

Sharing Information on Progress (2019-2020)

Faculty of Business and Law

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Acknowledgement of traditional land owners

Deakin Business School (DBS) would like to acknowledge that the site of the Burwood Campus is located on the land of the Wurundjeri people, the Geelong Waterfront Campus is located on the land of the Wathaurong people, and the Warrnambool Campus is located on the land of the Gunditjmara people. They belong to these lands, have walked on them for thousands of years, and continue to care for them and nurture them.



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Confirming and renewing our commitment to PRME

As an advanced signatory to the Principles for Responsible Management Education (PRME) since 2012 and PRME Champions for the second time in 2020-2021 cycle, I am delighted to renew our commitment and affirm our continued support to the PRME initiative as well as the UN Sustainable Development Goals (SDGs).

2020 has certainly been an eventful and challenging year for everyone on many fronts. Despite many challenges, we have undertaken a multifaceted, scalable yet sustainable approach in response to COVID 19 as specified in this report. Our value and purpose remain focused on sustainability but in a different way. As a student focused university, we have built on our values of sustainability to develop a strong culture of safety, mutual respect and inclusion with safety and wellbeing of our community as a top priority. In line with our new Strategic Plan Deakin 2030: Ideas to Impact announced in 2020, we have engaged with the SDG framework to advance responsible management education in an impactful way. We are doing it through pursuing meaningful and relevant research, embedding sustainability in our educational programs, engaging with the community and providing thought and action leadership to build sustainability-based partnerships as well as meaningful operational changes.

On behalf of Deakin Business School (DBS), I take great pride in presenting our fifth Sharing Information on Progress (SIP) report, which confirms our strong commitment to PRME and SDGs to advance responsible management education. It summarises our efforts to embed sustainability across the six principles of PRME, the challenges faced and our strategies to address them. It further outlines the progress we have made and highlights our achievements and acknowledgements that we received in 2019 and 2020 both externally and internally for our embedded and transparent approach to sustainability.

In the words of Albert Einstein, "in the midst of every crisis, lies great opportunity." There is no question that in the post pandemic world, we have to adjust to a world that is going to be very different. At Deakin, we remain positive and open to opportunities so that we can come out of this crisis stronger as a responsible and sustainable institution that we can rightly be proud of.

Professor Mike Ewing



Executive Dean
Faculty of Business and Law



"We do not inherit the Earth from our Ancestors; we borrow it from our children"
– Ancient Indian proverb



"At Deakin, I believe we have a duty to use our capabilities and assets to demonstrate leadership in sustainability. Our strategic planning and governance are aligned to the United Nations Sustainable Development Goals, and these strong commitments represent Deakin's next stage in our stewardship of the environment and how we will realise a better future for our communities"

Professor Iain Martin, Vice-Chancellor, Deakin University

Introduction

Deakin at a glance (2020)

Our campuses

31,975	20,024
Burwood Campus	Cloud (Online)
5,362	520
Geelong Waterfront Campus	Warrnambool Campus

(Student numbers)

Enrolments

Deakin is Australia's largest educator of domestic students.

66,263	51,362	14,901
Course enrolment	Domestic students	International students
44,324	19,016	2,098
Undergraduate students	Postgraduate students	Higher Degree by Research students
825		
Non-award course enrolments		

International students

Deakin has students from 136 countries.

Top countries of origin:

35%	25%	6%	5%	4%
India	China	Sri Lanka	Vietnam	Pakistan

Graduate employment outcomes

9/10 students seeking employment after completing a Deakin undergraduate degree are in full-time employment three years out.

(Graduate Outcomes Survey Longitudinal 2020, Commonwealth Government)

Student satisfaction

1st in Victoria for Undergraduate Overall Student Experience 2016–2019 (Student Experience Survey)

1st public university in Australia Overall Student Experience 2019 (Student Experience Survey)

1st University in Victoria for overall student satisfaction 10 years running (Australian Graduate Survey (2010–15) and the Graduate Outcomes Survey, QILT (2016–19))

Deakin University international rankings

As a 5 stars ranked university for world-class facilities, research and teaching, as well as employability, innovation and inclusiveness, Deakin currently has the following prestigious rankings:

Top 1%	26th	
Among the Top 1% of universities globally ¹	in the Top 50 young universities globally ²	
3rd	32nd	29th
globally for Sports Science ³	globally for Education ⁴	globally for Nursing ⁴

5% Among fewer than 5% of Business Schools worldwide with AACBS5 accreditation⁶

1. ARWU 2020
2. QS Top 50 Under 50 2021
3. Shanghai Ranking's Global Ranking of Sport Science School and Departments 2020
4. QS Subject Ranking 2020
5. Association to advance Collegiate Schools of Business
6. <https://bestbizschools.aacsb.edu>



Employer of Choice for Gender Equality

In 2020 Deakin was awarded its 14th and 15th consecutive Employer of Choice for Gender Equality. Awarded by the Workplace Gender Equality Agency (WGEA), the 'Employer of Choice for Gender Equality' citation recognises the University's sustained efforts to improve employment outcomes for women.

In 2019, Deakin was awarded the Bronze Award in the SAGE (Science in Australia Gender Equity) Athena SWAN program. Athena SWAN has an international reputation for creating a gender inclusive workplace, with accredited institutions demonstrating a competitive edge in attracting the best scientists. In Australia, the program has been broadened its focus from STEM to include University and sector-wide initiatives to progress women in Academia generally.

LGBTIQ+

In 2020 Deakin achieved Silver for LGBTIQ+ Inclusion in the Australian Workplace Equality Index (AWEI). Deakin was also a finalist in the individual Trans/Gender Diverse Inclusion Award.

Disability

Deakin is an Australian Network on Disability Gold Member in 2020 and confidently welcomes people with disability across all aspects of the organisation.

Breastfeeding Friendly Workplace

In 2019 Deakin became a Breastfeeding Friendly Workplace, accredited with the Australian Breastfeeding Association.

Sustainability

Deakin's 2019 Sustainability Progress Report video. (<https://www.youtube.com/watch?v=Sio9IS7G4DY>)



Times Higher Education (THE) Impact Rankings for 2020

55th	from 766 universities globally
9th	in Australia for our contribution to the United Nations SDGs

Deakin's position includes top rankings globally

14th	19th
out of 361 institutions for Affordable and Clean Energy	out of 620 institutions for Good Health and Well-being
35th	60th
out of 547 institutions for Gender Equality	out of 676 institutions for Quality Education

Source: THE Impact Ranking for 2020

Faculty of Business and Law rankings

In the world's Top 150 for Finance and top 10 in Australia

QS World University Rankings by Subject 2020

In the world's Top 150 for Accounting and Business and top 10 in Australia

QS World University Rankings by Subject 2020

In the world's Top 200 for Economics and top 9 in Australia

QS World University Rankings by Subject 2020

Ranked 1st in Victoria for online MBA - Now number 2 in Australia

QS Online MBA Rankings 2020

Ranked in the top 20 online MBAs worldwide

QS Online MBA Rankings 2020

In the world's Top 150 for Law and top 8 in Australia

Shanghai Ranking's Global Ranking of Academic Subjects 2020

In the world's top 40 for Sport Management programs = #1 University in Australia for Sport Management

Sport Business Postgraduate Program Rankings 2020

Deakin Business School (DBS), in Faculty of Business and Law is in the top 1% of business schools globally and one of only 150 schools worldwide to hold both AACSB and EQUIS accreditations. DBS was awarded EQUIS accreditation in October 2019 and was commended for exceeding expectations in ERS (Ethics, Responsibility and Sustainability) integration. We are one of only 11 EQUIS-accredited business schools in Australia. DBS was also re-accredited by AACSB for 5 years from January 2021.



Our programs and accreditation

Table 1: Our programs and accreditation

Program	Accrediting Body
Bachelor of Commerce (Accounting) and associated combined programs	 CPA Australia
Bachelor of Commerce (Accounting) and associated combined programs	 Chartered Accountants Australia and New Zealand
Bachelor of Commerce (Accounting) and associated combined programs	 Association of Chartered Certified Accountants (ACCA)
Bachelor of Commerce (Marketing) and associated combined programs	 Australian Marketing Institute (AMI)
Bachelor of Commerce (Financial Planning) and associated combined programs	 Financial Adviser Standards and Ethics Authority (FASEA)
Bachelor of Commerce (Human Resource Management) and associated programs	 Australian Human Resource Institute (AHRI)
Bachelor of Business (People Management)	 Australian Human Resource Institute (AHRI)
Bachelor of Human Resource Management (Psychology)	 Australian Human Resource Institute (AHRI)
Bachelor of Marketing (Psychology)	 Australian Marketing Institute (AMI)
Bachelor of Business Analytics and associated combined programs	 Australian Computer Society (ACS)
Bachelor of Property and Real Estate and associated combined programs	 Australian Property Institute (API)

Program	Accrediting Body
Bachelor of Property and Real Estate and associated combined programs	 Royal Institute of Chartered Surveyors (RICS)
Graduate Certificate of Human Resource Management	 Australian Human Resource Institute (AHRI)
Graduate Diploma of Human Resource Management	 Australian Human Resource Institute (AHRI)
Graduate Diploma of Property	 Australian Property Institute (API)
Graduate Diploma of Financial Planning	 Financial Adviser Standards and Ethics Authority (FASEA)
Graduate Diploma of Financial Planning	 Society of Trust and Estate Practitioners (STEP)
Graduate Diploma of Professional Accounting	 CPA Australia
Graduate Diploma of Professional Accounting	 Chartered Accountants Australia and New Zealand
Master of Professional Accounting and associated programs	 CPA Australia
Master of Professional Accounting and associated programs	 Chartered Accountants Australia and New Zealand
Master of Information Systems	 Australian Computer Society (ACS)
Master of Commerce (Accounting)	 CPA Australia
Master of Commerce (Accounting)	 Chartered Accountants Australia and New Zealand
Master of Commerce (Accounting)	 Association of Chartered Certified Accountants (ACCA)
Master of Business Analytics	 Australian Computer Society (ACS)
Master of Financial Planning	 Financial Adviser Standards and Ethics Authority (FASEA)
Master of Financial Planning	 Financial Planning Association of Australia
Master of Financial Planning	 Society of Trust and Estate Practitioners (STEP)

Program	Accrediting Body
Master of International Accounting-ACCA	 CPA Australia
Master of International Accounting-ACCA	 Chartered Accountants Australia and New Zealand
Master of Human Resource Management	 Australian Human Resource Institute (AHRI)
Master of Marketing	 Australian Marketing Institute (AMI)
Bachelor of Human Resource Management (Psychology)	 Australian Psychology Accreditation Council (APAC)
Bachelor of Marketing (Psychology)	 Australian Psychology Accreditation Council (APAC)



Key sustainability highlights

Deakin's achievements in educational programs have been recognised with the following awards in 2019 and 2020.



Assoc. Prof. John White, Assoc. Prof. Raylene Cooke and Assoc. Prof. Mike Weston

2020 Australian Awards for University Teaching winners

Assoc. Prof. John White, Assoc. Prof. Raylene Cooke and Assoc. Prof. Mike Weston

Received an Award for Programs that Enhance Learning for Deakin's Wildlife and Conservation Biology degree, which provides students with the opportunity to take part in immersive international experiences and develop skills, experience and attitudes to become highly employable conservation practitioners, ready to tackle the global environmental challenges facing society today and into the future.

Citations for Outstanding Contributions to Student Learning

International Students to Responsible IS Professional team—

Dr Craig Parker and Assoc. Prof. Harsh Suri

For motivating and providing scaffolded guidance to international students in developing knowledge, skills and confidence to seek career opportunities and become responsible information systems professionals.

Professional Literacy Suite team—

Ms Simone Tyrell, Assoc. Prof. Kerrie Bridson, Dr Leanne Ngo, Ms Kim Phu, Ms Sharon Chua, Dr Micaela Spiers and Assoc. Prof. Michael Volkov

For constructing digital learning resources, across the student journey, within a business school context, to support and motivate students to strengthen their professional literacy competency.



Dr Craig Parker and Assoc. Prof. Harsh Suri



Assoc. Prof. Bardo Fraunholz, Mr Vivek Venkiteswaran, Ms Emma Simpfordorfer, Mr Kane Hooper, Mr Toby Durden and Mr Alister Air

2019 Australian Awards for University Teaching winners

Ms Amanda Dudley, Assoc. Prof. Jade Sheen, Assoc. Prof. Wendy Sutherland-Smith, Prof Jane McGillivray, Prof Reg Nixon (Flinders), Assoc. Prof. Rachel Roberts (Adelaide), Dr Michael Proeve (Adelaide), Prof Debra Dunstan (UNE), Assoc. Prof. Carmela Pestell (UWA), Dr Louse Alexander (ACU)

For enhancing students' clinical competence in risky environments through collaboration and Education in an interdisciplinary healthcare program.

Citations for Outstanding Contributions to Student Learning

Activate Minecraft for Agile team—

Assoc. Prof. Bardo Fraunholz, Mr Vivek Venkiteswaran, Ms Emma Simpfordorfer, Mr Kane Hooper, Mr Toby Durden and Mr Alister Air

For designing digital learning resources and a game-based simulated environment to teach Agile Project Management in a business school context, enhanced by aligned industry engagement.

Graduate Certificate, Education Business Leadership team—

Mr Mark Donehue, Ms Joanne Henriksen, Ms Katrina Broadhead, Ms Alex Singleton, Mr Matt McDonough and Ms Kim Neilson

For an innovative program in Education Business Leadership that inspires students to develop business acumen and addresses equity issues for professional staff in education.

Australian Financial Review Higher Education Awards 2020

Equity and Opportunity Award

Won by the Centre for Refugee Employment, Advocacy, Training and Education (CREATE), one of the research centres of DBS.

Emerging Leader Award

Prof. Alex Newman of Deakin CREATE, was a finalist for this award.



"Business schools everywhere are defining impact objectives and strategies that align with the communities they serve, and the examples featured through AACSB's Innovations That Inspire initiative perfectly demonstrate business education as a force for good. We are excited to honor the Deakin Business School for its innovative approach to society's challenges. The Deakin Business School has embraced the call to create positive societal impact and it is our privilege to recognize CREATE among the 2021 Innovations That Inspire initiative"

Caryn L. Beck-Dudley, AACSB President and CEO

Deakin CREATE's innovative approach recognised by AACSB International's 2021 Innovations that Inspire

CREATE is the first applied research centre of its kind that helps people from a refugee background obtain meaningful employment and access to education.



2019

Deakin University: Vice-Chancellor's Award for Outstanding Contributions to Learning

Recognises and celebrates learning and teaching at Deakin University, and the elaboration and implementation of Deakin's strategic agenda, LIVE the future.

WJC Banks Award for Distinguished Contributions to Teaching and Learning

Ms Simone Tyrell, Mr Michael Volkov, Dr Leanne Ngo, Assoc. Prof Kerrie Bridson, Ms Sharon Chua, Ms Kim Phu and Dr Micaela Spiers won this award for their Professional Literacy Suite Project.

