



2025 Sharing Information on Progress **(SIP) Report**

RMIT University: College of
Business and Law

September 2025

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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.





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 Mission - College of Business and Law

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

Through our globally connected campuses and diversity of learning modes, the College of Business and Law develops the person, the leader and the enterprise with the knowledge and skills they require to create positive, sustainable, and fair futures by managing the current state, shaping the future, and imagining the frontiers.

2. Vision

2.1 Vision - College of Business and Law

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Ethical Leadership

- Finance
- Hotel & Restaurant Management
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

To be the leading university in the Asia-Pacific for technology-related research and education in the fields of business and law.

3. Strategy

3.1 CoBL31 Strategy

Upload or select a document

2023 CoBL 31 Strategy

[View document](#)  [Download document](#) 

3.2 RMIT Strategy - Knowledge with Action

Upload or select a document

RMIT Strategy Knowledge with Action

[View document](#)  [Download document](#) 

4. Strategy Alignment

4.1 RMIT's Strategic Path to Impact

Subjects

- Accounting
- Business Administration

- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management
- Renewable Energy Management
- Eco-design
- Environmental Economics
- Environmental Studies

Provide supporting context

RMIT's strategic priorities, as outlined in the CoBL 31 Strategy and the Knowledge with Action Strategy, are deeply rooted in advancing sustainable development, the common good, and quality education. The institution's history, established through generous donations to provide education for working people, remains a cornerstone of its mission today. As Australia's largest dual sector university, with locations in Vietnam and Europe as well as a network of transnational education partners, RMIT provides a comprehensive education landscape that includes both vocational and higher education, reflecting its enduring commitment to accessibility and inclusivity.

Our dedication to the Sustainable Development Goals (SDGs) is prominently showcased through our high standing in sustainability and impact rankings, for example RMIT was ranked 5th globally and 3rd in Australia in the THE Impact Rankings in 2024. However, the true measure of our commitment lies in the specific projects we undertake, which are designed to have tangible impacts on communities and the environment. We engage actively with various social partners, community organisations, and NGOs, fostering relationships that prepare our students not only to excel in these sectors but also to contribute meaningfully to their missions.

RMIT emphasizes education that is practical, applied, and authentic, ensuring students gain hands-on experience and are equipped with skills relevant to real-world challenges. This approach is complemented by close partnerships with organisations that value innovation and social responsibility, allowing our students to gain insight into the complexities of working within community-focused environments. Collaboratively, we create value, driving progress and

fostering an ethos of shared growth and mutual benefit. Through these initiatives, RMIT remains dedicated to nurturing the next generation of leaders who are ready to make a positive impact locally and globally.

5. Graduates

6,427

6. Degrees Offered

- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Bachelor of Business (BBus)
- Bachelor of Business (Professional Practice)
- Master of Business Information Technology
- Master of Commerce
- Master of Professional Accounting
- Master of Supply Chain and Logistics Management
- Juris Doctor
- PhD (Supply Chain and Logistics)
- PhD (Economics, Finance and Marketing)
- Master of Business (Economics, Finance and Marketing)
- Executive Master of Business Administration (EMBA)

7. Faculty & Staff at the University

12,102

8. Faculty & Staff at the Institution

612

9. Student Enrollment at the University

99,268

10. Total Student Enrollment at the Institution

25768

11. Undergraduate Student Enrollment at the Institution

20495

12. Graduate Student Enrollment at the Institution

5012

13. Doctoral Student Enrollment at the Institution

259

14. Undergraduate Degree Programmes

14.1 Bachelor of Business (Majoring in Marketing)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Marketing

Director Full Name

Dr Jessica Pallant

14.2 Bachelor of Business (Majoring in Finance)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Finance

Director Full Name

Dr Di Mo

14.3 Bachelor of Business (Majoring in Global Business)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Global Business

Director Full Name

Dr Yang Yu

14.4 Bachelor of Business (Majoring in Logistics and Supply Chain)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Logistics and Supply Chain Management

Director Full Name

Dr Thuy Nguyen

14.5 Bachelor of Business (Majoring in Management and Change)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Management and Change

Director Full Name

Dr Ancy Gamage

14.6 Bachelor of Business (Majoring in Economics)

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Business

Degree Programme Subject

- Economics

Director Full Name

Associate Professor Jonathan Boymal

14.7 Bachelor of Commerce

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Commerce

Degree Programme Subject

- Commerce

Director Full Name

Dr Alvedi Sabani

14.8 Bachelor of Accounting

Degree Type

- Bachelor of Business Administration (B.B.A.)

Department

- Accounting

Degree Programme Subject

- Accounting

Director Full Name

Dr Sarath Lal Ukwatte Jalathge

15. Masters Degree Programmes

15.1 Master of Marketing

Degree Type

- Master of Arts (M.A)

Department

- Marketing

Degree Programme Subject

- Marketing

Director Full Name

Dr Daniel Rayne

15.2 Master of Business Administration

Degree Type

- Master of Business Administration (M.B.A.)

Department

- Management

Degree Programme Subject

- Business Administration and AI

Director Full Name

Dr Kevin Argus

15.3 Master of Commerce

Degree Type

- Master of Arts (M.A)

Department

- Business and Law

Degree Programme Subject

- Commerce

Director Full Name

Dr Say Yen TEOH

15.4 Executive MBA

Degree Type

- Master of Business Administration (M.B.A.)

Department

- Business Administration

Degree Programme Subject

- Management

Director Full Name

Dr Melissa Wheeler

16. Postgraduate Degree Programmes

16.1 PhD (Business Information Systems)

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Computer Information Systems

Degree Programme Subject

- Computer Information Systems

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.2 PhD (Economics, Finance & Marketing)

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Economics, Finance and Marketing

Degree Programme Subject

- Economics, Finance and Marketing

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.3 PhD (Supply Chain & Logistics)

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Supply Chain and Logistics

Degree Programme Subject

- Supply Chain and Logistics

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.4 PhD (Accountancy)**Degree Type**

- Doctor of Philosophy (Ph.D.)

Department

- Accounting

Degree Programme Subject

- Accounting

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.5 PhD (Law)**Degree Type**

- Doctor of Philosophy (Ph.D.)

Department

- Law

Degree Programme Subject

- Business Law

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.6 PhD (Management)**Degree Type**

- Doctor of Philosophy (Ph.D.)

Department

- Management

Degree Programme Subject

- Management

Director Full Name

Prof Banita Bissoondoyal-Bheenick

16.7 PhD (Business)**Degree Type**

- Doctor of Philosophy (Ph.D.)

Department

- Management

Degree Programme Subject

- Management

Director Full Name

Prof Banita Bissoondoyal-Bheenick



Purpose

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

17. Letter of Commitment

17.1 Letter of Commitment

Upload or select a document

PRME SIP Report 2025 - CoBL DVC Letter of
Commitment

View document  Download document 



Values

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



18. RME Lead

- Individual leader
- Disciplinary efforts within business school
- Interdisciplinary efforts across parent organization
- Interdisciplinary efforts across business school



Teach

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



19. Courses

19.1 Business Graduate Folio

Course code

BUSM2582

Department

- Economics

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Curate your personal, reflective Bachelor of Business ePortfolio documenting achievement of the program learning outcomes.
- Critically reflect on the various digital artefacts and evidence collected over the course of your degree program in the ePortfolio, to demonstrate the development of your business knowledge, skills and capabilities.
- Investigate professional pathways post-graduation, including career goals and objectives and short- and long-term actions to achieve these.
- Identify the transferable skills from learning in the Bachelor of Business and how they relate to your personal, educational and career development.
- Design a lifelong learning approach that will allow you to continuously adapt your career.

