demands of business with economic, social and environmental sustainability. We do this by embedding principles of sustainability, ethics and responsibility across our curriculum, research and partnerships.

An important role of PRME for the La Trobe Business School is focusing on building student capability through a deeper understanding of the United Nation's Sustainable Development Goals (SDGs). The SDGs and the six PRME principles provide a framework for La Trobe Business School to engage our students in the critical issues of corporate responsibility and sustainability.

PRME Champion

La Trobe Business School became a PRME Champion in 2016 with the position extended in 2018 until 2020. LBS is privileged to be a PRME Champion and to take leadership in advancing corporate responsibility and sustainability by embedding the UN PRME Mission into the DNA of the School.

As a PRME Champion, LBS commits to the PRME mission and undertake advanced tasks and game-changing projects that respond to systemic challenges faced by the PRME community including key issues identified by the United Nations and the UN Global Compact.

PRME Champion Mission

The mission of the PRME Champions group as stated in the 2030 PRME vision statement is to contribute to thought and action leadership on responsible management education in the context of the United Nations sustainable development agenda. In so doing, PRME Champions commit to:

• **Work collaboratively** to achieve higher levels of performance in transforming business and management education in five key areas: curricula, research, educational frameworks, sustainability-based partnerships, and thought leadership.

• **Serve the broader PRME community** through active engagement with existing PRME Chapters, PRME Working Groups, Global Compact LEAD, and other global opportunities, as well as to support broader and deeper implementation of sustainability principles in the institutional context of the PRME initiative.

• **Contribute to broader UN goals and issues**, particularly helping to realise the SDGs.
La Trobe University Strategic Direction

Our mission: Advancing knowledge and learning to shape the future of our students and communities.

Our vision: To promote positive change and address the major issues of our time through being connected, inclusive and excellent.

2017 marked 50 years since the enrolment of La Trobe University’s first 511 students in 1967. Today the University educates more than 36,000 students each year – including over 8,000 international students from 90 countries – across our multi-campus metropolitan and regional networks. For over 50 years we have continued to seek knowledge, challenge convention and change the way people think by providing courses and undertaking world-class research that makes a difference to some of the world’s most pressing problems. This means that we aren’t afraid of change and that we are prepared to work hard to achieve excellence, and to demonstrate what a great university can be in a world of rapid and ceaseless change and disruption.

La Trobe University’s 2013-2017 Future Ready Strategic Plan delivered significant benefits for the university positioning us as the university-of-choice for people who want to make a difference through a deep understanding of the pressing challenges facing the global community. Our aim is to ensure that our graduates are equipped to address challenges intelligently and decisively, and our academic activities provide capacity building for students to be ethical global citizens who make reasoned choices for the benefit of future generations. A review of La Trobe University’s Future Ready Strategy took place in May 2017 to map the university’s progress and develop our new five-year 2018-2022 Strategic Plan which was officially launched in November 2017.

The key outcomes of Future Ready were the implementation of the Learning Essentials, the establishment and consolidation of the Research Focus Areas (RFA), and the improvement of our global rankings. The University successfully embedded the three Learning Essentials: Global Citizenship, Innovation and Entrepreneurship, and Sustainability Thinking into our curricula. These three vital areas of learning continue to equip students to think and respond beyond conventional boundaries and adapt thinking to new contexts and apply knowledge and skills in a rapidly changing world. The two colleges within La Trobe University assessed current courses for significant content on each of the Essentials, identifying more than 100 subjects to embed the Essentials by way of assessments, reading, thinking and practice. All majors must either include each of the Learning Essentials, or space must be available within the degree for students to take relevant electives from other disciplines.
2018 and Beyond

The 2018-2022 Strategic Plan establishes a renewed concentration on serving our students and surrounding communities as a result of broad consultation with staff, students and stakeholders.

Our aim is to redefine what it means to be a great university in the 21st century by being deeply connected and committed to excellence, innovation, accessibility and relevance. The plan’s four core objectives are:

- **an outstanding student experience**: redefine, and set new benchmarks for, excellence in the student experience and the uses of technology to support that experience
- **student and graduate employability**: the relevance and value of our qualifications
- **research excellence**: engagement with industry and external stakeholders
- **partnerships**: being the partner-of-choice for industry, education and the community

To achieve these objectives, the university will focus on the cohesion and connectedness of our many communities, operational excellence and revenue growth by:

1. Providing customised, on-demand learning offered in multiple modes, with a smooth and effective interplay between these modes.
2. Offering a mix of degrees and shorter cycle qualifications and credentials.
3. Providing life-long career management for students and alumni, which will include the ability to ‘top up’ standard university qualifications to address skills gaps throughout a working life.
4. Becoming physical sites for colocation and collaboration with industry and other partners for research and innovation, including as brokers of relationships between young entrepreneurs and potential mentors, supporters and funders.
One University many Communities

The 2018-2022 University strategy sees La Trobe transforming from a university with multiple campuses into ‘one university with many campuses’. This provides consistency in the quality of education and research, regardless of where it takes place, and to make better use of our local connections with regional industry and communities for place-based research and teaching specialisation. Each of our campuses is a unique expression of place, people, history and local partnerships that play an important role in the social, cultural and economic fabric of its community. While recognising this rich diversity, a primary objective of the University is to provide an integrated, cohesive, accessible and supportive academic environment for the many people and regions we serve.

La Trobe University inspires our youth through access and participation, and has a proud tradition of enrolling and retaining students from diverse and disadvantaged backgrounds with expanded and alternative entry pathways for low socioeconomic status (SES) students, regional, Indigenous, carers, first in family, disabled, and students from refugee backgrounds. This is being achieved through increased scholarship opportunities and programs including humanitarian, mobility, and regional scholarship programs that also support international study, internships, conferences and mentoring.

We are working towards ensuring that our academic community reflects the diversity of our student body and our communities, and that our graduates can engage effectively with people from different backgrounds, abilities and cultures. We are educating global citizens through cross-cultural curriculum, outbound mobility, language teaching and a wide range of targeted employability program. We continue to promote the education of all La Trobe students in Indigenous culture, history and knowledge and are strongly committed to equity and diversity and the creation of an inclusive learning environment in which everyone’s rights, responsibilities, safety and expectations are clearly understood.

Our Regional Community

Regional Victoria provides the opportunity for us to deepen our outreach and impact and demonstrate the ways that University can contribute to the intellectual and cultural life of our regional communities. The public sector performs a critical role in our regional areas; in infrastructure, health, agriculture and resources. We therefore need to be: open and engaged across this sector, have the capacity to undertake ground-breaking research, and be a main circuit to stimulate, challenge and inform the broader conversation about the critical needs of regional Australia in shaping innovative and sustainable social, economic and environmental foundations.

We are creating a better learning experience for our regional students through more flexible course structures for digitally-connected and time-challenged students, increased engagement through blended modes of delivery and relevant content, and by providing a smooth and efficient interface between and delivery of online and face-to-face courses. Plans are also underway for options to extend our short courses, micro-credential and executive education offerings to regional students and communities, and we will continue to offer our ‘Regional Promise’ whereby students at our regional campuses are guaranteed an internship or work placement as part of their degree.

La Trobe University recognises the importance of retaining young people in and attracting young people to regional communities and the significant impact this has on the sustainability and resilience of industry and the workforce in regional Victoria. The recently introduced Bachelor of Business (Agribusiness) is a significant step towards tackling this issue. One objective originally flagged in the Future Ready strategy was to address the rural doctor shortage in regional Victoria and to also give talented regional and Indigenous students the opportunity to study in, and then serve, their local communities as skilled medical professionals. La Trobe University achieved this goal this year, forging a unique partnership with Melbourne University to open a Medical School at our Bendigo campus.
Aboriginal and Torres Strait Islander Community

La Trobe University acknowledges Aboriginal people’s ongoing connection to the land upon which its campuses are located and values the contributions Indigenous Australians make to our activities. We are committed to developing and growing educational opportunities for Aboriginal and Torres Strait Islander people, and recognise that our metropolitan and regional campuses are geographically located in regions with the highest population of Aboriginal and Torres Strait Islander people.

The goal of the La Trobe University Indigenous Strategy and Education Group is to exemplify and promote best practice in relation to Indigenous Australian Student Services, Indigenous Australian Studies Teaching and Research and Indigenous Australian Employment in the tertiary education sector. The Office of Indigenous Strategy and Education provides direction, guidance and advice in our call to action to overcome challenges involved with access, participation, retention and success in the context of tertiary education for Aboriginal and Torres Strait Islander people at La Trobe University. The University is guided by our ‘Gamagoen Yarrbat’ Strategy 2015-2017 and articulates five distinct domains and aims:

1. **Indigenous students:** attract Aboriginal and Torres Strait Islander students and support through to completion
2. **Whole of university, alignment:** embed Aboriginal and Torres Strait Islander perspectives in the organisational fabric of the university
3. **Indigenous employment:** secure La Trobe University as an employer of choice for Aboriginal and Torres Strait Islander people
4. **Knowledge/research:** acknowledge and promote the shared space and intersection of knowledge systems and transfer
5. **Community engagement:** engage the Aboriginal and Torres Strait Islander community for mutual benefit in the spirit of dynamic partnership

The Indigenous Strategy and Education Group acts as a focus for teaching and research activities and brings academics, researchers, students and Indigenous communities together with the primary goal of increasing interest and scholarly exploration of the historical and contemporary cultures, issues and stories of Aboriginal and Torres Strait Islander people. In March 2017, as part of the University’s 50th year celebrations, the historic lecture commemorating the work of Aboriginal visionary Hyllus Maris was relaunched to reinvigorate the discussion about the importance of Aboriginal participation in higher education. Originally established in 1999, the lecture is an opportunity for Indigenous and non-Indigenous Australians to meet at the University and share in a celebration of mutual significance. The 2017 lecture was presented by Wiradjuri author Dr Anita Heiss, one of Australia’s most prolific and well-known authors of Indigenous literature and an Indigenous Literacy Day and Worawa Aboriginal College Ambassador.

Our Global Community

La Trobe Asia extends our leadership on all aspects of the University’s engagement with Asia and the Pacific. It is a unique effort by an Australian university to focus on Asia with a ‘whole of University’ perspective and to make Asia a key part of our teaching, research and external engagement. The creation of La Trobe Asia reflects our belief in the importance of this region to Australia and the world, and the need for universities to provide leadership and capacity building for communities grappling with momentous societal and economic changes. La Trobe University is strengthening our engagement and partnerships through research in critical issues including the conservation of Cambodia’s crocodiles, sustainable energy foundations, death anxiety in Asian cultures, alcohol legislation, provision of health services, Malaysia’s HIV dilemma, and investigating costly agricultural diseases that can potentially impact Australia’s agricultural industry and economy.
**RESEARCH**

*Future Ready* refined our research strengths identifying five Research Focus Areas (RFA) to grow and develop La Trobe’s traditional leadership in areas of research, scholarship and learning that affect the future of our national and global community.

We have engaged leading researchers across disciplinary boundaries to research important social, economic, political and scientific developments and to address some of the most pressing questions affecting the future of human societies and their environments.

The critical mass of expertise and capability in the RFAs broadens the opportunities for collaborations and partnerships with industry, government, community and international development agencies, and to make a difference through research in critical areas of importance to support sustainable communities, systems, cities and regions. Our five flagship RFA programs are:

- Building Healthy Communities
- Securing Food, Water and the Environment
- Sport, Exercise and Rehabilitation
- Transforming Human Societies
- Understanding Disease

With La Trobe’s regional campuses located in some of the most important industries and environmentally sensitive areas in regional Victoria, our research activities offer unique insights and expertise to address location-specific sustainability challenges and to take actions to achieving the SDGs. La Trobe University’s world-leading Centre for AgriBioscience (AgriBio), a $288 million public private partnership and joint venture with the Victorian Government, focuses on research in invigorating and protecting Victoria’s multi-billion dollar agricultural sector, will have a significant local, national and international impact through our ground-breaking research into the challenges of, for example, food security, disease threats, climate change and drought.
La Trobe University sustainability is governed by the University's Sustainability Policy and Planning Group (SPPG).

The University's sustainability initiatives take into account significant university infrastructure operations and future plans including the expansion of our Melbourne Bundoora campus into a town centre and innovation hub as conceived in the 2014 Master Plan that establishes the direction of the Melbourne campus to 2040.

Our strategies are cognisant of our responsibility to simultaneously have a positive environmental impact, contribute to a connected, welcoming and dynamic environment that fosters social cohesion and inclusion, and provide mutual economic benefits within and beyond our geographic boundaries. The University recognises the stewardship required as caretaker of over 30 hectares of Bushland and Wildlife Sanctuary at its Melbourne Campus and the natural, bio-diverse and unique landscapes at each of our regional campuses.

The University’s 2018-2022 Strategy builds on the 2015-2017 Sustainability Plan and emphasises the imperative to continue to operate sustainably and to avoid and minimise negative environmental impacts, while improving social and economic outcomes for the University and our students.

The University recognises the importance of carefully planning, designing, monitoring and implementing our sustainability practices and programs. The governance of our sustainability including the monitoring and reporting of our impacts is undertaken by the SPPG. We recognise the tertiary sector has a unique role in implementing a coordinated and engaged approach to the SDGs by aligning methodologies and whole-of-sector approaches across our activities including in learning and teaching, research, organisational governance, culture and operations of the university, and are guided by frameworks offered by the Sustainable Development Solutions Network (SDSN) and institutional memberships including with Australasian Campuses Towards Sustainability (ACTS).

SPPG has moved into a significant new phase adopting the SDGs as a framework for informing sustainability strategies and initiatives, and monitoring and reporting of our progress against SDG targets. By taking leadership and responsibility through these integrated sustainability strategies, we are:

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

Our sustainability commitments recognise:

- Commitment to Sustainable Practices of Higher Education Institutions (committed in 2012)
- United Nations Global Compact Principles (committed in 2010)
- Talloires Declaration (committed in 2010)
- Fair Trade University Accreditation (committed in 2009)
- La Trobe University Sustainability Plan (2015-2017)
**PRME Principle 1: Purpose**

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

La Trobe Business School is a community of students, academics, and professionals committed to enhancing education for sustainable development through curriculum, research and partnerships including hands-on industry placements for students through our significant partnerships with industry, public and community sectors.

