PRME
an initiative of the
United Nations Global Compact

2024 Sharing Information on Progress **(SIP) Report**

RMIT University: College of Business and Law

August 2024

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

> *The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

RMIT University: College of Business and Law demonstrates its commitment to PRME's Principles through the following letter from senior leadership.

Office of the Deputy Vice-Chancellor (Business & Law)
GPO Box 2476
Melbourne VIC 3001
Australia
rmit.edu.au

26 August 2024

PRME Board
c/o PRME Secretariat
United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, New York 10017

Dear Sir/Madam,

Adoption of the Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers, the College of Business and Law at RMIT University is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions and associations to adopt and support these Principles.

We are delighted to present our Sharing Information on Progress (SIP) Report, which showcases how the College embodies the PRME values through our educational initiatives, research endeavours, engagement activities, and operational practices.

We hope that this report offers valuable insights to the PRME community, and we look forward to continuing our collaborative efforts with stakeholders and partners worldwide to advance responsible management education.

Sincerely

Professor Colin Picker
Deputy Vice-Chancellor (Business & Law) &
Vice-President, RMIT University

CRICOS provider number: 00122A | RTO Code: 3046

What's next...

Institutional Mission, Vision, and Strategy

The following outlines RMIT University: College of Business and Law's institutional mission, vision, and strategic approach to responsible management education.

Mission, Vision, Strategy or Purpose

College of Business and Law Strategy - CoBL31

Relevant Stakeholders

Staff, Students and Partners

Purpose

To outline the College's mission, ambitions and priorities for education, research and engagement to 2021.

Attachment B - 2023 CoBL 31 Strategy View document Download document

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At RMIT University: College of Business and Law, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Person(s) responsible for PRME

To identify the person(s) within the College of Business and Law who are responsible for upholding the principles of responsible management education.

All staff across the College's four Schools and Four Portfolios are committed to upholding the principles of responsible management education. The Deputy Vice-Chancellor and Vice-President (DVC) serves as the Senior Executive within the College with oversight of responsible management education. In this role, the DVC is supported by senior leaders and faculty members. The names, positions and email addresses of people who are responsible and accountable for responsible management education in the College of Business and Law are listed below.

- Professor Colin Picker - Deputy Vice-Chancellor and Vice President, College of Business and Law - dvcbus@rmit.edu.au
- Professor Kathy Douglas - Associate Deputy Vice-Chancellor, Learning, Teaching and Quality - advclt.cobl@rmit.edu.au
- Professor Tracy Taylor - Associate Deputy Vice-Chancellor, Research and Innovation - ADVCRI.COBL@rmit.edu.au
- Professor Mathews Nkhoma - Associate Deputy Vice-Chancellor, Strategy, International and Engagement- ADVCSIE.COBL@rmit.edu.au
- Madelaine Sandall - General Manager, Operations - gmcobl@rmit.edu.au
- Professor David Smith - Dean, School of Accounting, Information Systems and Supply Chain - dean.aissc@rmit.edu.au
- Professor Heath McDonald - Dean, School of Economics, Finance and Marketing - dean.efm@rmit.edu.au
- Professor Simon Pervan - Dean, Graduate School of Business and Law - dean.gsbl@rmit.edu.au
- Professor Emma Sherry - Dean, School of Management - dean.som@rmit.edu.au
- Professor Robert McClelland - Dean, The Business School - dean.tbs@rmit.edu.au

Organizational Structure for RME

The following organizational entities at RMIT University: College of Business and Law are responsible for RME:

- No Entity Yet

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

RMIT University: College of Business and Law integrates responsible management education into its degree programs through 5 different approaches:

Guest Speakers and Showcase Events

Examples of guest speakers and showcase events

Example of Guest Lecture on innovation in health services

Date

April, 2024 - April, 2024

Location

RMIT University Melbourne Campus

Speakers

Rebecca Arandall, ESG Reporting & Engagement Analyst from Medibank

Topic: Innovation in health services – providing services to under-represented communities. Several factors influence the inability for all Australians to have access to adequate healthcare, let alone the best healthcare and wellbeing services. This includes (but is not limited to) the vast size of Australia; cost barriers for lower socio-economic people and families; cultural and language barriers with our diverse population; and the 'Gap' between Aboriginal and Torres Strait Islander Australians and non-Aboriginal and Torres Strait Islander Australians. To work towards SDG 3 – Good health and wellbeing and SDG 10 – Reducing inequalities, more must be done to help us reach those who don't have appropriate access to healthcare and wellbeing services.

Examples of guest speakers and showcase events

Example of Guest Lecture by Singapore Red Cross

Date

July, 2024 - July, 2024

Location

Guest Lecture delivered virtually to students in Singapore

Speakers

Sahari Ani, Dean & Group Director, Singapore Red Cross

Guest Lecture for the Integrated Perspectives on Business Problems course focusing on the Care Economy.

Examples of guest speakers and showcase events

Example of Guest Lecture - Tal Karp at the Future of Work Festival

Date

July, 2024 - July, 2024

Location

RMIT University Melbourne Campus

Speakers

Olympian and former Matilda, Tal Karp

Supporting Links

In July 2024 the College hosted the Future of Work Festival + RMIT Careers Fair, in collaboration with RMIT Industry and Global Experiences. We had more than 800 students attend to take part in engaging activities and sessions where they had the opportunity to gain a wealth of insights and make valuable industry connections. Beginning with a keynote session by Tal Karp, Olympian and former Matilda, students heard about her experience and lessons from her multifaceted career as a professional footballer, lawyer, non-executive director, former CEO, and organisational strategist. Various interactive sessions were then hosted by our schools, covering topics such as AI and the future of jobs, digital innovation and social impact, preparing for the future with Adobe, and mastering employability with e-folios. These sessions offered students valuable insights into these trending topics through real-world examples from industry experts. The RMIT Careers Fair featured over 20 top employers from diverse industries, providing students with the opportunity to engage with them and learn what these companies seek in graduates, helping them stay ahead in their career paths.

Course-Level RME Learning Goals

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Principles of Social Impact

Department

Economics, Finance and Marketing

Learning Object Subject

Principles of Social Impact

Educational Level

Undergraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Analyse and question business practices utilising theories, concepts, and principles of social impact from different business disciplines. 2. Understand how different concepts, theories, and principles are connected to explain and drive socially impactful and responsible business practices. 3. Articulate and explain different business perspectives on social impact and responsible business practice. 4. Apply different disciplinary business theories, concepts, and principles to assess the status of socially impactful and responsible business practices adopted by organisations worldwide.

Interactivity Type

In this course you will be encouraged to be an active learner. Your learning will be supported through various learning activities. These may include quizzes; assignments; prescribed readings; sourcing, researching and analysing specific information; solving problems; conducting presentations; producing written work and collaborating with peers on set tasks or projects. Peer-to-peer learning will occur through active participation in group-based activities, critical peer review exercises, and discussions; and sharing of work and resources.

Learning Object Description

In this course, students gain both breadth and depth of knowledge and understanding of the main principles, theories, and concepts related to social impact and responsible business practice in the business context. They are introduced to relevant theories from management and innovation, economics, marketing, finance, accounting, and law, providing a broad understanding of social impact within the business discipline. The course takes specific disciplinary concepts, theories, and principles, and connects them back to the overarching stakeholder theory introduced in the Bachelor of Business foundation course, Business and Society. This approach provides a deepened foundational understanding of social impact and socially responsible business practice, enabling students to successfully achieve learning outcomes in the core courses for the social impact major and minor. Students develop critical thinking skills, allowing them to analyse and evaluate socially impactful and responsible business practices from different business disciplinary lenses. They also gain conceptual thinking skills, enabling them to connect the different disciplinary lenses back to an overarching theoretical understanding of social impact and responsible business practice.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Law, Business and Human Rights

Department

Graduate School of Business and Law

Learning Object Subject

Law, Business and Human Rights

Educational Level

Undergraduate

Learning Outcome

Upon successful completion of this course, students: 1. Identify and discuss contemporary human rights issues that arise in modern business environments. 2. Reflect on the effectiveness of legal and non-legal mechanisms for encouraging change in individual and business behaviour. 3. Critically analyse the opportunities and challenges in achieving greater respect for human rights by businesses and victims' rights to seek redress for human rights abuses committed by companies. 4. Communicate in ways that are effective, appropriate, and persuasive in legal and business contexts, and collaborate effectively.

Interactivity Type

Students will engage in a series of interactive weekly seminars developing research, presentation and teamwork skills as well as a substantive understanding of the topics. In this course you will be encouraged to be an active learner. Your learning will be supported through various in-class and online activities comprising individual and group work. These will include assignments; prescribed readings; researching and analysing specific information; solving problems; conducting presentations; producing written work and collaborating with peers on set tasks or projects. Active and constructive participation in group discussions is expected in addition to weekly reading and careful planning of assessment tasks.

Learning Object Description

This course focuses on the impact of business activities on human rights. It examines accountability mechanisms for those impacts in international and domestic law, as well as business obligations and techniques for behaving ethically and sustainably. Businesses cannot ignore the impacts of their conduct on the human rights of their workers, suppliers, customers, and the communities in which they operate. At the same time, many companies recognise the strategic value to their business, as well as to society, in enhancing respect for human rights. To address these important matters, the field of Business and Human Rights is becoming increasingly popular in scholarly, activist, and business circles. This is especially true since the unanimous adoption of the UN "Protect, Respect, Remedy" Framework and its associated Guiding Principles on Business and Human Rights. A growing body of hard and soft law, both international and domestic, is clarifying the scope and content of corporate human rights obligations. This course focuses on some of the most critical legal and practical issues surrounding efforts to advance corporate responsibility for human rights and accountability for abuses they contribute to.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Diverse Perspectives on the World Economy

Department

Economics, Finance and Marketing

Learning Object Subject

Diverse Perspectives on the World Economy

Educational Level

Undergraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Examine what is meant by economic pluralism and how different approaches to studying the real-world economy evolve out of diverse worldviews, values, practices, and behavioural standards. 2. Interpret economics as a scientific discipline and analyse the role of economics in society. 3. Evaluate differences in worldviews, assumptions, methods of analysis, and views of human nature taken by the various schools of economic thought. 4. Analyse the impact of diverse perspectives on pathways to achieving sustainable development goals. 5. Critically examine the contending perspectives of the schools of thought on challenges faced by society, such as globalisation, digital transformation, and rapid technological change. 6. Undertake critical and comparative judgements, understanding that knowledge and values depend on perspectives, and commit to a course of action based on critical evaluation.

Interactivity Type

To achieve the desired learning outcomes the students are encouraged to participate in the following learning experiences: Attendance and participation in class activities. Using the various resources provided in canvas for content knowledge. In this course you will be encouraged to be an active learner. Your learning will be supported through various in-class and online activities comprising individual and group work. These may include quizzes; assignments; prescribed readings; sourcing, researching and analysing specific information; solving problems; conducting presentations; producing written and visual work and collaborating with peers on set tasks or projects.