My course touches on the following concepts:

- Reframing career development
- Future of Work – Megatrends
- Understanding your values, skills and strengths
- Showcasing your BBus
- Graduate Roles and Careers Resources
- Forming your narrative
- Design your life odyssey
- Informational interviews
- Building Your Professional Connections - how to network
- Networking with Alumni
- Decision Making and Career Plan – What happens after you leave

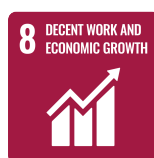
My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Student-Centered Learning
- Flipped Classroom

Course Description

This capstone course integrates the Bachelor of Business student learning journey for several interrelated purposes: reflecting and documenting on the graduate attributes and program learning outcomes; employability and career skills and professional competencies and lifelong learning. In this course you use an ePortfolio to reflect and provide evidence of learning to demonstrate personal accomplishments for personal development, career planning and progression after graduation. You will call on, and further develop, your industry and business networks, and be exposed to mentoring and advice from key industry partners (including career advisors, capability development professionals and proponents of lifelong learning). This is a blended Work Integrated Learning (WIL) course that involves engagement with industry on the future of work and through networking. The course focuses on articulating your personal journey through the Bachelor of Business in terms that employers and potential business partners can engage with. This includes providing feedback and mentoring, as well as overseeing simulated WIL tasks in the form of an informational interview with relevant industry professionals. These tasks will be tailored to your individual journey through the Bachelor of Business learning.

Relevant SDGs addressed through the course



19.2 Enterprise AI and Business Analytics

Course code

ISYS3468

Department

- Computer Information Systems

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Apply the fundamental concepts, principles, and techniques of AI within the context of business analytics
- Assess, evaluate, and effectively harness AI technologies to enhance an organization's products, services, and operational efficiency
- Work collaboratively with others to develop AI-driven solutions that enhance competitive advantage for businesses
- Demonstrate critical thinking, problem solving, and be able to communicate effectively as a professional

My course touches on the following concepts:

- Introduction to AI and business analytics
- Descriptive analytics
- Data wrangling
- Predictive analytics
- Text mining principles
- Prompt engineering
- Large language models

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Problem-Based Learning (PBL)

Course Description

Enterprise Artificial Intelligence (AI) plays a pivotal role in reshaping decision-making and enhancing competitive advantage across organizations. This course aims to equip you with the knowledge and skills needed to leverage AI in the realm of business analytics for solving real-world business problems and driving data-driven decision-making. You will gain hands-on experience with AI tools and techniques, acquiring valuable skills for navigating a competitive business landscape. This course offers you a unique opportunity to assess, evaluate, and harness AI technologies, enabling data-driven decision-making, optimizing business processes, and fostering innovation within the enterprise.

Relevant SDGs addressed through the course



19.3 Value-Driven Marketing

Course code

MKTG1511

Department

- Marketing

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Examine the underlying philosophy of the marketing concept, its role as a business function and its relationship with other business functions
- Critically review the value-creation of marketing activities and advocate value propositions that benefit consumers and society at large
- Analyse and forecast the marketing process from understanding the market, developing a strategy, and advocating tactics to achieve organisational objectives
- Develop multiple management skills, including critical thinking, complex problem solving, and oral, written, and video presentation skills to be successful in marketing and business

My course touches on the following concepts:

- Understanding Marketing
- Understanding Buyers
- Segmentation, Targeting, & Positioning
- Marketing Research & Analysis
- Marketing Strategy
- Creating Value: Products & Services
- Offering & Distributing Value: Price & Place
- Communicating Value: Promotion
- Extending Value: People, Process, & Presence in the Customer Experience
- Maintaining Value: Branding & Brand Management
- Managing Value: Analytics & Marketing Value Management Systems

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom

- Student-Centered Learning

Course Description

Marketing is central to any organisation, including large and small businesses, not-for-profits, government, political and social sectors. Contemporary best-practice marketing stresses the importance of a broad value-driven approach to understanding markets and consumers – digitally as well as physically. However, the broader community often misunderstand marketing as narrowly related to sales tactics and overstated advertising claims. This course introduces marketing as a careful planning process to create value for customers, clients, partners, and society at large.

Relevant SDGs addressed through the course



19.4 Principles of the Economy

Course code

ECON1615

Department

- Economics

The duration of my course is:

- 12 weeks

My course session format is:

- 1 two-hour workshop

My course learning outcomes are:

- Interpret how trade can improve the well-being of all participants
- Analyse the effect of innovations and other forms of market disruptions including those resulting from emerging technologies utilising the tools of supply and demand
- Identify where markets fail to act in society's broader interest and assess the social costs and benefits of government intervention
- Assess the implications of globalisation on the local community, international trade, and economic interdependencies in the context of current issues
- Distinguish between the role of fiscal and monetary policy in the context of an evolving economy

My course touches on the following concepts:

- Interdependence and the gains from trade
- Introduction to supply and demand
- Government interventions in competitive markets
- The economic impacts of taxes and international trade
- Market failures and the role of regulation
- Firms in competitive markets
- The sources and consequences of market power
- Labour markets, inequality, and discrimination
- The big picture view of the economy
- The role of money in the economy
- Short-run economic fluctuations
- The e-commerce disruption

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom
- Problem-Based Learning (PBL)

Course Description

This course will introduce you to the principles of economics. You will learn why societies engage in economic activity and develop the tools necessary to understand and analyse economic interactions at both the micro and macro levels. The course explores a wide range of topics, starting with the fundamental question of why we need each other, and building to explore issues around environmental sustainability and income inequality. Throughout the course we will examine the roles of government and industry, with a focus on how they affect the welfare of society as a whole. The toolkit we develop will help you to understand a number of contemporary issues including the opportunities and challenges created by emerging technologies such as artificial intelligence and machine learning, the evolving nature of work, and the role of knowledge and information.

Relevant SDGs addressed through the course



19.5 Responsible Leadership and Enterprise

Course code

BUSM2729

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Recognise authentic, adaptive, and culturally intelligent leadership competencies in driving technological changes in organisational settings
- Discuss responsible leadership's impact on enterprise in the digital era, focusing on people, cultural intelligence, indigenous perspectives, and innovation
- Apply leadership skills that enable organisations to be more responsible, learning-focused, and knowledge-driven enterprises in the digital era
- Critically and empathetically evaluate complex strategies, processes, and issues relating to future leadership where humans and technologies co-exist
- Collaborate with teams to address organisational leadership issues using innovative solutions

My course touches on the following concepts:

- Understanding Responsible Leadership
- Ethics and Responsible Decision-Making
- Responsible Leadership in the Digital World
- Developing Responsible Leaders
- Responsible Leadership values
- Responsible stakeholders
- Leading responsibility across sectors
- Leading responsibility across cultures
- Indigenous responsible leadership in Australia
- Responsible leadership into the future
- Responsible leadership consultation

My course implements the following pedagogies:

- Active Learning
- Blended Learning

- Flipped Classroom

Course Description

In this course, you will be provided with comprehensive knowledge and insights into responsible leadership theories and practices within different enterprise contexts. The course places particular emphasis on responsible leadership in the digital era, encompassing authentic, adaptive, and culturally intelligent leadership skills and strategies to proactively respond to both opportunities and threats that arise in this dynamic environment. You will be equipped with the necessary abilities to navigate the technologically changing landscapes, with a focus on people, strategy, and innovation as fundamental elements of driving responsible leadership in diverse enterprise contexts.