The goal of all higher education institutions is to deliver a consistently high quality educational experience for all students. At La Trobe University, providing a high quality education also means providing our students with an in-depth academic understanding of the SDGs and the requisite skills and impetus to implement solutions that together can achieve the complex targets underpinning each of the broad themes of the SDGs. A quality education also means achieving higher levels of student engagement and satisfaction and identifying opportunities to extend our students’ engagement through meaningful curricula and practical experiences that focus on sustainability and responsible management.

La Trobe Business School prepares students for challenging careers in fields that span accounting, finance, marketing, management, sport management, leadership and human resource management, innovation and entrepreneurship, business information systems, data analytics, event management, tourism management and hospitality. In a privileged position as influencer and enabler, our challenge is to develop students who are innovative, responsible, and engaged, and who can link business decision-making and a sophisticated global perspective to the collective benefits that corporate responsibility and sustainability bring to society.

Our role as a contemporary and responsible business school is to equip our students and graduates who form our alumni with an understanding of the aims and targets underlying the SDGs, and the capacity and determination to be agents-of-change and to lead and transform society by taking their PRME know-how and implementing it across industry and business.

La Trobe University was founded half a century ago to broaden participation in higher education and have succeeded for many thousands of students who would otherwise have been excluded from the opportunities provided by a quality university education. The University is a significant provider of higher education to regional, first-in-family, low socio-economic status, care leavers and Indigenous students; groups which are traditionally underrepresented in access to higher education. With the largest regional presence of any school within the University, LBS plays a very significant role in the achievement of this mission.

La Trobe University's founding mission is to serve the community through improving access to higher education, and it is a tradition that continues today with a range of programs and initiatives to increase higher education participation rates amongst Victoria's disadvantaged communities. The La Trobe University motto "Qui cherche trouve" (Whoever seeks shall find) remains as relevant today in terms of accessibility to a high quality tertiary education.
PRME Principle 2: Values

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

Since our inception in 1967, La Trobe University has been recognised for its willingness to challenge convention while upholding our values of inclusiveness, diversity, equity and social justice.

2017 marked the 50th anniversary of the University coinciding with the final year of the university’s Future Ready strategy, both providing the opportunity to reflect as a community on the significant achievements over the last half century, and to consider how our long-held values and cultural qualities have contributed to our success in becoming an outstanding student-focussed 21st century business institution.

LBS is honoured to hold PRME Champion status. We were also one of the first 100 business schools and universities around the world to actively endorse the United Nations-backed initiative to promote corporate responsibility and sustainability in business education. This has had a profound influence on our evolution, and on the tens of thousands of business school students who have graduated from LBS courses, and their employers and communities.

We recognise the importance of supporting and resourcing our staff so that they are fully equipped to effectively engage with and build the capacity of our student cohort in PRME through our curricula, world-class research and productive partnerships with industry, government and the community. We pride ourselves on our promise to be accountable, inclusive and responsible and applying these attributes to achieving operational excellence in every part of our complex activities: education, research, engagement, administration and infrastructure.

The last two years has seen the School move into a new and exciting phase as we strengthen those values that compel us to address the global forces and pressing problems we face as a society. Our reputation compels us to innovate, seek continual improvement and disrupt the traditional way of doing things, and this continues to influence the next phase of our successful growth and development as defined in the Business School’s Strategy LBS Beyond 2020.

Another major and ongoing priority for us is to maintain our track record in providing marginalised groups access to study at the School. We do this primarily through The La Trobe Priority Access Program for Year 12 students from across Australia. This program is supplemented by the School Partnerships Program (SPP), ‘VCE Plus’ program, UniBridges, Tertiary Enabling program, and the Aspire Program.

Aligning with targets to achieve SDG4 Quality Education, La Trobe Business School and the University more broadly have significant policies and programs that encourage and support an accessible, inclusive and equitable quality education for disadvantaged and vulnerable populations including people with disabilities, Aboriginal and Torres Strait Island people, first in family, out-of-home care backgrounds (care leavers), refugee children and disadvantaged children from regional and rural areas. It is significant to note that almost 50% of La Trobe Business School students are from a first in family background. In 2018, 20% of University students identified as care leavers are enrolled in degrees provided by the Business School.

With a high proportion of students from disadvantaged populations enrolled in the School (as indicated in the table below), our staff must be resourced and have the capacity to identify students at risk and respond to the significant factors influencing engagement with and retention of marginalised students and their capacity to navigate the complex logistics of university life.
The La Trobe Succeed Program (Academic Early Warning System) is a personalised communication and intervention strategy that has been effective in promoting student engagement with learning, academic success, and student retention.

The University provides a range of counselling and support services that assist students experiencing difficulties and financial hardship including:

- Student equipment bursaries for low income students
- Students at risk of homelessness support
- Travel bursaries for regional students on a low income
- Students from a refugee background bursary
- Care leaver bursary
- Financial advice and support services
- Scholarships including Humanitarian Scholarships
- La Trobe University Golden Lanyard Staff Giving Program

<table>
<thead>
<tr>
<th>La Trobe Business School</th>
<th>Aboriginal and Torres Strait Islander students</th>
<th>First in Family</th>
<th>Regional &amp; Rural students</th>
<th>Low socio-economic students</th>
<th>Female students</th>
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<td>0.8%</td>
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<td>48.3%</td>
<td>26.4%</td>
<td>21.9%</td>
<td>44.9%</td>
</tr>
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Student safety is a key priority for LBS in light of the findings of the 2017 report by the Australian Human Rights Commission (AHRC) into the nature, prevalence and reporting of sexual assault and sexual harassment at Australian universities. The Universities Australia ‘Respect Now Always’ initiative has become a focus of the whole of university culture at La Trobe University, and we have acted swiftly on the recommendations from the report implementing a significant number of measures including the Speak-Up and Respect at La Trobe programs to enable a whole of organisation culture change to halt behaviour towards students that includes intimidation, harassment, discrimination, bullying and all forms of violence (including sexual assault).
PRME Principle 3: Method

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

Our credibility to develop students who are ‘innovative’, ‘responsible’, ‘engaged’ relies on La Trobe Business School, and the University more broadly, being an exemplar of those values we instil and the expectations we have of our students. We are therefore committed to delivering world-class quality education, through attracting highly qualified staff, providing innovative delivery methods and engaging with industry partners committed to responsible business practices and leadership. With an increasing focus on student engagement, we continue to provide more access for students to interface with academic staff, and commit to providing a safe, equitable, inclusive and supportive learning environment for our student cohort.

La Trobe Business School has strong foundations guiding our operations and is further supported by numerous external regulatory and standards frameworks including the Tertiary Education Quality and Standards Agency (TEQSA), the Higher Education Standards Framework (HESF) and the National Protocols for Higher Education Approval Processes (NPHEAP). Alongside these are professional accreditations and memberships that represent a stimulus to self and peer review.

Our whole-of-university level strategies establish the significant goals and targets for LBS to leverage our attractiveness to students, academics, and industry and community stakeholders. These strategies include La Trobe Master Plan 2014, La Trobe Future Ready 2013-2017, La Trobe University 2018-2022, La Trobe Regional Strategy, the Indigenous Strategy ‘Gamagoen Yarrbat’, and the La Trobe Sustainability Strategy.

These external influencers as well as the abovementioned frameworks impact upon and are reflected across our governance, operational standards and policies, evaluation and monitoring tools and decision-making. Alongside these, and just as important, are our School level strategies which are designed to successfully negotiate a complex and competitive higher education environment in which institutions must know the goals they hope to achieve, the direction in which they are heading, and the vision necessary to get there. PRME and the SDGs represent both external and internal forces in this area in that these frameworks have now become a vital part of our consciousness, as is their application across our operations including our curriculum.

Our Assurance of Learning (AoL) process is a methodical collection and review of data about student learning outcomes across all program levels: undergraduate, postgraduate and higher degree research. This process also incorporates existing University policy in the quality improvement process to ensure that graduates are achieving the promoted outcomes of their degree programs. The process is embedded within all course development and subject delivery and provides a robust reporting mechanism for ensuring areas of concern are identified and recommended changes are documented, implemented and their effectiveness evaluated. The entire AoL process comprises at least eight unique steps, all of which ensure that the School mission and course intended learning outcomes are fed through the lifecycle of students’ degrees. Two full AoL cycles have now been completed since the first AoL annual cycle was introduced in 2015, and LBS continues to make significant progress in refining our operations and demonstrating the School’s capacity to monitor and analyse our progress and success. Additionally, the mission-driven focus on our staffing profile across all degrees has strengthened our obligation to comparability of experience no matter the location of the campus or mode of study.

At the subject level, through regular reviews of the design and content of our subjects, we are increasingly including an emphasis in both the development of graduate skills and students’ disposition towards sustainability and ethical decision-making. This requires our educators to span the boundary of the classroom and identify opportunities to engage with industry partners and other stakeholders to
continuously produce innovative teaching materials and approaches that inspire and motivate students to pursue business ideas that align with PRME and the SDGs. Having fully established Assurance of Learning procedures in place provides the School with the capacity to now effectively identify areas for further expansion in integrating PRME and SDG themes into our curriculum. Cumulatively, across the three principles, the work of the Business School aligns with three SDGs:

SDG 4 Quality Education,  
SDG 5 Gender Equality  
SDG 10 Reduced Inequalities.

La Trobe Business School is currently working towards gaining Association to Advance Collegiate Schools of Business (AACSB) Accreditation, and to join the ten Universities and Graduate Schools of Management in Australia and 816 business schools worldwide to have already earned accreditation. In 2018 La Trobe Business School’s MBA Programme and Bachelor of Business (Tourism & Hospitality) received EPAS accreditation, an international programme accreditation system operated by EFMD. It aims to evaluate the quality of any business and/or management programme that has an international perspective and, where of an appropriately high quality, to accredit it.

These globally recognised accreditations act as external levers at the program level and school level, and, while they obviously assist to cement the Business School's position and ranking, they also provide an essential framework for self-review, continual improvement and alignment with industry expectations, trends and standards.
La Trobe Business School performs a critical role in raising students’ awareness of serious global challenges and developing student capacity to enter the workplace fully equipped to advance and implement policies and practices that will contribute to responsible and sustainable business practice. When we undertake curriculum management, design and delivery, we are ever mindful of the school’s mission, employers’ and stakeholder requirements including in the regions, and to reflect ethical responsibility throughout our program and philosophy.

In March 2018 Program Directors from the Business School were briefed by the school coursework committee about undertaking an analysis of the intersections and opportunities in eight additional core undergraduate subjects for teaching about economic, social and environmental sustainability, and actions towards meeting targets established to achieve the SDGs. It is anticipated that the redesigned subjects will be introduced in 2019 and will be fully integrated into operational processes at the course and subject level. The management of the redesign will include providing Program Directors with support and guidance to establish graduate capabilities, identify subject intended learning outcomes, and evaluate optimal delivery modes, and sourcing relevant and engaging teaching and assessment materials. These subjects will also contribute to aligning with themes related to the broader university Global Citizenship Learning Essential.

UNDERGRADUATE LEVEL

Presently the Business School offers three core subjects Business Foundations (BUS1BUF), Sustainability (BUS2SUS) and Entrepreneurship (BUS3ENT) that substantially align with PRME and the SDGs as well as being university-wide Learning Essentials (and therefore available to students studying outside the Business School). These core subjects provide students with opportunities at each year level to apply disciplinary knowledge and skill to researching, analysing and resolving global, sustainability, cultural, gender and entrepreneurial challenges typical of those confronting business today. There is a further suite of undergraduate subjects that have been introduced or redesigned to focus on responsible and sustainable management practices, for example, in human management resources, sustainable social business enterprise, social accounting and reporting. These subjects include:

- Agribusiness Management (MGT1AGM)
- Big Ideas in Business (BUS1BIB)
- Business Ethics (MGT2BET)
- Economic Development and Policy (ECO2EDC)
- Introduction to Tourism, Hospitality and Events (THS1THE)
- Land Management (AGR2LMT)
- Principles of Environmental and Resource Economics (ECO2ERE)
- Social Marketing (MKT3SEM)
- Strategic Management Accounting (ACC3SMA)
- Tourism and Hospitality International Study Program (THS3ISP)
POSTGRADUATE LEVEL

Collectively our postgraduate program builds the capacity of our students to meet those challenges to be future generators of sustainable value for business and society, and to work towards an inclusive and sustainable global economy. We extend students’ knowledge via Alumni and industry links and partnerships to encourage peer-to-peer and active collaboration. At the postgraduate level, we recognise that a proportion of our student cohort will not have benefited from an undergraduate La Trobe Business School education. We have to ensure that our Masters programs and subjects provide a fundamental introduction to current thinking in PRME and the SDGs. These subjects include:

- Analytics in Practice (BUS5AP)
- CPA Ethics and Governance (ACC5ETG)
- Governance in a Globalising World (IBU5GW)
- Project Management (MGT5PMT)
- Procurement and Supply Chain Management (MGT5PSC)
- Sport Leadership and Governance (MGT5SLB)
- Sustainable Management and Marketing (BUS5SMM) (Core)
- Human Resource Management in a Global Economy/ (BU5HRM)

MASTERS OF BUSINESS ADMINISTRATION (MBA)

The strategic refresh of the MBA program in 2017 (to be delivered from 2019) fosters even greater critical thinking and enterprise skills, and prepares students for the emerging challenges of this century. The MBA therefore continues as a pillar for integrating responsible management through the core subjects Responsible Leadership (BUA5RL) and two electives Values, Ethics and Diversity in Organisations (BUA5VED) and Corporate Governance (BUA5CG). Organisational Analysis (BUA5OA), a core subject of the MBA, aims to equip the students with the knowledge and skills required to develop and apply socially responsible and sustainable organisational change management practices in today’s dynamic environment, via critical examination and application of different philosophical perspectives (e.g. biological, rational, intuitional, resource, contingency, psychological, political, cultural, system and postmodern perspectives) and approaches to organisational design and change.

