

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

UTS Business School, University
of Technology Sydney

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

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

1. Strategy Alignment

1.1 Advancing sustainable development, the common good, and quality education

Provide supporting context

UTS Business School's strategic priorities are deeply aligned with the Principles for Responsible Management Education, reflecting a commitment to advancing sustainable development, promoting the common good, and delivering inclusive, high-quality education. The School's vision to be a socially-committed business school focused on developing and sharing knowledge for an innovative, sustainable and prosperous economy in a fairer world, along with its strategic principles - inclusion, responsible leadership, innovation, public good, excellence and equality - guide all activities in the focus areas of quality education and supportive student experience, research with relevance, productive partnerships, sustainable operations, and engaged people.

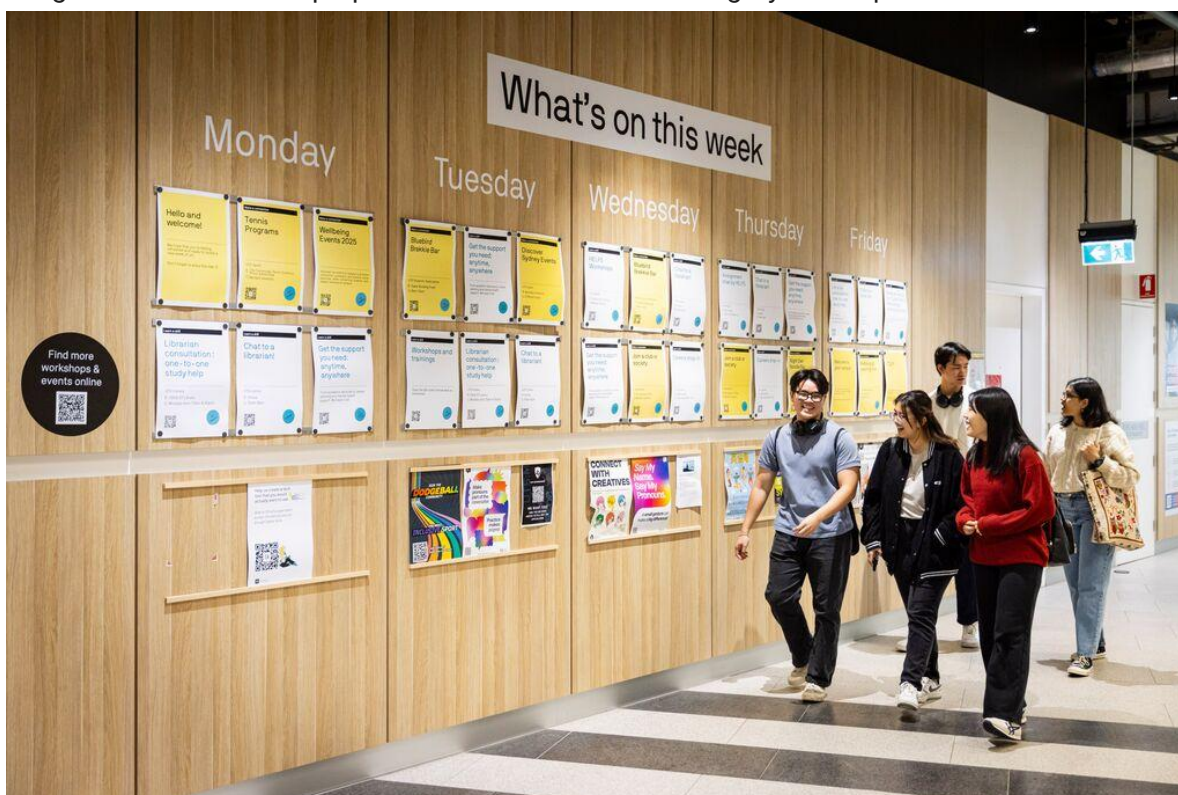
UTS Business School was recognised in The Financial Times' Responsible Business Education Awards 2024, acknowledging the School's global impact and commitment to public good across its teaching and learning, research and operations. The School was highly commended as Best Overall Business School Committed to a Responsible Ethos, recognising top-performing institutions demonstrating system-wide responsible business principles integrated throughout their teaching, research, operations and student outcomes - the only Australian university to be featured in the list.

The School integrates the UN Sustainable Development Goals into programs such as Bachelor of Management (Sustainability and Social Impact), and Master of Social Impact and Not-for-Profit Management, and courses such as Business Ethics and Sustainability, Business and Social Impact, AI-Integrated Sustainable Finance, Marketing for Social Good, and Economics of the Environment.

The School's commitment to advancing the common good is evidenced in many of its research activities and partnerships. A new research centre within the School was launched this year, Change for Good at UTS - a centre that aims to address complex health and social problems through transdisciplinary behaviour and social change research. The team adopts strategic, participatory and multi-level approaches to develop real-world behaviour and social change, from supporting Australia's adoption of electric vehicles to combating gambling harm.



The School is committed to transformative learning experiences, with a curriculum designed to foster experiential learning, industry engagement and future readiness. The School maintains rigorous Assurance of Learning processes, and its graduate attributes - intellectual rigour and innovative problem solving; communication and collaboration; social responsibility, economic justice and equality; professional and technological expertise; and working with and for Indigenous Australians - prepare students to lead with integrity and impact.





2. Graduates

2784

3. Degrees Offered

- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Bachelor of Business (B.Bus)
- Bachelor of Management
- Bachelor of Accounting
- Bachelor of Economics
- Master of Professional Accounting
- Master of Strategic Supply Chain Management
- Master of Human Resource Management
- Master of Finance
- Master of Marketing
- Master of Digital Marketing
- Master of Business Analytics
- Master of Social Impact and Not-for-Profit Management

- Master of Event Management
- Master of Management

4. Faculty & Staff at the University

4264

5. Student Enrollment at the University

51038

6. Total Student Enrollment at the Institution

10171

7. Undergraduate Student Enrollment at the Institution

7005

8. Graduate Student Enrollment at the Institution

3027

9. Doctoral Student Enrollment at the Institution

139

10. Undergraduate Degree Programmes

10.1 Bachelor of Economics

Degree Type

- Bachelor degree

Department

- Economics

Degree Programme Subject

- Economics

Director Full Name

Chris Bajada

10.2 Bachelor of Management**Degree Type**

- Bachelor degree

Department

- Management

Degree Programme Subject

- Management

Director Full Name

Meg Hibbins

10.3 Bachelor of Business**Degree Type**

- Bachelor degree

Department

- Business

Degree Programme Subject

- Business

Director Full Name

Anurag Hingorani

10.4 Bachelor of Accounting**Degree Type**

- Bachelor degree

Department

- Accounting

Degree Programme Subject

- Accounting

Director Full Name

Michelle Cook

11. Masters Degree Programmes

11.1 Master of Social Impact and Not-for-Profit Management

Degree Type

- Master degree

Department

- Management

Degree Programme Subject

- Social Impact

Director Full Name

Lewis Whales

11.2 Master of Strategic Supply Chain Management

Degree Type

- Master degree

Department

- Management

Degree Programme Subject

- Logistics and Supply Chain Management

Director Full Name

Maruf Hossan Chowdhury

11.3 Master of Management

Degree Type

- Master degree

Department

- Management

Degree Programme Subject

- Management

Director Full Name

Pavlina Jasovska

11.4 Master of Business Administration

Degree Type

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

Department

- Business Administration

Degree Programme Subject

- Business Management Administration

Director Full Name

Pavlina Jasovska

11.5 Master of Professional Accounting

Degree Type

- Master degree

Department

- Accounting

Degree Programme Subject

- Accounting

Director Full Name

Samir Ghannan

11.6 Master of Business Analytics

Degree Type

- Master degree

Department

- Business Analytics

Degree Programme Subject

- Business Data Analytics

Director Full Name

Matthew Grosse

11.7 Master of Marketing

Degree Type

- Master degree

Department

- Marketing

Degree Programme Subject

- Marketing

Director Full Name

Anna Sahgal

11.8 Master of Finance

Degree Type

- Master degree

Department

- Finance

Degree Programme Subject

- Finance

Director Full Name

Tiffany Hutcheson

11.9 Master of Human Resource Management**Degree Type**

- Master degree

Department

- Management

Degree Programme Subject

- Human Resource Management

Director Full Name

Andrew Heys

11.10 Master of Sport Management**Degree Type**

- Master degree

Department

- Management

Degree Programme Subject

- Sport Management

Director Full Name

Daryl Adair

11.11 Master of Event Management**Degree Type**

- Master degree

Department

- Management

Degree Programme Subject

- Event Management

Director Full Name

Associate Professor Katie Schlenker

12. Postgraduate Degree Programmes

12.1 Doctor of Philosophy (PhD) in Business, Accounting, Economics, Finance, Management or Marketing

Degree Type

- Doctor of Philosophy (Ph.D.)

Department

- Business

Degree Programme Subject

- Business

Director Full Name

Christina Nikitopoulos Sklibosios



Purpose

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

13. Letter of Commitment

13.1 UTS Business School - Letter from the Dean 2025

Upload or select a document

PRME 1 Purpose - Letter from the most
senior officer 2025 July

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

14. Define Purpose

UTS Business School defines the Purpose Principle in its vision is to be a socially-committed business school focused on developing and sharing knowledge for an innovative, sustainable, prosperous economy in a fairer world. We do this by leading education and research that enables businesses and organisations to contribute to the public good. We believe in an education that brings intellectual rigour and creative problem solving together with cultural awareness and social responsibility.