Relevant SDGs addressed through the course



19.6 International Business in the Digital Era

Course code

BUSM2728

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Define and describe the impacts of digital technologies on the global business landscape, focusing on aspects such as globalisation, market expansion and operational efficiency.
- Interpret international business intricacies in the digital age, focusing on cross-border communication, regulatory compliance and cultural nuances.
- Participate actively in discussions and collaborative projects to sharpen critical thinking and analytical skills, enabling the proposal of innovative solutions to complex global business challenges

- Analyse and evaluate data to make effective decisions regarding market conditions, risk, and performance in an international context
- Develop strategies and adapt operations to navigate challenges and opportunities in the digital era of international business
- Implement ethical considerations in business strategies and operations, focusing on data privacy, cybersecurity, and sustainable practices in the international digital environment

My course touches on the following concepts:

- Introduction to International Business in the digital era
- Digital Transformation and Digital Business Opportunities
- Digital Entry Modes in International Business
- E-Commerce and Digital Platforms
- Artificial Intelligence and Big Data in International Business
- Leveraging digital resources and capabilities in International Business
- Blockchain and Distributed Ledgers for international supply chain
- Digital Marketing and customer engagement
- Leveraging IT: Cross-Border Data Transfers and Regulatory Compliance
- Cybersecurity in International Business
- Sustainable Practice and Ethical Considerations
- Future Trends in International business

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom

Course Description

This course is designed to equip you with a comprehensive understanding of how digital technologies impact the global business landscape. As the business world undergoes rapid and transformative changes, it is imperative to grasp the intricacies of international business within the context of the digital age. Throughout the course, you will actively participate in critical discussions and collaborate on projects, nurturing the development of essential problem-solving skills crucial for thriving in contemporary international business settings. Furthermore, you will cultivate the skills necessary to adeptly navigate the strategic challenges and seize the opportunities presented by the digital era in international business.

Relevant SDGs addressed through the course



19.7 Digital Business Security and Risk Management

Course code

INTE1063

Department

- Computer Information Systems

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Apply a set of IS and business skills to design and evaluate an information systems security architecture
- Develop security solutions and mitigation strategies to address security threats and vulnerabilities for Information Systems (IS) and other organisational assets
- Apply security management and technical tools and knowledge to real-life case study situations
- Explain the organisational and technical issues to consider when constructing an information security program that is aligned with a specific business context
- Explain the importance of ethical considerations and legal frameworks within which security decisions are made and cybercrimes are investigated and prosecuted
- Frame judgements and communicate the results of security problem solving activities, individually and within a group

My course touches on the following concepts:

- Introduction to Information Security
- Threats, Vulnerabilities, and attacks
- Impact of Cyberattack and your enemies
- Physical security and access control
- Risk Management
- Disasters and incident management

- Cryptography
- Security Technologies
- Rules, regulations, and law enforcement
- IoT Security
- Security in Industry 4.0
- Cyber future

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom
- Problem-Based Learning (PBL)

Course Description

This course will provide a broad understanding of current information systems security principles, architecture and practices. The technical, legal and management issues involved in the implementation and auditing of system security controls and the impact of emerging information technologies and security practices will be considered. This course is designed to provide students with an understanding of the importance of the proper implementation and management of security controls for information systems.

Relevant SDGs addressed through the course



19.8 Financial Instruments and Technologies

Course code

BAFI3254

Department

- Finance

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Identify the nature and key components of financial systems domestically and globally to apply in diverse contexts
- Analyse the characteristics and functions of the main financial intermediaries operating in financial systems in a global context
- Understand the roles of financial markets and the recent developments of financial technology
- Identify the application of technology in financial services and wealth management

My course touches on the following concepts:

- History of financial markets and instruments
- Money markets and debt markets
- Equity markets
- Derivative markets
- Financial system limitations
- Digital payments - retail
- Digital payments - wholesale
- Bitcoin and other cryptocurrencies
- Decentralised finance
- Fintech and other financial services
- Digital finance future

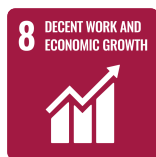
My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom
- Problem-Based Learning (PBL)

Course Description

Financial Markets and Financial Technologies (Fintech) are now becoming intertwined. This course presents an introduction to the financial system and its markets, instruments and institutions. You will investigate the nature and role of the main financial markets within the domestic and global environment and how technological innovations in the areas of banking and finance facilitate interactions among market participants. In this course you will be introduced to FinTech innovation such as the development of blockchain technology, cryptocurrency, digital payments, and digital platforms for aspects of financial life such as wealth management and insurance.

Relevant SDGs addressed through the course



19.9 Business Law

Course code

LAW2442

Department

- Law

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Identify, interpret and apply rules and issues relating to the law
- Identify, interpret and apply basic legal concepts in negligence, contract law and the Australian Consumer Law
- Analyse legal problems with an appreciation of the multiple issues impacting on business and non-business legal issues
- Examine and apply legislation and case law relating to business
- Communicate information and concepts relating to business and non-business legal issues to professionals and non-professionals in diverse contexts

My course touches on the following concepts:

- Politicians and Judges
- Business and the Law
- The Australian Legal System
- Exercising Legal Skills
- Deliberately Causing Harm
- Carelessly Causing Harm
- Forming a Contract
- Terms of a Contract
- Capacity, Legality & Consent
- Remedies and Ending the Contract (termination)

- Dealing with Consumers: General and Specific Protections
- Managing a company

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom
- Inquiry-Based Learning

Course Description

The course provides an introduction to commercial law fundamentals relevant to business professions. The course provides you with the knowledge and skills necessary to pursue further and more specific studies in the law discipline. The course is taught through weekly lectures and tutorials in which you will examine and apply law principles related to negligence, contract law, the Australian Consumer Law and business structures.

Relevant SDGs addressed through the course



19.10 Principles of Social Impact

Course code

BUSM2656

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- Developed with input from industry or real-world business scenarios
- Incorporating feedback loops for continuous improvement

- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Agile Leadership and Change Management
- Decision-Making and Problem-Solving Strategies
- Diversity and Inclusion in Leadership
- Stakeholder Management and Corporate Responsibility
- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Blended Learning
- Collaborative Learning
- Flipped Classroom
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)

Course Description

In this course, you will 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. You will be introduced to relevant theories from management and innovation, economics, marketing, finance, accounting, and law which allows a broad understanding of social impact in the business discipline. It takes specific disciplinary concepts, theories and principles, and helps you connect this back to the overarching stakeholder theory you have been introduced to in the Bachelor of Business foundation course Business and Society. It thereby provides a deepened foundational understanding of social impact and socially responsible business practice that allows you to successfully achieve learning outcomes in the core courses for the social impact major and minor. You will develop critical thinking skills allowing you to analyse and evaluate socially impactful and responsible business practice from different business disciplinary lenses. You will also gain conceptual thinking skills in this course, such that you will be able to connect the different disciplinary lenses back to an overarching theoretical understanding of social impact and responsible business practice. On successful completion of this course, you will be able to: CLO1: Analyse and question business practices utilising theories, concepts and principles of social impact from different business disciplines. CLO2: Understand how different concepts, theories and principles are connected to explain and drive socially impactful and responsible business practices. CLO3: Articulate and explain different business perspectives on social impact and

responsible business practice. CLO4: Apply different disciplinary business theories, concepts and principles to assess the status of socially impactful and responsible business practices adopted by organisations world-wide.

Tell us about the impact you're making on your students

In this course students are encouraged to be active learners. Their learning is supported through various learning activities. These 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. Career development learning is embedded in one of the Assessments. Peer-to-peer learning occurs through active participation in group-based activities, critical peer review exercises, and discussions; and sharing of work and resources. This course provides students with theories and concepts which they apply to practical problems. In this course learning occurs through activities on Canvas and Miro. Students regularly work in collaboration with their class mates during these activities and contribute to fellow students' learning throughout the course. Students are given an opportunity to apply the concepts learned in the course by preparing and performing in several learning activities. These activities will include discussions of social impact cases, completion of online and in-class activities and the analysis and evaluation of and reflection on real-life social problems.