A significant aspect of the redesigned MBA is that students will have broader access to cross-disciplinary Masters Degrees including for example subjects from the Masters of Management including for example the core subject Sustainable Management and Marketing (BUS5SMM).

NEW DEGREE ALIGNING WITH PRME AND THE SDGS

The Bachelor of Business (Agribusiness) was introduced by LBS at all regional Victorian campuses including Bendigo, Shepparton, Albury-Wodonga and Mildura in Semester 1, 2017. This new course is providing students with an introduction to animal and agricultural sciences, land and water management, as well as a study of management, marketing and finance applied to the particular needs of agribusiness industries. A major feature of the course is a series of four agribusiness subjects, each delivered at a different regional campus providing place-based learning so that the subject is placed in context through delivery at a location where it has greater resonance and takes advantage of local knowledge to address local issues and concerns relevant to the aims of the SDGs.

Agribusiness Management (MGT1AGM) focuses on the understanding of the relative role of managers in the delivery of sustainable agribusiness outcomes. Specifically, the subject highlights the social, economic and environmental influences on agribusiness performance. Additionally it has discrete modules on sustainable agribusiness decision-making and risk management, which address complex issues such as climate change and providing for global population growth.
Our performance in boosting the employability of our students consolidates the La Trobe Business School’s reputation in being able to provide workforce-ready, highly skilled graduates who can excel in an increasingly competitive and continually evolving labour market and are philosophically equipped to tackle ever-changing and challenging business environments.

Employability of our students is a priority for LBS, with our focus on building leadership capability and teaching responsible management education across our disciplines, and understanding the diverse perspectives and needs of employers.

We also recognise the potential of our graduates as agents-of-change to confidently take tangible and persuasive action in transforming slow or non-adopters of corporate responsibility and sustainability and implementing practices to integrate the SDGs across business operations.

LBS invests in developing a better understanding of what employers look for in business school graduates in a rapidly transforming global environment by directly connecting students with employers. In turn this also increases the visibility and employability of our graduates who can bring critical thinking developed through the design and delivery of curriculum designed around PRME.

LBS offers our undergraduate and postgraduate students with industry placement opportunities in their chosen discipline including in private, public, community, Not-for-Profit and charity sectors. Placements take a variety of formats including Work Integrated Learning (WIL), Industry Based Learning (IBL), Experience Based Learning (ExBL), volunteering, internships and mentoring through our Alumni network.

WIL and IBL are practical hands-on learning opportunities undertaken by students in 2nd or 3rd year of their degree and are attached to specific subjects with students required to complete assessments based on their workplace experience. Some courses have core WIL subjects that must be completed in order to graduate and generally involve an application process, with Subject Coordinator approval, as admittance. Students who choose to participate in WIL are required to successfully complete a work preparation program in advance of their placement.

Industry Based Learning / Industry Projects consist of a project provided by a professional organisation, attached to an academic subject and undertaken for credit on completion of assessments. IBL is also usually undertaken in 2nd or 3rd year, with projects being completed as part of a team either on or off-site of the organisation.

Co-curricular Volunteering allows students to apply their practical skills to support a variety of initiatives, organisations and associations including the La Trobe Wildlife Centre, Connect Volunteer Program and the Student Ambassador program. Regional centres also provide volunteering at local government and community levels with organisations such as the City of Greater Bendigo and LEAD Murray Loddon an organisation that builds capacity in and promotes leadership as well as providing governance opportunities such as the Open Door Student Board Member placement.

The benefits of these work-based placement programs for students are far-reaching and include:

- boosting graduate employability by developing professional work practices and improving confidence on entering into the workforce.
• informing career paths and providing prospects for future employment opportunities for students locally, integrating theory into practice and encouraging exchange between industry and students about current trends including in corporate responsibility and sustainable business practices.
• providing access to additional financial support for regional and rural business school students under the Regional Reward program.

LBS also looks for innovative experiential learning projects as part of subject assessments including for example a fundraising challenge for Accounting Students to raise funding for a charity as part of a capacity building project to develop philanthropic attributes. In the Masters level subject Analytics in Practice (BUSSAP), Launch Housing provided an authentic problem for students involving the analysis of data to help identify ways that the Not-for-Profit organisation can be more effective in addressing homelessness. This resulted in two students employed to work part-time at Launch housing in 2017 that translated into increased funding from the government to support the homeless.

The La Trobe Accelerator Program (LTAP) is a university led program designed to support entrepreneurial innovation in Melbourne and build Victoria’s regional entrepreneurial ecosystem. A partnership between La Trobe University, Deakin University and Federation University, LTAP offers resources including funding, business acumen and tailored support to help entrepreneurs, tech-innovators, start-ups and social business enterprises to pursue their goals and ventures. The aim is to develop outstanding entrepreneurship, research and innovation as well as to grow an entrepreneurial ecosystem across regional Victoria by engaging regional businesses, communities, students and researchers into a single network.

Accelerator provides a number of opportunities for Business School students as a professional platform and network to apply and test ideas and skills, collaborate with students from other disciplines, establish alliances with key commercial partners, and access mentors including the Business School’s ‘Master Mentors’, Dr Alex Maritz, Professor of Entrepreneurship, Entrepreneurship Innovation and Marketing and Dr Mark Cloney, Professor of Practice, Economics who are delivering vital workshops at Melbourne and Bendigo campuses in 2018.

In 2018, Accelerator projects include a former business school graduate, four MBA students, and the placement of seven LBS data analytics students as interns to specific projects. This means LBS students have the opportunity to cross-pollinate their knowledge in responsible and sustainable management thinking and practices with students from disciplines outside of the Business School.

La Trobe University released the Career Ready Advantage program in 2018 which is available to all 35,000 students across all seven campuses. The program is designed in conjunction with some of Australia’s leading employers to deliver graduates tailored to meeting existing and future workforce needs. The program also addresses the need for graduates to have a far broader range of abilities to be successful and to further their career prospects. The program is supported by an innovative app, dedicated website and face-to-face support through the Career Ready team. The program is tailored to suit individual student’ needs to empower them to recognise and build on their strengths, as well as identify areas where they need further skill development and enhancement. Students receive personalised support and are given access to additional learning opportunities through a Rewards Scheme.
Our concerted efforts in realising gender equality reflects our overarching vision to promote positive change and address the major issues facing humanity through inclusiveness and diversity.

Amidst the complex needs of our students, we must also practice what we teach our student cohort and ourselves meet the complex needs of our staff by ensuring staff are properly resourced, supported and rewarded across our human resource management platforms. This includes being an employer of choice, offering a workplace that encourages individuals to achieve personal career success in their areas of expertise, and providing a dynamic and welcoming scholarly community. Overlaying these aims is a sustainable approach to staff engagement by implementing programs to achieve, and be a model for, gender equality.

LBS actively participates in, contributes to and tracks our progress in realising the targets set out in the University’s gender strategy, which promotes greater participation and representation of women at all levels of the University.

LBS actively participates in, contributes to and tracks our progress in realising the targets set out in the University’s gender strategy that aims to create an equal workplace and redress the legacies of systems that have disadvantaged women. The Business School is tackling gender equity issues by actively engaging in the joined-up whole-of-university approach, implementing programs and continuing to investigate ongoing barriers and systemic issues obstructing gender equity in the School that has a solid core of more than 130 academic staff on continuing or fixed-term contracts, of whom 25% are at the Professorial or Associate-Professorial level and 38% are female.

The University’s selection as a participant in the Athena Swan Pilot to progress women in science has been extended across the whole University and has resulted in the formulation of a methodology to benchmark and measure success in our progress towards gender equity. Our progress is recognised by recently being awarded a second, consecutive citation from the Workplace Gender Equality Agency (WGEA) as an Employer of Choice for Gender Equality.

The citation recognises La Trobe’s efforts to support gender equality, including the development of a Women in Research Strategy, scholarships for undergraduate women supporting gender diversity and social inclusion, introduction of flexible workplace practices, access to child care support, and our proactive stance on violence against women prevention. Receiving this second WGEA citation enables the University to continue to attract, retain and support a high-performing and diverse community.

The University’s Women’s Academic Promotions Support Program, designed to demystify the promotion process and provide peer support through senior mentors and mentor groups, has resulted of an increase in the number of academic promotion applications received from women. Since 2016, the Business School has increased the number of women appointed into senior roles including the most senior position in the school of Dean and Head of School. In addition, we have had two women occupying Associate Heads of Departments, and our Executive has five women in the eight available positions. The effectiveness of this strategy is further seen in the promotion process where 2017 saw five female academic staff being promoted, including two who were promoted to full professors. This included the PRME Lead for the School, recognising her contribution internationally to the PRME.

“Achieving gender parity is a 24/7 commitment. That said, it’s great to be part of a learning organisation that is serious about ensuring that our history becomes herstory.” - Kerri-Lee Krause, Deputy Vice-Chancellor (Academic) at La Trobe University (Article from The Australian date 20 March, 2018)
We are committed to continuing to make visible and promoting women’s leadership and critical contributions in all aspects of University life by:

- Identifying and removing barriers to women’s success, accounting for different models of success.
- Addressing the gender pay (and commencement pay) gap and supporting women’s economic and financial security.
- Improving and promoting workplace flexibility for all.
- Eliminating gender-based discrimination, harassment, bullying and violence through whole of organisation approaches and as part of the Universities Australia Respect Now Always initiative.
- Improving the monitoring and reporting of gender equality data including gender-based career success performance ratings, attraction and recruitment statistics, pay gap analysis, commencement salaries and exit data.
The main form of student-faculty engagement is through the teaching and learning process. The continuous improvement of high-quality and engaging curriculum design, teaching practice, student achievement of learning goals and ensuring access to academics and professional practitioners is a core professional responsibility of all Business School staff. The key to creating an innovative and positive learning environment is ensuring that students have engaging experiences and are encouraged to participate in subjects that facilitate interactions beyond the classroom, such as study tours to international destinations, and work integrated learning programs, which provide a further dimension to faculty-student engagement.

From the outset of a student commencing their tertiary education at La Trobe Business School, we ensure that our academic staff are on hand both to meet new students during Orientation programs and to introduce them to the academic aspects of university life. As such, staff demonstrate the kind of social responsibility and engagement the School expects of its students.

The School's approach to curriculum design advocates that subject co-ordinators, where appropriate, adopt active learning approaches in their curriculum, and seek to engage students in meaningful, authentic and engaging problem-based or case-study led teaching and learning activities, in which student perspectives and engagement with staff are encouraged. For example, the traditional tutorial model has been replaced by activity-based workshops that allow students to engage with the academics and their peers in more collaborative and active learning environments.

Subject Coordinators have worked consistently over the 2016-2017 period to update subjects to blended modes. This process has also provided the opportunity to further embed PRME so that an understanding of responsible management is gained through active learning approaches including enquiry-based learning approaches and learning activities centred on student assessment tasks. LBS has adopted online technologies to provide students with greater flexibility and access to consistent learning resources across all subjects. In doing so LBS supplements the traditional face-to-face teaching.

LBS courses that are available online include the MBA, the Master of Management (Entrepreneurship and Innovation), the Master of Management (Project Management), the Master of Management (Human Resource Management), and the Master of Management. An online subject design provides for a near-identical learning experience—importantly, the Student-Faculty and the Student-Student experience is maintained and facilitated via online technologies. Collaborative learning experiences are fostered through a combination of curriculum design, active pedagogical approaches, and learning spaces and technologies that facilitate peer-to-peer collaboration and teamwork, an increasingly desired attribute employers look for.

Students are encouraged to engage with the LBS faculty by way of student feedback which provides a major source of evidence for the summative and formative evaluation of subjects and courses, as well as opportunities for ongoing curriculum and professional development of LBS staff. Collecting, interpreting, analysing, and responding to student feedback is an important element of our inclusive evaluation strategy to provide the best educational experience we can for our students.

Although exceedingly valuable, student feedback surveys are only one source and method of collecting information. Other sources such as learning analytics, informal face-to-face or online surveys, classroom
discussions and assessment techniques, focus group interviews, and reflective diaries or journals, can also provide valuable information and are considered in the evaluation of subjects and teaching.

In addition to increased engagement occurring through the learning process, there are a number of other forms of formal and staff-student informal interaction such as focus groups to derive student perceptions, Student Support expos attended by Program Directors to raise awareness of the range of support (academic and non-academic), student participation in course reviews and student members of Course Advisory Committees.

Other achievements during 2016 and 2017 that have fostered greater engagement include:

- MBA student Travis Lovett winning the Young Indigenous Leader Scholarship offered by the Institute of Public Administration Australia
- La Trobe Business School hosting the 2017 VCE Business Forum
- Five Sports Management degree students receiving New Colombo Plan Mobility Program funding to undertake an internship with the Indian Premier League
- Two LBS students awarded 2017 Australian HR Institute Student Ambassadors
- Two teams in the 2016 Big Idea competition grand final (La Trobe Business School is the only Australian university represented)
- Hosting a successful start-up bootcamp with staff and PhD students as part of an incubator team training Australians to be positive change makers

Another way LBS engage directly with our students is through the Yunus Centre for Social Business (YSBC), an adjunct centre within the Department of Entrepreneurship, Innovation and Marketing. The objective of the centre is to build awareness of social business, undertake training and education for social business, provide mentoring for social business and support research on social business.

A flagship initiative of the YSBC is the compulsory core third level subject Entrepreneurship BUS3ENT. The subject engages students in a module of learning and practice about social business and brings a multidisciplinary perspective to research, analysis and problem-solving challenges. Students are required to design entrepreneurship validation tools aimed at creating sustainable value through the provision of a particular product or service to meet an identified market opportunity and enhance community well-being by solving a social, health, economic or environmental problem.
As a PRME Champion, La Trobe Business School recognises its role as an ambassador of the United Nations PRME mission to engage with and support businesses and peer institutions. The role also means playing a visible role in PRME Chapters, PRME Regional Meetings and with Global Compact Networks.

Our participation in the unique international CR3+ partnership between four PRME Champions provides a platform to exchange ideas, pedagogy, curriculum and research in the area of corporate responsibility, and to plan, implement and evaluate advanced tasks and projects that respond to systemic challenges for the PRME community in integrating PRME at the institutional level. As a PRME Champion we accept a commitment to support and value our connection with the UN Global Compact.

