

Swinburne University of Technology  
Asia-Pacific Centre for Philanthropy and Social Investment

# Working group on education and training in philanthropy and social investment: Interim Report

Report prepared on behalf of the Working Group by:  
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5 July 2007



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AUSTRALIAN  
GRADUATE  
SCHOOL OF  
ENTREPRENEURSHIP

5 July 2007

The Hon Mal Brough MP  
Minister for Families, Community Services and Indigenous Affairs  
Parliament House  
Canberra 2600

Dear Minister

In November 2006 you approved a grant of \$39,500 to enable a study of education and training in the fields of philanthropy and social investment. We are writing to inform you of the outcomes of our deliberations and to ask for a meeting.

The attached Interim Report describes the Working Group which undertook this work, the methodology it applied, and the conclusions it has reached. In essence, we have found that there is a serious and growing gap between the demand for and supply of education and training in the specific areas of grant making, fundraising, corporate social investment and social enterprise.

Before delivering our recommendations we seek an appointment to brief you on the Group's thinking and to ask for your advice

We understand that an update of the Group's work is listed for discussion at the Prime Minister's Community Business Partnership meeting on 30 July 2007. To that end, we would be grateful if we could meet with you before that date.

I am also enclosing for your information the letter written to the Prime Minister by Mr Baillieu Myer AC (which initiated this project) and the Prime Minister's reply.

Yours sincerely



I R Young  
Vice-Chancellor and President  
Swinburne University of Technology



Peter Fritz AM  
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## FOREWORD

**By Professor Leslie Lenkowsky, Director of Graduate Programs for Philanthropic Studies, Center on Philanthropy, Indiana University**

From 21 May-23 June 2007, I was the Heloise Waislitz Fellow at the Asia-Pacific Centre for Philanthropy and Social Investment at Swinburne University of Technology. This has enabled me to observe closely the research and deliberations of the Working Group, as well as to share my insights into how the topics of its inquiry are taught and researched in the USA.

Fifteen years ago, if an Australian had been visiting the United States and surveyed American institutions that were offering training in the fields covered by this report, he would have reached very much the same conclusions this report has. In other words, he would have found a very small number of universities (including, I might say, my own) teaching and carrying out research in the areas of grant making and fundraising, usually enrolling relatively few students and involving only a small number of faculty members. Programs in corporate social responsibility or social enterprise did not exist at all. Fifteen years ago, these topics remained largely undiscovered and unremarked, and most of what people learned about them came through “trial and error,” or the folk wisdom handed down from earlier practitioners.

But the intervening years have seen a remarkable growth. Today there are around 250 university-based programs in the United States offering graduate or undergraduate courses in philanthropy, non-profit management, or closely related topics. They are to be found at private schools and state-supported ones, institutions with high national reputations and those with regional or local ones, as part of professional education as well as in the liberal arts. The best American business schools – Harvard, Yale, Columbia, and Stanford, for example – now have “social entrepreneurship” programs. Several scholarly associations foster innovative research and teaching in these fields.

While the number of students participating has not been tallied, at Indiana University alone, nearly 100 students will begin graduate studies in philanthropy and non-profit management this fall. Many of these students have already embarked on careers in foundations, charities, universities, hospitals, corporations, and other public-serving organisations. Some have even risen to leadership positions and more are on track to do so. According to a recent survey in *The Chronicle of Philanthropy*, the leading publication in the field, “while executive recruiters are quick to say that they value experience over education when they recruit charity leaders, more and more advertisements for senior non-profit positions stipulate that an advanced degree is required or preferred.”

While the size of philanthropy and social investment in Australia is unlikely to match that in the USA in the foreseeable future, I believe the overall trends are very similar. This means that the potential for educational development in these fields in Australia is similarly large, as are the potential benefits of such education for philanthropic practice. This report offers a very valuable base from which to develop these programs.

## **1. EXECUTIVE SUMMARY**

Giving in Australia has almost doubled over the past decade, with corporate giving growing at a slightly greater rate than household and individual giving. Although giving in Australia is on the increase, it is still low in comparison to the U.S, possibly reflecting, in part, a gap in knowledge about how to give effectively, and a consequent lack of sophistication in both the culture and mechanisms for giving.

In the past five years, the Federal Government has introduced a number of initiatives designed to encourage and facilitate greater and better-informed giving. A Working Group on Philanthropy and Social Investment Education and Training, led by Swinburne University of Technology was established with support from the Prime Minister's Community Business Partnership to "identify tertiary education and training gaps in the area of philanthropy and social investment and to recommend ways that these might be filled"<sup>1</sup>.

This document is the first of two reports and will outline the Working Group's findings and conclusions in regard to the supply of and demand for education and training in philanthropy and social investment. A second report, to follow shortly, will give recommendations regarding the development of education and training programs in this field.

### **1.1 Philanthropy and Social Investment Education and Training: Supply**

The Working Group's search of courses on philanthropy and social investment at Australian universities identified a significant shortage in the supply of education and training in corporate social responsibility, grant making, fundraising and social enterprise. TAFE courses in these topic areas are currently absent. Furthermore, only 13 universities offer units that relate to philanthropy and social investment. These include only three relevant units at undergraduate level and only 14 relevant units at postgraduate level. Two universities offer executive education programs in corporate social responsibility. In addition, there are only 8 research centres at Australian universities that touch on matters relating to philanthropy and social investment, and the focus of these is generally limited to corporate governance and social responsibility.

The Working Group identified approximately 19 independent training providers (commercial and government or non-government organisations) that deliver training in corporate social responsibility, fundraising, grant making or social enterprise. Only six of these provided training in more than one topic area, suggesting that a comprehensive training offer is also lacking in this sector.

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<sup>1</sup> In this context, education is defined as higher education at universities where subjects are studied at an advanced level which includes conceptual and critical thinking and complex problem solving. Training is defined as the learning of skills required for a specific activity (e.g., fundraising) or job.

## 1.2 Philanthropy and Social Investment Education and Training: Demand

The Working Group's survey on the demand for education and training in philanthropy and social investment revealed that few organisations provide education and training in corporate social responsibility, fundraising, non-profit management, philanthropic grant making, and social enterprise, yet there is a high level of interest in education and training in these topic areas. There is no clear preference for one type of education/training over another, although preferences for executive education are slightly stronger. Universities are the preferred provider and are seen to have greater credibility, impartiality, and intellectual rigour, as well as the capacity to implement a common standard of education/training for the field. Regarding course content, there is a need for greater emphasis on fundraising, leadership and management skills specific to the field, practical and experiential-based learning, and relevant units within business/marketing degrees.

Current educational offerings are seen to lack credibility, rigour, and sophistication. New educational offerings should focus on keeping the cost down; accessibility, both in terms of geographic location and mode of delivery (e.g., on-line); and employing educators/trainers who are suitably experienced in the field of philanthropy and social investment.

The Working Group's secondary analysis of recent reports on philanthropy and social investment provided further support for the need for education and training in the field. A report on *Corporate Community Investment in Australia* noted the paucity of attention to corporate community investment in management education and internal training programs. From the *Giving Australia Report*, it can be inferred that there is a huge market for education and training in philanthropy and social investment. In particular, this is likely to become an increasingly valued component of business courses and there may be a niche market in educating small businesses about giving. Many industries appear to be unaware of how to give and/or how to give effectively; givers need to be educated so as to balance the current mix of giving with current needs. A *Needs Analysis for a Postgraduate Program in Social Enterprise* identified a gap in the market and recommended that a Masters level course with a distance learning option be established.

## 1.3 Developments in Europe and the United States

The latter part of the 20th century saw rapid growth in the size of non-profit sector around the globe. While American and European universities have been quick to respond to this growth, Australian universities have lagged behind. Australia needs to respond to the growing recognition of philanthropy as an important agenda for higher education and to support the expansion of philanthropic education as have other countries around the world.

## 1.4 Conclusions

There is compelling evidence for a gap in education and training in the field of philanthropy and social investment. TAFE courses are non-existent, and only three universities (Swinburne University of Technology, Queensland University of Technology, and University of

Technology, Sydney) currently provide designated courses in the field, though these courses only cover certain aspects. Notably, what might be regarded as the core content area needed to address growth in philanthropy, namely grant making and social investment, is comprehensively covered only in the Swinburne courses. A comprehensive offer is also lacking among commercial training providers and government and non-government organisations. The paucity of learning opportunities is at odds with the increasing demand for education and training in this field. Our survey indicated that universities are the preferred provider given their credibility, rigour, impartiality and capacity to implement a common standard of education and training in the field.

## **2. INTRODUCTION**

### **2.1 The Benefit of Philanthropy to the Community**

Society has long turned to the non-profit sector both to resolve its many and varied problems and to meet its highest aspirations. Unconstrained by shareholder or voter pressure, the non-profit sector has the scope to invest its resources in addressing a much wider range of societal problems (e.g., AIDS, environmental sustainability, natural disasters, poverty), capturing a niche that the business / government sector is unable to reach<sup>1,2</sup>. As such, it has the potential to develop innovative and potentially-profitable ways of solving problems which may later be 'scaled up' and implemented by the for-profit sector<sup>2,3</sup>. Thus, it may offer the best possibility for relieving growing social needs, including long-standing or urgent social problems<sup>1</sup>.

### **2.2 The Growth of Philanthropy: Current Trends**

Since the 1990s, there has been a steady increase in the creation of wealth around the globe<sup>2</sup>. Catalysed by the rapid creation but uneven distribution of wealth in recent years, more and more people are wanting to make a difference to the world<sup>3</sup>. Total giving is on the rise in most countries, and Diaspora philanthropy, the sending of gifts back home by those who have prospered abroad, is also growing<sup>2</sup>. Furthermore, there is evidence to suggest that a new generation of giving is emerging: while people typically used to give in their 60s and 70s, they now give much earlier, in their 30s and 40s<sup>2</sup>. Contrary to popular belief, smaller donors, including those of modest means, also play a major role in philanthropy<sup>4,5</sup>. Thus, initiatives for increasing giving should not only target the rich and famous but rather should aim to change the culture of society by encouraging personal giving, in addition to organised and corporate giving. Equipping the next generation for giving, so as to capitalise on the inter-generational transfer of wealth, will also be important.

There is currently a 'philanthropic renaissance' taking place in the U.S. Since the mid-1990s, there has been significant growth in large-scale philanthropy, with an increasing number of foundations boasting assets in excess of a billion dollars, and a rise in the number of people establishing foundations or contributing large gifts (>\$100 million) to foundations and other types of non-profit organizations<sup>4</sup>. Giving in Australia is currently sitting at around 0.68% of Gross Domestic Product<sup>6</sup>. Although this is much lower than the equivalent figure for the United States (1.6%)<sup>6</sup>, many of the trends that have encouraged giving in the U.S are also present in Australia (e.g., economic prosperity, growing societal challenges, dissatisfaction with the government's role in welfare, increased interest in civil society, many successful entrepreneurs, intergenerational transfer of wealth). These trends, coupled with the Australian Government's recent introduction of initiatives for encouraging giving (e.g., incentives such as tax-advantaged Prescribed Private Funds), indicate significant potential for increased giving in this country<sup>5</sup>.

Furthermore, there is increasing recognition that effective giving is enmeshed with other operational aspects of the social economy. Good giving is, at least in part, a consequence of good fundraising, and good fundraising outcomes are dependent on the capacity of the non-profit bodies that receive those funds. Increasingly too, the for-profit sector is also involved in the effective expenditure of philanthropic funds – through the growing tendency for corporate social investment and the partnerships which follow, and through its direct involvement in area (e.g., aged care provision), traditionally regarded as the domain of non-

profit bodies. Indeed, it is the recognition of this interconnectedness that is giving rise to the new term 'social entrepreneurship'. A further observation is the growing size of the government as pure grant makers. A large number of employees are engaged in grant making, all largely without training and adopting old grant making styles.

### **2.3 Obstacles to Effective Philanthropy**

More choices, information, opportunities, and services are needed to stimulate or reinforce people's "philanthropic imagination"<sup>7</sup>. Unfortunately, many people who engage in philanthropy give in unimaginative or unproductive ways, with gifts to charity largely wasted on initiatives that have no effect<sup>3</sup>. Furthermore, similar initiatives often exist in parallel, leading to duplication and inefficiency that could be avoided through consolidation<sup>1</sup>.

A further challenge is that heightened public expectation has led to greater scrutiny of how money is spent. Public trust has declined in many countries<sup>2</sup>, amidst dialogue concerning corruption and mismanagement (e.g., supporting pet causes, unjustifiable administration overheads etc.,)<sup>3</sup>. Corporate giving in particular has been met with both scepticism and enthusiasm<sup>8</sup>. These responses require that companies work harder to achieve strategically satisfying results. Yet, despite increasing pressure to monitor how money is used, and to operationalise its performance in terms of the double bottom line, the triple bottom line, and lives changed, little effort has been devoted to measuring its real impact<sup>9</sup>. In addition, performance may be difficult to measure in concrete terms, given the fuzzy goals of some initiatives<sup>9</sup>.

A major challenge, therefore, is to develop philanthropic competence to increase social return. At present, education and training opportunities in the field are scarce and high quality objective advice and information is often in short supply.

### **2.4 Building the Infrastructure of Philanthropy: The Importance of Education and Training**

In the past, philanthropy has tended to carry an undertone of amateurism<sup>1,3</sup>. However, philanthropy is evolving to a new stage. In contrast to traditional philanthropy, contemporary philanthropy is increasingly business-like, knowledge-based, market-conscious and strategically-oriented; the aim is to ensure that money is put to good use<sup>3</sup>. The focus has broadened from fundraising and grant making to incorporate corporate social responsibility, social entrepreneurship, the triple bottom line, and venture philanthropy<sup>3</sup>. A major theme is the need for the non-profit sector to emulate the for-profit sector<sup>9</sup>. An example of this evolution, drawing on the merging of the non-profit and for-profit sectors and the emerging notion of 'venture philanthropy', is microfinance. Originally offered in developing countries, microfinance is being applied, for instance, in Australia's Cape York region.

In order to transform philanthropy into a thriving and effective industry, we need a framework to manage it at a level of excellence equivalent to that aspired to in the corporate sector. Investment in the infrastructure for philanthropy now will ensure that lack of investment does not become a burden later. Failure to provide the infrastructure for philanthropy could see billions of dollars wasted on ineffective giving.

An essential element of the ‘infrastructure for philanthropy’ is the provision of philanthropic education and training. That is, the knowledge and skills needed to enable sound decision making in this context. Universities have the capacity to establish philanthropy as an academic field in its own right<sup>5</sup> and to increase the skills set in this area by delivering courses that adopt a holistic approach to philanthropic education and address similarities and differences between the non-profit, for-profit, and government sectors, bridging the traditional gap between them<sup>10</sup>. Courses should incorporate corporate social responsibility, fundraising, grant making and social enterprise. The development of courses in this field is not just another educational exercise. Rather, the emphasis is on giving and spending well and its consequent social impact. Improving knowledge and skills in the field should maximise social return. This report describes current gaps in education and training in this area, evaluating ‘supply’ against ‘demand’.

### References

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- <sup>2</sup> To have not to hold. In *The business of giving: A survey of wealth and philanthropy*, *The Economist*, February 25<sup>th</sup> 2006, 3-6.
- <sup>3</sup> The business of giving. In *The business of giving: A survey of wealth and philanthropy*, *The Economist*, February 25<sup>th</sup> 2006, 1-3.
- <sup>4</sup> Lenkowsky, L. (2007). Big philanthropy. *The Wilson Quarterly*, Winter, 47.
- <sup>5</sup> Lenkowsky, L. (2007). *Jump-starting social investment: The role of universities*. Public Lecture, Swinburne University of Technology, Melbourne: May 29.
- <sup>6</sup> <http://www.partnerships.gov.au/downloads/givingaustraliareport.pdf>
- <sup>7</sup> Virtue’s intermediaries. In *The business of giving: A survey of wealth and philanthropy*, *The Economist*, February 25<sup>th</sup> 2006, 12-13.
- <sup>8</sup> The good company. In *The business of giving: A survey of wealth and philanthropy*, *The Economist*, February 25<sup>th</sup> 2006, 7.
- <sup>9</sup> The birth of philanthrocapitalism. In *The business of giving: A survey of wealth and philanthropy*, *The Economist*, February 25<sup>th</sup> 2006, 6-9.
- <sup>10</sup> Mirabella, R. M., & Wish, N. B. (1999). Educational impact of graduate non-profit degree programs: Perspectives of multiple stakeholders. *Nonprofit Management and Leadership*, 9, 329-340.

### **3. OVERVIEW OF THE WORKING GROUP PROJECT**

A Working Group on 'Philanthropy and Social Investment Education and Training' was established at the invitation of the Minister for Families, Community Services and Indigenous Affairs, the Honourable Mal Brough, following an approach by Baillieu Myer AC to the Prime Minister. The Working Group was assembled to achieve the following broad goals:

- (a) Identify the education and training at tertiary level that will encourage and enable informed and effective philanthropy and social investment
- (b) Identify means to promote, support and undertake research into how giving in Australia can be increased and made more effective
- (c) Audit the range of options in Australian universities to address these matters
- (d) Identify education and training gaps and recommend ways that these might be filled, including:
  - (i) Level of courses (undergraduate and postgraduate)
  - (ii) Duration of courses (short courses, executive education, graduate certificates etc.)
  - (iii) Finding the best way of ensuring such education and training is delivered into the future.

In addressing these goals, the Working Group considered giving at all levels of society (not just by the wealthy) and explored how universities and industry can work together to develop appropriate education programs.

This document will report on the Working Group's findings and conclusions in regard to the supply of and demand for education and training in philanthropy and social investment. The report will begin by describing the background to the Working Group. Next, a discussion of the importance of philanthropy and social investment in Australia will be provided, followed by an analysis of the supply and demand for education and training in this field. Developments in education and training in Europe and the U.S are also described.

This document is the first of two reports. A second report, to follow shortly, will give recommendations regarding the development of education and training programs in philanthropy and social investment.

#### **4. BACKGROUND TO THE WORKING GROUP: ALIGNMENT WITH POLICY**

The Asia-Pacific Centre for Philanthropy and Social Investment was established at Swinburne University of Technology (SUT) in 2001. The Centre currently offers a graduate qualification at Certificate, Diploma and Masters level, and professional development, public education, research, and consulting for the effective practice of all forms of personal, corporate and government grant making. It seems to be internationally unique (see <http://www.swinburne.edu.au/business/philanthropy/welcome.htm>).

In May 2006, Mr. Baillieu Myer, AC wrote to the Prime Minister:

*“The [SUT] Centre has pioneered a field of professional education which is internationally unique and significant. It has attracted the interest of the corporate and private sector. With the growth of philanthropy, due to new patterns of wealth creation and transfer, and the heightened awareness of the corporate sector, I believe it is timely for your Government to consider not only the short-term viability of the Centre, but also enabling it to consolidate its own programs and plans for the future and to create a national program for including social investment in business schools at other Australian universities (and indeed, given the unique nature of the Centre, at universities beyond Australia)”.*

In August 2006, the Minister for Families, Community Services and Indigenous Affairs, the Honourable Mal Brough, met with representatives from SUT and Mr. Peter Fritz. At the Minister’s request, SUT’s Vice-Chancellor, Professor Ian Young, developed a proposal for a steering committee and, in November, the Minister replied that he had approved funding to “*identify the tertiary education and training gaps in the area of philanthropy and social investment and to recommend ways that these might be filled*”. This objective is the driver for the material presented in the current report.

## 5. PHILANTHROPY AND SOCIAL INVESTMENT IN AUSTRALIA

The February 25<sup>th</sup> 2006 edition of *The Economist* carried a special supplement, 'The Business of Giving', which described a renewed interest in philanthropy throughout the world: Demonstrated and encouraged by some very large recent gifts (Branson, Buffett, Gates, Soros etc.), and by the increased acceptance of corporate social investment, philanthropy is finding new ways of expressing itself. Most importantly, traditional philanthropy is giving way to social investment, a process in which philanthropists are encouraged to see themselves not just as donors, but as informed, active and committed partners who often give a lot more than money. Social investors can be individuals, families or companies. They typically invest money, time, knowledge and wisdom to bring about social outcomes. Like financial investors, they tend to be guided by strategic planning, to set key performance indicators, and to prefer a 'hands-on' role. They often have an exit plan in case an investment fails to meet expectations. The supplement concluded with a call to higher education institutions to develop courses in this field.

These trends can be observed in Australia. The incidence of large private gifts is growing, and major philanthropic foundations are increasingly choosing causes and organisations to support, rather than just responding to requests and applications. The potential for engaged philanthropy and social investment in Australia is very large indeed. Wealth is being created and transferred between generations at an unprecedented rate, and there is a growing number of people who have the desire, assets, skills and time to make the world (or perhaps just part of it) better<sup>2</sup>. Their interests are diverse: the environment, global and local poverty and disadvantage, medical research and treatment, indigenous issues, the arts and so on.<sup>3</sup>

The most concise summary of Australian philanthropy and social investment is probably contained in a series of fact sheets compiled by the industry body, Philanthropy Australia.<sup>4</sup> A more detailed report, *Giving Australia*,<sup>5</sup> was commissioned by the Federal Government in 2005. According to this report, giving in Australia has almost doubled over the past decade, with organisational giving growing at a slightly greater rate than household and individual giving. Although giving in Australia is on the increase, it is still low in comparison to the U.S, possibly reflecting a gap in knowledge regarding how to give and give effectively. Relevant skills in this area include applying business and ethical criteria to assess opportunities for social investment, identifying appropriate causes in which to invest, and monitoring whether investment has been effective.

The precise level of philanthropic giving in Australia is difficult to pinpoint. Trusts and foundations are not required to report publicly on their distributions, the Australian Tax Office only records donations claimed as personal tax deductions, and many charities do not provide details of all the donations they receive. As a result, it is estimated that more than half of donations made in Australia cannot be attributed. *Giving Australia* estimates that

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<sup>2</sup> The business of giving: A survey of wealth and philanthropy. *The Economist*, February 25<sup>th</sup>, 2006.

<sup>3</sup> For an interesting discussion of private philanthropy, see Singer, P. (2006). What should a billionaire give and what should you? *The New York Times*, December 17th.  
<http://www.owl.net.rice.edu/~bioe260/student/readings/What%20Should%20A%20Billionaire%20-%20You%20Give.pdf>

<sup>4</sup> [http://www.philanthropy.org.au/research/factsheets/PA\\_givinginaustralia.pdf](http://www.philanthropy.org.au/research/factsheets/PA_givinginaustralia.pdf) and  
<http://www.philanthropy.org.au/research/factsheets/nfpfactsheet.pdf>

<sup>5</sup> <http://www.partnerships.gov.au/downloads/givingaustraliareport.pdf>

between 14% and almost 50% of donations made in Australia (depending on the age cohort of the giver) are not claimed as tax deductions.

Just as data on giving is incomplete and subject to differing definitions, so is the study of philanthropic practice and its scope. The specific emphasis on effective grant making in the personal and corporate context, which has so far characterised the approach of the Asia-Pacific Centre for Philanthropy and Social Investment, might be expanded to incorporate, for example, corporate social responsibility, fundraising, and social enterprise (see Figure 1). These four themes are clearly inter-related in the sense that they all relate to those areas of the economy that are typically described as the community sector, non-government sector, non-profit or not-for-profit sector, third (and now fourth) sector, voluntary sector and civil society, both conceptually and in career and professional terms. The fourth theme, social enterprise, is perhaps the least understood, most contested, and most timely for academic attention. It is also arguably the most inclusive, and might well be developed as the intellectual umbrella under which specialist streams in corporate social responsibility, fundraising and grant making find a common academic home (see Figure 2).

There is also renewed interest in encouraging philanthropic giving to Australian universities. In December 2006, the Business-Higher Education Round Table released a report, *Increasing Private Support for Australian Universities*. Arising from this, the Australian Vice-Chancellors' Committee has awarded a tender to write a more detailed study to be completed by mid-June 2007.

<p style="text-align: center;"><b>Corporate social responsibility (CSR)</b></p> <p>A way in which companies can voluntarily integrate into their activities social and environmental concerns which are over and above their legal responsibilities</p>	<p style="text-align: center;"><b>Fundraising</b></p> <p>Attracting people, money and in-kind resources to fulfil the mission of a community organisation</p>
<p style="text-align: center;"><b>Grant making (philanthropy)</b></p> <p>Giving by foundations, trusts, individuals, companies and governments that is intended to bring social benefits</p>	<p style="text-align: center;"><b>Social enterprise, including non-profit management</b></p> <p>Organisations that give significant priority to the achievement of a social purpose with reliance on business and entrepreneurial activity. These may be not-for-profit or for-profit entities</p>

*Figure 1.* Four Broad Themes of Philanthropy and Social Investment

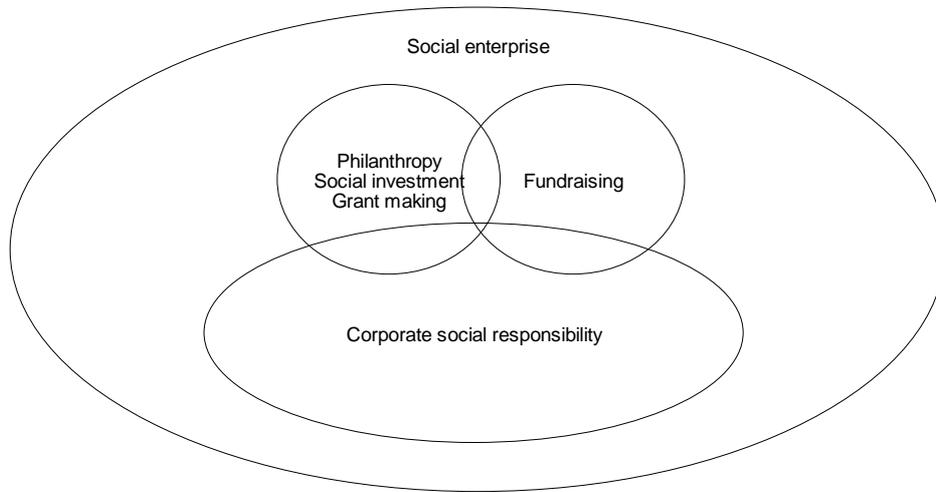


Figure 2. Inter-relatedness of Themes of Philanthropy and Social Investment

## **6. PHILANTHROPY AND SOCIAL INVESTMENT EDUCATION AND TRAINING: ANALYSIS OF SUPPLY AND DEMAND**

The Working Group conducted an analysis of supply and demand for education in the fields of Corporate Social Responsibility (CSR), Fundraising, Grant Making and Social Enterprise or, more specifically:

- (a) the extent and nature of the *supply* of education and training in these fields by higher education, industry, and non-government organisations (NGOs), and
- (b) the extent and nature of *demand* for education in these fields from the philanthropic sector, fundraisers, corporates, professional consultants, the finance industry, and NGOs.

A summary of the findings of this research is provided below.

### **6.1 Supply: Universities**

#### *6.1.1 Methodology*

A keyword search for ‘corporate social responsibility’, ‘fundraising’, ‘grant making’, ‘philanthropy’, and ‘social enterprise’ was undertaken using the ‘Coursefinder’ function on all Australian university websites by Dr. Geoffrey Vincent. The emphasis of the project was on gathering relevant information from within the university sector as no course offerings were found on any TAFE internet website. In addition, the Dean of SUT’s Faculty of Business and Enterprise, Professor David Hayward, wrote by email to the Deans of all Australian business schools requesting information about programs offered in these areas.

#### *6.1.2 Keyword Search*

At undergraduate level, three possibly relevant undergraduate units were found, all of which were elective units dealing with corporate governance. At postgraduate level, 14 individual units in 9 universities were found. All but two of these were in the disciplines of Business, Economics and Accounting, and dealt with corporate governance. In only three instances were the units not electives. Designated graduate programs focussing on philanthropy and social investment were only offered by two Universities, Queensland University of Technology (QUT) and SUT. SUT is Australia’s only university-based teaching program in grant making.

There are several research centres that explore topics that are relevant to philanthropy and social investment. Five of these are dedicated to corporate governance, one to social investment within the corporate sector, and two to both of these topics. Although corporate social responsibility is variously defined, the general emphasis is on a corporation’s need to deal honestly and fairly with its shareholders, employees and other stakeholders. The philanthropic dimension of corporate social investment is not clearly articulated in the research agenda of these centres.

It should be noted that there are limitations to the methodology used here. For example, QUT's on-line *Study Finder*<sup>6</sup> does not offer links to its courses and units referred to above, although its general search engine does so. In addition, two of the keywords, 'corporate social responsibility' and 'social enterprise', remain ill-defined and poorly understood.

Many institutions recorded a number of entries under 'philanthropy' but, with the exception of QUT and SUT, these invariably referred to the university's efforts to attract donations.

It is worth noting that the webpage of Philanthropy Australia<sup>7</sup> (the peak body for foundations) lists just three relevant university departments: QUT, SUT and the Governance and Corporate Social Responsibility Research Unit at Curtin University, which undertakes research, but not teaching.<sup>8</sup>

The full report on relevant units and courses/degrees available at Australian universities is provided in Appendix A. An overall summary of relevant coursework units and research centres at Australian universities is provided in Appendix B.

It should be noted that the above search was confined to the five keywords/phrases highlighted above and therefore did not detect other relevant courses such as University of Technology, Sydney's (UTS) Graduate Certificate, Graduate Diploma, and Masters in Community Management. This university also offers a Bachelor of Arts in Adult Education and Community Management (Aboriginal and Torres Strait Islander Program). The Graduate Certificate includes the following core subjects: 'Managing Community Organisations', 'Third Sector: Theory and Context', 'Developing Financial Resources' (this unit covers fundraising techniques, business venturing and social enterprise), and 'Resource Management: Non-profit'. The Graduate Diploma includes these subjects plus an additional two core subjects, 'Human Resources in the Third Sector' and 'Legal Issues for Community Managers'. The Masters includes all of these subjects plus a further two subjects ('Social and Community Research' and 'Strategic Issues in Community Management') and a research project (an MBA and research and PhD degrees in Community Management are also offered). It should be noted that this program is directed at managers of non-profit organisations rather than both the non-profit and for-profit sectors. UTS's Centre for Community Organisations and Management includes research programs in the areas of Social Capital, the Australian Non-profit database, Career Paths in the Third Sector and Asian Third Sector Research Unit.

In addition, the Faculty of Commerce at the University of Wollongong is currently working on proposal for a combined Masters in Social Marketing and Social Entrepreneurship. This Masters would be based around the Centre for Social Marketing Research, which includes a cluster of staff and PhD students looking at issues such as corporate social responsibility, philanthropy and corporate giving behaviour in Australia. A staff member is currently working on a proposal for a mid 2008 launch. At this stage, the proposal is for a specialisation within the Masters of Commerce program. It is likely to consist of an 8 subject Masters degree comprising the four core subjects in the Masters of Commerce (accounting, economics, management, marketing), two compulsory specialisation subjects (social marketing, social entrepreneurship) and two elective subjects from a range of yet to be

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<sup>6</sup> <http://www.studyfinder.qut.edu.au/cgi-bin/WebObjects/StudyFinder>

<sup>7</sup> <http://www.philanthropy.org.au/profdevel/aus.htm>

<sup>8</sup> <http://www.cbs.curtin.edu.au/index.cfm?objectid=0C29B0FD-EC20-E1E9-055B65271ED08291>

determined electives, one of which would be a research or work placement subject. The social marketing subject is an existing subject, but the social entrepreneurship subject will not be finalised until 1st July 2007. It is envisaged that the program would be delivered in a flexible delivery mode i.e., both face-to-face and online delivery methods.