Relevant SDGs addressed through the course



19.11 Business Decision Making

Course code

BUSM2567

Department

- Accounting

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Describe and implement a structured approach to generating meaningful insights and informing ethical decision making in business.
- Select, apply, analyse and evaluate the results of data analytics, analytical models and other business tools in a socially intelligent manner.
- Apply digital literacy skills to effectively communicate the results of data analyses and analytical models in written and visual forms to support organisational decision-making.
- Demonstrate effective teamwork skills in business decision making, including collaboration, communication, and the ability to contribute to shared goals.
- Critically evaluate a range of behavioural factors and demonstrate how they influence decision makers.

My course touches on the following concepts:

- Introduction to business decision making
- Cost behaviour
- Budget preparation
- Data analytics
- Budget analysis
- Risk management and capital budgeting
- Team decision making
- Biases & AI
- Communicating insights
- Ethical considerations and diverse perspectives
- Creativity and reflection

My course implements the following pedagogies:

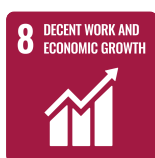
- Active Learning
- Blended Learning
- Collaborative Learning
- Flipped Classroom
- Problem-Based Learning (PBL)

Course Description

Advances in information technology have provided organisations access to vast amounts of data. A fundamental challenge facing organisations is how to best make use of this data. At the same time, business decisions are often undertaken with incomplete information or under conditions of uncertainty and ambiguity. This multidisciplinary course will enable you to understand how data can be harnessed to inform managerial decision making. You will be shown how managers can identify, obtain and analyse both financial and non-financial data in order to make more informed business decisions. You will be introduced to data-driven decision making through the application and interpretation of analytical techniques and models

in the context of real-world problems, as well as how the results of data analysis can be communicated effectively to facilitate organisational decision making. You will then examine how a range of psychological, cognitive and social factors, including certain biases, can impact the decision making of business managers. Recognising the impact of these psychological factors and understanding the importance of being adaptable in your own thinking will support you in making informed business decisions wherever your career takes you. This course incorporates the development of graduate skills for business professionals, including communication, problem solving and data analysis skills. This course will also introduce and begin to embed practices relating to Business Graduate Folio, an e-portfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.

Relevant SDGs addressed through the course



19.12 Understanding the Business Environment

Course code

BUSM2562

Department

- Economics

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Explain how modern businesses operate and how they respond to different challenges.
- Design conceptual models to make sense of the environment in which businesses operate.
- Evaluate the impact of governments and institutions and their role in responding to varying domestic and global challenges.
- Apply digital literacy to navigate challenging situations in a modern business environment.

- Investigate and use an ePortfolio to digitally document achievements, capability development and evidence of learning outcomes for the purpose of future careers and employability.

My course touches on the following concepts:

- I'm a business student, what am I doing here?
- Doing economics: Model building
- Understanding markets: Demand and Supply
- The government, taxes and government induced distortions.
- Companies and profits
- Labour, inequality, and poverty
- Behavioural Economics and Risk Taking
- The Macroeconomy
- Interest rates, investment, and savings
- Modelling the whole economy: AD and AS
- Global business
- Causal inferences and econometrics

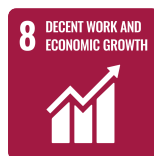
My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Collaborative Learning
- Problem-Based Learning (PBL)
- Flipped Classroom

Course Description

Business operates in a complex environment of internal, external, global and digital forces. Navigating this environment successfully ultimately determines businesses' economic, environmental, social and financial performance. This course provides a thorough and practical understanding of this environment enabling you, as future business leaders, to make sustainable decisions and manage the complexity involved. We will show you how companies and workers operate and navigate the domestic and international business environment. We will also show you that this environment is affected by both domestic and international forces and help you to understand the role that government and institutions play in both facilitating and hindering business activity. We will introduce you to practical decision tools and empirical approaches to manage each of the environmental forces that businesses face. Our introduction to business environments and decision tools is applicable to all business disciplines (economics, finance, marketing, management, advertising, accounting, information systems) and useful for employment in any field. This course will also introduce and begin to embed practices relating to the Business Graduate Folio, an eportfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.

Relevant SDGs addressed through the course



19.13 Integrated Perspectives on Business Problems

Course code

BUSM2577

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Integrate and apply foundational multi-disciplinary theory, frameworks, skills and techniques to define and address a problem or an opportunity.
- Demonstrate research and problem-solving skills in the context of solving an authentic business problem.
- Work collaboratively to identify stakeholders and to position the proposed research in relation to the field of expertise or practice.
- Reflect and document personal strengths so as to begin to develop a personal and professional brand and identity.
- Identify the optimal mode or forum of delivery and communicate integrated business perspectives in coherent and compelling ways.

My course touches on the following concepts:

- Introduction: Business Problems
- Design Thinking - Understanding and Reframing Problem
- Teamwork and Authentic Leadership
- Corporate Social Responsibility
- Design Thinking - Developing Solutions
- Legal Perspectives
- Social Innovation

- Personal Branding
- Pitching skills and summary

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom
- Problem-Based Learning (PBL)

Course Description

This course examines the accelerating relationship between government, business, law and the not-for-profit sector to deliver social (including environmental) value in communities and the way in which this drives social innovation. In this course, you are given the skills to start to develop the ability to investigate and analyse complex situations, innovate, problem solve, manage projects and communicate effectively, including foundational research skills. The course covers fundamental concepts and key developments in what has become a complex social purpose eco-system. The course introduces an understanding of changes across what was formerly seen as a distinct social sector to examine the cross-sectoral social purpose developments that includes traditional organisational structures of Charities and Not For-Profits, Business and Government, but also new and emerging 'hybrid' structures and programs. The course will further explore how social, economic and environmental problems embedded in society are being addressed through social innovation in business entrepreneurship, enterprises and cross-sector collaboration. It looks at why the traditional boundaries between government, business and the social sector have become blurred and fluid and what that means for the capacity to deliver new forms of social impact. In this course, you learn through problem-based learning: solving an authentic business problem, including identifying an audience for their project, developing a project plan and considering solutions. This is a Work Integrated Learning (WIL) Project course that integrates industry problem/s, perspectives and feedback into the curriculum and provides you with authentic, real world learning experiences. This course will also introduce and begin to embed practices relating to the Business Graduate Folio, an e-portfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.

Relevant SDGs addressed through the course



19.14 Business in Society

Course code

BUSM2572

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 one-hour lecture and 1 two-hour workshop

My course learning outcomes are:

- Analyse and question major global or national social, political, economic or environmental issues facing the world today in the context of business citizenship
- Understand how businesses can develop solutions to respond to increasing demand for sustainability, transparency and good governance
- Articulate perspectives on the future of business and the implications for various industries
- Self-reflect and begin to identify personal strengths, cultivate ethical behaviours and a global mindset so as to develop a professional identity
- Examine diverse world views, histories and experiences, to elicit insights for professional practice and reflect on the relationships between business, society and the environment

My course touches on the following concepts:

- Introduction to Business in Society
- Business, Markets, and Society
- Environmental Impacts of Business
- Markets, States, and Economic Systems
- Business and Human Rights
- Diversity and Inclusion
- Consumers and Consumerism
- Business and Politics
- Social Business Models
- Global Business and the Sustainable Development Goals

My course implements the following pedagogies:

- Active Learning
- Blended Learning
- Flipped Classroom

- Problem-Based Learning (PBL)
- Transformative Learning

Course Description

Business has an urgent need to reconsider the way it interacts with and contributes to society. In this course students will identify and evaluate major contemporary global challenges and trends impacting society and explore business opportunities for driving sustainable innovation. This course gives students a view of the evolving relationship between business and society, and how both exist and respond to external contexts and pressures. Students will be asked to interpret this relationship in the context of environmental, regulatory, diversity, political, human rights, and consumer rights contexts. The course will bring real world examples and case studies of these social dynamics into classes and assignments for students' consideration. Students will also be invited to reflect on their values, strengths, and interpretation of success in their career, and will engage with various feedback methods to develop a professional sense that can contribute to positive changes in the world. They will also work with one another in classrooms and assignments to build communication and collaboration skills in these areas. Ultimately, Business in Society leads students toward being active participants in interpreting and responding to the changing global business environment.