One of the challenges being undertaken by the CR3+ network, and a focus of the annual CR3+Conferences including the recent 2018 Conference is understanding the many and complex factors interfering with navigating the path towards corporate responsibility, and the implications for teaching, practice and research.

To investigate this issue, we took an industry-first approach by hosting a series of workshops to invigorate dialogue on the Sustainable Development Goals (SDGs). The first workshop took place on 15 November 2017 and was hosted by Healthy Cities Illawarra in partnership with another PRME signatory, the University of Wollongong. The second workshop was hosted at La Trobe Business School’s Albury-Wodonga campus on 29 November 2017.

Members from the PRME higher educational business schools, the UN Global Compact, businesses, NGOs and government interacted with delegates from business, local government, education, not for profit and community sectors, and presented on the themes of what the SDGs mean for Australia and abroad, and what opportunities the agenda offers?

These outreach workshops were a part of a collaborative international effort run through our CR3+ network and required the four CR3+ business schools to host workshops in their respective countries and therefore was an action towards SDG 17 – Partnerships for the Goals.

Work is currently underway on the next CR3+ collaboration and the development of common teaching resources for Masters-level students including a series of videos relating to the SDGs. We are anticipating delivering the resources in 2019. For the video component, La Trobe Business School will focus on four of the SDGs:

- Goal 2 – Zero Hunger
- Goal 3 – Good Health and Wellbeing
- Goal 11 – Sustainable Cities and Communities
- Goal 12 – Responsible consumption and production

The recent attendance of the Dean and Head of Business School at the PRME CR3+ meeting in 2018 in Nantes was a signal to staff that our contribution to PRME is recognised and valued at the senior executive level. Recognition of LBS staff advocating PRME is an additional signal via our internal LBS Awards and Research Awards with Dean and Head of the Business School presenting Dr. Swati Nagpal with the 2017 LBS Award in recognition of her advocacy for responsible management education throughout the school - across its four departments and its research centres, and by advocating and supporting responsible management initiatives and operations across and beyond the university.
An additional resourcing issue is building the capacity for LBS staff in PRME and understanding the complex challenges to achieve the SDGs and the 2030 Agenda. This means providing staff with learning environments that focus on sustainability, industry trends in responsible management practice and ways PRME can be expanded in specific disciplines to keep our subjects in line with and in advance of emerging sustainability challenges.

LBS is finalising plans for the LBS PRME Community of Practice, a formal knowledge domain that will provide a framework of shared ideas, tools and information to advocate and advance PRME both within and beyond the Business School through the Global Compact Network Australia. The introduction of the CoP will leverage the visibility of our commitment to PRME and provide another professional development channel for LBS staff. The CoP will harness the expertise of LBS staff with a shared and professional interest in PRME related issues from across our Melbourne and four regional campuses. The CoP aspires to:

- Be a visible social and practical agent through peer learning and support to drive a whole-of-school approach to and continual improvement in PRME
- Provide a central point for LBS staff from our regional and interstate campuses to contribute region-specific, cross-disciplinary perspectives and knowledge
- Provide a formal academic network for PRME signatories in Australia to learn, debate and knowledge share with non academic networks and sectors to create dialogue on the SDGs
- Develop and test new and innovative approaches to extending PRME in curriculum, research and industry partnerships
- Deliver professional development and networking opportunities that attract and foster industry engagement through discourse and collaboration about economic, social and environmental sustainability issues
- Encourage and extend further engagement with students with PRME and the SDGs through involvement in CoP events and activities
Over the 2016-2017 period, major energy efficient infrastructure improvements have been made across our campuses including in the new Donald Whitehead building housing the Business School in Bundoora. There have been various energy efficiency infrastructure initiatives delivered resulting in an improved emissions profile with a 21% reduction overall. Significant investment has been made in solar energy infrastructure on regional campuses resulting in a 1653% increase in renewables with the systems generating between 5-33% of individual campus energy needs. The University continues an excellent track record in paper reduction with an overall reduction of 24% in both staff and student usage, and indicating ongoing improvement. Various initiatives through 2017 have yielded a marginally improved overall emissions profile, with a reduction of 4% achieved for the year. In line with SDG targets, the University’s Sustainability Policy and Planning Group is developing an Energy Strategy that will outline future directions in efficiency, renewable technologies and energy security from 2018.

The Business School continues its sustained efforts to increase energy efficiency and to promote efficient recycling and to reduce our carbon footprint. The refurbishment of our Donald Whitehead building completed in 2017 now provides us with significant improvement in energy efficient systems including distributed intelligence and organic response controlled internal artificial lighting systems as well as enhanced recycling and waste management classifications and systems.

LBS Staff at the Bundoora campus are participating on a voluntary basis in the Green Impact initiative - an initiative under the auspice of Australasian Campuses Towards Sustainability as part of a broader change and engagement program to encourage the tertiary sector to collectively take responsibility and implement simple actions on socio-economic and environmental issues.

In recognition of substantive sustainability achievements, La Trobe University received a six star rating in the Green Star Communities accreditation in January 2018. We are the first Australian university, and only the fifth organisation in Australia, to be recognised by the current version of the standard, which equates to ‘world leadership’ status. The University was measured against five impact categories: governance, liveability, economic prosperity, environment and innovation. The Green Star accreditation will further support La Trobe’s ambition to become a global thought leader in sustainable communities and to strategically undertake programs to tackle global sustainability issues confronting the University such as the urban heat island effect, light pollution, food production and accessible transport.

La Trobe University is committed to working with students, staff and the community to make sustainability central to everything we do and this includes actions that raise awareness of sustainability issues. La Trobe provides entry point access for staff and students to learn about sustainability ideas, our philosophy and practices. We do this by promoting sustainability in staff bulletins, through messages in the University IT access Log In, and on our website, where we invite students and staff to participate in a Sustainability Quiz and make a Sustainability Pledge. Staff, students and visitors can also experience our new Sustainability Walk highlighting our precious Eco-corridor and how the Bundoora campus plays a vital role in the healthy functioning of water ways, flora and fauna in our neighbourhood.
The Green Impact program was launched for staff at our Bundoora campus in May 2018. We are presently one of eight Universities piloting the program in Australia and New Zealand. Managed by Australasian Campuses Towards Sustainability (ACTS) in partnership with the program’s founding National Union of Students (NUS) in the UK, Green Impact provides a structured sustainability change and engagement program for staff to raise awareness of sustainability issues and to encourage positive action on campus.

In 2017, the Green Grown Awards (an initiative of ACTS) awarded Trobe University with the Community Commendation Award for La Trobe’s Living Landscapes initiative. One of the purposes of these Awards is to ensure that lessons and examples of good practice are shared within the sector and beyond.

La Trobe’s Living Landscapes was an experiential initiative in partnership with the National Gallery of Victoria (NGV). Inspired by the exhibition of artist David Hockney at the NGV, a virtual forest of hand drawn digital trees and plants translated into a real-life forest at La Trobe’s Wildlife Sanctuary creating long-lasting benefits for the environment and providing opportunities for learning about indigenous flora and fauna through engaging with the community. For each virtual plant created, one was planted in real time in the Wildlife Sanctuary, a vital outdoor laboratory for students, researchers and the community set on 30-hectares within our Bundoora campus. The sanctuary, located in a fragile eco-corridor only sixteen kilometres from Melbourne’s CBD, is home to over 250 native plants and a range of wildlife that includes eastern grey kangaroos, echidnas, emus and possums.
La Trobe Business School is committed to equitable access to distinctive, relevant and high quality courses and to transformative educational experiences. LBS positions itself as the leading provider of high quality online and blended learning experiences to ensure that graduates are ready for work and an increasingly digital future. Teaching is therefore much more than the provision of access to recorded lectures and subject materials online.

Our attentiveness to our mission to enhance business learning through education and research, which is innovative, responsible, and engaged necessitates the enhancement of our staffing profile across all degrees is delivering the benefits of consistency and comparability of the student learning experience, no matter the location of the campus, or mode of study.

This commitment has seen online educational resources blended with traditional face-to-face delivery with the use of technology to improve student learning, support truly transformative and potentially disruptive digital pedagogies, practices and innovations, enhance access to relevant electronic information resources and support the development of future-focused and adaptable digital spaces. This is providing students with multiple, carefully designed opportunities to engage with content and develop deeper knowledge of key concepts including PRME.

As outlined earlier in this report, LBS ensures our students have multiple opportunities to interact with their teachers, content and each other in highly engaging online learning environments where quality blended learning design involves thoughtful and innovative integration between the face-to-face and online learning experience.

There are infinite ways in which the strengths of traditional and online teaching and learning design can be combined to meet the specific needs of students, respond to disciplinary variation and be advantageous and relevant to students’ geographical locations. An example of this is our MBA program which is readily accessible to students with varying circumstances including flexible study modes, intensive block modes, a part-time option, a 12-month fast track option, and virtual classrooms for regional Victorians and world-wide access via an online module.

Our Masters of Management Suite of online degrees provides graduates with flexible graduate education, which can be undertaken while students are working. We have also formed a partnership with Didasko to offer online undergraduate degree programs (Bachelor of Applied Business), which is particularly focused on providing a pathway for students who have completed diploma subjects. We also have other pathways through out intentional partnerships for students in France, China and Vietnam.
2018-2020 Goals: Principles 1, 2 & 3

1. Continue to improve the accessibility and opportunities for students who are first-in-family, from low socio-economic backgrounds and regional Victoria to undertake and complete LBS courses.

2. Complete an audit and curriculum map of the extent to which the SDGs are embedded across all LBS subjects and courses.

3. In line with the university’s focus on delivering an outstanding student experience, LBS intends on using the audit and curriculum map of the SDGs to enhance current teaching capabilities, update and develop new curriculum in this area.

4. Progress achievement of the targets set out in the University’s gender strategy, which promotes greater participation and representation of women at all levels of the University.

5. Achieve the University’s sustainability targets in operations by 2020, including commitments to reducing Green House Gas (GHG) emissions by 30%, energy consumption by 30%, car usage for a single occupant by 30%, water usage by 10%, waste to landfill by 30%, paper usage by 30%, and to increase recycling by 30% by 2020.

6. Identify and implement actions to enhance graduate employability at all levels of study at LBS.
PRME Principle 4: Research

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

LBS supports the University's ambition to be a major contributor to scholarly discovery and the application of knowledge. The research culture of the School is such that there exists an expectation that all continuing and fixed term academic staff—other than Professors of Practice—contribute to the research goals of the School and the University. The School advances this mission in three ways: first, by authored research books, articles in scholarly journals and publication of refereed papers in conference proceedings; second, by supervision of students enrolled in Honours, Masters and Doctoral research degree programs; and, third, by developing teaching informed by research.

La Trobe Business School seeks to produce research that is both rigorous and addresses emerging issues relevant to industry, government and society, and is of local, national and international significance. By taking an integrated strategic approach we ensure progressive improvements in research outputs, research income and our research culture. The school actively engages with business, policy-makers, community sectors and the professions and harnesses research expertise across our regional campuses to support meaningful and relevant research with at least one third of our research activities aligning with the SDGs.

We foster an aspirational and ambitious research culture through integrated research and support, and targeted investment in our Research Focus Areas (RFAs) and complementary schemes.

La Trobe Business School houses four research centres that extend our intellectual contribution to achieving PRME, raising the awareness and understanding of SDG's, and support the School's mission: to be a community of students, academics, and professionals committed to enhancing business learning through education and research, which is innovative, responsible, and engaged. Our four research Centres are:

- Research Centre for Computers, Communication and Social Innovation (RECCSI)
- Centre in Data Analytics and Cognition (CDAC)
- Centre for Public Sector Governance, Accountability and Performance (CPSGAP)
- Centre for Sport and Social Impact (CSSI)

Our research strategically intersects with the University's five cross-disciplinary Research Focus Areas (RFA) that build on our strengths to address pressing questions affecting the future of human societies and the environment. Led by recognised research leaders across disciplinary boundaries, the RFA are a visible signature, concentrate our research efforts in our areas of expertise, represent our ambition to be at the centre of research of significant social, economic, political and environmental challenges, and contribute to providing solutions to these challenges by recognising aims and target of the SDGs. More information about each RFA is available on the University's website. The five RFA are:

- Transforming Human Societies
- Securing Food, Water and the Environment
- Sport, Exercise and Rehabilitation
- Building Healthy Communities
- Understanding Disease

Other examples of discipline-specific research include work by Dr Julio Mancuso Tradentam Lecturer, Macroeconomics and Economics on the behavioural factors that contribute to gender inequality. For
example one project investigates the existing gender gap in the rate of patent applications that has important implications for gender equality, productivity and economic growth.

Dr Sean Asian, Senior Lecturer, Management Sport & Tourism, is researching Need-based free healthcare which is an emerging and innovative business model that is delivering greater social benefits concurrently with higher financial gains due to its underlying innovative operational, marketing, and philanthropic features. The research is evaluating the financial, operational, and social benefits for a hospital that successfully implemented the need-based healthcare model that is increasingly attractive model in communities with rampant inequality commonly found in developing countries. The research will inform policy and reform in the provision of healthcare and addresses issues such as inequality, poverty reduction and improved health outcomes for disadvantaged people.

The School has two academics dedicated to research on Corporate Social Responsibility (CSR) and Sustainability. Projects include the relationship between corporate volunteering and CSR, climate change risks and opportunities for business, education for sustainability and social risk and social licence to operate.

Aligning with SDG 12, considerable research is being undertaken by academics at the school in the area of socially responsible consumption, consumer behaviour, consumer purchasing decision-making, sustainable and green marketing strategies, and sustainable supply chain logistics.