Deakin University Award for Excellence in Teaching for Student Employability

Dr Craig Parker and Assoc. Prof Harsh Suri won this award for their submission 'Improving the Employability of International Students through Evaluative Judgement and Real Business Problems.

Deakin University Award for Teaching Excellence

Dr Ameeta Jain, Ms Dianne Thomson and Mr Tom Keel won this award for their submission 'Authentic Learning in Property and Real Estate.

PRME Champion

DBS has been a PRME Champion second time for the 2020–2021 cycle in recognition of its contribution to advancing PRME initiatives. As a PRME Champion, DBS joins the Champion's forum consisting of 39 universities globally including two from Australia as a thought and action leader in PRME initiatives.



Achievements

1. The Faculty of Business and Law was **recognised by the UN PRME secretariat** for Excellence in **Sharing Information on Progress (SIP) report** in 2020. This SIP Recognition highlights the significant achievements in our work with the Six Principles of higher education set by the PRME.



2. Blueprint (BP) for Sustainable Development Goals (SDGs)

Assoc. Profs Fara Azmat and Harsh Suri from DBS contributed to the Blueprint as research and curriculum leads, respectively. The Blueprint is a step-by-step guide for all Business Schools to implement SDGs across their curriculum, research and partnerships.



3. DBS Co-hosted the final 2018-2019 PRME champions meeting with Latrobe Business School in October 2019. The meeting was attended by representatives of 39 PRME institutes globally to discuss the theme of 'SDGs and partnerships'.
4. Advancement of knowledge on SDG integration in management education by publishing a special issue of Social Business on SDGs across research and curricula.

Opportunities and Challenges in Integrating Sustainable Development Goals (SDGs) across research and curriculum

A Special Issue in conjunction with the Colloquium organised by the Centre for Sustainable and Responsible Organisations, Deakin University, Australia.

Special Issue Guest Editors:

- Fara Azmat, Deakin University, Australia.
- Michael Polonsky, Deakin University, Australia.



5. The Carbon Literacy Training (CLT) for Business Schools program was delivered, sponsored by UN PRME and Nottingham Business School, UK in Dec 2020. The program explored the challenge of climate change, how it affects the planet and how it can be prevented as well as discussing the ways that we are already taking action as individuals and in our classrooms and choose the high impact solutions to gain this knowledge and share the experience. Twelve Deakin Faculty members at different levels – Fara Azmat, Harsh Suri, Ambika Zutshi, Ahmed Ferdous, Allison Ringer, Michaela Spiers, Ameeta Jain, Shuddha Rafiq, Prasad Bhattacharya, Risti Permani, Vivek Venkiteswaran – including Associate Dean Quality Assoc Prof Kerrie Bridson, have successfully completed the CLT. This training served as an impetus for embedding elements of CLT in three coursework units as mentioned later.



Principle 1 and 2: Purpose and values

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.

Value

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.

DBS is a well-balanced business school across teaching, research, service, and industry engagement. Sustainability is one of our key values, alongside, Excellent, Ethical, and Inclusive. We aim to develop a sustainable, inclusive and ethical culture that ensures prosperity, creates societal benefit and minimises environmental impact. The principles of PRME and UN SDG Agenda underpin our mission and strategy.

This section briefly discusses our institutional strategy for delivering responsible management education and developing our students as responsible future leaders.

Deakin Business School (DBS) vision

DBS Mission

We harness emerging technologies to facilitate innovative, borderless, socially responsible and personalised education. Our research informs our practice and impacts the communities with whom we engage.

The explicit reference to social responsibility in our mission reflects our strong focus on PRME and SDGs.

DBS approach to sustainability, PRME and SDGs

Facilitated by the UN SDG Agenda and PRME principles, DBS is working towards a shared future, integrating economic, environmental and social aspects of sustainability in all dimensions.

In 2020 DBS introduced four areas of reputational excellence (Themes) to ensure we are consistent with our accreditation reports. Internally, we use the Themes as a shortcut term; externally, they are aggregates of our impact with a focused and explicit commitment to sustainability. Each theme is designed to be external facing allowing them to become conduits for enhancing the intellectual contributions and reputation of DBS while also helping DBS achieve its mission of supporting the communities with whom we engage. These themes intersect with all aspects of DBS from teaching to research to engagement.

While these themes are our points of excellence, representing areas where DBS has established a distinctive reputation, the principles of PRME and SDG are embedded across:

- Research (delivering socially responsible impact through research)
- Teaching (developing socially responsible graduates)
- Engagement (supporting an ecosystem of socially responsible stakeholders)

Four strategic themes

(deakin.edu.au/business)

Theme 1: Business and Society



The focus on the symbiotic relationship that exists between business and society forms the philosophical foundation of this theme. The theme focuses particularly on the potential for businesses to transform society positively and on increasing business resilience to future shocks: health and well-being, sustainability, diversity and inclusion and resilience to future shocks.

Theme 2: Business and Technology



Many businesses have struggled to adapt or implement technology in ways that fully unlock its transformative potential. The overarching focus of this theme is on addressing the barriers to successfully adopt technology within firms focusing on: analytics, decision support systems, and people.

Theme 3: Small Business and Entrepreneurship Small Business



Businesses with fewer than 20 employees make up 97.8% of all businesses in Australia while employing 44.2% of all Australians. Yet this vital part of the economy remains poorly served by academic research. This theme consequently examines ways of improving the productivity and performance of small business.

Theme 4: Capital Markets



Capital markets are fundamental to modern society, yet critics frequently point to the instability or unsustainability of various facets of modern capital markets. Areas of focus within the capital markets theme consequently include: financial stability, and Integrated Reporting.

The themes are designed to develop and maintain a sustainable, and inclusive DBS culture involving a multipronged approach to embed sustainability across our teaching, research, partnerships and student and staff engagement activities as shown in Figure 1 below.

Figure 1: Sustainability in DBS



As shown in the figure above, sustainability is embedded across our key activities that include:

- Designing and delivering innovative, socially responsible, borderless and outcome focused education leveraging the use of technology
- Conducting innovative and impactful research that makes a difference to the community we serve
- Engaging in mutually beneficial relationships with industry and our communities to support, recognise and embed the UN SDGs across our activities, thought and action leadership.
- Building awareness and engagement of staff and students about sustainability through capacity building seminars and workshops on sustainability, responsible consumption, travel and smarter use of technology. For example, twelve faculty have undertaken Carbon Literacy Training and will be disseminating their knowledge through workshops.

These approaches align with the six principles of PRME and are discussed throughout the report.

Resources dedicated to PRME

In line with its commitment to PRME, DBS has allocated both human and financial capital to facilitate PRME work and embed SDGs across curriculum, research and partnerships. During the reporting period, the PRME team comprised of members Fara Azmat (Assoc. Prof., Management) and Harsh Suri (Assoc. Prof., Deakin Learning Futures) along with Kerrie Bridson (Associate Dean, Quality and Standards) and Christine Contessotto (Associate Dean, Teaching and Learning). While the team overall is responsible for both internal and external engagement on PRME and SDG related matters, Fara Azmat leads research and partnership activities related to PRME while Harsh Suri leads ERS and SDG integration into curriculum. As part of the PRME champions group Fara and Harsh have contributed to the SDG Blueprint as the research and curriculum theme leads, respectively. In addition, they have also been active in all the six principles of PRME and have represented DBS in both national and international forums.

Examples of our student engagement initiatives undertaken are discussed in the following sections.

Global Citizenship Program (GCP)

The Global Citizenship Program is designed to recognise and reward students who have engaged in significant internationalisation throughout their degree program. Established in 2011, the GCP is specifically designed to engage students with a variety of global programs and activities to build up their skills to be globally aware, culturally sensitive, and able to live and work independently to be responsible leaders and sustainability change agents.

Number of active students registered for GCP:

- 2005 in 2019
- 2250 in 2020

Number of FBL students who participated in GCP:

- 508 in 2019
- 559 in 2020

International experiential learning programs

In 2019, DBS undertook study tours and programs involving 1133 students. However, due to COVID 19 in 2020, these numbers reduced to 438. The volunteer programs were undertaken in Cambodia, Fiji, Nepal, Peru, Philippines, Vietnam and Zambia. The exchange programs were undertaken in multiple countries which included: China, France, Czech Republic, Germany, Denmark and Netherlands.

Table 2: Global Learning figures – Faculty of Business and Law

Program Type	Student Numbers	
	2019	2020
Exchange	108	26
Faculty Led Study Tour	181	37
Independent Travel	45	24
Internship	228	229
Online Learning Centre		14
Short Term Partner Program	548	105
Volunteer Program	23	3
Total	1,133	438



Riley Begg – CIS Australia Tour to Nepal



Samuel Barker – CIS Australia Tour to Peru

Work Integrated Learning (WIL) and internships

The FBL offers students a hands-on approach to learning by taking on an unpaid placement in businesses, not-for-profit, and community organisations both nationally and internationally through a range of work integrated learning opportunities available for our students. These programs enhance students' job prospects with real-world experience and gain credit towards their degree at the same time. Deakin has formal partnerships with organizations such as *CIS Australia* and *AIM Overseas* to run these WIL programs.

Over the course of 2019, the Deakin Business School provided 1200 Work Integrated Learning (WIL) placements. Of these 313 were located overseas or featured an international component. While travel restrictions and implications of lockdown with limited face-to-face volunteering experiences and business closures, had an initial impact on WIL offerings in 2020, the Business School provided 890 placements, a decrease of approximately 26%. However, through the development of new programs with international clients, the international WIL offerings were only down 7% to 291. Some of these new programs were introduced as early as April 2020. Although, due to uncertainty and the hope of less restrictions in the future, many students held off from WIL programs in the hope of a return to 'normal' in 2021.

Key international opportunities in 2019

Over the course of 2019, 37 international volunteering opportunities were provided. Many of these were in partnership with third party providers such as CIS Australia and Volunteer Vietnam. Volunteering experiences occurred across the globe, including experiences in the Philippines, Zambia, Vietnam, Peru, Mexico, India, Cambodia, and Nepal.

The Business School ran structured study tour programs to locations including Japan, England, Malaysia, Vietnam, and South Korea during Trimester 2 and 3. These tours provided 200 International experiences, in addition, the India Sports Management Program and the Rajasthan Royals partnerships provided a further 18 structured placements.

During 2019 there were 39 unstructured internationally based Internships. These were a combination of self-sourced, faculty-sourced, and third-party managed experiences. Students undertook a range of placements, with locations including Indonesia, Italy, India, China, Pakistan, Sri Lanka, Singapore, Tanzania, and the United Kingdom.

Key international opportunities in 2020: virtual Work Integrated Learning (WIL)

The majority of International WIL experiences offered during 2020 were through the Faculty managed Virtual Global WIL program. This virtual program provided 213 opportunities to work with on projects with international clients.

During 2019, 37 internationally based internships were undertaken. These were largely self-sourced, and took place in the following locations: Hong Kong, China, UAE, Myanmar, Pakistan, India, Oman, Sri Lanka, Samoa, Thailand, Malaysia, and Vietnam.

Travel disruptions caused by the COVID-19 pandemic gave students the opportunity to gain remote work experience with international companies.

190 participants from various business disciplines in teams of 4–5 students

34 organisations across multiple sectors

8 working with organisations in 8 countries



Sam Blencowe – CIS Australia, Philippines

Program format

Initial Client Meeting (Monday of Week 1)

- Introduction of organisation and team.
- Discuss in person project scope and clarify anything to students.

Meeting 2 and Meeting 3 (Thursday of Week 1 and Tuesday of Week 2)

- Discuss project progress and data gathering.
- Provide clarifications, request additional information as required and ensure proposed direction aligns with client's expectations.

Final Presentation (Friday of Week 2)

- Students present their findings in the format of a presentation along with a detailed report.
- This is followed by a Q&A session for anyone to seek clarifications on the proposed recommendations.

Other virtual WIL streams



Additional internationally-focused sessions

Examples of guest speaker sessions included in the program itinerary:

- Design Thinking Workshop
- The USA-Australia Bilateral Relationship — facilitated by Austrade
- Singapore Airlines Sustainability Approach and SDG Strategies — facilitated by Singapore Airlines
- The India-Australia Bilateral Relationship — facilitated by Indo Australian Chamber of Commerce
- Panel Session: Industry 4.0 — Jobs of the Future in partnership with the University of East Anglia
- Latin America and its economic context/relations with Australia
- Australia/China Relations in Business — facilitated by the China Australian Chamber of Commerce



India Sports Management Tour 2019

Student feedback



"As a mother with young children it was amazing to be able to work with an international team and company, having a cultural experience without having to travel..."

Client feedback



"We had the chance to work with professional who understood our needs and we are looking forward to putting the recommendations into action."

— GeneXus, Uruguay

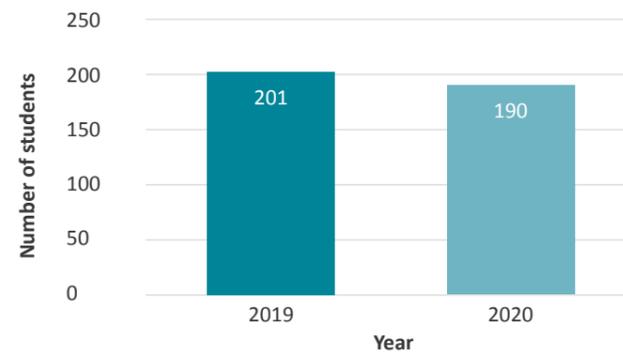
Challenges with virtual WIL

Table 3: Challenges with virtual WIL

Stakeholder	Challenge	Strategies to overcome challenges
Students	Ensuring students are fully committed to the program and is available full time to work on projects	<ul style="list-style-type: none"> Program expectations document Use of MS Teams for all communication Daily meetings with academic supervisors
	Withdrawal of students prior to program commencement	<ul style="list-style-type: none"> Pre-program information session Create groups of 5-6 students
Partner Organisation	Delay in receiving project briefs and project objectives not clearly specified	<ul style="list-style-type: none"> Inform all relevant deadlines at the time of commitment is made Provide standard template for project briefs