Learning Object Description

This course critically discusses and applies competing narratives and perspectives of economic thinking to the significant challenges societies face in the early 21st century. These economic problems are complex and diverse, often requiring multi-dimensional solutions drawn from a range of diverse perspectives. Issues such as economic instability and crises, inequality, climate change, environmental degradation, poverty, exploitation, and gender inequality can be approached from various angles within the economics discipline. The

purpose of this course is to introduce students to the depth of diverse perspectives that inform economic thinking. A pluralistic approach is taken to explore scholarly thinking around human nature and economic behaviour, incorporating views from various schools of economic thought, including but not limited to Neo-classical, Austrian, Marxist, institutional, feminist, evolutionary, ecological, and behavioural approaches. Students apply these perspectives to explore alternative paths to sustainable economic development. The overall aim is to equip students with the intellectual and analytical tools to navigate the increasingly complex world as individual members of society and in their future professional roles.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Business Consulting

Department

Graduate School of Business and Law

Learning Object Subject

Business Consulting

Educational Level

Postgraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Apply design thinking to national and international business problems and opportunities, developing solutions for defined end-users. 2. Utilise interpersonal skills to work in teams and communicate effectively with clients. 3. Create solutions and recommendations that add value to the client's organisation by responding to a client project brief in an ethical and sustainable manner. 4. Research and reflect on career opportunities for entry-level managers.

Interactivity Type

This course includes a Work Integrated Learning experience. Students undertake and are assessed on structured activities that allow them to learn, apply, and demonstrate their professional or vocational practice, and be involved in authentic engagement with partner organisations that include industry feedback. The course also provides students with a capstone experience, offering an opportunity to integrate, critically reflect on, and consolidate learning from the programme.

Learning Object Description

In this course, students learn how to effectively design, research, and manage a business consulting project that meets a client's needs. Through a series of seminars, students engage with key literature related to consulting and apply integrated business concepts to industry-

based research. The course also emphasises the importance of sound business ethics in promoting and sustaining the achievement of organisational business goals. Additionally, students consider and research career goals as entry-level managers and reflect on contemporary international employment trends. They critically reflect on their learning skills and lifelong learning options.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Supply Chain Sustainability

Department

Accounting, Information Systems and Supply Chain

Learning Object Subject

Supply Chain Sustainability

Educational Level

Postgraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Discuss the concepts and principles that underlie sustainability in supply chains, reverse logistics, and the environment, especially regarding the management of recycling and closed-loop manufacturing and logistics systems. 2. Analyse the impact of logistics and supply chains on the environment and appreciate the importance of reverse logistics and environmental and waste management issues in logistics and supply chains from a strategic perspective. 3. Determine the performance measures necessary to capture sustainable supply chain practices. 4. Explain and apply environmental assessment methods and tools, and international environmental standards such as ISO 14001 and ISO 26000 in supply chains. 5. Interrelate life cycle assessment methods and tools with strategic decision-making regarding the environment.

Interactivity Type

A combination of lectures, case study discussions, group exercises, and guest lectures is employed to deliver the course objectives. You will be provided with suggested readings and other reference lists and will have access to extensive course materials on the online RMIT Learning Hub, including digitised readings, lecture notes and a detailed study program, and access to RMIT Library online. You are expected to read contemporary academic literature relating to supply chain sustainability, reverse and green logistics. Active and constructive participation in case analysis, group discussions and sharing real world experiences is

expected in addition to undertaking regularly assigned reading, and careful planning and completion of assessment tasks. You, as a group, will also research on a company's sustainability practices.

Learning Object Description

One method for achieving sustainable growth is to increase the amount of product materials recovered from the world's waste stream. On the one hand environmental related legislations are forcing companies to be responsible for their waste, and on the other hand waste disposal costs are increasing rapidly. Considering this evolving business environment, many world class companies have realised that reverse logistics practices, combined with source reduction processes can be used to gain competitive advantage. The focus of this course is on the relationship between supply chain planning and environmental impact. It introduces you to the basic concepts of sustainability, reverse and lean logistics practices, including reuse, recycle and remanufacturing, green supply practices, discusses the role of regulations concerning product take back policies, life cycle assessment, corporate social responsibility (CSR), and international environmental standard such as ISO 14000, and explores the impact of legislations and policies on supply chain practices and reverse logistics network design. The course is of particular value to students majoring in logistics and supply chain, procurement, marketing, and sustainability management.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Strategic Operations and Supply Chain Management

Department

Accounting, Information Systems and Supply Chain

Learning Object Subject

Strategic Operations and Supply Chain Management

Educational Level

Postgraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Creatively analyse operational and supply chain strategies in emerging supply chain frameworks and business models. 2. Apply the alignment model to critically assess the strategic needs of businesses and supply chain networks. 3. Apply professional judgement to appraise emerging technologies and their potential in optimising supply chain operations. 4. Integrate multiple complex logistics processes and perspectives into a holistic competitive supply chain. 5. Utilise advanced

performance metrics to critically analyse supply chain operations performance. 6. Develop and implement creative team approaches to integrate a culturally and linguistically diverse operations workforce.

Interactivity Type

Llearning will be supported through various in-class and online activities. Seminars provide an opportunity for the investigation of relevant supply chain strategic problems and practical applications through discussion questions. Self-directed learning plays an important role in this course.

Learning Object Description

Supply chains are no longer a subject for functional specialists; their performance significantly impacts all stakeholders and often creates competitive differentiation. Companies must develop appropriate strategies to maximise the value generated along their respective supply chains. This course extends the study of supply chain principles and management from the introductory study covered in Supply Chain Principles. The focus of the course is on the development of organisational strategy in the context of strategic operations and supply chain management. Using local and international case studies, this course explores three critical areas of strategic operations and supply chain management: supply chain operations, integration and collaboration, and virtual supply chains. This course provides students with a capstone experience, offering an opportunity to integrate, critically reflect on, and consolidate programme learnings.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME learning goals - Contemporary Issues in Strategic Human Resource Management

Department

Management

Learning Object Subject

Contemporary Issues in Strategic Human Resource Management

Educational Level

Postgraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Analyse the context of strategic HR management theories and principles for implementation in organisations. 2. Evaluate the relationship between human resource management strategies and their impact on business planning processes and organisational success. 3. Apply strategic human resource

principles and models to assess people management problems and suggest possible solutions. 4. Research and identify emerging HR strategies that contribute to organisational objectives.

Interactivity Type

Class activities provide an opportunity for students to discuss and apply SHRM theories, frameworks and practices to contemporary HRM issues. Communication skills will be developed through individual contribution and participation in the classroom. Real-life cases are used to demonstrate how concepts are applied across a range of organisational settings. This format provides students with an opportunity to analyse diversity issues, challenges and practices in the workplace, in order to generate alternative solutions whilst developing research, analytical and communications skills as well as reflection for personal development. Students are expected to complete the required readings prior to attending classes. Classroom (face-to-face) attendance also enables students to learn how to apply concepts and practices, and to complete the assessment tasks.

Learning Object Description

Contemporary Issues in Strategic Human Resource Management (CISHRM) focuses on the rewarding employment of people and subsequent organisational success. This course reviews and applies theoretical and practical perspectives relevant to organisational achievement. The analytical and practical tools to apply various approaches to the conception, planning, implementation, and evaluation of strategic policy and practices in the key functional areas of HRM are key learning outcomes within this course. To achieve these aims, the topics include the changing nature of the workplace, the impact of technology, global influences, high-performance work systems, cultural transformation, workforce planning and talent management, performance management, leadership and management competencies, ethics, and the importance of employee voice.

Supporting Links

Examples of course syllabi with course-level RME learning goals

Example of course with RME in course-level learning goals - Designing Social Futures.

Department

Economics, Finance and Marketing

Learning Object Subject

Designing Social Futures

Educational Level

Undergraduate

Learning Outcome

On successful completion of this course, students are able to: 1. Apply critical thinking to understanding current social trends, and evaluate conceptualised possible futures and corresponding design strategies. 2. Take a creative and design thinking approach to understand, envision, and craft a socially desirable future. 3. Utilise human-centred behavioural and social principles to craft a socially desirable future. 4. Provide a compelling evidence-based argument supporting their design strategy.

Interactivity Type

Students take a future thinking and design thinking approach to gain a deep human-centred understanding of current social trends expected to have a large impact on how lives are lived and business is conducted in the future. They also gain an understanding of the underlying behavioural and social principles that drive these trends. Then, they ideate and conceptualise a potential socially desirable future. Finally, students outline a strategy on how to implement behavioural and social principles to craft that socially desirable future.

Learning Object Description

In this course, students combine creative thinking and critical thinking skills to gain a deep understanding of current social trends that significantly shape the future in which business is conducted. They use the insights gained to ideate and design a strategy for shaping a socially desirable future in society.

Supporting Links

Program-Level RME Integration

Description of degree programs with RME in the program-level learning goals and assessment rubrics

To provide an overview of the College's degree programs that have a focus on responsible management education.

Many of the College's degree programs have a focus on responsible management education. These programs include:

Bachelor Programs

- Bachelor of Business
- Bachelor of Tourism and Hospitality Management
- Bachelor of Accounting
- Bachelor of Business (Economics and Finance)
- Bachelor of Business (International Business)
- Bachelor of Business (Management)

- Bachelor of Business (Logistics and Supply Chain Management)

Masters Programs

- Master of Business Administration
- Master of Marketing
- Master of Human Resource Management
- Master of Supply Chain and Logistics Management
- Master of Business Information Technology
- Master of Finance
- Master of International Business
- Master of Commerce

The College's Assurance of Learning (AoL) Framework identifies capabilities for students to be "Ethical Global Cities" underpinned by the following Learning Objectives:

- 1a – Employ globally inclusive perspectives and a commitment to diversity, inclusion and respect;
- 1b – Actively engage with Indigenous perspectives and participate in action towards reconciliation and self-determination of First Nations; and
- 1c – Contribute to a more sustainable world through engagement with the Sustainable Development Goals (SDGs).

The College identifies criteria under each of these Learning Objectives as follows:

1a – Employ globally inclusive perspectives and a commitment to diversity, inclusion and respect

- Participate ethically in intercultural settings
- Demonstrate inclusive leadership when engaging with diverse cultures
- Navigate business practices and etiquettes of different cultures; implement Social Impact initiatives
- Critically analyse interlinkages between local, national and global dynamics
- Critically analyse cultural connections and inclusivity
- Advocate for equality, human rights, and positive outcomes based on respect for diversity
- Critically analyse economic practices and expectations across cultures
- Assess the influence of Entrepreneurial Ventures within diverse cultural contexts
- Reflect on impact of exposure of multiple worldviews on personal perspectives; awareness of cultural biases

1b – Actively engage with Indigenous perspectives and participate in action towards reconciliation and self-determination of First Nation

- Demonstrate ability to communicate effectively and inclusively on Indigenous ways
- Incorporate contemporary and Indigenous perspectives; communicate effectively and avoid biases
- Participate actively in Indigenous-led activities
- Cultivate partnerships and collaborations
- Engage with Aboriginal and Torres Strait Islander knowledge
- Drive actions towards reconciliation of First Nations
- Recognise Indigenous rights

1c – Contribute to a more sustainable world through engagement with the Sustainable Development Goals (SDGs)

- Advocate for SDGs in various business contexts
- Formulate and justify ethical practices in business decision-making
- Interpret the alignment of direct actions to specified SDGs
- Participate and collaborate in SDG-focussed initiatives
- Propose and design innovative solutions to specified SDGs
- Analyse how SDGs intersect and influence each other
- Integrate interdisciplinary insights for sustainable practices
- (HDR Option) Students demonstrate they take an ethical approach with data collection and exhibit a high level of research integrity

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

Description of the business model with RME in all educational efforts

To outline the College's pedagogical approach which embeds RME in educational efforts.