The Business School provides a connected model for postgraduate researchers offering industry internships to PhD students. This is made possible by way of collaboration with Australian Postgraduate Research (APR) Intern, a national all sector – all discipline internship program placing PhD students into business. Australia’s leading internship program facilitates short-term, clearly defined research projects by postgraduate research students across all study disciplines and business sectors to deliver research solutions for industry and solve industry-relevant problems at a commercially relevant pace, while maintaining the academic rigour of the La Trobe PhD. Host organisations include private sector, government, and not-for-profit organisations. La Trobe University additionally offers an industry-mentoring stream, where we match PhD students with industry leaders to engage in intersecting research interests.
Proportion of LBS research output aligned with SDGs 2016-2107 (n=667)

SDG Coverage in LBS Research Output 2016-2017 (n=227)
La Trobe Business School values collaboration and is committed to industry research partnerships that add value and deliver results for business, communities, public policy, and the environment. We forge alliances with industry, government, Not-for-Profit, philanthropic and community sectors who can benefit from our dedicated and expansive work in the area of corporate responsibility and social and environmental sustainability. The strength of our existing partnerships with associations and international bodies continue to strengthen our reputation as a leading, reliable and credible research partner. Our external research partnerships over the 2016-2018 exceeded 15 partnerships including:

**Management Sport & Tourism:**
*Enhancing student learning outcomes with simulation-based pedagogies*
In partnership with the Australian Government Office of Learning and Teaching
This project evaluates and promotes pedagogies that enhance the learning outcomes of online simulations in business and related fields. Business simulations offer authentic learning experiences that mirror real world problems and enable students to practise and develop graduate capabilities, technical skills and strategic decision making skills.

*The Social Value of an Aboriginal run community sport club*
Hoye R, Randle EJ
In partnership with Rumbalara Football Netball Club

**Accounting & Data Analytics**
*Is funder reporting undermining service delivery? Compliance reporting requirements of Aboriginal Community Controlled Health Organisations in Victoria*
Silburn K, Thorpe A, Carey L, Frank-Gray Y, Fletcher G, McPhail K,
In partnership with the Lowitja Institute.

**Economics and Finance**
*The Adaptation of Tertiary Admissions Practices to Growth and Diversity*
The Adaptation of Tertiary Admissions Practices to Growth and Diversity,
In partnership with Department of Education and Training, Canberra.

*Regional Student Participation and Migration: Analysis of factors influencing regional student participation and internal migration in higher education*
Cardak B, Brett M, Bowden M, Vecci J, Barry P, Bahtsevanoglou J, McAllister R
In partnership with the National Centre for Student Equity in Higher Education (NCSEHE), Curtin University, Perth.

**Accounting & Data Analytics**
*Bringing the social into accounting curriculum: integrating a sociological approach into learning and*
teaching accounting

Boyce G, Greer S, Narayanan V, Blair B 2016 Bringing the social into accounting curriculum: integrating a sociological approach into learning and teaching accounting,
In partnership with the Australian Government Office for Learning and Teaching under Innovation & Development scheme

Agribusiness

Dr Timothy Clune, lecturer in Agribusiness at LBS’s regional Albury-Wodonga Campus is engaged in critical research that seeks to identify solutions to regional challenges in sustainability and resilience of the agricultural sector. The key external research partner supporting the research is the Commonwealth Government’s Department of Agriculture and Water Resources (DoAWR). The projects seek to understand the events that cause the failure of rural businesses and to identify common issues (or competency gaps) that limit the resilience of rural business operators in response to business threats such as extreme climatic events, family breakdown or changing economic conditions. A key outcome of the research is to better understand the social, environmental and economic drivers, and to inform future policy initiatives to support the sustainable development of the sector.

The research is also examining the need of stressed rural business operators and access to support from a Commonwealth funded agricultural welfare program, and re-examines the circumstances as viewed from the vantage point of a competent third party – the Rural Financial Counsellor. The projects are aligned with SDG 2: Zero Hunger, Achieve Food Security and Improved Nutrition and Promote Sustainable Agriculture, and SDG 11: Make Cities and Human Settlements Inclusive, Safe Resilient and Sustainable.

La Trobe Business School Research Centres:

The Centre for Sport and Social Impact (CSSI) has built a reputation for research that focuses on the requirements of its industry partners, and adopts a robust and practical approach to provide outcomes that benefit both the individual and community organisations, and to also inform governance and policymaking. Since its formation in 2010, CSSI has earned more than AUD$5.6m in external funding and continues to engage with more than 30 partner organisations. The approach, content and impact of the Centre’s research and evaluation are agile and diverse and include for example:

- research and evaluation of sport development in Pacific island nations, using sport to assist in solving difficult social problems
- the benefit of sport, recreation and leisure for communities suffering extreme disadvantage, such as drug and alcohol addiction, homelessness, long-term unemployment, mental health issues and incarceration
- the creation of healthier sporting environments and more inclusive public spaces

The Centre for Data Analytics and Cognition (CDAC) expands the profile and reputation of La Trobe Business School as the leader in Australia for providing practical data analytics expertise built on strong research foundations. High profile research groups such as Max Plank Institute Germany and the Chinese Academy of Social Sciences have adopted innovative technology developed by the centre and, since its inception in 2015, has generated almost AUD$1m in research through funded projects and programs such as with the Data to Decisions CRC, Big Data Connect Program, Genix Ventures, Shiny Pty Ltd, Chase Sun Australia, subsidiary of Chinese public company Chase Sun, for an AI-based project, a Victorian Health funded health care projects (jointly with CSSI).

The Centre is one of a number of partners in the Data to Decisions Cooperative Research Centre (D2D CRC) project on big data analytics for Australia’s Defence, National security and law enforcement. D2D CRC represents an investment of $88 million into Australia’s big data research effort over the next five years, with $25 million being contributed through the Cooperative Research Centers program, an Australian Government Initiative. Research participants are University of South Australia, University of Adelaide, University of New South Wales, Deakin University, Carnegie Mellon University, Department of Defense, Australian Federal Police, Attorney-General’s Office, Defense South Australia.
CDAC has provided social media analytics expertise Austin Health (Olivia Newton-John Cancer Care Centre) and is collaborating with the De Souza Institute in Toronto, Canada, to develop intelligent algorithms for profiling cancer patients.

CDAC research project aligning with SDG 3 ‘Using Machine Learning to Identify Individual Differences in Brain Networks and Recovering Trajectories Following Stroke’ is undertaken in partnership with the Florey Institute and requires the construction of a learning model that can predict the best rehabilitation routine for stroke sufferers, based on medical and personal data to aid rehabilitation planning.

CDAC’s ‘Smart Energy’ research project relates to SDG 9, SDG 12 and SDG 13 and is in collaboration with RMIT University. The project investigates the practical applicability of multi-source information and its extensibility into further high-volume applications in smart energy management. Discussions are also progressing with Northwestern Politechnic University in China to extend the research.

Under the auspices of Centre for Public Sector Governance, Accountability and Performance (CPSGAP), a research partnership between La Trobe Business School and the University of Manchester focuses on climate action (SDG 13) and sustainable cities and communities (SDG 11). This study has focused on the role of Local Governments (LGs) because of their unique position and vital role in tackling global climate change by reducing local GHG emissions. The aim is to study and understand the role Greenhouse Gas Emission Inventories (GHGEI) play in climate change mitigation within LGs, along with the way the GHGEIs are being used and the purposes they serve.

LGs have the unique ability to lower greenhouse gas (GHG) emissions and enforce climate change policies at regional level with their jurisdiction over many decisions that may have a direct and indirect effect on climate change, including, energy consumptions, waste management, land use, transport system and urban forestry. Despite hundreds of LGs pledging action against climate change, there is little research on how to effectively enable these initiatives. In addition, the institutional factors that can affect the process will be analysed so that government administrators, regulators, policymakers and employees can take the insights provided from this study to better enable future GHGEI and climate change initiatives. The research outcome will potentially foster partnerships with local, state and Commonwealth governments in Australia.

Research Centre for Computers, Communication and Social Innovation (RECCSI) is engaged in the research and design of socially and emotionally intelligent systems and technologies to support the wellbeing and sustainability of human society in the 21st century. RECCSI has been approached by several large organisations in Australia and overseas to showcase their work combining human resource management with Artificial Intelligence, psychology, data analytics and social robotics in disability support, autism support, aged care, and education. In addition, RECCSI is the first registered social robot provider under the National Disability Insurance Scheme (NDIS).

A systematic review by La Trobe University’s Olga Tennison Autism Research Centre (OTARC) revealed little published research examining quantitative outcomes of employment transition or programs for adults on the autism spectrum. The centre thus identified an urgent need for empirical evaluation of employment interventions.

The Dandelion Program originally launched in 2015 as an initiative by DXC Technology/ Hewlett Packard Enterprise Australia in partnership with Danish company Specialisterne. Expanding significantly since 2015 to include the leadership of OTARC, the program is charting, for the first time, the outcomes of individuals with Autism employed in the Dandelion Program. Dandelion pods are now present on three client sites in three states across Australia. This includes the involvement of three academics from La Trobe Business School including Dr Jennifer Spoor, and pilot projects involving our Centre for Data Analytics and Cognition. The program has attracted significant research grants and the working

“Charting the impact of employment on people on the autism spectrum within this unique program, as well as their families and cowoker, will be important in convincing other employers to offer similar opportunities to those with autism.”

- Professor Cheryl Dissanayake, Director, Olga Tennison Autism Research Centre, La Trobe University
The Dandelion Program recognises that some people with autism possess skills of exceptional visual perception and the ability to be highly focused in certain situations, making them highly valued candidates for certain businesses. The program works towards meeting targets for SDG 3, SDG 8, SDG 10 and SDG 17 as a formally recognised ‘Partnership for the SDGs’. This program is an exemplar of collaborative work Human Services, and more recently the Department of Defence. Another significant feature has been the co-location of Specialisterne establishing their Australian branch at OTARC at La Trobe University, and separate research being conducted by OTARC with the Victorian Department of Health and Human Services.

Earlier this year a new partnership was entered into by the University with Goulburn Murray Water (GMW). The partnership will create opportunities for joint industry based projects and will offer unique opportunities for La Trobe students, including Business School students and researchers, by combining the strengths of our world-leading research with Australia’s largest rural water corporation. The partnership provides the potential to explore industry based research, benefitting local industry and our regional communities with major infrastructure projects such as the automation of the Goulburn Murray Irrigation District, the largest irrigation delivery network in Australia.
The School’s mission states that it seeks to produce research that focuses on current and emerging issues of local, national and international importance and to generate research that is both rigorous and relevant to the needs of organisations and society—described as quality research with impact.

Global research university rankings are a reflection of the quality of Business School staff and the hard work underway across all LBS campuses. In August 2017, La Trobe University recorded our best ever position with the respected ARWU global ranking of 301, a significant upward trajectory from the position of 386 in 2016 and 486 in 2012.

The Business School sets expectations, provides support and incentive mechanisms, and monitors and measures the quantity and quality of its research performance on an annual basis, including through the Career Success Performance Management process that informs decision-making and initiatives for future research performance.

Effective planning and review cycles are integral to quality management and continuous improvement. Analysis of the School’s faculty qualifications profile is informing the development of a plan to increase the mentoring of Early Career Researchers (ECR) which currently includes an ECR Network, tailored workshops, and specific funding opportunities to ensure they maintain an active research profile consistent with the School’s mission and research mission.

The University aims to ensure our researchers have the appropriate resources, development and environment to make the most of their potential as international scholars. Improving our performance in research metrics is not an end in itself, but a necessary step for obtaining the credibility and resources needed to elevate La Trobe in the Australian higher education system. Through these actions, as well as improving our ranking, LBS will attract high performing researchers and promising early-career researchers to join La Trobe Business School.

The Future Ready Strategy focussed our research efforts, and we are now seeing the results in new partnerships; increases in the quality of publications, citations and reputation, and our rising positions in global rankings. We have been able to improve our ranking, by encouraging staff to concentrate on quality publications, rather than quantity of research output. These and the abovementioned, integrated approaches to research will contribute to the University’s target of an ARWU ranking within the top 250 by 2022.
Research is a key measure in the determination of La Trobe Business School’s ranking and prestige. LBS seeks to produce quality research with impact and, in order to do so, sets itself two broad objectives: (1) to improve its performance in future Excellence in Research for Australia (ERA) assessments, and (2) to meet or exceed the research income targets set by the University. Additionally, the University is committed to using University Analysis of Research Quality (UARQ) as a measure of the quality of applied research based on the impact it has made on the communities, partnerships, user groups or clients to which it is addressed.

ERA is Australia’s independent national research evaluation framework and identifies excellence in research by comparing Australia’s university research effort against international benchmarks, and highlights the research strengths of individual universities. ERA utilises a five-point rating scale:

- well above world standard
- above world standard
- average performance at world standard
- below world standard
- well below world standard

In 2015, ERA ranked La Trobe among the top three universities in Victoria – and the top ten in Australia for its research. LBS’s broad disciplinary fields of Economics and Commerce, Management, Tourism and Services at ‘world standard’. Research in the more specific discipline of Banking, Finance and Investment was ranked “above world standard” while research in the disciplines of (i) Accounting, Auditing and Accountability, (ii) Transportation and Freight Services, (iii) Applied Economics and (iv) Tourism were ranked at world standard.

From a state-based perspective, the 2015 ERA report indicates La Trobe Business School’s research in tourism as number 1 in Victoria with the report indicating a balanced publication profile with strong representation in A* and A journals (over 50% of all articles), plus research-based books and chapters. Interdisciplinarity is a particular strength and research combines social sciences and humanities traditions with business and strategy (for example, consumer psychology and behaviour). This discipline group has a growing international reputation in several areas including studies of communities, and culture and tourism from a sustainability perspective.

LBS is currently finalising its submission for the next ERA report due in 2018 with a key focus on sustainability and social impact as well as governance.

“We will be known for our modern, vibrant research culture – a culture that values academic freedom; a culture that attracts and retains exceptional staff and outstanding students; a culture that cuts across traditional disciplinary boundaries to address global problems; a culture that fosters the very best research and attracts game-changing partnerships; a culture that engages with the local community in Northern Melbourne, in regional Victoria, in Australia and internationally.”

Keith Nugent Deputy Vice-Chancellor (Research), La Trobe University
Building a reputation as a world-leading business research institution brings with it possibilities and opportunities that allow us to extend our outreach and share our research expertise among our students, academics, industry, and government; and across local, regional, state and international boundaries.

Since 2016, La Trobe Business School has been host to a number of high profile conferences at our City, Bundoora and regional campuses relevant to social, economic and environmental sustainability.