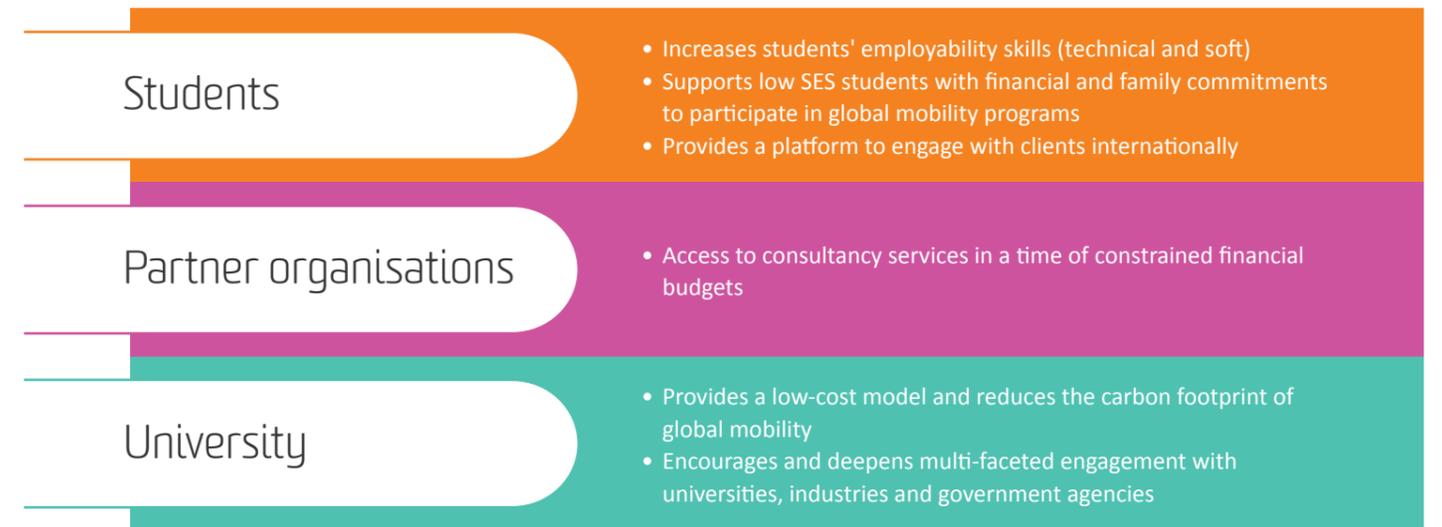
Faculty-led WIL program comparison

Figure 1: Students undertaking WIL programs



- All 2019 programs were in-country WIL programs
- All 2020 programs were virtual WIL programs

Key outcomes



Matthew Bennett – Volunteer Vietnam Tour to Vietnam

Principle 3: Methods

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



In line with our mission and vision, DBS seeks to promote socially responsible borderless and outcomes focussed education to develop the capabilities of our students as responsible future leaders. Our educational programs not only enhance students' personal development, but also equip them better to address economic, social and environmental problems nationally and internationally. We have adopted a multi-pronged approach to building capacity of our students and the wider community to advance SDGs through a variety of strategies. These include designing a free open course to stimulate global conversations about leading culturally diverse teams; providing empathetic support for enhancing student learning experience; developing an SDG awareness module; strengthening ERS and SDG integration into strategic units and programs; fostering student led initiatives.

Free open course on leading culturally diverse teams

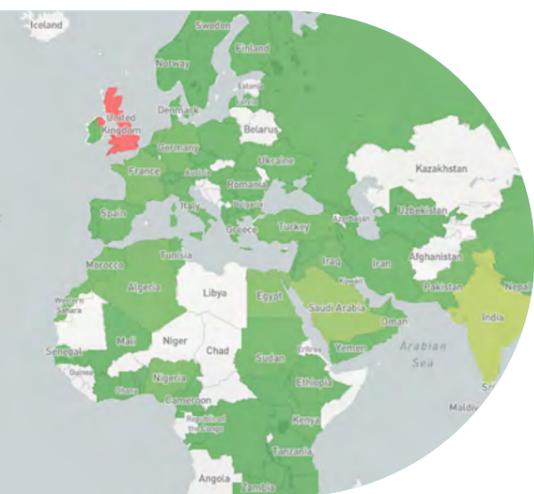


In 2019, we won a global competitive bid to design a four-week free open course, Leading Culturally Diverse Teams in the Workplace, on the FutureLearn MOOC platform. Our course has attracted more than 25,000 learners since its first run in September 2019. It was showcased as one of the 18 Australian courses when the Australian Trade and Investment Commission (Austrade) and FutureLearn Study with Australia website was first launched. It also received additional press releases and promotion from AusTrade and was selected to be part of the Victorian Government's Upskill my Business website. This course is fostering global conversations on leading culturally diverse teams.

Empathetic support for enhancing student learning and experience



We were the first Australian University to commit 25 million dollars to support our international student community through COVID-19 in early 2020. We also committed additional support for domestic students facing financial hardships. Additional flexibility and pastoral care were offered to all students in these unprecedented challenging circumstances. We leveraged our expertise in technology enhanced learning to maintain our core operations of education, research and innovation. In addition to supporting students, Faculty members were also supported with capacity building workshops and hands-on personalised support to enhance their teaching, learning and assessment activities to foster deep learning online. Despite rapid disruptions, student success and satisfaction remained high in 2020. When compared with 2019, at the end of first trimester,



Countries of participants of the MOOC

the overall student feedback survey response rate increased by 2.6%, the satisfaction rate remained consistently high at an average 84%, and the responses to qualitative questions remained largely positive.

SDG awareness module

We produced a self-paced online module to create an introductory awareness of all the 17 SDGs. This module was piloted in 2020 with our cohort undertaking Global Virtual WIL Consultancy experiences in Trimester 2. While students who engaged with the module gave significantly positive feedback, many students did not engage with the module. To engage more students meaningfully with this module, in 2021 and 2022, we will pilot integrating this module with the assessment and learning activities in core units of our large undergraduate and postgraduate offerings. In consultation with the program leaders, we have identified appropriate first year core units in our three largest undergraduate programs for integrating this module. By sharing this module at our University's Teaching and Learning Conference, we have also engaged the wider University community with this module. In 2021, this will become a mandatory component of the Global Citizenship Program as well as an essential module for all students undertaking the Global Virtual WIL program offered by our PVC International's portfolio.

Strengthening ERS and SDG integration into coursework curricula

In 2019-2020, our focus has been on integrating SDGs more explicitly in the curriculum and strengthening the nexus between sustainability capability and employability skills, an approach underpinning our winning submissions for 2018 ACTS Green Gowns Award Australasia. We adopted a multi-pronged approach to make strategic enhancements, as illustrated below.



SDG Awareness module

Scaffolding in our fourth largest undergraduate program (Bachelor of Property and Real Estate)

We strengthened scaffolding of ERS in our Bachelor of Property and Real Estate. At level 1, social and ethical considerations are explored through guided discussions and examination of how these factors play in the Australian economy, including property and real estate. For example, students engage in discussions and evaluation of certain policies which are economically sound, yet ethically questionable. Students examine sustainability issues in property development taking into consideration sustainability ratings such as NABERS, which rates a building's greenhouse performance and measures and rates energy and resource consumption of a building based on real data. At level 2 students review urban development policies to achieve optimal use, discuss obsolescence and sustainability of buildings and ethical duties of a property manager, green leases and sustainability. Professional ethics in the context of real estate management and construction are examined. At level 3, students critically evaluate sustainability of property development and propose solutions to maximise environmentally friendly design elements. There is a focus around how to evaluate the property asset correctly, so that the overestimation of asset and real estate bubble can be avoided to improve the stability and growth of the national economy.

Table 4: Scaffolding SDGs in our third largest undergraduate program (Bachelor of Property and Real Estate)

Unit Code	Unit Title	SDGs
SRT112	Sustainable Construction	12
MAE101	Economic Principles	4, 8, 12
MMP111	Introduction to Property	12
MMP122	Introduction to Property Development	6, 7, 11, 12, 13, 15
MMP222	Advanced Property Development	8, 11, 12
MMP221	Property Management	11
MMP213	Property Economics	11
MMP212	Property Investment	6, 11
MMP211	Statutory Valuation	7, 8, 11, 15
MMP311	Advanced Property Valuation	3, 8, 11, 13
MM322	Advanced Property Development	8, 11, 12

Fundamental core unit in four programs including our largest undergraduate programs (MMM132 Management)

This is a fundamental core unit in our four large undergraduate programs: Bachelor of Commerce, Bachelor of Business, Bachelor of Business Analytics and Bachelor of Sport Management. An SDG awareness focused learning and assessment activity has been embedded in this unit. In an in-class learning activity, students learn about the SDG framework and brainstorm ways in which K-Mart could support any of the SDGs. Students are assessed on their ability to apply management concepts to ERS and SDG related issues which include analysing and evaluating a large organisation's response to specific SDG8 and SDG9.



Core second year units in popular major sequences of our largest undergraduate program

Second year core unit in Accounting, Finance and Financial Planning Majors of Bachelor of Commerce (MAA250 Ethics for Financial Professionals)



While maintaining an Australian focus, this unit was redeveloped to incorporate more contemporary sources and issues while also preparing students to consider international contexts, and their role as financial professional in a global setting. Integration of materials developed by The Financial Adviser Standards and Ethics Authority (FASEA), Code of Ethics for Professional Accountants (APES110), and Ethics Game by The Ethics Centre were included to engage more with ethical, social responsibility and sustainability

practices. This included incorporating authentic case study approaches, a range of video resources and podcasts to provide an overview of the topic and incorporating ethical codes FASEA and APES110 helping students understand and navigate the codes themselves, and how they can apply the relevant values and sections to ethical decision making. Students are encouraged to take ownership of their ethical development in fostering ethical behaviours, advocating for social responsibility, and pioneering sustainable practices, to develop a strong ethical awareness and sensitivity to make decisions (and develop creative solutions) that will protect public interest in the long term. In exploring the relevant codes of ethics, students are taught to understand and uphold the professional ethical values in principle, rather than as a legal ruling to follow to the letter. Students complete the Ethical Lens Inventory at the start of trimester and then incorporate their personal insights when completing learning activities and assessment tasks. Students gain confidence in making a case for different ethical perspective, and then weighing different these perspectives as a way of reaching a justified decision.

Second year core unit in Finance Major of Bachelor of Commerce (MAF202 Money and Capital Markets)



This is a second year core unit in the popular Finance major of our largest undergraduate program, Bachelor of Commerce. A new topic was developed and delivered in collaboration with an industry expert Fabienne Michaux who is the Director, SDG Impact, UNDP and Interim Co-chair, Australian Advisory Board on Impact Investing. Students learn why sustainability and impact are important considerations in capital markets; current approaches to incorporating sustainability and impact considerations into investment decisions and the basic fundamentals of key sustainability and impact capital markets instruments. The three major sustainability frameworks underpinning global sustainability and sustainable development agenda, i.e. United Nations Sustainable Development Goals (SDGs), Paris Climate Agreement - United Nations Framework Convention on Climate Change (UNFCCC) and the Sendai Framework for Disaster Risk Reduction (UNDRR) are examined. Students are also introduced to the Principles for Responsible Investment (PRI) that were launched in April 2006. The topic concludes with a discussion on Social impact bonds, Green/social/sustainability use-of-proceeds bonds and the SDG bonds. Sustainability related questions are also included in seminar discussions and the final examination.

Second year core unit in the Management Major sequence of our largest undergraduate program (MMM241 Entrepreneurship and Innovation)



SDG integration has been further strengthened in this unit by focusing on the nexus between entrepreneurial motives and contemporary economic, social and environmental issues. In assessment activities, students are required to develop their business plan explaining how their proposed business venture contributes to addressing any of the SDGs.

Advanced elective attracting students from across the University (MAE305 Energy and Environment)



This unit focuses on both energy choices and the impact of these choices on market performance, environmental conditions, and sustainability. It harnesses Australia's position as a key player in the global Energy markets and our University's research strengths in future alternative energy solutions such as solar micro grid and hydrogen fuel. Offered as an advanced undergraduate elective, it attracts students from all the four faculties of Deakin and builds student capacity for designing innovative, viable, evidence-based alternative energy solutions. Annual enrolments in this unit have steadily increased from 29 in 2018 to 94 in 2020. This unit focuses on the interplay between energy, environment and sustainability. It draws upon the latest disciplinary, interdisciplinary and pedagogical research.

A new major sequence in our second largest undergraduate program (Sustainability Major in Bachelor of Business)



We designed a new Major in Sustainability and Development to be offered from 2021 onwards. Australia, along with the other countries of the world, is bracing for a new normal involving harsher and frequent weather uncertainties with unpredictable costs. This Major sequence is built on this broad theme with opportunities for students to gain a practical understanding of the interactions between the economy and the environment, and how to propose solutions and approaches that can facilitate a sustainable co-existence.



Embedding ERS when designing new programs (e.g. Graduate Certificate of Artificial Intelligence for Business)



ERS has been integrated as a core underlying principle in this new program. It was developed in 2020, in response to the rapid changes that Artificial Intelligence (AI) is making to the business landscape. The program develops essential knowledge and skills to introduce and incorporate AI thinking into a business organisation and to formulate ethically responsible AI-driven business strategies. Learners explore challenges and pitfalls of using existing commercial AI software in business contexts. Using an ethical and socially responsible lens, they analyse business cases by applying highly sought-after expertise, in areas such as cognitive automation, business process automation, robotics, (augmented) virtual reality, machine learning, and big data analytics.

More explicit integration of SDGs in authentic assessment tasks in postgraduate units (e.g. MIS799 Information Systems in Practice)



This is the capstone unit in our large postgraduate program. In the final assessment task, students undertake an industry-based information systems pilot project, which involves project management, business or systems analysis, systems development, business analytics or business case development. This unit gives students the opportunity to engage with industry professionals and work on a real-life project, as an important learning experience and preparation for professional practice. They evaluate their solution to a real-world problem in terms of the extent to which it advances or hinders SDGs.

Student-led career development coaching across programs



In 2020, an across program initiative was launched with 9 mentors from our Executive MBA provide individual coaching to 18 international postgraduate mentees from another program. Through this experience, the mentees gained “*knowledge about working culture, personal development about process skills and content skills, how to develop network, relationship with personal career, job interview experience*” (Mentee student). *The MBA mentors also found this a valuable and rewarding experience for enhancing their leadership skills and “the personal satisfaction of ‘giving back’ to their community” – Mentor student.*

Strengthening ERS integration in experiential learning units



Assuring development of professional ethics across all work integrated learning units

In 2019, we revised our suite of WIL unit offerings and redesigned curricula to ensure that professional ethics is assessed as part of Global Citizenship across all units. Each of these units explicitly develops and assesses the graduate learning outcome Global Citizenship by engaging students in experiential learning focussing on professional ethics. There has been a significant increase in the number of students engaging with WIL experiences that strengthen their intercultural skills and sustainability capability.

Broadening our experiential learning partnerships with local councils

Building on our successful experience of partnering with the Whitehorse City Council to provide a service and support to both local businesses and students from a diverse range of backgrounds, we have added a partnership with the Knox City Council. These sustained partnerships are leading to a broad scope of **experiential learning opportunities** as well as the opportunity for students to give back to the local community, including through various not-for-profit businesses that take part in the program.