The College's educational programs are grounded in RMIT's Signature Pedagogical Approach – Active, Applied and Authentic. Our curriculum is infused with technology and provides learners with theoretical and technical knowledge enhanced by a variety of opportunities to learn from industry experts.

Active	Applied	Authentic
Students are active partners in their learning – we design constructively aligned activities giving them significant autonomy and independence, ensuring engagement and self-motivation.	Our pedagogy imbues the RMIT Capabilities – students develop relevant transferrable work and life skills when engaging in their learning activities.	Our teaching is designed to transcend the grades learners achieve, supporting them towards capabilities and outcomes that will set them up for success with tangible evidence for their future work and life.
Learning activities are experiential and problem-based – we provide opportunities to learn through solving problems within scenarios grounded in real world experiences.	Industry-partnered learning (IPL) is embedded in all programs – with scaffolded work integrated learning, career development learning and industry connectedness throughout the curriculum of every program. This includes innovative models of partnership such as higher apprenticeships. Expanded co-curricular activities and JobShop resources will enable more direct links to employment outcomes with a targeted approach based on learner journeys, specific cohort needs and employment outcomes.	Outcomes will be authentic in their creation and relevant to leaners' professional futures, and broader life journeys.
Our approach to learning is blended. High-quality and engaging on-demand content forms a digital spine, around which we wrap high value, interactive learning activities. These are predominantly delivered face-to-face, on campus and in the workplace. However, recognising the hybrid working environments facing our graduates, and where an interactive, participative learning experience can be delivered we embrace the flexibility offered by online delivery tools. Material from the digital spine will also be made available (initially to all staff) in an RMIT Learning Library of curated content.	Our learners engage with cutting edge research and have access to our world class researchers – through a well-considered approach to the research-teaching nexus co-created with the Research and Innovation Portfolio. Our pedagogy incorporates learnings from Aboriginal and Torres Strait Islander peoples' knowledges and practices and addresses our commitment to Sustainable Development Goals.	Assessment tasks are contextualised in life and work and provide practical evidence of learning (for example through a persistent e-portfolio) – and those tasks are designed with academic integrity front of mind.
All learning activities involve meaningful interactive engagement, and all materials and activities are inclusive by design and accessible to all our diverse cohorts.	Future-focussed technologies are embedded in our activities, ensuring that students engage with relevant tools in their learning - whatever their disciplines – enhancing their learning experience and building their digital capabilities.	We encourage and celebrate connections between and across disciplines that reflect the interdisciplinary nature of the world within and beyond RMIT.

The College's curriculum is designed to support learners to develop an agreed set of RMIT Capabilities.

1. **Ethical Global Citizens**
    - Employ globally inclusive perspectives and a commitment to diversity, inclusion, and respect.

- Actively engage with Indigenous perspectives and participate in action towards reconciliation and self-determination of First Nations.
- Contribute to a more sustainable world through engagement with the Sustainability Development Goals.

2. **Connected**
    - Actively establish meaningful connection with professional, peer, government, industry and/or community networks.
    - Collaborate with diverse, multidisciplinary, and cross-functional teams to solve complex problems.
3. **Adaptive**
    - Employ intellectual agility, knowledge, and skills to develop solutions in a fast-changing world.
    - Utilise self-awareness to reflect on learning and experiences to build transferable skills and grow personally and professionally.
4. **Digitally Adept**
    - Create and utilise a blend of digital and human sills, tools, and emerging technologies to learn, solve problems, innovate, communication and collaborate.
5. **Expert**
    - Establish and continue to grow and apply disciplinary and/or interdisciplinary knowledge and expertise in real life contexts and as life-long learners.
6. **Critically Engaged**
    - Employ intellectual independence and judgement to engage critically with information, make sound evidence-based decisions, actively challenge assumptions, and undertake research.

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

To outline the College's pedagogical approach which embeds RME in educational efforts.

The College's educational programs are grounded in RMIT's Signature Pedagogical Approach – Active, Applied and Authentic. Our curriculum is infused with technology and provides learners with theoretical and technical knowledge enhanced by a variety of opportunities to learn from industry experts.

Active	Applied	Authentic
Students are active partners in their learning – we design constructively aligned activities giving them significant autonomy and independence, ensuring engagement and self-motivation.	Our pedagogy imbues the RMIT Capabilities – students develop relevant transferrable work and life skills when engaging in their learning activities.	Our teaching is designed to transcend the grades learners achieve, supporting them towards capabilities and outcomes that will set them up for success with tangible evidence for their future work and life.
Learning activities are experiential and problem-based – we provide opportunities to learn through solving problems within scenarios grounded in real world experiences.	Industry-partnered learning (IPL) is embedded in all programs – with scaffolded work integrated learning, career development learning and industry connectedness throughout the curriculum of every program. This includes innovative models of partnership such as higher apprenticeships. Expanded co-curricular activities and JobShop resources will enable more direct links to employment outcomes with a targeted approach based on learner journeys, specific cohort needs and employment outcomes.	Outcomes will be authentic in their creation and relevant to leaners' professional futures, and broader life journeys.
Our approach to learning is blended. High-quality and engaging on-demand content forms a digital spine, around which we wrap high value, interactive learning activities. These are predominantly delivered face-to-face, on campus and in the workplace. However, recognising the hybrid working environments facing our graduates, and where an interactive, participative learning experience can be delivered we embrace the flexibility offered by online delivery tools. Material from the digital spine will also be made available (initially to all staff) in an RMIT Learning Library of curated content.	Our learners engage with cutting edge research and have access to our world class researchers – through a well-considered approach to the research-teaching nexus co-created with the Research and Innovation Portfolio. Our pedagogy incorporates learnings from Aboriginal and Torres Strait Islander peoples' knowledges and practices and addresses our commitment to Sustainable Development Goals.	Assessment tasks are contextualised in life and work and provide practical evidence of learning (for example through a persistent e-portfolio) – and those tasks are designed with academic integrity front of mind.
All learning activities involve meaningful interactive engagement, and all materials and activities are inclusive by design and accessible to all our diverse cohorts.	Future-focussed technologies are embedded in our activities, ensuring that students engage with relevant tools in their learning - whatever their disciplines – enhancing their learning experience and building their digital capabilities.	We encourage and celebrate connections between and across disciplines that reflect the interdisciplinary nature of the world within and beyond RMIT.

The College's curriculum is designed to support learners to develop an agreed set of RMIT Capabilities.

1. **Ethical Global Citizens**
    - Employ globally inclusive perspectives and a commitment to diversity, inclusion, and respect.

- Actively engage with Indigenous perspectives and participate in action towards reconciliation and self-determination of First Nations.
- Contribute to a more sustainable world through engagement with the Sustainability Development Goals.

2. **Connected**
   - Actively establish meaningful connection with professional, peer, government, industry and/or community networks.
   - Collaborate with diverse, multidisciplinary, and cross-functional teams to solve complex problems.
3. **Adaptive**
   - Employ intellectual agility, knowledge, and skills to develop solutions in a fast-changing world.
   - Utilise self-awareness to reflect on learning and experiences to build transferable skills and grow personally and professionally.
4. **Digitally Adept**
   - Create and utilise a blend of digital and human sills, tools, and emerging technologies to learn, solve problems, innovate, communication and collaborate.
5. **Expert**
   - Establish and continue to grow and apply disciplinary and/or interdisciplinary knowledge and expertise in real life contexts and as life-long learners.
6. **Critically Engaged**
   - Employ intellectual independence and judgement to engage critically with information, make sound evidence-based decisions, actively challenge assumptions, and undertake research.

Description of educational vision

Overview of the College's educational vision

Relevant Stakeholders

Staff, Students and Partners

Purpose

To outline RMIT University's educational vision.

Attachment D - RMIT Education Plan 2023 View document Download document

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

RMIT University: College of Business and Law incorporates responsible management education into its research endeavors through 7 different methods:

Regular Research Seminars

Examples of responsibility-related regular research seminars

Example of responsibility-related regular research seminars - Future Ready Business Series: “What’s Next in Generative AI: Implications and Opportunities for Business”

Date

April, 2023 - April, 2023

Location

RMIT Vietnam - Saigon South Campus

Speakers

RMIT Director of Enterprise AI and Data Analytics Hub Professor Kok-Leong Ong

Supporting Links

The Future Ready Business Series is organised with the purpose of providing an opportunity for RMIT to engage with business leaders and share knowledge and insight into the digital economy. “What’s Next in Generative AI: Implications and Opportunities for Business” was the theme of the first event. With the rise of generative AI has promised to be a major game-changer for businesses. RMIT Director of Enterprise AI and Data Analytics Hub Professor Kok-Leong Ong analysed how enterprises can embrace this trend along with a panel discussion about how organisations can benefit from recent AI advances.

Examples of responsibility-related regular research seminars

Example of responsibility-related research seminar - Future Ready Business Series: "Sustainable Supply Chain"

Date

August, 2023 - August, 2023

Location

Pan Pacific Singapore

Speakers

Professor Julie Cogin, Deputy Vice-Chancellor (Business & Law) and Vice President, RMIT University Ms. Rajita Radhakrishnan, CMA CGM, Regional HR Director (Asia Pacific) Ms. Meni Barrass, Human Resource Business Partner, Southeast Asia, JLL Mr. John Morris, Head of Commercial, Lion City Sailors Ms. Serene Seng, Executive Coach, Lee Hecht Harrison

Supporting Links

In the wake of the 'great resignation', the unstoppable rise of artificial intelligence, and a new generation of consumers seeking personalised and intuitive customer experiences, talent management and retention has never been more important. Now, more than ever, business leaders must go the extra mile to attract, engage, and retain their top talent. Part of RMIT's global Future Ready Business Series this event involved an evening of networking and discussion centring on the topic of Unlocking Potential: Strategies to attract, retain and engage talent. The evening's keynote was delivered by renowned academic and business leader, Professor Julie Cogin, Deputy Vice-Chancellor (Business & Law) and Vice President, RMIT University. Julie shared insights from her more than two decades of experience in business leadership, scholarship, and education, explore the most effective strategies managers use to motivate and retain talented staff and share the what the research says the gaps and opportunities are. The keynote address was followed by a panel discussion with Ms. Rajita Radhakrishnan, CMA CGM, Regional HR Director (Asia Pacific), Ms. Meni Barrass, Human Resource Business Partner, Southeast Asia, JLL, Mr. John Morris, Head of Commercial, Lion City Sailors, and Ms Serene Seng, Executive Coach, Lee Hecht Harrison, who shared their knowledge and expertise and answer the audience's burning questions.

Examples of responsibility-related regular research seminars

Example of responsible-related research seminar - Future Ready Business Series: "Catalysing change: Exploring the role of procurement in sustainable development"

Date

July, 2024 - July, 2024

Location

The Orchard Hotel, Singapore

Speakers

Associate Professor Charles Lau, Karmjit Singh, Chairman, The Chartered Insititute of Logistics & Transport Singapore Wei Chien Yoong, Director - ESG Controller, Cargill Ter Long Tay, Chief of Government Procurement, Ministry of Finance (Singapore) Tom Kruse, Head of Procurement, Asia Pacific, DB Schenker

Supporting Links

RMIT Future Ready Business Series Singapore will be held on 15 July 2024 at the Orchard Hotel Singapore. The event will feature a keynote presentation from Associate Professor Charles Lau on the RMIT Sustainable Procurement Disclosure Index and how this cutting-edge index, which leverages Global Reporting Initiative (GRI) standards and a 5-star rating system, might be applied in the Singapore context to help advance sustainable development.