In 2018, La Trobe Business School in conjunction with Monash University, the University of Queensland and the Victoria University of Wellington, hosted the 9th Financial Markets and Corporate Governance Conference and PhD symposium at our City Campus inviting academics and PhD students to submit papers for presentation. The broad themes of the conference included corporate governance and social responsibility included an analysis of the impact of international donor agencies on public sector, environmental sustainability performance in Sri Lanka, and corporate governance of IPO firms in India.

In January 2017, PRME signatory XLRI - Xavier School of Management in collaboration with La Trobe Business School, organised the International Conference on Responsible Marketing. The conference was co-chaired by LBS’ Associate Professor Clare D’Souza, Professor Timothy Marjoribanks and Professor Suzanne Young. The conference provided a forum to engage in ideas, new directions and consider innovative practices that impact responsible marketing. Professor Timothy Marjoribanks provided the keynote speech and the conference provided the opportunity for LBS PhD students to showcase projects including those on ethical consumption and sustainability, greenwashing and its influence on consumer decision making, and institutional pressures for responsible supply chain procurement.

In July 2017, a joint paper by Dr Swati Nagpal, Colin Hocking, Silvia McCormack and Alison Lugg titled ‘Both Breadth and Depth: How Sustainability Education Is Being Integrated Across All Undergraduate Courses at La Trobe University’ was presented at the Symposium on Sustainable Development Research in Asia Pacific hosted by RMIT University in Melbourne. The multidisciplinary conference provided a forum to discuss and exchange ideas around best practice sustainability research in the Asia Pacific Region and drawing links across multiple disciplines between research, practice, education for sustainability and the needs of industry to address the SDGs.

A further aim of the symposium was to document and disseminate the wealth of experiences on sustainable development research taking place in the Asia-Pacific. As a consequence of the symposium, a peer-reviewed book titled Sustainable Development Research at Universities in the Asia-Pacific has been published with all accepted papers as part of the award-winning World Sustainability Series, published by Springer, one of the world’s top five scientific publishers.

The 76th Annual meeting of the Academy of Management was held in Anaheim, California from 5-8 August 2016. attracting over 10,000 international scholars with four Business School management academics attending the conference to chair symposia and present their research. In line with the theme, ‘making organisations meaningful’, Professor Suzanne Young presented research on corporate governance, health governance and corporate reputation and legitimacy management. Dr Jennifer Spoor and Dr Jillian Cavanagh chaired a symposium entitled ‘Supporting Employment Outcomes for Individuals with a Disability’. Dr Sajad Fayezi presented a paper on flexible and sustainable procurement, and Dr Swati Nagpal presented her research undertaken with three other LBS academics into corporate reputation and legitimacy management.
As Vice President of the *International Association of Organizational Innovation* (IAOI), Dr Alex Maritz plays an integral role in the annual IAOI conference that serves as a primary channel of knowledge sharing and the promotion of innovation internationally. The IAOI Annual Conference encourages experts and scholars all over the world to share their research and best practice outcomes through presentations and IAOI publications. The 12th *International Conference of Organizational Innovation* (ICOI) was held in July 2018 and hosted by Fukuoka University in Japan. LBS was the only Australian University to be formally associated with the conference where international scholars from over 24 countries, including two La Trobe Business School graduate researchers, presented papers. The conference and our ongoing association with ICOI, has resulted in LBS and Fukuoka University agreeing to future research collaborations.

The fifth biennial international conference of the *Global Accounting and Organizational Change* (GAOC) Network was hosted by La Trobe Business School from 26-28 November, 2017. The GAOC research network is coordinated by Professor Zahirul Hoque, Department of Accounting and Data Analytics. The network comprises of academics and practitioners from around the world, who engage in researching contemporary issues in organizational and social change and the role of accounting and control systems to reconcile technological, social and environmental concerns with interests of diverse stakeholders.

An additional channel for La Trobe Business School to engage in and share intellectual and critical discourse is through scholarly publishing with LBS scholars establishing academic journals, being invited to sit on editorial boards of leading A* and A international journals and edit special journal issues. The quality and international significance of our work is also recognised through prizes and awards. For example, Associate Professor Jennifer Laing, Department of Management and Marketing, was recognised as an Emerging Scholar of Distinction for 2017 by the International Academy for the Study of Tourism.
2018-2020 Goals: Principle 4

1. Identify and form 3-4 new international collaborations on research aligned with the SDGs.

2. Identify opportunities for data-driven research projects that fit with the SDGs to leverage LBS’ strength in this area. In addition, identify opportunities to build capacity in public, private and not-for-profit sectors in data-driven decision-making.

3. Increase the current share of research output by the school that aligns with the SDGs from 34% to 40% by 2020 through deepening engagement within and across LBS and University-wide research centres and research focus areas among staff from all disciplines.

4. In order to achieve an increase in the research output that is focused on the SDGs, LBS will seek to further improve our overall research output and quality, with awareness of the Excellence of Research in Australia (ERA) and University Assessment of Research Quality (UARQ) frameworks.
# Our Contribution to the SDGs

This report identifies our achievements, research projects and other activities LBS is involved with that are linked to the Sustainable Development Goals (SDGs). These linkages are created through efforts including informing our understanding of the SDG’s, and contributing to the development of solutions in achieving the SDG’s.

Outlined below are examples of significant activities being undertaken by La Trobe Business School identified in the report, and linked to the 17 SDGs.

<table>
<thead>
<tr>
<th>Sustainable Development Goals</th>
<th>Examples</th>
<th>Page number(s) in the report</th>
</tr>
</thead>
</table>
| 1 NO POVERTY                  | Yunus Social Business Centre and proposed ‘three zeroes’ approach  
                                  Greater access, participation and support for students from a low socio-economic including programs and financial support for Indigenous, regional, Care Leaver and First in Family students. |  |
| 2 ZERO HUNGER                | Research by Dr Timothy Clune examining agricultural welfare to support food security through promoting sustainable agriculture  
                                  AgriBio Centre supporting agricultural education, agricultural bioscience research and development addressing food security  
                                  RFA Securing Food, Water and the Environment |  |
| 3 GOOD HEALTH AND WELL-BEING | Centre for Sport and Social Impact (CSSI)  
                                  Research Centre for Computers, Communication and Social Innovation (RECSSI) in aged care and autism  
                                  Research by Data Analytics and Cognition (CDAC) in providing rehabilitation and support through profiling patients |  |
| 4 QUALITY EDUCATION          | Mapping and review of undergraduate subjects  
                                  Broader access for MBA students to Masters level subjects that focus on ethics, governance and sustainability  
                                  Introduction of Agribusiness course  
                                  Development of video resources relating to SDG 2, 3, 11, 12 as part of CR3+ partnership  
                                  Retention of students in regional Victoria including access to Agribusiness and Medical degrees,  
                                  Research into migration of young people away from regional areas |  |
| 5 GENDER EQUALITY            | La Trobe University Gender Equity Strategy including Athena Swan pilot program  
                                  Significant research undertaken by LBS academics and research centres including Centre for Sport and Social Impact  
                                  Award of second citation from Workplace Gender Equality Agency, Women’s Academic Promotions Support Program and promotion of LBS female staff to senior roles |  |
- Research Focus Area: Securing Food, Water and the Environment
- University sustainability targets
- La Trobe Wildlife Sanctuary

- Completed renewable energy infrastructure and campus refurbishments including LBS Donald Whitehead building
- University sustainability targets including reduction in paper usage, and increased access to and provision of public transport
- Centre for Data Analytics and Cognition Smart Energy research

- Accelerator program including mentoring by LBS and internships for data analytics
- Work Integrated Learning (WIL) and related programs placing students in community and Not-for-Profit sectors
- International Tourism Study Tours supports training and employment in developing countries
- 'My Big Idea’ bootcamp to train 500 Australians to be positive change makers as part of Australian Futures Project

- Research Centre for Computers, Communication and Social Innovation (RECSSI)
- University energy efficient infrastructure
- University 2014 Masterplan including implementation of 2040 vision for sustainable communities and university town centre

- La Trobe University's Indigenous and Regional strategies
- Research and programs undertaken by Centre for Higher Education Equity and Diversity Research (CHEEDR) and support for vulnerable and disadvantaged students
- Humanitarian scholarships and bursaries

- Research in supporting and counselling for farmers
- Research by Centre for Sport and Social Impact in developing sustainable communities through sport in Pacific Islands
- Research projects under the 'Transforming Human Societies' RFA
- Rural and international tourism: research into heritage, identity and sustainability including reconciling war related events
- Research in Corporate Responsibility and Social Risk

- Centre for Public Sector Governance, Accountability and Performance (CPSGAP)
- Awareness Programs including Green Impact pilot
- International collaboration with research into role of Local Governments in tackling global climate change by reducing GHG emissions
- Agribusiness degree includes subjects promoting sustainable agribusiness decision-making and risk management to negate environmental degradation and food insecurity

<table>
<thead>
<tr>
<th>13</th>
<th>Climate Action</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>Securing Food, Water and the Environment Research Focus Area</td>
</tr>
<tr>
<td>-</td>
<td>Research by Dr. Timothy Clune in environmental impact of Blue green algae in the Murray Darling Basin</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>Life Below Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>La Trobe Wildlife Sanctuary</td>
</tr>
<tr>
<td>-</td>
<td>University eco-corridor and sustainability policies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>Life On Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Centre for Public Sector Governance, Accountability and Performance (CPSGAP)</td>
</tr>
<tr>
<td>-</td>
<td>The UN Guiding Principles on Business and Human Rights: Putting Accounting for Human Rights into Practice</td>
</tr>
<tr>
<td>-</td>
<td>Course specializations and research in CSR and corporate governance</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>16</th>
<th>Peace Justice and Strong Institutions</th>
</tr>
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<tbody>
<tr>
<td>-</td>
<td>Partnership with Global Compact Network Australia, CR3+ for SDG implementation including workshops for industry in regional Victoria</td>
</tr>
<tr>
<td>-</td>
<td>Partnership with the Australian Centre for Corporate Social Responsibility including the Annual Review of the State of CSR</td>
</tr>
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<td>-</td>
<td>Collaboration between RECCSI, CDAC and LBS in the Dandelion Program in association with Olga Tennison Autism Research Centre (OTARC)</td>
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We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

La Trobe Business School continues the University’s tradition of forging strategic partnerships with the many academic institutions, industry and community groups as already identified in this report. Increasingly, industry is relying on universities to perform research and development activities and seek access to expertise in specific domains. Similarly government and community sectors perceive and access LBS as a reliable and connected partner for research outcomes that inform economic, social and environmental policy decisions that, in turn, impacts the wellbeing of all Australians.

When government, industry, businesses and universities unite to push the boundaries and frontiers of knowledge, we create powerful engines for innovation, economic growth and social change. La Trobe Business School applies a dynamic and entrepreneurial approach to partnerships offering a connected, durable and cooperative model with aims and outcomes to deliver real and tangible rewards to our students, the wider academic community and the many affiliate organisations and businesses.

Our partnerships represent a two-way knowledge and values exchange platform that informs our curriculum and research, and drives opportunities for our students through enhanced Work Integrated Learning programs, valuable scholarships, and other innovative academic activities. Most importantly, partnerships represent opportunities for the School to advocate for corporate responsibility and sustainability, and posit the benefits of responsible management as well as the benefits of employing a La Trobe Business School graduate. Our strong relationships and collaborative work with PRME, the PRME Champions group and CR3+ provide an outward sign of our interest in building a sustainable and principled society, and demonstrates we are seriously committed to our mission.

Partnerships are part of the Business School’s open door philosophy that allows access to our stakeholders to consider and evaluate our strengths and the potential that a partnership with La Trobe Business School offers.

Furthermore, the multi-campus nature of the La Trobe Business School across regional Victoria brings unrivalled access and opportunities for collaboration and partnerships, which ultimately inform and shape our strategies so that we can remain relevant and agile, and ensure our graduates develop the theoretical and practical skills required in the contemporary workplace.

La Trobe Business School delivers selected business and management programs at partner institutions in Australia, as well as Asia and Europe. These mostly international relationships speak to the international aspirations of the School and the opportunity to offer both our, and our partners’ students and staff the opportunity for cross-institutional engagement.

Our current partners are:

Chisholm Institute (Dandenong)
Ecole Superieure de Commerce (Montpellier, France)
Foreign Trade University (Vietnam)
Hanoi University (Vietnam)
Sheffield Hallam University (UK)
Singapore Institute of Management (Singapore)
PRME Principle 6: Dialogue

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

In the face of global economic, environmental, and social challenges, Universities have a crucial and unique role in shaping society. La Trobe University is recognised for its capacity to be outspoken on important issues. and alumni and public lecture series such as the Ideas and Society and the Bold Thinking programs provide a forum for debate, exchange and discussion by bringing together Australia's leading thinkers, public figures, and our academics to draw on the University's plethora of high-impact research, and to provide an inspirational and aspirational thought leadership platform to learn, share and incubate ideas.

La Trobe Business School recognises that our role as an influencer and enabler in the vast and fast moving knowledge society requires a commitment to be ever-present, reliable, relevant, agile, and always open to dialogue about the necessity for responsible business management, and what a commitment to the transformational 2030 Agenda means for our stakeholders.

We recognise the importance of communicating scholarly ideas to our diverse audiences in accessible ways and harness a variety of channels to communicate our values, intellectual research power and expertise. This is extended through our status as a PRME Champion since 2016 simultaneously defines our commitment to Corporate and Social Responsibility and sustainability, while also being an external and independent signal of our leadership and expertise in responsible management education.

With thousands of students across our campuses in Melbourne, Albury-Wodonga, Bendigo, Mildura, Melbourne City, Shepparton and Sydney, an Alumni network of over 200,000 graduates and 8,000 full-time international students is in itself a significant network and opportunity to advocate PRME and the SDGs.