Values

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



15. RME Lead

- Centralized sustainability office
- Research or issue group, society, or club leading sustainability efforts
- Disciplinary efforts within business school
- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization

16. Define Values

We embed organisational responsibility and accountability to society and the planet at the heart of our operations. This reflects PRME's emphasis on global social responsibility and the UN Global Compact values, ensuring our teaching, research, and governance promote ethical, inclusive, and sustainable practices.

17. Celebrating Values

17.1 The Social Justice and Inclusion Committee newsletter

Provide supporting context

UTS Business School's Social Justice and Inclusion Committee regularly circulates a newsletter celebrating our values. The monthly email is distributed to all faculty staff and members of the broader UTS Business School community. It includes articles about recent research publications and projects linked to social justice and inclusion themes; upcoming events, such as relevant conferences, summits and symposia; practical approaches and tips for demonstrating inclusive behaviour and developing an inclusive classroom, such as using preferred names; opportunities for UTS social impact grants for researchers; opportunities for faculty to share with students about getting involved in community engagement programs; learning opportunities such as short courses about embedding the Indigenous graduate attribute into courses; and reminders about UTS policies and practices in place, such as the option for staff to take up to five days of social justice leave for volunteering with not-for-profit organisations that serve a social or public good.

17.2 Ethics, Sustainability and Social Justice Forum Series

Provide supporting context

All faculty, staff and the broader UTS Business School community are invited to lunchtime seminars as part of the Ethics, Sustainability and Social Justice Forum Series. The seminars are held during lunchtimes, and catering is supplied by local social enterprises, such as Parliament on King, a catering organisation that supports asylum seekers and refugees. Speakers for the series vary from visiting academics to PhD students. Topics have included:

- Why have rights to non-discrimination not delivered? Historical evidence on disabled people and labour markets from the United Kingdom, with Professor Lucy Delap, Professor of Modern British and Gender History at the University of Cambridge
- Reform and retrenchment in Myanmar, with Professor Sean Turnell, Australian economist and former economic policy advisor to Myanmar's Aung San Suu Kyi
- Navigating choice architecture: Ethical dimensions of nudging toward sustainable consumption, with UTS PhD student Nathan Moore

17.3 Hosting the Social Enterprise Festival

Provide supporting context

UTS Business School celebrates its values of inclusion, innovation, public good and responsible leadership by hosting the Social Enterprise Festival - a free, family-friendly event where people can learn more about social enterprises, get hands-on with a range of market stalls and workshops, and connect with like-minded individuals and organisations. The Social Enterprise Festival brings together social enterprises from across New South Wales and the Australian Capital Territory, including ethical goods and services, artisan products, talks, workshops and food and beverages. Attendees can hear from social enterprise leaders, experts and supporters discussing the state of play in the social enterprise movement and igniting critical discussions around the role of consumers and social enterprises in building a fairer economy and society.

17.4 Staff volunteering initiatives

Provide supporting context

UTS staff have the opportunity to take up to five days of paid leave each year to volunteer their time, skills and abilities to positively impact communities beyond our campus. The leave supports staff to undertake volunteering outside the scope of their formal role and responsibilities, and helps build rich and reciprocal relationships with the community.

The Business School's Social Justice and Inclusion Committee organised a volunteering activity at the nearby Glebe Youth Service (GYS), a not-for-profit charity supporting young people to reach their potential, achieve their goals and contribute positively to their community.

Staff spent the afternoon helping prepare vegetables and groceries for GYS's Food Circle Market Hub - a weekly market event where any member of the Glebe community can visit the GYS centre to pick up fruit, vegetables and other essentials for their household.



17.5 Behavioural Science for Diversity, Equity and Inclusion Conference

Provide supporting context

In 2024, the Centre for Behavioural Science and Policy Design and the UTS Behavioural Lab hosted the Behavioural Science for Diversity, Equity and Inclusion Conference. Speakers included Professor David Brown (UTS), Professor Jessica Pan (National University of Singapore), Dr Nadia Zainuddin (University of Wollongong), and Dr Karen Tindall (The Behavioural Insights Team), as well as blitz presentations by UTS Behavioural Lab members. UTS Business School envisions a future where our commitment to society drives the creation and sharing of knowledge that fosters innovation, sustainability, and prosperity in a fairer, more inclusive world.





Teach

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



18. Define Teach

Our curriculum and pedagogy are designed to integrate responsible management principles, preparing students to navigate complex societal challenges. Through our programs, we cultivate integrative thinkers who combine business acumen with social and environmental awareness.

19. Courses

19.1 Marketing Decision Making

Course code

24834

Department

- Marketing

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Designed to develop analytical and problem-solving skills
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)

My course touches on the following concepts:

- Consumer Behavior and Market Psychology
- Marketing Fundamentals and Decision Making

My course implements the following pedagogies:

- Active Learning

Course Description

This subject sharpens ability to understand marketing and make strategic decisions in a competitive environment. Students will explore research practices, marketing mix, strategies, and tactics for various organisations. Key areas include grasping marketing basics, customer insights, market information utilisation, strategy formulation, and integrating marketing with

other business areas. The focus is on cultivating critical thinking for marketing problem-solving, by formulating and implementing marketing plans to drive ethical and sustainable organisational growth.

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

In an era when artificial intelligence dominates headlines and technology drives much of the conversation, we are showcasing human strategic and creative thinking for marketing through industry guest speaker led real world scenario workshop. Further, students get offered a choice of working with a diverse network of community organisations to tackle pressing social and business challenges. These partnerships enable students to sharpen their analytical, strategic, and communication skills while delivering tangible value to the communities they serve. I am using multiple innovative strategies to prepare students for the current environment. Students are challenged and presented with real-world experiences that prepare them for the university environment as well as the global business world. My personal goal is to make sure the classroom is engaging and offers students something to do and prepare them for the real world. Relevant Sustainable Development Goals SDG 4 is not just about providing access to education—it's about providing quality education that empowers individuals to create a sustainable future. Quality Education plays a pivotal role, not only as a standalone target but also as a catalyst for achieving the other sustainability goals. Industry speakers and company projects are effective ways to enhance quality education by providing students with real-world insights and practical experience. Industry speakers bring valuable expertise, sharing the latest trends and innovations. Meanwhile, company projects allow students to work on live challenges, bridging the gap between academic knowledge and industry needs. Offering opportunities for choosing non-profit organizations for final project in my class is a powerful way to integrate real-world impact into education. By working with non-profits, students gain hands-on experience with social impact projects that align with sustainability and community development goals, directly contributing to the UN Sustainable Development Goals (SDGs). These collaborations equip students with relevant skills and help companies drive sustainable solutions, while also contributing to the achievement of the UN Sustainable Development Goals. Examples of non-profit organisations offered to students include 1) Box Head Plastics 2) The Tribal Warrior Aboriginal Corporation. Boxhead Plastics is an excellent case for students to apply their marketing skills in the context of sustainability and social impact. The project offers real-world experience in promoting a business that addresses both environmental and social challenges, helping students understand how marketing strategies can support both sustainability goals and community empowerment. By focusing on increasing brand awareness, targeted engagement, and sustainable business practices, Boxhead Plastics can expand its operations while positively impacting the community and environment. Boxhead Plastics aligns with several Sustainable Development Goals (SDGs) by focusing on recycling scrap plastic and empowering women from the justice system. The project supports SDG 12 (Responsible Consumption and Production) by reducing plastic waste and fostering a circular

economy. It also promotes SDG 5 (Gender Equality) by providing employment and skill development for marginalized women, and SDG 4 (Quality Education) by offering students hands-on experience in sustainable business practices and marketing. Students can develop targeted strategies to increase visibility, engage customers, and highlight the social and environmental impact of Boxhead Plastics, helping the organization scale its operations and enhance its community-driven mission. By combining marketing strategy with sustainability principles, students gain a deeper understanding of the circular economy and the importance of reducing waste and reusing materials. They also witness how sustainability can drive social change, as the organization empowers women from the justice system by providing employment and vocational training. Students learn about the challenges and opportunities of sustainable production. This reinforces the idea that sustainability is a multifaceted goal that requires both environmental and social considerations. Another project example is The Tribal Warrior Aboriginal Corporation's project to develop a strategic marketing plan aligns with several Sustainable Development Goals (SDGs) and provides an enriching learning opportunity for students in marketing. This initiative promotes authentic Aboriginal and Torres Strait Islander cultural experiences, supporting SDG 11 (Sustainable Cities and Communities) by fostering inclusive and sustainable tourism that respects local traditions and heritage. By focusing on cultural tourism, the project encourages economic growth (SDG 8) in the Redfern community, helping to create jobs, support local businesses, and generate income for the Aboriginal community. The project also contributes to SDG 4 (Quality Education) by providing students with real-world marketing experience while learning about cultural sustainability, community engagement, and inclusive tourism. Through market research, students will better understand visitor motivations and travel trends, enhancing their skills in data analysis and targeted marketing strategies. They will also gain insight into how collaboration with local tourism operators and cultural stakeholders can create sustainable tourism models that benefit both visitors and the community. This hands-on learning approach fosters a deeper understanding of how marketing can drive both economic sustainability and cultural preservation. By linking the project to sustainability and education, students will not only apply marketing theory but also gain the knowledge to advocate for ethical and sustainable tourism practices that benefit the local community, respect cultural heritage, and contribute to long-term socioeconomic well-being. - Subject coordinator, Anna Sahgal

Relevant SDGs addressed through the course



Images

24834 in class

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19.2 Diversity Management

Course code

21699

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Scaffolded to support learning progression throughout the course
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Diversity and Inclusion in Leadership
- Organizational Culture and Employee Engagement

My course implements the following pedagogies:

- Active Learning

Course Description

Understanding diversity and inclusion is not just a matter of political correctness; it is about fostering environments where every individual feels valued and respected. With workplaces becoming increasingly diverse, it is crucial to equip yourself with the knowledge and skills necessary to navigate this landscape effectively. In this subject, you will delve deep into the theories and practices underpinning diversity management, unravelling how they translate into real-world contexts. Immersive case studies, in areas such as disability, gender, sexuality, and race, and a micro-placement with a diversity-focused organisation, will prepare you to address complex diversity and inclusion challenges in future professional endeavours. By the subject's conclusion, you will emerge with a comprehensive grasp of diversity and inclusion dynamics within organisational settings and be well-prepared to confront discrimination and unconscious bias, championing inclusivity as a cornerstone of your professional journey.