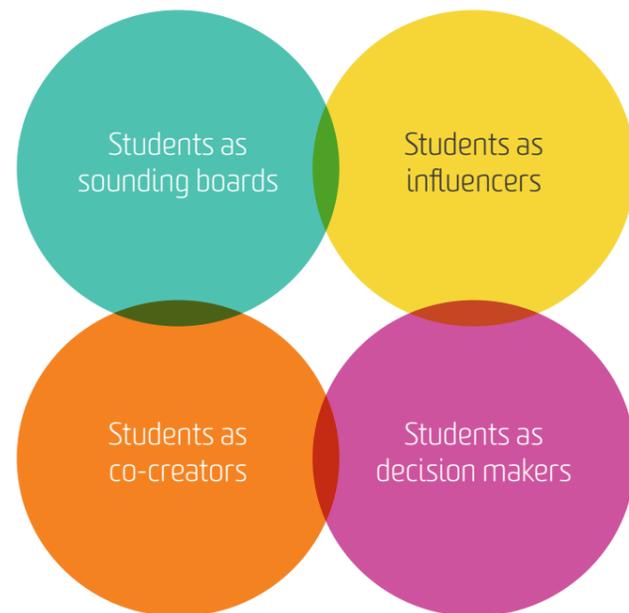
Australian Collaborative Education Network (ACEN) funded project on online internships and projects



Even though WIL is critical for enhancing employment outcomes, students from various equity groups in Australia often find it more challenging to participate in traditional WIL experiences. Assoc. Prof. Harsh Suri and Ms Friederika Kaider co-led an ACEN funded project in partnership with Dr Wayne Read and colleagues from two other Australian universities to identify the benefits and challenges of online placements and projects, particularly for students with special needs or competing carer or employment responsibilities. Insights from this project fostered critical conversations among WIL practitioners in 2019 and 2020 at 5 university-wide and 7 national forums hosted by three premier Australian higher education networks including the Australian Collaborative Education Network (ACEN), the Higher Education Research and Development Society of Australasia (HERDSA) and the Australian Society for Computers in Learning in Tertiary Education (ASCILITE). We produced an interim online WIL guide for universities which was highlighted in our national higher education newsletter Campus Morning Mail and had more than 2,500 views on LinkedIn.

Students as Partners

'Students as Partners' is a strong theme underpinning strategic enhancements to the University's Education Portfolio. Deakin Faculty members have been invited to share our conceptual 'Students as Partners' framework at multiple national forums to promote good practice more broadly.



Put Your Best Foot Forward

In 2019, the Faculty Student Experience Team organised two 'Best Foot Forward' events in conjunction with the charity 'Dress for Success', offering students free business clothes, styling tips and interview skills. With expert advice provided by members of the Faculty, Dress for Success and DeakinTalent, these popular sessions gave practical support to students looking towards the job market at any stage of their studies.

- Over 50 students attended the sessions.
- \$6,000 of clothing vouchers were provided to attendees in 2019, along with all of the clothing and accessories donated by Deakin staff and Dress for Success – any clothing not taken by students was given to Dress for Success to benefit job seekers in the community.
- Feedback from students in the post-event surveys was very positive, with ratings of 85% for event organisation, 92% friendliness of staff and 78% satisfaction overall.

A pack and send service to regional and remote students was also offered.



From Left to Right: Harsh Suri, Girish Gupta, Kim Watty, Beau Arnfield, Shruti Verma, Fara Azmat at 2019 UNPRME Champions Forum, Melbourne.

SDG focused global virtual consultancy projects

In 2020, 34 students engaged in international consultancy experiences gaining an authentic experience of working as consultants in an international context on SDG focused projects. They developed their skills in liaising with international organisations in order to identify, understand and attempt to resolve real-world business problems, and develop an understanding of the processes and skills required to be a consultant in a business environment. Students teams worked as consultants on impactful SDG focused projects across six different organisations in USA, Japan and India.

1 Nirbhed Foundation—India
Nirbhed's projects are focused on empowering the deprived and under privileged people. A strategy with different pathways to identify, connect and work with potential volunteers.

10 Wake Up Japan—Japan
This organisation specialises in social education. Students developed strategies to increase enrolments in programs to raise awareness of social justice in Japanese society.

4 Social and Development Research & Action Group (SADRAG)—India
SA DRAG aims to promote equality of life for all. Students developed strategies to create a donor base to procure at least 2000 devices, which will be distributed to underprivileged youth and children to learn online.

4 Ashinaga Foundation—Japan
The Ashinaga Foundation provides financial support and emotional care to young orphans. Students developed strategies to brand Ashinaga as an effective organization supporting students in Africa.

5 Society of Women Engineers (SWE) Dallas Section—USA
The SWE mission is to stimulate women to achieve their full potential as engineers and leaders. Students developed strategies to promote inclusion, motivation and activation of Dallas SWE 'ghost members'.

5 Srujna Charitable Trust—India
Srujna operates with the aim of increasing workforce participation rates for women. Students created plans to increase brand awareness of Srujna via social media channels.

5 Women's Indian Chamber of Commerce and Industry (West Bengal)—India
The organisation aims to encourage women entrepreneurs by creating a platform for networking, exchange and collaborations with like-minded women. Students developed a report and presentation on Sustainable business and women's participation. WICCI.

Student led SDG and ERS focused initiatives

Our students are actively contributing as action and thought leaders to advance SDG agenda. For instance, at the 2019 PRME Champions Forum in Melbourne, Beau Arnfield, Shruti Verma and Girish Gupta shared their inspiring stories of having led SDG focused initiatives in the community. Shruti and Girish also contributed to a student-led session at the 2019 PRME ANZ Chapter Forum.

Shruti Verma

- Vice-President, Deakin Xi Kappa Chapter, Beta Alpha Psi. (2019-2020)
- Volunteer and Auditor, Deakin Green Impact Program (2019)
- Participant, Student Voice Australia Symposium (2019)
- Non-Executive Director, Pinewood Community Financial Services Ltd, Branch of Bendigo Bank (2019-2021)
- Victorian International Education Awards, Top 3 Finalist in category 'International Student of the Year - Research'

Student Voice
Australia



Rukaiyah Abdullah

Graduating from our faculty in 2019, Rukaiyah Abdullah has continued to lead SDG focused initiatives at Deakin and the wider community in various roles, including the following:

- Deakin University Students Association President
- Youth delegate and co-ordinator for the Youth Action Hub within United Nations Conference on Trade and Development (UNCADT)
- Intercultural Youth Advocacy Leader for the Ethnic Communities' Council of Victoria



SDG focused Student Clubs and Societies



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

DBS is pursuing a research agenda that is focussed on sustainability and aligns with multiple SDGs engaging with our industry partners, business leaders, and the broader community to generate research that translates into economic, social and other benefits. In addition, DBS invests in research capabilities of the faculty through the Business and Law Development Network (BUiLD) initiative, which provides career coaching to early career academics and professional development events and research training workshops for academic staff at all levels.

From late 2020, research centres and units where DBS has distinctive expertise were formalised across 4 overarching strategic themes: Business and Society, Business and Technology, SMEs and Entrepreneurship, and Capital Markets (please refer to Appendix 1 and page 14 for description of these themes). In 2021, our existing research centres have been restructured and new research units have been developed to align to these four themes (See Appendix 1).

In the reporting period, 2019-2020, DBS had seven research centres: Centre for Sustainable and Responsible Organisations (CSaRO); IPA-Deakin SME Research Centre (IDSRC); Centre for Energy, the Environment and Natural Disasters (CEEND), Deakin Lab for the Meta-Analysis of Research (DeLMAR), Centre for Financial Econometrics (CFE); Deakin Centre for Refugee Employment, Advocacy, Training and Education (CREATE) and Deakin Integrated Reporting Centre (launched in 2019). The research conducted by these centres aims to address the various problems and challenges faced by government organisations, not-for-profit entities, businesses and society in general. The work of all the centres is concerned with sustainability. The goals of five centres include a specific focus on advancing SDG as illustrated below.



1. Centre for Refugee Employment, Advocacy, Training & Education (CREATE)



Alignment with DBS Theme: Business & Society

CREATE aims to build knowledge and understanding of how best to support people from a refugee background to rebuild their careers after leaving their home country through obtaining meaningful employment and accessing vocational training and education. The Centre works closely with non-governmental and governmental organizations to develop practical solutions which support refugee integration into the workplace and the vocational and higher education sectors, as well as advocate on behalf of the refugee community to foster policy changes that support such integration.

CREATE undertakes the following activities:

- Develops innovative research projects that improve understanding of how to support people from a refugee background to access education and training, and obtain employment.
- Undertakes research-informed training and education programmes that support refugees to re-establish their careers.
- Undertakes advocacy on behalf of the refugee community to instigate changes in government policy which reduce the barriers faced by refugees in obtaining employment and accessing education.
- Holds workshops where academics, policy makers and representatives from non-governmental organisations can discuss issues related to refugee employment, training and education.

How CREATE's research is making an impact

Careers Clinics for People from a Refugee Background

The Centre runs *career clinics* to provide people from a refugee background with career advice. The clinics have been designed to help people from a refugee background to: identify career pathways; give them the tools to build their networks as well as assisting in sourcing employment opportunities; and to prepare job applications, resumes, cover letters, and responses to key selection criteria. The clinic program is based on a mentor-mentee program. The mentor (someone with experience in the Australian employment landscape) and mentee (person from a refugee background) work together to explore pathways to meaningful employment for the mentee.

i. Careers Clinic 2020 Update

- 10 x (8 week) refugee careers clinics completed
- 125 mentees and 56 mentors participated
- At least 60 of our mentees have attained work or access higher education
- Participants came from 21 countries and we are working alongside 30 referral points/agencies across Melbourne

ii. Grants

- Helen Macpherson Smith Trust (HMST) Grant: \$199,000
- NCSCEHE: \$35,100

iii. Materials Produced

- **A Guide for Employers** — Supporting Access to Employment for People from a Refugee or Asylum Seeking Background
- **WA Guide for Employers** — Supporting access to employment for people from a refugee or asylum-seeking background
- Employment Law Factsheets
- **Your rights at work**
- **Bullying at work**
- Tertiary Institution Guide
- **Guide for Tertiary Institutions** — Supporting students from a refugee of asylum seeking background to access and succeed in Higher Education

"CREATE assists people from a refugee background to access higher education and obtain employment, supported by our innovative research-based employment programs and career clinics. We help produce much of the material that helps refugees on their employment journey"

Professor Alex Newman, DBS- Founder of CREATE

iv. Student Resources

- **Deakin CREATE Guide for Students from a Refugee or Asylum Seeker Background** — A Course for Tertiary Graduates Seeking Employment in Regional Areas

v. Video Resources

- **Seeking Employment in Regional Australia** (Video)
- **Applying for Jobs in Regional Australia** (Video)
- **Interviewing for Jobs in Regional Australia** (Video)

Accompanying workbook (for videos)

- **CALD Workbook** — Seeking employment in regional areas for tertiary graduates from culturally and linguistically diverse backgrounds (PDF)
- **CALD Workbook CV Template** (docx)

vi. Awards

The Australian Financial Review's Higher Education Awards is dedicated to recognising the remarkable contributions that tertiary institutions have made to the Australian community over the year. CREATE received the following AFR awards:

- AFR AWARD — Winner in the Equity & Opportunity Category
- AFR AWARD — Finalist in the Emerging Leader Award: Prof. Alex Newman



2. IPA-Deakin SME Research Centre (IDSRC)



Alignment with DBS theme: SMEs and Entrepreneurship

The Centre's scope of activities includes providing issues briefings, policy papers and academic research with a SME focus. These include areas such as, but not limited to, enhancing the productivity and performance of SMEs, the well-being of SME owners, SMEs access to finance, sustainability, governance, small business regulation, self-managed superannuation funds and financial services. The Centre is affiliated with leading international SME researchers and research centres, such as Professor Robert Blackburn and the Small Business Research Centre at Kingston University

Research undertaken within the Centre has brought together unique expertise in the areas of SME governance and regulation. This Centre is rapidly gaining a distinctive footprint with its links to leading international SME researchers and research centres such as the Small Business Research Centre at Kingston University in the UK; high profile government submissions, policy papers and briefings; and high-quality academic research. The work of IPA Deakin SME Research Centre provides a model of applied research leading the world in delivering critical reform to the SME sector backed up with tangible policy announcements.

How IDSRC's research is making an impact

i. Protecting the mental health of small-medium enterprise owners—The Institute for Public Accountants



The IPA-Deakin SME Research Centre is participating in a research project funded by the National Health and Medical Research Council (NHMRC) partnership grant. This 3-year project, which received \$1.27 million in NHMRC funding in 2019, is in partnership with the Institute of Public Accountants, Beyond Blue, Worksafe Victoria and Mental Health First Aid Australia. This innovative multi-disciplinary research project evaluates a potentially high-impact intervention strategy to help upskill accountants to deliver mental health first aid to their SME clients who are particularly vulnerable to mental health and financial stress issues.

ii. Support mental health among small businesses



DBS researchers Professors Andrew Noblet (Management) and George Tanewski (Accounting) were awarded a \$2.24 million Category 2 grant from the Department of Innovation, Science, Energy and Resources (DISER) in October 2020. Announced by Federal Treasurer during the federal budget, the grant was part of the government's COVID-19 Response Package to support mental health among small businesses. The DISER grant enables the researchers to expand the Mental Health First Aid' (MHFA) and 'Relationship Building' (RBT) training of the NHMRC partnership to reach up to 5,000 participants and to add two booster training sessions to the program, enabling enhanced knowledge transfer in the accounting profession. The DISER project also offers an important avenue for the early identification, management or prevention of various mental health conditions.

iii. White Paper for SMEs

The Federal government has adopted key recommendations from the White Paper for SMEs developed by IPA Deakin SME Research Centre in 2018 and introduced a \$2 billion securitisation fund for SMEs. This will provide incentive and capacity to smaller banks and non-bank lenders to free capital up and lend to more small businesses, giving small businesses the confidence to grow and employ. The government has also clearly indicated its establishment of an Australian Growth Fund again directly attributable to the work undertaken through the IPA Deakin SME Research Centre and the Small Business White Paper process.

More recently, the Centre has written a White Paper entitled 'Small Business White Paper 2021: Post COVID Policy Options to Enhance Australia's Innovation Capabilities' which has been launched in July 2021.

iv. Australian Accounting Standards Board (AASB) grant

The SME Research Centre in October 2018 received \$20,000 from the Australian Accounting Standards Board (AASB) to undertake a research project on the 'Financial Reporting Practices of For-Profit SME Entities Lodging Special Purpose Financial Reports with ASIC'. Outcomes of this research led to AASB releasing exposure draft and amending the accounting standards as follows:



Left to Right: Professor Andrew Noblet and Professor George Tanewski, DBS

Exposure Draft 293 in July 2019: "AASB ED 293: Amendments to Australian Accounting Standards –

Disclosure in Special Purpose Financial Statements of Compliance with Recognition and Measurement Requirements"

Exposure Draft 295 in August 2019 "AASB ED 295 General Purpose Financial Statements –

Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities" for feedback, comments and consultations.

The AASB released in March 2020, "AASB 2020-2: Amendments to Australian Accounting Standards –

Removal of Special Purpose Financial Statements for Certain for Profit Private Sector Entities". This Standard applies to annual reporting periods beginning on or after 1 July 2021.

3. Centre for Sustainable and Responsible Organisations (CSaRO)



Alignment with DBS Theme: Business & Society

CSaRO brings together researchers from a variety of disciplines to better understand and promote long-term sustainable and responsible organisational behaviour. The Centre researches topics such as social inclusion, economic and environmental sustainability that align with multiple SDGs.