LBS staff are called to extend their job description as academic, lecturer, and researcher to include the added role of communications, media and event specialist with skills to plan and advance dialogue and debate with internal and external stakeholders through social media, public lectures and events, podcasts, live streaming of forums, conferences, and the media to discuss how do we can become a better Australia and a better global citizen.
This report has already outlined the many achievements by the Business School since 2016 as a result of strategic direction overseen by the LBS Advisory Board. This includes the decision to refresh of the Masters of Business Administration degree, expand our course offerings in regional areas, and make strategic appointments of senior staff, adjunct professors as well as the appointment of former LBS Advisory Board Chair, James Fazzino as Vice-Chancellor’s Fellow. These activities continue to leverage the way we are regarded by leaders from those sectors we impact.

La Trobe Business School prides itself on its capacity for continual review and improvement of our courses to meet industry expectations. In 2016 LBS contracted an external agency to undertake an independent qualitative and quantitative evaluation of our MBA program. The report was released in January 2017, and following consultations with the MBA Academic Team, MBA Advisory Board and MBA Student Committee, the Director of the MBA embarked upon the refinement of the MBA course structure and content for introduction in 2019.

In 2016, James Fazzino was appointed as an Adjunct Professor and Vice-Chancellor’s Fellow with La Trobe Business School. As a member, and former Chair of the La Trobe Business School Advisory Board, he makes a valuable contribution to the School advising the University’s Vice-Chancellor and the La Trobe Business School on its strategic direction, brokering partnerships including in research, mentoring staff and students to further expand our network of industry practitioners, and as a La Trobe University alumnus.

As the first member of his family to attend university gaining a Bachelor of Economics (Honours) from La Trobe University, Mr Fazzino comes to the School following an outstanding eight-year term as Chief Executive Officer and Managing Director of Incitec Pivot Limited. He also served as the Chief Financial Officer and Finance Director, and had senior finance roles in their various divisions including as Assistant Treasurer and Head of Investor Relations. Under his leadership, Incitec was transformed from a business with an enterprise value of $400 million to a top 50 ASX globally diversified industrial company operating in 13 countries, and with an enterprise value of $8 billion. Mr Fazzino was also involved in the proactive Leading men to champion workplace gender equality initiative convened by the Victorian Equal Opportunity and Human Rights Commissioner to advance gender equality and more women into leadership positions, and to help ensure women can thrive equally in our communities and workplaces.

LBS’ increased capacity has seen the School establish significant new partnerships including with North Link, a business network and regional economic development think tank and advocacy group representing Melbourne’s northern region comprising the cities of Banyule, Darebin, Hume, Moreland, Whittlesea and the Shire of Nillumbik.

In 2017, LBS and North Link jointly organised the first National Innovation Forum (NIF) in collaboration with Deloitte Consulting (Deloitte now houses the Australian Centre for Corporate Social Responsibility – a former partner of the Business School). Organised by Dr Mark Cloney Professor of Practice, Economics
at LBS, the forum brought together more than 90 businesses, local government, academics and industry group representatives from Australia and internationally to explore how we can create sustainable bonds and research collaboration between universities and industry with a view towards creating a more mature innovation culture and ecosystem. An interactive panel session addressed the big question on how to enhance university industry collaboration and the need for strategic partnerships that better blend the research driven culture of the university with the innovation/data driven environment of business. The forum provides visibility to the critical research we undertake in the field of corporate responsibility, and discussion resulting from the forum continues with plans for future collaboration and with regular “Innovation Series’ bulletins on LBS’ Business Newsroom.

The NORTH Link partnership has also led to placements for students and greater engagement with local employers through the Northern Industry Student Placement Program linking businesses and our students across the region. This has created greater visibility for our students including Business School student Rebecca Budge winning Student of the Year in 2017 for her work in a not-for-profit community organisation as part of the Nth Link Northern Business Achievement Awards.

Our strategic positioning, reputation and outreach in regional Victoria have also achieved positive outcomes for our students including, for example, in 2017, Wakefield Transport, Nangiloc-Colignan Farms and Mildura Fruit Company donating $75,000 to support three of our Agribusiness students studying at our Mildura Campus. In addition to financial assistance, students will be guaranteed work placement opportunities within one of the donor organisations. This learning experience will allow them to put theory into practice, boosting their employability while they are studying.

Business School students also benefited from closer ties with Rural Bank with Bachelor of Commerce and Bachelor of Agricultural Science student Madison Gallagher selected as one of 15 Rural Bank Scholarship recipients to receive financial support towards her studies and help kick-start a career in the agriculture sector to promote the use of bio-gas systems in the dairy industry. Subject to academic performance, scholarship funding will also be extended to support recipients’ second year studies. In addition to financial support, Rural Bank will enable scholarship recipients to build industry connections and complement their tertiary studies with development opportunities, such as a mentorship with a Rural Bank or relevant industry representative.
We recognise the need to act on the global forces and pressing problems confronting the world by aligning our philosophy and activities and connecting with international initiatives including the Sustainable Development Goals, UN Global Compact, the Global Compact Network Australia (GCNA) and significant partnerships within the PRME and PRME Champion community.

Business School staff attended both the inaugural GCNA Australian SDG Summit in September 2016 and the second Summit in Melbourne in 2018 providing further opportunities for us to engage with signatories to the GCNA, gain an overview of national progress in SDG implementation, and to consider how we continue to prioritise mapping the SDGs in our activities and driving implementation forward.

By following the lead of GCNA, in 2017, the University’s Department of Sustainability commenced work on mapping our progress towards achieving specific SDGs relating to our sustainability efforts in energy efficiency, energy efficient infrastructure, the development of sustainable practice policies, and actions taken to protect and enhance the natural resources and environment of the university and those that impact our adjacent communities.

Moving forward, the Business School will engage further with GCNA including through their recently launched website, developed by the GCNA, with the support of the Australian Government’s Department of Foreign Affairs and Trade (DFAT), that provides a live and ongoing platform to centralise and showcase action being taken across government, business, civil society and academia in Australia to advance the SDGs.

La Trobe Business School was the major sponsor of the 2017 9th Annual Review of the State of CSR in Australia, partnering with Australian Centre for Corporate Social Responsibility (ACCSR) to support efforts to advance CSR and the SDGs in Australia and New Zealand. Top 10 CSR organisations in Australia and Top 3 CSR organisations in New Zealand were announced along with the Business School’s plans to work in association with the Global Compact Network Australia to advance the SDGs through a series of industry workshops which were subsequently hosted later in the year by LBS in collaboration with PRME signatory University of Wollongong.

The choice to focus on regional areas for the workshops was two-fold; firstly, to develop our regional campus’ capacity to build and sustain cross-sector engagement and partnerships on the theme of the SDGs, and secondly, to support GCNA in regional and more remote areas where their presence is more limited. The workshops created further opportunities for collaboration and implementation of the goals. Another significant discussion point to arise from the ACCSR 2017 Annual Review’s findings was the alignment with research undertaken by La Trobe Business School identifying that companies are more likely to undertake CSR reporting as a result of mandatory reporting established through legal compliance and regulation.

Our partnership with ACCSR was recognised through the presentation of the Annual ACCSR Award which was awarded at the La Trobe University Prize Ceremony to Sharni Curnow in October 2017 for achieved the highest aggregate mark in a Master of Business Administration degree.

ACHIEVEMENTS

Goal 2

LBS’s relationship with the Global Compact Network Australia will be a primary focus for the foreseeable future, as we aim to strengthen our position as a key thought-leader on sustainability and responsible management for Australian and international businesses.
Since 2016, La Trobe Business School has published information on our activities and work in PRME across platforms including the La Trobe Business School’s ‘Business Newsroom’ and further promoted these articles through Twitter including:

- Professor Suzanne Young and Dr Swati Nagpal (2018), “LBS’s Involvement with UN PRME”, Business Newsroom
- Dr Swati Nagpal (2018), “Developing a Sustainability Disposition – La Trobe Business School” [interview], PRiMEtime
- La Trobe Business School Awards (2017) featuring presentation of LBS Award for contributing to PRME, Business Newsroom
- Professor Suzanne Young and Dr Swati Nagpal (2016), “Collaborating across borders – The CR3+ Network” [interview], PRiMEtime
- La Trobe Business School’s 2016 UN PRME Report released (2016), PRiMEtime
- PRME and PRME Champions Group including links to SIP REPORTS, Business Newsroom
- PRME and PRME Champions Group, dedicated section to PRME, La Trobe Business School MBA website
- Professor Suzanne Young, 'Inspirational Guide for the Implementation of PRME: Placing Sustainability at the heart of management Education republished by Routledge, 2017 in association with UN PRME and the Foundation for the Global Compact
With ten years of experience pursuing the inclusion of PRME into our curriculum and broader activities, we are in a unique position to participate in broader discourse about the transformation through our role as a PRME Champion and our involvement with CR3+. Members of CR3+ were early adopters of PRME and continue to be agents of change in their respective institutions.

The sixth CR3+ Conference held in Nantes, France in 2018 testifies to the strength and value of our ongoing participation and contribution to the network and the broader PRME community to overcome systemic challenges for educational institutions, address key issues identified by UN PRME in transforming society, business and education through the role of the SDGs in each country and in the respective business schools. The success of the network continues through our shared belief in, and focus on, the goals of the PRME mission. Each school brings to the network their own expertise and demonstrates the national differences in responsibility and sustainability initiatives that are seen in academia, industry and government.

A key outcome of the partnership is the annual CR3+ Conference, which has been held at each of the member institutions since its inception with the aim to strengthen partnerships and increase dialogue. The conferences provide a robust forum for ideas, developments and concerns in regards to corporate responsibility and sustainability issues, and how the work of PRME can be brought forward.

In 2017, Dr Suzanne Young and Dr Sajad Fayesi represented LBS at the 5th CR3+ Conference at Hanken in Helsinki on April 28-29. Dr Suzanne Young was a panellist on the all-conference UN PRME themed discussion that focused on the role of the PRME in transforming society, business and education and the role of the SDGs in each country and in each of the respective business schools. Within the overall conference theme of "Making Corporate Responsibility Useful", a number of sub-themes were discussed including:

- CSR and global supply chains
- CSR, human resource management and labour
- Corporatization and CSR
- Research and business education
- ESG data
- Social and human sustainability at work
- Sustainable development

The 6th CR3+ conference was recently held at Audencia Business School in Nantes, France from 12 to 14 June, 2018. The theme of the conference “Navigating the Plural Voices of Corporate Responsibility” focussed on four core areas:

- Education for sustainably
- Theoretical voices corporate responsibility research
- Stakeholder engagement
- Giving voice to the unheard actors in corporate responsibility

Seven delegates from LBS attended the conference: Professor Suzanne Young, Dr Leila Afshari, Dr Nicole El-Haber, Dr Jillian Cavanagh, Dr Swati Nagpal, Dr William Keeton and Ms Patricia Pariona Cabrera. The papers presented by our LBS academics covered wide-ranging topics including:
• Graduate Business Skills for Sustainability: The Nexus of Curriculum and Pedagogy
• Beyond CSR: Workers with intellectual disability and their ‘calling’ to further their careers
• Corporate responsibility and community engagement: complex decision-making in water organisations in Victoria, Australia
• Employee Volunteering: Individual and Organizational Levels of Action
• Authentic leaders and corrupt practices: Overshadowing effect of corruption normalization and highly regulated localization

La Trobe Business School is anticipating the next 7th CR3+ Conference that will be hosted at LBS’ Melbourne City Campus in 2019.
La Trobe Business School planted the seed of achieving AACSB accreditation initially in 2011, when it joined AACSB international as an Educational Member. LBS has subsequently refined its mission since those key decisions made over the last decade revealed a desire to position the School as a unique, forward-thinking and accountable business school, and to work towards gaining AACSB accreditation. LBS’ Mission which embraces innovation, responsibility and engagement directly promotes PRME values. AACSB is a mission-led accreditation body focusing on how business schools operationalize their mission.

Since 2012 we have undertaken substantial work in aligning our standards to meet accreditation criteria including the implementation of a new Assurance of Learning process. 2016 and 2017 saw completion of the first two entire Assurance of Learning cycles demonstrating the School’s ability to monitor, analyse and review our performance and the overall success of the implementation. In 2018, the Business School is able to reflect on the benefits that working towards accreditation have provided the School, including observing the results that continual improvement can bring, and the heightened re-engagement in business learning for our staff and students.

As part of the process, the School identified the need to make new appointments at senior levels as a means to embed entrepreneurship and innovation into core curriculum and assessment as well as to generate greater capability in operations management and the digital business environment.

Strategic appointments began in 2015 with an established Data Analytics team and the creation of a new category of teaching staff, the Professor of Practice, which saw the hiring of 12 new staff members across all departments. In 2016 and 2017, LBS hired four full Professors in the disciplines of Data Analytics, Entrepreneurship, Neuro Accounting, and Behavioural Finance. Additionally, the restructure and expansion of the school from three to four departments to include the Department of Entrepreneurship, Innovation and Marketing has been a crucial step signifying how we respond and adapt to and engage with fast moving and ever-changing business environments.

La Trobe Business School is now well down the path of AACSB accreditation and anticipates achieving this recognition within the next 12 months.
La Trobe Business School continues to expand our international collaboration to widen our sources of support, outreach and impact of our research, as well as to broaden our base of research talent. Our researchers are involved in productive international research networks and partnerships that promote further opportunities for engagement through conferences, keynote address invitations, panel discussions with our research attracting attention from across sectors, nationally and internationally, and from the media.

Centre for Sport and Social Impact (CSSI)

Since 2016, CSSI has undertaken evaluation into the ongoing impact of research projects undertaken in the Pacific islands including in Samoa and Papua New Guinea. For example, the NRL-run League Bilong Laif (League for Life) program in Papua New Guinea has positively changed the lives of participants, and improved gender equality according to analysis through surveys and interviews with NRL teachers, staff, stories of change with children, and via in-depth in-country interviews with program funders and key stakeholders. By utilising these tools, the review team sought to identify changes in attitude, behaviour and the impact of these on the participants, their school and their community.

In 2017, LBS Associate Professor Emma Sherry from CSSI participated in the inaugural symposium on Sport for Development and Peace (SDP) hosted by the Department of Recreation, Sport, and Tourism (RST) at the University of Illinois, the Sport+Development Lab (SDL), and Play for Change. The symposium, 'Forming Partnerships and Linkages in Sport for Development and Peace: Considerations, Tensions, and Strategies', brought together international academics, experts, practitioners and students to discuss how sport can be used to achieve the SDGs. The purpose of the symposium was to create a dialogue about forming and sustaining partnerships and linkages between SDP initiatives and other sectors, discuss key research, theory-building and research collaboration opportunities.