Relevant SDGs addressed through the course



20. Teaching Awards

20.1 Australian Awards for University Teaching 2024 - Citation for Outstanding Contributions to Student Learning: Disruptive Technologies in Business Education

Award Granter

Universities Australia

Award Grantee

Dr Viktor Arity, Associate Professor Meredith Therapos and Professor Gillian Vesty


Description of Award

Citation for Outstanding Contributions to Student Learning Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning in higher education. A Citation is awarded to an individual or team (i.e. academic staff, general staff, sessional staff or institutional associates) who has made a significant contribution to the quality of student learning, in a specific area of responsibility over a sustained period. This award was for the team's work on Disruptive Technologies in Business Education - Innovative curriculum architecture using academically and industry informed disruptive digital pedagogy to empower graduates with critical professional skills and capabilities needed in the contemporary workplace.

[Award link](#)

Provide supporting materials...

UA AAUT 2024-Citation-Awards-Brochure

View document 

Download document 

20.2 Australian Awards for University Teaching 2024 - Citation for Outstanding Contributions to Student Learning: 'Live-Local-Think-Global'

Award Granter

Universities Australia

Award Grantee

Associate Professor Marco De Sisto, Dr Ying Zhou, Dr Christopher Conroy, Hang Pham Thanh, Jonathan Quah and Dr Jung Woo Han

Description of Award

Citation for Outstanding Contributions to Student Learning Citations recognise and reward the diversity of contributions made by individuals and teams to the quality of student learning in higher education. A Citation is awarded to an individual or team (i.e. academic staff, general staff, sessional staff or institutional associates) who has made a significant contribution to the quality of student learning, in a specific area of responsibility over a sustained period. This award was for the team comprised of CoBL educators from Melbourne and Vietnam - Associate Professor Marco De Sisto, Dr Ying Zhou, Dr Christopher Conroy, Hang Pham Thanh, Jonathan Quah and Dr Jung Woo Han – that created the 'Live-Local-Think-Global' initiative to develop an inclusive learning ecosystem that values each culture, while fostering global human resource management mindsets to enhance student experience across RMIT's international campuses.

[Award link](#)

Provide supporting materials...

UA AAUT 2024-Citation-Awards-Brochure

View document 

Download document 

20.3 Associate Deputy Vice Chancellor (ADVC) Learning, Teaching and Quality - EdTech Encouragement Award

Award Granter

RMIT College of Business and Law

Award Grantee

Dr Masih Fadaki; Dr Arthur Adamopoulous; Dr Jason Pallant; Tim Pfizner; Dr Vanessa Johnston; Stephan Hitchins; Dr Patricia Dina Pariona-Cabrera; Dr Prue Burns; Dr Burkhard Schrage; Dr Alrence Halibas

Description of Award

The EdTech Encouragement Award recognises educators who are using innovative AI, gamification and purposeful EdTech to support pedagogy and improve the student experience.

21. Educator Recognition

- Student-nominated teaching awards
- Professional development opportunities
- Publication or research support
- Annual teaching excellence awards
- Faculty promotion and tenure consideration
- Pedagogical innovation grants
- Institutional recognition events

22. Teaching Voices

22.1 SDG Curriculum Mapping

Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)

- Business Law
- Entrepreneurship
- Ethical Leadership
- Finance
- Hotel & Restaurant Management
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

For over a year, CoBL has been undertaking a project to demonstrate program alignment to the RMIT Capability 'Ethical Global Citizenship'. A key part of this work involves embedding the SDGs in the curriculum, with Program Managers being asked to map the SDGs across their program or major of study. It is expected that a course early in the student's journey will introduce the concept of SDGs. Subsequent courses will further develop their knowledge, and the final capstone course will be used to assess learning.

As part of evaluating student performance across the program, Course Coordinators are required to utilise designated rubrics in assessment grading. Each of the rubrics has hashtag identifiers, with stretch goals used to evaluate student capability and performance. A data automation process supports the identification and collation of results from the Learning Management System, with a Power BI dashboard used to visualise results. As a result of our assurance of learning process 15,130 CoBL students were evaluated on the SDGs in their 2024 assessment tasks. The system is not only useful for reporting performance but is also used as an audit tool to enhance the quality of the assessment across the program and student journey.

22.2 CoBL InnovateED: Professional Development in EdTech and Global Partnerships

Subjects

- Accounting
- Business Administration
- Business Law
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Ethical Leadership
- Finance

- Hotel & Restaurant Management
- Human Resources
- Responsible Management Education
- Social Entrepreneurship
- Sustainable Development
- Sustainable Supply Chain Management

Provide supporting context

The primary objective of the InnovateEd initiative focuses on integrating cutting-edge EdTech Tools, Gamification, AI and Industry-Specific technologies purposefully into each major. While working with each major it provides a valuable opportunity to integrate this work with the broader strategic objectives of the College outlined in the InnovateED Framework that was developed in collaboration with educators.

The LT&Q portfolio will collaborate with each major team to develop and implement tailored, discipline-specific solutions that align with the unique needs of each discipline.

The InnovateED Framework incorporates a multifaceted approach that includes:

- Enhancing the purposeful use of Educational Technologies such as AI & Gamification, EdTech and Discipline-Specific Tools
- Mapping RMIT Capabilities in each program/major as part of our AoL process
- Embedding Indigenous perspectives into L&T practices
- Raising awareness and develop resources on the SV-Bot, EWS and Career Readiness

Dashboard

- At the major level, mapping activities related to Work integrated Learning (WIL), Collaborative Digital Learning (CDL) and Inclusive Education Activities (IEA)
- Refresh rubrics using SOLO taxonomy
- Use MALOs to guide course changes and communicate effectively with prospective students during open days
- Enhance group-based learning environment

23. Fostering Innovation

To a great extent

24. Experiential Learning

To a great extent

25. Learning Mindset

To a great extent

26. Method of Teaching and Learning

In person



Research

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

27. 2024 Publications

800

28. 2024 Publications on Sustainable Development and/or RME

369

29. Research Funding

- Local
- Regional
- National
- International
- Institution Specific

30. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

31. Research Projects

31.1 Open Innovation

Who is involved in the project

- Faculty

Department

- Business Administration
- International Business

This research project covers:



Period covering

December, 2018 - December, 2024

Describe the research project

Exploring Open Innovation strategies as a means to improve global business practices

In a world where innovation drives progress, Open Innovation (OI) has emerged as a transformative approach for corporations to harness internal and external knowledge to solve problems and drive progress. Instead of relying solely on in-house teams, OI looks externally to collaborate with partners, customers, researchers, and even competitors to create an 'open' flow of knowledge and ideas.

The results from a recent research article, *Beyond the Buzz: Unpacking the Forms and Practices of Dedicated Open Innovation Functions in the California Management Review*, delves deep into how companies formalise and execute OI strategies to accelerate innovation. This study, based on 20 global corporations, offers a roadmap for businesses to adopt and embed OI structures, shaping the way organisations create and sustain value.