### *6.1.3 Survey of Business Schools*

Disappointingly, only six Australian business schools responded to the request for information regarding programs offered in the areas of corporate social responsibility, fundraising, grant making, and social enterprise. Responses described units in business ethics, corporate governance, corporate social responsibility (variously defined), environmental practice, and leadership. Philanthropy and social investment, grant making and fundraising were not mentioned. However, it should be cautioned that the failure of some business schools to respond does not necessarily indicate an absence of relevant programs in these business schools (absence of relevant programs could not be inferred unless business schools indicated that this was the case). Thus, it is possible that some existing programs may not have been identified with this methodology although these should have been identified through the keyword search.

Finally, the Australian Graduate School of Management (AGSM) at the University of New South Wales, and the Centre for Executive Education at Bond University, offer executive education programs in corporate social responsibility. AGSM has a three-day workshop, 'The Sustainable Enterprise', while the Centre for Executive Education offers customised, corporate executive education programs, open (public) executive education programs, and short courses.

## **6.2 Supply: Commercial Training Providers and Government and Non-Government Organisations (NGOs)**

As the idea of corporate social investment has become more widespread, several independent commercial training providers have begun to offer conferences and workshops in the field. These typically run from a couple of hours to a week. The presenters are usually people with practical experience in the field. Examples include events run by the Australian Centre for Corporate Social Responsibility and other consulting firms. There are also occasional fundraising workshops, such as the series for university development staff recently offered by Global Philanthropic.<sup>9</sup>

The Fundraising Institute Australia (FIA) and Philanthropy Australia, the peak bodies in these respective fields, offer training in fundraising and grant making.<sup>10</sup> In the case of Philanthropy Australia, the training is delivered in the form of discussion groups, occasional workshops, and presentations by visiting experts. Figure 3 below provides a breakdown of Philanthropy Australia's workshop participants (metropolitan and rural/regional) for 2006. Results for capital cities reflect the combined total for Melbourne and Sydney. Rural and regional workshops were conducted based on government demand (DOCS in NSW and Office for Women in ACT). Grant seeker workshops were more popular than grant maker

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<sup>9</sup> <http://www.globalphilanthropic.com/training.html>

<sup>10</sup> Both these bodies are represented on this Working Group.

workshops, and participation was greater for rural/regional participants overall. FIA's training program consists of state-based skills development programs, occasional master classes, and the successful annual week-long workshop, Madison Down Under.<sup>11</sup>

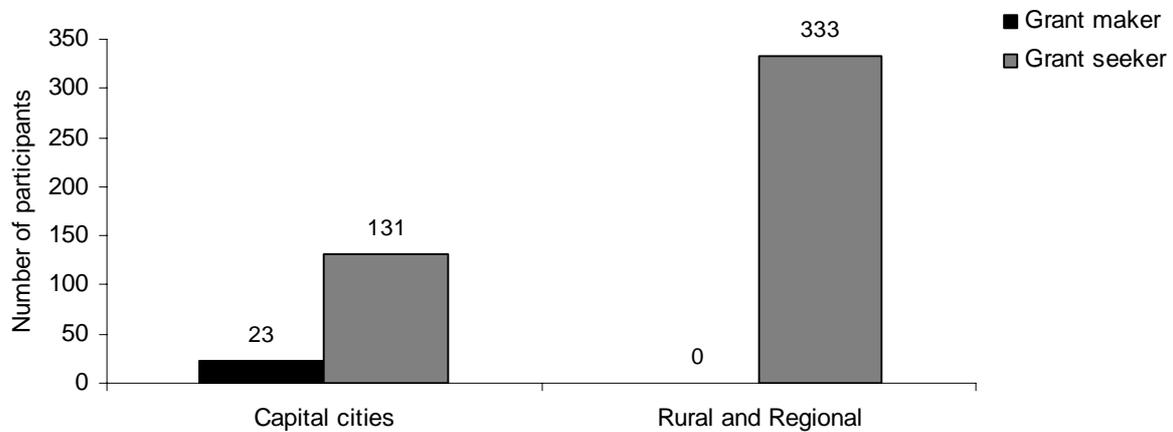


Figure 3. Breakdown of Philanthropy Australia Workshop Participants in 2006.

An overview of conferences, courses, seminars and workshops currently offered by Australian commercial training providers, government organisations and NGOs in the areas of corporate social responsibility, fundraising, grant making and social enterprise is provided in Table 1 (training providers were identified based on an internet search using the search engine 'Google'). There are 6 training providers who currently deliver training in fundraising, six in corporate social responsibility or grant making, and four in social enterprise (three training providers offer training that is specific to volunteering). Notably, only six of the 19 training providers deliver training in more than one topic area, suggesting that a comprehensive offer in philanthropy and social investment is also lacking in these sectors.

<sup>11</sup> <http://www.fia.org.au//AM/Template.cfm?Section=Home>

Table 1.  
*Courses/Workshops Offered by Commercial Training Providers and Government and Non-government Organisations\**

<i>Training Provider</i>	<i>Organisation type</i>	<i>Workshop(s)</i>	<i>Broad Theme(s)</i>
Australia Business Arts Foundation	Government	<p>Workshops geared towards skills development for Arts Foundations (workshops directly relevant to philanthropy and social investment are listed below):</p> <p>Building Relationships and Securing Donations (one-day workshop):</p> <ul style="list-style-type: none"> <li>• Introduction to good business practice principles</li> <li>• Developing capacity in a number of business disciplines</li> <li>• Awareness of types of business practices that could enhance organisations' work</li> <li>• Opportunity to network with peers</li> </ul> <p>Effective Annual Giving Programs (3.5 hour master class):</p> <ul style="list-style-type: none"> <li>• Types of annual giving programs</li> <li>• Establishing targets and working with teams</li> <li>• Communicating a motivating cause</li> <li>• Bringing in new donors and identifying major givers (donor profiling)</li> <li>• Evaluation, stewardship and refinement of programs</li> <li>• Case studies of successful giving programs</li> </ul> <p>Applying to Foundations (3.5 hour workshop):</p> <ul style="list-style-type: none"> <li>• How foundations are set up and how they make grants</li> <li>• Researching foundations and uncovering hidden foundations</li> <li>• What organisations need to attract grants from foundations</li> <li>• Structuring and formulating a good submission</li> <li>• Managing relationships with foundations</li> </ul>	Fundraising Grant making
Australian Centre for Corporate Social Responsibility	Commercial	<p>Experience CSR (one-day workshop)</p> <p>Communicating CSR – Walking the Tightrope (two-day workshop)</p>	Corporate social responsibility
Australian Institute of Community Practice and Governance	Not-for-profit	<p>Key Seminars, Workshops and Conference Programs</p> <p>Certificate IV in Business (Governance) – tailored to Australian Non-Profit and Community Committee Members</p>	Corporate social responsibility Fundraising Grant making

		<p>Training Services in 8 areas of non-profit curricula, tailored to meet specific organisational, peak body or council needs:</p> <ul style="list-style-type: none"> <li>• Grants and Fundraising</li> <li>• Boards, Governance and Leadership</li> <li>• Finance, Insurance and Risk Management</li> <li>• People Management</li> <li>• Strategic Planning, Review and Revitalisation</li> <li>• Information Technology</li> <li>• Community Engagement and Advocacy</li> <li>• Marketing and Media</li> </ul>	
Australian Institute of Company Directors	Peak body	<p>Offers courses that are relevant to non-profit management within its 'Directors Essentials', 'Company Directors' and 'International Company Directors' courses and associated short courses and advanced programs e.g., 'Not-for-profits: Issues for Directors' (half-day course):</p> <ul style="list-style-type: none"> <li>• Director's duties in a not-for-profit: how they differ in the NFP sector; managing conflicting objectives</li> <li>• Board effectiveness and responsibilities: board composition, working with stakeholders, working with volunteers, public liability insurance</li> <li>• Fundraising and strategic sponsorship</li> <li>• Public/private partnerships: challenges and risks</li> <li>• Measuring performance: non-financial indicators and triple bottom line reporting.</li> </ul>	Non-profit management
Chartered Secretaries Australia	Peak body	<p>Offers certificate courses/seminars in 'Corporate Social Responsibility' (3.5 hours) and 'Maximising Board Effectiveness in Not-for-Profits' (1.5 hours).</p>	Corporate social responsibility Non-profit management
Fundraising Institute Australia	Not-for-profit	<p>Certificate III in Fundraising Practice Diploma of Fundraising Management (conducted by distance education)</p> <p>Madison Down Under (four-day residential training program). Participants enrol for one of the following tracks:</p> <ul style="list-style-type: none"> <li>• Resource Fundamentals</li> <li>• Strategic Marketing for Fundraising</li> <li>• Donor Direct</li> <li>• Major Gift Fundraising</li> </ul>	Fundraising

		<ul style="list-style-type: none"> <li>• Bequests/Planned Giving</li> <li>• Capital Campaigns</li> <li>• Strategic Management</li> </ul> <p>Fundraising Leadership Program (Four-day residential program for senior executives)</p> <p>Skills Training Courses (graduated learning)  Skills 1: The Foundations of Fundraising  Skills 2: Building on the Foundations of Fundraising  Skills 3: Professional Fundraising Management</p> <p>Online Training Opportunities</p> <p>Mentoring Program</p> <p>Monthly Professional Development Seminars in each state</p> <p>Special Interest Groups including bequest development, direct marketing, and major gifts</p>	
Global Philanthropic	Commercial	<p><i>Conferences</i></p> <p>Fundraising School for University Development Officers  Fundraising Development for Academic Leaders  Fundraising Forum for Vic Chancellors  Forum for Senior Development Professionals  Libraries, Museums and Galleries Fundraising</p> <p><i>Seminars (single day)</i></p> <p>Bequest Fundraising  Fundraising Communications  Planning a Fundraising Campaign  Raising Funds for Aged Care  Raising Funds for Schools  Raising Funds for Theological Education  Raising Funds in North America  Serious Money for Medical Research  Writing Proposals to Australian Foundations</p>	Fundraising

Good Company	Not-for-profit	Free community group training workshops (1.5 hours) that provide tips and training on working with skilled volunteers.	Volunteering
Juno Consulting	Commercial	Corporate social responsibility training programs for boards, managers and staff	Corporate social responsibility
Melbourne Cares	Not-for-profit	Workshops in: Solving the insurance puzzle for NFPs Handling the media Project management Fundraising	Fundraising Social enterprise/non-profit management
Momentum Partnerships	Commercial	Business and Human Rights Workshop (corporate social responsibility, human rights and the international human rights system)	Corporate social responsibility
National Institute of Accountants	Peak body	Workshops on philanthropy options and opportunities	Grant making
Philanthropy Australia	Not-for-profit	Grant seeking workshops (half-day workshops): <ul style="list-style-type: none"> <li>• Overview of Australian trusts and foundations and the environment in which they operate</li> <li>• How to research potential fundraising sources</li> <li>• What to include (and leave out) in a submission</li> <li>• How to make applications easy to understand</li> <li>• What makes foundations different to other funders</li> </ul> Grant making workshops (offered on request) Custom workshops (offered on request) for special interest groups e.g., peak bodies, universities and state and regional governments	Fundraising Grant making
Pro Bono Australia	Commercial	Sponsor of the Annual (two-day) Non-profit Leadership Forum on implementing creative and practical business strategies for financial growth, sustainability and success in the not-for-profit sector.	Social enterprise/non-profit management
Social Ventures Australia	Not-for-profit	Toolset Workshops (three separate modules delivered over one week) with flexibility to attend individual modules or the full week of workshops  Financial Module: two-day workshop focusing on	Social enterprise/non-profit management

		<ul style="list-style-type: none"> <li>• Baseline Financial Capability</li> <li>• Financial Management and Reporting</li> </ul> <p>Capacity and Performance Module: two-day workshop focusing on</p> <ul style="list-style-type: none"> <li>• Program Planning and Performance Assessment</li> <li>• Organisational Capacity Analysis</li> </ul> <p>Funding Strategy Module: one-day workshop focusing on</p> <ul style="list-style-type: none"> <li>• Financial Forecasting and Funding Strategy</li> <li>• Funder and Revenue Management</li> </ul>	
St James Ethics Centre	Not-for-profit	<p>Ethical Intelligence and Good Decision-Making (one day program):</p> <ul style="list-style-type: none"> <li>• Foundation for understanding and embracing the ethical complexities and issues faced by individuals and organisations.</li> <li>• Introduction to the concept of ethics.</li> <li>• Understanding of ethical language, methods, frameworks (such as codes of ethics and conduct) and decision-making models.</li> <li>• Practical exercises to enhance the ability of individuals to be both ethically aware and ethically intelligent thus providing the basis for good decision-making.</li> <li>• Designed for Board Members, Senior Managers, Ethics and Compliance Professionals and Ethics Committees.</li> </ul> <p>Business Ethics for Leaders and Managers (two day program)</p> <ul style="list-style-type: none"> <li>• Based on an empirical model that assists organisations to determine their alignment with the requisites for a sound ethical culture.</li> <li>• Examines the 11 key elements required to secure and sustain a sound ethical culture.</li> <li>• Designed for Leaders, Senior Managers and Ethics Professionals.</li> </ul> <p>Requisites for a Sound Ethical Culture (two day program):</p> <ul style="list-style-type: none"> <li>• Latest thinking on business ethics as well as models of human nature and their relevance to business ethics.</li> <li>• Organisations' ethics documents, stakeholder relationships and commitments, decision-making culture and contribution to society.</li> <li>• Relationship between ethical dilemmas and moral temptations and internal systems (such as hotlines and performance measures), risk management strategies and regulatory requirements.</li> <li>• Designed for Leaders and Senior Managers.</li> </ul>	Corporate social responsibility

		<ul style="list-style-type: none"> <li>• Can be extended beyond a two-day program for more intense learning by Leaders and Managers as well as Ethics and Compliance Professionals.</li> </ul>	
Sydney Community Foundation	Independent, charitable community foundation	Workshops for professional advisers (accountants, financial planners and lawyers) on the technical issues of advising clients about charitable giving.	Grant making
The Centre for Volunteering, School of Volunteer Management	Peak body	Certificate I in Active Volunteering Certificate III in Fundraising Practice (delivered by Fundraising Institute Australia) Diploma of Fundraising Management (delivered by Fundraising Institute Australia)	Volunteering
Volunteering Australia	Peak body	Certificates I, II and III in Active Volunteering	Volunteering

\*Small initiatives (e.g., workshops offered by local councils and sporting clubs etc.) and specialised workshops for particular industries (e.g., conversation and land care) are not listed here.

## 6.3 Demand

### 6.3.1 Methodology

The Working Group's analysis of the demand for education and training in philanthropy and social investment consisted of four components: (a) a survey; (b) reflection on the response to current courses; (c) secondary analysis of existing data sources that have touched on this matter (i.e., the 'Corporate Community Investment in Australia Study', recently released by the Prime Minister's Business Council Partnership; the 'Corporate Volunteering Australia Survey'; the 'Giving Australia Report'; and a paper by Dr Linda Brennan and Ms Tracy Matters of SUT on a 'Needs Analysis for a Postgraduate Program in Social Enterprise'); and (d) an estimate of the demand from the business sector prepared for the purpose of the current report by *Deloitte*. Further references on this topic are listed in Appendix C.

### 6.3.2 Working Group Survey

A brief survey was distributed via SUT's online tool 'Opinio' (see Appendix D) to evaluate the demand for education and training in philanthropy and social investment, specifically:

- (1) The extent of education or training currently provided by organisations in each of the following areas: philanthropic grant making, fundraising, corporate social responsibility, social enterprise and non-profit management;
- (2) Level of interest in education/training in philanthropic grant making, fundraising, corporate social responsibility, and social enterprise;
- (3) Preferred type of education/training in the areas identified in (b); and
- (4) Preferred education/training provider (and why)

In addition, respondents were asked to indicate their organisation type and to provide general comments on educational offerings for social, non-profit, and philanthropic organisations.

Various sectors (e.g., corporate, educational, non-profit, philanthropic, peak bodies, professional services) were sampled with the assistance of the Business Council of Australia, Fundraising Institute Australia, National Philanthropy Round Table, Philanthropy Australia and other appropriate networks (including those of members of the Working Group). Assistance was also sought from the Allen Consulting Group.

A total of 152 respondents completed the survey. The majority of respondents (60%) were from non-profit organisations, although educational institutions, small and large corporations, philanthropic organisations, peak bodies and professional services organisations were also represented.

Survey findings suggested that: (a) few organisations provide education and training in the areas of corporate social responsibility, fundraising, non-profit management, philanthropic grant making, and social enterprise; (b) there is a high level of interest in education and training in corporate social responsibility, fundraising, grant making and social enterprise and the level of interest is similar for all four topic areas; (c) there is no clear preference for one type of education/training over another, although preferences for executive education are slightly stronger; (d) universities are the preferred provider and are seen to have greater capacity to implement a common standard of education in the field due to their greater

credibility, intellectual rigour (seen as useful in promoting recognition of philanthropy as a ‘profession’), and impartiality. In regard to course content, respondents expressed a need for greater emphasis on fundraising; leadership and management skills specific to the field; practical and experiential-based learning; and relevant units within business/marketing degrees. Concerns about current educational offerings included their lack of credibility, rigour, and sophistication. Issues that were signalled as important in developing new educational offerings included keeping the cost of courses down; providing courses that are accessible, both in terms of geographic location and mode of delivery, e.g., on-line; and ensuring that education/training providers are suitably experienced in the field of philanthropy and social investment.

Although respondents expressed a specific need for greater emphasis on fundraising in courses, these findings may be an artefact of the sample as most respondents came from that field. Nevertheless, this does not diminish the importance of the remaining three topic areas: corporate social responsibility, grant making and social enterprise (recall that there was a high level of interest in education and training across all four topic areas). Furthermore, people working in the field of philanthropy and social investment frequently shift from one area of the discipline to another. In addition, as represented in Figure 2 above, there is considerable overlap between the various topic areas.

Respondents expressed an acute awareness of the growing importance of the field and the need for educational offerings to support this growth. Among the comments offered were:

“This is a critically important area to develop..... investing in significantly increasing educational offerings is a key national priority”.

“Education and training is sadly lacking and a need definitely exists.....the field is crying out for legitimate and transferable skills training”.

“There is a critical need to provide educational opportunities that underscore the need for not-for-profits to become more sustainable, creative and commercially savvy. Old paradigms that underscore dependence on limited and familiar funding sources feature a contempt (or ignorance) of the basic importance of building organisational capacity must be deconstructed and more constructive models developed and applied”.

“There is an increasing concern for social and environmental issues that can be expressed by corporates and their employees through workplace giving, corporate donations, events and other areas of giving. The environment for not-for-profits is incredibly competitive and learning can give you a competitive edge”.

A full report on the survey findings is provided in Appendix E.

### *6.3.3 Response to Current Courses as an Indicator of Demand*

It is worth noting that it is difficult to quantify the demand for education and training programs in an area that is largely new and untested. That said, the response to courses currently offered at the Asia-Pacific Centre for Philanthropy and Social Investment at SUT, the Centre of Philanthropy and Non-profit Studies at QUT, and UTS has been encouraging, providing a further indication of potential demand.

The SUT program is Australia's (and one of the world's) first full graduate program in grant making. Students come from four clearly identifiable categories: individual givers, corporate personnel, wealth management advisers, and professionals employed in grant making agencies. The current program has an average of around 65 participants per year (15 in the graduate programs and up to 50 attending occasional workshops). They are predominantly mature age students, who are either mid-career, mid-life review, or motivated by a wish to make their personal giving effective, and are a highly committed group. A number are finding new career opportunities in advisory or management roles in grant making organisations (including Prescribed Private Funds) and trustee companies. Others are raising the performance levels (in response to heightened employer expectations) of their organisations' corporate social responsibility activities.

Given the pioneering nature of the program and the almost total absence of any marketing initiatives to date, most enrol in the program purely on a word-of-mouth basis. With appropriate marketing, all the indications suggest that there is a significant pool of potential students from which to draw. To date, little effort has been directed at reaching another variant of this market: the beneficiaries of the vast intergenerational wealth transfer now facing Australia. Both anecdotal and demographic evidence suggests that this is potentially large. There are two generational cohorts within this category from which demand might be found: (a) retiring baby-boomers wishing to remain involved in their community and willing to use their accumulated wealth to do so; and (b) the subsequent generation which will inherit significant wealth and, in learning and preparing for life, may wish to be philanthropically literate.

QUT commenced a Graduate Certificate of Philanthropy and Nonprofit Studies in 2002. It has a cap of 30 students in any intake and has had an average of 24 students each year since its commencement. As it is fully integrated with QUT MBA offerings, MBA students can take the units as electives of a minor, thus increasing the number of students actually attending each unit. Furthermore, students from the University of Queensland and other QUT Faculties regularly take some units as electives. Students come from a very diverse range of occupations and sectors, but are primarily mature aged. For example, this year's cohort contains a Queensland Government Parliamentary Secretary, an Assistant Commissioner of the Australian Taxation Office, a senior lawyer and a 'Top 100 Company' Corporate Social Responsibility Officer. Five senior staff, including the CEO of the same non-profit organisation, enrolled in the course this year. Only one or two of the cohort members each year have been from philanthropic trusts. The broad groups of students over time are fundraising and foundation professionals, non-profit organisation CEOs or aspiring CEOs, government officers involved with the non-profit sector, and professionals who wish to specialise in the non-profit sector such as lawyers, accountants, management and governance consultants, and financial advisors. A small number of international students from the Netherlands, United Kingdom and Hong Kong have entered the full graduate certificate.

Most students remain in their current positions in the short term, with a number moving into CEO roles. A student profile is featured in the Philanthropy and Nonprofit Matters newsletter each issue and is available at:

<http://www.bus.qut.edu.au/research/cpns/publications/newsletters.jsp>

UTS's Masters in Community Management Program is the longest (and in terms of student numbers) largest of the established programs in this area. The Masters in Community Management program is currently in its 16<sup>th</sup> year of operation and attracts approximately 45 students per year from all over Australia (the program is taught in a flexible delivery mode).

#### 6.3.4 *Corporate Community Investment in Australia Report*<sup>12</sup>

This report, based on a study of more than 100 large Australian companies, explored current thinking and practice in regard to community investment in the corporate sector. The report noted that corporate giving is increasingly recognised as a core business function and an integral component of business strategy. There is a strong case for why business should be involved in philanthropy and social investment. Common motives for corporate community investment identified in this report included 'reputation' (e.g., environmentally and socially responsible, good place to work, positive perception of leadership and vision, trustworthy etc.); 'community trust/support' (e.g., gaining the 'licence to operate'); 'long-term sustainability of the business' (e.g., perceived financial return: 'a healthy or prosperous business can only exist in a healthy and prosperous community'); 'employee engagement' (recruiting and retaining talented people) and 'public common good'. The report underscores the value proposition of social investment for business: corporate community investment may be used as a competitive weapon; companies may use good corporate citizenship to command a significant premium in the price of goods and services or to overcome a past negative image.

The report described the shift from 'ad hoc' or reactive philanthropy to sophisticated and strategic corporate community investment that has relevance and reciprocal benefit to the business and its target community. While the majority of organisations are now required to provide a business case for philanthropy, the report noted the following:

*"[there is a] paucity of attention to corporate community investment in management education, including in business schools, other business-related education, and in the internal orientation and training program of companies in Australia... Management education is very client-driven and given its significance in business strategy and the attitudes of young staff and executives, there appears to be some market failure here. This could be addressed in part by an initiative of business and government to create greater awareness of this gap, and to help resource teaching materials and possibly staff positions in leading schools" (p. 113).*

#### 6.3.5 *Corporate Volunteering Survey*<sup>13</sup>

This 2006 survey indicated that corporate volunteering is increasingly recognised an integral part of corporate social responsibility in Australia; more than half (54%) of the respondents ranked 'corporate social responsibility' as the main reason why their company engaged in corporate volunteering. Other common reasons identified by respondents were 'allows employees to make a positive contribution to the community' (52%) and 'increased satisfaction of our employees' (22%). The survey also revealed an increase in employee

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<sup>12</sup> Allen Consulting Group (2007). *Corporate community investment in Australia*. Melbourne: Centre for Corporate Public Affairs.

<sup>13</sup> <http://www.ozvpm.com/resourcebank/documents/CorporateVolunteeringSurvey.pdf>

demand for corporate volunteering. Respondents indicated that, most commonly, this 'internal' demand has been met with support measures such as 'paid time off' (80%), 'insurance cover while working' (41%) and 'integration into employee development plans' (41%). Nearly half of the companies surveyed reported a volunteering participation rate of more than 25% of their total employees.

### 6.3.6 Giving Australia Report

In 2005, the Prime Minister's Community-Business Partnership (the Partnership) published *Giving Australia: Research on Philanthropy in Australia*,<sup>14</sup> 'the most comprehensive survey ever of the contributions made in money and time by Australian individuals and businesses'. It examined motives for giving at the individual and organisational level, but had little to say specifically on the demand for education and training in these areas. Nonetheless, several findings from this report suggest that there is likely to be increasing demand for education and training in philanthropy and social investment:

*(a) Australia's total giving is on the increase, suggesting that there is a huge market to tap for education and training in this area, including integration into existing business courses:*

Australia's total giving as a percentage of GDP is 0.68%, compared with 1.6% in the U.S. However, there is some evidence to suggest that rate of giving and generosity in giving by Australian individuals, households and businesses is growing. These findings apply to both the giving of money and of time (volunteering). Of the \$7.7bn generated by individual / household giving in 2004, approximately 75% was donated with the other 25% coming from charity gambling and of the \$3.3bn generated by business, donations accounted for 58%, sponsorships for 25% and community business projects for 17% (these figures exclude giving in response to Tsunami appeals). Since the release of Giving Australia in 2005, the Australian Bureau of Statistics has released the *General Social Survey*, which includes more recent figures on volunteering. According to this report, in 2006, over five million Australians aged 18 and above had undertaken voluntary work in the previous 12 months.

*(b) There is variability in the level of giving, suggesting that certain groups are more likely to utilise education and training programs in this area than are others:*

Women, older people and those who earn more are more likely to give. Older people and those who earn more give more money, and sole parents and those living in a group/share household give less money. Rate and value of giving are positively related to education level and labour force status. Rate and value of giving is highest among non-Australian born English speaking people and lowest among non-Australian born non-English speaking people. The rate of giving (money) is highest in Adelaide although Sydney has the highest average in terms of value. The following factors showed a positive association with rate and value of giving: affiliation with a non-profit organisation (NPO), practicing/holding a religious affiliation, and volunteering. Key reasons for giving include (in descending order): affirmation of identity, a sense of reciprocity, respect for NPOs, and desire to strengthen the community or make the world a better place.

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<sup>14</sup> <http://www.partnerships.gov.au/downloads/givingaustraliareport.pdf>

Women and middle-aged people are more likely to volunteer and those who earn less volunteer more time. Sole parents are also active. In regard to education level and labour force status, there is a positive association for rate but a negative association for hours given; rate and hours given are lowest for those with a non-English speaking background. People in capital cities are less likely to volunteer.

*(c) Although total business giving is on the increase, big businesses are more likely to give and to give more. Small businesses tend to have less positive attitudes about giving. This finding suggests that there is a niche market in educating small businesses about giving:*

Total business giving has increased rapidly since 2001, with most of this growth coming from increased donations and sponsorship. Larger organisations (in terms of employees) are more likely to give and to undertake community business projects and sponsorships than are smaller organisations. Businesses that donate the most frequently overall also donate the largest amount overall. South Australian businesses participate in giving the most (especially donations and sponsorship), while Queensland businesses participate the least (giving mainly to community business projects). There is a strong preference among regional and rural businesses to give to local causes and non-profit organisations. Small, locally-based businesses identify closely with their immediate community and are happy to contribute to it. These businesses are almost exclusively approached by locally-based non-profit organisations and give consistently, at a relatively low level. Over 90% of businesses expressed altruistic motives for donating money, with the main barrier to donating more being lack of resources. However, small business giving has the potential to be more entrepreneurial (less likely to be filtered on its way to the top of the organisation; less financial/shareholder pressure). In small to medium enterprises, the distinction between business/community partnerships and corporate/personal social investment is blurred.

Table 2.

*Comparison of Giving in Larger and Smaller Businesses\**

<i>Large Businesses</i>	<i>Smaller Businesses</i>
Emphasise the importance of espoused social responsibility values	Feel that giving goes against their responsibility to stakeholders / shareholders and see it as a personal or private responsibility.
Delineate sponsorship and other giving	Blur the line between commercial activity (e.g., sponsorship) and more altruistic engagement
Motivated by a sense of social responsibility and desire to express their values as an organisation	Focused on business sustainability or survival
Policy, planning and people for administering giving (mix of giving of staff time, money and goods).	Lack a clearly defined function for giving and/or a system to budget for and record giving.
Management commitment to encouraging localised staff effort (donating, volunteering, as well as choosing causes)	Little exposure to best practice giving; less organised and more reactive in their giving
Those that give the most have a budget, qualified staff, and system in place to manage this function within the organisation	Difficulty coping with demand from NPOs; strong interest in better managing giving

\* adapted from *Giving Australia Report*

(d) There is huge variability in giving by industry type, suggesting that many industries are simply unaware of how to give and/or give effectively:

A breakdown of giving by industry type is provided in Figure 4. The top three industries account for 52% of total giving but 66% of total donations. The low result for mining (0.3%) is particularly interesting given the immediate link between this industry and the need for corporate social responsibility.