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

In this subject I have created profound shifts in how students understand and engage with difference in professional contexts. By bringing in diversity management practitioners, I provide students with authentic exposure to lived experiences of diversity and inclusion challenges. My approach of using case studies that reflect real workplace scenarios, combined with assessment tasks that require students to critically examine their own strengths and biases and develop inclusive workplace strategies, has resulted in students reporting significant personal growth and increased confidence in navigating diversity in their future careers. The consistently high student feedback scores reflect not just satisfaction but genuine engagement with challenging content that pushes students beyond their comfort zones while providing them with practical tools for creating more inclusive workplaces. - Subject coordinator, Simone Faulkner

Relevant SDGs addressed through the course



19.3 Managing for Social Impact

Course code

21698

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Sustainable Leadership and Social Impact

- Stakeholder Management and Corporate Responsibility

My course implements the following pedagogies:

- Project-Based Learning (PjBL)
- Collaborative Learning
- Experiential Learning

Course Description

In today's world, businesses face complex social and environmental challenges. Success now depends on balancing economic goals with positive social outcomes. This subject explores how organisations can create sustainable value for society and the environment, and how managers can analyse, communicate and lead effective social impact. In this subject, you will undertake empirical research with a team, and interact with industry and community leaders, to understand the impact of businesses on social and environmental issues. As a result, you will develop strategies to solve an organisation's pressing challenges, in turn facilitating their sustainable operations and objectives for broader social impact. By the subject's conclusion, your managerial capabilities and technical skills will be enhanced through professional career development workshops supporting your entrance to professional practice in a specialised industry sector.

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

In this subject I am fundamentally changing how students see their role as future business leaders by connecting them directly with community organisations facing real challenges. In partnership with a community organisation, students move beyond theoretical understanding of social responsibility to become active contributors to positive change. The authentic work-integrated learning approach, where student teams develop actual solutions for organisations like those supported by UTS Shopfront, has resulted in 85% client satisfaction and tangible outcomes for community partners. Students consistently report in their reflective journals that this experience has shifted their career aspirations and understanding of business's role in society. The incorporation of industry networking sessions with professionals working in social impact provides students with mentorship opportunities and career pathways they might not otherwise have accessed. In addition, the integration of Indigenous Graduate Attribute content through my guest speakers has been particularly transformative, with students reflecting in their assignments about developing deeper understanding of First Nations perspectives and their own cultural assumptions. Recognition through the Top Teaching List for WIL & Industry Connection validates the effectiveness of this approach, but more importantly, student reflections demonstrate they are developing both professional competencies and a genuine commitment to using their business skills for social good, with many maintaining relationships with their community partners beyond the subject completion. - Subject coordinator, Simone Faulkner

Relevant SDGs addressed through the course



Images

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20240927_104258	View document Download document
SOTR Team	View document Download document

19.4 Management Skills

Course code

21440

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Developed with input from industry or real-world business scenarios
- Integrated with professional and career readiness skills

My course touches on the following concepts:

- Coaching and Mentoring for Leadership Development
- Diversity and Inclusion in Leadership
- Employee Motivation and Organizational Behavior

My course implements the following pedagogies:

- Project-Based Learning (PjBL)

Course Description

This course prepares you with the theoretical and practical tools needed for a successful career in management. We draw on theories such as positive psychology and positive organisational scholarship to create thriving, sustainable organisations that place a premium on employee wellbeing, optimal functioning and cultural inclusion. The subject has been designed around three themes (i) foundations of self-knowledge and understanding, (ii) managing the self at work, and (iii) managing thriving workplaces. Students interact with the subject through a variety of engaging learning techniques which emphasise active participation, collaboration and critical reflection. There is an emphasis on authentic, real-world experience with live case studies.

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

I help my students develop self-awareness by guiding them through a character strengths assessment, which encourages them to reflect on who they are and how they lead. This process not only builds confidence but also helps them envision how these strengths can be applied in their future careers as managers. The impact is deeply positive - students begin to understand the role of self-awareness in creating mentally healthy and wellbeing-focused workplaces. By exploring the positive aspects of their character, they're empowered to drive meaningful change, both in themselves and in the teams they'll one day lead. - Subject coordinator, Rosemary Sainty

Relevant SDGs addressed through the course



19.5 Business Ethics and Sustainability

Course code

21513

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Experiential Learning
- Problem-Based Learning (PBL)

Course Description

This course delves into the ethical dilemmas faced by modern organisations, focusing on business practices and sustainability. It discusses philosophical ethics and applies these to critique theory and practice. Emphasis is on enhancing students' ethical vocabulary and reasoning to inform professional conduct. Students will also learn frameworks to integrate and critically assess sustainability in organisational decision-making.

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

The impact on students is reflected in their ability to critically engage with ethical and sustainability challenges in business through the course. Students explore ethics and apply these frameworks to real-world dilemmas, enhancing their ethical reasoning and professional judgment. The subject equips students with tools to assess and integrate sustainability into organisational decision-making, aligning with the goals of SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), and SDG 16 (Peace, Justice and Strong Institutions). These global goals are embedded in the curriculum to foster responsible leadership and ethical governance. Through this learning, students are prepared to contribute to more equitable, transparent, and sustainable business practices.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21513 Business Ethics
and Sustainability

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Upload your reading materials

Reading List 21513 Business Ethics and
Sustainability

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19.6 Organisational Sustainability: Analysis and Practice

Course code

21832

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Designed to develop analytical and problem-solving skills
- Developed with input from industry or real-world business scenarios
- Encouraging of active learning and student engagement
- Oriented toward developing leadership, teamwork, and collaboration abilities

My course touches on the following concepts:

- Corporate Governance and Ethical Leadership
- Decision-Making and Problem-Solving Strategies
- Design Thinking and Innovation Management
- Executive Leadership and Strategic Thinking
- Sustainable Leadership and Social Impact
- Stakeholder Management and Corporate Responsibility

My course implements the following pedagogies:

- Experiential Learning
- Problem-Based Learning (PBL)
- Project-Based Learning (PjBL)
- Transformative Learning

Course Description

This subject offers a framework for evaluating how organisations are responding to social and ecological challenges and how they can better embed sustainability into business strategies and practices. You'll gain a systematic understanding of the interplay between business, society, and the environment. The subject will help equip you to 'be the change' in support of better social and ecological outcomes while turning sustainability challenges into business opportunities.

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

I support my students in exploring the sustainability imperative and the key drivers behind it. Through a combination of academic theory, real-world corporate practices, and an understanding of the evolving business landscape, they learn to critically analyse how leading organisations approach sustainability. This journey equips them with the expertise and confidence to challenge the status quo and contribute to meaningful change. I see the impact in how they begin to think systemically, ask deeper questions, and envision themselves as future leaders who can make a real difference in the world.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21832 Organisational
Sustainability

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Upload your reading materials

Reading List 21832 Organisational
Sustainability

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

19.7 Financial Literacy

Course code

25400

Department

- Finance

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Encouraging of active learning and student engagement

My course touches on the following concepts:

- ESG Investing and Sustainable Finance
- Cryptocurrency and Blockchain Finance
- FinTech Innovations and Digital Banking
- Capital Budgeting and Investment Strategies
- Investment Portfolio Management

My course implements the following pedagogies:

- Active Learning

Course Description

This subject equips students with a comprehensive suite of financial literacy skills and knowledge, with an emphasis on practical financial analysis skills and proficient use of Microsoft Excel for financial modelling. This empowers them to make informed personal and business financial decisions. Students have the opportunity to work with real financial data and engage with realistic case studies. They explore key financial concepts essential for business professionals, such as the time value of money, personal financial management, financing choices for investments, investment performance, and portfolio analysis. Students gain exposure to emerging trends in the field, such as fintech and sustainable investing, ensuring that they stay up-to-date with the latest developments in finance.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 25400 Financial Literacy View document  Download document 

Upload your reading materials

Reading List 25400 Financial Literacy View document  Download document 

19.8 Measuring Social Impact

Course code

21879

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Oriented toward developing leadership, teamwork, and collaboration abilities
- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Sustainable Leadership and Social Impact

My course implements the following pedagogies:

- Collaborative Learning
- Active Learning

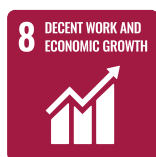
Course Description

This subject equips students with the tools to assess the social impact of corporate and not-for-profit organisations, comparing the effectiveness of methods like literature reviews, interviews, focus groups, surveys, and existing indices. Students will learn to refine social programs by creating a Theory of Change, compiling evidence portfolios, designing Program Logic, and formulating an Evaluation Plan.