PhD-Level RME Courses

Examples of PhD-level course syllabi with course-level RME learning goals

Example of PhD level course with RME learning outcomes - Advanced Seminars in Global Business and Law Research

Department

Course is available to all candidates enrolled in PhD or Masters by Research Programs.

Learning Object Subject

Advanced Seminars in Global Business and Law Research

Educational Level

PhD and Masters by Research

Learning Outcome

The anticipated outcome of the Advanced Seminars is to enable Business and Law candidates to: a) critique theoretical paradigms, contemporary research projects, their methods and impact in Business and Law research, b) assess a broad range of current Business and Law issues, leading research that are addressing these, and how this research will impact on innovative, sustainable, and ethical delivery of business and societal benefits, c) identify and critically evaluate theoretical foundations and contributions and how they relate to their chosen topic area, d) synthesise multi-disciplinary perspectives from a range of business and law research and reflect these in their research including the potential for business careers and new ventures,.

Interactivity Type

The course is delivered in seminar style and features presentations from research leaders from the College and from the broader RMIT academic community as well as research leaders from outside the University.

Learning Object Description

This core course “aims to provide candidates a multi-disciplinary ability to critique important theories and important global business and law-related problems (such as sustainability and digital transformation) and projects that address these”. The course develops critical thinking skills to address complex research questions at the intersection of business, law, and sustainable development. This course discusses multi-disciplinary perspectives on current business and law issues, as well as the sustainable and ethical delivery of societal benefits to drive innovation in areas including decent work and economic growth (SDG 8), industry, innovation, and infrastructure (SDG 9), and responsible consumption and production (SDG 12). In addition, through the responsible and ethical research practices taught in the course, candidates are in a position to contribute to reducing inequalities (SDG 10) and promoting peace, justice, and strong institutions (SDG 16).

Supporting Links

Examples of PhD-level course syllabi with course-level RME learning goals

Example of PhD level course with RME learning outcomes - Research Methods and Impact

Department

Course is available to all candidates enrolled in PhD or Masters by Research Programs.

Learning Object Subject

Research Methods and Impact

Educational Level

PhD and Masters by Research

Learning Outcome

Through this course, candidates will develop capabilities of: 1) Critical thinking through analysis of qualitative, quantitative or mixed method research applications. 2) High-level communication skills through oral and written presentations. 3) Collaboration skills through working with groups in the presentation of at least one critical case study analysis/ research design. 4) Creativity and problem-solving skills in the design of qualitative research study for a less well-structured or complex problem in a business and law context. 5) Research integrity and ethical considerations in the design, data collection and analysis of data from human subjects. 6) Independent analysis of at least one relevant tool, case study or research design case and its impact. The content of this course has been extended to address indigenous perspective through a focus on decolonising research and content related to a First Nations Code of Ethics.

Interactivity Type

The course will be conducted in seminar style. Candidates will be provided with readings and be required to independently research topics around different quantitative or qualitative research methods. Discussion groups will analyse, synthesise, discuss and report on these readings. Candidates will be expected to independently explore at least one research method. Candidates will also be required to independently analyse a research case and interpret and present the process and the outcomes in oral and written communications.

Learning Object Description

The “Research Methods and Impact” core course introduces “candidates to alternative research methodologies and impact frameworks to the study of business and law issues”. The course equips candidates with the skills and methodologies needed to conduct impactful research in business and law, directly linking to the Sustainable Development Goals (SDGs). By fostering critical thinking to the application of methods, ethical research practices, and high-level communication skills, the course prepares students to address global challenges and bridge the gap between research and real-world application. Through the application of appropriate research methods their research has the potential to inform policy, shape corporate practices, and drive innovation in areas like decent work (SDG 8), industry innovation (SDG 9), and responsible consumption (SDG 12). Additionally, their ethical research practices contribute to reducing inequalities (SDG 10) and promoting strong institutions (SDG 16). Emphasizing independent analysis and knowledge translation, the course ensures research is academically rigorous and practically relevant, supporting sustainable, equitable development. By teaching current and relevant research methods the course provides a quality education opportunity (SDG4) to our global cohort of HDR students.

Supporting Links

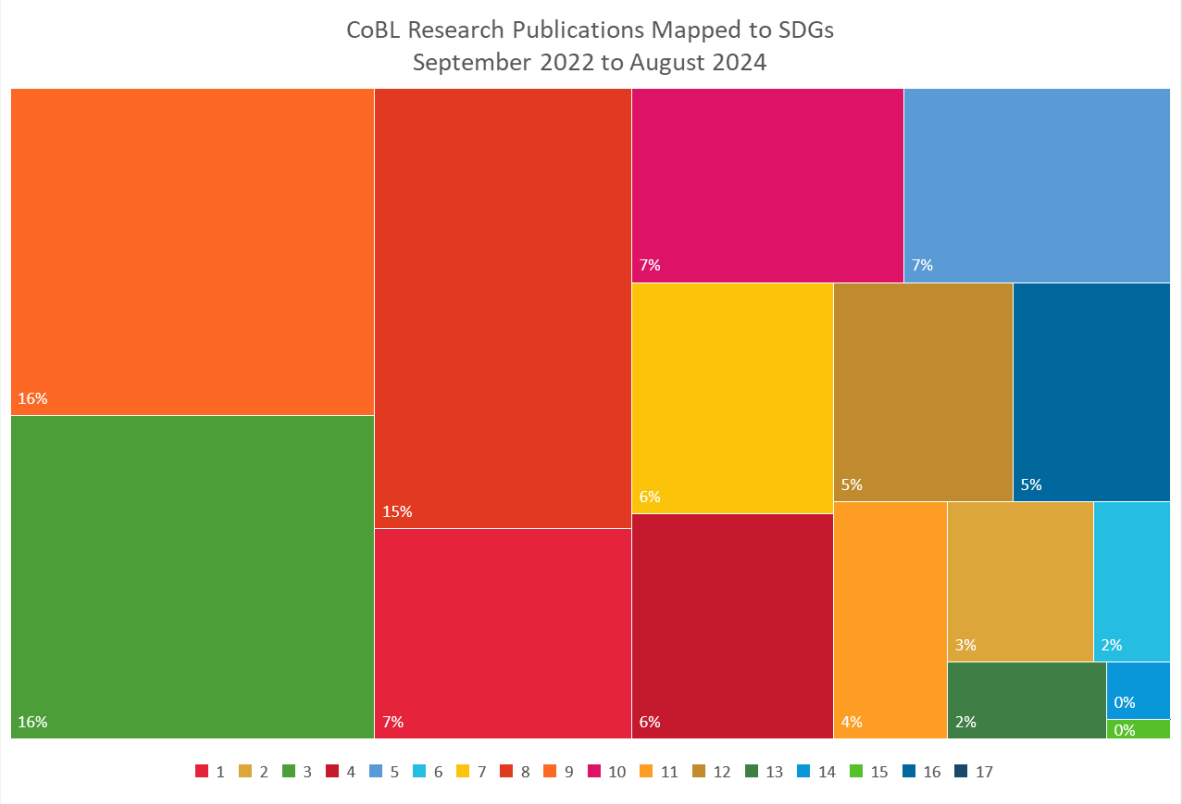
Required Research Reporting

Description of research publications specifically related to responsibility

To provide a high level overview of the College's process for reporting research publications related to responsibility.

The College of Business and Law produce a variety of research outputs and Faculty regularly report on traditional research outputs including books, book chapters, journal articles and commissioned reports. Faculty can also report on non-traditional outputs such as commissioned reports. Regular reporting of research outputs is overseen by the RMIT Research & Innovation Portfolio and supported by RMIT Library which produces reports on publications mapped to SDGs from SciVal.

Many of the research outputs that our Faculty produce are focused on responsibility-related research and provide data, evidence and insights that can inform enhancements in policy and practice. During the reporting period, over 600 research publications were mapped to the SDGs. The chart below illustrates the percentage of publications for each SDG.



For examples of research publications produced during the reporting period see "College of Business & Law PRME Sharing of Information on Progress Report".

Dedicated Research Funding

Description of research funding specifically related to responsibility

To provide an overview of research funding related to responsibility.

The College supports responsibility-related research through direct and indirect funding. Faculty in the College have secured research funding from a variety of sources for responsibility related research. Key sources of external research funding for responsibility related research during the reporting period include:

Government

- Department of Defence (Commonwealth)
- Department of Families, Fairness and Housing (Victoria)

- Department of Foreign Affairs and Trade (Commonwealth)
- Department of Government Services (Victoria)
- Department of Justice and Community Safety (Victoria)
- European Commission
- Fight Food Waste Cooperative Research Centre (CRC)
- National Careers Institute
- National Mental Health Commission
- Sustainability Victoria

Industry, Professional Associations and Peak Bodies

- Accounting and Finance Association of Australia and New Zealand (AFAANZ)
- Chaining Innovation
- CPA Australia
- Northern Trust Asset Management Australia
- The U3A Network

Not-For-Profit and Philanthropy

- Asia Pacific Network for Global Change Research
- Australian Housing & Urban Research Institute (AHURI)
- Australian Women in Security Network (AWSN)
- National Foundation for Science and Technology Development
- Oceania Cyber Security Centre (OCSC)
- PIARC (World Road Congress)
- Solidarity Centre
- Telematics Trust
- United Nations Environment Programme (UNEP)

Research Awards Program

Summary of faculty-wide responsibility-related research or description of what is requested from faculty members

Awards for Social Impact

The Research Excellence Awards celebrate the commitment, diversity and excellence of the College's research staff and highlight outstanding research achievements and impact. There are three awards with a focus on Social Impact:

- CoBL Award for Social Impact;
- CoBL Award for Social Impact – Early Career Researcher; and

- CoBL Award for Research Excellence and Social Impact – Team Award.

The purpose of these awards is to recognise and encourage an individual researcher or a team of researchers whose research, during the preceding five-year period, has achieved considerable impact outside the academic community. The definition of impact for this award includes the demonstrable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, beyond contributions to academia.

The contribution and impact of the 2023 Social Impact Award recipients are outlined below.

CoBL Social Impact Award 2023 (joint award)

Distinguished Professor Anthony Forsyth

- Since 2018 Anthony has been a strong public advocate, through his research and media contributions, for the rights of workers in the gig economy.
- He has used his position and expertise to elevate to the public consciousness the level of exploitation experienced by food delivery and rideshare drivers working for the major platforms (including underpayments, elevated exposure to safety risks, and lack of protection from intrusive surveillance and arbitrary dismissal); and the need for greater regulation to ensure fair treatment of workers engaged via digital platforms.
- Anthony has penned media articles and blog posts at pivotal points in the public debate about gig worker rights, making significant impact to an important legislative topic at a vital time.

Dr Louise Byrne

- Louise has been employed in the School of Management since 2017 when she was appointed as a Vice Chancellor's Post-Doctoral Research Fellow, before being awarded a Vice Chancellor's Senior Research Fellowship.
- Since arriving at RMIT, her research profile stands out for the scale and extent of her external research income, the range of industry partnerships she has cultivated (particularly with peak national mental health service and advocacy organisations), and the important contributions she has made to national and international debates about the future of the mental health care workforce.
- Louise has a strong and growing international profile for her work exploring mental health policies in the workplace, along with the development and support of the 'peer' workforce in mental health care and support settings.
- Her work is rapidly transforming the design and delivery of mental health care around the country by facilitating the recruitment and support of an expanded mental health care workforce.