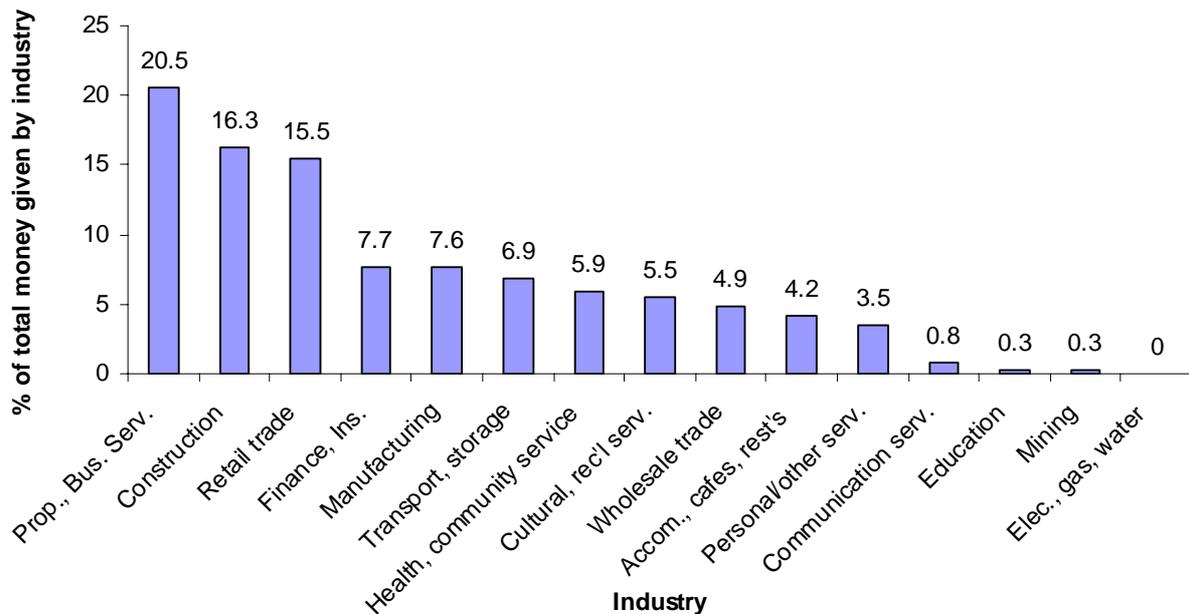


Figure 4. Breakdown of Giving by Industry (adapted from *Giving Australia Report*)

(f) Some recipient types receive more than others, suggesting that there is a need to assess giving against community needs and to educate givers accordingly so as to balance the mix of giving with current needs:

Religious Institutions are the largest recipient type although Art and Cultural Associations are the fastest growing. International Aid, Environmental or Animal Welfare, and Health are also increasing, while Education, Sporting / Recreation are decreasing. The number of hours volunteered has increased in Environmental and animal groups, and Health and Community or welfare services, and decreased in Art and Cultural Associations, Education, Religious Institutions, and Sporting and Recreational groups.

### 6.3.7 Needs Analysis for a Postgraduate Program in Social Enterprise

This report, by Dr Linda Brennan and Ms Tracy Matters, (March 2006), examined the feasibility of SUT offering a Master of Social Enterprise Course. The report revealed that there is a gap in the market and recommended that a Masters level course be established. Significantly, it also recommended that the course should offer distance learning in addition to face-to-face learning (the full report is provided in Appendix F).

### 6.3.8 Estimate of Demand from Business Sector

It is difficult to assess business sector demand for education/training in philanthropy and social investment, given the current lack of research in this area. In light of this challenge, a team from *Deloitte* (working under the direction of Andrew Gale) put together an estimate of demand, for the purpose of the current report, based on two different methodologies: (1) calculations based on the percentage of corporations that have a foundation and have over 500 employees, (2) calculations based on the number of students currently enrolled in business-based university courses (the team's work on international benchmarks as a resource for estimating demand is incorporated in Section 7 below). The rationale for Methodology 1 is that the number of companies in the business sector that have an active involvement in this area can be used as an indicator of the number of people likely to be interested in relevant tertiary programs. The rationale for 'Methodology 2' is that the number of people undertaking relevant university courses can be used as an indicator of potential numbers for stand alone programs or modules within one of these broader programs.

Methodology 1: Thirty-seven per cent of the corporations that responded to the *Corporate Community Investment in Australia* survey (see 6.3.4 above) had a foundation, and 809 of the corporations in the *Giving Australia Report* (see 6.3.6 above) had over 500 employees. Assuming an average of 1.5 course attendants per corporation, and a staff turnover rate of one in three years, the number of potential participants in philanthropy and social investment courses can be estimated at 30 participants for a strike rate of 20%, and 60 participants for a strike rate of 40%. Note that this is a very conservative estimate, and that the majority of demand for a standalone university course in philanthropy and social investment will likely come from the not-for-profit sector (there are approximately 700,000 non-profit organisations in Australia)<sup>15</sup>. On the other hand, as illustrated in Methodology 2 below, the demand for philanthropy and social investment modules in business/commerce/management courses (undergraduate or postgraduate) could potentially be *significant*.

Methodology 2: The total number of students enrolled in business based-courses in 2004 was 267,000 (includes graduate certificate/diploma, bachelor degree, postgraduate degree, advanced diploma and 'other' students). Assuming that a module could be added to any one of these students' courses, and assuming the following conservative uptakes of a module in philanthropy and social investment, the number of students participating would be: 2,670 students for an uptake of 1%, 13,350 students for an uptake of 5%, and 26,700 students for an uptake of 10%. This figure is impressive.

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<sup>15</sup> <http://www.philanthropy.org.au/research/factsheets/nfpfactsheet.pdf>

## 7. INTERNATIONAL BENCHMARKS: DEVELOPMENTS IN EUROPE AND THE UNITED STATES

The latter part of the 20th century saw rapid growth in the size of the non-profit sector around the globe<sup>1,2</sup>. In Europe and the U.S in particular, this growth was met with a consistent increase in the number of education programs on philanthropy<sup>2</sup>. Although graduate programs on philanthropy began in the U.S as early as the 1980s, the bulk of growth in university courses (in both Europe and the U.S) has occurred since the early 1990s, with a further surge in growth taking place since 2001<sup>2</sup>. The past decade has seen the number of colleges and universities in the U.S that offer courses in the field grow to a staggering figure of more than 250<sup>3,4</sup>. Courses are a combination of stand alone courses and modules or units tacked onto existing courses. In addition, there are over 35 academic research centres in the U.S that focus on the study of philanthropy<sup>5</sup>. Although the U.S is perhaps the world leader in philanthropy education, it was the Eastern European countries that were the first to undertake networking initiatives to strengthen education programs in the field, including those offered by universities<sup>2</sup>. In the UK alone, there are at least 20 universities that offer relevant professional development courses<sup>6</sup>.

It should be noted that although there are over 250 colleges and universities in the U.S and an unknown number in the E.U that offer courses in topic areas related to philanthropy, few of these provide concentrated educational offerings that cover a range of topics, and even fewer provide educational offerings in conjunction with corresponding research and consulting services. It appears that within the range of topics covered by the umbrella term 'philanthropy', especially as used in the U.S, fundraising and non-profit management are the most frequently covered, and social enterprise and grant making the least frequently covered.

Philanthropy is increasingly recognised as a field of academic inquiry in its own right, with several conferences and journals emerging on the topic<sup>3</sup>. Philanthropic giving is finding new legitimisation under the banner of 'social entrepreneurship' and 'social investment', with universities in Europe and the U.S driving the professional identification of this evolving field by providing knowledge and expertise via academic programs, consulting, mentoring, networking, research, and workshops<sup>2</sup>. As such, universities have become an essential part of the infrastructure for philanthropy<sup>3</sup>. Universities have the capacity to develop innovative education programs that are informed by cutting-edge research.

While Europe and the U.S have been quick to respond to growth in the non-profit sector, Australia has lagged behind. The *Benchmarking Non-profit Organisations and Philanthropy Educational Programs* (BENPHE) project, a joint European Union-United States Atlantis program comprising a consortium of universities in the Northern hemisphere, was recently established to study best practice in philanthropy education and to expand and develop programs to meet the needs of the evolving non-profit sector<sup>7</sup>. The program is based on a transatlantic Faculty, with American and European professors teaching the same courses or units collaboratively. The joint venture is supported by research centres that produce original research and publications that are then transferred into the education programs. The challenge for philanthropic education, aptly identified by BENPHE, is to develop integrated higher educational programs in our business schools that replace the old concept of philanthropy with the new, broader concept of social investment.

*References*

<sup>1</sup> The business of giving: A survey of wealth and philanthropy. In *The Economist*, February 25<sup>th</sup> 2006.

<sup>2</sup> see <http://www.philanthropy.iupui.edu/Partnerships/BENPHE/overview.html>

<sup>3</sup> Lenkowsky, L. (2007). *Jump-starting social investment: The role of universities*. Public Lecture, Swinburne University of Technology, Melbourne: May 29.

<sup>4</sup> Hall, H. (2007). Advancing non-profit careers. *The Chronicle of Philanthropy*, May 31<sup>st</sup>.

<sup>5</sup> see <http://www.independentsector.org/programs/research/centers.html>

<sup>6</sup> see <http://www.instituteforphilanthropy.org.uk/ac10.html>

<sup>7</sup> see <http://www.philanthropy.iupui.edu/Partnerships/BENPHE/>

## **8. CONCLUSIONS**

This report provides compelling evidence for a gap in tertiary education and training in the field of philanthropy and social investment. TAFE courses are non-existent, and only three universities (SUT, QUT and UTS) currently provide designated courses in the field. Although there are a number of commercial training providers and government and non-government organisations that deliver workshops in corporate social responsibility, fundraising, grant making or social enterprise, a comprehensive offer is lacking. The paucity of learning opportunities is at odds with recent studies which suggest that the demand for education and training in this field is on the increase. Our survey indicated that universities are the preferred education/training provider for reasons such as their credibility, rigour, impartiality and capacity to implement a common standard of education and training in the field. Extended research offerings in philanthropy and social investment are needed to inform the development of academic programs and community engagement in this area.

Swinburne University of Technology  
Asia-Pacific Centre for Philanthropy and Social Investment

# Working group on education and training in philanthropy and social investment:

## Appendices to interim report

Report prepared on behalf of the Working Group by:

Dr. Sharon Grant

Australian Graduate School of Entrepreneurship

Faculty of Business and Enterprise

Swinburne University of Technology

5 July 2007



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ENTREPRENEURSHIP

**APPENDICES**

**APPENDIX A – REPORT ON COURSES AND DEGREES AVAILABLE AT AUSTRALIAN UNIVERSITIES**

Report on courses and degrees available at Australian universities offering subjects in:

- philanthropy
- fundraising
- cooperate social responsibility
- social enterprise

based on an analysis from Course Finder information available on university internet websites.

For the  
Working Group on Education and Training  
in Philanthropy and Social Investment

Prepared by  
Dr Geoffrey T Vincent, MLIS  
20 April 2007

## **RESEARCH QUESTION**

The request for this research was to map the Australian tertiary education offerings in the areas of Philanthropy, Fundraising, Corporate Social Responsibility and Social Enterprise. A secondary request was to provide an indication concerning the focus of the courses on either the supply or the demand side of the philanthropic equation.

This research has been undertaken to help the Working Group on Education and Training in Philanthropy and Social Investment to 'identify what education and training at tertiary level which will encourage and enable informed and effective philanthropy and social investment'.

## **DATA COLLECTION**

The emphasis of the project was on gathering the relevant information from within the university sector as no course offerings were found on any TAFE internet website.

For the purposes of this report 'course' relates to a single discrete offering as there are a variety of names used such as unit, paper and course used in the university sector. It is hoped that the use of this word will provide some consistency in relation to using the Course Finder feature found on most university internet websites.

Data were collected by means of an intensive search of the internet website of every university in Australia. The list was obtained through the internet portal provided by the Members' Universities page of the website of Australian Vice Chancellors' Committee (AVCC) as noted in Table A1.

Intensive searches of the publicly available documents of each university website were conducted. The searches utilised both the Course Finder search facilities and the general university search engines. Using both these methods allowed for a type of verification process by being able to inspect the relevant departmental web pages found on the Course Finder information sheet.

The search terms used were:

Philanthropy

Fundraising

Corporate Social Responsibility

Social Enterprise

## **ANALYSIS OF DATA**

It proved possible to analyse the data using traditional academic classifications; Course, Discipline, Degree. Table A1 shows that eighteen Universities offer nothing whatsoever in any of the required fields. The remaining institutions offer a diverse range of courses, degrees and programmes

### **Courses**

Table A2 outlines the undergraduate and postgraduate offerings. Only three undergraduate courses were found, all of which were Electives that dealt with Corporate Governance. The

Department of Philosophy at Macquarie University offers a Stage 3 paper for students undertaking either a Bachelor of Economics or Bachelor of Social Science. The School of Management at the University of Tasmania offers a paper entitled Managerial Social Responsibility for students enrolled in Bachelor of Business and Bachelor of Business Administration degrees. The School of Economics and Commerce at Australian National University teaches a paper at Stage 3 on corporations, accountability and social justice.

The search also identified 14 individual courses offered at the postgraduate level by 9 different Universities. All but two of these were taught in academic units in the disciplines of Business, Economics and Accounting, and concerned with corporate governance. The exceptions were the papers in Fine Arts and Social Work. In only three instances were the papers not Electives.

### **Programmes**

Only two Universities, Queensland University of Technology (QUT) and Swinburne University (SUT), have designated Programmes focussing on philanthropy and related fields that lead to the award of degrees as noted in Table A2. Both offer comprehensive and coherent programmes offering graduate qualifications, including Masters degrees.

### **Research Centres**

Only QUT and SUT have research centres specifically dedicated to teaching and research in philanthropy, social investment and related fields as noted in Table A3.

QUT through the Brisbane Graduate School of Business and the Centre of Philanthropy and Non-profit Studies offers three types of postgraduate qualification specialising in Philanthropy and Non-profit Studies:

- a Graduate Certificate in Business,
- a Master of Business (Philanthropy and Non-profit Studies) and
- a Master of Business Administration.

Each of these qualifications is based on the same eleven course offerings. There are only four courses which concern philanthropy and fundraising.

*Corporate Philanthropy* focuses on the real world complexities of the field of corporate philanthropy, bringing together for-profit and not-for-profit interests. Two courses are dedicated to fundraising; *Fundraising Development Principles and Fundraising Development Techniques* and a further two to marketing. *Special Topic in Philanthropy and Non-profit Studies*, is set aside for visiting professors to focus on current issues and topics.

In addition, 7 electives traditional business discipline subjects are available that focus on philanthropic and non-profit organisations:

- Accounting
- Economics
- Ethics
- Governance
- Human Resources
- Law
- Marketing.

The courses focus on both the supply and the demand side of the philanthropic equation.

The Asia Pacific Centre for Philanthropy and Social Investment located in the Faculty of Business and Enterprise at Swinburne University of Technology offers three progressive levels of postgraduate qualification in Philanthropy and Social Investment:

a Graduate Certificate of Social Science  
a Graduate Diploma of Social Science and  
a Masters of Social Science.

Each qualification has a research component as well as core subjects.

The Certificate includes three courses *An Introduction to Philanthropy and Social Investment*, *The Practice of Effective Grant-making*, and *Corporate Social Investment* which studies philanthropic giving along with a research course that focuses on philanthropic policy development.

The second stage qualification, a diploma expands the questions of policy with two courses *Perspectives from Public Policy and Ethics* and *Comparative Social Policy* as well and providing a more specific context for grant-making, *Personal and Family Grant-making*.

For the Masters degree in Social Science a core paper, *Philanthropy and Social Investment in the Asia-Pacific* is augmented with an elective from a business course.

Each of the SUT qualifications focus on philanthropy and social investment from the grant-making perspective, or the supply side of the philanthropy equation.

Using the search terms 'corporate social responsibility' in University search engines revealed the existence of 8 other research centres as listed in Table A4. Five of these institutions were dedicated to improving corporate governance, one to promoting social investment within the corporate sector and two to fostering both practices. Corporate social responsibility appears to have a diversity of meanings, though the general emphasis is upon the corporation dealing honestly and fairly with its shareholders, employees and other 'stakeholders'. However, the philanthropic dimension of corporate social investment was not clearly articulated in the research agenda of these centres.

## **LIMITATIONS**

Some minor limitations were imposed on this project by circumstances beyond the control of the researcher. Teaching material relating to the subjects employed as search terms in this project frequently constitutes only one segment of a course, rather than an entire course in itself. Thus, Course Finder keyword search facilities (title, number or discipline) are often of limited utility when used to find courses containing material on corporate social responsibility, social entrepreneurship and related fields.

The general search engines located on the home pages of university websites, which search by keyword, are much more useful despite the fact that a great deal of irrelevant information is retrieved along with the required results. A case in point being the data collected for QUT. The QUT Course Finder search did not provide links to the available courses for the four keyword searches (philanthropy, fundraising, corporate social responsibility and social enterprise). However the general University search provided a link to the Philanthropy and Non-profit Studies page which provided the information used for this report.

## **CONCLUSIONS**

With the notable exceptions of SUT and QUT, which offer a full range of options, tertiary students are not provided with many choices of education and training which will encourage and enable them to become informed and effective practitioners in the fields of philanthropy and social investment.

Table A1.

*Course\* Provision at Australian Universities\*\**

	<b>INSTITUTION</b>	<b>UNDER GRAD</b>	<b>POST GRAD</b>	<b>RESEARCH CENTRE</b>
1	The University of Adelaide	none	<b>yes</b>	none
2	Australian Catholic University	none	none	<b>yes</b>
3	The Australian National University	<b>yes</b>	none	<b>yes</b>
4	University of Ballarat	none	none	none
5	Bond University***	none	none	none
6	University of Canberra	none	none	none
7	Central Queensland University	none	none	none
8	Charles Darwin University	none	none	none
9	Charles Sturt University	none	none	none
10	Curtin University of Technology	none	none	<b>yes</b>
11	Deakin University	none	none	<b>yes</b>
12	Edith Cowan University	none	none	none
13	Flinders University	none	none	none
14	Griffith University	none	none	none
15	James Cook University	none	<b>yes</b>	none
16	La Trobe University	none	<b>yes</b>	none
17	Macquarie University	<b>yes</b>	<b>yes</b>	none
18	The University of Melbourne	none	none	none
19	Monash University	none	<b>yes</b>	none
20	Murdoch University	none	none	none
21	The University of New England	none	none	none
22	The University of New South Wales***	none	<b>yes</b>	none
23	The University of Newcastle	none	<b>yes</b>	none
24	The University of Queensland	none	none	<b>yes</b>
25	Queensland University of Technology	none	<b>yes</b>	<b>yes</b>
26	RMIT University	none	none	none
27	University of South Australia	none	none	<b>yes</b>
28	Southern Cross University	none	none	none
29	University of Southern Queensland	none	none	none
30	University of the Sunshine Coast	none	none	none
31	Swinburne University of Technology	none	<b>yes</b>	<b>yes</b>
32	The University of Sydney	none	<b>yes</b>	none
33	University of Tasmania	<b>yes</b>	none	none
34	University of Technology Sydney****	none	none	<b>yes</b>
35	Victoria University	none	none	<b>yes</b>
36	The University of Western Australia	none	<b>yes</b>	none
37	University of Western Sydney	none	none	none
38	University of Wollongong*****	none	none	none

\* Using Course Find function on universities internet website for: Philanthropy; Fundraising; Corporate Social Responsibility; Social Enterprise

\*\* Based on university website information 15 April 2007

\*\*\*Executive education in corporate social responsibility

\*\*\*\*\*Social enterprise course under development

Table A2.  
 Relevant Undergraduate and Postgraduate Courses at Australian Universities

	<b>INSTITUTION</b>	<b>UNDERGRAD</b>	<b>POSTGRAD</b>	<b>DEGREE</b>	<b>DISCIPLINE</b>	<b>COURSE</b>	<b>CORE</b>	<b>ELECTIVE</b>	<b>CSI*</b>	<b>CG**</b>
1	The University of Adelaide		YES	MCom	Business	BUSINESS 7000: SOCIAL CHALLENGES TO GLOBAL BUSINESS		YES	YES	
			YES	MCom	Business	BUSINESS 7012: MANAGING SOCIAL RESPONSIBILITY		YES	YES	
2	Australian National University	YES		BCom	Business	BUSN3017: CORPORATE SOCIAL RESPONSIBILITY, ACCOUNTABILITY AND REPORTING		YES		YES
3	James Cook University		YES	MPA(Adv)	Accountancy	CO5114: CORPORATE GOVERNANCE AND ACCOUNTABILITY		YES		YES
4	La Trobe University		YES	MBA	Corporate Governance	BUA5GCS: GOVERNANCE AND CORPORATE SOCIAL RESPONSIBILITY		YES		YES
5	Macquarie University	YES		BEc/BSocSc	Philosophy	PHIL 364: BUSINESS AND PROFESSIONAL ETHICS		YES		YES
			YES	PGDip (Entrepreneurship)	Economics	INOV812: TOPICS IN SOCIAL ENTREPRENEURSHIP		YES	YES	
6	Monash University		YES	MMgt	Management	MGYES5030: CORPORATE AND SOCIAL RESPONSIBILITY		YES		YES

7	The University of New South Wales		YES	MArtAdmin(Hons)	Arts Administration	SAHT9693: MUSEUM DEVELOPMENT - FUNDRAISING AND PHILANTHROPY		YES		YES
			YES	LLM	Law	LAWS4028: CORPORATE GOVERNANCE		YES		YES
8	The University of Newcastle		YES	MSocSc	Social Work	SWRK6300: CURRENT DEVELOPMENTS IN HUMAN SERVICE DELIVERY		YES	YES	
			YES	GCertBA	Business	GSBS6484: CORPORATE GOVERNANCE & SOCIAL RESPONSIBILITY	YES			YES
			YES	MBus	Philosophy	PHIL6930: BUSINESS, ETHICS AND VALUES		YES		YES
9	Queensland University of Technology		YES	GradCertBus (Philanthropy and Non-profit Studies)	Brisbane Graduate School of Business Programmes	one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	
			YES	MBus (Philanthropy and Non-profit Studies)	Centre of Philanthropy and Non-profit Studies	one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	
			YES	MBA [CONCENTRATION]		one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	YES
10	Swinburne University of Technology		YES	GradCertSocSci (Philanthropy and Social Investment)	Faculty of Business and Enterprise	one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	

				GradDipSocSci (Philanthropy and Social Investment)	Asia Pacific Centre for Philanthropy and Social Investment	one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	
				MSocSci (Philanthropy and Social Investment)		one core and 10 elective courses see Table A3 for additional details	YES	YES	YES	
11	The University of Sydney		YES	MBus/GradDipBus	Business Law	ECOF6110: CORPORATE GOVERNANCE, LAW AND ETHICS	YES			YES
12	University of Tasmania	YES		BBus/BBusAdmin	Management	BMA391: MANAGERIAL SOCIAL RESPONSIBILITY		YES		YES
13	The University of Western Australia		YES	MHR&IR	Human Resources	IREL8415: INDUSTRIAL AND ORGANISATIONAL BEHAVIOUR	YES			YES
			YES		Business	MGMT8512: SOCIAL, ETHICAL AND ENVIRONMENTAL ISSUES IN BUSINESS	YES			YES

\*Corporate Social Investment

\*\*Corporate Governance

It is possible that the information available on the websites is out-of-date.

Table A3.

Relevant Courses at Queensland University of Technology and Swinburne University of Technology

INSTITUTION	FACULTY, SCHOOL, RESEARCH CENTRE	QUALIFICATION	DISCIPLINE	COURSE	CORE	ELECTIVE	SUPPLY	DEMAND
QUT*	Brisbane Graduate School of Business Programmes	GradCertBus (Philanthropy and Non-profit Studies)	Philanthropy	GSN224: CORPORATE PHILANTHROPY	YES		business giving	YES
	Centre of Philanthropy and Non-profit Studies	MBus (Philanthropy and Non-profit Studies)	Philanthropy	GSN233: SPECIAL TOPIC IN PHILANTHROPY AND NONPROFIT STUDIES		YES		YES
		MBA [CONCENTRATION]	Fundraising	GSN:488 FUNDRAISING DEVELOPMENT PRINCIPLES		YES		YES
			Fundraising	GSN:489: FUNDRAISING DEVELOPMENT TECHNIQUES		YES		YES
			Accounting	GSN486: ACCOUNTING ISSUES FOR PHILANTHROPIC AND NONPROFIT ORGANISATIONS		YES		YES
			Economics	GSN482: PHILANTHROPIC AND NONPROFIT ORGANISATIONS ECONOMICS		YES		YES
			Ethics	GSN483: ETHICS FOR PHILANTHROPIC AND NONPROFIT ORGANISATIONS		YES		YES

			Governance	GSN481: PHILANTHROPIC AND NONPROFIT FRAMEWORKS FOR GOVERNANCE		YES		YES
			Law	GSN485: LEGAL ISSUES FOR PHILANTHROPIC AND NONPROFIT ORGANISATIONS		YES		YES
			Management	GSN484: MANAGEMENT FOR PHILANTHROPIC AND NONPROFIT ORGANISATIONS		YES		YES
			Marketing	GSN487: MARKETING FOR PHILANTHROPIC AND NONPROFIT ORGANISATIONS		YES		YES
SUT**	Faculty of Business and Enterprise	GradCertSocSci (Philanthropy and Social Investment)	Philanthropy	HPI501: AN INTRODUCTION TO PHILANTHROPY AND SOCIAL INVESTMENT	YES		YES	
	Asia Pacific Centre for Philanthropy and Social Investment	GradDipSocSci (Philanthropy and Social Investment)	Philanthropy	HPI502: THE PRACTICE OF EFFECTIVE GRANT- MAKING	YES		YES	
		MSocSci (Philanthropy and Social Investment)	Philanthropy	HPI503: RESEARCH AND POLICY	YES		YES	
			Philanthropy	HPI504: CORPORATE SOCIAL INVESTMENT	YES		YES	
			Philanthropy	HPI551: PERSONAL AND FAMILY GRANT-MAKING	YES		YES	

			Philanthropy	HPI552: PERSPECTIVES FROM PUBLIC POLICY AND ETHICS	YES		YES	
			Philanthropy	HPI553: COMPARATIVE SOCIAL POLICY	YES		YES	
			Philanthropy	HPI601: PHILANTHROPY AND SOCIAL INVESTMENT IN THE ASIA-PACIFIC	YES		YES	

\*Queensland University of Technology

\*\*Swinburne University of Technology

Table A4.  
*Relevant Research Centres Located at Australian Universities*

	<b>INSTITUTION</b>	<b>RESEARCH CENTRE</b>	<b>CSI*</b>	<b>CG**</b>	<b>URL</b>
1	Australian Catholic University	CREATIVE AND AUTHENTIC LEADERSHIP	<b>YES</b>		<a href="http://www.acu.edu.au/research/flagships/creative_and_authentic_leadership">http://www.acu.edu.au/research/flagships/creative_and_authentic_leadership</a>
2	The Australian National University	CORPORATIONS, GOVERNANCE & SOCIETY RESEARCH GROUP		<b>YES</b>	<a href="http://corpgov.fec.anu.edu.au/">http://corpgov.fec.anu.edu.au/</a>
3	Curtin University of Technology	GOVERNANCE & CORPORATE SOCIAL RESPONSIBILITY RESEARCH UNIT		<b>YES</b>	<a href="http://www.cbs.curtin.edu.au/index.cfm?objectid=0C29B0FD-EC20-E1E9-055B65271ED08291">http://www.cbs.curtin.edu.au/index.cfm?objectid=0C29B0FD-EC20-E1E9-055B65271ED08291</a>
4	Deakin University	THE CORPORATE CITIZENSHIP RESEARCH UNIT		<b>YES</b>	<a href="http://www.deakin.edu.au/arts/ccr/index.php">http://www.deakin.edu.au/arts/ccr/index.php</a>
5	The University of Queensland	THE CENTRE FOR SOCIAL RESPONSIBILITY IN MINING	<b>YES</b>	<b>YES</b>	<a href="http://www.csr.uq.edu.au/">http://www.csr.uq.edu.au/</a>
6	Queensland University of Technology	CENTRE OF PHILANTHROPY AND NONPROFIT STUDIES	<b>YES</b>	<b>YES</b>	<a href="http://www.bus.qut.edu.au/research/cpns/">http://www.bus.qut.edu.au/research/cpns/</a>
7	University of South Australia	CORPORATE SOCIAL RESPONSIBILITY PROJECT	<b>YES</b>	<b>YES</b>	<a href="http://www.unisa.edu.au/corpsocialresp/">http://www.unisa.edu.au/corpsocialresp/</a>

8	Swinburne University of Technology	ASIA-PACIFIC CENTRE FOR PHILANTHROPY AND SOCIAL INVESTMENT	<b>YES</b>		<a href="http://www.swinburne.edu.au/business/philanthropy/">http://www.swinburne.edu.au/business/philanthropy/</a>
9	University of Technology Sydney	UTS CENTRE FOR CORPORATE GOVERNANCE		<b>YES</b>	<a href="http://www.ccg.uts.edu.au/">http://www.ccg.uts.edu.au/</a>
10	Victoria University	THE CENTRE FOR INTERNATIONAL CORPORATE GOVERNANCE RESEARCH		<b>YES</b>	<a href="http://www.businessandlaw.vu.edu.au/cicgr/default.asp">http://www.businessandlaw.vu.edu.au/cicgr/default.asp</a>

\*Corporate Social Investment

\*\*Corporate Governance

**APPENDIX B - SUMMARY OF RELEVANT COURSEWORK UNITS AND RESEARCH CENTRES AT AUSTRALIAN UNIVERSITIES**

Table B1.