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

Students learn about how organisations address various SDGs through targeted projects to achieve social impact. They then choose to focus on different organisations attempting to address issues connected to SDGs through Assessments 1, 2 and 3.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21879 Measuring Social
Impact

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

19.9 Advocacy and Social Change

Course code

21881

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Sustainable Leadership and Social Impact
- Decision-Making and Problem-Solving Strategies
- Advocacy Campaigns
- Collective Action and Social Change

My course implements the following pedagogies:

- Collaborative Learning
- Active Learning

Course Description

This subject explores the importance of strategic advocacy for non-profit management and social impact. Students will examine a variety of different advocacy campaigns within local and global contexts, across a variety of environmental, economic and social justice issues, including matters of importance to First Nations communities. The subject emphasizes key theories and practices that underpin collective action and social change, and how people and organisations work together towards broad social goals. Students will learn to identify, develop and critically assess a variety of advocacy strategies, tactics and communications that have been designed to influence institutional decision-makers across government, business and civil society.

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

Students learn about social change related to various SDGs in lectures and tutorials, and may choose to focus on particular areas for Assessments 1,2 and 3.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21881 Advocacy and
Social Change

View document  Download document 

19.10 Future of Work

Course code

21889

Department

- Human Resource Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Integrated with professional and career readiness skills
- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making
- Developed with input from industry or real-world business scenarios

My course touches on the following concepts:

- Ethical Considerations of the Future of Work
- Human Resources

My course implements the following pedagogies:

- Critical Pedagogy
- Problem-Based Learning (PBL)

Course Description

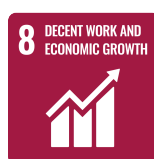
Future of Work considers the HR and management issues arising from new technologies and examines how these emerging technologies are driving rapid changes in where and how people work. You will consider the impact of artificial intelligence and automation on productivity and job security and how new modes of work, such as 'gig work', hybrid and remote work are disrupting traditional approaches to management. You will examine how mega trends such as globalization and climate change accelerate economic and social change and consider the human dimension of rapid change such as job loss or 'job obsolescence', job satisfaction and psychosocial risks such as loneliness and burnout. You will then evaluate the many different ways we may mitigate human and societal risk arising from rapid change. The subject

considers likely areas of future job loss, the sociology of human-technology interaction and emerging inter and intra personal issues such as work family conflict, skills loss and social isolation. Future of work competencies are considered as are the legal and ethical issues arising from new technologies such as surveillance and privacy. Tutorials entail experiential learning, group work and case-based learning.

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

The curriculum encourages critical engagement with the changing nature of work and society. Students explore the disruptive effects of AI and automation, particularly in relation to job obsolescence and redundancy. They examine how these forces disproportionately affect poorer countries, contributing to global inequalities. The health and well-being implications of new work modes - such as remote and hybrid teams - are taught and examined, alongside the diminishing human capacity for deep, focused work, especially in Week 6's module on 'Individuals in Transition'. Diversity and inclusion are explored in Module 2, with a focus on the impact of globalisation and human mobility, including the backlash against diversity and strategies for leading diverse teams. Macroeconomic shifts are addressed in the module 'Industries and Organisations in Transition', including the global move toward renewable energy. Module 9 provides an in-depth examination of new expectations around business sustainability reporting. Modules 4, 5, and 6 focus on economic and technological changes reshaping work and individual experiences, with meaningful work emerging as a central theme. Students debate the future effects of AI and automation on 'north-south' inequalities, identify job characteristics that predict obsolescence, and explore future-focused competencies and retraining strategies for at-risk workers. This comprehensive approach equips students not just to understand change, but to lead through it.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21889 Future of Work

View document

Download document

19.11 Diversity and Inclusion

Course code

21896

Department

- Management

The duration of my course is:

- 12 weeks

My course session format is:

- 2 one-and-a-half hour session

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Structured to encourage critical thinking and decision-making
- Tailored to diverse learning styles and accessibility needs

My course touches on the following concepts:

- Diversity and Inclusion in Leadership

My course implements the following pedagogies:

- Critical Pedagogy
- Active Learning

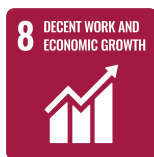
Course Description

This subject equips students with the critical tools to understand and apply diversity and inclusion principles in modern organisations. As demographics evolve and social landscapes shift, you'll learn to assess the impact of managerial practices on a diverse range of stakeholders. Students will scrutinise intersectional power dynamics encompassing gender, sexuality, race, class, age and disability, both within the workplace and in wider society, preparing them to navigate and influence inclusive organisational cultures.

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

This subject has a significant impact on students by deepening their understanding of diversity and inclusion through a range of case studies. These include issues related to gender, race, disability, LGBTQIA+, age, and class. Students examine how societal structures influence both workers and organisations, with particular attention given to access to education and its role in shaping opportunity. The modules encourage students to reflect on the responsibility businesses have in addressing diversity and inclusion. As part of their learning, students are tasked with designing and presenting an intervention aimed at improving an organisation's existing practices. This approach fosters critical thinking and equips students with practical strategies for leading inclusive change.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 21896 Diversity and
Inclusion

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

19.12 Game Theory and Decision Making

Course code

23715

Department

- Economics

The duration of my course is:

- 6 weeks

My course session format is:

- Weekly one-hour sessions plus a half day workshop

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Game Theory and Strategic Decision-Making

My course implements the following pedagogies:

- Case Method

Course Description

This subject equips students with an understanding of traditional game theory, enabling students to analyse and influence strategic interactions in various real-world scenarios. Students will develop critical skills in problem-solving and applying theoretical methods to practical case studies. Learning combines online resources, self-study and interactive seminars. Students engage with diverse materials, including lectures and articles, before

participating in weekly online sessions for review. Independent research complements provided content. In seminars, students will actively discuss and experiment with game theory concepts, receiving personalised feedback to enhance the learning experience.

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

Students engage with sustainability and social dilemmas through targeted modules and assessments. SDG 11 is taught and assessed, with students exploring the tension between individual rationality and socially desirable outcomes using simple game theory models such as the prisoner's dilemma. These discussions encourage students to consider strategies for increasing cooperation in real-world contexts. SDG 12 is also taught and assessed, focusing on instances of overproduction and resource depletion through frameworks like the tragedy of the commons and other social dilemmas. This helps students understand the systemic challenges of sustainable consumption and production. In support of SDG 6, students participate in an online experiment called the Cleaning Water Project, where they are actively tested on their understanding of water sustainability and collaborative problem-solving. These activities foster a deeper awareness of global sustainability goals and equip students with the analytical tools to address complex societal challenges.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 23715 Game Theory and Strategic Decision Making

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

19.13 Corporate Accounting

Course code

22754

Department

- Accounting

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- Financial Accounting and Reporting Standards

My course implements the following pedagogies:

- Active Learning

Course Description

This subject equips students with a comprehensive understanding of Australian financial accounting within a legal and institutional framework, focusing on how to account for investments in subsidiaries, associates and joint arrangements, alongside corporate disclosure practices like segment reporting and ESG reporting. Students will develop critical skills in interpreting and applying accounting standards, enhancing your analytical and problem-solving abilities in a corporate context. Learning combines lectures to introduce key concepts with active participation in discussions and problem-solving in small groups.

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

The impact on students is reflected in a subject that equips learners with a comprehensive understanding of Australian financial accounting within its legal and institutional framework. Students develop critical skills in interpreting and applying accounting standards, particularly in relation to investments in subsidiaries, associates, and joint arrangements. The subject also explores corporate disclosure practices, including segment reporting and ESG reporting, preparing students to navigate complex corporate environments. Learning is delivered through a combination of lectures and active participation in small-group discussions and problem-solving exercises, fostering analytical and collaborative capabilities. A key feature of the subject is its integration of current regulatory changes, particularly those concerning climate risk disclosures in sustainability reports. Students examine how climate risk is accounted for and reported, gaining insight into the evolving expectations placed on corporate entities in relation to environmental accountability. This approach ensures students are not only technically proficient but also attuned to the broader social and environmental responsibilities of corporate accounting, positioning them to contribute meaningfully to sustainable business practices.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 22754 Corporate
Accounting

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

19.14 AI-Integrated Sustainable Finance

Course code

25881

Department

- Finance

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills
- Structured to encourage critical thinking and decision-making

My course touches on the following concepts:

- ESG Investing and Sustainable Finance

My course implements the following pedagogies:

- Active Learning
- Collaborative Learning

Course Description

With the advent of climate change, health crises, and global pollution there is a global trend and need for responsible investing and sustainable finance practices. Artificial Intelligence (AI) has tremendous potential to accelerate and industrialise evidence-based, data-driven sustainable finance, ESG-related decision making, and climate risk management. Natural language processing (NLP) and spatial AI have become leading technologies in this area, as have simulations, digital twins, virtual worlds, and omniverse. Asset managers, asset owners, banks,

insurance companies, regulators, and central banks are increasingly applying ESG criteria as part of their analysis process to identify material risks and growth opportunities. Developments in AI and machine learning have led to the creation of a new type of ESG data that do not necessarily rely on information provided by companies. In this subject we review the use of AI in the ESG field: textual analysis to measure firms' incidents or verify the credibility of companies' concrete commitments, satellite and sensor data to analyse companies' environmental impact or estimate physical risk exposures, machine learning to fill missing corporate data (e.g., greenhouse gas emissions). We discuss potential challenges, in terms of transparency, manipulation risks and costs associated with these new data and tools.