Social Impact – Early Career Researcher 2023

Lisanne Adam - Lecturer (ECDF)

- Lisanne's research focuses on social justice issues, particularly the endangerment of a right to a fair trial. Recently, she received significant global media coverage for her research on cryptocurrency's role in crime, particularly its role in aggravating sentencing in Australian courts.
- Lisanne has also gained attention for her commentary on issues like Julian Assange's ongoing case in the US and digital strip searches in Australia.

CoBL Award for Research Excellence and Social Impact 2023 - Team Award

Pham Cong Hiep - HoD, Business Innovation cum Interim Deputy Dean, Research & Innovation
Huy Truong Quang- Lecturer, Logistics & Supply Chain Management
Hung Nguyen - Senior Program Manager, Logistics and Supply Chain Management
Kevin Nguyen- Program Manager for Online Programs and Courses
Phuong Hoang- Senior Program Manager, Digital Marketing
Scott McDonald- Lecturer
Thuan Nguyen Hoang - Senior Program Manager, Digital Business

- Through cross-disciplinary collaboration and focusing on pressing sustainable supply chain challenges in the digital transformation era in Vietnam, in the last five years the team has produced rigorous research work published in reputable journals with 52 papers in Q1/A, seven edited books, and engaged in industry workshops and social media resulting widespread public awareness with 377 news articles, 5 TV interviews, and millions of online views.
- The joint effort from the team has made the team and the department be recognised as a credible source for providing valuable insights to businesses, policymakers, and the public regarding the topics of digital transformation in the supply chain and the digital economy.

Research Conferences

Examples of responsibility-related conferences

2022 RMIT International Conference on Business Innovation

Date

December, 2022 - December, 2022

Location

RMIT University Vietnam

Speakers

Dr Chanh Nguyen; Hung Nguyen; George Onofrei; Mohammadreza Akbari; Ying Yang; Frank Wiengarten; Tram Nguyen Thi Bich; Thang Ta Duc; Scott McDonald; An Duong Thi Binh; Rajkishore Nayak; Irfan Ul Haq; Huy Truong Quang; Duy Yen Linh Nguyen; Hong Huan Nguyen; Nhat Minh Nguyen; Truong Thanh Nhan Dang; Cong Hiep Pham; Dr Michael Wang; Dr Geoffrey Chow; Phan Tan; Hang Hoang Thu; Majo George; Tram Nguyen; Thu-Hang Hoang; Thang Vinh Doan; Thong Le Pham; Duy Tran Le Anh; Hiep Pham Cong; Nhu-Y Ngoc Hoang; Hai Pham Thanh; Paulo Sampaio; Pradeepa Jayaratne; Huy Truong; Duy Tran; Associate Professor Tra Pham; Professor Robert McClelland; Professor Li Zhou; Dr Minh Dinh; Tung Le Thanh; Duc Le Anh; Giang Hoang; Tng. Huong Hoang; Munirah Bashir; Hock-Hai Teo; Vu Ngo; Hiep Pham; Huan Nguyen

Supporting Links

2022 RMIT International Conference on Business Innovation “Innovations in business & technology, digital marketing, and smart logistics in a post-pandemic world” was the theme of the 2022 RMIT International Conference on Business Innovation. Held at RMIT’s Vietnam Campus on 7 and 8 December 2022, the conference provided an opportunity for researchers to present the latest research in the fields of Business and Technology and Smart Logistics and featured presentations on a variety of topics related to responsible management education including: • Digital transformation journey for SMEs: Formulation of a Resource-Considerate Framework; • Green certification pressures and sustainability performance: from environment symbolic drivers to process innovation; • Critical success factors for food safety management and their impact on business performance: Empirical evidence from China and Vietnam; and • Global supply chain risk assessment: an empirical study on the construction sector in the COVID-19 pandemic. Conference papers were published as chapters in an edited Springer book titled “Business Innovations for the Post-pandemic Era in Vietnam” (2023). Edited by: Dr. Nguyen Hoang Thuan, Dr. Hung Nguyen, Dr. Hiep Pham, Dr. Alrence Halibas.

Examples of responsibility-related conferences

RMIT Fintech-Blockchain Conference 2022

Date

December, 2022 - December, 2022

Location

RMIT's Melbourne and Vietnam Campuses

Speakers

Professor Robert McClelland; Associate Professor Thai Nguyen; Professor Jason Potts; Mai Bui; Huy Pham; Binh Nguyen; Aviral Tiwari; Hau Le; Dhanraj Sharma; Shiney Sam; Ruchita Verma; Nhan Huynh; Hoa Phan; Dr Seng Kiong Kok; Melissa Appleyard; Stanton Heister; Kristi Yuthas; Tim Dong; Mohammad Eskandari Sani; Sahar Sofalgar; Nasrin Ramezanpour; Trang Phung; Dinh Manh Phan; Thi Huynh Le Tran; Samangi Bandaranayake; Devmali Perera; Nguyen Thanh Khuong; Lo Tuong Vy; Tran Nguyen Bang Thanh; Minh Nguyen; Sanja Bauk; Minh Hong Nguyen; Binh Nguyen Thanh; Tra Pham; Ali Yousfat; Sofiane Mostéfaoui; Julie Roy; Professor Jonathan Batten; Professor Larisa Yarovaya; Dr Tuan Chu; Professor Chun-Ping Chang; Dr Linh Nguyen; Jerome Joshi; Stanley Teck Lee Yap; Rajkishore Nayak; Nhung T.H. Vu; Duy Tung Bui; Thi Thu Tra Pham; Darcy W. E. Allen; Duc Duy Nguyen; Ivan Lim; Linh Nguyen; John Wilson; Hai Hong Trinh; Thi Thuy Tien Tran; Dr Ing Hoe Loh; Desiree van Iersel; Nghia Luu; Hoa Phan; Lam Nyugen Canh; Gavin Nicholson; Ju Lian Chong; Ha-Thanh Nguyen; Anh H. Le; Dr Binh Nguyen; Associate Professor Tra Pham; Dr Seng Kiong Kok; Professor Jason Potts; Professor Jonathan Batten

Supporting Links

Held in December 2022, the inaugural Fintech-Blockchain Conference provided an opportunity for experts to present both theoretical and empirical research, as well as current innovative applications of Fintech and Blockchain in practice. Delivered in parallel sessions held at RMIT's Melbourne and Vietnam campuses across two days, conference participants heard from leading thinkers from around the world who presented on a variety of topics including: • Use of Blockchain to support sustainable urban tourism in Iran; • The nexus between financial inclusion, economic growth, financial development and income inequality; • CBDC, Green Finance, and sustainable development, focusing on evidence from China; and • Navigating through sustainable capital markets

Examples of responsibility-related conferences

Global Business Forum 2023

Date

December, 2023 - December, 2023

Location

RMIT University Vietnam

Speakers

Mr Preben Elnef, Vice President at Lego Group and General Manager at Lego Manufacturing Vietnam; Mr John Campbell, Associate Director, Head of Industrial Services, Savills Vietnam; Mr Ryan Trung Truong, Vietnam Leadership Development Lead at Unilever Vietnam; Mr Khoa Tham, Plant Head, Schaeffler Vietnam; Mr Adris Bin Isnin, Senior Director, Head of Technical Services at Real Estate Division (Vietnam), Keppel Corporation

Supporting Links

The Global Business Forum – was hosted by The Business School – featured presentations and discussions from international model companies and experts on sustainable foreign direct investment (FDI) in the context of Vietnam. Presenters and participants focused on the following themes: • The latest developments occurring in the industry with regard to FDI; • Potential opportunities and challenges in drawing quality FDI; and • The future sustainability of the industry to match, adapt, add value, and deliver effectively in a very competitive global market regarding land management, HR management, capital management, and entrepreneurship. The Global Business Forum was attended by industry experts and government representatives as well as College Faculty and students.

Examples of responsibility-related conferences

European/Asian Symposium on Plastic Pollution In June 2023, the College hosted the European-Asian Symposium on Innovation and Integrative Approaches in Handling Plastic Pollution and Fostering Bioplastic Production. The event – which was held as part of the Bio-Plastics Europe Project – involved over 50 researchers, project managers and industry partners from Europe and Asia who discussed approaches and methods to “understand the impacts of plastic on the environment, manage plastic waste and foster the manufacturing and of bio-based plastic products”. The Symposium featured a site visit to the largest landfill in Ho Chi Minh City and the factory of Glassia – a social venture that seeks to eliminate plastic waste through reuse of glass bottles and plenary sessions with presentations on sustainability-based solutions featuring representatives from Vietnamese companies. The results of the symposium are documented “Innovation and Integrative Approaches in Handling Plastic Pollution and Fostering Bioplastic Production”, which is part of the World Sustainability Series and published by Springer Nature.

Date

June, 2023 - June, 2023

Location

RMIT University Vietnam

Speakers

Jelena Barbir - HAW Hamburg, Germany; Nhan Nguyen - RMIT, Vietnam; Angelo Paletta, Genc Alimehmeti and Eleonora Foschi - University of Bologna, Italy; Nano Morante - PLASTICPeople, Vietnam; Lisa Zimmermann - Food Packaging Forum Foundation, Switzerland; Hung Nguyen - RMIT University, Vietnam; Karen Smit - ReThink Plastic, Vietnam; Nguyen Vo - Green Joy, Vietnam; Rajkishore Nayak, Donna Cleveland, Giang Tran, Frances Joseph and Vicki Little - RMIT Vietnam, Melbourne University, Auckland University of Technology; Vietnam, Australia and New Zealand; Donna Cleveland, Vicki Little, Rajkishore Nayak and Frances Joseph - Royal

Melbourne Institute of Technology; Auckland University of Technology, Australia and New Zealand; Jung Woo Han - Glassia, Vietnam; Aemin Nasir - ReForm Plastic, Vietnam; Do Thi Huong Nhu, Galaxy Biotech JSC, Vietnam; Lukas Miksch - Alfred Wegener Institute - Helmholtz Centre for Polar and Marine Research, Germany; Dina Fransiska - National Research and Innovation Agency, Indonesia; Amanda Lange Salvia – HAW Hamburg, Germany; Manjit Sandhu - Refill, Vietnam; Firda Aulya Syamani - Research Center for Biomass and Bioproducts, National Research and Innovation Agency, Indonesia

In June 2023, the College hosted the European-Asian Symposium on Innovation and Integrative Approaches in Handling Plastic Pollution and Fostering Bioplastic Production. The event – which was held as part of the Bio-Plastics Europe Project – involved over 50 researchers, project managers and industry partners from Europe and Asia who discussed approaches and methods to "understand the impacts of plastic on the environment, manage plastic waste and foster the manufacturing and of bio-based plastic products". The Symposium featured a site visit to the largest landfill in Ho Chi Minh City and the factory of Glassia – a social venture that seeks to eliminate plastic waste through reuse of glass bottles and plenary sessions with presentations on sustainability-based solutions featuring representatives from Vietnamese companies. The results of the symposium are documented "Innovation and Integrative Approaches in Handling Plastic Pollution and Fostering Bioplastic Production", which is part of the World Sustainability Series and published by Springer Nature.