*Summary of Relevant Coursework Units and Research Centres at Australian Universities*

<i>Institution</i>	<i>Degree / discipline</i>	<i>Name of coursework unit</i>	<i>Undergrad / postgrad</i>	<i>Core / elective</i>	<i>Research centre and research areas</i>
Australian Catholic University	N/A	N/A	N/A	N/A	<p><i>Creative and Authentic Leadership</i></p> <ul style="list-style-type: none"> <li>• Moral and ethical leadership</li> <li>• Leadership for social justice and social responsibility</li> <li>• Emerging leadership paradigms</li> <li>• Leadership formation and effectiveness</li> </ul>
Australian National University	BCom, Business	Corporate social responsibility, accountability and reporting	U	E	<p><i>Corporations, Governance and Society Research Group</i></p> <p><i>Broad research interests:</i> Corporate governance, social responsibility and regulatory issues</p> <p><i>Specific research interests:</i></p> <ul style="list-style-type: none"> <li>• Accountability and disclosure</li> <li>• Auditing</li> <li>• Board issues</li> <li>• Corporate governance and regulation in developing countries</li> <li>• Corporate philanthropy</li> <li>• Corporate social responsibility</li> <li>• Emergence of corporate forms and norms</li> <li>• Environmental disclosures</li> <li>• Ethics in the board room</li> <li>• Financial markets and corporate governance</li> <li>• IT governance</li> <li>• Managerial entrenchment</li> <li>• Mergers and acquisitions</li> </ul>

Curtin University of Technology	N/A	N/A	N/A	N/A	<p><i>Governance and Corporate Social Responsibility Research Unit</i></p> <p><i>Broad research interests:</i></p> <p>Governance (including financial accountability and environmental and community challenges in business and government) and corporate social responsibility, especially the development of knowledge and leadership and management practice in this area</p> <p><i>Specific research interests:</i></p> <ul style="list-style-type: none"> <li>• Corporate governance and comparative governance</li> <li>• Environmental strategies/strategy implementation</li> <li>• Entrepreneurs, small firms and social responsibilities</li> <li>• Work and family</li> <li>• Accountability</li> <li>• Best practice (?)</li> <li>• Corporate remuneration strategies</li> </ul>
Deakin University	N/A	N/A	N/A	N/A	<p><i>Corporate Citizenship Research Unit</i></p> <ul style="list-style-type: none"> <li>• Predominantly industry-based action research (consulting; evaluation and review of community funds programs)</li> <li>• Best practice in corporate citizenship including how corporate objectives and performance relate to socio-cultural benefit, strategic development of effective corporate values, performance indicators for best practice in corporate citizenship, and the establishment of best practice in corporate citizenship with particular emphasis on Australia.</li> </ul>
James Cook University	MPA (Adv), Accountancy	Corporate governance and accountability	P	E	N/A
La Trobe University	MBA, Corporate Governance	Governance and corporate social responsibility	P	E	N/A
Macquarie University	BEC/BSocSc, Philosophy	Business and professional ethics	U	E	N/A

	PGDip (Entrepreneurship), Economics	Topics in social entrepreneurship	P	E	
Monash University	MMgt, Management	Corporate and social responsibility	P	E	N/A
University of Adelaide	MCom, Business	Social challenges to global business	P	E	N/A
	MCom, Business	Managing social responsibility	P	E	
University of New South Wales	MArtAdmin (Hons), Arts Administration	Museum development - fundraising and philanthropy	P	E	N/A
	LLM, Law	Corporate governance	P	E	
University of Newcastle	MSocSc, Social Work	Current developments in human service delivery	P	E	N/A
	GCertBA, Business	Corporate governance & social responsibility	P	C	
	MBus, Philosophy	Business, ethics and values	P		
Queensland University of Technology	GradCertBus (Philanthropy and Non-profit Studies), Philanthropy	Corporate philanthropy	P	BOTH	<i>Centre of Philanthropy and Non-profit Studies</i> <i>Broad research interests:</i> <ul style="list-style-type: none"> <li>• Non-profit civil liability</li> <li>• Regulation, law and taxation</li> </ul> <i>Specific research interests:</i> <ul style="list-style-type: none"> <li>• Law</li> <li>• Taxation</li> <li>• Public Policy</li> <li>• Venture Philanthropy</li> </ul>
	MBus (Philanthropy and Non-profit Studies), Philanthropy	Special topic in philanthropy and non-profit studies	P	BOTH	
	MBA [CONCENTRATION], Philanthropy	Fundraising development principles	P	BOTH	

	Fundraising	Fundraising development techniques		E	<ul style="list-style-type: none"> <li>• Governance and Management</li> <li>• Accounting and Finance</li> <li>• Fundraising and Marketing</li> <li>• Non-profit Car Fleet Safety</li> <li>• Organisational Culture, Identity and Effectiveness</li> <li>• Professional Adviser's Role in Philanthropy</li> <li>• Volunteering</li> <li>• Corporate Social Responsibility</li> <li>• Gender and Equity</li> </ul>
	Accounting	Accounting issues for philanthropic and non-profit organisations		E	
	Economics	Philanthropic and non-profit organisations economics		E	
	Ethics	Ethics for philanthropic and non-profit organisations		E	
	Governance	Philanthropic and non-profit frameworks for governance		E	
	Law	Legal issues for philanthropic and non-profit organisations		E	
	Management	Management for philanthropic and non-profit organisations		E	
	Marketing	Marketing for philanthropic and non-profit organisations		E	
Swinburne University of Technology	GradCertSocSci (Philanthropy and Social Investment), Philanthropy	An introduction to philanthropy and social investment	P	BOTH	<i>Asia-Pacific Centre for Philanthropy and Social Investment</i> <ul style="list-style-type: none"> <li>• Lists research interests only (although past and present projects are listed, broad research areas are not provided).</li> <li>• Private and family philanthropy and social investment</li> <li>• Philanthropic history in Australia</li> <li>• Corporate social investment in Australia</li> </ul>
	GradDipSocSci (Philanthropy and Social Investment), Philanthropy	The practice of effective grant-making	P	BOTH	
	MSocSci (Philanthropy and Social Investment), Philanthropy	Research and policy	P	BOTH	

	Philanthropy	Corporate social investment		C	
	Philanthropy	Personal and family grant-making		C	
	Philanthropy	Perspectives from public policy and ethics		C	
	Philanthropy	Comparative social policy		C	
	Philanthropy	Philanthropy and social investment in the Asia-Pacific		C	
University of Queensland	N/A	N/A	N/A	N/A	<p><i>Centre for Social Responsibility in Mining</i></p> <ul style="list-style-type: none"> <li>• Mining communities</li> <li>• Workforce issues</li> <li>• Management and governance (developing frameworks, tools and processes that will assist companies to implement social responsibility and sustainability at site level)</li> </ul>
University of South Australia	N/A	N/A	N/A	N/A	<p><i>Corporate Social Responsibility Project</i></p> <ul style="list-style-type: none"> <li>• Project only</li> <li>• The project aims to develop case studies that challenge business to meet the goals of corporate social responsibility. Latest systems and frameworks (beyond legal regulation) are explored and practical strategies for assuring corporate integrity and protecting corporate reputation are addressed.</li> </ul>
University of Sydney	MBus/GradDipBus, Business Law	Corporate governance, law and ethics	P	C	N/A

University of Tasmania	BBus/BBusAdmin, Management	Managerial social responsibility	U	E	N/A
University of Technology Sydney	<p>Grad.Cert.(Community Management)</p> <p>Grad.Dip.(Community Management)</p> <p>M(Community Management)</p> <p>MBA and research and PhD degrees in Community Management are also offered</p>	<p>Managing Community Organisations, Third Sector: Theory and Context, Developing Financial Resources, and Resource Management: Non-profit.</p> <p>As above plus Human Resources in the Third Sector and Legal Issues for Community Managers</p> <p>As above plus Social and Community Research and Strategic Issues in Community Management</p>	P	C	<p><i>UTS Centre for Corporate Governance</i> Corporate governance including</p> <ul style="list-style-type: none"> <li>• Financial aspects</li> <li>• International corporate governance</li> <li>• Financial reporting</li> <li>• Financial institutions and risk management</li> <li>• Roles and responsibilities of company boards and directors</li> <li>• Legal and ethical aspects</li> <li>• Social responsibility</li> </ul> <p><i>Centre for Community Organisations and Management</i></p> <ul style="list-style-type: none"> <li>• Social Capital</li> <li>• Australian Non-profit database</li> <li>• Career Paths in the Third Sector</li> <li>• Asian Third Sector</li> </ul>
University of Western Australia	MHR&IR, Human Resources	Industrial and organisational behaviour	P	C	N/A
	Business	Social, ethical and environmental issues in business	P	C	

Victoria University	N/A	N/A	N/A	N/A	<p><i>Centre for International Corporate Governance Research</i></p> <ul style="list-style-type: none"> <li>• Business ethics</li> <li>• Comparative commercial law</li> <li>• Electronic commerce</li> <li>• Public sector research</li> <li>• Small business research</li> </ul>
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**APPENDIX C – ADDITIONAL REFERENCES ON THE DEMAND FOR PHILANTHROPIC EDUCATION**

- Harris, M., Davies, G., & Lessof, C. (1991). Training and education for the voluntary sector: The needs and the problems. *Working Paper No. 9*, London: Centre for Voluntary Organisation, London School of Economics.
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- Katsioloudes, M. I., & Tischio, V., (2001). Critical thinking in non-profit management education. *Human Systems Management*, 20, 47-57.
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- Mirabella, R. M., & Wish Bailin, N. (2000). The ‘best place’ debate: A comparison of graduate education programs for non-profit managers. *Public Administration Review*, 60(3), 219-229.
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- Young, D. R. (2000). Alternative approaches to the education of non-profit sector leaders and managers. *The CASE International Journal of Educational Advancement*, 1(1), 53-66.

**APPENDIX D - WORKING GROUP SURVEY**

Dear Colleague,

The Centre for Philanthropy and Social Investment at Swinburne University of Technology has been funded by the Australian Government to explore the provision and demand for education and training in the fields of philanthropy and social investment in Australian tertiary institutions.

We expect that this will lead to more and better-informed philanthropic giving in Australia.

The first stage of the project is a survey of the existing supply of and potential demand for education in the following fields: Corporate Social Responsibility, Fundraising, Grant making, and Social Enterprise.

To this end, I would be very grateful if you could participate in a simple on-line survey. It should take you no longer than 10 minutes.

If you are willing to participate, please go to <http://opinio.online.swin.edu.au/s?s=2177>

If you have any questions or comments, please get in touch with me by email or at the address below.

Denis Tracey  
Asia-Pacific Centre for Philanthropy and Social Investment  
Swinburne University of Technology  
PO Box 218, Hawthorn 3122  
[detracey@swin.edu.au](mailto:detracey@swin.edu.au) 03 9214 8384

## Philanthropy and Social Investment

The Centre for Philanthropy and Social Investment at Swinburne University has been funded by the Australian Government to explore the provision and demand for education and training in the fields of philanthropy and social investment in Australian tertiary institutions.

We expect that this will help to develop more and better-informed philanthropic giving in Australia.

This first stage of the project is a survey of the existing and potential demand and supply for education in these fields: Grant making, Fundraising, Corporate Social Responsibility and Social Enterprise.

For the purposes of this survey we suggest the following definitions:

**Grant making:** Giving by foundations, trusts, individuals or corporations that is intended to bring social benefits.

**Fundraising:** Attracting people, money and in-kind resources to fulfil the mission of a non-profit organisation

**CSR:** a way in which companies can voluntarily integrate into their activities social and environmental concerns which are over and above their legal responsibilities.

**Social enterprise:** business with a social purpose.

**1. Does your organisation provide education or training in any of the following areas? Check as many as required.**

- Philanthropic grant making
- Fundraising
- Corporate Social Responsibility
- Social enterprise
- Non-profit management

**2. How interested is your organisation in the following fields? Would your members or staff welcome opportunities to undertake training in any of these areas?**

	Very interested				Not at all interested
Philanthropic grant making					
Fundraising					
Corporate social responsibility					

Social enterprise					
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**3. Would you prefer the training to be:**

	Most preferred				Not preferred
A complete accredited degree, diploma or certificate course					
Elective units within existing streams of any accredited offering					
Executive workshops - multiple days					
Executive workshops - single days					
Executive workshops - half days					
Online training					
Some other method (describe below)					

**4. Would you prefer that the training was provided by:**

	Most preferred				Not preferred
A university					
A TAFE institution					
A private training provider					
A private consultant					
A peak industry body					
Some other method					

(describe below)					
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**5. Please comment on why you prefer the methods you selected in Q4 (above)**

**6. Is your organisation a:**

- University
- Other educational institution
- Company with fewer than 200 employees
- Company with more than 200 employees
- Not-for-profit organisation with less than 200 employees
- Not-for-profit organisation with more than 200 employees
- Philanthropic organisation
- Peak body
- Professional services firm
- Other (please describe below)

**7. Have you any other comments about educational offerings for social and not-for-profit and philanthropic organisations?**

## APPENDIX E – REPORT ON WORKING GROUP SURVEY FINDINGS

### Sample Composition: Representation of Different Organisation Types

Of the 152 respondents who completed the survey, the majority (60%) were from non-profit organisations, although educational institutions, small and large corporations, philanthropic organisations, peak bodies and professional services organisations were also represented (see Figure E1 below). Organisations subsumed within the ‘Other’ category in Figure E1 include arts organisations, a family charitable trust, government organisations (including local), hospitals, and a residential college.

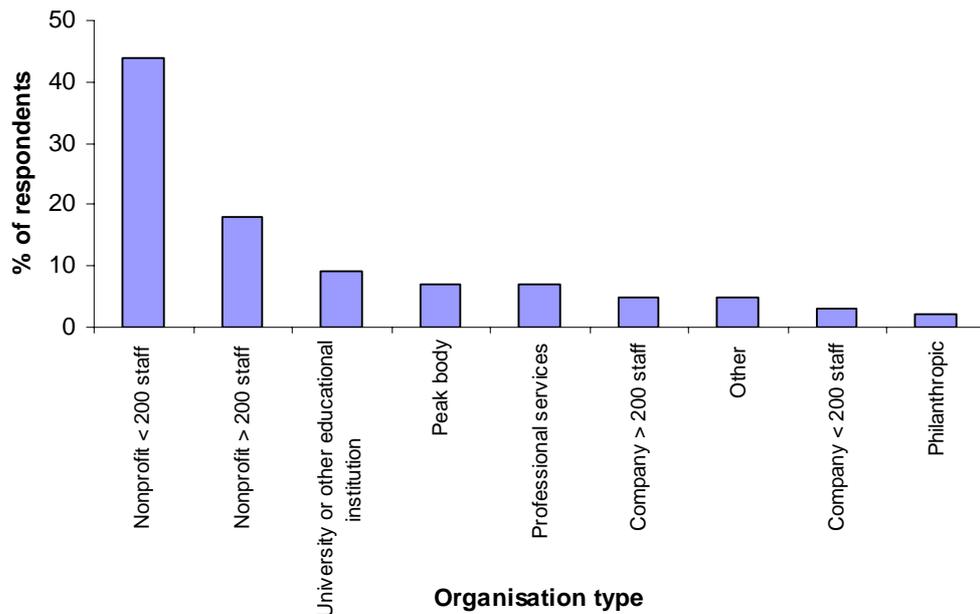


Figure E1. Sample Composition: Representation of Different Organisation Types.

### Survey Findings

#### (a) Education and Training provided by Organisations

Respondents were asked whether their organisation provided education and training in any of the following areas: philanthropic grant making, fundraising, corporate social responsibility, social enterprise and non-profit management. Overall, only 37% of respondents indicated that their organisation provided education and training in at least one topic area. Thirteen per cent of participants indicated that their organisation provided training in one topic area only, another 13% in two topic areas, 6% in three topic areas, 1% in four topic areas, and 4% in all five topic areas. Provision of education and training in fundraising was the most common (reported by 25% of respondents), followed by non-profit management (20%), philanthropic grant making (14%), corporate social responsibility (13%) and social enterprise (11%) in that order (see Figure E2 below).

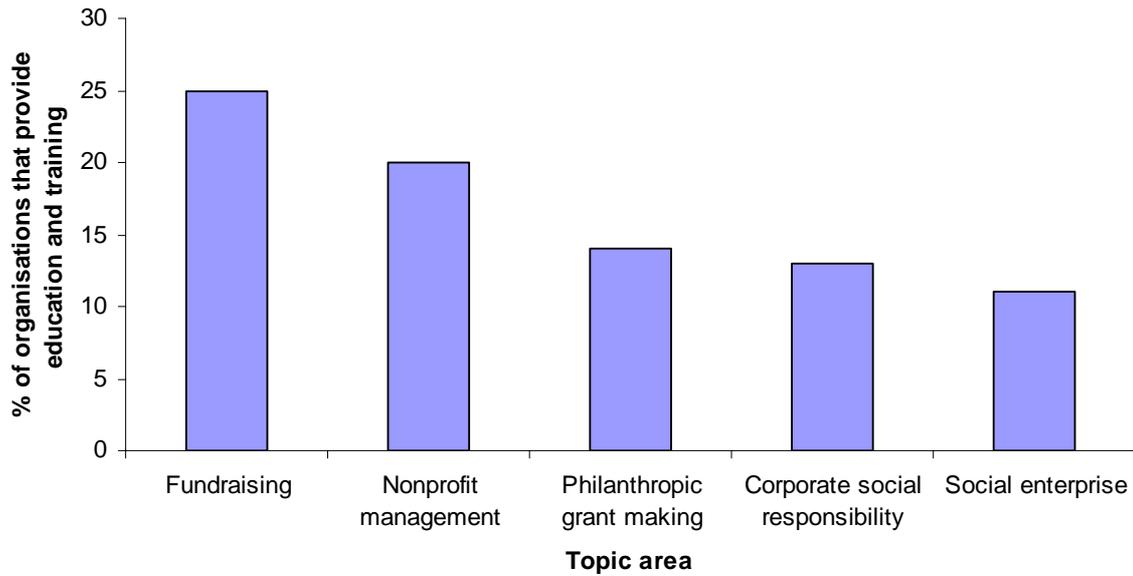


Figure E2. Education and Training provided by Organisations

**(b) Interest in Education/Training in Philanthropy and Social Investment**

Respondents were asked about how interested their organisations are in the four topics areas of philanthropic grant making, fundraising, corporate social responsibility and social enterprise. Specifically, they were asked whether they felt that their members or staff would welcome opportunities to undertake education/training in any of these topic areas.

Respondents rated their perceived level of interest on a five point scale ranging from 1 = “very interested” to 5 = “not at all interested”. These ratings were later reverse-scored so that higher ratings corresponded to higher levels of interest. The average ratings for each topic area are given in Figure E3 below. Perceived interest was high across all four topic areas, with respondents perceiving slightly higher interest in fundraising on average, and slightly lower interest in social enterprise on average.

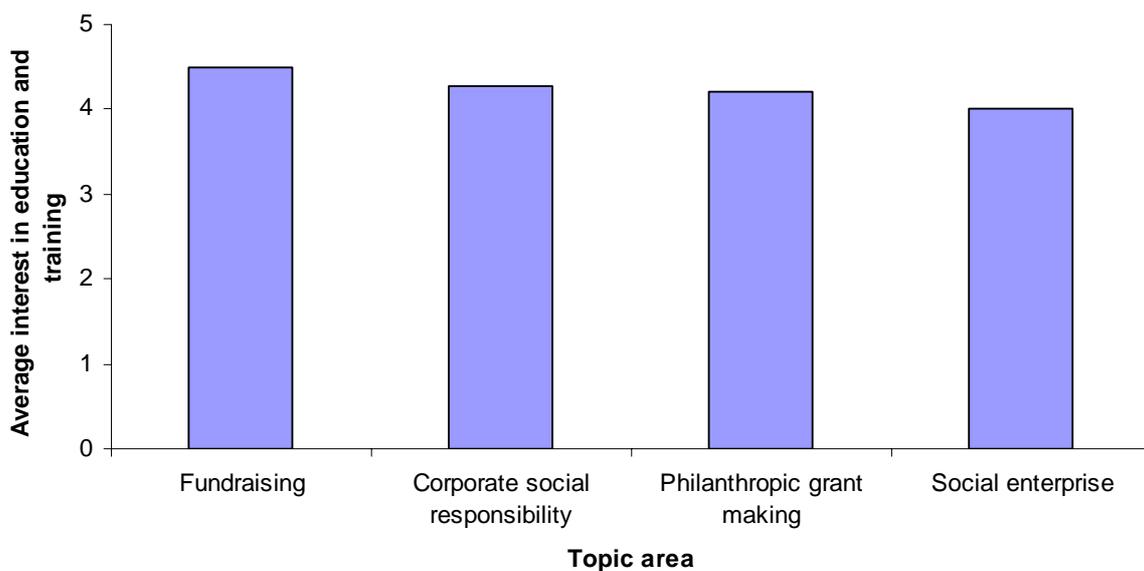


Figure E3. Interest in Education and Training in Philanthropy and Social Investment

**(c) Preferred Type of Education/Training**

Respondents rated their preferences for a number of different types of education/training on a five point scale ranging from 1 = “most preferred” to 5 = “not preferred”. These ratings were later reverse-scored so that higher ratings corresponded to higher levels of preference. The average ratings for each type of training are given in Figure E4 below. Although there was no clear preference for one type over another, preferences for executive workshops (particularly single-day workshops) were slightly higher on average, and preferences for on-line training were slightly lower on average. Other alternatives suggested by respondents (one respondent per alternative) included distance learning (e.g., material prepared on a CD), mentoring, unit(s) within an MBA course, and a mix of the options shown in Figure E4. The fact that ratings were similarly high across all types of education/training suggests that several types should be offered in order to accommodate prospective students’ diverse preferences.

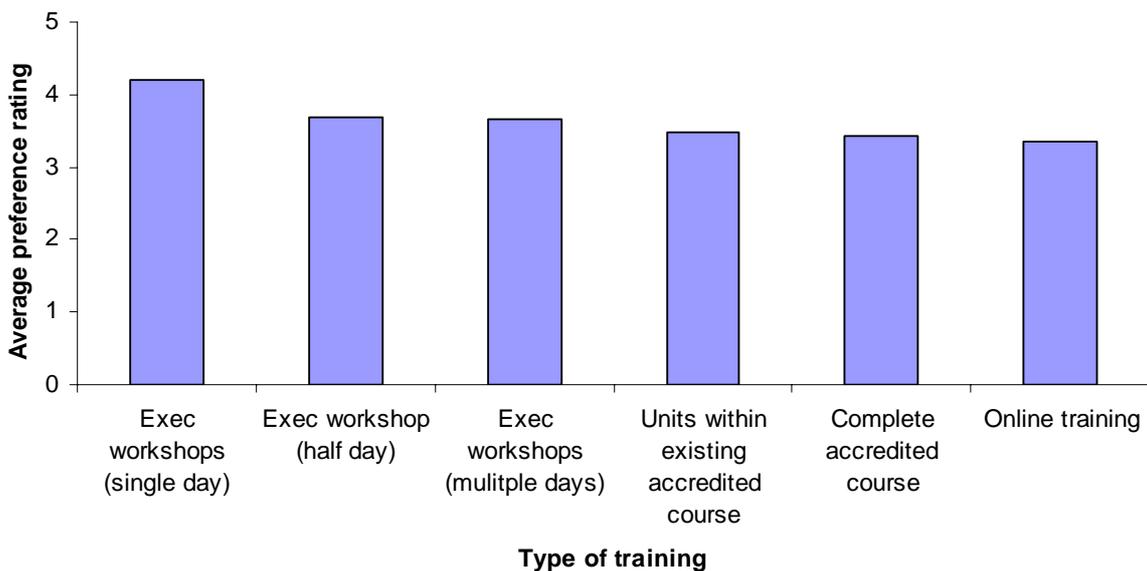


Figure E4. Preferred Type of Education/Training

**(d) Preferred Education/Training Provider**

Respondents rated their preference for a number of different education/training providers on a five point scale ranging from 1 = “most preferred” to 5 = “not preferred”. These ratings were later reverse-scored so that higher ratings corresponded to higher levels of preference. The average ratings for each provider are given in Figure E5 below. Overall, universities emerged as the most preferred provider, closely followed by peak industry bodies. Respondents expressed similar and slightly lower levels of preference for TAFE, private training suppliers, and private consultants. Other alternatives suggested by respondents (one respondent per alternative) included a mixture of consultants and professionals from the sector; combined training with industry bodies and universities; experienced organisations/practitioners in the field; and in-house providers supplemented by conference and seminar choices. Several respondents supplemented their responses to this question with qualitative comments. These included comments about cost, quality and the need to utilise industry expertise in combination with university offerings:

*“A vital issue is the cost of fees, with my presumption being that university delivery will mean high fees, generally unable to be afforded by the majority of community-based not-for-profits”.*

*“No preference, as long as it’s not expensive”.*

*“[The provider] doesn’t matter as long as it is good quality, relevant, contemporary, practice-based and not by academics who are just theorists with no practical experience. I have attended courses run by theorists whose knowledge is based on desk research rather than actual experience and it’s worse than useless – a complete waste of time”.*

*“Too many private organisations are currently making money from this non-profit sector with courses (e.g., workshops) that are not accredited”.*

*“We all need to be working together more. The Fundraising Institute Australia and senior members have had a wealth of experience in providing training over the last 30 years”.*

Respondents were also invited to comment on why they preferred particular training providers. Approximately 60% of respondents supplied comments, amounting to 92 individual comments altogether. Given the number of comments, only those relating to universities (which emerged as the most preferred education/training provider) are given below. A selection of comments, giving a good representation of the general themes in the data is provided.

Perhaps the most frequently cited reason for preferring universities was the greater credibility associated with this provider, including the greater capacity of universities to implement a common standard of education in the field:

*“An accredited course offered by a university gives more credibility to those working in the non-profit sector”.*

*“Any courses need to have prestige and a standard and this is somewhat guaranteed by association with a university”.*

*“A university provider will ensure a perceived greater level of professionalism”.*

*“A university program would come with the most resources. It would allow Australia to further develop an academic study of philanthropy, with all the research and credibility that comes with it”.*

*“University courses are better recognised among prospective employers”.*

*“Universities can provide ongoing training at a recognised standard”.*

*“Universities have more credibility within the market and more influence on the consistency of the [course] content”.*

Other reasons for preferring universities included the greater intellectual rigour of courses and the associated potential to increase recognition of philanthropy as a profession:

*“I would expect that a degree course at a university would be more comprehensive, conducive to forward thinking and research and have the intellectual rigour required to see the industry move forward. It would also enhance the professional standing of fundraisers and perhaps see more cross-industry exchange between not-for-profits and the commercial sector”.*

*“Training provided by a university would be nationally recognised and available like a marketing degree/diploma for someone wanting philanthropy/fundraising as a career”.*

*“University accreditation, especially in the form of a degree or higher, is important to lift the profile of fundraising and also the kudos to society, business and the community in general. A lot of people in fundraising are lacking in education and perhaps the associated creativity that education brings. More tertiary-educated people are needed in the industry”.*

*“Universities are likely to offer the highest standard of teaching”.*

Finally, respondents also highlighted the impartiality of this provider and the special expertise of universities in fundraising as important attributes:

*“A university will not have a vested interest and will possess an academic obligation to overview all the relevant literature and experience to provide a more comprehensive and even-handed exposition of relevant facts. Their efforts would also be informed by the latest research and practice both nationally and internationally”*

*“As universities are perhaps the best example of practical fundraising and philanthropy in Australia, I think that university fundraisers would be the best teachers in this area”.*

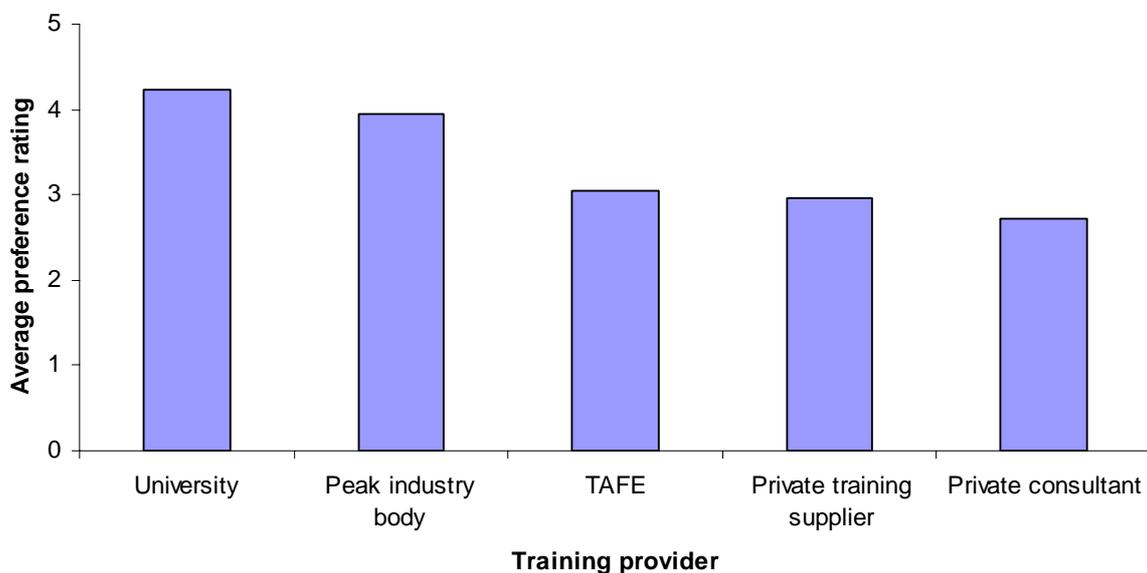


Figure E5. Preferred Education/Training Provider

### (e) General Comments

At the end of the survey, respondents were asked to provide general comments on educational offerings for social, non-profit and philanthropic organisations. Respondents’

comments were subsequently classified into four categories: content, quality, delivery, and general comments. The comments contained within each category are shown below.

**(i) Content**

The bulk of respondents' comments concerned the content and/or structure of courses, in particular the types of topics that should be covered in such courses. Standout comments included the need for greater emphasis on fundraising, practical and experiential-based learning, relevant courses within business/marketing degrees, and training in management and leadership skills specific to the field. Comments are shown in full below.

*"All philanthropy training should start with the fundamental social tenet of providing indigenous awareness training and environmental sustainability training. From this point, we can all achieve far greater common goals".*

*"Consider offering electives within a Business/Marketing Degree instead of running it as a stand-alone course".*

*"Courses need to be outcome-focused rather than just informative."*

*"Different streams should be offered, allowing students to cross-stream if desired".*

*"Employment options should not be tied to training. The most important factor in managing the non-profit sector is management skills, a common sense approach to many day-to-day activities and practical experience in raising funds".*

*"Executive leadership in not-for-profit management is an area seriously lacking within academic courses. Australia needs to have courses available that blend management and leadership training with the needs of the not-for-profit sector".*

*"Further fundraising-specific tertiary training is needed in Australia. Courses offered through Swinburne and QUT are great but currently don't provide enough emphasis on fundraising and the social/psychological aspects of philanthropy. Even tertiary level short courses would be useful. However, private provider/consultant short-term training programs are also beneficial, particularly for promoting networking".*

*"General business courses should include offerings on social and not-for-profit and philanthropic organisations".*

*"Governance, management and adequate resourcing are key issues for not-for-profits".*

*"I'd prefer experiential-based and highly interactive learning."*

*"There needs to be different offerings for different levels of people. For example, the CEO of an organisation needs to know different things to a fundraising officer".*

*"Training content must be formulated jointly by fundraisers and academics and must involve an element of work experience and supervised 'in the field' training".*

*“We would benefit from training on how to identify sources of philanthropic funding and how to prepare and submit successful grant applications. A workshop would be a good starting point. Re: CSR, it would be beneficial to understand how not-for-profits can fit into the larger CSR strategy of corporates”.*

*“While graduate diplomas/certificates are great for those committed to the sector, the opportunity to do specialised modules/electives within those courses would be great”.*

*“Work experience with those who are doing it - like mentoring.”*

*“Most courses are pretty boring and instructional. How many times can you attend a course about direct marketing, capital fundraising, how to apply for a grant, etc., before getting bored out of your skull? A bit of theory and research would be useful e.g., an examination of philanthropy globally, current debates, the psychology of philanthropists, etc. We also lack any level of sophistication in Australia and solid research in the area of fundraising simply isn't available. Research-based Masters, PhDs, etc., would also be valuable and could add something the industry needs - a bit of intelligence”.*

*“You have to know what you are actually talking about and/or pull in people who do. It is not just about the theory!”*

## **(ii) Quality**

The next largest category of responses concerned the quality of current offerings. In particular, respondents expressed that current offerings lack credibility (e.g., accreditation), rigour, and intellectual sophistication, thus undermining the professionalism of the field. Comments are shown below.