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

In this course, students develop their ability to engage with global sustainability challenges. They analyse the use of artificial intelligence in ESG-related decision-making and climate risk management, equipping them with the skills needed to facilitate ESG compliance, enhance sustainable finance practices, and support effective climate risk management in the finance industry. Students evaluate and mitigate ethical risks associated with AI implementation in financial contexts, and critically reflect on ethical considerations and social responsibility in AI applications for finance.

Relevant SDGs addressed through the course



Upload your syllabus

Subject Information 25881 AI-Integrated
Sustainable Finance

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

19.15 Ethics and Governance in Finance

Course code

25858

Department

- Finance

The duration of my course is:

- 12 weeks

My course session format is:

- 1 three-hour sessions

My course learning outcomes are:

- Designed to develop analytical and problem-solving skills

My course touches on the following concepts:

- Governance for Finance and Investment Professionals
- Ethical Decision-Making

My course implements the following pedagogies:

- Active Learning
- Case Method
- Problem-Based Learning (PBL)
- Debate and Deliberation
- Reflective Assessments

Course Description

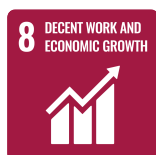
This course introduces key concepts of ethics and governance for finance and investment professionals, emphasising the importance of ethical conduct in maintaining public trust and investor confidence in capital markets. Students learn a framework for ethical decision-making, understand the structure of financial institutions and regulatory bodies upholding the Australian financial system, and gain an in-depth understanding of corporate governance, including the roles and responsibilities of directors and officeholders.

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

Ethical conduct by business leaders and finance professionals is essential for fostering public trust in the financial system. This trust, in turn, enhances investor confidence in capital markets, which is fundamental to ensuring that these markets operate efficiently and effectively. Governance encompasses the system of rules, practices, and processes by which institutions and organisations are directed and controlled. It also includes the mechanisms for holding these entities and their members accountable, thereby safeguarding the interests of stakeholders. This course provides a comprehensive introduction to the key concepts of ethics and governance specifically tailored for finance and investment professionals. It begins by establishing a general framework for ethical decision-making in business, equipping students with the tools to navigate complex moral dilemmas in a professional context. This subject then offers a detailed overview of the financial institutions and regulatory bodies that play a pivotal role in upholding the integrity of the Australian financial system. Furthermore, it delves into the principles of corporate governance, with a particular focus on the roles and responsibilities of directors and officeholders within a firm. A unique feature of this course is its use of practical industry cases on ethics and governance (one each week). These real-world scenarios form the foundation of class discussions, providing students with an opportunity to apply theoretical

concepts to actual situations faced by finance professionals. This hands-on approach not only enhances students' understanding of the material but also prepares them to deal with similar challenges in their future careers. By the end of the semester, students should have a nuanced understanding of the ethical and governance challenges faced by finance professionals and the strategies for addressing them effectively. - Subject coordinators Alessandro Spina, Gerhard Van de Venter, and Dave Michayluk

Relevant SDGs addressed through the course



20. Teaching Awards

20.1 UTS Student Experience Award

Award Granter

UTS Vice Chancellor

Award Grantee

Dr Rosemary Sainty

Description of Award

Dr Rosemary Sainty won the Student Experience Award for inspiring the work integrated learning experience of management students. "Great teaching is fundamental to a university's success, and our innovative and passionate learning and teaching community plays a vital role in delivering exceptional student experiences. Learning and teaching are human-centred practices, and I am proud of the calibre of teaching excellence demonstrated by colleagues across the university." - Vice-Chancellor Professor Andrew Parfitt

[Award link](#)

Provide supporting materials...

Rosemary Sainty VC Award 1

View document Download document

Rosemary Sainty VC Award 2

View document Download document

20.2 ACEN Case Study Finalist

Award Granter

Australian Collaborative Education Network (ACEN) - WIL Australia

Award Grantee

Dr Rosemary Sainty

Description of Award

ACEN Case Study Finalist 2024: The icare and UTS Business School WIL Partnership: Delivering Positive Social Impact for the Community of NSW.

[Award link](#)

20.3 Top Subject List

Award Granter

UTS Business School

Award Grantee

Dr Simone Faulkner

Description of Award

Work-Integrated-Learning and Industry Connection award for the capstone subject Managing for Social Impact

20.4 Top Subject List

Award Granter

UTS Business School

Award Grantee

Associate Professor Gerhard Hambusch

Description of Award

Work-Integrated-Learning and Industry Connection award for the subject Ethics for Financial Planning

20.5 Top Subject List

Award Granter

UTS Business School

Award Grantee

Linda Styles

Description of Award

Top undergraduate medium-sized subject for Ethics in Finance

21. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Faculty promotion and tenure consideration
- Institutional recognition events
- Pedagogical innovation grants

22. Barriers to Innovative Curriculum

- Assessment challenges
- Budgetary limitations
- Faculty resistance
- Learning curve for faculty
- Overloaded faculty
- Resource allocation challenges
- Scalability issues
- Time constraints

23. Barriers to Innovative Pedagogy

- Change resistance
- Classroom infrastructure limitations
- Faculty confidence gaps
- Faculty resistance
- Learning curve for faculty

- Overloaded faculty
- Time constraints

24. Fostering Innovation

A lot

25. Experiential Learning

A lot

26. Learning Mindset

To a great extent

27. Method of Teaching and Learning

In person



Research

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

28. Define Research

The vision of the UTS Business School is to be a socially committed business school focused on developing and sharing knowledge for an innovative, sustainable, and prosperous economy in a fairer world. This vision reflects a commitment to ensuring that business education and research go beyond profit-making to contribute to broader societal good. Research is directed towards creating knowledge that has real-world and social impact, and we share PRME's emphasis on responsibility and the importance of understanding people, systems, and institutions in order to shape a better future. We bring together expertise from across all business disciplines and draw insights from fields such as health, law, design, and technology. This interdisciplinary approach enables us to address complex challenges such as inequality, climate change, ageing populations, social inclusion, and digital transformation. The school's research centres and initiatives focus on these critical areas of need.

29. 2024 Publications

175

30. Research Barriers

- Collaboration challenges
- Funding challenges
- Research impact and application

31. 2024 Publications on Sustainable Development and/or RME

58

32. Research Funding

- Local
- Regional
- National
- International

33. Socializing Research

- Community organizations

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

34. Research Projects

34.1 The life journey of an average receipt

Who is involved in the project

- Faculty

Department

- Finance
- Management
- Centre for Climate Risk and Resilience

This research project covers:



Period covering

May, 2022 - February, 2023

Describe the research project

Would you like a receipt? Across the globe this phrase is heard daily, following each purchase no matter how big or small. This research project explores the environmental impact behind this question – comparing the immediate impacts of an average paper receipt versus a digital alternative.

The challenge

From 2019 to 2020 an estimated 10.656 billion receipts were printed in Australia – accounting for around 150,462 trees, 1.562 billion litres of water, 96,277 metric tonnes of carbon emissions and 104.746 million KWH energy use. Despite these alarming statistics, receipts continue to be utilised globally to facilitate, and provide record of, the payment systems that are foundational for a functioning economy and society. However, with the increasing digital nature of payment services, receipts are seeing a shift from the use of paper-based materials (such as thermal paper) to digital services. This study is the first to explore the critical gap between thermal paper pollution and environmental health; outlining the positive and negative social, ecological and economic impacts to quantify the immediate effects of an average digital vs paper receipt.

Solution

In partnership with Slyp, an Australian digital receipt provider, and with support from the Innovation Connections Funding scheme, UTS Business School researchers conducted a mixed method study. To understand the social and ecological impact of payment systems and sustainable supply chains, an academic and grey literature review was undertaken. This was supported by supply chain mapping for both paper and digital receipts – gaining validation through expert and stakeholder interviews.

Putting theories into practice, the team conducted input-output analysis and scenarios, as well as a [world first] microcosm experiment to determine the interactive impacts of thermal receipts at their end of life (disposal in ecosystems). In this experiment the team sampled four ecosystems: freshwater aquatic, oceanic, bushland, and landfill. For the final component, the team conducted a consumer survey on point-of-sale and post-consumer preferences for digital and paper receipts.

Outcome and impact

The research identified that digital receipts - as against paper receipts - has substantially less environmental impact in terms of resource consumption and carbon emissions. Further, the project findings revealed great difficulty in accessing data and information about the ecological impacts in the paper receipt supply chain. The research has potential for regulatory impact – supporting more transparency within the supply chain, and an ability to inform business procurement about thermal paper roll decisions. In addition, the certification of imported thermal paper could be mandated to include product content labelling and the disclosure of GHG emissions in the supply chain.

Overall, the research found a system in transition that is best conceptualised as a hybrid of digital and paper receipting services. The receipting service system would be improved if circular solutions were in place to close the loop on waste (e-waste and paper); eliminate the toxicity of paper receipts; and improve eco-efficiencies across all processes.

[Additional materials](#)

34.2 Helping small and medium size businesses decarbonise

Who is involved in the project

- Faculty

Department

- Management
- Centre for Climate Risk and Resilience

This research project covers:



Period covering

January, 2022 - January, 2026

Describe the research project

UTS, in partnership with Unilever, Foodbuy, Scotpac, Origin Zero, ASBFEO, John Holland and AI Group are embarking on an interdisciplinary project to help Australia's small and medium size businesses decarbonise.