European-Asian Symposium on Plastic Pollution Programme_07.06.2023_final View document Download document

The College provides research support to undertake responsibility-related research through: • Professional development programs, including an "Early Career Academic (ECA) Program" and "Career Advancement for Academic Women Program" (CAAWP); • Conference funding for researchers and HDR candidates; • Funding of interdisciplinary teams to develop collaborative research projects aimed at solving complex challenges and delivery positive impact; and • A competitive academic development program (up to 6 months) to engage in strategically aligned professional development for research, industry engagement/placement, work with relevant professional bodies/associations and/or educational scholarship activities. Faculty within the College can also access funding and development opportunities through RMIT's Research & Innovation Portfolio to support innovative research and catalyse research translation to create impact. These opportunities include an Innovation Proof of Concept Fund to support innovative translation ideas based on excellent research with potential to grow and achieve real-world impact.

Other types of research support for faculty or PhD students

To provide an overview of other types of research support that the College offers to faculty and PhD students.

The College provides research support to undertake responsibility-related research through:

- Professional development programs, including an “Early Career Academic (ECA) Program” and “Career Advancement for Academic Women Program” (CAAWP);
- Conference funding for researchers and HDR candidates;
- Funding of interdisciplinary teams to develop collaborative research projects aimed at solving complex challenges and delivery positive impact; and
- A competitive academic development program (up to 6 months) to engage in strategically aligned professional development for research, industry engagement/ placement, work with relevant professional bodies/associations and/or educational scholarship activities.

Faculty within the College can also access funding and development opportunities through RMIT’s Research & Innovation Portfolio to support innovative research and catalyse research translation to create impact. These opportunities include an Innovation Proof of Concept Fund to support innovative translation ideas based on excellent research with potential to grow and achieve real-world impact.

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

RMIT University: College of Business and Law partners with external stakeholders to advance responsible management education through 5 different approaches:

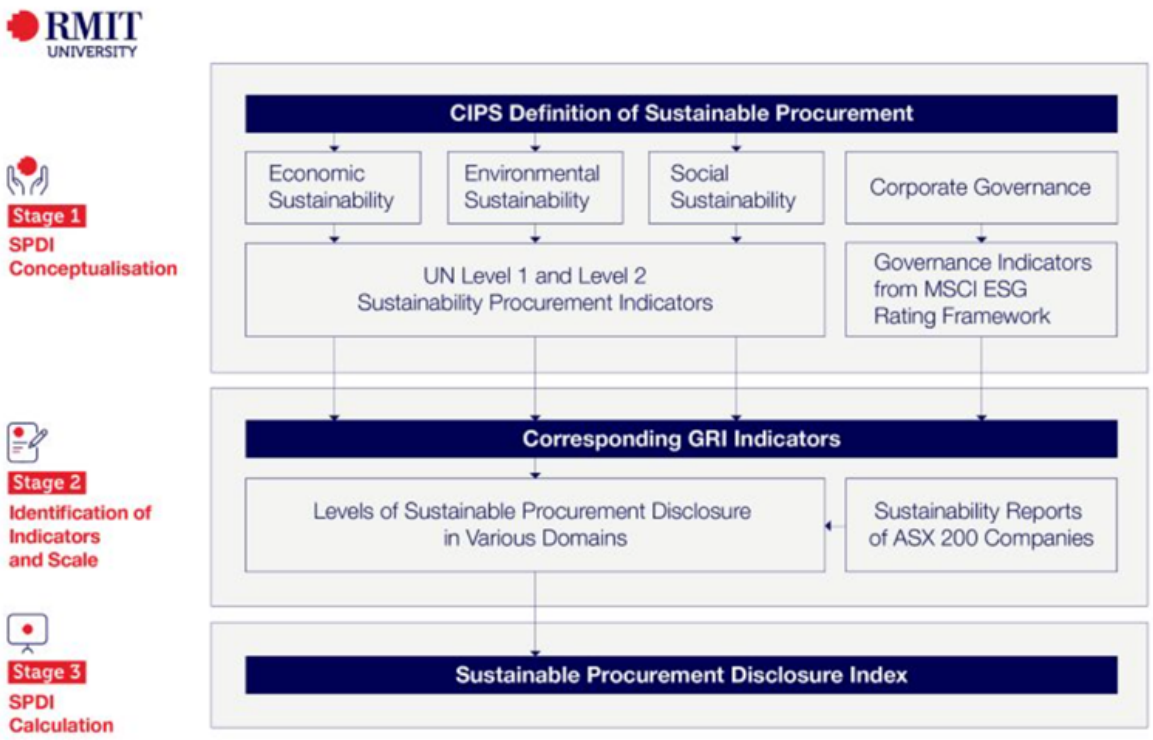
Knowledge Translation and Dissemination

Description of partnering activities that involve informing

To outline how the College promotes the development and implementation of new practices through knowledge translation and dissemination.

Shaping Policy and Practice through Data, Evidence and Insights
Partnering to achieve positive change is at the heart of what we do. Faculty are actively engaged in shaping policy and practice by contributing to the evidence base in their disciplines and areas of focus and also through proactive engagement with Government to critically evaluate current policies and shape reform agendas that help to build positive, sustainable, and fair futures for our communities. During the reporting period, College faculty have produced many submissions and publications that support the Sustainable Development Goals (SDGs) across a range of policy areas including Climate Change and Energy, Criminal Justice, Education, Environment and Water, Equity and Human Rights, Health, Housing and Infrastructure, Jobs and Employment, Science and Innovation, Technology and Transportation. See accompanying Statement titled "RMIT College of Business and Law - PRME Sghaing Information on Progress Report" for more details.

Sustainable Procurement Disclosure Index (SPDI)
Our supply chain experts collaborated to develop the “Sustainable Procurement Disclosure Index” (SPDI) which rates how Australia’s top 200 listed companies report on the sustainability of their economic, social and environmental sourcing practices. Supported by funding from the College, the research team developed a sustainable procurement indexing and rating schema that aligns with widely accepted industry standards including the UN Sustainable Procurement Indicators.



Using the methodology illustrated above, the research team calculated ratings for ASX 200 companies with companies achieving a rating between 1-Star (None or only a few of the 32 GRI reported) to 5-Star (all or most of the 32 GRI reported). The research found that:

- The top-performing companies represent a broad cross-section of industries with19 companies achieving a 5-Star rating;
- Levels of reporting were generally low which may be due to low awareness of the GRI indicators and/or lack of mandatory reporting;
- Levels of disclosure have little relationship to firm size;
- Certain industries like Materials disclose more while other industries like Financials disclose much less;
- Companies tend to report more in governance and environmental aspects and less in economic and social domains; and
- 63% of companies report on 40% - 70% on GRI indicators.

A major outcome of the project was an interface that enables users to search by Company, Industry, rating or specific reporting domain (e.g. economic or social). This research has the potential to be applied across the globe and the College is collaborating with Universiti Teknologi MARA (UiTM) in Malaysia, to apply the same methodology to develop the SPD index for the major listed Malaysian companies.

Getting Better Outcomes from Australia's Social Housing System

Working with partners at the University of New South Wales, and Swinburne University of Technology, Professor Cameron Duff has recently completed research funded by the Australian Housing and Urban Research Institute (AHURI) exploring options for enhancing the ways social and community housing agencies identify, measure, evaluate and report the outcomes of the housing and social services they provide to vulnerable Australians. Understanding the outcomes that matter most to Australians seeking housing assistance is a vital way of improving the design and coordination of housing services to ensure they continue to meet the needs of the community.

Unprecedented demand for housing support means that housing services are rarely able to find a secure home for everyone who needs one. For this reason, community housing services also attempt to deliver a host of social, health and employment services to support vulnerable clients while they wait for long term housing. Delivering outcomes in the areas of economic participation in work or training, social inclusion and community belonging are crucial for Australians seeking housing support.

Given the diverse scope of services that social and community housing agencies seek to provide to the community, tailoring coherent outcomes assessment and measurement tools has never been more important. However, the research revealed widespread inconsistencies in the outcomes measures, approaches and methods employed by community housing agencies around the country. The lack of standardised outcome measurement approaches is a key barrier inhibiting clearer assessments of the performance of the social housing sector as a whole.

The final report emphasises the importance of national leadership in devising more consistent and coherent outcomes measures and approaches so that social and community housing agencies can focus on the outcomes that matter most to vulnerable Australians experiencing housing distress.

Gender inclusion in PIARC

World Road Congress (PIARC), headquartered in Paris, is the global forum for exchange of knowledge and experience on roads, road transport policies and practices. This international association now has 125 member governments from all over the world. Road transport is largely a male-dominated sector globally, and PIARC has made the commitment towards greater gender diversity and inclusion in the association.

In 2023, following a competitive tender process, RMIT's Centre for Organisations and Social Change (COSC) was selected by PIARC to develop a series of resources and materials that are based on cutting edge research evidence and best practices, and that can raise broad awareness and create cultural change across its diverse, international members and create a more inclusive culture at PIARC.
For over six months in 2023, the COSC research team worked closely with PIARC's Project Steering Committee to co-design the entire project. As a result, a series of quality educational resources were produced, which include:

1. an awareness raising video that can be disseminated across the entire PIARC organisation;
2. a training package that can be used by PIARC to educate new members about gender inclusion as well as upskilling existing members;
3. a series of literature review reports that were based on the summary and integration of cutting edge research evidence, on the topic of gender inclusion;
4. a benchmarking report which was based on the analysis of PIARC as an organisation, in comparison to other comparable international organisations, so that knowledge can be drawn from best practices.

The deliverables were considered high quality by PIARC, and the thorough co-design process throughout the project ensured that the work produced can be directly utilised by PIARC in supporting its mission towards greater gender inclusion.

Gender Equality in Advertising eLearning
The aim of this project is to evaluate the application of Women's Health Victoria's Gender Equality in Advertising eLearning module in a tertiary setting. Specifically, the research seeks to understand how students critically appraise gender equality issues in the marketplace and whether this learning aids them to deconstruct deep rooted assumptions and norms in relation to these phenomena. This will be understood through qualitative and quantitative methods, namely reflections written by students and a pre and post survey of students enrolled in the Marketing and Society course in 2024. Through this, new insights will be generated into gender transformative pedagogy in the marketing classroom and the development of critical consciousness for students, towards empowering students as future marketing practitioners to engage in responsible business practices. The project is supported by funding from Women's Health Victoria and is being undertaken by Associate Professor Lauren Gurrieri, Dr Janneke Blijlevens and Dr Bronwyn Bruce.

Expert Panel on Engaging Men in Opportunities to Prevent of Violence Against Women

In May 2024, Ms Elena Campbell – Associate Director of Research in the Colleges Centre for Innovative Justice (CIJ) was appointed to an Expert Panel "provide practical advice to Government on further action to prevent gender-based violence." The Panel has been tasked with "[drawing on existing evidence and best-practice approaches…[to identify] opportunities to strengthen prevention efforts and approaches across all forms of violence against women and children, including a particular focus on homicides". This appointment recognised Ms Campbell's significant expertise in research on family, domestic and sexual violence including working with populations with histories of systemic and state-driven trauma.

Collaborative Problem Solving

Description of partnering activities that involve problem-solving

To outline the College's recent partnering activities focused on joint problem solving.

The College is actively engaged in joint problem-solving with partners through our education and research activities. Whether we are engaging our student community to apply their knowledge and skills to "wicked problems" or mobilising multidisciplinary research teams to understand and tackle particular challenges, we are focused on making a positive impact for the partners and communities that we work with. Some examples of engagements and projects during the reporting period include:

The Shaping Connections Program
Established in 2018, the Shaping Connections Program is a visionary, collaborative and user-based program that investigates the role of technology in building communities and combating social and digital exclusion among older adults. Led by the College's A/Prof Bernardo Figueiredo, the long-standing partnership with the University of the 3rd Age (U3A) is at the core of the project's success.