*“At present, courses offered by the various institutions leave a lot to be desired and do nothing to enhance the professional status of fundraisers. I would welcome an upgrade in educational opportunities and enforced intellectual rigour. It would be great to see a certificate in fundraising”.*

*“In the past few years, the non-profit industry has grown enormously as has philanthropy. Conferences and workshops are often repetitious expensive and not accredited. All too often we are presented with an ‘in-service’ format by companies who will profit from us using their services. Fundraising companies are regulated and just understanding the responsibilities is a steep learning curve that I for one have learnt on the job”.*

*“Many courses are too low- level and unsophisticated, and so do not meet the needs of organisations looking to push themselves further. Master classes with invited expertise from overseas are needed”.*

*“Most of the one's I've seen have been rudimentary teaching-learning approaches, offering 'packaged' solutions”.*

*“Most offerings to date have been very poor”.*

*“Much of the current training is not independent of the sector or rigorous enough in its approach and implementation”.*

*“To gain credibility, I think it has to be through a University or TAFE - online, classroom situation etc., I think this would encourage not only participation but also credibility from the market as a whole”.*

### **(iii) Delivery**

The third category included comments about the delivery of courses, including their cost, length, location, mode of presentation, and the expertise of course providers. These comments are given below.

*“Courses need to be priced at a level that these organisations (which often have very limited training budgets) can afford”.*

*“Current courses are too expensive, too focused on the eastern states and aren't sufficiently short or flexible to accommodate people from small not-for-profits, which are the organisations that comprise so much of the sector in many states and territories”.*

*“Distance education is flexible but requires a lot of discipline and commitment. Small discussion groups could be formed amongst the students with the tutor say, quarterly or half yearly as it would assist students who have limited resources and workplace experience to work through the different subjects. Sharing of ideas and experience is helpful”.*

*“Most education is offered in eastern states, there is very little (none) offered in South Australia or regional areas. The cost of travelling to Melbourne or Sydney makes it impossible for people working for or volunteering with small philanthropic organisations to attend training”.*

*“Time availability is often an issue for not-for-profit organisations, especially their more senior managers”.*

*“There are many people who consult on fundraising, but very few who actually do it. Practical experience is the key here”.*

### **(iv) General**

Respondents' offered several general comments which highlighted their recognition of the growing importance of the field and the subsequent need for educational offerings that support this growth:

*“This is a critically important area to develop. A recent report indicated that there is a looming non-profit leadership deficit in the US. The US context is not dissimilar to Australia, and therefore investing in significantly increasing educational offerings is a key national priority”.*

*“Education in social enterprise is critically lacking in Australia. There are some good examples of training being offered in the UK”.*

*“I would love to see more centres in Australia such as the Centre for Philanthropy at Indiana University in the United States”.*

*“Education and training is sadly lacking and a need definitely exists. FIA courses are far from adequate and the field is crying out for legitimate and transferable skills training”.*

*“There is a critical need to provide educational opportunities that underscore the need for not-for-profits to become more sustainable, creative and commercially savvy. Old paradigms that underscore dependence on limited and familiar funding sources and feature a contempt (or ignorance) of the basic importance of building organisational capacity must be deconstructed and more constructive models developed and applied”.*

*“There is an increasing concern for social and environmental issues that can be expressed by corporates and their employees through workplace giving, corporate donations, events and other areas of giving. The environment for not-for-profits is incredibly competitive and learning can give you a competitive edge”.*

Finally, it should be acknowledged that three respondents expressed a conflicting viewpoint, namely that there is no need to develop further educational offerings in the field:

*“We are very interested in these areas but we do not see a need for training. Our internal communications, policies and partnership programs adequately address the issues of skilling employees in these areas”.*

*“The arts sector is reasonably well catered for with training opportunities provided by Abaf and various other marketing / sponsorship organisations. Non-profit Australia and the Fundraising Institute Australia also bridge many of the above subject areas with conferences, working lunches and other mentoring / capacity building programs”.*

*“The Fundraising Institute Australia and Philanthropy Australia conduct a range of courses suited to all levels of knowledge and taught by fundraising professionals. These courses could be applied to higher education fundraising, grant seeking etc., I can't see the point of duplicating these efforts, especially by academics who have no practical experience in this field”.*

## **Summary**

In summary, findings of this survey suggest that:

- There are few organisations that provide education and training in the areas of corporate social responsibility, fundraising, non-profit management, philanthropic grant making, and social enterprise.
- There is a high level of interest in education and training in corporate social responsibility, fundraising, grant making and social enterprise and the level of interest is similar for all four topic areas.
- There is no clear preference for one type of education/training over another, although preferences for executive education are slightly stronger.
- Universities are the most preferred provider and are seen to have greater
  - capacity to implement a common standard of education in the field
  - credibility
  - intellectual rigour (which should promote recognition of philanthropy as a profession)
  - impartiality

- In regard to course content, there is a need for greater emphasis on
  - fundraising
  - leadership and management skills specific to the field
  - practical and experiential-based learning
  - relevant courses within business/marketing degrees
- Concerns about current educational offerings include the lack of credibility, rigour and intellectual sophistication
- Concerns that should be addressed in developing new educational offerings include keeping the cost of courses down; providing courses that are accessible, both in terms of geographic location and mode of delivery (e.g., on-line); and ensuring that training providers are suitably experienced in the field of philanthropy and social investment.
- There is an acute awareness of the growing importance of the field and the need for educational offerings that support this growth.

### **Limitations**

The conclusions of this report need to be qualified, given the limitations of the data. First, it is possible that multiple members from the same organisation responded to the survey, skewing the information collected in regard to education and training currently offered by organisations. Second, the findings are based on a small sample, in which some types of organisations were under-represented (note also that there was substantial missing data, with some respondents failing to indicate their perceived level of interest in education and training for all topic areas, or their preference for all types of education/training and all education/training providers). Third, no demographic information was collected, thus it is not possible to comment on the education and training preferences of different groups. Furthermore, the preferences of prospective overseas students were not surveyed. Finally, responses to particular courses were not canvassed nor were participants asked about course fees. Information pertaining to these issues could be collected once preliminary course outlines have been developed.

**APPENDIX F - NEEDS ANALYSIS FOR A POSTGRADUATE PROGRAM IN  
SOCIAL ENTERPRISE**



# **Needs Analysis for a postgraduate program in Social Enterprise**

**Prepared by**

**Ms Tracey Matters & Dr Linda Brennan**

**March 2006**

## Executive Summary

This report examines the feasibility of Swinburne University offering a 'Master of Social Enterprise' course, which will more specifically meet the needs of organisations that have a social focus, as there is no such course currently available.

A number of major industry sectors require specialised professionals to develop and implement community-oriented marketing campaigns. The federal government has demonstrated the greatest demand, spending over \$1.5 billion since 1991 on advertising alone. State and local governments, the health sector, charity, welfare, community and religious groups, as well as international organisations also present significant and increasing demand.

Current market research identifies that socially oriented sectors require employees to possess a range of skills from multiple disciplines. These include socially oriented marketing (social, societal, not-for-profit, pro-social), corporate philanthropy, as well as general marketing and research skills.

Industry trends indicate that there is an increase in postgraduate students aged thirty years and over, and as a result, a growing desire for education that is more closely matched to employment prospects and changing industry needs. Courses need to offer greater flexibility and services, particularly on-line course options to capture these target markets.

The competition analysis reveals there is no significant competition to the proposed 'Master of Social Enterprise'. While related courses exist, they are dissimilar to that being proposed. The lack of any such offering in Victoria highlights a great potential opportunity for Swinburne University.

The target market is primarily students of mature age looking to enter the tertiary system at the postgraduate level. In addition, the 'Master of Social Enterprise' is targeting international students looking to enter the Australian higher education system.

This report recommends that Swinburne University take an innovative step towards the growing market demands of the social enterprise sector. The proposed 'Master of Social Enterprise' offers a unique set of units combining business marketing with social science, with on and off-campus options available to both local and international students to fulfil unmet needs within the current marketplace.

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## **1. Introduction**

Changing social and business environments have created various pressures on the nature and structure of tertiary degrees. The proposed ‘Master of Social Enterprise’ course aims to redress the gap between emerging and growing industry requirements, and what is currently on offer from tertiary institutions. This course aims to prepare people to not only market in a social context, but to also understand the broader implications of building social value in government, private and not-for-profit organisations.

For many, the terms ‘social marketing’ and ‘social enterprise’ are interchangeable.

While social marketing will be an important element of the proposed course, the ‘Master of Social Enterprise’ will be much broader.

Social Enterprise is more holistic – it has more to do with the broader objectives and outcomes of the organisation – building social value, rather than being confined only to the campaign and communication components better encompassed in the term ‘social marketing.’

Social marketing and social enterprise are growth markets – a Google search of either on the Internet, will find in excess of 110 million results! There are now books and journals dedicated to the subjects, major advertising and PR agencies specify expertise in the areas and the number of campaigns aimed at bringing about social change or influencing behaviour has increased significantly over the last few years.

In Australia, social enterprise lacks academic structure. While components of it are taught in various courses throughout Australia, it is not currently presented as a full academic course in its own right.

The career options are out there, but not the courses available to comprehensively train people in the field.

This proposal aims to remedy that situation.

## 2. Market Analysis

### Market Demand

With the emergence of new challenges in an increasingly uncertain and competitive international environment, pressures are being placed on the type of degrees being offered in the field of social enterprise. Marketing specialisations related to social enterprise (see Appendix 1 for detailed list) such as social responsibility, interest in social causes and corporate philanthropy are growth areas within the commercial business arena (Donovan and Henley, 2003).

The changing workforce structure is increasing demand for postgraduate courses (IBISWorld, 2005). An increase in total students enrolled in higher education is partially attributed to a significant increase (19.6%) in postgraduate students since 1996 (IBISWorld, 2005).

Furthermore, trends within the higher education sector indicate an increasing demand for flexibility and higher levels of service that utilise the latest technological functions (Bell et al., 2002).

The proposed course seeks to move with market changes and fulfil unmet demand while keeping a clear focus on meeting the learning needs of students seeking a future in the area of social enterprise.

### Market Size

There has been a significant increase in the number of organisations providing Australia's community services, with an increase of 15% between 1996 and 2000 (Australian Bureau of Statistics (ABS) 2001). The 9,287 organisations can be divided into three groups: 'not-for-profit' (5,938), government (549) and 'for-profit' (2,800) (Australian Bureau of Statistics, 2001). It is assumed that such an increase would lead to an increase of demand for graduates with qualifications and expertise in social enterprise and social marketing.

There are several distinct groups that demonstrate a major demand for professionals in the area of social enterprise and social mobilisation:

- National and state policy makers, legislators: political mobilisation
  - Service providers, funding bodies: government mobilisation
  - Opinion leader, NGOs, local government, unions: community mobilisation
  - Businesses, business organisations: corporate mobilisation
  - Individuals and group beneficiaries of the program: beneficiary mobilisation
- (Donovan and Henley, 2003, p15)

## **Government / Public Service Sector**

The government-funded public service sector has a growing presence in the communications arena. There are at least 180 government communications units listed in the Australian Communications Officer Directory. It could reasonably be assumed that with the growing focus on social causes related to government, that each agency would benefit from the services of a qualified social enterprise graduate.

There are two main bodies responsible for government advertising: the Ministerial Committee on Government Communications (MCGC) and the Government Communications Unit (GCU). The GCU coordinates government communications and advertising. It was renamed and transferred from the Department of Finance and Administrative Services to the Department of the Prime Minister and Cabinet (PM&C) in 1998. The PM&C website lists the main activities of the GCU as:

- Providing strategic advice on proposed communications issues to the PM and the MCGC
- Maintaining a whole of government overview of current communications activities
- Providing a secretariat to the MCGC, assisting the committee with selecting consulting and tendering processes, and
- Managing the Central Advertising System (CAS).

Advertising Expenditure

The following table presents aggregate expenditure on Federal government advertising (1991–2004). The data includes both campaign and non-campaign advertising registered through the CAS. The third column converts nominal expenditure to 2003–04 prices.

**Table 1: Government Advertising Expenditure 1991-2004**

<b>Financial Year</b>	<b>Nominal (\$m)</b>	<b>2003–04 (\$m)</b>
1991–92	\$48	\$61
1992–93	\$70	\$88
1993–94	\$63	\$79
1994–95	\$78	\$97
1995–96	\$85	\$103
1996–97	\$46	\$55
1997–98	\$76	\$89
1998–99	\$79	\$92
1999–00	\$211	\$240
2000–01	\$156	\$170
2001–02	\$114	\$122
2002–03	\$99	\$103
2003–04	\$109	\$109
<b>TOTAL</b>	<b>\$1,234</b>	<b>\$1,408</b>

Source: Grant (2004)

## Funded Programs

The table below presents the highest spending advertising programs.

Advertising on defence recruitment was by far the single largest expenditure item by the Keating Government (\$54.7 million) and under the Howard Government the GST campaign is likely to exceed \$119 million (currently \$112.1 million).

See appendix 2 for a list of government departments.

**Table 2: Government Advertising Expenditure by Campaign 1991-2004**

Description	Year	Cost (m)
Defence Recruitment Campaigns	1991–2004	\$166.8
A New Tax System (GST)	1998–2000	\$118.7
Pharmaceutical Benefits Campaign	2003–	\$26.0
Republic referendum	1998–1999	\$24.7
National Security Campaign	2003	\$18.5
Strengthening Medicare	2004–	\$15.7
Apprenticeships	1997–	\$15.6
Domestic Violence Campaign	2002–2005	\$13.7
Lifetime Health Cover	1999–2000	\$12.4
Smart Traveller	2003–2007	\$9.7
Working Nation	1994–1996	\$9.4
Superannuation Guarantee	1992–1993	\$9.1
Citizenship	2000–	\$6.3
Regional Telecommunications Campaign	2004–	\$5.5
Superannuation Co-contributions	2004–	\$4.8
Job Network Employer Campaign	2004–	\$4.0
Hospital Entitlements Campaign	1992–1993	\$3.3
Training Guarantee Campaign	1991–1994	\$3.2
Waste Oil Campaign	2004–2008	\$3.0
Drugs Campaign	1992–1994	\$2.9
<b>Total Expenditure</b>		<b>\$473.3</b>

Source: Grant (2004)

## **Health Sector**

Both government and non-government organisations are major developers of community health campaigns (see Appendix 2 for a list of health sector employers). Expertise in social enterprise and social marketing are critical to the effectiveness of such campaigns, so the health sector is a major potential market for this course.

## **Charity and Welfare Organisations**

According to Mark Lyons (2001) there are 700,000 'Third Sector' organisations in Australia, and a growing number of these charities and not-for-profits are choosing to launch large-scale public awareness campaigns to bolster interest in their cause. With increased competition for the funding dollar, these organisations are relying more and more on fundraising, which is reflected in their expenditure in this area. For example, World Vision's total expenditure for fundraising for 2004-2005 was almost \$25m (2005) and Oxfam spent approx \$6,712, 000 (2005, p30).

Many charities operate as 'big business' in Australia and require professional marketers and specialised social enterprise professionals to continue raising the bar of annual revenues (see Appendix 2 for a detailed list of charity sector organisations). They are becoming increasingly aware of the need to 'professionalise' in this area and to employ people with qualifications and expertise in this field.

These organisations traditionally utilise a mix of paid and volunteer staff, and both would be candidates for this course, either in its entirety, or by undertaking specific elements of the course.

### International Demand

This market sector potentially also extends to international branches of these charity and welfare organisations such as:

- The World Health Organisation (WHO);
- Various United Nations health organisations,
- World Vision; and
- Red Cross.

At present the extent of interest from international charitable organisations in a program of this type is undetermined. However it is reasonable to assume that future demand is highly likely. The United Nations' official website (United Nations, 2004) details their eight goals to reach by 2015 (see Appendix 3). Out of the 18 targets within these goals, almost half refer to changes in society that would benefit from specialised social enterprise and marketing programs.

## **Market Segmentation**

There are four major identifiable target market segments. These are:

Graduates - people who have completed an undergraduate degree in an unrelated discipline (most likely mature age);

Employees - people with significant work experience in the field with no previous tertiary education, wanting to undertake full course;

Employees - people undertaking single subjects as part of their professional development or full fee paying students; and

International students

### **Graduates - conversions into Post-Graduate Social Enterprise**

In 2004, the figure for the total number of students enrolled in undergraduate health, society and culture and communication courses was 122,627 in Australia (Department of Education Science and Training, 2005). There were 504,658 students enrolled in Bachelors Pass courses in 2004 (see Appendix 10). Relevant subgroups are:

- Health (29%)
- Environment (3%)
- Society and culture (53%); and
- Communication (15%)

### **Employees - significant work experience with no previous education, full course**

There are several industry sectors in which employees hold relatively low levels of education thus having an interest in this proposed course. Government and administration, health promotion within the health and community services context, cultural and charitable and not for profit organisations. These groups represent just over 27 percent of the workforce (Australian Bureau of Statistics, 2005). Of these groups, the government sector is the most under represented when it comes to tertiary education and particularly at the post graduate level with only 3% of employees holding post graduate qualification (Trewin, 2003). At present, 33% of those employed in government marketing areas are undertaking tertiary education<sup>1</sup>.

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<sup>1</sup> Personal communication with an Assistant Secretary of Health and Ageing

**Figure 1: Employed persons with selected qualifications**

Industry	HIGHEST EDUCATIONAL ATTAINMENT						Total	Percentage of industry employment
	Doctoral degree	Master's degree	Graduate diploma	Graduate certificate	Bachelor degree	Advanced diploma		
	'000	'000	'000	'000	'000	'000	'000	%
Agriculture, forestry and fishing	1	1	2	—	17	11	31	9
Mining	—	2	1	—	10	2	15	20
Manufacturing	2	10	6	1	80	28	128	13
Electricity, gas and water supply	—	2	1	—	9	2	14	23
Construction	—	2	1	—	21	11	36	6
Wholesale trade	1	5	3	—	37	14	59	13
Retail trade	1	4	5	—	62	26	97	8
Accommodation, cafes and restaurants	—	2	2	—	25	13	41	10
Transport and storage	—	3	2	—	24	15	45	13
Communication services	—	3	1	—	18	5	28	19
Finance and insurance	1	10	6	1	62	14	93	30
Property and business services	10	35	19	2	227	46	340	37
Government administration and defence	3	15	13	2	74	15	124	33
Education	21	41	60	2	208	58	390	65
Health and community services	14	21	23	4	215	66	343	43
Cultural and recreational services	1	4	5	—	31	9	50	25
Personal and other services	1	4	4	1	28	13	52	17
Not stated/non-classifiable	1	2	1	—	12	5	20	11
<b>Total</b>	<b>56</b>	<b>166</b>	<b>155</b>	<b>15</b>	<b>1 161</b>	<b>354</b>	<b>1 907</b>	<b>23</b>

— nil or rounded to zero (including null cells)  
(a) Excludes overseas visitors.

Source: ABS data available on request, 2001 Census of Population and Housing.

Source: Trewin (2003)

**Employees - single subject enrolments**

The ability to structure courses where greater flexibility and convenience is offered is a major key to maintaining a competitive edge within the higher education arena (IBISWorld, 2005), especially in a market where most will have existing work and family responsibilities.

While a small potential market (less than 3% of enrolments are in single subject enrolments (Trewin 2005b), it will be of particular interest to employees who need to build skills in a specific unit but are not interested in long-term study. Employees may also enrol in single subjects when preferring a gradual start to study, particularly if they have been absent from the education system for some time. The increasing participation of students aged over 30 years presents a growing potential target for single subject enrolments (IBISWorld, 2005).

Issues important to employers and employees in this sector are:

- Content is relevant to their personal needs and organisational goals (matching strategic plans)
- Timing and location training (outside working hours or in convenient blocks)
- Assessment and evaluation (must be manageable and credible – (Coopers & Lybrand, 1996))

### **International Students**

Of the 228,555 international students in Australian Universities, 28% are currently studying at an overseas campus' (IBISWorld, 2005). Many international students have a permanent residence in countries such as China (16.2%), India (7.1%) and Indonesia (5%) (IBISWorld, 2005). Of these students, just under three quarters intend to maintain this residence after graduation (Stokes, 2006). It is assumed that countries demonstrating rapid economic development such as the above-mentioned will have a growing demand for specialised social marketing professionals to support changing social structures and behaviour.

A recent discussion paper highlighted recommendations of Dr Birrell (Department of Immigration and Multicultural and Indigenous Affairs') recommending that international post graduate students enrol in an additional year (3<sup>rd</sup>) of post graduate studies in order to be granted permanent visas (Stokes, 2006b). It is assumed that this will have a positive effect on the numbers of international students who will enrol for lengthier postgraduate courses in areas of higher demand. While marketing is not a high demand profession, there are preferential points for those from a health and health services background.

Furthermore Open University Australia is about to expand into the global market with trials in India (Stokes, 2006) creating greater access to online courses for potential students abroad. The international market for this course is likely to require distance education options for at least some components of their study program due to the nature of working 'in the field' and within international social enterprise organisations operating across international boundaries.

## Market Research

Primary research was undertaken to understand the current perspective of employer needs and wants within the above-mentioned industry sectors. Unstructured interviews with selected industry contacts (see Appendix 4) took place during December 2005. The specific aim was to generate a list of skills that employers perceive a prospective employee needs to be able to perform effectively within a socially oriented organisation.

### Skills Outline

- The desired skills required by prospective employers within the sectors mentioned above. Table 3 provides an overview of the skill demand:

**Table 3: Skills required by prospective employers**

Theme	Freq	%
Fundraising, Marketing and Public relations	39	21%
Non profit management skills	16	9%
Advocacy, public policy and community organising	14	8%
Social research and evaluation	14	8%
Social change processes	13	7%
Financial management, finance and accounting	12	6%
Boundary spanning activities (interdisciplinary)	10	5%
Philanthropy, third sector and volunteering, CSR	8	4%
Social project management	8	4%
Educational requirements (how to access information)	7	4%
Cognitive skills (thinking analysing strategising)	6	3%
Human Resource Management	6	3%
Legal and ethical frameworks	6	3%
Stakeholder analysis and management	6	3%
Conative (technical) skills	4	2%
Interpersonal skills (communicating, persuading)	4	2%
Resource management (accountability, creativity)	4	2%
Government organisations and management	3	2%
Public health	3	2%
Social contexts	2	1%
Affective skills (emotional intelligence)	1	1%
<b>Total responses</b>	<b>186</b>	<b>100%</b>

Source: Interview results exclusive to this research study (2005)

A national employment search of the vocational skills required by social enterprise and/or social marketing organisations was conducted. Job titles ranged from ‘Senior Communications Officer’ in the government sector to ‘Regional Income Development Manager’ within the charities sector to ‘Behavioural Change Managers’. These advertisements required applicants with the following skills:

- Integrated marketing communications skills
- Direct marketing
- Public Relations
- Advertising
- Events management & fundraising
- Market research skills
- Customer relationship management
- Database management
- Report writing and strategic market planning

### **3. Competition Analysis**

While there are a number of courses that incorporate elements of social marketing and social enterprise, no full academic courses in this area currently appear to exist. However, there are some courses being proposed in the health promotion areas that may fill some of the demand.

Degrees currently offered by universities in Australia, New Zealand and South East Asia (see Appendix 5) were researched to determine potential competition for the proposed Swinburne ‘Master of Social Enterprise’ course. The competition analysis identified a gap that would require a combination of existing course units from the social science disciplines *and* additional units that focus on social marketing as a distinct and autonomous function.

The current course offerings are described in the following section.

## Directly Related Courses

### Swinburne Programs

Three programs offered by Swinburne University that are similar to the proposed social marketing course were found. However such courses are predominately focused on corporate responsibility and philanthropy, which accounts for only a portion of the proposed 'Master of Social Enterprise' course. These were the:

Graduate Certificate of Social Science in Philanthropy and Social Investment

Graduate Diploma of Social Science in Philanthropy and Social Investment; and

Master of Social Science in Philanthropy and Social Investment.

The *Graduate Certificate* is made up of four subjects:

An Introduction to Philanthropy and Social Investment

The Practice of Effective Grant-making

Research and Policy; and

Corporate Social Investment.

The *Graduate Diploma* course includes the four subjects found in the Graduate Certificate, as well as:

Personal and Family Grant-making

Perspectives from Public Policy and Ethics

Philanthropy and Social Investment in the Asia-Pacific; and

Research Report.

The *Masters* course is made up of the eight subjects found in the Graduate Diploma as well as:

Comparative Social Policy

An elective subject by agreement; and

A thesis in the final two semesters.

The table on the next page shows the enrolments for a single subject within each tier of the above-mentioned program:

**Table 4 Graduate Enrolments 2004-2006**

Course Title	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
	2004		2005		2006	
Graduate Certificate of Social Science in Philanthropy and Social Investment (HPI501)	11	10	12	9	0	0
Graduate Diploma of Social Science in Philanthropy and Social Investment (HPI553)	0	-	0	-	5	-
Master of Social Science in Philanthropy and Social Investment (HPI601)	-	-	6	13	-	-

No other courses were found that were closely matched to the proposed social enterprise course (See Appendix 7 for links to course websites).

### **Non Swinburne Programs**

No specifically named social marketing or social enterprise degrees were found, nor were any courses closely matching the proposed course.

The majority of degrees found in the competitive analysis fell under the health promotion category, which would account for a small portion of the Social Enterprise course proposed and are discussed below.

### **Indirectly Related Courses**

Indirectly related courses are those that offer one or several elements of the proposed social enterprise course but could not be a substitute for it.

Courses researched are from both graduate and post-graduate levels and contain subject units that may be of interest within a social enterprise speciality (see Appendix 8a for a complete list).

### **Non Swinburne Programs**

The majority of degrees found in the competition analysis fell under the health promotion category. 39 health promotion/communication courses (subjects or units of study) were found:

Across 11 Australian, 2 New Zealand and 2 Thailand universities

In the 11 Australian university courses were offered at Bachelor, Graduate Certificate, Diploma and Master Degree level.

Eighteen (18) of these courses offered distance learning options, 15 did not and 6 did not specify whether distance learning was offered (in which case it was assumed that this option was not available).

A summary of each course is included in Appendix 8b.

Other courses found involved social change, development, research, communication and planning aspects. 10 such courses were discovered in Australian universities that included one or more of these components in the degree title. 3 of these offered distance learning while 6 did not and 1 did not specify.

3 other courses were found that did not fall directly under the health promotion or social categories, although they would certainly contain elements of both of these disciplines. These were the:

Bachelor of Government and Public Management (Flinders University)

Diploma of Community Education (Charles Darwin University;) and

Diploma in Management – for non-profit groups (Whitireia Community Polytechnic – New Zealand).

The Diploma of Community Education was the only degree out of these three that offered distance learning options. There is also a program being planned at Wollongong University in Health promotion.

Across the 52 ‘indirectly related–non-Swinburne courses’ analysed (see Appendix 8a), 47 were from Australian universities, 3 from New Zealand and only 2 relevant courses were found from South East Asia. Findings from South East Asia were limited because some universities did not have English translated sites, particularly those from Indonesian universities.

## **Swinburne Subject Units**

54 subjects in total (including those listed as directly related above) were found which could complement (or compete with) units within the proposed social enterprise course. These have been divided into 5 categories; research, philanthropy, business (relevant to social marketing), health promotion and other. The title of the 'other' category was chosen because of the lack of categorisation for these subjects, not because they are less relevant to social enterprise/marketing. Units are sourced from TAFE, undergraduate and post-graduate levels. Inclusion of TAFE units is of interest, offering content from a vocational lens, one that is demanded by prospective post-graduate students. For a complete subject list see Appendix 9.

### Research

There are 21 subjects in the research category. Some of these are directly linked to social concepts, while some are more general research methodologies, approaches, skills and statistics subjects. Of particular significance is *Demographic Techniques*, a subject in the Graduate Diploma of Science in Applied Statistics and Master of Science in Applied Statistics. This subject aims to develop an awareness of the implications of demographics in the business and social environment and also considers some social implications of demographic data. The subjects most relevant to social enterprise would be those found in the Social Science in Philanthropy and Social Investment courses.)

### Philanthropy

The philanthropy category consists of 13 subjects. 8 of these are found in the Social Science in Philanthropy and Social Investment courses (including the thesis subject) and are mentioned above. The other 5 subjects are: *Fundraising, Obtain Sponsorship, Social Entrepreneurship, Not for Profit Venturing* (which includes identifying and qualifying the value-added with volunteers) and *Manage Volunteers*. *Manage Volunteers* is a subject of the Diploma of Sport and Recreation, however, it is possible that it may be applied to social enterprise. Further investigation into this subject would be required to determine this.

### Business

The business category consists of 5 subjects. One of these is *Manage the Organisation's Finances, Accounts and Resources*, which is part of the Advanced Diploma of Community Services Management and Diploma of Community Welfare Work and includes aspects of funding such as managing the use of funds and developing and recommending funding options. The other 4 subjects include those that could help a non-profit organisation foster its partnerships and strengthen its networks; *Negotiation and Strategic Relationships, Develop New Networks, Work With Other Services* and *Establish and Maintain Community, Government and Business Partnerships*.

### Health Promotion

The health promotion category consists of four subjects: *Health Policy and Planning, Health Planning and Promotion, Public Health Policy* (these subjects also include health funding aspects) and *Philosophy and Practice of Public and Environmental Health*.

## Other

Finally, the ‘other’ category that is made up of 11 subjects. These subjects are: *Advocate for the Rights and Needs of Children and Young People*, *Provide Advocacy and Representation*, *Undertake Systems Advocacy* (this subject appears twice with different subject codes but no apparent difference in content. It involves advocating to ensure that the rights and needs of individuals are maintained within the broader rights and needs of the general community), *Develop, Implement and Promote Effective Communication Techniques, Advocacy and Influence* (Social Sciences), *Behaviour Management* (in this subject new approaches to behaviour change in community settings are considered, as well as behaviour change techniques), *Provide Community Education Programs, Organisations and Society*, *Liaise With the Media to Promote the Organisation* and finally, *Promote Organisation's Activities*. These last two subjects are part of the Diploma of Sport and Recreation, however, it is possible that they may be applied to social enterprise. Further investigation into these two subjects would be required to determine this.

## **4. Recommendations**

### **Recommendation 1**

In recognition of current industry directions, the potential market, and lack of currently available relevant courses to meet industry and employee needs, it is recommended that:

Swinburne University acknowledge the current gap in the marketplace, and develop a ‘Master of Social Enterprise’ course.

### **Course Structure**

Particular areas of marketing relevant to social enterprise to be considered (in order of program weighting) are (see Appendix 1 for full definitions):

- Social Marketing
- Societal Marketing
- Pro-social marketing
- Corporate Philanthropy
- Not-for-profit Marketing
- Cause Related Marketing

The proposed Social Enterprise course that aims to address the existing gap between graduate supply and professional market demands is assumed to generate higher enrolments than those current for the similar courses within the Faculty of Social Sciences (see Table 4). The topics of study incorporate the skills demanded by

prospective employers determined via market research (see Table 3). Half of the course (50%) will be research focused including a project to be undertaken by students. The objective is to leverage with collaborative partners like World Vision, United Nations etc. and also to provide students with an avenue for academic progression (doctoral degrees).

### **Recommendation 2**

Given the nature of the course (postgraduate), the lifestyle of a large section of our target market (mature age, balancing work and family responsibilities) and potential interest by interstate and overseas students (in particular large scale NGOs), it is recommended that:

The ‘Master of Social Enterprise’ be available by distance learning in addition to face to face.