Key Findings: Building Blocks of Open Innovation

The study outlines three key methods in which companies set up OI:

- Individual roles - where specific people are assigned to drive collaboration.
- Embedded teams - where OI is built into existing teams.
- Centralised units - dedicated departments that focus entirely on innovation efforts.

In addition, the study highlights four core practices OI professionals employ to drive success:

- Operational Development: Building processes to integrate OI seamlessly into existing systems.
- Internal Championing: Advocating for OI within the organisation to overcome resistance.

- External Scouting: Identifying and leveraging external opportunities for innovation.
- Ecosystem Orchestration: Coordinating partnerships and collaborations to create robust innovation networks.

Real-World Impact and Applications

Dr Justyna Dabrowska, lead researcher on the project and Vice Chancellor's Research Fellow at RMIT University, explains: "Many companies have formalised their Open Innovation strategies through dedicated roles and teams, creating impactful ecosystems for collaboration. Our research provides actionable insights to help organisations build and sustain these capabilities effectively".

Addressing a critical gap in understanding, this research demonstrates how formal OI structures are essential to translate innovation strategies into tangible results. Its influence has already reached classrooms, with findings integrated into RMIT University's Open Innovation course, offering students real-world insights into corporate innovation processes. Supporting teaching materials are being developed to empower educators globally, ensuring future leaders understand and apply OI frameworks effectively.

Beyond academia, the research is also shaping business practices. For example, in April 2024, the Australian Red Cross Lifeblood invited the team to deliver a keynote to over 130 staff and senior leaders, showcasing the practical relevance of OI strategies. Companies and nonprofit organisations continue to seek insights to refine their innovation approaches, underlining the immediate impact of the study.

[Additional materials](#)

31.2 From Wardrobe to Circular Solutions: Addressing Australia's Textile Waste Crisis

Who is involved in the project

- Faculty

Department

- Management
- Business Administration

This research project covers:



Period covering

March, 2024 - December, 2024

Describe the research project

Australia's growing textile waste crisis is under scrutiny, with the average person discarding 23 kilograms of textiles each year. An innovative project led by RMIT University's Professor Mark Leenders aims to tackle this issue by analysing consumer behaviour and waste management systems. Funded by the Kmart Group and Queensland Government's Department of Environment, Science, and Innovation, the research explored how Australia's acquire, care for, repair and dispose of their clothing, uncovering valuable insights into the circular textile economy.

The project surveyed 3,080 Australians to identify opportunities for improvement in keeping textiles out of landfills. The findings offer practical solutions for consumers, businesses, and local governments, focusing on strategies to drive reuse, recycling, and circular economy practices.

"Compared to European data, Australians are better at shopping second-hand and washing clothes responsibly," said Professor Alice Payne, Dean of RMIT's School of Fashion and Textiles. "But we need brands and retailers to create higher-quality products that endure both fashion trends and war".

The study identified three distinct consumer groups:

- The Modest Selective Donor: who has minimal unworn items in the wardrobe and chooses to donate rather than discard.
- The Unaware Early Binner: who prefers to keep unwanted clothing and rarely donates.
- The Fickle Stocked Diverter: who spends more money on new or second-hand clothing and tends to hold a significant amount of unworn clothing in their wardrobe before eventually disposing of them.

Key proposals from the research include implementing take-based schemes, fostering partnerships with recycling companies, increasing grants for recycling infrastructure, and mandating producer responsibility for textile waste. These strategies are designed to build a robust framework for sustainable textile management.

Professor Simon Pervan, co-author, highlighted the importance of government support. "Businesses who resell clothing should be financially supported through grants, investments, or financial incentives," said Professor Pervan. "These circular business models exist in the market but need a helping hand to scale up and boost capacity".

This research emphasises the need for a collaborative approach between governments, industries, and consumers. By addressing textile waste at every stage, from production to disposal, this research provides a clear path towards a more sustainable and circular textile economy in Australia.

[Additional materials](#)

31.3 Enablers and inhibitors of blood donation for 18 - 30 year olds

Who is involved in the project

- Faculty
- Industry Partner

Department

- Marketing

This research project covers:



Period covering

April, 2024 - February, 2025

Describe the research project

Research undertaken by RMIT and Australian Lifeblood aims to engage the next generation of donors

Addressing the Blood Supply Challenge

With one in three Australians needing blood at some point in their lives but only one in 30 donating, the urgency to attract and retain blood donors is strong. The under-representation of young Australians aged 18 - 30 years in the donor pool is particularly concerning. As older donors face increasing ineligibility due to medical conditions, a sustainable future for blood supply hinges on engaging this younger cohort.

Current strategies primarily rely on extrinsic incentives, but these often fail to address the deeper, intrinsic motivators and psychological barriers unique to this demographic. To bridge this gap, an RMIT initiative funded by Australian Red Cross Lifeblood is taking a deep dive into the attitudes, values, and experiences shaping young Australians' perspectives on blood donation. By employing a mixed-methods approach, starting with qualitative interviews and scaling to a comprehensive online survey, the project aims to uncover actionable insights that can drive evidence-based interventions and foster a culture of sustained donation among young people.

Lead researcher, Dr Marian Makkar explains, "Our project delves into understanding the unique motivations and barriers faced by this cohort, employing innovative psychographic and behavioural segmentation to develop actionable personas".

Key Findings and Future Impact

Preliminary findings from the research highlight the unique challenges faced by young Australians, including lifestyle transitions, location inconvenience, and low intrinsic motivation. Behavioural segmentation has revealed distinct subgroups within this demographic, each with specific needs and values. Insights from these findings are already reshaping strategies for Lifeblood, the Australian Red Cross Blood Service.

By aligning outreach efforts with Gen Z's priorities of social impact, environmental sustainability, and community contribution, new strategies are emerging. Hyper-personalised campaigns on platforms like Instagram and TikTok are envisioned, alongside incentive programs tied to sustainable brands and community-driven rewards. Educational initiatives framed through authentic storytelling aim to deepen engagement, while collaborations with influencers are expected to amplify the message further.

Dr Makkar notes that the anticipated outcomes are transformative: "By addressing this gap, we aim to empower Lifeblood with strategies that build a culture of sustained blood donation, ensuring a reliable and sustainable blood supply for Australia while setting a global benchmark for engaging young donors".

This approach offers a lifeline to Australia's blood supply challenges, combining behavioural science and digital-age strategies to inspire the next generation of donors. As the campaign gains traction, it promises not just to meet the immediate demands but to build a resilient foundation for the future.

[Additional materials](#)

31.4 Gander - Retail Waste Saving Program

Who is involved in the project

- Faculty
- Industry Partners

Department

- Management

This research project covers:



Period covering

December, 2022 - December, 2024

Describe the research project

Tech Meets Trolleys

The Gander App Tackling the Food Waste Crisis

In a world grappling with food insecurity and mounting environmental challenges, Gander Food Waste Avoidance System, is reshaping how supermarkets tackle food waste while empowering local communities. Gander is a free mobile app that helps reduce food waste by connecting users with discounted, near-expiry items at local supermarkets. Users can input their location to find participating stores, browse available discounts, view details like price and expiry dates, and purchase the items in-store. The project was supported by industry, including Gander Retail, Metcash, and selected IGA supermarkets, under the stewardship of RMIT's Associate Professor Kevin Argus. The project has proven to be more than just an academic endeavour, exemplifying the alignment of academic insight with industry practicality.

Gander's mission is straightforward yet transformative: reduce retail food waste by dynamically managing short-dated stock. To app uses real-time price adjustments to ensure that near-expiry food finds a buyer before it expires. Unsold items are redistributed to charities and through volunteers, bridging gaps for those in need. the system's impact is clear, earning Gander the Coles Group Retail Award for Food Waste Challenge and a feature in Retail World. The accolades highlight the project's scalability and sustainability, providing that tackling food waste can be profitable for retailers while supporting local communities.