How CSaRO's research is making an impact

i. SDG Blueprint



DBS researchers Assoc. Profs Fara Azmat and Harsh Suri have contributed to the **PRME Blueprint for SDG Integration in Business Schools** as research and curriculum theme leads respectively. This blueprint is a step-by-step guide for all Business Schools to implement SDGs across their curriculum, research and partnerships.

ii. SDGs in Timor-Leste



Dr Ameeta Jain's **video submission on "SDGs in Timor-Leste"** was selected as one of the four winning entries by The Grant Ed Group in August 2019. The video describes the tangible change her research has made to health, quality of life, the economy, society, environment or culture, beyond the contribution to academic research. In addition, Dr Jain report entitled, 'Commitment of Stakeholders to the SDG in Timor-Leste' was cited in the 2019 Timor-Leste Voluntary National Review report. Her project on "Mapping perceptions and commitment of stakeholders to SDGs in Timor-Leste" is showcased on the **Department of Foreign Affairs and Trade** which addresses SDG 17.

iii. Tackling Global Waste Crisis



Australia's landfill space is expected to reach capacity by 2025, with roughly 67 million tonnes of waste generated every year, and 30% of that waste going to landfill.

Prof Michael Polonsky one of the co-directors of CSaRO has been a part Australian Research Council (ARC) Industrial Transformation Research Hub that will reduce landfill waste and transform reclaimed waste into new materials for use in construction and other manufacturing sectors.

Led by RMIT University, the new research hub involves leading scientists, researchers and industrial experts from nine Australian universities including DBS and 36 state, industry and international partners. The hub will draw from expertise across multiple disciplines including civil, chemical, materials and construction engineering, artificial intelligence, behavioural sciences, environmental procurements and policies and standards.

Source: New Research Hub to tackle global waste crisis — RMIT University

iv. Environmental, Social and Governance Reporting

CSaRO member Assoc. Prof. Colin Higgins' industry report **The Future of Environmental, Social, and Governance Reporting** has been published as part of CPA Australia's thought leadership series. His study, funded with a grant from CPA Australia, on how ASX listed companies are navigating the Global Reporting Initiative (GRI), Integrated Reporting, and the Sustainable Development Goals (SDGs) is contributing to CPA's policy position on the future of reporting.

v. 2020 Australian Impact Investment Survey

DBS researchers Prof of Practice Fab Michaux, Assoc. Prof Adrian Lee and Dr Ameeta Jain secured a grant of \$42,500 (ex GST) from the Responsible Investment Association Australasia (RIAA) to conduct the 2020 Australian Impact Investment Survey, an annual survey of the investing community on their views and holdings of impact investments. The report entitled "Benchmarking Impact: Australian Impact Investor Insights, Activity and Performance Report 2020" was launched in June 2020. These findings are being used as an input into the final report of the Department of Prime Minister and Cabinet's Social Impact Investing Taskforce.

vi. Miscellaneous Initiatives

Assoc. Prof. Fara Azmat and Michael Polonsky co-directors of CSaRO co-edited a **special issue of Social Business** on 'Opportunities and Challenges in Integrating Sustainable Development Goals (SDGs) across research and curriculum'

Fara Azmat's article in **Sydney Business Insights**



Colin Higgins and his Business & Society colleague's editorial: **'Research in the time of the Corona Crisis'**

4. Centre for Energy, the Environment and Natural Disaster (CEEND)



Alignment with DBS Theme: Business & Society

The **Centre** works at the forefront of contemporary debates on energy, the environment and natural disasters. It focuses on the business and economic dimensions of three interrelated issues that regularly feature in Australian public debate: energy, the environment, and natural disasters. It works together and in close partnership with government and industry to deliver independent, academically rigorous and impactful research to facilitate emerging policy debates. Recent significant funding to the Centre has come from the Bushfire and Natural Hazards CRC and industry (e.g., AusNet Services), and research emanating from this funding is shaping how the Australian public service evaluates the economic impact of natural disasters and informing the market offerings associated with new forms of green energy distribution.

How CEEND's research is making an impact

i. Optimising Post-Disaster Recovery Interventions in Australia



Ulubasoglu, M. Optimising Post-Disaster Recovery Interventions in Australia. Funding Body: The Bushfire and Natural Hazards Cooperative Research Centre, Australian Federal Government. Funding Amount: \$560,000. Project Period: 2017–2020.

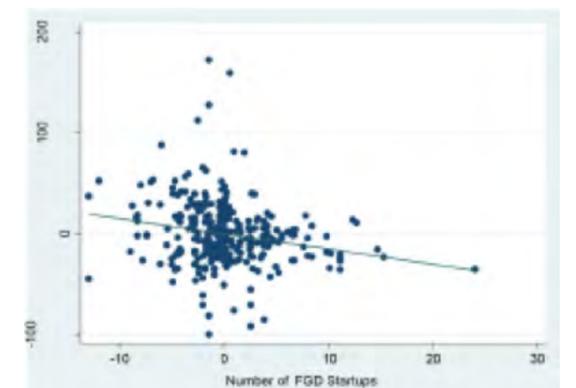
The primary objective of this research project is to estimate the sector-disaggregated economic effects of the QLD Floods 2010–11, the Black Saturday Bushfires 2009, and Cyclone Oswald 2013 to support the decision-making process in the design of post-disaster recovery interventions.

ii. Does Desulfurization of Power Plants Reduce Pregnancy Risk?



Air pollution poses a major environmental risk to human health, increasing the risk of morbidity and mortality at all ages. Dr. Shuddhasattwa Rafiq from CEEND has recently published on of the pioneering studies assessing the success of a technology-based intervention for air-pollution abatement in Chinese power plants that is targeted at improving outcomes for prenatal maternal health. This natural experiment-based research indicates that desulfurizing a power plant with a capacity of 10,000 MW decreases high-risk pregnancy for at least 177 mothers in every 10,000 cases. From a policy perspective, this study estimates that the adoption of Flue Gas Desulfurization (FGD) in China saves approximately 83,405 mothers from high-risk pregnancy in a five-year period.

Figure 2: High-risk pregnancy per thousand versus the number of FGD power plant



Reference: Rafiq, S. and Rahman, H. 2020. 'Healthy Air, Healthy Mom: Experimental Evidence from Chinese Power Plants,' *Energy Economics*, 91 (2020) 104899 [ABDC Rank: A*]

iii. Webinar on Disaster Recovery



Prof Mehmet Ulubasoglu's webinar on, "Economics in disaster recovery: Optimising post-disaster recovery interventions in Australia" hosted by the **Bushfire and Natural Hazards CRC (BNHCRC)** in partnership with Deakin University.

iv. Publication

Prof Mehmet Ulubasoglu's article, "Natural disasters increase inequality. Recovery funding may make things worse", published in **The Conversation** contributes to the public debate.

5. Deakin Integrated Reporting Centre (DIRC)



Aligned to all DBS themes

DIRC provides strategic and operational leadership in integrated reporting (IR) policy and technical knowledge, as well as academic and executive education and cutting-edge research. DBS launched DIRC with the aim of making the innovative integrated reporting model the 'new normal' in Australia in 2019. The first of its kind in Australia, the Centre is a collaboration between the DBS, Association of Chartered Certified Accountants, Chartered Accountants Australia and New Zealand, and KPMG.

Integrated Reporting takes traditional financial reporting further to give a transparent picture of what organisations are working towards. That's critical information for investors, and in fact all stakeholders including customers, employees and regulators, and is also an important way to build trust in the community.



Left to right: Deakin University Chancellor John Stanhope AM, Professor Mervyn King SC, and Professor Barry Cooper launched the Centre

"The adoption of Integrated Reporting has enabled us to provide greater transparency on how the University creates value for its stakeholders - meeting our social responsibilities as a public university, and helping to build the trust of the communities we serve"

Deakin University Chancellor, John Stanhope



Principle 5: Partnerships

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

DBS has established itself as a neutral, responsible and trusted partner strengthening and revitalizing national and international partnerships for sustainable development. We work and engage with industry partners prioritising innovative opportunities for our faculty to research and solve real-world economic, social and environmental problems, and undertake research that informs relevant teaching practices. In the section below, we outline some of our existing partnerships that facilitate responsible reaching and research.

Teaching

i. Partnership with upGrad to deliver MBA Global



In an Australian first, DBS is offering its MBA via India's largest online higher-education company upGrad to provide transnational educational opportunities for professionals in India from 2020. This initiative is in response to the massive change in the kind of programs that are being considered by students. The program was launched by Australian Trade Minister Senator Simon Birmingham in New Delhi in late February 2020.

Impact

The two-year **MBA (Global) program** will be available exclusively to Indian students with a first intake in March 2020. The program is a blend of rigorous hands-on teaching along with case studies and projects. The digital learning experience will be accelerated by a 360-degree career support aimed at transforming learning into solid career outcomes for each of the students enrolled in the program.

"Working professionals are increasingly looking to upskill themselves," Deakin faculty has worked on the course content keeping in mind this need of the professionals. upGrad has ensured that the course remains relevant to Indian job scenario and have taken inputs from industry leaders and key influencers"

Deakin University's Director of Global Courses Colin Higgins



Senator Simon Birmingham, Colin Higgins with staff and students

ii. Partnership with Women Leadership Australia



DBS and **Women and Leadership Australia** in a joint effort in 2020, have started a fast-tracked pathway for women seeking to complete their MBA. This program gives women greater access and opportunity to complete the Deakin MBA, thus opening the door for them to expand their skills and their network.

Women and Leadership Australia is one of Australia's largest training initiatives and offers women a range of leadership development programs including the Advanced Leadership Program and Executive Ready. Women who complete the program will be eligible for 4 credit points towards a Deakin MBA.

Impact

The flexible nature of the Deakin MBA is ideal for women, particularly those who have family and carer responsibilities. Women have the opportunity to do the whole MBA online or they can mix and match study modes to suit their needs. DBS also offers residential programs and international study tours that are great networking opportunities that lead to career success. Since the beginning of the partnership, 24 women have enrolled in the Deakin MBA suite, availing themselves of the credit opportunities.



"Education for anyone, but for women particularly, is life-changing. I want to make sure that there's a good education available for those who want it." The more women who have MBAs, the more qualified they will be for more senior roles"

Dr Andrea North-Samardzic

iii. Partnership with Coles to create a mini-MBA' in Strategic Category Management



The 'mini-MBA' a result of the partnership between DBS and Coles- the leading Australian supermarket, retail and consumer services chain- focuses on retail-specific, technical skills. It accounts for 33% of the academic requirements for a fully-fledged MBA from Deakin, ensuring participants are well on their way to attaining the qualification. The program is made available to current Coles category managers, and has been designed to strengthen Coles' commercial operations and provide team members with pathways to access further tertiary education.

Impact

The mini-MBA will provide category managers with industry-leading training, and ensure Coles continues to be a great place to work and build a career in retail.

"This collaboration between Coles and Deakin demonstrates how powerful and direct the link can be between the workforce and higher education"

Deakin VC Iain Martin

iv. Partnership with the Australian Chamber (AustCham) of Commerce in Hong Kong (SAR)



Deakin has partnered with the Australian Chamber (AustCham) of Commerce in Hong Kong (SAR) to provide students a life-changing virtual internship opportunity. During their placement, students gain valuable workplace skills and experiences, including industry briefings from high-level government officials and industry leaders. This program is generously funded by the prestigious New Colombo Plan, supporting students to gain experience studying and working the Indo-Pacific region.

Impact

The mini-MBA will provide category managers with industry-leading training, and ensure Coles continues to be a great place to work and build a career in retail.

Research

i. The IPA-Deakin SME Research partnership



Partnering with the Institute of Public Accountants (IPA), the **IPA-Deakin SME Research Centre**, a first in Australia, conducts multidisciplinary research on small and medium-size private businesses bringing together practitioner insights with world-class analysis, to enable policy development. The IPA-Deakin SME Research Partnership has emerged as an important platform in relation to SME issues with its ongoing impact on driving a credible SME policy voice throughout the region.

Impact

- After the successful launch of **White Paper Version 2 for SMEs** in 2018, the Centre has launched White Paper version 3 entitled 'Small Business White Paper 2021: Post COVID Policy Options to Enhance Australia's Innovation Capabilities' in July 2021.
- The Federal government has adopted key recommendations from the White Paper version 2 and introduced a **\$2b securitisation fund for SMEs**. This is just one example of how this research partnership is influencing policy changes that impact small businesses.

ii. Deakin Integrated Reporting Centre (DIRC)



DIRC is Australia's first Integrated Reporting Centre which combines business practice, research and professional education and training. Launched in 2019, DIRC is a collaboration between the DBS, Association of Chartered Certified Accountants, Chartered Accountants Australia and New Zealand, and KPMG. The Centre provides leadership in Integrated Reporting across three pillars: thought leadership and business practice, research, and professional education and training.

The Centre is an accredited training partner for the International Integrated Reporting Council (IIRC) and provides educational programs (both academic and executive education) and promotes IR in Australia and throughout the Asia-Pacific region.

Impact

In 2020, the DIRC has supported KPMG in undertaking the ASX 200 benchmarking outlined in the **KPMG 2020 Corporate Reporting Survey**. The Centre has also taken over the hosting of the **Business Reporting Leaders Forum**.

"Alongside our centre partners, we will be driving more integrated thinking in Australia by providing education for integrated reporting capacity building, enhancing the profile of integrated reporting as the norm in corporate reporting in Australia, producing research to inform its development and implementation, and acting as advocates to drive take-up across industry"

Professor Barry Cooper, Executive Director, DIRC

iii. CREATE's partnership with Bennelong Foundation



The successful partnership between DBS Research Centre CREATE and Bennelong Foundation that aims to enhance community wellbeing and provide opportunities for positive and lasting change in our community has led to the development of two guides for students from a student or asylum seeking background.

Impact

- **Guide for Tertiary Institutions** – Supporting students from a refugee or asylum seeking background to access and succeed in Higher Education.
- A Guide for Students from a Refugee or Asylum-Seeking Background Information on how to access and succeed in higher education in Australia.

iv. CREATE's partnership with Helen Macpherson Smith Trust (HMST)



This partnership has led to the funding of refugee careers clinics for 3 years. These **Careers Clinics** have been designed to help those from a refugee background to navigate and gain a greater understanding of the employment landscape in Australia. The Centre works with people from a refugee background to identify career pathways; give them the tools to build their networks as well as assisting in sourcing employment opportunities, to prepare job applications, resumes, cover letters, and responses

to key selection criteria. The Careers Clinic program is based on a mentor-mentee program. The mentor (someone with experience in the Australian employment landscape) and mentee (person from a refugee background) work together to explore pathways to meaningful employment for the mentee.

Impact (till 2020)

- 10 x (8 week) Refugee careers clinics completed.
- 125 mentees and 56 mentors participated.
- At least 60 of our mentees have attained work or access higher education.
- Participants came from 21 countries and we are working alongside 30 referral points/agencies across Melbourne.