### **Distance Learning**

Swinburne University is one of seven Australian Universities involved in the Open Universities Australia programs (previously Open Learning Australia) (IBISWorld, 2005). Open Universities Australia has experienced a 60% increase during 2005 to 37,000 domestic enrolments (Stokes, 2006). The Management and Commerce discipline are the most popular online courses at postgraduate level and overall, have 2.6% and 3.6% of units respectively offered fully online (Bell et al., 2002) (see Appendix 11a & 11b for table figures).

Postgraduate courses make greater use of the web, having a higher percentage of units fully online compared with undergraduate units (Bell et al., 2002). More recent statistics show that internet usage has increased by 18% between September 2003 to March 2005 from 5,076,000 to 5,980,000 persons (Trewin, 2005a). Therefore it is assumed that this increase would have a positive impact on the number of students currently enrolled in on-line distance learning at Australian universities and current enrolment figures would be in excess of 37,000.

The option of on-line courses is already a consideration by students during the university selection process (Bell et al., 2002) and is assumed to be a determining factor for many international students.

**Recommendation 3**

The proposed structure of the Masters of Social Enterprise is as follows.

**Stage One - Graduate Certificate in Social Enterprise**

Introduction to Social Marketing	Basic concepts
Social research methods	Basic concepts in conducting research in social issues
Managing social enterprises	People management in social enterprise context, volunteer management, organisational structures in social enterprises
Stakeholders in social enterprises	Identifying stakeholders, Understanding behaviour of various stakeholder groups including government decision making

**Stage Two - Graduate Diploma in Social Enterprise**

Raising money for social enterprise	Philanthropy, Fundraising, Identifying sources of funds, grant application writing
Evaluation of social enterprise programs	Research and program evaluation, monitoring and control, interventions
Social project management	Project management, people management issues in managing projects
Elective	

**Stage Three - Masters of Social Enterprise**

Promotion strategies	Advertising, marketing, generating publicity, promotion options for social enterprise
Issues in social and public policy	Understanding policy decisions based on research undertaken during Stage 1 and 2
Minor project	
Elective	

**Recommendation 4**

As there are a number of active researchers in the fields of social marketing and there are distinct clusters of expertise (see Appendix 12). It is recommended that this project be used as a potential platform for establishing cooperative research programs with social enterprises and the existing social researchers.

## 5. Appendices

### Appendix 1: Definitions of Industry Marketing Specialisations

Please note: Appendix 1 in its entirety is extracted from Donovan & Henley (2003p 8 - 13). Their joint and individual research is extensive and this framework is sufficient for the purposes of this report. There is some debate as to the extent of these activities within academic circles. However, this debate falls outside the scope of the requirements of the project.

#### **Cause Related Marketing:**

Refers to a commercial entity forming a partnership with a prosocial organisation or cause, such as that the sales of commercial organisation's products benefit the prosocial cause. For example, pink post-it-notes and breast cancer campaign.

#### **Corporate Philanthropy:**

Projects undertaken by commercial organisations, viewed as altruistic, with no link to increased sales or other commercial goals, for example The Bodyshop's secondment of staff to Romanian Orphanages, Ronald McDonald House.

#### **Not-for-profit Marketing:**

Not-for-profit organisations using marketing to achieve organisational goals.

#### **Pro-social marketing**

Refers to a commercial organisation promoting a prosocial cause related in some way to its target audience. For example Kellogg's cereal products feature messages targeting young children about bullying. Kellogg's is also a major sponsor of the Surf Life Saving Association.

#### **Social Marketing**

The application of the principles and tools of marketing to achieve socially desirable goals, that is, benefits for society as a whole rather than for profit or other organisation goals.

#### **Societal Marketing**

Sometimes confused with Social Marketing, *Societal* Marketing refers to companies that act in a socially responsible way in the achievement of their profit goals. For example companies who voluntarily recycle packaging in product processes etc.

## Appendix 2: Organisations and related socially focused marketing campaigns.

This following list identifies organisations and government departments who have engaged and are currently implementing marketing campaigns that have a specific social orientation.

Industry Sector	Organisation/ Department	Title	Year	Expenditure	Marketing Activities	Scholarship
Federal Government of Australia	Dep. of Environment and Heritage	Travelsmart	2001-2005		Gifts, samples (enabling items e.g. free ticket), Website, programs and PR events via schools, toolkits and e-booklets (printable).	
	AusAid	Youth Ambassador	On-going		Send Australian's overseas to perform social marketing roles in developing countries.	
	Dep. of Foreign Affairs and Trade	Smart traveller	2003-	\$9.7M	A series of national smartraveller television, print and internet advertisements, website, alliances with travel agents.	
	Office for Women	Violence Against Women - Australians say 'NO'	2004-	\$73.2M	Direct mail booklet, web-site, e-booklets, brochures and posters, TV Radio and Magazine Ads, Helpline, Schools Networking	
	Attorney Generals Office	National Security	2002-	\$18.5M	The campaign includes television, press, transit and outdoor advertising and advertising in 33 languages other than English.	
	Department of Health and Ageing	Building a Healthy, Active Australia ('Get Moving')	2004-2008	\$116M (\$6M)	Advertising, website, community links.	
	TAC	All	1989 -		TV, Radio, Magazine, outdoor Ads, Website.	

<b>State Government of Victoria</b>	Health	"Go for your Life"	2005	\$300,000.00	School programs, Advertising, website and promotional kits	
	Environment	All (Tidy Towns, Clean Beach, Adopt a highway etc)	1968-		TV, Radio, Magazine & outdoor ads, Websites, Events, Fundraising, PR, school alliances.	
	Department for state and regional development	Make it happen in Provincial Victoria	2005-2008	\$6M	TV and Radio Ads, Council networking and supports.	
		Get set... Victoria	2006		Competitions, Advertising, Website,	
	Eco-recycle Victoria	Let's start training for the games, Do the right thing	2005-2006	\$1.6	TV, Outdoor & Radio Advertising, events, website, info. kits.	
<b>Local Government</b>		GRO Recycle	2003-		Direct mail, outdoor and print advertising, publicity.	
<b>Charity &amp; Welfare</b>	World Vision	All	2004-2005		TV, radio, print Advertising, direct marketing, website, relationship marketing with sponsors and corporates, PR events, event promotions, fundraising.	
	Ox-Fam	All	2004-2005		TV, radio, print advertising, website, PR events, event promotions, retail presence, fundraising.	
	RSPCA	All, e.g. Cat Cruelty w 'Stan the man'.		Pro Bono and Donations	Website, e-newsletters, Publicity and PR Events, Fundraising	Yes
<b>Health</b>	The Cancer Council Vic.	All	1989 -		TV, radio, Magazine Ads, School programs, Print media, Events, PR, Fundraising	
	Beyond Blue		2005		Advertising, publicity, Medical practitioner programs, website, events	

## Appendix 3: UN Millennium Development Goals

### The UN Millennium Development Goals

#### Goal 1: Eradicate extreme poverty and hunger

- Reduce by half the proportion of people living on less than a dollar a day
- Reduce by half the proportion of people who suffer from hunger

#### Goal 2: Achieve universal primary education

- Ensure that all boys and girls complete a full course of primary education

#### Goal 3: Promote gender equality and empower women

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

#### Goal 4: Reduce Child mortality

- Reduce by two thirds the mortality rate among children under five

#### Goal 5: Improve maternal health

- Reduce by three quarters the maternal mortality ratio

#### Goal 6: Combat HIV/AIDS, malaria and other diseases

- Halt and begin to reverse the spread of HIV/AIDS
- Halt and begin to reverse the incidence of malaria and other major diseases

#### Goal 7: Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Reduce by half the proportion of people without sustainable access to safe drinking water
- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

#### Goal 8: Develop a global partnership for development

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory, includes a commitment to good governance, development and poverty reduction— nationally and internationally
- Address the least developed countries' special needs. This includes tariff- and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction
- Address the special needs of landlocked and small island developing States
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term
- In cooperation with the developing countries, develop decent and productive work for youth
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries
- In cooperation with the private sector, make available the benefits of new technologies— especially information and communications technologies

Source: United Nations (2004)

## Appendix 4: Unstructured Interviews

Interviews were conducted with a variety of organisations and individuals working within the sector. An attempt was made to ask those with experience and this group is not representative of the profile of social marketing organisations.

Government (Local)	3
Government (State)	2
Government (Commonwealth)	7
Commercial organisations (cause)	5
Commercial organisations (sponsorship)	3
Non profit charities	8
Non government service organisations	4
Educational institutions with marketing focus	3
Individuals	15
<b>Total</b>	<b>50</b>

## Appendix 5: List of University Researched

Note: Some of the universities in South East Asia didn't have English translations. Most Indonesian Universities did not have English translation sites – these are shaded grey.

AUSTRALIA	NEW ZEALAND	INDONESIA	THAILAND
University of Queensland University of Sydney	University of Auckland University of Canterbury	Ahmad Dahlan University Airlangga University	Chiang Mai University Chiangmai School of Technology Maejo University
Australian National University (ANU) Monash University	Massey University University of Otago	Atma Jaya Catholic University of Indonesia Atma Jaya Yogyakarta University	Payap University
University of Melbourne University of New South Wales	University of Waikato Victoria University of Wellington	Bina Nusantara University Brawijaya University	Prince Royal's College (SIIT) Sirindhorn International Institute of Technology (AIT) Asian Institute of Technology Rangsit University
RMIT University	Lincoln University	Christian University of Indonesia Darma Persada University	Assumption University Ubon Ratchathani University Bangkok University
Griffith University	Auckland University of Technology (AUT) Open Polytechnic of New Zealand	Diponegoro University Gadjah Mada University	Chulalongkorn University
Curtin University of Technology University of Technology Sydney (UTS) University of Western Australia Adelaide University	Universal College of Learning (UCOL) Whitireia Community Polytechnic Nelson Marlborough Institute of Technology Otago Polytechnic Waikato Polytechnic	Gunadarma University Hasanuddin University Ibn Khaldun Bogor University (English link didn't work) Indonesian Open Learning University	Kasetsart University King Mongkut 's University of Technology Thonburi (KMUTT) Mahanakorn University of Technology National Institute of Development Administration (NIDA) Ramkhamhaeng University Saint John's University Siam University The Engineering Institute of Thailand under H.M. The King's Patronage
Queensland University of Technology (QUT) Macquarie University		Indonusa Esa Unggul University	
Deakin University	Northland Polytechnic	Institute of Technology Bandung	
Charles Sturt University	Christchurch Polytechnic	Institute of Technology Surabaya Jayabaya University Jember University Klabat University	
La Trobe University University of Newcastle University of Wollongong University of South Australia	Western Institute of Technology at Taranaki		

AUSTRALIA	NEW ZEALAND	INDONESIA	THAILAND
<b>Edith Cowan University</b>  <b>James Cook University (JCU)</b> <b>James Cook University - Cairns</b> <b>Flinders University</b> <b>Bond University</b> <b>University of Tasmania</b> <b>Central Queensland University</b> <b>University of New England</b>  <b>Murdoch University</b>  <b>University of Southern Queensland</b> <b>University of Canberra</b> <b>Australian Catholic University (ACU)</b> <b>University of Western Sydney</b> <b>Southern Cross University</b> <b>University of the Sunshine Coast</b> <b>University of Ballarat</b>  <b>Victoria University</b>  <b>Northern Territory University</b> <b>Auston Australia Institute of Management &amp; Technology</b> <b>University of Notre Dame Australia</b>		Krida Wacana Christian University	Sripatum University
		Krisnadwipayana University	Thammasat University
		Lampung University	Asian University of Science and Technology
		Maranatha Christian University	Haiyai City College
		Mercu Buana University	Khon Kaen University
		Merdeka University Malang	Mahasarakham University
		Muhammadiyah University of Malang	Mahidol University
		Muhammadiyah University of Surakarta	Naresuan University
		Muhammadiyah University of Yogyakarta	Prince of Songkhla University
		Negeri Yogyakarta University	Srinakharinwirot University
		Padjadjaran University	Silpakorn University
		Parahyangan Catholic University	Suranaree University of Technology
		Paramadina Mulya University	Sukhothai Thammathirat Open University
		Pasundan University	Yonok College
		Pelita Harapan University	
		Pembangunan National Veteran University Jakarta	
		Persada Indonesia Y.A.I University	
		Petra Christian University	
		Sanata Dharma University	
		Satya Wacana Christian University	
Sebelas Maret University			
Soegijapranoto Catholic University, Semarang			
Sriwijaya University			
State University of Malang			
Surabaya University			
Tanjungpura University			
Tarumanagara University			

<b>AUSTRALIA</b>	<b>NEW ZEALAND</b>	<b>INDONESIA</b>	<b>THAILAND</b>
		Trisakti University (English link didn't work) Udayana State University Universitas Jenderal Achmad Yani Universitas Jenderal Soedirman Universitas Yarsi University of Indonesia University of North Sumatra Widya Gama University Malang Widya Manadala Catholic University	

<b>PHILIPPINES</b>	<b>SINGAPORE</b>	<b>VIETNAM</b>	<b>MALAYSIA</b>
Asia Pacific College	Nanyang Technological University	Can-Tho University	LimKokWing University
De La Salle University	National University of Singapore	Da Nang University	International Islamic University
University of Santo Tomas	Singapore Management University	Hanoi Medical University	Multimedia University
University of the East		Hanoi University of Technology	Nottingham University Campus in Malaysia
University of the Philippines		Ho Chi Minh City University of Medicine and Pharmacy	Pusat Pendidikan Jarak Jauh (IPFM Centre)
Ateneo de Manila University		Ho Chi Minh City University of Social Sciences and Humanities	Universiti Industri Selangor
University of Baguio		Ho Chi Minh City University of Technology	Universiti Kebangsaan Malaysia
Polytechnic University of the Philippines (PUP)		Hue University	Universiti Malaya
University of Asia and the Pacific		National University of Ho Chi Minh City	Universiti Malaysia Sabah
Xavier University (Cagayan de Oro)		University of Can-Tho	Universiti Malaysia Sarawak
Philippine Women's University		Vietnam Maritime University	Universiti Pendidikan Sultan Idris
			Universiti Putra Malaysia
			Universiti Sains Malaysia
			Universiti Teknologi Malaysia
			Universiti Tenaga Nasional
			Universiti Tun Abdul Razak
			Universiti Utara Malaysia

## **Appendix 6: Swinburne Courses**

Graduate Certificate of Social Science in Philanthropy and Social Investment ([NP170](#))

Graduate Diploma of Social Science in Philanthropy and Social Investment ([NP180](#))

Master of Social Science in Philanthropy and Social Investment ([NP190](#))

## Appendix 7: List of colleges and universities in Australia

<a href="#">Australian Catholic University</a>	<a href="#">Australian Correspondence Schools</a>
<a href="#">Australian Defence Force Academy</a>	<a href="#">Australian International Hotel School</a>
<a href="#">Australian National University</a>	<a href="#">Barton Institute of Technical and Further Education (TAFE)</a>
<a href="#">Bedford Business College</a>	<a href="#">Bond University</a>
<a href="#">Canberra College of Theology</a>	<a href="#">Central Queensland University</a>
<a href="#">Charles Sturt University</a>	<a href="#">Claremont College</a>
<a href="#">Collaborative Information Technology Research Institute</a>	<a href="#">Curtin University, Western Australia</a>
<a href="#">Deakin University</a>	<a href="#">Edith Cowan University</a>
<a href="#">Flinders University</a>	<a href="#">Griffith University</a>
<a href="#">James Cook University</a>	<a href="#">La Trobe University</a>
<a href="#">Macquarie University</a>	<a href="#">Monash Mt Eliza Business School</a>
<a href="#">Monash University</a>	<a href="#">Murdoch University</a>
<a href="#">Northern Territory University</a>	<a href="#">Queen's College</a>
<a href="#">Queensland International Heritage College</a>	<a href="#">Queensland University of Technology</a>
<a href="#">Royal Melbourne Institute of Technology</a>	<a href="#">School of Mines and Industries Ballarat</a>
<a href="#">Southern Cross University</a>	<a href="#">Swinburne University of Technology</a>
<a href="#">Sydney Institute of Technology</a>	<a href="#">University of Adelaide</a>
<a href="#">University of Ballarat</a>	<a href="#">University of Canberra</a>
<a href="#">University of Melbourne</a>	<a href="#">University of New England</a>
<a href="#">University of New South Wales</a>	<a href="#">University of Newcastle</a>
<a href="#">University of Notre Dame Australia</a>	<a href="#">University of Queensland</a>
<a href="#">University of South Australia</a>	<a href="#">University of Southern Queensland</a>
<a href="#">University of Sydney</a>	<a href="#">University of Tasmania</a>
<a href="#">University of Technology, Sydney</a>	<a href="#">University of Western Australia</a>
<a href="#">University of Western Sydney, Hawkesbury</a>	<a href="#">University of Western Sydney, Macarthur</a>
<a href="#">University of Western Sydney, Nepean</a>	<a href="#">University of Wollongong</a>
<a href="#">Victoria University of Technology</a>	

## Appendix 8a: Indirectly related non-Swinburne programs

The programs that appear below offer one or several units in competition to possible individual units that make up the proposed social enterprise course.

### Programs within Australia

UNIVERSITY	COURSE TITLE
University of Queensland	Bachelor of Health Sciences(majoring in Population Health & Health Promotion) Bachelor of Communication (majoring in Health Communication) Bachelor of Health Sciences (majoring in Organisational Communication in Health Services) Health Communication in the Graduate Certificate in Communication Health Communication in the Graduate Diploma in Communication Health Communication in the Master of Communication CommunicationforSocialChangeintheGraduateCertificateinCommunication Communication for Social Change in the Graduate Diploma in Communication Communication for Social Change in the Master of Communication Graduate Certificate in Research Methods (Social Science)(GCResMeth(SocSc))
University of New South Wales	Master of Public Health(Specialisation)
Griffith University	Bachelor of Health Promotion
Curtin University of Technology	Bachelor of Science (Health Promotion) Bachelor of Science(Health Promotion), Bachelor of Business Administration Bachelor of Science (Health Promotion),Bachelor of Science(Health and Safety) Bachelor of Science (Health Promotion), Bachelor of Science (Nutrition) Postgraduate Diploma in Health Promotion

<b>UNIVERSITY</b>	<b>COURSE TITLE</b>
Curtin University of Technology (cont'd)	Graduate Certificate in Health Promotion Master of Health Promotion
University of Technology Sydney	Bachelor of Arts in Communication (Social Inquiry)
Deakin University	Bachelor of Public Health and Health Promotion Bachelor of Public Health and Health Promotion)/Bachelor of Commerce Bachelor of Applied Science(Health Promotion)(Honours) Graduate Certificate of Health Promotion Graduate Diploma of Health Promotion Master of Health Science (Health Promotion)
LaTrobe University	Graduate Certificate in Health Promotion Postgraduate Diploma in Health Promotion
The University of Newcastle	Graduate Certificate in Health Promotion Graduate Certificate in Social Change and Development Master of Social Change and Development
Flinders University	Master of Arts(Applied Social and Market Research) Bachelor of Government and Public Management Bachelors of Social Work and Social Planning <i>All of the below fall under the health promotion category listing for Flinders University</i> Graduate Certificate in Health (specialist stream) Graduate Diploma in Primary Health Care Master of Primary Health Care Master of Science (Primary HealthCare)
Central Queensland University	Bachelor of Health (Health Promotion, Health Education)
Southern Cross University	Graduate Certificate in Applied Health Promotion
University of the Sunshine Coast	Bachelor of Arts/Bachelor of Health (Human Services and Health Promotion)

<b>UNIVERSITY</b>	<b>COURSE TITLE</b>
University of the Sunshine Coast (cont'd)	Bachelor of Health (Health Promotion) Graduate Certificate in Health Promotion Graduate Diploma in Health Promotion Master of Health Promotion
Victoria University	Graduate Diploma in Social Research Methods
Charles Darwin University	Diploma of Community Education
Fundraising Institute-Australia Ltd	Diploma of Fundraising Management
	Certificate III in Fundraising Practice

### Programs in New Zealand

<b>UNIVERSITY</b>	<b>COURSE TITLE</b>
University of Otago	Certificate in Health Promotion
Whitireia Community Polytechnic	Diploma in Management – for non profit groups
Auckland University of Technology (AUT)	Bachelor of Health Science in Health Promotion

### Programs in South East Asia

<b>UNIVERSITY</b>	<b>COURSE TITLE</b>
Maharakham University - Thailand	Public Health (Behavioural Sciences and Health Promotion)
Prince of Songkhla University - Thailand	M.Ed. (Health Promotion)

## **Appendix 8b: Detailed Summary of Non-Swinburne Programs**

(Taken directly from university websites and handbooks)

### **AUSTRALIA**

#### **UNIVERSITY OF QUEENSLAND**

##### **Bachelor of Health Sciences (majoring in Population Health & Health Promotion)**

[http://www.uq.edu.au/study/program.html?acad\\_prog=2252](http://www.uq.edu.au/study/program.html?acad_prog=2252)

A 'Population Health' approach recognizes the range of social, economic and physical environmental factors that contribute to health and the interactions between them and individual factors that determine health and well-being. Such an approach underpins better understanding of health patterns, why some groups within populations are healthier than others, and why and how policies and different health approaches affect the health of a population. Population health aims to improve the health of the entire population and to reduce health inequities among population groups. Population health builds on a long tradition of public health and health promotion. Strategies aim to effectively and efficiently address health determinants. Benefit may apply across the entire population, or to particular subgroups within the population. Public health practitioners work as community health officers, policy officers, program evaluators, public health promoters and educators, project officers and consultants. Public health practitioners work in both public and private sectors including state and federal health departments, population health units, community health centres, divisions of general practice, non-governmental health organisations, and international health agencies. Students undertaking this major will examine the roles human behaviour play in the incidence, prevention and progression of illness, develop advanced knowledge of health care financing, and will gain knowledge of health economics and its use in health care decision-making and health policy. Two Health Industry Field Placement courses help maintain a high degree of connection with the health industry, as well as converting theory learnt at university into practice in a work environment. Students can elect to take a second major in Organisational Communication in Health Services or can elect a study plan from across the Faculty of Health Sciences.

Duration: 3 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Year 12

Entry Requirements: English and one of Biological Science, Chemistry or Physics

Distance learning offered: no

Fee: not available

**Bachelor of Communication (majoring in Health Communication)**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=HEALCX2236](http://www.uq.edu.au/study/plan.html?acad_plan=HEALCX2236)

Health communication encompasses conceptual and practical skills for developing effective communication strategies in the health field. Students learn to communicate health messages to individuals, communities, professionals and the media.

Duration: 3 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Year 12

Entry Requirements: Queensland Year 12 or equivalent with appropriate results in English.

Distance learning offered: no

Fee: not available

**Bachelor of Health Sciences (majoring in Organisational Communication in Health Services)**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=HCOMM2252&acad\\_prog=2252](http://www.uq.edu.au/study/plan.html?acad_plan=HCOMM2252&acad_prog=2252)

Organisational communication comprises the multifaceted communication tasks within private and public organisations. This can range from the everyday, writing letters, to long-term strategic planning, such as ensuring that organisational knowledge is properly managed. These diverse tasks take organisational communicators into all parts of the organisation's structure. Being dynamic and adaptive is crucial to effective organisational communication. That is why the major in Organisational Communication provides training in paper and electronic writing, speaking skills, formulating persuasive argument, engaging effectively and appropriately with information and communication technologies (ICT), interacting effectively with others, conflict resolution and negotiation, and team work skills. In the context of public health, an organisational communication manager would be responsible for assisting health workers to work in and with various communities. This would involve developing campaigns, creating brochures, press releases, and websites; setting up and conducting community and professional meetings; enhancing teamwork among health workers; and ensuring that written communication is of a professional standard. With this major, graduates could also apply for such health-based positions as an Administrator, Advertising Executive, Project Manager, Writer, Community Education Officer, Educator, Advisor, Analyst, Information Officer, Marketing Team Member, and Policy Officer. Students can elect to take a second major in Population Health and Health Promotion or can elect a study plan from across the Faculty of Health Sciences.

Duration: 3 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Year 12

Entry Requirements: English and one of Biological Science, Chemistry or Physics

Distance learning offered: no

Fee: not available

### **Health Communication in the Graduate Certificate in Communication**

[http://www.uq.edu.au/study/program.html?acad\\_prog=5336](http://www.uq.edu.au/study/program.html?acad_prog=5336)

This program provides a conceptual and practical basis for the development of effective communication strategies in the health field. It is relevant to students from a range of health and related disciplines. Graduates have an enhanced ability to communicate effective health messages to individuals, communities, health and other professionals, government, and the media.

Duration: 0.5 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Post secondary studies and work experience

Entry Requirements: Graduate Certificate: Bachelor's degree in a related field OR appropriate academic record and work experience.

Distance learning offered: no

Fee: not available

### **Health Communication in the Graduate Diploma in Communication**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=HEALCX5335&acad\\_prog=5335](http://www.uq.edu.au/study/plan.html?acad_plan=HEALCX5335&acad_prog=5335)

(Description same as Health Communication in the Graduate Certificate in Communication)

Duration: 1 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Approved degree

Entry Requirements: Graduate Diploma: Bachelor's degree in a related field and appropriate academic record and work experience OR Graduate Certificate in Communication with appropriate GPA.

Distance learning offered: no

Fee: not available

### **Health Communication in the Master of Communication**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=HEALCX5334&acad\\_prog=5334](http://www.uq.edu.au/study/plan.html?acad_plan=HEALCX5334&acad_prog=5334)

(Description same as Health Communication in the Graduate Certificate in Communication)

Duration: 1.5 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Approved degree

Entry Requirements: Master: Bachelor's degree in a related field and appropriate academic record and work experience OR Graduate Diploma in Communication with appropriate GPA.

Distance learning offered: no

Fee: not available

### **Communication for Social Change in the Graduate Certificate in Communication**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=COMSOX5336&acad\\_prog=5336](http://www.uq.edu.au/study/plan.html?acad_plan=COMSOX5336&acad_prog=5336)

This program provides a broad comparative overview of international and intercultural communication problems and perspectives in the contemporary world, with a special focus on the developing world. Students examine contending theoretical and methodological perspectives; explore the socio-cultural, economic, political, and scientific/technical role and impact of communications; analyse the interrelationships between communication and social change; and review a number of critical issues in communication research and policy making and planning at international, national, and local levels.

Duration: 0.5 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Post secondary studies and work experience

Entry Requirements: Graduate Certificate: Bachelor's degree in a related field OR appropriate academic record and work experience.

Distance learning offered: no

Fee: not available

**Communication for Social Change in the Graduate Diploma in Communication**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=COMSOX5335&acad\\_prog=5335](http://www.uq.edu.au/study/plan.html?acad_plan=COMSOX5335&acad_prog=5335)

(Description same as Communication for Social Change in the Graduate Certificate in Communication)

Duration: 1 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Approved degree

Entry Requirements: Graduate Diploma: Bachelor's degree in a related field and appropriate academic record and work experience OR Graduate Certificate in Communication with appropriate GPA.

Distance learning offered: no

Fee: not available

**Communication for Social Change in the Master of Communication**

[http://www.uq.edu.au/study/plan.html?acad\\_plan=COMSOX5334&acad\\_prog=5334](http://www.uq.edu.au/study/plan.html?acad_plan=COMSOX5334&acad_prog=5334)

(Description same as Communication for Social Change in the Graduate Certificate in Communication)

Duration: 1.5 year(s) full-time (or part-time equivalent)

Minimum Education Requirements: Approved degree

Entry Requirements: Master: Bachelor's degree in a related field and appropriate academic record and work experience OR Graduate Diploma in Communication with appropriate GPA.

Distance learning offered: no

Fee: not available

**Graduate Certificate in Research Methods (Social Science) (GCResMeth (SocSc))**

[http://www.uq.edu.au/study/program.html?acad\\_prog=5385](http://www.uq.edu.au/study/program.html?acad_prog=5385)

This program quickly and effectively equips PhD students in the social sciences with the research skills required to produce internationally competitive research. Students gain a strong foundation in the range of research methods used in the social sciences, and can select a structured set of courses individually tailored to research needs. Students may concentrate on either qualitative or quantitative research methods to advanced levels, or may choose to examine a combination of qualitative and quantitative approaches. The program covers a broad range of methods and pursues research methods to advanced levels. This is of particular benefit to PhD students wishing to take advantage of concurrent enrolment, and to individuals employed in jobs requiring real skills in research methods and formal qualifications.

Duration: 1 year(s) part-time

Minimum Education Requirements: Approved degree

Entry Requirements: Graduate Certificate: Bachelor's degree OR approved qualifications based on academic record and work experience.

Distance learning offered: yes

Fee: not available

**UNIVERSITY OF NEW SOUTH WALES**

Master of Public Health (Specialisation)

<http://www.handbook.unsw.edu.au/postgraduate/programs/2005/9045.html>

The Master of Public Health (MPH) in Health Promotion is designed for students who wish to specialise in health promotion, which is reflected in their Testamur.

Duration: 1 Year fulltime or part time equivalent

Entry Requirements: A recognised Bachelor degree in a health-related discipline plus three years experience in the health or health-related field

Distance learning offered: yes

Fee: International: Total Cost of program 2006 \$ AUD 19 200

Local fee: not available at time of research

**GRIFFITH UNIVERSITY****Bachelor of Health Promotion**

<http://www.griffith.edu.au/academicprogramsandcourses/>

The Bachelor of Health Promotion (offered from Semester 1/2006) contributes to the development of a public health workforce to address current and emerging population health challenges of our society. This program equips graduates with the skills, knowledge and values necessary for the practice of Health Promotion including knowledge about the determinants of population health, skills associated with program planning delivery and evaluation together with processes for engaging and working with the community and stakeholder groups. Graduates of the Griffith University Health Promotion Program will be distinctive in that their orientation will be towards an ecological approach to Health Promotion, widely recognised as the future of Health Promotion practice. The program of study incorporates the emerging ecological approach to Health Promotion and contemporary approaches to the theory and practice of Health Promotion. Therefore, graduates of the degree will be able to operate effectively within the contemporary Health Promotion frameworks of practice while challenging these approaches and practices to move toward the ecological approach required to secure population health in the future. Students will learn about the health of the Australian population, health and related services, and develop knowledge and skills in Health Promotion theory and practice. They will be provided with a broad range of classes, group learning activities and practical skill development opportunities aimed at developing the skills and knowledge required to gain employment with the major employers for Health Promotion and Public Health generally. In the third year of study, students will undertake a workplace practicum that will provide first-hand experience as a Health Promotion practitioner. This will encourage students to integrate theory and practice and facilitate entry into employment.