The project used a qualitative research approach with consumers in trial areas to explore their motivations for app use, focusing on factors such as self-esteem benefits, endorphin experiences, and family gamification, including financial literacy for children. Design Thinking projects involving Executive MBA and MBA students informed recommendations for app enhancements, such as gamification and recipe-matching features. A systematic literature review identified gaps and guided feature development, while survey data collection aimed to test the generalisability of findings across Australian consumers.

The research revealed key consumer motivators for engaging with the app, including emotional benefits, smart shopping strategies, and whole-family involvement. Gamification, particularly matching recipes with discounted items, emerged as a critical feature for preventing waste at home and improving user adoption. These findings are currently being incorporated into two academic papers and are expected to inform future developments, such as broader adoption of AI-driven features and enhanced industry practices in food waste management.

Looking ahead, Gander is set to expand its impact through a partnership with Saveful, a recipe-matching app. This collaboration promises to fill the convenience gap by pairing markdowns with meal ideas, empowering consumers to make sustainable choices.

As Associate Professor Argus aptly states, "By integrating cutting-edge AI technology and fostering community engagement, the Gander Food Waste Avoidance System not only reduces food waste but also provides affordable food to those in need, creating a sustainable and scalable solution for the retail sector".

[Additional materials](#)

31.5 Urban GreenUp and PolyurbanWater (BORDA)

Who is involved in the project

- Faculty

Department

- Entrepreneurship
- Management

This research project covers:



Period covering

June, 2017 - June, 2024

Describe the research project

Researchers from RMIT's The Business School, Vietnam Collaborated with international partners on the Urban GreenUp Project to explore nature-based solutions (NbS) for urban challenges like climate change and population growth. Part of the EU's Horizon 2020 research initiative, the project spanned seven years and included eight cities across Europe, Asia and South America. Participating cities were divided into three groups:

- Front-runners: Valladolid, Spain; Liverpool, United Kingdom and Izmir in Turkey
- Follower cities: Ludwigsburg, Germany; Mantova, Northern Italy; Medellin, Columbia, Quy Nhon, Vietnam and Chengdu, China.
- Network of cities: The network comprised cities that were identified as having high potential for replicating the initiatives introduced for the initial eight locations. They were given opportunities to share and exchange knowledge including joining study tours and workshops.

RMIT's contributions helped to give the city of Quy Nhon a direct connection to a large-scale European project and expertise and involved detailed reporting to inform EU policies, focusing on replicable NbS strategies. The project enhanced urban infrastructure, improved citizens' quality of life, and created a network of 25 cities to share best practices and challenges. Future initiatives stemming from the success of Urban GreenUp include new research clusters at RMIT Vietnam and partnerships tackling urban water management and climate resilience.

[Additional materials](#)



Partner

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

32. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- Local institutions and associations
- Quacquarelli Symonds (QS)
- United Nations Global Compact non-business signatory
- Times Higher Education (THE)

33. Student Partners

- Enactus

34. Partnerships

34.1 DiDi

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- For-Profit

Purpose of work with this organization

- Work Integrated Learning (WIL)

Describe your work with this organization

The collaboration between RMIT University and DiDi centres on applied learning projects aimed at addressing accessibility challenges within the rideshare industry. RMIT business student teams, from various master's programs, developed concepts focusing on issues such as increasing female participation among drivers and riders, accommodating assistance animal requirements, and improving app accessibility.

Through this partnership, DiDi provided feedback and selected a top concept for potential further development. The initiative highlights the integration of industry challenges into academic projects, allowing students to gain practical skills and experience while focusing on social impact. The collaboration aligns with DiDi's values to enhance equal access for riders and drivers, showcasing RMIT's ability to foster innovative solutions through real-world problem solving.

How do you measure success and impact

Feedback from partner organisation; Adoption of solutions designed by CoBL students

34.2 Australian Red Cross

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- Non-Profit

Purpose of work with this organization

- Research Collaborations

Describe your work with this organization

The College's strategic partnership with the Australian Red Cross has spanned several years, encompassing various activities such as learning and teaching, research, and community participation.

Learning and Teaching Initiatives: The partnership enriches the College's educational environment through:

- Active participation in workshops.
- Provision of insightful case studies.
- Work Integrated Learning opportunities.

2024 Research Projects Commissioned by Australian Red Cross – Lifeblood:

Open Innovation and Value Creation in Purpose-Driven Organisations

Lead researcher: Justyna Dabrowska

This research aims to explore how purpose-driven non-profits (ARC Lifeblood in particular) build innovation capability and ecosystems as well as how they create and capture value from innovation activities. (See Research, Question 5 for more details of this research project).

Blood donation perceptions and needs of multicultural communities

Lead researcher: Lauren Gurrieri

Australian Red Cross – Lifeblood funded a project to examine Culturally and Linguistically Diverse (CALD) community blood donation perceptions and needs.

Enablers and inhibitors of blood donation for 18-30 year olds

Lead researcher: Marian Makkar

This project aims to increase young blood donor numbers by identifying barriers, enablers and motivations. Using psycho-behavioural segmentation, it explored young adults' preferences and attitudes to develop targeted strategies for attracting and retaining donors, ensuring campaigns align with their values and foster lasting commitment. (See Research, Question 5 for more details of this research project).

How do you measure success and impact

Feedback from partner organisation; Feedback from students; Adoption of research recommendations

34.3 National Australia Bank (NAB)

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- For-Profit

Purpose of work with this organization

- Internships and Career Development
- Student Mobility and Study Abroad
- Thought Leadership and Knowledge Sharing
- Curriculum Development

Describe your work with this organization

The partnership between RMIT's College of Business and Law and National Australia Bank (NAB) is a dynamic collaboration that focuses on integrating academic expertise with industry insights to enrich educational programs and enhance practical applications in business and law. This alliance serves as a crucial interface, facilitating the exchange of knowledge and skills between academia and the business world.

Central to this partnership are various initiatives that include student internships, workshops, and seminars. Through these initiatives, students gain invaluable real-world experience, equipping them with the practical skills and industry acumen necessary to thrive in their future careers. Internships provide students with firsthand exposure to the professional environment at NAB, allowing them to apply theoretical knowledge and gain insights into the workings of one of Australia's leading banks.

Workshops and seminars organized under this partnership foster innovation by bringing together students, academics, and industry professionals to discuss emerging trends and technologies in business and law. These forums offer participants the opportunity to engage in critical dialogues, challenge traditional concepts, and explore creative solutions, thereby bridging the gap between theory and practice.

The overarching aim of this partnership is not only to prepare students for successful careers but also to contribute to the development of industry-relevant knowledge and skills. By integrating cutting-edge academic insights with practical industry experience, the collaboration seeks to cultivate a new generation of leaders who are adept at navigating the complexities of the business world and who can drive forward positive change. Through continuous collaboration, RMIT and NAB aspire to create impactful educational experiences and meaningful contributions to both the academic and business communities.

How do you measure success and impact

Feedback from partner organisation; Feedback from students

34.4 Microsoft

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- For-Profit

Purpose of work with this organization

- Thought Leadership and Knowledge Sharing
- Internships and Career Development

Describe your work with this organization

The partnership between RMIT's College of Business and Law and Microsoft focuses on enhancing education through curriculum development, case studies, resources, and Work Integrated Learning opportunities. This collaboration aims to bring Microsoft's industry expertise into academic programs, enriching the learning experience for students.

In 2024, this partnership offered diverse opportunities and benefits, including industry-relevant projects and practical case studies shaped by Microsoft. Notably, Master of Business Information Technology students collaborated with Microsoft to design a ChatBot aimed at enhancing the Work Integrated Learning (WIL) experience for RMIT students.