The social impact made by CREATE has been recognised with high-profile international awards such as AFR Higher Education Award. CREATE was the winner of the Emerald Real Impact Award for an Interdisciplinary Research Fund, for its work addressing SDGs. CREATE was also recognised by AACSB as one of 25 international 'Innovations that Inspire', projects or programs launched by business schools across the world that have a significant social impact.

v. Partnership with Responsible Investment Association Australasia (RIAA) to conduct pioneering study on impact investing in Australia



Prof. of Practise Fab Michaux, Assoc. Prof. Adrian Lee and Dr Ameeta Jain from DBS conducted a pioneering industry research study, **Benchmarking Impact: Australian Impact Investor Insights, Activity and Performance Report 2020 for Responsible Investment Association Australasia (RIAA)**. The report synthesises a study of 125 Australian investors – including diverse types of investors and accounting for \$1.7 billion of the country's assets under management; and a study of 111 impact investment products widely offered to Australian investors at 31 December 2019.

Impact

The report findings are used as an input into the final report of the Department of Prime Minister and Cabinet's Social Impact Investing Taskforce.

vi. Partnership with Ministry of Public Administration (MOPA), Government of Bangladesh



Fara Azmat along with her team members Ahmed Ferdous, Mohammed Muttakin and Huson Ali worked in partnership with Bangladesh Ministry of Public Administration (MOPA) to conduct a specialized training program, 'Achieving Sustainable Development Agenda through specialized trainings programs' for high level Bangladeshi public officials. The program focused on assessing the effectiveness of the training program in changing the mind-sets, and perceptions of above twenty participants representing MOPA towards sustainable development, with a focus on SDGs. The program was conducted in Melbourne for a week in December 2019.

Impact

A total of 22 high level public officials received the specialized training program and have been actively disseminating the knowledge to their peers and juniors in the civil service thus enhancing the impact.

Following the success of the program, two other training programs were scheduled for 2020 but were postponed due to COVID.

CREATE directors Professor Alex Newman and Dr Karen Dunwoodie on launching of a new guide for students from refugee and asylum seeker background'



Principle 6: Dialogues

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.

DBS is actively committed to facilitate, share and support dialogue amongst multiple stakeholders on issues related to sustainability.

We see the SDGs as 'opportunities' to drive positive changes and we are committed to engage with them at both individual and collective level to make the world a better place. This is reflected in the various events, and programs where DBS has provided active leadership and shared learnings in different forums as discussed below.

1. PRME champions meetings in 2018-2019

As a PRME champion for the 2018-2019 cycle, DBS has joined the 1st, 2nd and 3rd PRME Champions Meetings held in Nantes, Costa Rica and South Africa in 2018- 2019 respectively and co-hosted the final meeting in Melbourne along with La Trobe Business School. The theme of the 3rd meeting held in South Africa in 2019 was 'Business research in the complex context of the United Nations Sustainable Development Goals (SDGs)', with the aim of developing and sharing best practices and thought leadership in embedding the SDGs into the research agenda at business schools. Assoc. Prof. Fara Azmat attended this meeting whereas Assoc. Prof. Harsh Suri attended the meetings focused on curriculum in Nantes and Costa Rica in 2018.

3rd PRME meeting in South Africa in 2019



2. Co-hosted the fourth meeting of PRME cycle (2018-19) focussing on 'Partnerships for SDGs'

DBS co-hosted the final meeting of PRME cycle (2018-2019) along with the La Trobe Business School, reflecting our commitment and continued support to the PRME initiative and the SDGs.

Representatives from the PRME Champion schools across the globe and the UN PRME secretariat met in October 2019 to discuss issues focussing on 'Partnerships for SDGs'.



Professor Mike Ewing Dean Faculty of Business Law opening the 4th PRME champions meeting in Deakin Downtown

3. Ongoing dialogue to advance the SDG agenda through the SDG Blueprint (BP)

The SDG BP was launched in the UN PRME global forum in 2020. Having contributed to the development of SDG BP as research and curriculum and theme leads respectively Assoc. Profs Fara Azmat and Harsh Suri were also appointed as members of Taskforce by the PRME secretariat in 2020 to familiarise the SDG BP. As members of the regional taskforce, they have been involved in a multifaceted dialogue nationally and internationally to disseminate the SDG BP. Initiatives include:

2019

- Collaborating with PRME colleagues nationally and globally to collect data on SDG integration and sharing the preliminary insights of the analysis in the last champions meeting held in Oct 2019 which informed the development of SDG Blueprint.

2020

Socialising the SDG Blueprint in our region through multiple networks:

- Presenting and sharing the SDG Blueprint at the regional ANZ PRME meeting.
- Socialising the SDG Blueprint via Australian Tertiary Sector Daily Newsletter Campus Morning Mail, our LinkedIn and ResearchGate networks where it has already attracted more than 2,500 views and 1395 reads, respectively, to engage Higher Education community more broadly with the Blueprint.
- Assoc. Prof. Harsh Suri presented the SDG Blueprint in December 2020 at the inaugural SDG Education webinar of the Higher Education Research a Higher Education Research and Development Society of Australasia (HERDSA), which is the premiere network of higher education researchers in Australia.
- Assoc. Prof. Harsh Suri introduced the PRME SDG Blueprint in a session on 'Integrating Sustainability in Mainstream Business Curricula' at the 'Sustainability in learning and teaching: Making it happen'.



Left to right: Harsh Suri, Nikolay Ivanov (PRME sect), Fara Azmat, Suzanne Young (Latrobe), Kim Watty and Swati Nagpal (Latrobe) in 2019 champions meeting

4. Ongoing dialogue with ANZ PRME Chapter and other higher education organisations nationally and internationally

As PRME team members Associate Professors Harsh Suri and Fara Azmat work closely with our regional ANZ Chapter Coordinator Dr Belinda Gibbons. They have presented the SDG BP in the Au NZ regional meeting in August 2020 and are engaged in a dialogue to further engage PRME Chapter signatories in sharing examples of good practice to the repositories. As an active member of the ANZ PRME Chapter Steering Committee, Assoc. Prof. Harsh Suri contributes towards organising various Chapter activities and is often consulted by colleagues from other universities on strategies for integrating SDGs into curriculum.

SDSN Asia-Pacific Network

- Assoc. Prof. Harsh Suri and Assoc. Prof. Fara Azmat have regularly participated in the SSDN Asia-Pacific network events and brainstorming national workshops that informed the Australia's first Voluntary National Review of Progress against SDGs.

Australasian Business Ethics Network (ABEN)

- Assoc. Prof. Harsh Suri is an active member of ABEN. With the ABEN president Dr Heather Stewart, she co-chairs Qualitative Research Methods Special Interest Group (SIG). She is engaging the ABEN community with the PRME initiatives. At the 2020 Conference, Assoc. Prof. Harsh Suri and Vivek Venkiteswaran presented a paper entitled 'Using TPACK model as a theoretical lens for integrating SDGs into curricula'. At the 2019 Conference, Assoc. Prof. Harsh Suri presented a paper entitled 'Ethical considerations in reviewing Business ethics research: A partial, perspectival, temporal conversation'.

Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)

- Assoc. Prof. Harsh Suri founded and leads the Business Education SIG of ASCILITE through which she fosters conversations among Business Educators on harnessing technologies for enhancing student learning outcomes and experiences.

Lincoln International Business School, University of Lincoln

- As good practice of strengthening the nexus between sustainability and employability agenda, Assoc. Prof. Harsh Suri contributed to an international panel on **Responsible Management Education** in a public webinar.

Responsible Management Education Conference, Switzerland, 2020

- Assoc. Prof. Fara Azmat was the track chair for the session: Educating Future Business Leaders to have a Sustainability Mindset. Assoc. Prof. Harsh Suri and Vivek presented a peer refereed paper on 'Digitalization, artificial intelligence and integrating SDGs into curricula'.

5. Ongoing dialogue through special issues of high grade journals dedicated to SDGs

Fara Azmat along with external colleagues is coediting another issue of SDGs in 2021 in **Australasian Marketing Journal**.

6. Dialogue at the nexus between energy, environment and natural disasters

Center for Energy, Environment and Natural Disaster (CEEND) organised a day-long Industry Workshop which focused on establishing dialogues to explore disruptive trends that are transforming the nexus between energy, environment and natural disasters. The event attracted a diverse and engaged audience, and featured a panel of leading academic and industry speakers:

Commissioner for Environmental Sustainability Victoria – Dr Gillian Sparkes, Commissioner; Australian Bureau of Statistics – Ms Lisa Wardlaw Kelly, National Program Manager, Physical Environment Accounts and Statistics Branch; Bushfire and Natural Hazards CRC – Dr John Bates, Research Director; Renewable Energy Insights Pty Ltd – Ms Marilyne Crestias, Director

CEEND – Professor Mehmet Ulubasoglu (Director), Dr Shuddha Rafiq (Deputy Director), Assoc. Prof. Lubna Alam, Associate Dean-Research Josh Newton and Dr Doren Chadee (CEEND members).



From left to right: Dr Shuddha Rafiq (Deputy Director CEEND), Dr Josh Newton, Associate Dean (Research), Faculty of Business and Law, Ms. Farah Beaini, Industry Program & Research Coordinator, CEEND, Dr Gillian Sparkes, Commissioner for Environmental Sustainability Victoria, Professor Mehmet Ulubasoglu (Director, CEEND)

7. Ongoing ERS related dialogues in Media

- Assoc. Profs Fara Azmat and Harsh Suri were interviewed by sustainability expert Giselle Weybrecht about DBS award winning PRME SIP report for featuring on Primetime blog.
- Dr Shuddha Rafiq was interviewed twice by the journalists from the national newspaper The Australian, 'Academics spell out the reasons for high domestic gas prices,' September 26, 2018 & The Australian, 'Nuclear power should be part of energy mix: Deakin's Rafiq,' August 15, 2018. Shuddha has also been invited key note speaker at the International Conference on Sustainable Environmental Development and Economic Growth (isedeg.conference.unair.ac.id/) held on August 01, 2019 at Universitas Airlangga, Indonesia. This event was covered in many **Indonesian newspapers, including Surabaya Pagi**.
- Dr Jerry Liang interviewed in realestate.com.au and featured in **News Limited** on the future of the property market and the shift in popularity from metropolitan to regional areas during 2020. The accompanying media release can be found **here**.
- Prof. Samantha Hepburn in Energy Source and Distribution a major A\$1 billion energy deal between the Morrison and South Australian governments revealed recently.
- Dr Hunter Fajak interviewed on ABC Radio National's **Sporty program** about Australia's sport market and the options available to consumers.
- Dr Michael Callaghan in **The New Daily** commenting on: **'Collectables war: Coles' Little Shop 2 sparks boycott calls, Woolworths pins hopes on Lion King'** and **'Buyer beware: The dodgy tricks retailers use to make you think you're scoring a bargain.'**



Organisational practices

2020 was a milestone year for Deakin University's sustainability initiatives.

2020 not only marked the end of an era and the beginning of a new one, but also has been a time of great challenge, disruption, stress and uncertainty (Deakin Annual Report 2020). In addition to the pandemic, we also experienced some of the worst-ever Australian Bushfires. On the strategy front, our LIVE the future: Agenda 2020 strategy concluded, and we developed our new vision for the University through our strategic plan, Deakin 2030: Ideas to Impact in December 2020. Our new strategic plan is designed to work closely with all stakeholders to provide high-quality responsible education and research and make positive impacts for our communities nationally and internationally (Deakin Annual Report 2020).

As a forward-looking, optimistic and student-centred university, Deakin has embraced the challenges proving it is a progressive and responsive organisation. We provide some examples of organisational sustainability below.

Support to students during COVID-19

Deakin is proud of the support it provides to its students. The University responded quickly and compassionately to the crisis many of our international students faced as a result of the COVID-19 pandemic. Deakin led the sector in announcing a financial support fund of \$25 million for international students experiencing hardship. Responses were tailored to individual student need and included monetary assistance, deferral of fees and assistance with housing. Further, the University implemented global bursaries ranging from 25–30% to support international students who have been unable to travel to Australia during the pandemic to commence their studies online from home.

Deakin sustainability progress and initiatives

Table 5: Our progress in sustainability initiatives

Themes and SDG alignment	Challenge
Climate Change 	<p>Our sustainability value is deeply connected to our respect for the Traditional Custodians of the lands on which our campuses reside and the waterways that lay alongside them. We acknowledge Elders past, present and emerging and thank them for nurturing and caring for Country, which sustains us all.</p> <p>We achieved our 2020 sustainability targets but we escalated and accelerated our commitments.</p> <ul style="list-style-type: none"> • By bringing our carbon neutral target forward from 2030 to 2025, • developing an Integrated Water Management plan • and creating the Climate Ready Campus vision for the Waurin Ponds Campus
Responsible Consumption 	<p>In 2020 Deakin's on-campus activity reduced due to COVID-19 as we transitioned to new ways of teaching, learning, researching and working with positive sustainability impacts.</p> <ul style="list-style-type: none"> • a twenty-eight per cent drop in energy consumption • almost halved our water use and • sent fifty-eight per cent less waste to landfill. • launched the Climate Ready Campus vision for Waurin Ponds, which will also be a living laboratory for sustainable development by working with students, academics, researchers and key partners to deliver projects, undertake research and develop innovations
Sustainable Water Management 	<p>We have developed an Integrated Water Management Plan for the Waurin Ponds campus to help us better coordinate and integrate water management for the site and address key climate risks.</p> <p>As a key part of the Climate Ready Campus vision, we will:</p> <ul style="list-style-type: none"> • address water security by utilising alternate water supplies, such as recycled water, for irrigation • enhance our stormwater network • and introduce water-sensitive and climate-resilient landscaping to improve biodiversity and campus amenity. • Importantly we've engaged with Traditional Owners to understand and apply their water management knowledge and values and we are working with external partners
Energy Management 	<p>Deakin is committed to become carbon-neutral by 2025 and use only 100 per cent renewable electricity. Further, we plan to become carbon negative by 2030 by removing more carbon from the atmosphere than we emit.</p> <p>We've seen a paradigm shift in how we source energy at Deakin. From mid-2020, around half of our electricity was from renewable source through our 7.25-megawatt Renewable Energy Microgrid at the Geelong Waurin Ponds Campus and by purchasing renewable wind energy through the Melbourne Renewable Energy Project 2 buying group.</p> <p>Looking ahead, Deakin will implement a range of initiatives as part of our Carbon Neutral 2025 program that focuses on avoiding emissions at their source, reducing energy consumption, replacing fossil fuels with renewables and offsetting all remaining emissions. To do this, we're putting in place projects that increase on-campus renewable energy generation, electrify gas infrastructure, and improve our buildings' energy efficiency and optimisation.</p>
Waste Management 	<p>We're working towards Zero Waste by 2030 by adopting circular economy principles, a big goal, that will take real effort.</p> <p>In 2020, Deakin progressed a partnership with Close The Loop to transform the soft plastics we generate within logistics, hospitality venues, and laboratories, into an additive for a sustainable asphalt product called Reconophalt, that we've used on campus. This will reduce our waste to landfill by up to 25 tonnes per year.</p> <p>Organic waste is also a problem we've addressed. Our 2019 our waste audit revealed that 40% of the waste in Deakin's landfill bins was organic and could be composted. In response, organics bins were rolled out at all hospitality venues, microwave hubs, libraries, and student residences.</p>
Miscellaneous  	<p>Our sustainability commitments don't only centre on energy, waste and water. We're also focused on our procurement activities, travel and our built and natural environments.</p> <ul style="list-style-type: none"> • The development of Deakin's first Modern Slavery Statement in 2020 adds to our focus on social procurement. • For travel, we're aiming to increase public transport usage, ride-sharing and active transport alternatives. • In our built environment, our Climate Adaptation Plans, identify climate-related risks and high priority actions to adapt to climate change. And our commitment to sustainable design principles continues to create sustainable campus infrastructure. • The Biodiversity Management Plans have been brought to life through our Climate Ready Campus vision and highlight how to manage critical threats to biodiversity and maintain and enhance native fauna habitats. <p>Deakin is focussed on supporting students and staff who have experienced or been affected by sexual harm.</p> <p>A dedicated Working from Home Blog has been set up to assist staff to work from home. Managers are supporting their staff with flexible work arrangements so that they can balance their family commitments with work. Staff can participate for free in a suite of online mindfulness and parenting workshops. Staff experiencing emotional challenges can also confidentially access online five individual consultation sessions with a qualified psychologist funded by the University.</p>