This is a critically important initiative as all businesses need to take responsibility for their role in generating the climate and planetary health crises. We need to mobilise the whole system towards achieving our nation's net zero goals, therefore, urgent and immediate collaborative action by governments, industry associations and business and community leaders is required to decarbonise the economy and regenerate Country and planetary health.

The decarbonisation of supply chains is proving to not only be inherently complex, but costly and challenging for small and medium size businesses.

We fully appreciate that for SMEs to decarbonise can be challenging as they are ultimately time and resource poor, presenting major barriers as to how we can best incentivise and support them to decarbonise and fully disclose their emissions which we know, in turn, will essentially help large organisations with their transition to scope 3. While we know that SMEs can pivot

faster due to their innovative capacity and operation scale, they experience unique pressures that hinder their decarbonisation journey, ultimately impacting entire supply chains. We know that hindrances may include:

- resource-constrained (i.e., not in a position to afford consultants or outsourced evaluation and reporting) and time-poor
- unable to access capital and finance to trial and bring to market new products, services
- protocols, contracts, procurement agreements, product specifications that do not incentivise decarbonisation, climate adaptation, etc.
- pressures to respond to volatile risks (e.g., floods, inflation, covid, supply chain disruptions, labour shortage) and operational and commercial viability (e.g., skills deficits, wage pressure, fuel prices, investment allocated to upgrades).

We have developed a SME Decarbonisation survey to help UTS and large organisations understand what we, as a collective, can do to break down the barriers such as cost, time, priorities, and short-term pressures and help small and medium size businesses decarbonise by providing accessible, affordable and easy-to-use tools, as well as incentives, and encouraging the implementation of decarbonisation strategies.

We aim to achieve this by identifying, mapping and segmenting all the critical user categories (start-ups, small and medium size businesses) based on sectors to identify generic decarbonisation and climate positive strategies, then mapping and categorising the available tools and resources currently in the market for assessing and improving sustainability and climate action goals.

[Additional materials](#)

34.3 Assessing the impact of climate policy commitments on global financial markets

Who is involved in the project

- Faculty

Department

- Finance
- Centre for Climate Risk and Resilience

This research project covers:



Period covering

December, 2019 - December, 2025

Describe the research project

As more countries commit to net zero, climate policies are reshaping global financial markets. Our research explores how one nation's climate action can ripple across borders—helping policymakers and investors navigate the economic risks of the low-carbon transition.

The challenge

As the effects of climate change have become increasingly severe, more countries have pledged to reach net zero. This means they aim to balance the greenhouse gases they produce with the amount they remove from the atmosphere. To do this, governments are introducing policies that shift energy systems away from fossil fuels and towards clean sources like solar. These changes influence where money flows in the economy, shaping investment decisions across different sectors and countries.

Our research looks at how a net zero policy in one country can affect financial markets elsewhere, even around the world. We want to support policymakers by providing better insights into the economic costs of climate action. At the same time, our work helps investors understand and manage the financial risks linked to climate change and the transition to a low-carbon economy.

Solution

In this study, we focused on country ETFs traded on the US stock market. A country ETF is an investment fund that holds a mix of assets from one specific country, including the largest companies listed on that country's stock exchange. These funds reflect how that country's stock market is performing. We chose to study ETFs rather than individual stocks because they offer broader insights, are cheaper to trade, and can be bought and sold more easily.

We analysed nine different country ETFs, along with a global ETF, around the time when the US, UK and China made announcements about their net zero commitments. Our research showed that when one country commits to net zero, it sends a strong signal to global markets that the world is moving towards a cleaner future and that governments are serious about taking climate action.

This matters because financial markets are interconnected. A net zero pledge in one country can influence investor decisions in others. Our findings suggest that markets respond positively to these commitments, as they reduce uncertainty around future climate policies and help investors make more informed choices.

The results highlight that every country has a part to play in the shift to a low-carbon future. Rather than waiting for others to act, countries should take the lead. The global market rewards this leadership, and it can accelerate the world's progress towards net zero.

Outcome and impact

Our research helps explain how markets react to climate policies, especially the risks and costs involved when countries shift to cleaner economies. This is known as transition risk, and it is important for policymakers who want to understand how their climate decisions might affect financial markets. It is also valuable for investors who need to assess how climate action in one country could influence returns and risks across global markets.

Our research shows that when countries make clear net zero announcements, markets around the world tend to move together. This tells us that investors are paying attention to these signals. When climate policies are made more certain, investors respond positively. It shows that markets understand the challenges of climate change and are already factoring climate risks into how they value investments. Clear commitments to net zero help reduce uncertainty and support investors in managing those risks.

[Additional materials](#)

34.4 Achieving net-zero goals for corporations: Developing an evidence-based decision-making and benchmarking tool

Who is involved in the project

- Faculty

Department

- Finance
- Centre for Climate Risk and Resilience

This research project covers:



Period covering

December, 2022 - December, 2024

Describe the research project

Australia has established mandatory climate-related financial disclosure standards for companies to align with major international developments. This research supports the development of an innovative decision-making tool to promote the achievement of science-based targets and net-zero goals.

The challenge

Corporations worldwide are under increasing pressure to align with climate targets and mitigate financial risks associated with climate change. Publicly listed companies in particular face growing regulatory and investor scrutiny regarding climate-related risks, including physical threats (e.g., extreme weather events) and transition risks (e.g., policy changes, market shifts). Despite international momentum – such as the UK mandating Task Force on Climate-related Financial Disclosures (TCFD) reporting in 2022 – Australia only recently mandated reporting, and many Australian companies still struggle with assessing, benchmarking and reporting their climate actions in line with best practices.

The lack of standardised tools to measure corporate climate risk exposure and assess alignment with net-zero commitments presents a critical gap. Without evidence-based decision-making tools, corporate leaders and executives face challenges in balancing financial imperatives with climate resilience goals. This challenge is compounded by data accessibility issues, inconsistencies in climate risk reporting and the complexity of aligning with science-based targets.

Solution

To address this gap, the Centre for Climate Risk and Resilience collaborates with key stakeholders to develop practical solutions. As part of a multi-institution ARC Linkage Grant, the Centre works alongside external partners, including the Australian Accounting Standards Board (AASB) and the Auditing and Assurance Standards Board (AUASB). The work of the Centre is also supported by UTS' Strategic Research Accelerator program, with current work providing a structured framework for corporations to:

- Assess their alignment with science-based targets and net-zero pathways, and
- Benchmark their climate actions against TCFD recommendations and evolving regulatory standards.

The research approach combined multiple methodologies to ensure robust outcomes:

- Literature Review and Secondary Data Analysis: Synthesising best-practice climate risk assessments and corporate disclosure trends.
- Machine Learning and Text Mining: Developing a climate risk index by analysing sustainability reports from ASX-listed companies.
- Benchmarking and Scenario Analysis: Mapping corporate climate actions against projected decarbonisation pathways.
- Stakeholder Engagement: Consulting a range of stakeholders to refine the tool's functionality.

Outcome and impact

Our work highlights significant gaps in corporate climate risk disclosures and demonstrates a need for enhanced reporting standards. Moreover, the research underscores the challenges companies face in accessing reliable data on climate risk impacts.

Our work helps our partners to

- Identify areas of improvement in climate-related financial disclosures.
- Strengthen strategic decision-making by incorporating climate risk data.
- Align corporate reporting with evolving global standards to ensure compliance with potential future regulations.

The centre also offers targeted courses for training opportunities.

[Additional materials](#)

34.5 Australian consumers at the heart of the EV transition

Who is involved in the project

- Faculty
- PhD students

Department

- Marketing
- Change for Good at UTS

This research project covers:



Period covering

September, 2024 - May, 2026

Describe the research project

This \$332,453 project funded as part of the RACE for 2030 Collaborative Research Centre (CRC) and co-funded by industry partners AusGrid, Schneider Electric, WA Government Department of Energy, Mines, Industry Regulation and Safety, and NSW Department of Climate Change, Energy, the Environment and Water aims to understand current EV and non-EV mobility behaviours, and likely barriers and enablers to EV adoption among Australian householders. Australia is lagging in the transition to a clean transportation system, particularly in electric vehicle (EV) adoption, due to unclear policy direction over the past decade. However, recent targets for emissions reductions by 2030 and 2050 have prompted action. The Australian Government has responded by developing the National Electric Vehicle Strategy and new emissions standards to boost EV uptake, alongside initiatives like the Electric Car Discount and the Driving the Nation Fund, which aims to establish a national EV charging network.

Despite these efforts, it's unclear how residential consumers will engage with EVs regarding purchase, charging, maintenance, and energy management during the transition to net zero. Most existing research focuses on the US and Europe and tends to overlook social justice issues. There is a significant gap in understanding the lived experiences of Australian consumers and the psychological, socio-economic, cultural, and structural factors influencing their perceptions and behaviours toward EVs. As the Australian Government commits to EVs and net-zero energy futures, it's essential to gain insights into creating an equitable transition that considers diverse socio-economic and cultural backgrounds. Moreover, there is a need for knowledge on effective policies, technologies, and behaviour change strategies to ensure a successful and inclusive shift to EVs in Australia.

This 18-month project focusing on undertaking research to help put Australian consumers at the heart of the EV transition, and consists of three iterative stages:

Stage 1: **Narrative Interviews and visual ethnography with householders**

Stage 2: **Quantitative research: National consumer questionnaire survey**

Stage 3: **Co-design of recommendations** to support Australian householders in a successful, equitable and inclusive transition to EVs.