Working directly with older adults in codesigning strategies and solutions related to their experiences with technology, Shaping Connections has changed how national volunteer organisations and local government deliver training to older adults based on discoveries about perceptions of risk associated with technology. Moreover, the insights from Shaping Connections have contributed to policy development at the Victorian state government and influenced how businesses such as NBNCO and Telstra communicate with older adults.

Impact Academy x Meals with Impact
Meals with Impact is a "work-integrated social enterprise (WISE) that employs women from migrant and refugee backgrounds to co-design and produce culturally appropriate meals tailored for food relief to the wider community". In 2023, the College partnered with Meals with

Impact to support their transition from a behind-the-scenes business to a public facing café. Students from the Bachelor of Business (Professional Practice) worked in partnership with Meals with Impact to develop insights and strategies to support the growth of their business. Through a supported, curated internship students were given an opportunity to work directly with Meals with Impact to inform and shape their business model for the future. Click here to view a video showcasing this initiative: 23066-Impact Academy Case Study-HD-Final (2).mp4

Gamification to Fostering Connection and Community

Final year students studying the Bachelor of Business were asked to explore ways to develop health social connections and tackle loneliness. Students worked with industry to produce a range of commercially viable product prototypes that were then presented at a Showcase event featuring representatives from Medibank, The Australian Red Cross, ASL, IBM and Amazon Web Servies. One of the student teams created “GenderQuest” a game to connect trans people with lived experience and those new to exploring their gender through games to build community, friendships and the transfer of knowledge. GenderQuest provides a “safe community for trans and gender diverse people to connect with peers and mentors, find resources and play games”. For more information visit - https://genderquest.com.au/

SIMBL - Tokenised and Gamified Recycling incentives for the Circular Economy

The Simbl project is an innovative new digital platform and app to take recycling incentives . Simbl tackles the challenge of incentivising people to make good recycling decisions head-on by connecting producers with shoppers through patented frontier technologies to spin the recycling flywheel, powered by economic and gamified incentives. With the Simbl mobile phone-based app, consumers scan their recyclable containers at their own bin, and received instant, token rewards (‘SimBux’) that they can accumulate, redeem for rewards or pass on to their favourite school or community group. Powered by blockchain and backed by RMIT research, and economic design, Simbl has been actively raising capital and planning for launch in three countries in Q3/Q4 2024. The partnership between Simbl and RMIT’s Blockchain Innovation Hub was led by A/Prof Stuart Thomas, and made possible by a *$100k Department of Industry, Science and Resources/CSIRO Innovation Connections Grant.*

Collaborative Change Action

Description of partnering activities that involve acting

To outline some examples of the College's work with partners to collaboratively enact change.

The College is deeply committed to fostering collaborative partnerships that drive meaningful change within the community and beyond. By working closely with a diverse range of industry leaders, academic institutions, non-profit organisations, and governmental bodies, the College leverages collective expertise and resources to address pressing global challenges. These partnerships are instrumental in co-creating innovative solutions, advancing research, and implementing sustainable practices that benefit society as a whole. Through these collaborative efforts, the College not only enhances its educational and research capabilities but also makes a significant impact on societal progress and development. Some recent examples of collaborations designed aimed at driving change include:

Business and International Humanitarian Law Hub

A research collaboration between BHRIGHT and the Australian Red Cross to improve corporate understanding of their obligations and responsibilities to uphold international humanitarian law when operating in conflict zones led to the development of a suite of resources and information for business. The Business and International Humanitarian Law Hub houses a variety of materials including:

- A practical guide on business' risks, rights and responsibilities in conflict zones Doing Responsible Business in Armed Conflict.
- An implementation framework "Seven indicators of corporate best practice in international humanitarian law for businesses" to embed IHL into their policies and practices.
- Learning and training modules for security personnel and students set to become future business professionals including a one-hour free gaming training module with an introductory video: War, Law and Business: Humanitarian law for future business leaders.
- A Massive Open Online Course (MOOC), the world's first business and international humanitarian law MOOC that will be free and available to anyone across the globe.

These online guides, training programs and modules have been shared globally via the Geneva arm of Red Cross.

Tackling waste in humanitarian operations

In 2023, Faculty from The Business School joined an international research consortium, funded by the European Commission's Horizon Europe, called Waste in Humanitarian Operations: Reduction and Minimisation (WORM). WORM is focused on addressing the environmental pollution and degradation associated with disaster relief and making the delivery of humanitarian aid more efficient, effective, and green. The researchers are tackling these challenges in two distinct settings: field hospital deployments, and humanitarian livelihood programmes with a waste picking component.

The international consortium includes medical IHOs such as the International Committee of Red Cross, innovation and supply clusters, procurement and logistics service providers, and academic partners such as The Business School at RMIT Vietnam and Hanken Business School. WORM's overall objective is designing guidelines and support actions for circular economy in the humanitarian sector within the two settings identified above and the project focuses on several cross-cutting areas:

- the integration of bio-based technological innovation solutions in the humanitarian context;
- using procurement as a gatekeeper for waste avoidance, and gateway to integrate innovative solutions;
- improvements in waste management, and the use of less polluting waste treatment methods;
- a specific focus on the sustainable livelihoods of waste pickers; and
- policy development, advocacy and a heightened local awareness of improved WM in the relevant local contexts.

Bridging the Gap on Sentencing Issues

In 2024, Stan Winford Associate Director of Research, Innovation and Reform in the College's Centre for Innovative Justice (DIJ) was appointed as one of three new Directors to the "Sentencing Advisory Council". An independent statutory body established to provide advice to the judiciary and senior Government representatives, the Council's "mission is to bridge the gap between the community, the courts and government by informing, educating, and advising on sentencing issues." The functions of Council include undertaking consultation and conducting research as well as disseminating information and providing advice in relation to sentencing issues.

Improving accessibility with DiDi

As part of the Master of Commerce, Master of International Business and Executive Master of Business Administration Programs, the College partnered with rideshare company DiDi to explore sector-wide accessibility challenges. Students developed a variety of solutions targeting different challenges – including accommodating customers with assistance animals and the participation of women in the workforce – and pitched their solutions to representatives from DiDi.

- Click here to view a video featuring EMBA students - https://youtu.be/p1fCdISTJgs?si=53ksrZpW-JHxJWgW
- Click here to view a video featuring MDIT students - https://www.youtube.com/watch?v=RiPu7nVpaUw

Upskilling Tech Professionals in Cybersafety

Experts in the College partnered with the eSafety Commissioner to develop a MOOC (Massive Online Open Course) to help online startups, tech companies and students of tech to prevent their platforms and services from being unintentionally weaponised to carry out abuse. The "Safety by Design" course was designed for a global audience of engineers, computer scientists, lawyers, ethicists, developers, designers and educators working or studying in the technology space and provides learners with the tools and knowledge to design, develop and deploy online products and services with user safety and rights at the core of the design process. The 12-hour course is freely available on the RMIT FutureLearn platform.

External Community Dialogue

Description of partnering activities that involve dialoguing

To highlight examples of dialoguing activities during the reporting period.

The College has led and participated in a variety of dialoguing activities between September 2022 and August 2024. These activities include:

Developing an AI Capability Framework for the Trilateral Security Dialogue: US, Australia and Japan

Faculty from the College hosted a series of Trilateral AI Experts Group Dialogues to "contribute to the development of a policy framework that addresses Australia's AI needs through various lines of policy, legal institutions, cultures, and vocabularies". Supported by funding from the Department of Defence Strategy Policy Grants Program, the series included three dialogues:

- Dialogue #1 – Washington DC, USA
  - Held in partnership with the James Martin Centre for Nonproliferation studies, the dialogue involved over 40 stakeholders from defence, diplomatic, intelligence and policy communities.
- Dialogue #2 – Melbourne, Australia
  - Focused on examining the challenges of Artificial Intelligence development, security, ethics and interoperability in an Australian context.
- Dialogue #3 – Tokyo, Japan
  - Explored the potential for AI defence cooperation with Japan and the role of the Defence Trade Cooperation Treaties (DTCT) can play in improving AI collaboration.

Key issues explored as part of the Dialogues were captured in a series of reports. The Final Report - which was launched in Washington in July 2024 – presents TSD AI capability framework which consolidates existing policies and initiatives and establishes a common approach to AI development and innovation among the three countries. Building on internationally agreed principles and best practices, the AI capability framework advances four key elements: Innovation, Ethics, Interoperability, and Security. To view copies of Trilateral Reports #1 to #3 visit - Australia's AI Strategy – Collaboration across USA, Japan and Australia - RMIT University. Click here to view a copy of the Final Report.

Business and Human Rights

Dr Jonathan Kolieb, Co-Director of the College's Business Human Rights Research Centre (BHRIGHT) spoke at the UN Global Compact Network Australia event "2024 Australian Dialogue on Business and Human Rights". The dialogue – which has been running since 2013 – brought together "leaders from business, government, civil society, academia and the investor community to discuss emerging risks and opportunities, and to explore ways to collaborate on the continued implementation of the UNI Guiding Principles on Business and Human Rights (UNGPs) and the UN Global Compact Ten Principles". Dr Kolieb presented on the topic of "Human Rights Due Diligence – Measures in place to support due diligence in armed conflict zones".

Responsible Practice Conversation Series

The "Responsible Practice Conversation Series" assists in informing the College's approach to delivering Aboriginal and Torres Strait Islander specific content in the personal reconciliation journey of all staff members as well as in the learning and teaching practice of our academics. Launched in August 2023, the first forum focused on the importance of truth-telling and aimed to empower Faculty and professional staff to "reshape their understanding of Aboriginal and Torres Strait Islander communities by connecting the history to the current barriers and challenges facing these communities today'. This was followed by two further conversations in 2023 around the theme of "Truth, Voice & Treaty" including a conversation in October in the lead up to the Voice referendum that focused on "the importance of Aboriginal and Torres Strait Islander people having self-determination and agency in shaping cultural initiatives to create better educational and health outcomes".

The theme for the Responsible Practice Conversation Series in 2024 is "Healing & Coming Together" and has featured a conversation focusing on reflections following the Voice referendum and a forum on "Lived perspectives engaging with Aboriginal Communities". During NAIDOC Week, the College hosted a "Yarning Circle" for staff exploring the impact of work on wellbeing. This event provided an opportunity for staff to come together in a different and culturally unique setting and to discuss their experience of work through a community facilitation approach.

Asia Development Bank Roundtable

In March 2024, College Faculty took part in a dialogue with 16 Southeast Asian diaspora participants from Australia's Malaysian, Indonesian, Thai, Vietnamese, Laotian, Singaporean and Filipino communities as well as representatives of Asia Society Australia, Austrade and Victoria's Department of Premier and Cabinet. Hosted by the RMIT Asia Trade and Innovation Hub – in collaboration with Asia Society Australia – the roundtable provided an opportunity for participants to explore their experiences as diaspora business leaders in Australia and to provide advice on how government and industry can deepen business links in the region. Solutions canvassed as part of the roundtable discussions included:

- Expanding and enriching the trade mission experience;
- Championing business chambers as conduits for connection;
- Hiring more Southeast Asian migrants and international students;
- Appointing leaders that reflect the diversity of the community; and
- Utilising diaspora business "influences", startup communities and case studies to communicate culture.