DBS Initiatives

a. Staff Support and clear communication

Even before COVID the Executive Dean and senior leadership of DBS have been engaged in regular communication with staff on current issues, links to resources and information updates in 2019, which was further accelerated during the pandemic. DBS approach to supporting staff during the pandemic is based on supporting staff, embracing challenges as opportunities to learn, and sharing these learnings with each other and our community of stakeholders. Initiatives include:

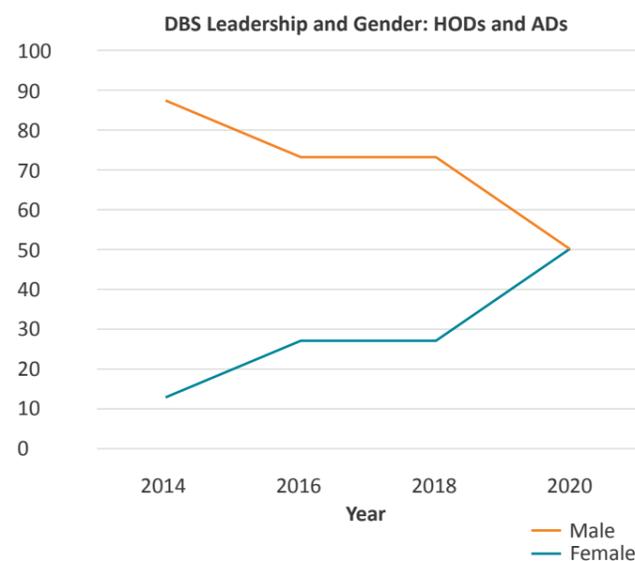
- Monthly Faculty townhalls held with the Executive Dean via Zoom, with approximately 300 attendees providing updates, information and support to staff.
- Training sessions for teaching staff to support them to use online platforms to optimal effect.
- Appointment of a dedicated full-time Change Lead and a Change Consultant support all change initiatives including: professional development solutions, change coaching, transition to remote working, adoption of new digital technologies, virtual process streamlining, and sponsorship of well-being activities.
- Launch of a working off-campus experience survey. DBS staff were invited to complete a short, anonymous survey, aimed to understand the experience of our staff working off-campus during the COVID-19 pandemic.
- Employee Wellbeing Support (EWS) service bringing a holistic approach to staff wellbeing, and providing a range of inclusive services.
- RuOKday, an initiative designed to provide mental health awareness and peer-support, and one well-being day during the year.
- As a thank you for the resilience shown by staff, the University Christmas Close Down period was extended in 2020 with an additional 3 days of leave.
- Offering a suite of seminars that included: Keys to social connectedness, which was designed to promote a culture of social connectedness in the workplace, identify those who may be isolated and are in need of support, and preventing common workplace challenges such as bullying and depression, managing burnout, fatigue and self-care during a COVID-19 lockdown.
- Providing the Smiling Mind Employee Workshop for both staff and leaders.

- Presenting information sessions for our Managers and Team Leaders through our Employee Assistance Program to provide guidance and information on how to deal with mental health and other issues
- Wear it purple day held in August, which shows solidarity with LGBTIQ colleagues.

b. Diversity, Equity and Inclusion

The faculty has moved towards a more holistic commitment to Equity, Diversity and Inclusion, ensuring welcoming, safe and inclusive culture for those from different backgrounds so that the faculty can leverage the benefit a diversity of experience and thinking styles brings.

Figure 3: Trend of women in leadership over the year for Heads of Departments (HoDs) and Associate Dean (AD)



The figure above shows the positive and rising trend of including women in leadership over the year for Heads of Departments (HoDs) and Associate Dean (AD). Although DBS is faring well comparatively amongst its competitors, we recognise that we have room to improve and have taken certain initiatives in 2019 and 2020.

Diversity and Inclusion

A range of initiatives were conducted by the Diversity and Inclusion Group in 2019. These included:

- An industry engagement program for female academics to provide targeted support to empower them to effect sustainable industry partnerships, and a complementary industry engagement support grant to foster such partnerships;
- A seed funding scheme for female-led research projects aimed to provide financial assistance in developing and incentivising such projects;
- Reflective developmental discussions for female staff (professional and academic) to share experiences of working in the Faculty, build internal networks, and engage in reflective discussions and activities;
- Financial support to attend the external National Higher Education Women's Leadership Summit aimed to connect, celebrate and develop female leaders across the higher education sector;
- The Faculty Learning Innovations team together with academic members of Department of Management developed an open source course on leading culturally diverse teams at workplace titled Harnessing Cultural Diversity (launched Trimester 2, 2019). Curated resources in this open source course will be repurposed for use in undergraduate and postgraduate teaching material. Early planning is underway.
- In November 2019 the inaugural Business and Law Culturally Inclusive Leadership Program was launched. This program seeks to offer all academic and professional supervisors in the Faculty an opportunity to explore culturally inclusive leadership reflecting on current individual and local practice and areas for learning and growth.

Post-COVID, Equity and Inclusion is being addressed by the Faculty on a broader scale, using a systematic approach and drawing upon these 2019 initiatives. In support of this, Faculty Executive has approved the establishment of 3 working groups: a) Indigenous Respect; b) Gender Equity; and c) Cultural Inclusion to spearhead these objectives in 2021.

c. Flexible work arrangements the 60:40 Blended Working guiding principle

DBS is committed to providing fair and reasonable work arrangements that create an inclusive and positive work environment benefiting faculty, staff and the University, and this commitment is articulated and operationalised through the Flexible Work Arrangements Policy. Following COVID DBS has transitioned to 60:40 blended working principles, to ensure the continued vibrancy of our Deakin campuses and promote a sustainable work-life balance for our staff. Staff are expected to work on-campus for at least 60% of their time, with up to 40% of their time working at home.

d. Achievement Relative to Opportunity (ARTO)

ARTO is based on the principle that measurement of achievement should be relative to the opportunities available to an individual to develop areas of academic expertise and demonstrate such achievements and contribution. ARTO facilitates positive acknowledgement of what can be and has been achieved by an applicant given the opportunities available. The ARTO enables staff to submit a statement describing their academic achievements in the context of their opportunity for success when applying for promotion. This information enables the promotions panel to better understand the research productivity of an individual and ensure that promotions decisions are reflective of an individual's productivity, relative to opportunity.

e. Other Initiatives

- Utilisation of virtual meetings /conferences at lower cost while retaining engagement.
- Redirection of on-campus student activities to online, which has lowered event costs.
- Halt on all travel, inclusive of domestic and international travel .
- Reductions in costs arising from the shift to working from home.

Despite a challenging year in 2020, Deakin University staff and students saved over 8,073 lives by donating blood last year – up from 7,557 saved lives in 2019. According to Australian Red Cross Lifeblood data, Deakin University had 872 active donors in 2020 (compared to 823 in 2019), of which 157 were new donors. This resulted in a total of 2,691 donations in 2020 (2,519 in 2019), with each donation saving three lives.

Progress and challenges

The Deakin Business School made remarkable progress in curriculum, research and partnership in 2019-2020.

Progress in curriculum

In 2019-2020, we achieved the following key outcomes:

- Stimulated global conversations on leading culturally diverse teams through a free online course.
- Empathetically supported students to maintain quality student learning and experience as they navigated through challenging COVID restrictions.
- Strengthened ERS and SDG integration strategically into existing and new programs.
- Strengthened ERS integration into experiential learning units.
- Fostered various student led SDG and ERS focused initiatives.

Challenges

In 2020, COVID travel bans led to a significant drop in international student enrolments, necessitating a University-wide Major Workplace Change. COVID social distancing requirements also required us to transition rapidly to online learning and assessment. As we focused on maintaining high-quality student learning and experience while providing timely support for staff health and well-being, understandably we slowed down the pace of certain projects for strengthening ERS integration into curriculum.

Strategies moving forward

Prof Amanda Pyman was appointed to the new role of Dean of the Deakin Business School in 2020. The role was previously encompassed in that of the Executive Dean of the Faculty of Business and Law. It is timely for us to reflect on our current practices within the backdrop of PRME Blueprint for SDG integration. In the next cycle, we will focus on the following strategies:

- Continue considering ERS and SDG integration from the outset of designing our new programs as we did when developing the Graduate Certificate of Artificial Intelligence for Business in 2020 and Sustainability and Development Major.
- Take stock of our overall program portfolio to identify target programs for strengthening ERS and SDG integration.
- Engage all program directors in reviewing the current version of our online SDG Awareness Module to enhance, adapt and integrate into learning and assessment activities of all our undergraduate programs.
- Pilot our SDG awareness module in one or two postgraduate programs.

Progress in research and partnership

- **Institutionalising sustainability and SDGs in key research documents:** We have streamlined our research under the four broad strategic themes with research centres and units within each theme that align with multiple SDGs (Please refer to Appendix 1). We thus have established a formal approach for SDG integration and reporting.
- **Publishing high quality research outputs and strengthening the impact of our research:** In 2019 and 2020, despite many challenges, our research and innovation continued to excel. We substantially increased research income, research outputs and their translation into impact. Appendix 2 (Tables 8, 9 and 10) provide details of selected publications, grants and higher education research topics for PhD students. Please refer to our section on research and partnership which detail how we are making an impact for our communities.

- **Developing strategic research partnerships for growing research income and conducting research that positively impacts the communities:** As discussed earlier, we have embarked on a series of important partnerships and projects that are expected to create both academic as well as positive impacts for the community. Notably the Project, “Supporting Small Business Advisors for Better Mental Health” has attracted \$2.24 million from Federal Government in October 2020 (for details refer to research section) and is focusing on an important area for small businesses and directly aligned with SDG 3. CREATE is another great example of how the research we are undertaking in FBL with partnership is having a real-life impact to improve the lives of disadvantaged groups in society aligned with SDG 8 and 10.

Challenges

- Decreased research and development funding due to the economic impact of the pandemic on higher education industry.
- Securing government and industry funding due to increased competitions .
- Major change in Higher Education Sector (HES) education policy and funding that further restricts real growth in domestic student revenue and precludes cross-subsidy of research and research training.

Strategies moving forward

In dealing with these challenges, our focus on our core purpose and sustainability becomes even more important for our stakeholders and communities. We recognise these challenges also present us with new opportunities to pursue to enable us to sustain and shape our future. Our strategy therefore focuses on:

- Aligning our research and partnerships with our purpose across the Deakin Impact Themes such as: a). Enabling a Sustainable World, b). Improving Health and Well-being, c). Building Safe and Secure Communities, d). Advancing Society and Culture and e). Creating Smarter Technologies through our four strategic impact themes.
- Using the strategic impact themes as the underlying foundations for research and key impact focus areas.
- Creating a strong research training environment for staff, PhD and other students through professional training sessions i.e. (BuiLD training programs, departmental seminar series, research centres/units).
- Leveraging and enhancing partnership and engaging with academic and industry (including government) partners nationally and international as well as internal engagement across boundaries (other Faculties; Schools, Institutes).



How we are contributing to SDGs?

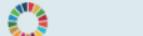
Table 6: How DBS is contributing to SDGs

SDGs	How DBS is contributing to SDGs	Directly	Indirectly
	<ul style="list-style-type: none"> Contributing through research focus on SME growth (CREATE, IPA DEAKIN SME Research Centre) Undergrad and post grad units such as MMM241 	▲	▲
	<ul style="list-style-type: none"> Contributing through research focus on SME growth (CREATE, IPA DEAKIN SME Research Centre) 	▲	
	<ul style="list-style-type: none"> Our DBS Centres (IPA Deakin SME Research Centre & DELMAR) are contributing through research and leading events to facilitate the health and well-being of consumers and employees 	▲	
	<ul style="list-style-type: none"> Promoting quality education to develop students as responsible future leaders through our undergrad and post grad units 	▲	
	<ul style="list-style-type: none"> Involved in quality research to promote gender equality; Diversity and Inclusion working group formed for promoting gender equality. In 2020 Deakin was awarded its 14th and 15th consecutive Employer of Choice for Gender Equality 	▲	▲
	<ul style="list-style-type: none"> DBS Centres (CSaRO and CEEND) are contributing through their research focus on environmental issues 	▲	
	<ul style="list-style-type: none"> DBS Research Centres (CSaRO and CEEND) are directly working on environmental marketing, environmental protection, clean energy and natural disasters 	▲	
	<ul style="list-style-type: none"> DBS Research Centre CREATE and IPA-Deakin SME are contributing to creating employment. Our UG and PG programs also have an employability focus 	▲	
	<ul style="list-style-type: none"> DBS Research Centre IPA-Deakin SME Centre is focusing on SME growth. 	▲	
	<ul style="list-style-type: none"> DBS Centre CREATE has developed a toolkit to support refugees to Australia to obtain and retain new employment Indirectly DBS is also contributing to reduce inequality through other research centres and publications 	▲	▲
	<ul style="list-style-type: none"> Developing students' knowledge as responsible leaders with knowledge on sustainable cities and communities through our programs in property and real estate 	▲	
	<ul style="list-style-type: none"> DBS researchers are contributing through international high quality research on sustainable consumption and supply chain 		▲
	<ul style="list-style-type: none"> DBS Research Centres, CSaRO and CEEND are directly working on issues related to environmental protection, clean energy and natural disasters 	▲	
	<ul style="list-style-type: none"> Contributing through our research and projects on promoting understanding and awareness of environmental issues, and students engagement in sustainability issues 		▲
	<ul style="list-style-type: none"> Contributing through our research and projects on promoting understanding and awareness of environmental issues, and students engagement in sustainability issues 		▲
	<ul style="list-style-type: none"> DBS Centre CREATE is contributing to social inclusion and peace and also through research on corporate governance 	▲	
	<ul style="list-style-type: none"> Contributing through international research collaborations such as with SWUFE, Coventry and Stanford University for research that makes a difference. DBS has established a partnership with Up GRAD, Coles, IPA, Whitehorse local council 	▲	