Duration: 3 years fulltime

Prerequisites: English (4SA)

Entry Requirements: Cut off: OP: New in 2006 Rank: New in 2006

Distance learning offered: not specified

Fee: (HECS) fulltime one year \$6,979 - commencing 2006

International students: Tuition Fee per EFTSL (80 CP) unless otherwise stated \$16,180.00

**CURTIN UNIVERSITY OF TECHNOLOGY****Bachelor of Science (Health Promotion)**

<http://handbook.curtin.edu.au/courses/15/156799.html>

Duration: 3 years fulltime or part time equivalent

This course combines the scientific understanding of the human body with the knowledge and skills for addressing health issues and promoting health in individuals and the community, ensuring graduates obtain the skills to be competent professionals in the field of health promotion. The course content lends itself to innovative teaching methods and fieldwork is incorporated in the second and third years. The School of Public Health is affiliated with the Centre for Health Promotion Research, which is the only such research centre in Australia. Through the major grants it attracts, it offers staff and students the opportunity to participate in ground breaking health promotion research.

Prerequisites: At least one TEE science subject. Human Biology and Applicable Mathematics desirable.

Distance learning offered: yes

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) \$18 600

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

**Bachelor of Science (Health Promotion), Bachelor of Business Administration**

<http://handbook.curtin.edu.au/courses/30/305642.html>

This double degree concurrently develops expertise in the areas of business administration and health promotion.

Duration: four years full-time or part time equivalent

Prerequisites: At least one TEE Science subject. Human Biology, TEE Applicable Mathematics or Discrete Mathematics desirable.

Distance learning offered: not specified

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) \$18 600

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

**Bachelor of Science (Health Promotion), Bachelor of Science (Health and Safety)**

<http://handbook.curtin.edu.au/courses/30/305717.html>

This double degree concurrently develops expertise in the areas of health safety and health promotion. The two disciplines, focusing on health education and workplace injury prevention, develop complementary skills that will enhance the graduate's employment opportunities. It emphasises prevention of disease and the importance of staying healthy throughout one's life creating healthy environments. It is particularly relevant for jobs in government, community and workplace environments, where the focus is on implementing systems for the prevention of injury in the workplace.

Duration: four years full-time or part time equivalent

Prerequisites: At least one TEE Science Subject. Human Biology and Applicable Mathematics or Discrete Mathematics desirable.

Distance learning offered: not specified

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) 18 600

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

**Bachelor of Science (Health Promotion), Bachelor of Science (Nutrition)**

<http://handbook.curtin.edu.au/courses/30/305655.html>

This double degree concurrently develops expertise in the areas of nutrition and health promotion. With increasing emphasis being placed on preventing disease using sound nutrition, this combination of skills is ideal for positions where health promotion skills are frequently required and are considered highly desirable, such as government health departments and other agencies involved with the prevention of chronic disease. It is particularly relevant for jobs in government health departments and in community agencies involved with health related areas such as alcohol and other drugs, injury control, disease control, heart disease prevention, cancer control, road safety, research, sponsorship and community development and capacity building.

Duration: four years full-time or part time equivalent

Prerequisites: Chemistry and Applicable Mathematics.

Distance learning offered: not specified

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) 20 800

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

### Postgraduate Diploma in Health Promotion

<http://handbook.curtin.edu.au/courses/19/194705.html>

The relative failure of curative medicine to significantly reduce morbidity and mortality rates in recent years has led to an increasing emphasis on preventative measures. This course is a major component of this preventative approach. It has been developed to further knowledge and increase skills in the major principles pertaining to health promotion, current issues in health promotion and the process of planning, implementing and evaluating health promotion programs in various settings.

Duration: 1 year fulltime or part time equivalent

Prerequisites: An undergraduate degree or equivalent qualification from a tertiary institution preferably in a health professional area, education, behavioural sciences, social sciences, or management. Applicants with other qualifications and expertise are considered for admission, but may be required to complete appropriate bridging units.

Distance learning offered: yes

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) 18 600

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

### Graduate Certificate in Health Promotion

<http://handbook.curtin.edu.au/courses/12/126311.html>

This course enhances the skills of graduates with a responsibility for health promotion as a part of employment.

Duration: 1 semester fulltime or part time equivalent

Prerequisites: A bachelor degree or equivalent in an appropriate field from a recognised tertiary education institution.

Distance learning offered: yes

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) 9 300

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

**Master of Health Promotion**

<http://handbook.curtin.edu.au/courses/14/149904.html>

This course has been developed to further knowledge and increase skills in the major principles pertaining to health promotion. Current issues in optimising health and prevention of disease are addressed, research skills are developed, and planning, implementation and evaluation of health promotion programs in various settings are undertaken.

Duration: 1.5 years full time or part time equivalent

Prerequisites: A relevant bachelor degree plus two years of relevant post-bachelor degree work experience. Work experience is assessed on the basis of the following: level of seniority and responsibility, job description, work-based referee report, publications or other written reports, short courses or conference attendance.

Distance learning offered: yes

Fee: International: Indicative 2006 Tuition Fees (annual in A\$) 18 600

Commonwealth supported Fee for 1.0 EFTSL post 2004: \$6,979

**UNIVERSITY OF TECHNOLOGY SYDNEY**

Bachelor of Arts in Communication (Social Inquiry)

[http://datasearch.uts.edu.au/courses/courseDetail.cfm?spk\\_cd=C10100&spk\\_ver\\_no=2](http://datasearch.uts.edu.au/courses/courseDetail.cfm?spk_cd=C10100&spk_ver_no=2)

Social Inquiry is where social and political theory and practices of research and communication converge. This cross-disciplinary course investigates society, explores current issues, and questions implications of change and progress in the global community. Students undertake professional studies as well as social, cultural and communication theory and practice so they can ask questions, research issues, develop advocacy skills and effectively develop communication strategies.

Duration: three-year, full-time basis.

Entry Requirements: In 2005, the UAI for this course is 83.00.

Distance learning offered: not specified

Fee: International students: \$7,950 per semester

Local students: student contribution amount per EFTSL: \$4,899

**DEAKIN UNIVERSITY****Bachelor of Public Health and Health Promotion**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=H313&version\\_number=2&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=H313&version_number=2&year_offered=2006)

The course assists students to develop a wide range of conceptual knowledge and practical skills and in areas such as analysis of the determinants of health and wellbeing among communities and populations, and developing approaches that lead to improvements in health. A strength of the course is its vocational relevance which is maintained through the close association staff have established with practising professionals from a wide range of sectors including health, education, work, environment and planning. Guest speakers, excursions and placements are featured. Graduates will be equipped to work in areas such as government departments and non-government agencies, local government, health-promoting hospitals, health councils and foundations, community, primary and women's health services, divisions of general practice, aged care and other human services, health policy, and health public relations. The degree is a foundation for Honours and postgraduate study that lead to a research career in health promotion.

Duration: 3 years full time or part time equivalent

Entry Requirements: 2005 Round 1 Cleary-In ENTER: 71.25

Distance learning offered: no

Fee: International Students: EFTSL 2006: \$16 200

Local students: student contribution rate EFTSL 2006: \$6 979

**Bachelor of Public Health and Health Promotion)/Bachelor of Commerce**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=D388&version\\_number=2&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=D388&version_number=2&year_offered=2006)

Bachelor of Public Health and Health Promotion/Bachelor of Commerce offers students the opportunity to develop health promotion skills in clinical and community settings and to pursue a complementary Commerce major such as management, marketing, human resource management, accounting or business information systems. The Faculty of Health and Behavioural Sciences and the Faculty of Business and Law are responsible for this combined course that leads to the awards of Bachelor of Public Health and Health Promotion and Bachelor of Commerce.

Duration: 4 years full time or part time equivalent

Entry Requirements: 2005 Round 1 Cleary-In ENTER: 77.25

Distance learning offered: no

Fee: International Students: EFTSL 2006: \$16 200

Local students: student contribution rate EFTSL 2006: \$6 979

**Bachelor of Applied Science (Health Promotion) (Honours)**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=H412&version\\_number=1&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=H412&version_number=1&year_offered=2006)

The course is suitable for you if you are a health care professional who has a background in nursing, education, health services or environmental health and you wish to increase your knowledge of health promotion and health education activities. The honours degree comprises a combination of coursework and a research project. In the project you will work with a supervisor and gain an insight into research. On successful completion of your honours degree you may apply to enter masters and doctoral programs by research.

Duration: 1 years full time or part time equivalent

Prerequisites: If you have completed an undergraduate degree at Deakin University or another tertiary institution and you have good academic records you may apply to undertake a fourth year of study for an honours degree.

Distance learning offered: no

Fee: International Students: EFTSL 2006: \$16 200

Local students: student contribution rate EFTSL 2006: \$6 979

**Graduate Certificate of Health Promotion**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=H515&version\\_number=3&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=H515&version_number=3&year_offered=2006)

The Graduate Certificate of Health Promotion course is designed to provide students from varying backgrounds to acquire the knowledge and skills necessary for developing appropriate approaches to evidence-based health promotion. The master's course is directed at practitioners wishing to upgrade their knowledge and qualifications and at students who wish to gain employment in health-related areas. It aims to produce graduates who are able to work in the many areas of health promotion and who can demonstrate a range of attributes that will enhance their career prospects

Duration: 1 year part time

Prerequisites: Applicants for the Health Promotion courses should normally have an approved tertiary qualification and be involved in health promotion and/or health education activities. Applicants for the Masters program should have an approved tertiary qualification and be involved in health promotion and/or health education activities. Alternative Admission may be granted to applicants who can demonstrate that they have gained sufficient prerequisite knowledge and skills through work-related training and experience. Advanced standing may be granted on the basis of prior learning and experience.

Distance learning offered: yes

Fee: International Students: EFTSL 2006: \$16 600

Local students: student contribution rate EFTSL 2006: \$6 979

### **Graduate Diploma of Health Promotion**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=H615&version\\_number=3&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=H615&version_number=3&year_offered=2006)

The Graduate Diploma of Health Promotion course is designed to enable students from varying backgrounds to acquire the knowledge and skills necessary for developing appropriate approaches to evidence-based health promotion. The Masters course is directed at practitioners wishing to upgrade their knowledge and qualifications and at students who wish to gain employment in health-related areas. It aims to produce graduates who are able to work in the many areas of health promotion and who can demonstrate a range of attributes, which will enhance their career prospects.

Duration: 1 years full time or part time equivalent

Prerequisites: same as Graduate Certificate of Health Promotion

Distance learning offered: yes

Fee: International Students: EFTSL 2006: \$16 600

Local students: student contribution rate EFTSL 2006: \$6 979

### **Master of Health Science (Health Promotion)**

[http://www.deakin.edu.au/courses/search/course.php?customer\\_cd=D&service\\_item=H749&version\\_number=2&year\\_offered=2006](http://www.deakin.edu.au/courses/search/course.php?customer_cd=D&service_item=H749&version_number=2&year_offered=2006)

The Masters course is directed at practitioners wishing to upgrade their knowledge and qualifications and at students who wish to gain employment in health-related areas. It aims to produce graduates who are able to work in the many areas of health promotion and who can demonstrate a range of attributes that will enhance their career prospects.

Duration: 1.5 years full time or part time equivalent

Prerequisites: same as Graduate Certificate of Health Promotion

Distance learning offered: yes

Fee: International Students: EFTSL 2006: \$16 600

Local students: student contribution rate EFTSL 2006: \$6 979

## **LA TROBE UNIVERSITY**

### **Graduate Certificate in Health Promotion**

<http://www.latrobe.edu.au/handbook/pg/healthsci/hphp.htm>

A typical student undertaking these courses will be a health professional with an interest in developing health promotion in their current work context, or seeking skills that will support a shift in career. Students may be working in the hospital or community health care sectors, or work for almost any kind of health sector agency (e.g. aged care, women's health, local government and drug and alcohol services). We are very aware of the reforms in health and community services, and we pay particular attention to the broader issue of collaboration and issues facing people working with the Primary Care Partnerships.

Students have the opportunity to develop skills in health promotion planning and program delivery, evaluation and needs assessment, and inter-organisational work with partners.

The emphasis is on developing new skills that assist students to develop the health education and health promotion aspects of their profession or to move into the field of health promotion.

The postgraduate diploma is structurally integrated with the Master of Health Sciences by coursework, enabling participants who perform at a high academic level to proceed with further studies.

**Duration:** The course is normally undertaken on a part-time basis over two to five years but may be undertaken full-time over one year.

**Entry Requirements:** Prospective students for the graduate certificate and postgraduate diploma are usually required to hold a degree or equivalent. Applicants with relevant experience may be permitted entry into the graduate certificate or single units.

**Distance learning offered:** yes

**Fee:** International fee: course not offered for international students

**Local students:** student contribution (fulltime study) \$6,979

**Postgraduate Diploma in Health Promotion**

[http://www.latrobe.edu.au/handbook/pg/healthsci/hphp.htm#P823\\_28015](http://www.latrobe.edu.au/handbook/pg/healthsci/hphp.htm#P823_28015)

All information same as Graduate Certificate in Health Promotion except for international fee:

International students: tuition fee per year (A\$) \$17 500

**THE UNIVERSITY OF NEWCASTLE****Graduate Certificate in Health Promotion**

<http://ccdb.newcastle.edu.au/courseinfo/displayprogram.cfm?docid=241&FOS=9&UGP G=14>

Information for this program was still being advised and not available on site at time of research.

Distance learning offered: yes

Fee: International students: Indicative annual fee \$7,720

Local students: Indicative annual fee: \$4,800

**Graduate Certificate in Social Change and Development**

<http://ccdb.newcastle.edu.au/courseinfo/displayprogram.cfm?docid=250&FOS=2&UGP G=14>

The program is designed to provide students who wish to pursue a career with government agencies, NGOs and private firms, with the knowledge and skills to understand the processes of social change and development and to improve their effectiveness as administrators, researchers, development planners, educators, or managers. As Australia engages more and more with developing countries in the region, there is a growing need for qualified professionals to work in the community development and policy analysis sectors of funded development projects and aid organisations.

While a base undergraduate degree in an area of relevant specialisation is useful for this kind of work, professionals in the field of international development need an understanding of the implications of wider social and political changes at a global level that affect local conditions and capacities. The program aims to equip professionals with advanced theoretical and applied knowledge that can meet the challenges of development work in a rapidly changing global environment. For students interested in women and development, a range of courses have been developed that focus specifically on gender issues.

Duration: one semester full-time study or the part-time equivalent

Entry Requirements: Bachelor Degree in a field relevant to development studies, such as social sciences, community organisations, human resource management, politics, health, environmental studies, indigenous studies or agriculture.

Distance learning offered: yes

Fee: International students: Indicative annual fee: \$8,380

Local students: student contribution: \$6,000

### **Master of Social Change and Development**

<http://ccdb.newcastle.edu.au/courseinfo/displayprogram.cfm?docid=343&FOS=2&UGPG=14>

Same as Graduate Certificate in Social Change and Development

Duration: one year of full-time study or part-time equivalent

Entry Requirements: Bachelor Degree in a field relevant to development studies, such as social sciences, community organisations, human resource management, politics, health, environmental studies, indigenous studies or agriculture. Students who have completed the Graduate Certificate in Social Change and Development will be eligible for 40 units of credit towards the Master of Social Change and Development award.

Distance learning offered: yes

Fee: International students: Indicative annual fee: \$16,440

Local students: Indicative annual fee: \$11,100

## **FLINDERS UNIVERSITY**

### **Master of Arts (Applied Social and Market Research)**

<http://www.flinders.edu.au/courses/postgrad/appres.htm>

Offered by the Department of Sociology, this program provides a focused training in the skills of applied social research. It is suitable both for people already working in areas where some social research is required who wish to upgrade their skills, as well as for those who wish to move into this area. Coursework covers the design and fielding of social surveys and the analysis of survey results, evaluation research, and the design and execution of social research in applied settings. A short thesis provides an opportunity to use the skills gained through coursework to complete a piece of research.

Duration: 2 years part-time

Entry Requirements: Applicants normally must hold an honours degree in a social science or equivalent qualification.

Distance learning offered: no

Fee: International students: Annual tuition fee based on one year of full-time study: \$AUD 14,000. Local students: student contribution: \$4,808

## **Bachelor of Government and Public Management**

<http://www.flinders.edu.au/courses/ugrad/bachelor/business.htm>

The public sector has always been a big employer of graduates. It will be employing more in the future as governments move to smarter ways of operating. This course gives graduates the policy knowledge and management skills needed to be part of this exciting future.

Graduates can also look well beyond a public-sector career. As businesses and non-profit agencies take on some of the traditional roles of government, so governments are becoming more involved with the policies, regulations and contracts that coordinate them. This course prepares graduates to work at the expanding interface between the public, business and non-profit sectors. The curriculum was developed after consultation with senior public sector leaders. It also offers generous credit recognition for suitably qualified TAFE and VET graduates to progress to a university degree.

Graduates will have an advanced understanding of: the values and processes of governance; the policy, regulatory and service-delivery roles of the public sector; policy analysis; and the effective management of organisations, programs, resources and people.

They can also acquire specialist knowledge in policy areas that interest them - such as the environment, economics, Indigenous affairs, welfare, education or foreign affairs - as well as generic workplace skills. There is a strong emphasis on professional communication and a range of analytical and research techniques.

Duration: three years of full-time study or the equivalent part-time.

Entry Requirements: 2005 TER (Tertiary Entrance Rank): 65.95

Distance learning offered: no

Fee: International students: not specified

Local students: annual student contribution: \$6,849

## **Bachelors of Social Work and Social Planning**

<http://www.flinders.edu.au/courses/ugrad/bachelor/social.htm>

This is a double degree program that will equip students to work in a wide range of areas related to the provision of welfare services in a modern society. Graduates will receive two degrees: Bachelor of Social Work and Bachelor of Social Planning.

It combines traditional social work skills with the broader issue of social planning, providing expertise not just in the delivery of social services but also in the development and monitoring of programs that are appropriate to current social conditions. Graduates who choose to work as social workers will understand the policy and funding decisions which affect their daily activities, while those who move into policy and planning areas will know the impact of their decisions on people working in the field.

Duration: four years of full-time study or the equivalent part-time.

Entry Requirements: 2005 TER (Tertiary Entrance Rank): 75.30

Distance learning offered: no

Fee: International students: Annual tuition fee based on one year of full-time study: \$AUD 13,500. Local students: annual student contribution: \$4,808

All of the below fall under the health promotion category listing for Flinders University

### **Graduate Certificate in Health (specialist stream)**

#### **Graduate Diploma in Primary Health Care**

#### **Master of Primary Health Care**

#### **Master of Science (Primary Health Care)**

<http://www.flinders.edu.au/courses/postgrad/hpromo.html>

The Graduate Certificate aims to provide experienced practitioners and managers the opportunity to undertake study into different aspects of health promotion that they can apply to their own context. The topics offered provide students with the opportunity to explore health promotion theory, health promotion applied to practice, health promoting settings, health promotion projects and programs, and health promotion applied to specific issues such as mental health and drugs.

Both master's degrees allow students to create their own program incorporating a combination of Health Promotion, Drugs and Public Health, Mental Health Promotion, Palliative Care and/or Primary Health Care topics.

Duration:

Graduate Certificate 6 months full-time

Graduate Diploma 1 year full-time

Masters 1.5 years full-time

**MSc (PHC) 2 years full-time**

Entry Requirements: Applicants for the Graduate Certificate normally require an approved undergraduate degree or equivalent. Applicants may be admitted directly into the Graduate Diploma or Masters if they can show evidence of relevant professional experience. Students who have completed the Graduate Certificate or Graduate Diploma (or other qualifications deemed equivalent) receive credit when progressing to the Graduate Diploma or Masters. Students are normally only admitted to the MSc (PHC) if they have completed the Graduate Diploma or are transferring from the Masters.

Distance learning offered: yes

Fee: Graduate Certificate: International students: Annual tuition fee based on one year of full-time study: \$AUD 7,000. Local students: annual student contribution: \$6,849

Graduate Diploma: International students: Annual tuition fee based on one year of full-time study: \$AUD 14,000. Local students: annual student contribution: \$6,849

Masters: International students: Annual tuition fee based on one year of full-time study: \$AUD 14,000. Local students: annual student contribution: \$6,849

MSc(PHC): International students: Annual tuition fee based on one year of full-time study: \$AUD 14,000. Local students: annual student contribution: \$6,849

**CENTRAL QUEENSLAND UNIVERSITY****Bachelor of Health (Health Promotion, Health Education)**

[http://handbook.cqu.edu.au/Handbook/programs\\_2.jsp?s=2&code=CQ24](http://handbook.cqu.edu.au/Handbook/programs_2.jsp?s=2&code=CQ24)

This program aims to prepare graduates to fulfil a crucial role in the community in health promotion and education. Students will complete core courses related to health promotion and health education and undertake a second plan, or area of study, that will allow specialisation in a specific area of interest, such as occupational health and safety, human movement science, welfare, environmental science, health management, professional communication, journalism, marketing, psychology, biomedical science, human resource management, health informatics or Aboriginal and Torres Strait Islander studies.

Duration: 3 years full-time, 6 years part-time

Entry Requirements: not specified

Distance learning offered: yes

Fee: International students: Fee per course \$1,620

Local students: student contribution amount per annum: \$6,420

**SOUTHERN CROSS UNIVERSITY****Graduate Certificate in Applied Health Promotion**

[http://www.scu.edu.au/courses/course\\_desc.php?spk\\_cd=1007142](http://www.scu.edu.au/courses/course_desc.php?spk_cd=1007142)

No description available

Duration: 2 Semesters; P/T only, 2 Trimesters; P/T only

Entry Requirements: not available

Distance learning offered: External/Online only

Fee: International fee: not specified

Local students: (non government supported cost) \$1,150.00/unit

**UNIVERSITY OF THE SUNSHINE COAST****Bachelor of Arts/Bachelor of Health (Human Services and Health Promotion)**

<http://www.usc.edu.au/Students/Handbook/Undergrad/AllUndergrad/ArtsSocSc/SA303/>

The Bachelor of Arts/Bachelor of Health (Human Services and Health Promotion) examines the complex interaction of behaviours and conditions of living that impact on the health and well-being of individuals, families, groups and communities. These include the social, economic, cultural, organisational and political conditions in which people live.

In the human services portion of this program, you will develop the knowledge needed by skilled human services professionals to work in the field. The health promotion component of the program covers health promotion needs assessment, planning, implementation and evaluation. The program includes two fieldwork placements in human services organisations, as well as a public health internship, and has been designed in collaboration with industry professionals to ensure that you graduate with the skills and knowledge most valued by potential employers.

Duration: 4 years full-time or equivalent part-time

Entry Requirements: not available

Distance learning offered: no

Fee: Student contribution fee: A\$6,979 per full-time year. Non commonwealth supported: A\$14,061. International students: A\$6,000 to A\$8,500 per semester

**Bachelor of Health (Health Promotion)**

<http://www.usc.edu.au/Students/Handbook/Undergrad/AllUndergrad/Science/SC332/>

Health promotion is the process of enabling people to increase control over, and to improve their health. The word 'promotion' means improving or advancing health.

Health promotion activities are positive health activities that incorporate personal, social and environmental change aimed at developing healthier living conditions and ways of life.

Demand for tertiary qualified health promotion practitioners has increased significantly over recent years. Health promotion is a growing field throughout the world. Opportunities exist to work with many different issues, people and places.

Duration: 3 years full-time or equivalent part-time

Entry Requirements: not available

Distance learning offered: no

Fee: student contribution fee: A\$6,979 per full-time year. Non commonwealth supported: A\$14,061. International students: A\$6,000 to A\$8,500 per semester

### **Graduate Certificate in Health Promotion**

<http://www.usc.edu.au/Students/Handbook/Postgrad/OnCampus/Science/GCHlthProm/>

The Graduate Certificate in Health Promotion is based on a socio-ecological model of health and explores contemporary health promotion at individual, group, organisation, community and population levels. Core study concepts include foundations and principles of health promotion, assessment of health needs and the planning, implementation and evaluation of health promotion programs.

Teaching, learning and assessment items are designed to develop theoretical knowledge and understanding through the completion of practical and creative tasks. Opportunities exist for students to further their education experience by becoming involved in ongoing university-based health promotion programs.

Duration: 1-2 years part-time

Entry Requirements: A student entering the Graduate Certificate program will normally be required to hold an undergraduate degree, or equivalent, from a recognised higher education institution. Entry by non-graduates who have extensive relevant industry experience may be considered on a case-by-case basis by the Dean, Faculty of Science, Health and Education.

Distance learning offered: no

Fee: student contribution fee: A\$1,375 per course. International students: A\$5,500 to A\$6,000 per semester or session, or A\$11,000 to A\$18,000 per year

### **Graduate Diploma in Health Promotion**

<http://www.usc.edu.au/Students/Handbook/Postgrad/OnCampus/Science/GDHlthProm/>

Same as Graduate Certificate in Health Promotion

Duration: 2–4 years part-time

Entry Requirements: Same as Graduate Certificate in Health Promotion

Distance learning offered: no

Fee: student contribution fee: A\$1,375 per course. International students: A\$5,500 to A\$6,000 per semester or session, or A\$11,000 to A\$18,000 per year

### **Master of Health Promotion**

<http://www.usc.edu.au/Students/Handbook/Postgrad/OnCampus/Science/MHlthProm/>

Same as Graduate Certificate in Health Promotion

Duration: 1.5–2 years full-time, 3–6 years part-time

Entry Requirements: Same as Graduate Certificate in Health Promotion

Distance learning offered: no

Fee: student contribution fee: A\$1,375 per course. International students: A\$5,500 to A\$6,000 per semester or session, or A\$11,000 to A\$18,000 per year ORIA UNIVERSITY

### **Graduate Diploma in Social Research Methods**

<http://www.vu.edu.au/library/pdf/Arts%20Research%20Methods.pdf>

This program embraces qualitative and quantitative methods as valuable tools in enabling the researcher to understand our social world. The purpose of the course is to introduce and further develop students in the art of inquiry using quantitative and qualitative techniques and equip them with skills to achieve high quality and sophisticated forms of qualitative and quantitative research. This Graduate Diploma is available to students who have completed a basic level in qualitative and quantitative research methods and want to obtain further research methodological skills and knowledge for application in diverse areas of human behaviour. This course is unique in that graduate courses in research methods tend to focus on only quantitative methods. In this course there is an equal emphasis on qualitative methods and in particular, includes field research in Community and Cultural Studies. Upon completion of the course, students will have the intellectual skills to make sound practical and ethical research decisions and be able to choose, implement, analyse and write up research using a variety of tools and processes.

Duration: 1 year full time or 2 years part time

Entry Requirements: not specified

Distance learning offered: no

Fee: not available

## **CHARLES DARWIN UNIVERSITY**

### **Diploma of Community Education**

[http://eagle.ntu.edu.au/NTU/Apps/coursere.nsf/P\\_Course\\_Select/740B88DE4C476BBC69256F67002B9DBE?OpenDocument#aboutcourse](http://eagle.ntu.edu.au/NTU/Apps/coursere.nsf/P_Course_Select/740B88DE4C476BBC69256F67002B9DBE?OpenDocument#aboutcourse)

This course is not subsidised by the Government and a minimum of 12 students will be required for this course to be scheduled. Course offered in internal and mixed mode. Not available to international students

(This was the only information available about this course).

## **THE FUND RAISING INSTITUTE**

### **Diploma of Fundraising Management**

An Accredited Learning Opportunity for Professional Fundraisers

The Fundraising Institute-Australia Ltd has developed the Diploma of Fundraising Management, in association with the School of Volunteer Management, to provide a professional qualification for all facets of the fundraising industry. Arranged with both core and elective modules, this diploma course not only has the facility to offer recognition for prior learning but will also give credit towards university degrees in associated disciplines.

The Fundraising Institute of Australia is pleased to announce that the Diploma of Fundraising Management has been accredited by the Vocational Education and Training Board (VETAB). The first intake of students commenced in March 2003. Applications are currently being accepted to commence study of the Diploma.

### **Module Details**

An outline of the 8 core modules is set out below. The content, only summarised here, comes from extensive consultation to the membership.

1. Principles of Fundraising
2. Fundraising Techniques, Tools & Resources
3. Legal and Ethical Frameworks for Fundraising
4. Relationship Fundraising
5. Marketing & Fundraising
6. Database Marketing
7. Capital Campaigns, Major Gifts & Bequests
8. Preparation of Fundraising Materials
9. Workplace Project

The two electives may be chosen from approved modules from the Business Services Training package.

### **Course Fees**

The course fees are \$330.00 per module (11 modules). The fees for the entire Diploma are \$3630. (GST is not payable on accredited education courses.)

Please note that fees may be tax-deductible. Information on your status for personal income tax-deductibility can be obtained from the ATO.

### **Certificate III in Fundraising Practice**

On completion of modules 1 and 2 plus one module chosen from modules 5, 6 and 8 of the Diploma, students are given the opportunity to exit from their studies with a Certificate III in Fundraising Practice. Students will receive advanced standing for the modules already completed if they choose to proceed to the full Diploma qualification at a later stage.

## Other Training (Non-accredited)

### **Skills 123 Training**

#### Build on your Fundraising Skills

The National Training Program for Fundraising Institute-Australia Ltd has been designed to meet the career development needs of those within the fundraising profession. To meet the individual's specific needs the program offers three courses:

Skills 1 - The Foundations of Fundraising

Skills 2 - Fundraising Planning & Organisation

Skills 3 - Professional Fundraising Management

Each course builds on the knowledge gained in the previous course. The Program offers valuable theoretical concepts and practical applications for all levels of fundraisers, from those new to the profession, through to the seasoned fundraiser.

The program provides an opportunity to learn from experienced fundraising specialists and put that knowledge to work in hands-on workshops. You will also have the opportunity to make valuable contacts with colleagues from within the fundraising profession.

The development and implementation of the National Training Program is funded by the Fundraising Institute-Australia Ltd and delivered through the State Chapters. This funding, and support of the course presenters, means the cost to you, the participant is kept to a minimum.

[http://www.fia.org.au/Content/NavigationMenu/Professional\\_Development/Skills\\_Training/Skills\\_Training.htm](http://www.fia.org.au/Content/NavigationMenu/Professional_Development/Skills_Training/Skills_Training.htm)

### **Skills 1: The Foundations of Fundraising**

Skills 1 has been designed to provide sound knowledge of all fundraising, at an introductory level, which participants can put into practice immediately.

The Skills 1 course is conducted over 8 consecutive units for 3 full days or equivalent.

#### Course Participants

The Skills 1 course is designed to meet the needs of individuals just entering or thinking of entering, the fundraising profession, up to those with less than 3 years experience in the field.

#### **Pre-Requisites**

There are no pre-requisite competencies or qualifications required for Skills 1.

Skills 1 is considered a pre-requisite for Skills 2 - Fundraising Planning & Organisation etc.

A certificate of Achievement is awarded at the conclusion of Skills 1 course to participants who attended a minimum of 6 sessions and adequately meet the assessment criteria.