How do you measure success and impact

Feedback from partner organisation; Feedback from students

34.5 ANL

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- For-Profit

Purpose of work with this organization

- Thought Leadership and Knowledge Sharing
- Internships and Career Development
- Curriculum Development

Describe your work with this organization

The partnership between RMIT's College of Business and Law (CoBL) and ANL (Australian National Line) focuses on enhancing practical learning opportunities and industry engagement for students. Through this collaboration, ANL provides insights and expertise that contribute to curriculum development and real-world applications within the college.

Key elements of the partnership include:

- **Work Integrated Learning:** Students gain hands-on experience through internships and projects facilitated by ANL, allowing them to apply classroom knowledge to industry-specific challenges.
- **Industry Insights:** ANL offers guest lectures in courses such as Supply Chain Technologies, Strategic Supply Chain and Maritime Logistics, bringing seasoned professionals to share their knowledge on logistics and supply chain management.
- **Case Studies and Projects:** By developing case studies and projects in collaboration with ANL, students can explore real-world business scenarios and devise strategic solutions.
- **Networking Opportunities:** The partnership facilitates networking events and connections with industry professionals, helping students build valuable relationships for their future careers.

This collaboration aims to bridge the gap between academic theory and industry practice, preparing students with the skills and insights required in the logistics and supply chain sectors.

How do you measure success and impact

Feedback from partner organisation; Feedback from students

34.6 Good Shepherd Australia and New Zealand

Period this affiliation covers

December, 2023 - December, 2024

This organization is a:

- Non-Profit

Purpose of work with this organization

- Research Collaborations
- Scholarships and Funding Opportunities
- Sustainability and Social Impact
- Thought Leadership and Knowledge Sharing
- Internships and Career Development

Describe your work with this organization

The partnership between RMIT's College of Business and Law (CoBL) and Good Shepherd Australia New Zealand is geared towards fostering social impact and financial wellbeing through collaborative initiatives. This relationship combines CoBL's academic expertise with Good Shepherd's community-driven approach to tackle societal challenges. Together, they have embarked on projects that blend ESG principles with AI technologies, specifically targeting financial resilience and inclusivity for women and marginalised communities.

Key components of this partnership include:

Research Collaboration

Joint research projects explore and implement strategies to enhance financial resilience for vulnerable groups. As part of this, two PhD projects have been initiated, funded by a generous \$150,000 annual contribution from Good Shepherd over three years, supporting PhD scholarships and applied research. The PhD Projects are aligned with PRME principles and SDG commitments:

- Project 1: AI-Driven Resilience and Risk Management by Analysing Financial Behaviour and Resource Allocation
- Project 2: Designing an ESG IMPACT Framework for Measuring Inclusivity, Financial Wellbeing, and Support Impact

Curriculum Integration

Good Shepherd's insights inform course content development related to social entrepreneurship, corporate social responsibility, and ethical leadership, enriching the educational experience.

Work Integrated Learning

Students engage in real-world projects with Good Shepherd, applying their knowledge to create meaningful social impact and gain valuable practical experience.

Workshops and Events

The partnership promotes dialogue on social issues through workshops and events, connecting students, academics, and community leaders.

This collaboration has already produced unique impact measurement tools and predictive models to optimise resource distribution, improve support service delivery, and enhance stakeholder relationships. Overall, the partnership aims to develop innovative solutions that improve financial wellbeing and inclusivity while providing students with impactful experiential learning opportunities. Looking ahead, it is expected to generate significant academic contributions and scalable solutions for the social services industry, showcasing research's direct role in informing practice, policy, and systemic change.

How do you measure success and impact

Feedback from partner organisation; Feedback from students; Adoption of research recommendations



Practice

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

35. RME Practices

- Campus operations guides
- Accreditation body recommendation documents
- Buildings/real estate
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Environmental stewardship policies
- Ethical data sourcing guides
- Faculty hiring, tenure, and promotion guidelines
- Ethical leadership or good governance policies
- Local staff/student/faculty transportation
- Greenhouse gas emissions
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides
- USGBC building guides
- Water
- Zero-waste guides
- Ministry of education recommendation documents

36. RME Policies

36.1 RMIT Sustainability Policy

Upload or select a document

RMIT Sustainability Policy

View document  Download document 

36.2 RMIT Travel Policy

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RMIT Travel Policy

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36.3 RMIT Inclusion, Diversity and Equity Policy

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RMIT Inclusion Diversity and Equity Policy

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36.4 RMIT Open Scholarship Policy

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RMIT Open Scholarship Policy

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36.5 RMIT Design Standards 2024

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RMIT Design Standards 2024

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36.6 RMIT Circular Economy Plan

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RMIT Circular Economy Plan

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36.7 RMIT Sustainable Transport Plan

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RMIT Sustainable Transport Plan

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36.8 RMIT Gender Equality Action Plan 2022 - 2025

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RMIT Gender Equality Action Plan 2022-2025

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36.9 RMIT Student Gender Equity Action Plan

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RMIT Student Gender Equity Action Plan

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36.10 RMIT Property Management Policy

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RMIT Property Management Policy

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36.11 RMIT Climate Change Adaptation Plan - Summary Document

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RMIT Climate Change Adaption Plan

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36.12 RMIT Procurement and Expenditure Policy

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RMIT Procurement and Expenditure Policy

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36.13 RMIT Corporate Social Responsibility Framework

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RMIT Corporate Social Responsibility
Framework

[View document](#)

[Download document](#)

37. Practice Awards

37.1 Green Gown Awards Australasia - Highly Commended

Award Granter

Australasian Campuses Towards Sustainability (ACTS)

Award Grantee

RMIT University

Description of Award

RMIT was "Highly Commended" for work on the Sustainability and Equity Evaluation (SEE) Tool which is designed to assess the sustainability impact of any RMIT policy, program, plan, or project against the UN Sustainable Development Goals. Award Category: Diversity, Equity & Inclusion in Sustainability This category recognises the work institutions undertake to integrate equity, social justice and inclusion as part of their broader sustainability work. Disadvantaged groups will be impacted the most by the triple planetary crisis of climate change, nature and pollution, so equity and equality are core to achieving a sustainable world. Institutions have to take new approaches and different ways to engage broader diverse audiences and champions. The sector needs to look at the barriers that exist which exclude particular protected characteristics and celebrate areas where these have been broken down and accelerated to a more inclusive approach to transition to a sustainable future. This category recognises those surprising collaborations and innovative approaches that staff and students take to improve diversity, equity and inclusion in their institutions. Approaches may include how institutions promote sustainability as a career to a broad audience to cultivate diverse and equitable professional opportunities. Judges will be looking for institutions that have ongoing

commitments to embed equality and inclusion within sustainability practices or impactful initiatives that push the boundaries and challenge the status quo to improve diversity, equity and inclusion. Judges will be looking for institutions that have innovative collaborations within or beyond their institutions. Examples could be, but not limited to: - Engagement with the wider community to focus on under-represented groups within your local region to engage with sustainability - Leading practises or initiatives that lead to greater access and participation in sustainability - Innovative internal collaborations across departments - Leading research that addresses barriers and challenges. Judges will be looking for evidence of the impact of the initiative and must be able to show that it exceeds normal performance as well as looking at potential to scale-up and replicate across the sector.

[Award link](#)



Share

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



38. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Open faculty and student meetings and town halls
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Partnerships with local organizations
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

39. Audiences

- Accreditation bodies
- Alumni and donors
- Faculty and staff
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks



SIGNATORY

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Australia



Website

<https://www.rmit.edu.au/about/schools-colleges/college-of-business-and-law>