Appendix 1

Table 7: DBS strategic themes, research centres, units and their SDG alignment

DBS Strategic Themes	Research Centre	Research Unit
Business and Society	 Centre for Refugee Employment, Advocacy, Training and Education (CREATE)	 Better Consumption Lab
	 Centre for Disaster Resilience and Economic Recovery (CDER)	 Leadership Future Hub
	 Deakin Integrated Reporting Centre (DIRC)	
SMEs and Entrepreneurship	 IPA-Deakin SME Research Centre	
	 Deakin Integrated Reporting Centre (DIRC)	 Women's Entrepreneurship Research Alliance
Capital Market	 Deakin Integrated Reporting Centre (DIRC)	 Impact Finance Hub
Business and Technology	 Deakin Integrated Reporting Centre (DIRC)	

Appendix 2

Table 8: Articles published by Faculty of Business & Law Staff (2019-2020) on sustainability topics

Year	Articles	SDG Alignment
	Collins, A. Azmat, F. and Rentschler, R (2019) 'Bringing everyone on the same journey': revisiting inclusion in higher education Studies in Higher Education 44, 1-13	
	Poddar, A. Narula, S. and Zutshi, A (2019) A study of corporate social responsibility practices of the top Bombay Stock Exchange 500 companies in India and their alignment with the Sustainable Development Goals Corporate Social Responsibility and Environmental Management 26, 1184-1205	
	Jones, D. Newman, A. Shao, R. and Cooke, F (2019) Advances in employee-focused micro-level research on corporate social responsibility: situating new contributions within the current state of the literature Journal of Business Ethics 157, 293-302.	
	D'Souza, C. McCormack, S. Taghian, M. Chu, M. Sullivan Mort, G. and Ahmed, T. (2020) An empirical examination of sustainability for multinational firms in China: implications for cleaner production Journal of Cleaner Production 242, 1-12.	
	Eva, N. Newman, A. Miao, Q. Wang, D. and Cooper, B (2020) Antecedents of duty orientation and follower work behavior: the interactive effects of perceived organizational support and ethical leadership Journal of Business Ethics 161, 627-639.	
2019	Adeney, E (2019) Australia's experience of moral rights Journal of Intellectual Property Law and Practice 14, 312-317.	
	North-Samardzic, A (2019) Biometric technology and ethics: beyond security applications Journal of Business Ethics, 1-18.	
	Wood, G. Whyatt, G. Callaghan, M. and Svensson, G (2019) Codes of ethics content: UK and Australian corporations European Business Review 31, 669-687.	
	Robertson, J. Eime, R. and Westerbeek, H (2019) Community sports clubs: are they only about playing sport, or do they have broader health promotion and social responsibilities? Annals of Leisure Research 22, 215-232.	
	Rowe, K. Karg, A. and Sherry, E (2019) Community-oriented practice: examining corporate social responsibility and development activities in professional sport Sport Management Review 22, 363-378.	
	Zhang, Q. and Posso, A (2019) Thinking inside the box: A closer look at financial inclusion and household income Journal of Development Studies 55, 1616-1631.	
	Grégoire, Y. Legoux, R. Tripp, T. Radanielina-Hita, M. Joireman, J. and Rotman J D. (2019) What do online complainers want? An examination of the justice motivations and the moral implications of vigilante and reparation schemas Journal of Business Ethics 160, 167-188.	
	Nair, R. Muttakin, Md. Khan, A. Subramaniam, N. and Somanath, V (2019) Corporate social responsibility disclosure and financial transparency: evidence from India Pacific-Basin Finance Journal 56, 330-351.	
Al-Hadi, A. Chatterjee, B. Yaftian, A. Taylor, G. and Monzur Hasan, M (2019) Corporate social responsibility performance, financial distress and firm life cycle: evidence from Australia Accounting and Finance 59, 961-989.		

Year	Articles	SDG Alignment
	Ullah, Md. Muttakin, Md. and Khan, A (2019) Corporate governance and corporate social responsibility disclosures in insurance companies International Journal of Accounting & Information Management 27, 284-300.	
	Lee, A. Schwarz, G. Newman, A. and Legood, A (2019) Investigating when and why psychological entitlement predicts unethical pro-organizational behavior Journal of Business Ethics 154, 109-126.	
	Polanski, M. Newman, A. Leroy, H. Moore, C. Hannah, S. and Den Hartog D. (2019) Quantitative research on leadership and business ethics: Examining the state of the field and an agenda for future research Journal of Business Ethics, 1-11.	
2019	Robertson, J. Storr, R. Bakos, A. and O'Brien, D (2019) My ideal is where it is just Jane the cricketer, rather than Jane the gay cricketer: an institutional perspective of lesbian inclusion in Australian cricket Journal of Sport Management 33, 393-405.	
	Heggen, C. 2019. The role of value systems in translating environmental planning into performance. The British Accounting Review Vol. 51, pp. 130-147.	
	Liu, L., and Tian, G. 2019. Mandatory CSR disclosure, monitoring and investment efficiency: evidence from China. Accounting & Finance pp. 1-50.	
	Perera, L., Jubb, C., and Gopalan, S. 2019. A comparison of voluntary and mandated climate change-related disclosure. Journal of Contemporary Accounting & Economics 15(2), pp. 243-266.	
	Azmat, F. Samaratunge, R. and Ferdous, A (2020) Consumer well-being and social responsibility of subsistence entrepreneurs in subsistence marketplace Journal of Consumer Affairs 55, 8-30.	
	Zutshi, A. Creed, A. Panwar, R. and Willis, L (2020) Corporate social responsibility (CSR): curators' specific responses from Australian museums and art galleries Current issues in Tourism, 1-17.	
	Gul, F. Krishnamurti, C. Shams, S. and Chowdhury, H (2020) Corporate social responsibility, overconfident CEOs and empire building: agency and stakeholder theoretic perspectives Journal of Business Research 111, 52-68.	
2020	Miao, Q. Eva, N. Newman, A. Nielsen, I. and Herbert, K (2020) Ethical leadership and unethical pro-organisational behaviour: the mediating mechanism of reflective moral attentiveness Applied Psychology 69, 834-853.	
	Ren, S. and Jackson, S (2020) HRM institutional entrepreneurship for sustainable business organizations Human Resource Management Review 30, 1-18.	
	Jumde, A. and Du Plessis, J (2020) Legislated Corporate Social Responsibility (CSR) in India: the law and practicalities of its compliance Statute Law Review, 1-28.	
	Newman, A. Le, H. North-Samardzic, A. and Cohen, M (2020) Moral disengagement at work: a review and research agenda Journal of Business Ethics 167, 535-570.	

Year	Articles	SDG Alignment
	Higgins, C. Tang, S. and Stubbs, W (2020) On managing hypocrisy: the transparency of sustainability reports Journal of Business Research 114, 395-407.	
	Saunders, B (2020) Responsible government, statutory authorities and the Australian Constitution Federal Law Review 129, 1-26.	
	Malik, M. Abdallah, S. Orr, S. and Chaudhary, U (2019) The differences in agent effects on sustainable supply chain management: an activity theory construction Supply Chain Management 24, 637-658.	
2020	Love, E. Salinas, T. and Rotman, J (2020) The ethical standards of judgment questionnaire: development and validation of independent measures of formalism and consequentialism Journal of Business Ethics 161, 115-132.	
	Zhang, Jing. Zi, Shuang. Shao, Pei. Xiao, Yuchao (2020) The value of corporate social responsibility during the crisis: Chinese evidence Pacific-Basin Finance Journal 64, 1-11.	
	Paige, T (2020) Wilfully Blind: the Security Council's Response to Genocide in Rwanda Journal of International Peacekeeping 22, 136-147.	
	Haji, A., Coram, P., and Troshani, I. 2020. Effects of integrating CSR information in financial reports on investors' firm value estimates. Accounting & Finance pp. 1-43.	
	Ng, A., Rezaee, Z. 2020. Business sustainability factors and stock price informativeness. Journal of Corporate Finance Vol. 64, pp. 1-29,	

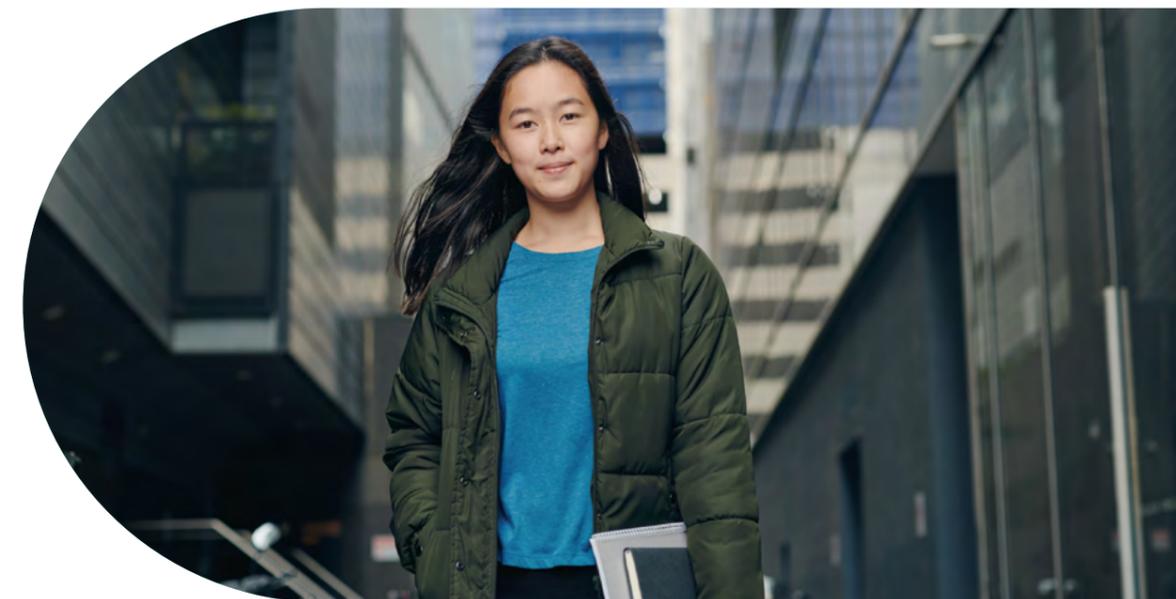


Table 9: Higher education by research topics related to SDGs and sustainability (2019-2021)

No.	Thesis	Status	SDG Alignment
1	Fish Stocking in Australia - Social and Economic Considerations	Under Examination	
2	Factors influencing implementation of green procurement to-wards organisational sustainability in Australia	Under Examination	
3	Corporate social responsibility analysed from Chinese cultural and political perspectives	Completed	
4	An Analysis of Mandatory CSR Provisions under Indian Company Law	Completed	
5	Governance and Accountability: The Contemporary Approach	Current	
6	Conflict of Interests between Owners and Lenders: The Role of Corporate Governance Mechanisms	Current	
7	Examining the factors that drive social impact amongst social enterprises	Current	
8	How do complex organisations implement sustainable health promoting policy and initiatives	Current	



Table 10: ERS focussed grants

Year	Researcher	Topic	Funding Body	Amount	SDG Alignment
2020	Prof Stuart Orr	Building a sustainable future for the Australian coffee growers' industry.	Rural Industries Research and Development Corporation	24,972.00	
	Ameeta Jain	Mapping the Sustainable Development Goals for the City of Whitehorse.	Whitehorse City Council	12,000.00	
	Prof Peter Carey	Deakin Integrated Reporting Centre	KPMG	225,000	
	Prof Andrew Noblet and Prof George Tanewski	Protecting the mental health of small-medium enterprise owners: Evaluating real-world approaches to mental health first aid and client-relationship building training for small business advisers	NHMRC	559,073	
	Prof Andrew Noblet and Prof George Tanewski	Protecting the mental health of small-medium enterprise owners: Evaluating real-world approaches to mental health first aid and client-relationship building training for small business advisers	Beyond Blue	150,000	
	Prof Andrew Noblet and Prof George Tanewski	Protecting the mental health of small-medium enterprise owners: Evaluating real-world approaches to mental health first aid and client-relationship building training for small business advisers	Institute of Public Accountants	75,000	
	Prof Andrew Noblet and Prof George Tanewski	Protecting the mental health of small-medium enterprise owners: Evaluating real-world approaches to mental health first aid and client-relationship building training for small business advisers	Victorian Workcover Authority (WorkSafe Vic) - Partnership	90,000	
	Prof Andrew Noblet and Prof George Tanewski	Protecting the mental health of small-medium enterprise owners: Evaluating real-world approaches to mental health first aid and client-relationship building training for small business advisers	Mental Health First Aid Australia	45,450	

Year	Researcher	Topic	Funding Body	Amount	SDG Alignment
2020	Dr Amanda Coles	Deciding On Diversity: COVID-19, Rick Management and Intersectional Inequality n the Canadian Film and Television Production Industry	Women in Film & Television - Toronto Inc	100,000	
	Dr Amanda Coles	Workforce Development and Diversity in Australian Cinematography	Australian Cinematographers Society	90,90	
	Prof Paresh Narayan, Dr Susan Sharma, Mr Dinh Phan	Indonesia's Financial System in the World Economy: What is new and what we learn?	Universitas Airlangga	49,200	
	Assoc. Prof. Fara Azmat, Dr Ahmed Ferdous, Dr Mohammad Muttakin, Dr Huson Ali Ahmed	Achieving a Sustainable Development Agenda through specialized trainings programs: The case of high level Bangladeshi Public officials.	Ministry of Public Administration	24,560	
2019	Dr Wendy Stubbs, Assoc. Prof. Colin Higgins	Future of environmental, social and governance reporting: Sustainable Development Goals, Integrated Reporting and Global Reporting Initiative	CPA Aust Grant	13,805	
	Prof Alexander Newman, Dr Siewmee Barton, Assoc. Prof. Fara Azmat, Dr Huong Le, Dr Joe Jiang, Dr Ahmed Ferdous	Preparing tertiary students from CALD migrant communities for careers in regional areas. Development and evaluation of an online course and associated materials.	Department of Home Affairs	48,448	
	Prof Alexander Newman, Dr Karen Dunwoodie	University Guide for Humanitarian Refugees	Benelong Foundation	30,000	

Year	Researcher	Topic	Funding Body	Amount	SDG Alignment
2019	Dr Risti Permani	AgIR - Advancing Innovations and Resilience in Agricultural Youth	DFAT	42,425	  
	Assoc. Prof. Jeff Shao	Ending violence and aggression: An examination of the implementation of the ANMF's 10 point plan and its impact on the health and wellbeing of nurses working in aged care facilities.	Australian Nursing & Midwifery Foundation	2,438	 



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