Completion of the Skills 1 course is notable toward accreditation of the CFRE qualification

[http://www.fia.org.au/Content/NavigationMenu/Professional\\_Development/Skills\\_Training/Skills\\_1/Skills\\_1.htm](http://www.fia.org.au/Content/NavigationMenu/Professional_Development/Skills_Training/Skills_1/Skills_1.htm)

### **Course Objectives**

After completing this course, participants should be able to:

- Describe the Foundation Theory of Fundraising including, the Fundraising Development Process, the Donor Pyramid and the Fundraising Cycle
- Define Relationship Fundraising
- Explain the Management of Donors including Acquisition, Loyalty, Lapsed Donors and Upgrading
- Outline the process of a Marketing Audit
- Explain how to use the elements of Professional Marketing within a Fundraising Organisation
- Explain the effective use of the 5 main Fundraising Communication Options of: Advertising, Promotion, Direct Marketing, Public Relations, and Personal Solicitations
- Differentiate between the various Special Event categories and explain their advantages and disadvantages
- Describe the planning steps in an Organisational Feasibility Study
- Describe successful Major Gift and Capital Campaigns
- Describe successful Planned Giving/Bequest Campaigns
- Identify the elements of Fundraising Office Management
- Discuss the issues of Fundraising Ethics
- Identify possible Professional Development Opportunities

## **Skills 123 Training**

### **Build on your Fundraising Skills**

The National Training Program for Fundraising Institute-Australia Ltd has been designed to meet the career development needs of those within the fundraising profession. To meet the individual's specific needs the program offers three courses:

Skills 1 - The Foundations of Fundraising

Skills 2 - Fundraising Planning & Organisation

Skills 3 - Professional Fundraising Management

Each course builds on the knowledge gained in the previous course. The Program offers valuable theoretical concepts and practical applications for all levels of fundraisers, from those new to the profession, through to the seasoned fundraiser.

The program provides an opportunity to learn from experienced fundraising specialists and put that knowledge to work in hands-on workshops. You will also have the opportunity to make valuable contacts with colleagues from within the fundraising profession.

The development and implementation of the National Training Program is funded by the Fundraising Institute-Australia Ltd and delivered through the State Chapters. This funding, and support of the course presenters, means the cost to you, the participant is kept to a minimum.

[http://www.fia.org.au/Content/NavigationMenu/Professional\\_Development/Skills\\_Training/Skills\\_Training.htm](http://www.fia.org.au/Content/NavigationMenu/Professional_Development/Skills_Training/Skills_Training.htm)

## **NEW ZEALAND**

### **UNIVERSITY OF OTAGO**

#### **Certificate in Health Promotion**

<http://www.otago.ac.nz/courses/qualifications/certhprom.html>

The Certificate in Health Promotion (CertHProm) is a four-paper programme designed to develop practical knowledge and up-to-date skills in health promotion to enable students to work with New Zealanders to improve their health.

It is directed towards people currently working in the New Zealand health services who wish to learn practical health promotion methods and strategies, and those resident in New Zealand who wish to work in that area in the future.

The Certificate involves a practical study of the five health promotion strategies of the Ottawa Charter for Health Promotion: healthy public policy, supportive environments, community action, personal skills and reorienting the health sector. The importance of the Treaty of Waitangi to effective health promotion in New Zealand is emphasised. Historical factors and underlying values will be reviewed. The focus is on health promotion at national, regional, and community levels.

Duration: not specified

Entry Requirements: Every applicant shall have a tertiary qualification or at least one year of working experience in the health sector.

Distance learning offered: yes

Fee: local students: \$5,469.00

## **WHITIREIA COMMUNITY POLYTECHNIC**

### **Diploma in Management – for non-profit groups**

[http://www.whitireia.ac.nz/programme.php?key=123&path=interest&interest\\_id=Business](http://www.whitireia.ac.nz/programme.php?key=123&path=interest&interest_id=Business)

The diploma consists of 12 practical courses taught over two years with the flexible learning options including block courses and weekly sessions. All courses are tutored by experienced practitioners from non-profit groups. As part of this programme we will be offering twilight seminars on a variety of current topics that affect non-profit

These FREE seminars offer an opportunity to network, discuss topical issues and learn about new developments. We can also tailor training programmes to your organisation's specific needs, on a one off or ongoing basis.

Papers include: Communication – learn communication skills that cover media, publications, online newsletters, publicity, marketing, and fundraising. Organisation and Management – essential skills if you are new to non profit organisations or want to refresh and learn new ways of operating. Topics covered motivation, leadership, ethics, social responsibility, sustainability, teamwork and managing change. Law – all the essential legal requirements to manage and govern your organisation. Accounting –

necessary skills to manage your financial responsibilities for non-accountants. Computer Concepts – how to navigate your way around computer systems. Marketing – how do you develop and implement a plan for cause related marketing? Other topics include: Strategic Management – where do you want to be, how do you get there? How do you maintain an organisation? Human Resource Management – how do you manage your greatest asset – your workers – both paid and unpaid? Leadership – learn the principles and explore what it means to lead issues based organisations

The Diploma is aimed at managers and volunteers working in non-profit groups or people who are interested in management issues from a different perspective.

Duration: 2 years

Entry Requirements: Open Entry

Distance learning offered: no

Fee: local Fees: \$3,319 per year. International Fees: \$13,500 per year, \$6750 per semester or \$2,250 per paper (NZD)

## **AUCKLAND UNIVERSITY OF TECHNOLOGY (AUT)**

### **Bachelor of Health Science in Health Promotion**

[http://www.aut.ac.nz/schools/health\\_care\\_practice/courses\\_%26amp%3b\\_programmes/undergraduate/bachelor\\_of\\_health\\_science\\_in\\_health\\_promotion.htm](http://www.aut.ac.nz/schools/health_care_practice/courses_%26amp%3b_programmes/undergraduate/bachelor_of_health_science_in_health_promotion.htm)

Effective health promotion is essential for our community. This degree provides graduates with the knowledge and skills necessary to work in this growing area. You will study the individual and community function, the social, economic and cultural of health, and health promotion theories and models. Ethical and legal analysis is taught alongside practice expertise to produce academically rounded, practically focused health promoters, who are ready to respond to today's health challenges. The degree includes on-campus learning and an exciting range of elective work-experience placements. The Health Promotion degree can be completed as a double major with Psychology.

Duration: 3 Years Full Time/Part Time Options Available

Entry Requirements: From 2005, to qualify for university entrance, students must meet three requirements: 1. A numeracy standard 2. A literacy standard 3. A general subject standard

Distance learning offered: no

Fee: permanent residents and New Zealand Citizens on government funded programmes: Tuition Fee: \$3496.00. International Annual Fee: \$17,000NZ

**SOUTH EAST ASIA**

**MAHASARAKHAM UNIVERSITY – THAILAND**

**Public Health (Behavioural Sciences and Health Promotion)**

[http://reg.msu.ac.th/registrar/program\\_info.asp](http://reg.msu.ac.th/registrar/program_info.asp)

No further information available

**PRINCE OF SONGKHLA UNIVERSITY - THAILAND**

**M.Ed. (Health Promotion)**

<http://www.psu.ac.th/psu/academic/program.htm>

No further information available

## Appendix 9: Swinburne Subjects

Area	Subject	Level
Research	1. Undertake research activities (CHCPOL3A)	TAFE
	2. Manage research activities (CHCPOL5A)	TAFE
	3. Research Skills (HES4700)	POST GRADUATE
	4. Methodology of Social Research (HASP302)	UNDERGRADUATE
	5. Statistics and Research Methods A (HMA103)	UNDERGRADUATE
	6. An Introduction to Action Research Design and Practice (HAR201)	UNDERGRADUATE
	7. Social Relations and Facilitation of Action Research (HAR202)	UNDERGRADUATE
	8. Epistemology & Comparative Methods of Action Research (HAR203)	UNDERGRADUATE
	9. Building Systemic Cultures of Action Research (HAR204)	UNDERGRADUATE
	10. Qualitative Research Methods (HASP307)	UNDERGRADUATE
	11. Social Research Design: Principles and Methods (HASP309)	UNDERGRADUATE
	12. Business Research Methodology (HBG500)	POST GRADUATE
	13. Business Research Project (HBG510)	POST GRADUATE
	14. Research Methodology (HGM602/603)	POST GRADUATE
	15. Research and Policy (HPI503)	POST GRADUATE
	16. Research Report (HPI554)	POST GRADUATE
	17. Marketing Research (HBQ229)	UNDERGRADUATE
	18. Demographic Techniques (HMS783)	POST GRADUATE
	19. Research Approaches (LSS302)	UNDERGRADUATE
	20. Social Research & Analysis (VAL687)	UNDERGRADUATE
	21. Applied Marketing Research (8887D)	POST GRADUATE
Philanthropy	22. An Introduction to Philanthropy and Social Investment (HPI501)	POST GRADUATE
	23. The Practice of Effective Grant-making (HPI502)	POST GRADUATE
	24. Corporate Social Investment (HPI504)	POST GRADUATE
	25. Personal and Family Grant-making (HPI551)	POST GRADUATE
	26. Perspectives from Public Policy and Ethics (HPI552)	POST GRADUATE
	27. Philanthropy and Social Investment in the Asia-Pacific (HPI553)	POST GRADUATE
	28. Comparative Social Policy (HPI601)	POST GRADUATE
	29. Thesis (HPI602-HP1603)	POST GRADUATE
	30. Fundraising (VAC724)	TAFE
	31. Obtain Sponsorship (CUEFIN3A)	TAFE
	32. Social Entrepreneurship (HEI694)	POST GRADUATE
	33. Not For Profit Venturing (HEI695)	POST GRADUATE
	34. Manage Volunteers (SRXHRM001A)	TAFE
	Business	35. Manage the organisation's finances, accounts and resources (CHCADMIN4B)
36. Negotiation and Strategic Relationships (HEI841)		POST GRADUATE

Area	Subject	Level
	37. Develop new networks (CHCNET3B) 38. Work with other services (CHCNET4A) 39. Establish and maintain community, government and business partnerships (CHCCD19A)	TAFE TAFE TAFE
<b>Health Promotion</b>	40. Health Policy and Planning (HES1716) 41. Health Planning and Promotion (HES4715) 42. Public Health Policy (HAS501-HAS601) 43. Philosophy and Practice of Public and Environmental Health (HES1710)	UNDERGRADUATE UNDERGRADUATE POST GRADUATE UNDERGRADUATE
<b>Other</b>	44. Advocate for the rights and needs of children and young people (CHCCN20B) 45. Provide advocacy and representation (CHCAD4A) 46. Undertake systems advocacy (CHCAD3A) 47. Undertake systems advocacy (CHCCD16A) 48. Develop, implement and promote effective communication techniques (CHCCOM4B) 49. Liaise with the media to promote the organisation (SRXMKT002A) 50. Promote organisation's activities (SRXMKT003A) 51. Advocacy and Influence (Social Sciences) (NGMS215) 52. Behaviour Management (0046BM01) 53. Provide community education programs (CHCCD2A) 54. Organisations and Society (LSS300)	TAFE TAFE TAFE TAFE TAFE TAFE TAFE TAFE TAFE TAFE UNDERGRADUATE

## Appendix 10: Student Numbers by course type

Table (i) Summary of Student Numbers, 2003 and 2004

State/Institution	Commencing Students				All Students			
	2003 No.	2004 No.	% of total	% change on 2003	2003 No.	2004 No.	% of total	% change on 2003
<b>Level of Course</b>								
Doctorate by Research	8,196	8,373	2.3%	2.2%	35,875	37,685	4.0%	5.0%
Doctorate by Coursework	556	671	0.2%	0.0%	1,636	1,846	0.2%	12.8%
Master's by Research	3,182	3,295	0.9%	3.6%	9,784	9,624	1.0%	-1.6%
Master's by Coursework	62,532	65,532	18.1%	4.8%	129,504	140,300	14.8%	8.3%
Postgrad. Qual/Prelim.	451	348	0.1%	-22.8%	711	572	0.1%	-19.5%
Grad.(Post) Dip. - new area	18,485	17,724	4.9%	-4.1%	31,171	30,310	3.2%	-2.8%
Grad.(Post) Dip. - ext area	7,489	6,848	1.9%	-8.6%	13,616	12,813	1.4%	-5.9%
Graduate Certificate	16,654	15,925	4.4%	-4.4%	25,018	24,619	2.6%	-1.6%
<i>Sub-total Postgraduate</i>	<i>117,545</i>	<i>118,716</i>	<i>32.8%</i>	<i>1.0%</i>	<i>247,315</i>	<i>257,769</i>	<i>27.3%</i>	<i>4.2%</i>
Bachelor's Graduate Entry	5,171	5,827	1.6%	12.7%	13,982	14,601	1.5%	4.4%
Bachelor's Honours	2,884	3,139	0.9%	8.8%	12,627	12,429	1.3%	-1.6%
Bachelor's Pass	200,884	202,301	55.9%	0.7%	609,524	617,821	65.4%	1.4%
Associate Degree	849	780	0.2%	-8.1%	2,160	1,954	0.2%	-9.5%
Advanced Diploma (AQF)	1,727	1,469	0.4%	-14.9%	3,734	3,267	0.3%	-12.5%
Diploma (AQF)	2,000	1,415	0.4%	-29.3%	5,773	4,484	0.5%	-22.3%
Other award courses	3,044	2,665	0.7%	-12.5%	3,829	3,379	0.4%	-11.8%
<i>Sub-total Undergraduate</i>	<i>216,559</i>	<i>217,596</i>	<i>60.1%</i>	<i>0.5%</i>	<i>651,629</i>	<i>657,935</i>	<i>69.6%</i>	<i>1.0%</i>
Enabling courses	5,273	4,784	1.3%	-9.3%	6,107	5,472	0.6%	-10.4%
Non-award courses	22,178	20,996	5.8%	-5.3%	24,901	23,801	2.5%	-4.4%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Gender</b>								
Males	165,015	165,350	45.7%	0.2%	424,128	431,557	45.7%	1.8%
Females	196,540	196,742	54.3%	0.1%	505,824	513,420	54.3%	1.5%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Mode of Attendance</b>								
Internal	293,446	293,670	81.1%	0.1%	747,421	754,828	79.9%	1.0%
External	57,360	53,513	14.8%	-6.7%	140,028	137,465	14.5%	-1.8%
Multi-modal	10,749	14,909	4.1%	38.7%	42,503	52,684	5.6%	24.0%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Type of Attendance</b>								
Full-time	242,695	248,986	68.8%	2.6%	605,230	619,696	65.6%	2.4%
Part-time	118,860	113,106	31.2%	-4.8%	324,722	325,281	34.4%	0.2%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Broad Field of Education</b>								
Natural and Physical Sciences	24,307	25,460	7.0%	4.7%	70,556	73,987	7.8%	4.9%
Information Technology	27,559	26,058	7.2%	-5.4%	77,004	72,734	7.7%	0.0%
Engineering and Related Technologies	21,816	21,178	5.8%	-2.9%	64,670	65,527	6.9%	1.3%
Architecture and Building	6,460	6,571	1.8%	1.7%	18,676	19,112	2.0%	2.3%
Agriculture, Environmental and Related Studies	6,796	6,856	1.9%	0.9%	18,493	18,434	2.0%	-0.3%
Health	36,616	37,691	10.4%	2.9%	100,348	102,978	10.9%	2.6%
Education	36,045	36,599	10.1%	1.5%	90,312	91,995	9.7%	1.9%
Management and Commerce	98,689	100,377	27.7%	1.7%	255,756	267,006	28.3%	4.4%
Society and Culture	71,345	70,411	19.4%	-1.3%	202,738	203,236	21.5%	0.2%
Creative Arts	22,409	22,843	6.3%	1.9%	57,896	59,735	6.3%	3.2%
Food, Hospitality and Personal Services	10	9	0.0%	-10.0%	109	70	0.0%	-35.8%
Mixed Field Programmes	1,731	1,877	0.5%	8.4%	2,048	2,082	0.2%	1.7%
Non-award courses	22,178	20,996	5.8%	-5.3%	24,901	23,801	2.5%	-4.4%
<b>Total (a)</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Indigenous Indicator</b>								
Aboriginal or Torres Strait Islander	4,111	3,865	1.1%	-6.0%	8,988	8,895	0.9%	-1.0%
Not Aboriginal or Torres Strait Islander	357,444	358,227	98.9%	0.2%	920,964	936,082	99.1%	1.6%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>
<b>Citizenship</b>								
Australian	245,109	239,115	66.0%	-2.4%	682,112	677,473	71.7%	-0.7%
New Zealand	2,532	2,170	0.6%	-14.3%	5,466	5,160	0.5%	-5.6%
Permanent Resident	13,118	13,665	3.8%	4.2%	31,977	33,789	3.6%	5.7%
Overseas	100,796	107,142	29.6%	6.3%	210,397	228,555	24.2%	8.6%
<b>Total</b>	<b>361,555</b>	<b>362,092</b>	<b>100.0%</b>	<b>0.1%</b>	<b>929,952</b>	<b>944,977</b>	<b>100.0%</b>	<b>1.6%</b>

(continued)

(a) Students undertaking a Combined Course are coded to two fields of education and as a consequence the sum of the field of education column will be larger than the amount shown for the total. This is also the case for the percentage column.

Source: Department of Education Science and Training (2005)

## Appendix 11a: Online Postgraduate units

**Table 5** Online postgraduate units by discipline

Discipline	Total Units	No Use of Web	Mode A	Mode B (i)	Mode B (ii)	Mode B (iii)	Mode C
01 Natural and Physical Sciences	2 258	59.7	30.2	3.7	0.6	3.3	2.4
02 Information Technology	1 815	25.6	36.6	11.2	3.5	20.1	2.9
03 Engineering and Related Technologies	1 992	41.2	40.5	9.2	1.1	5.9	2.1
04 Architecture and Building	450	52.0	38.2	1.6	0.9	5.1	1.6
05 Agriculture, Environmental and Related Studies	1 033	41.9	37.7	6.5	1.1	11.3	1.5
06 Health	5 001	54.2	31.5	2.7	2.4	5.8	3.4
07 Education	3 385	53.5	31.0	1.9	1.1	8.0	4.3
08 Management and Commerce	4 492	41.2	43.0	5.0	1.5	5.7	3.6
09 Society and Culture	8 133	52.6	37.2	3.4	1.6	4.7	1.5
10 Creative Arts	1 753	56.7	34.9	2.1	1.8	2.8	1.5
11 Food, Hospitality and Personal Services	66	62.1	25.8	12.1	0.0	0.0	0.0
<b>Totals</b>	<b>30 378</b>	<b>49.3</b>	<b>35.9</b>	<b>4.2</b>	<b>1.7</b>	<b>6.4</b>	<b>2.7</b>

Source: Bell et al. (2002, p16)

## Appendix 11b: Total online units

**Table 6 Total online units by discipline**

Discipline	Total Units	No Use of Web	Mode A	Mode B (i)	Mode B (ii)	Mode B (iii)	Mode C
01 Natural and Physical Sciences	10 091	45.8	41.5	7.6	0.9	3.1	1.0
02 Information Technology	4 779	21.8	37.8	12.6	4.2	21.4	2.3
03 Engineering and Related Technologies	7 807	35.5	48.9	9.2	0.9	4.5	0.9
04 Architecture and Building	2 214	43.2	43.2	4.8	0.6	7.0	1.1
05 Agriculture, Environmental and Related Studies	3204	42.7	41.2	5.5	0.7	8.0	0.8
06 Health	10 653	47.4	38.4	4.3	1.5	6.3	2.2
07 Education	7 996	50.1	36.4	2.7	1.2	7.2	2.5
08 Management and Commerce	9 869	36.0	46.2	6.7	1.7	6.8	2.6
09 Society and Culture	26 273	52.1	37.3	3.9	1.5	4.6	1.0
10 Creative Arts	10 579	55.7	38.3	2.1	0.9	2.5	0.5
11 Food, Hospitality and Personal Services	175	56.6	29.7	10.3	1.1	1.1	0.6
12 Mixed Programs	206	60.2	31.1	5.3	0.5	1.0	1.9
<b>Totals</b>	<b>93 846</b>	<b>46.0</b>	<b>40.0</b>	<b>5.3</b>	<b>1.4</b>	<b>5.8</b>	<b>1.4</b>

Source: Bell et al. (2002, p17)

## Appendix 12: List of active researchers

One hundred and fifty-eight social market researchers' names were collected from many different universities in Australia and New Zealand. From 158 researchers, information on 141 of them has been found. Of that 141, nine are from universities in New Zealand. There are 22 researchers from universities in New South Wales, Western Australia and Queensland. Thirty-eight researchers come from universities in Melbourne, nine from South Australia and seven from the A.C.T. This list is not intended to be exhaustive. The multidisciplinary nature of social enterprise has meant that some people researching in the field might self-identify as social researcher but that their research profile is not discovered under key word searches on 'social marketing'. Furthermore, while many people might be missing from this list, the constraints of time have meant that further investigation must be left for another time.

Family Name	Given name	Position	Centre	University
Acharya	Deepa Sharma			
Adam	Stewart	Associate Professor	Bowater School of Business	Deakin University
Appo	Denis		School of Business	University of New Zealand
Baird	Marian	Senior Lecturer	Faculty of Economics and Business	University of Sydney
Bartlett	J L			Queensland University of Technology
Beatson	Amanda	Lecturer	Faculty of Business	
Bednall	David	Associate Professor	Faculty of Business & Law	Deakin University
Bell	George	Lecturer	School of Business and Information Management	Australian National University
Bennett	Rebekah	Lecturer	Faculty of Business	Queensland University
Binney	Wayne	Lecturer	Business and Law	Victoria University
Blackburn	Emma	Lecturer	Faculty of Business and Enterprise	Swinburne University
Boyle	Stephen	Program Director	Devison of Business	University of South Australia
Brace-Govan	Jan	Lecturer	Faculty of business and economics	Monash University
Brady	Erica	Lecturer	Faculty of Business and Economics	Monash University
Brearley	Kerin	Lecturer	Faculty of Business and	Swinburne University

Family Name	Given name	Position	Centre Enterprise	University
Brennan	Linda	Associate Professor	Faculty of Business and Enterprise School History, Religion, Philosophy and Classics Division of Business, Law and Information Sciences	Swinburne University
Brown	Deborah	Lecturer		University of Queensland
Bouvain	Petra	Lecturer		University of Canberra Macquarie Graduate School of Management
Burton	Suzan	Associate Professor		NSW Dept of Health
Camit	Michael			University of Wollongong
Cantrell	John	Lecturer		Commonwealth Dept of Health and Ageing
Carroll	Tom	Doctor		Curtin University Of Technology
Carter	Owen	Research Fellow		Macquarie University
Clark	Lindie	Lecturer		The University of Notre Dame Australia
Clark-Murphy	David	Senior Lecturer		Business Accounting, Finance and Economic School of Applied Communication
Clark-Murphy	Marilyn	Professor	Edith Cowen University	
Clements	Alice		RMIT University	
Corkindale	David	Professor of Marketing Management	University Of South Australia	
Cornwell	Bettina	Lecturer	UQ Business School Australian National University	
Chen	Stephen	Lecturer	University of Ballarat	
Cowley	Steve		Vario Health Institute	
Cross	Donna	Professor	Edith Cowan University University of Technology Sydney	
De Souza	Daniel			

<b>Family Name</b>	<b>Given name</b>	<b>Position</b>	<b>Centre</b>	<b>University</b>
Dann	Stephen	Senior Lecturer		Australian National University Queensland University of Technology
Dann	Susan	Associate Professor		Macquarie University
De Meyrick De Souza	Julian Daniel	Lecturer	Department of Business	UTS Curtin University
Dickinson	Sonia	Dr, Lecturer		Waikato University
Kadirov	Djavlonbek		Waikato Management School	Waikato Management School University of Wollongong
Dolnicar	Sara	Director		
Donovan	Rob	Professor	Drug information clearing house Faculty of Business	Queensland University
Drennan Elliott	Judy Barry	Senior Lecturer		
Elliott	Greg	Professor of Management		Macquarie University University of Ballarat
Else	Dennis	Professor of OHS		The University of Melbourne
Ewing	Michael	Lecturer		University of South Australia
Faulkner	Margaret	Lecturer		
Fitzgerald	Justin		Division of administrative services Faculty of Business and Law	Queensland University
Fry	Marie-Louise	Lecturer		University of Newcastle
Ganeshasundaram	Raguragavan	Doctor		Edith Cowan University University of Adelaide
Gardner	Rebecca	Administrative Assistant		RMIT University
Geiselhart	Karin	Lecturer	Business Faculty Research & Higher Degrees Representative	Edith Cowan University Curtin University
Gerrans	Paul	Doctor		Curtin University
Goddard	Trevor			Curtin University
Gopalan	Gabriel	student		
Grace	Debra Ann	Senior Lecturer	Griffith Business School	Griffith University
Griffin	Deborah	Associate Lecturer		Griffith University

<b>Family Name</b>	<b>Given name</b>	<b>Position</b>	<b>Centre</b>	<b>University</b>
Gustavson	Royston	Lecturer	School of Management, Marketing and International Business	Australian National University
Haire	Joel	Lecturer	Faculty of Business and Enterprise	Swinburne University
Harries	Maria	Associate Professor	Social Work and Social Policy	University of Western Australia
Hall	John	Professor	Centre for Business Research	Deakin University
Hall	Danika V		Faculty of Health & Behavioural Sciences	University of Wollongong
Harker	Deborah	Senior Lecturer	Faculty of Business	University of the Sunshine Coast
Harris	Phil	Professor		University of Otago
Hartel	Charmine	Professor	Department of Management, Faculty of Business and Economics	Monash University
Henley	Nadine	Professor	Centre for Applied Social Marketing Research	Edith Cowan University
Hill	Railton	Senior Lecturer		Swinburne University
Hoang	Christina	Research Assistant		University of Wollongong
Hoek	Janet	Professor	Department of Marketing	Massey University, NZ
Holmes	Matthew			
Hughes	Andrew	Lecturer	School of Management, Marketing and International Business	the Australian National University
Hughes	Raechel	Lecturer	Division of Business, Law and Information Sciences	University of Canberra, Australia
Hume	Margee	Lecturer		Griffith University
Irvine	Helen	Lecturer		University of Wollongong

Family Name	Given name	Position	Centre	University
Iverson	Don	Professor	Faculty of Health and Behavioural Sciences	University of Wollongong Curtin
Jalleh	Geoffery	Associate Director		University of Technology
Johnson	Lester	Professor	Melbourne Business School	Melbourne University University Of Western Sydney
Johnston	Kim	Principal Advisor		
Jones	Sandra	Professor	Faculty of Health and Behavioural Sciences	University of Wollongong
Kennedy	Rachel	Associate Professor		University of South Australia
Knox	I			
Knox	Simon	UK		
Lamontagne	Anthony D.	Professor		The University of Melbourne
Larkin	Ingrid Kay	Associate Lecturer	Faculty of business	Queensland University
Lazarevski	Katie		Faculty of Commerce	University of Wollongong
Lings	Ian	Senior Lecturer		UTS
Maklan	Stan	UK		
McDonald	Catherine	Doctor, Senior lecturer		Queensland University
McDonald	Heath	Associate Professor	Faculty of Business and Law	Deakin University
Miller	Rowan*	Lecturer	Economics and business	The University of Sydney
Minahan	Stella	Research academic	Faculty of Business and Law	Deakin University
Mizerski	Richard (Dick?)		School of Economic and Finance	the University of Western Australia
Morris	Leanne	Lecturer	Business and Law	Deakin University
Neville	Benjamin			
Noble	Gary	Senior Lecturer	Faculty of commerce	University of Wollongong
O'Mahony	Barry	Senior Lecturer	Faculty of Business and Law	Victoria University
Oppenheim	Peter	Professor		Deakin University

<b>Family Name</b>	<b>Given name</b>	<b>Position</b>	<b>Centre</b>	<b>University</b>
Oppewal	Harman	Professor		Monash University Curtin University of Technology
Ouschan	Robyn	Lecturer		UTS University of Otago, New Zealand
Owen	Kate	Lecturer		Queensland University
Parackal	Mathew	Lecturer	Department of Marketing Faculty of business	
Patti Penman	Charles A	Head of School		Curtin University of Technology
Phau	Ian	Senior Lecturer	School of Marketing	
Polonsky	Michael	Professor		Griffith University
Pope	Nigel	Associate Professor	Marketing School of Business	University of Queensland, Ipswich
Previte	Josephine		Faculty of Business	University of the Sunshine Coast
Radbourne	Jennifer	Associate Professor	Faculty of Commerce	University of Wollongong
Randle	Melanie	student	Centre for Health and Behaviour & Communication	
Rees	Lyn	Research Associate	Research Business and Law	University of Wollongong Deakin University
Rentschler	Ruth	Associate Professor	Faculty of Business and Enterprise	Swinburne University Flinders University
Rex	Judith	Lecturer		
Richardson	Sue	Professor	Faculty of Business and Law	Victoria University Queensland University
Ringer	Allison	Lecturer		
Roan	Amanda	Lecturer		
Robbins	Jane	Senior Lecturer, Professor	School of Political and International Studies	Flinders University
Roobottom	Helen		Department of Marketing	Griffith University
Rossiter	John	Professor	Department of Marketing	University of Wollongong

<b>Family Name</b>	<b>Given name</b>	<b>Position</b>	<b>Centre</b>	<b>University</b>
Roberts	Michele		Faculty of Business and Law, Department of Communication Studies	Edith Cowan University
Rudd	Chris		Faculty of Health Sciences	University of Otago
Sawyer	Michael	Professor	Institute of Public Policy and Management	University of Adelaide
Sharp	Colin	Associate Professor	Faculty of Business and Law	Flinders University
Shaw	Robin	Professor	Centre for Developmental Health	Deakin University
Silburn	Sven	Director	School of Sport, Tourism and Hospitality Management	Curtin University of Technology
Smith	Aaron			La Trobe University
Stegemann	Nicole	Lecturer	School of Marketing	Western Sydney University
Stokes	Robyn Letitia	Lecturer	Faculty of business	Queensland University
Stukas	Art	Senior Lecturer		La Trobe University
Sullivan Mort	Gillian	Associate Professor		Griffith University
Sweeney	Jillian C	Associate Professor		University of Western Australia
Swerissen	Hal	Professor	Health Sciences School of Exercise & Nutrition Sciences	La Trobe University
Swinburn	Boyd	Professor	The Cancer Council New South Wales	Deakin University
Tang	Anita		department of health and age care	
Taylor	Jenny	Director		Curtin University of Technology
Shanka Thiry	Tekle E	Associate Lecturer	School of Marketing	University of Western Sydney
Thompson	Beverly	Lecturer	School of Marketing	

<b>Family Name</b>	<b>Given name</b>	<b>Position</b>	<b>Centre</b>	<b>University</b>
Walker	Rhett	Professor	Faculty of Law and Management	La Trobe University
Wangmann	June	Associate Professor	School of Education	University of Western Sydney
Weerawardena	Jay	Senior lecturer	Waikato Management School	The University of Queensland
Varey	Richard	Professor	Business, Economics, Finance and Marketing	The University of Waikato
Westberg	Kate	Senior Lecturer	Economics, Finance and Marketing	RMIT University
Westerbeek	H		Youth and health education	La Trobe University
Wierenga	Ani	Doctor	Management	Melbourne University
Williams	John			University of Otago
Winter	Matthew			Curtin University of Technology
Winzar	Hume	Senior Lecturer		Griffith University
Wood	Greg	Associate Professor	Faculty of Business and Law	Deakin University
Zubrick	Stephen	Doctor	Computing, Health and Science	Edith Cowan University

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