Team

[Professor Ross Gordon](#), UTS, Lead Chief Investigator

[Professor Rebekah Russell-Bennett](#), University of Canberra, Chief Investigator

[Dr Theresa Harada](#), UTS, Chief Investigator

[Associate Professor Adrian Camilleri](#), UTS, Chief Investigator

[Nathan Moore](#), UTS, Research Assistant

[Nodoka Nakamichi](#), Climate-KIC Australia @ UTS Institute for Sustainable Futures

[Additional materials](#)

34.6 Gari Yala 2

Who is involved in the project

- Faculty

Department

- Indigenous Leadership and Engagement
- Centre for Indigenous People and Work

This research project covers:



Period covering

November, 2023 - December, 2024

Describe the research project

At the forefront of advancing First Nations workplace inclusion, Professor Nareen Young, Associate Dean of Indigenous Leadership and Engagement at UTS Business School, is leading a pivotal research initiative that seeks to illuminate the lived experiences of First Nations Australians in professional environments. This project aims to identify the systemic changes needed to foster workplaces that are genuinely free from racism, discrimination, and bias.

Building on the impact of the original Gari Yala report released in 2020 - which exposed widespread racism and a lack of cultural safety in Australian workplaces - the second iteration of the report is scheduled for release in 2025. The term "Gari Yala," meaning "speak the truth" in the Wiradjuri language, continues to serve as a powerful foundation for this work.

Funded by the NAB Foundation, the research is a collaborative effort between the UTS Jumbunna Institute for Indigenous Education and Research, UTS Business School, and Diversity Council Australia (DCA). The study will be guided by an Indigenous Expert Panel and will employ Indigenous research methodologies to ensure authenticity and cultural integrity.

The research team includes Professor Nareen Young, Jumbunna researcher Josh Gilbert, and Dr Olivia Evans, an Indigenous Postdoctoral Research Fellow at the Australian National University. Together they will explore the Indigenous wages gap and the psychosocial impacts of racism, and examine cultural/colonial load while tracking the impact of intersectional considerations.

DCA will support the survey of over 1,000 workers across Australia, amplifying First Nations voices in the national conversation about employment. The research is particularly timely in the wake of the 2023 referendum result and recent findings from DCA that indicate worsening workplace discrimination against First Nations people.

The second Gari Yala report promises to be a landmark contribution to the ongoing journey toward reconciliation and equity in the workplace, and will provide a crucial contribution to the national conversation around employment for Indigenous people.

[Additional materials](#)

35. Research Awards

35.1 Top Downloaded Paper Award

Award Granter

Wiley

Award Grantee

Professor Martina Linnenluecke

Description of Award

Wiley's Top Downloaded Paper Award for 'Circular economy and resilience: A research agenda' in Business Strategy and the Environment

35.2 Best Paper in Track

Award Granter

Asia-Pacific Association of Consumer Research Conference

Award Grantee

Dr Kaye Chan

Description of Award

The Asia-Pacific Association of Consumer Research Conference's Best Paper in Track award for 'The impact of environmental turbulence on consumer purchase behaviour'

35.3 Best Paper Award (ESG)

Award Granter

Southwestern Finance Association

Award Grantee

Dr Jonghyeon (Raphael) Park

Description of Award

The Southwestern Finance Association's Annual Meeting Best Paper Award (ESG) for 'CEO compensation and adverse shocks: Evidence from changes in environmental regulations'

35.4 Shinhan Securities Best Paper Award

Award Granter

Conference of the Asia-Pacific Association of Derivatives (APAD)

Award Grantee

Dr Jonghyeon (Raphael) Park

Description of Award

Conference of the Asia-Pacific Association of Derivatives (APAD) Shinhan Securities Best Paper Award for 'Environmental regulatory risks, firm pollution, and mutual funds' portfolio choices'

35.5 Best Paper Award

Award Granter

Korea Financial Investment Association (KOFIA) & Allied Korea Finance Associations Conference

Award Grantee

Dr Jonghyeon (Raphael) Park

Description of Award

Korea Financial Investment Association (KOFIA) & Allied Korea Finance Associations Conference Best Paper Award for 'CEO compensation and adverse shocks: Evidence from changes in environmental regulations'

35.6 Ivan Montiel Service Award

Award Granter

Organisations and the Natural Environment (ONE)

Award Grantee

Professor Martina Linnenluecke

Description of Award

The Academy of Management's Organizations and the Natural Environment (ONE) Ivan Montiel Service Award

35.7 Global Sustainable Supply Chain Management Award

Award Granter

Australian Conference on Industrial Engineering and Operations Management

Award Grantee

Associate Professor Sanjoy Paul

Description of Award

Australian Conference on Industrial Engineering and Operations Management's Global Sustainable Supply Chain Management Award

35.8 UTS Chancellor's Medal for Research Excellence

Award Granter

UTS

Award Grantee

Professor Simon Darcy

Description of Award

Professor Simon Darcy received the UTS Chancellor's Medal for Research Excellence recognising his longstanding research and advocacy in improving the lives of people with disability and other marginalised identities.

Provide supporting materials...

Professor Simon Darcy

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

36. Share Publications

36.1 The Cost of Domestic Violence to Women's Employment and Education

This is a

- Report

Authors

- Anne Summers AO PhD, Professor of Domestic and Family Violence, UTS Business School, University of Technology Sydney
- Thomas Shortridge, Domestic and Family Violence Policy and Research Project Manager, UTS Business School, University of Technology Sydney
- Kristen Sobeck, Research Fellow, Tax and Transfer Policy Institute, Australian National University

Date of publication

September, 2025

Abstract or Summary of Publication

Led by renowned feminist and journalist Dr Anne Summers AO, Professor of Domestic and Family Violence at the University of Technology Sydney, with support from the Paul Ramsay Foundation, the report quantifies for the first time the employment and educational impacts of domestic violence on Australian women. It reveals how domestic violence impedes women's employment, often forcing them out of the workforce altogether. In many cases they work fewer hours, for less pay, than employed women who have not experienced domestic violence.

This '**employment gap**' can be as large as 9.4 per cent: 72 per cent of women who have endured economic abuse in the past five years are in employment compared with 81.4 per cent of women who have not been subject to such abuse. Altogether over 60 per cent of women who currently endure domestic violence are in employment. In 2021-22 this amounted to more than 704,000 women aged 18 to 64 who had experienced partner violence, partner emotional abuse or partner economic abuse in the past five years. Many of these women face continuous pressure from their partners to quit their job or to at least reduce their hours. Such pressure is worse from former partners, with the 2021-2022 Personal Safety Survey showing that 451,000 women had a previous partner who controlled or tried to control them from working or earning money. Women still living with an abusive partner also experienced such pressure, with 30,700 reporting that their partner has controlled or tried to control them from working or earning money.

The report also found an '**education gap**'. Data from the Australian Longitudinal Study on Women's Health reveals that, for young women, by the time they are 27, there is a nearly 15 per cent difference in the rates of university degree attainment between victim-survivors and other women. The consequences of this are severe, with lifetime earnings likely to be as much as 41 per cent lower than a woman who has a degree. This sabotage of their study by a violent partner often creates feelings of depression, shame, and stress, which leads them to drop out. Both the employment gap and the education gap are severe setbacks to the enormous progress that women have been making in workforce participation and university attainment in recent decades.

The report details how large numbers of women have not joined the labour force, have reduced their working hours, or quit their jobs altogether – all because of domestic violence. As a result of domestic violence, women's individual progress, and the historical advancement of women, are both jeopardised. This has significant repercussions for Australia's economic and social progress.

Among the key findings from the report are:

- Domestic violence impacts women's long-term earnings, with significant declines in full-time employment often lasting at least five years.

- For young women, domestic violence reduces rates of full-time employment by 9.1 per cent.
- Domestic violence leads to a stark 9.7 per cent reduction in university degree attainment.
- Victim-survivors report significantly higher rates of financial distress, with 44 per cent unable to meet household expenses and 28 per cent seeking financial assistance from family or friends, compared to just 7 per cent of women who have not experienced violence.
- In 2021–22, women who experienced partner violence or abuse in the past five years had a 5.3 per cent lower employment rate compared to those who had not. For women who recently experienced economic abuse, the gap was even greater at 9.4 per cent.
- Nearly 35 per cent of women who were working when they experienced domestic violence took time off work, with an average of 31 days off following the abuse.

What would be the ideal impact of this research in the field and/or in society?

The report calls for targeted interventions, including:

- Expanding support for student [and not just staff as is currently the case] domestic violence victim-survivors at universities.
- Increasing awareness of the government's mandatory 10 days of paid domestic violence leave entitlements and minimising barriers to accessing this leave.
- Amending the Escaping Violence Payment to provide more direct cash support.
- Trialling embedding employment support services within women's refuges.
- Establishing a virtual resource hub to guide victim-survivors to financial assistance.

This research covers (Department):

- Employment and Workplace Relations

This research covers (SDGs):



Is this available through open access?

- Yes

[Publication link](#)



Partner

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

37. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- EFMD (European Foundation for Management Development)
- GRLI (Globally Responsible Leadership Initiative)
- Times Higher Education (THE)
- Quacquarelli Symonds (QS)

38. Define Partner

We actively collaborate with business, government, civil society, and academia to co-create solutions for responsible management. These partnerships reflect PRME's principle of engaging stakeholders to jointly address social and environmental challenges and promote accountability.