Click here to view a copy of the report.

Formalized Partnership Governance

Examples of formal governance structures for partnering

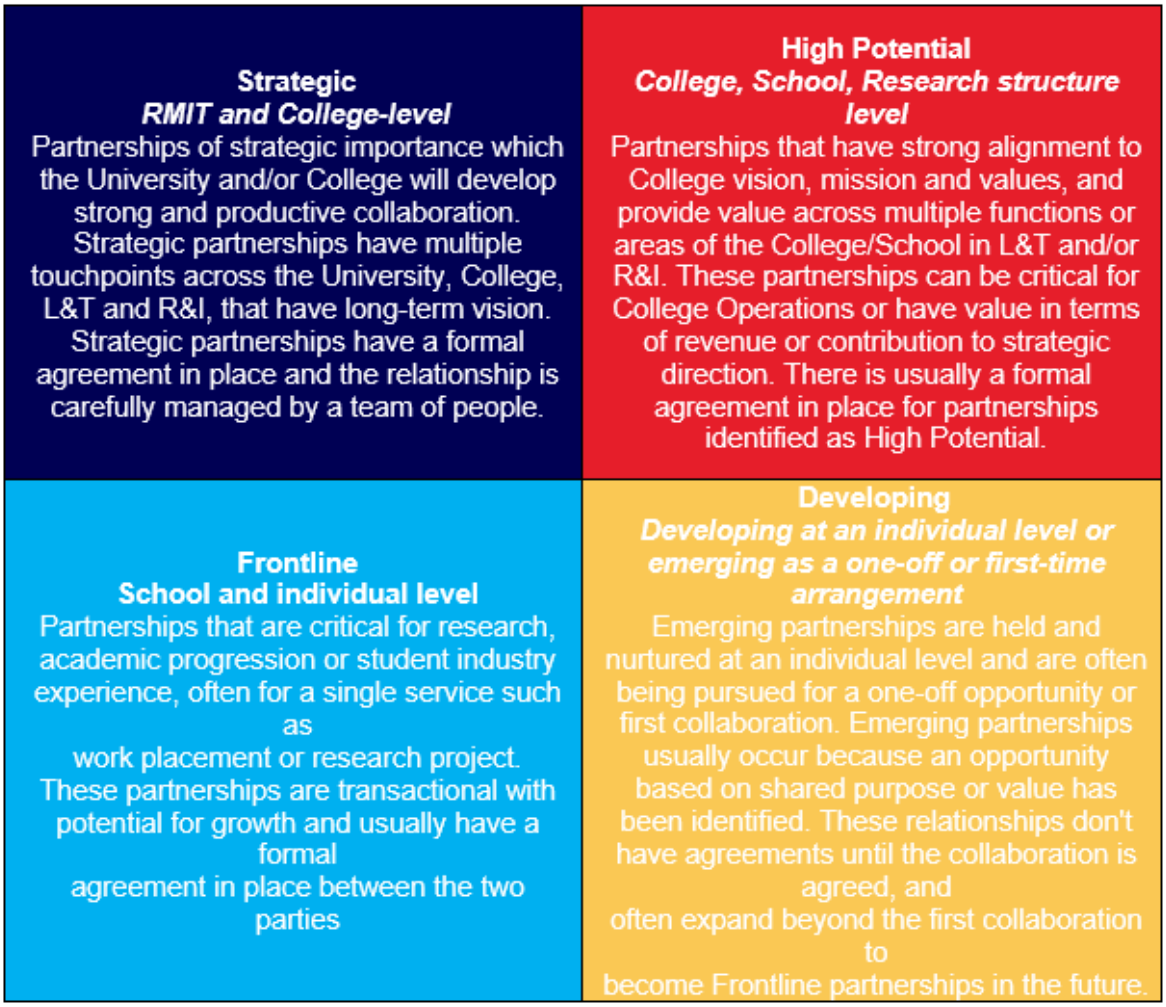
To outline the College's governance structures to support partnership and engagement.

Industry partners play a key role in the governance of the College contributing to Industry Advisory Boards at College, School, Research Centre and Program level across our campuses and locations. Industry partners serve on key Boards including:

- College Industry Advisory Board;
- School / Research Centre Advisory Boards;
- Program Advisory Boards.

We work with a diverse network of partners with distinctive missions and areas of focus. We engage with a broad range of institutions in Australia and overseas and take care to ensure that these relationships are based on a shared purpose and provide mutual benefit to all parties.

We recognise that no two partner organisations are the same and therefore we work collaboratively to understand the context and challenges of our partners and to define the nature and scope of each relationship so that we can provide opportunities and benefits for our students, Faculty and partners. Some partnerships are long term and comprehensive spanning a variety of activities related to learning, teaching and research. For example, Australian Red Cross, Medibank, Adobe and AWS are key partners in the Bachelor of Business program and are involved in a range of activities to support the design and delivery of the program. Other partnerships are more targeted, focusing on specific capabilities and deliverables. We are guided by our "Partnership Principles and Evaluation Framework" which provides a data-driven approach to assessment of partnerships. The Framework identifies four types of partnerships: Strategic, High Potential, Frontline and Developing.



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

RMIT University: College of Business and Law has implemented 7 policies to support its commitment to responsible management education:

Employee equity, diversity, inclusion

Policies on employee and student equity, diversity, inclusion

RMIT University Inclusion, Diversity and Equity Policy

Scope

All RMIT staff and students and any individuals engaged in the activities of the RMIT Group

Enforcement Date

March, 2023

Revision Date

December, 2027

Number Of Pages

7

Publisher

RMIT University

Media

Policy

Attachment M - RMIT Inclusion Diversity and Equity Policy View document Download document

Policies on employee (including faculty) equity, diversity, inclusion

RMIT's Inclusion, Diversity, Equity and Access (IDEA) Framework outlines aspirations in relation to staff and students focusing on: - Access, participation and success - Culture, capability and leadership - Education and research - Infrastructure, service and operations - Community and partnerships

Relevant Stakeholders

Students and Staff

Purpose

The Inclusion, Diversity, Equity and Access (IDEA) Framework creates a blueprint for our continued journey towards a more inclusive and accessible RMIT.

Attachment N - RMIT IDEA Framework	View document	Download document

Student equity, diversity, inclusion

Policies on employee and student equity, diversity, inclusion

RMIT University Inclusion, Diversity and Equity Policy

Scope

All RMIT staff and students and any individuals engaged in the activities of the RMIT Group

Enforcement Date

March, 2023

Revision Date

December, 2027

Number Of Pages

7

Publisher

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Media

Policy

Attachment M - RMIT Inclusion Diversity and Equity Policy	View document	Download document

Policies on employee (including faculty) equity, diversity, inclusion

RMIT's Inclusion, Diversity, Equity and Access (IDEA) Framework outlines aspirations in relation to staff and students focusing on: - Access, participation and success - Culture, capability and leadership - Education and research - Infrastructure, service and operations - Community and partnerships

Relevant Stakeholders

Students and Staff

Purpose

The Inclusion, Diversity, Equity and Access (IDEA) Framework creates a blueprint for our continued journey towards a more inclusive and accessible RMIT.

Attachment N - RMIT IDEA Framework View document Download document

Greenhouse gas emissions

Policies on greenhouse gas emissions

RMIT Circular Economy Plan which aims to provide direction on how RMIT can integrate the principles of the circular economy into practices in the operation and development of our campuses.

Relevant Stakeholders

Students and Staff

Purpose

To provide direction on how RMIT can integrate the principles of the circular economy into practices in the operation and development of our campuses.

Attachment J - RMIT Circular Economy Plan View document Download document

Policies on greenhouse gas emissions

RMIT University Sustainability Policy

Scope

All staff, students, contractors, service providers, clients, customers and visitors when they are engaged in university activities and is applicable at all RMIT locations whether in Australia or overseas.

Enforcement Date

May, 2024

Revision Date

May, 2029

Number Of Pages

4

Publisher

RMIT University

Media

Policy

Attachment F - RMIT Sustainability Policy View document Download document

Water

Policies on greenhouse gas emissions

RMIT University Sustainability Policy

Scope

All staff, students, contractors, service providers, clients, customers and visitors when they are engaged in university activities and is applicable at all RMIT locations whether in Australia or overseas.

Enforcement Date

May, 2024

Revision Date

May, 2029

Number Of Pages

4

Publisher

RMIT University

Media

Policy

Attachment F - RMIT Sustainability Policy View document Download document

Local staff/student/faculty transportation

Policies on greenhouse gas emissions

RMIT University Sustainability Policy

Scope

All staff, students, contractors, service providers, clients, customers and visitors when they are engaged in university activities and is applicable at all RMIT locations whether in Australia or overseas.

Enforcement Date

May, 2024

Revision Date

May, 2029

Number Of Pages

4

Publisher

RMIT University

Media

Policy

Attachment F - RMIT Sustainability Policy View document Download document

Travel

Policies on travel

RMIT Travel Policy

Scope

All RMIT travellers across the University and its controlled entities (RMIT Group) for all travel undertaken for RMIT-related activities, including domestic and international travel by air and ground transportation.

Enforcement Date

August, 2024

Revision Date

May, 2024

Number Of Pages

5

Publisher

RMIT University

Media

Policy

Attachment K - RMIT Travel Policy	View document	Download document

Policies on travel

RMIT's Sustainable Transport Plan focuses on the university's onshore operations and land transport. The aims of the Plan are to: - Increase the uptake of sustainable and active transport modes by students and staff (walking, cycling, buses, trams and trains) to support climate action and good health & wellbeing. - Reduce single occupancy vehicles (through smarter travel planning, ride-sharing, and improved access to campus and end-of-trip facilities). - Support the Carbon Management Plan to reduce transport-related emissions. - Support innovation to encourage sustainable transport options to become more widely available e.g. electric vehicles. The Sustainable Transport Plan identifies priorities and short, medium and long-term actions to support these aims including actions in relation to work-related local, domestic and international travel.

Relevant Stakeholders

Students and Staff based at Melbourne Campuses

Purpose

To reduce the impact of staff and students commuting to and from campus, through a series of proposed actions, which will include quantifying transport emissions.

Attachment L - RMIT Sustainable Transport Plan	View document	Download document

Buildings/real estate

Policies on building/real estate

RMIT University Property Management Policy

Scope

All RMIT campuses and locations, buildings, infrastructure, cultural assets, space use and allocation, and facilities within the RMIT Group. Policy scope does not include security of information assets.

Enforcement Date

September, 2023

Revision Date

September, 2028

Number Of Pages

3

Publisher

RMIT University

Media

Policy

Attachment H - RMIT Property Management Policy

View document Download document

Institutional Aspiration Targets

RMIT University: College of Business and Law has set aspiration targets in 7 different areas:

- GHG Emission Targets
- Water Conservation Targets
- Building and Real Estate Targets
- Internal Transportation Targets
- Travel Reduction Targets
- Employee EDI Targets
- Student EDI Targets

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, RMIT University: College of Business and Law operates with the following approach:

Limited Transparency Disclosure

Website of disclosure of performance

To document progress and highlights key achievements as RMIT University continues its journey as a leader in organisational sustainability.

Our Sustainability Annual Report tracks the impact of our sustainability practices, and forms part of how we demonstrate our support for the United Nations Sustainable Development Goals (SDGs) and measures our performance against them to create transformational change. It also describes the practical actions taken to meet the principles of the United Nations Global Compact

SIGNATORY

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