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

CPSGAP aims at improving public sector performance and the capacity of public sector managers and regulators to carry out their tasks. CPSGAP is international in outlook and is unique for its dedicated research on public sector related issues, and by involving academics, practitioners, and students within the Centre to offer 'peer' support to those wishing to use their services. This includes providing professional development training through short courses, seminars and workshops to the public sector.

CPSGAP's Director, Professor Zahirul Hoque is the editor of the Journal of Accounting & Organizational Change, published with Emerald Group Publishing in the United Kingdom, is housed within LBS. Professor Hoque also co-ordinates the Global Accounting and Organisational Change (GAOC) network bringing together academics and practitioners and providing a platform for international researchers and practitioners from multiple disciplines to disseminate information on organisational and accounting systems change.
Professor Hoque edited and contributed to *Making Governments Accountable: The Role of Public Accounts Committees and National Audit Office*, a collection published by Routledge, focusing on matters of governance and accountability at the government level. The global impact of this book published in 2015 has continuing significance for and impact on those working in the field, and Professor Zahirul Hoque attracts international and local students who come from a public sector background and are inspired to undertake doctoral studies at LBS.

**Research Centre for Computers, Communication and Social Innovation (RECCSI)**

RECCSI extends their research activities through collaborations with other research centres at the University, and through external service provision that in turn informs ongoing research activities. The Centre is highly valued by local government and many organisations in the health, education, not-for-profit and aged case sectors including Alzheimer’s Australia, The Royal Melbourne Hospital, Brotherhood of St Laurence, Kyoto University, Japan, Hong Kong Polytechnic University, Hong Kong, Kagawa University, Japan.

Research and activities undertaken by RECCSI have appeared in more than 30 TV shows and across 250 media reports and in six languages (English, French, German, Hindi, Cantonese/Mandarin and Japanese), and in 15 countries. Recently, RECCSI work has appeared in the *Financial Times*, the *Guardian*, German Business Magazines, and the *Australian Ageing Agenda*.

RECCSI has been approached by several large organisations in Australia and overseas to showcase their work in Human Resource Management involving AI, psychology, data analytics and social robotics and engages in game-changing and paradigm shift partnerships in disability support, autism support, aged care, education and human resource management.

**Yunus Social Business Centre**

In April 2017 Professor Muhammad Yunus visited La Trobe University and officially opened the YSBC at La Trobe Business School. The centre was established by a Memorandum of Understanding (MOU) between the Yunus Centre in Dhaka, Bangladesh, and La Trobe Business School in 2014. The YSBC is built on the philosophy of Professor Muhammad Yunus, the Nobel Peace Laureate who has proposed the ‘three zeroes’ approach: zero poverty, zero unemployment and zero carbon emissions through social business to create a better society.

In November 2017 staff from the Yunus Social Business Centre attended the 8th Global Social Business Summit in France with the theme of ‘A new wave of hope: How to create a new human society’. This Summit is the worldwide leading forum for social business, non-loss, and non-dividend companies with a social goal, and increases awareness about social business, fosters discussion and collaboration between practitioners and stakeholders, and presents and conceives best practice. Experts from the private sector, civil society, governments and academia came together for formal meetings, forums and workshops focussing on the progress of three commitments: inclusiveness, impact measurement and sustainability and the relationship of these and the Sustainable Development Goals.

The Academic component of the Summit took place on 8 and 9 November and included presentations by Yunus Social Business Centres from around the world. La Trobe University’s Professor Gillian Sullivan Mort, Director of the Yunus Social Business Centre, presented on the need for designing a social business entrepreneurship training module at school for young children, and was a panellist in the final closing discussion with Professor Muhammad Yunus.

**Other engagements have included:**

- Professor Paul Mather speaking and participating on a discussion panel and panelist at the symposium “Were the directors asleep at the wheel? And are they awake now?”. The symposium was hosted by the Institute of Directors in New Zealand and the University of Otago in October, 2016
- On 8 October 2016, La Trobe Business School hosted a successful start-up bootcamp delivering on its ‘My Big Idea’ promise to train 500 Australians to be positive change makers. ‘My Big Idea’ is a
nationwide citizen-led ideas competition focused on creating positive change for Australia. The competition has been driven by the Australian Futures Project. LBS Professor of Entrepreneurship, Dr Alex Maritz gave the welcoming presentation to participants and spoke about ways to refine, pitch and build on their idea such as ideation, proof of problem discovery and pitching for influence. Associate Professor Vanessa Ratten, Dr Quan Nguyen and PhD candidates Anne Brouwer, Claudia Shwetz and Anna Amirsardari provided further support and guidance in incubating ideas via one-on-one mentoring.

A number of LBS staff have appeared in media interviews to contribute to discussion in areas of corporate responsibility including, for example:

- Associate Professor Alison Parkes Head of Department, Accounting, Accounting & Data Analytics, appeared in ABC TV’s 7.30 Report in a panel discussion about lost financial statements of almost 20 million account holders by the Commonwealth Bank of Australia who also failed to disclose the breach to customers, 2018.
- The research "Regional Student Participation and Migration: Analysis of Factors Influencing Regional Student Participation and Internal Migration in Australian Higher Education" (2017) undertaken by LBS’ Dr Bully Cardak in collaboration with Swinburne University of Technology and the University of Gothenburg, Sweden, received over 500 media mentions. The Commonwealth Department of Education and Training’s Higher Education Statistics media release in November 2017 incorporated the findings of the report. The way in which regional, remote and low SES student numbers are calculated were revised in accordance with the methodology proposed in the report.
- Professor Paul Mather, "Strong economic case’ for having women on company boards” AM, ABC Radio, 2016
- Professor Paul Mather, "Boarding Pass: where are all the women when it comes to AFL and NRL Boards”- SBS Television, 2016
La Trobe Business School has a strong and vibrant alumni network that spans continents, skill sets, and professions. LBS connects with our alumni through appointments to our School Advisory Boards, our MBA Advisory Board, opportunities to present at our alumni events, and through thought-leadership activities.

We harness the talents of our graduates and the opportunity to extend the longevity of our PRME philosophy through our strong and engaged alumni network that spans continents, skill sets, professions and generations.

The School’s MBA Advisory Board has three external directors including alumni who provide advice and guidance on issues relevant to the MBA program’s strategic direction. The board plays a distinct role in shaping and promoting the degree by providing strategic direction for its development and future expansion. The recent review of the MBA included consultation with alumni who are working in senior roles across business, industry, community and government sectors.

We facilitate the development of strong organisational links by fostering ongoing communication with alumni through events, forums and public lectures hosted at our campuses and at venues across Australia and internationally in China, Arab Emirates, Europe, and the United Kingdom.

Our alumni provide an avenue for us to further advance the PRME mission and issues related to SDGs through direct engagement, and in 2017 and 2018, the Business School hosted the following prominent Alumni events:

**2017:** La Trobe Business School Alumni Event with Dr Fiona McKenzie, Co-Founder and Director of Strategy, Australian Futures Project. With expertise in both public policy and academic research, Dr McKenzie spoke about the ways business processes and jobs are being redefined. At the Australian Futures Project, she has led the design and implementation of a range of unique programs, including social innovation labs, and has more than 15 years of experience working in Australia and internationally with a range of academic, government, non-government, and intergovernmental organisations including the United Nations Environment Programme, EcoAgriculture Partners, Terrestrial Carbon Group, Wentworth Group of Concerned Scientists, Australian Centre for International Agricultural Research.

**2017:** the La Trobe University Government and Parliamentary Alumni Network launch was held in Canberra featuring distinguished alumnus Hon Andrew Robb AO, Australia’s former Minister for Trade and Investment, and currently Chair of Asialink, and a Board Member for the Kidman cattle enterprise and Network Ten. The Hon Andrew Robb AO was joined by Leading La Trobe researchers Dr Aniruddha Desai, Director of the Centre for Technology Infusion, and Professor Amanda Kenny of the La Trobe Rural Health School.

**2018:** The Masters of Business Information Management and Systems alumni reunion marked 10 years of the course at La Trobe. This reunion celebrated the unique spirit, the accumulated momentum developed over the last 10 years and to share recent and past successes of alumni students and staff and to reconnect with former classmates and faculty. The event was held in the newly renovated Donald Whitehead Building at the Bundoora campus.

**2018:** Alumni were invited to meet some of the people at the frontline of cyber security in Australia and hear from an industry expert, telecommunications leader, policy maker and La Trobe University researcher for a behind-the-scenes glimpse into cyber-crime. The panel discussion hosted by award-
winning ABC journalist Elysse Morgan, considered issues on safeguarding our businesses, governments and private lives from intrusion, and considered the legal, policy and regulatory challenges around information security and critique emerging issues in the cyber and information security sphere.

2018: Amalia Di Iorio: Associate Pro-Vice Chancellor (Academic Partnerships) and Professor of Finance at La Trobe University moderated the alumni event in Sydney ‘Women in Leadership’. The panel discussion featuring some of La Trobe’s most inspirational female alumni elaborated on the importance of self-belief for women at work, and actions to continue to achieve greater career success.

2018: Our growing and significant number of business graduates in Asia (especially China and India), were hosted by Professor John Dewar, President and Vice-Chancellor of La Trobe University, to alumni events in Hong Kong, Beijing and Shanghai. These events were attended by prominent alumni business and industry leaders from the region. The Beijing and Shanghai chapters included a panel discussion from Professor Amalia Di Iorio as part of a panel discussion on the vital role of women in leadership.

2018: The La Trobe University alumni event in Dubai provided the opportunity to hear from special guest Dr Petar Stojanov, Managing Partner at Ebtikaar and fellow La Trobe University alumnus to discuss the ‘Failure and Success in a world we cannot predict: The Science of Innovation’.
2018-2020 Goals: Principles 5 & 6

1. Successfully host CR3+ conference in 2019 in Melbourne, and deepen collaboration with CR3+ partner universities through new research, partnering and curriculum development projects.

2. Host the bi-annual PRME Champions meeting with Deakin University in 2019 as part of our ongoing commitment to PRME.

3. LBS will continue its work towards gaining AACSB accreditation.

4. Continue to improve visibility and engagement on the SDGs among industry partners and other stakeholders through our research output, consultation, and outreach from LBS research centres, and staff.

5. Identify opportunities and the feasibility of developing a network with international university(s) to jointly offer courses and to leverage/share content and knowledge on the SDGs.
Rankings Accreditations, and Partnerships
La Trobe Business School has a number of courses recognised worldwide through global accreditation, rankings, partnerships and awards.

ACCREDITATIONS

ACS accreditation
A number of Business courses are accredited by the Australian Computer Society (ACS). For a full list visit their website.

AHRI accreditation
The Bachelor of Business (Human Resource Management), Master of Management (HRM) and the Master of Management (HRM) (Online) are accredited by the Australian Human Resources Institute (AHRI).

AMI accreditation
The Bachelor of Business (Marketing), the Master of Marketing, and the marketing majors of the Bachelor of Business and the Bachelor of Commerce, are accredited by the Australian Marketing Institute (AMI).

CAANZ accreditation
The accounting degrees and majors are accredited by Chartered Accountants Australia and New Zealand (CAANZ).

CPA accreditation
The accounting degrees and majors are accredited by Certified Practising Accountants Australia (CPA).

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

RANKINGS

ARWU
The Academic Ranking of World Universities (ARWU) by Shanghai Ranking Consultancy ranks La Trobe Business School in the top 75 for Tourism & Hospitality Management (Shanghai Ranking's Global Ranking of Academic Subjects 2018).

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

La Trobe Business School subjects rank in the top 150 internationally and top 15 universities in Australia (QS World University Rankings by Subject 2018). The online MBA program is positioned fourth in Australia and 46th globally (QS Distance Online MBA Rankings 2018).

PARTNERSHIPS

Association to Advance Collegiate Schools of Business (AACSB) International

La Trobe Business School is a member of AACSB International. Founded in 1916, AACSB is a global association of more than 1,500 member organizations in over 90 countries and territories, with headquarters in North America, Asia Pacific, and Europe.

Association of Asia-Pacific Business Schools (AAPBS)

The School is a member of the Association of Asia-Pacific Business Schools. The primary purpose of the AAPBS is to provide leadership and representation in order to advance the quality of business and management education in the Asia-Pacific Region. The Association aims to accomplish its mission by collaborating in research and teaching, and working in partnership to improve business school standards and quality.

CFA partnership

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

European Foundation for Management Development (EFMD)

La Trobe Business School is a member of the European Foundation for Management Development. The EFMD, based in Brussels, seeks to promote and enhance excellence in management development in both Europe and internationally.

Principles of Responsible Management Education (PRME)

La Trobe Business School signed up to PRME in 2008 as one of the first 100 business schools globally to do so. In 2016, the School became the first of two Australian business schools to join the pilot phase of the PRME Champions Group.

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<th>Academic Ranking of World Universities (ARWU)</th>
<th>Times Higher Education World University Rankings</th>
<th>QS World University Rankings 2018</th>
<th>Excellence for Research in Australia 2015</th>
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Acknowledgements

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Appendix A: Research Publications 2016-2017


Bekker S, Donaldson A, Finch CF 2017 Infographic: We have the programme, what next? Developing a plan of action to implement injury prevention exercise programmes in community sport, British Journal of Sports Medicine, pp. 98303.


Cardak B, Bowden M, Bahtsevanoglou J 2016 Who is Offered a University Place and who Rejects their Offer?, pp. 1 – 42, National Center for Student Equity in Higher Education, Curtin University, Australia.

Cardak B, Brett M, Bowden M, Vecci J, Barry P, Bahtsevanoglou J, McAllister R 2017 Regional Student Participation and Migration: Analysis of factors influencing regional student participation and internal migration in higher education, pp. 1 – 74, National Centre for Student Equity in Higher Education (NCSEHE), Curtin University, Perth.


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“The true measure of a university’s greatness is the total effect it has on human welfare and progress.”

Professor David Myers
Founding Vice-Chancellor, La Trobe University