39. Student Partners

- Enactus
- 3P
- AIESEC
- Beta Alpha Psi

40. Partnerships

40.1 Globally Responsible Leadership Initiative (GRLI)

Period this affiliation covers

November, 2024 - November, 2025

This organization is a:

- Non-Profit

Purpose of work with this organization

- Thought Leadership and Knowledge Sharing
- Sustainability and Social Impact
- Responsible Leadership

Describe your work with this organization

In November 2024, UTS Business School became an Associate Partner of GRLI, the Globally Responsible Leadership Initiative. We are committed to co-leading the charge for global responsibility through our focus areas of quality education and supportive student experience, research with relevance, productive partnerships and sustainable operations.

- Through our undergraduate and postgraduate programs, we strive to educate domestic and international students to be career-ready, innovative, technologically savvy, and socially responsible.
- We strive to conduct high impact, socially and economically relevant research of internationally-recognised quality, particularly in the areas of climate risk and resilience, domestic and family violence impacts, and the aged care sector.
- We seek to further develop our productive partnerships with organisations that are committed to social justice and inclusion.
- We have an ongoing commitment to contribute to sustainable operations, through both major projects and daily activities.

UTS Business School's journey with GRLI has only just begun, but we are excited about the potential to contribute to GRLI's important work in driving alignment within the management education landscape. We look forward to the opportunity to engage more actively in the stewardship of business and management education.

40.2 EFMD (European Foundation for Management Development)

Period this affiliation covers

November, 2023 - November, 2026

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Sustainability and Social Impact
- Quality Assurance and Continuous Improvement

Describe your work with this organization

EFMD's mission is to act as a catalyst to promote and enhance excellence in management development globally, and its vision is to achieve positive societal impact through business schools. UTS Business School initially achieved EFMD's Quality Improvement System (EQUIS) accreditation in 2023. Upon initial accreditation, EFMD commended UTS Business School for

its remarkable and strong mission and vision to be a socially committed business school focused on developing and sharing knowledge for an innovative, sustainable and prosperous economy in a fairer world.

Since 2023, UTS Business School has worked with EFMD through its rigorous peer review process for the purposes of global quality recognition, strategic benchmarking across diverse contexts, and being part of a vibrant community of mutual learning. UTS Business School members have engaged with EQUIS conferences and seminars, and we look forward to hosting the EQUIS Peer Review Visit team for our next re-accreditation.

UTS Business School proudly upholds EQUIS Standard 9: Ethics, Responsibility and Sustainability by having a clear understanding of its role as a globally responsible citizen, and its contribution to ethics and sustainability in an increasingly global world. This understanding is deeply embedded in our mission, strategy, and activities.

40.3 Enactus UTS

Period this affiliation covers

August, 2017 - December, 2025

This organization is a:

- Student organization

Purpose of work with this organization

- Sustainability and Social Impact
- Entrepreneurship and Innovation Ecosystems

Describe your work with this organization

Enactus UTS is affiliated with the world's largest experiential learning platform dedicated to creating a better world while developing NextGen entrepreneurial leaders. The Enactus network of global business, academic and student leaders are unified by our vision; to create a better, more sustainable world.

As we are a part of a global Enactus network, every year we participate in several Enactus competitions:

- **Regional Showcases:** This round of the competition is less formal, and held with a few other universities within NSW. Enactus project teams are required to pitch their project ideas in front of several business/industry experts, from whom they will receive feedback on how to better prepare for nationals.

- **National Conference and Competition:** Competing against other universities throughout Australia, teams will present their project to a board of judges. These judges will decide on which universities have showcased sustainable and innovative projects, who will then become semi-finalists and finalists.
- **World Cup:** Held on an international level, only finalists from the nationals round of the competition will be able to represent Australia. Proceeding from nationals onto the Enactus World Cup involves partaking in workshops to better prepare for the final competition.

Through our student-led startups, we encompass innovative solutions to create social impact which embodies the UN's Sustainable Development Goals (SDGs). Each of our start-ups address at least one of the UN's 17 Sustainable Development Goals. An Enactus Project empowers people to improve their quality of life and standard of living. We strive to overcome economic, social and environmental issues to achieve substantive social impact.

40.4 AIESEC

Period this affiliation covers

August, 2021 - October, 2025

This organization is a:

- Student organization

Purpose of work with this organization

- Internships and Career Development

Describe your work with this organization

AIESEC, the world's largest youth-run organisation, stands at the forefront of empowering young people to develop leadership skills, foster cross-cultural understanding, and drive positive change on a global scale. AIESEC offers a dynamic platform for youth to explore their potential, engage in meaningful experiences, and contribute to shaping a more sustainable and inclusive world.

At its core, AIESEC is driven by a vision of peace and fulfillment of humankind's potential. Through the diverse range of programs, including international internships, leadership development conferences, and community engagement projects, AIESEC provides young people with the opportunity to step out of their comfort zones, broaden their horizons, and make a tangible impact in communities around the globe.

AIESEC's impact is felt across various spheres, from empowering individuals to take ownership of their personal and professional development to fostering collaboration and cultural exchange on a global scale. Through its values of leadership, impact, collaboration, and integrity, AIESEC strives to cultivate a generation of responsible leaders who are equipped to address the complex challenges facing our world today.

UTS students join AIESEC for:

1. **Leadership Development:** AIESEC provides opportunities to lead teams, manage projects, and develop essential leadership skills such as communication, problem-solving, and decision-making.
2. **Cross-Cultural Experiences:** Through AIESEC's international exchange programs, you can immerse yourself in different cultures, build global connections, and gain a deeper understanding of diverse perspectives.
3. **Personal Growth:** AIESEC offers a supportive environment for personal growth and self-discovery. You'll have the chance to challenge yourself, step out of your comfort zone, and discover your strengths and passions.
4. **Networking Opportunities:** AIESEC connects you with a diverse network of like-minded individuals, alumni, and partners from around the world. You'll have the chance to build valuable relationships, collaborate on projects, and expand your professional network.

By embracing diversity and promoting inclusivity, AIESEC creates spaces for dialogue, mutual understanding, and collaboration across borders, religions, and cultures. Through its network of passionate volunteers, alumni, and partners, AIESEC continues to inspire and empower young people to lead with purpose, drive positive change, and create a more sustainable future for all.

40.5 AACSB (Association to Advance Collegiate Schools of Business)

Period this affiliation covers

December, 2006 - April, 2028

This organization is a:

- Accreditation body

Purpose of work with this organization

- Accreditation and Assessment
- Thought Leadership and Knowledge Sharing

Describe your work with this organization

AACSB is the global standard-setting body for business education, strengthening the world's business schools through accreditation, thought leadership and transformative learning. With a mission is to elevate the quality and impact of business schools globally, and a vision to achieve positive societal impact through business schools, AACSB enacts its values of members first, inclusivity, global unity, excellence and curiosity.

UTS Business School first achieved AACSB accreditation in 2007, and continues to meet the high standards required in areas such as strategic management and innovation, learning and teaching, academic and professional engagement, and impactful intellectual contributions.

40.6 UTS and IBISWorld 3P Innovation & Entrepreneurship Program

Period this affiliation covers

December, 2012 - January, 2026

This organization is a:

- Student organization

Purpose of work with this organization

- Entrepreneurship and Innovation Ecosystems

Describe your work with this organization

The 3P (People, Planet, Profit) program supports creative and innovative business ideas, and participants a chance to win a share of \$25,000 in prize money. Participants are mentored by highly regarded industry experts who discuss start-up ideas and support the development of their 3Pitch.

Students are required to develop a new, innovative product/idea or service associated with the **3P (People, Planet, Profit)**. Teams learn to develop their ideas into a viable business case, submitting a 3Pitch for judging. The top five 3Pitches will be selected to pitch to a panel of experts to win a share of **\$25,000.00**. [Previous winners](#) include an on-demand hiring service for contractors, industrial lift, a digital textbook service, safer, fashionable and practical scooter attire, crowd sourced fashion website, an online art platform, thermoelectric generation devices and a home automation system.

The competition has been proudly supported by [IBISWorld](#) since 2013.

40.7 Beta Alpha Psi

Period this affiliation covers

December, 2010 - January, 2026

This organization is a:

- Student organization

Purpose of work with this organization

- Internships and Career Development
- Sustainability and Social Impact

Describe your work with this organization

Founded in 1919, Beta Alpha Psi is an honour organisation for accounting, finance and information systems students and professionals. There are over 300 chapters on college and university campuses with over 300,000 members initiated since Beta Alpha Psi's formation. Beta Alpha Psi originated from the United States, but soon expanded into the Oceania region with 6 active chapters around Australia and New Zealand.

Beta Alpha Psi is an internationally recognised honour organisation for high achieving accounting, finance and business analytics and digital technology students and professionals. With over 300 chapters worldwide, UTS Beta Alpha Psi is one of a select few chapters ranked 'superior' internationally. Its aims include;

- develop members into ethical, professional, and confident business leaders of the future.
- contribute to the wider community.

The UTS chapter was established in 2011 with the support of the Accounting Department. In 2017, the chapter was the first in the Oceania region to have won Project Run With It – a not for profit consulting competition in the US. Our chapter aims to provide UTS members with opportunities to develop professional and personal skills as well as develop social awareness through giving back initiatives.



Practice

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

41. Define Practice

Our internal governance and operations model responsible management by prioritising sustainability, equity, and excellence. This includes initiatives in sustainable operations and inclusive leadership, aligning with PRME's call for institutions to embody the values they teach.

42. RME Practices


- Accreditation body recommendation documents
- Buildings/real estate
- Carbon reduction or offset commitments
- Climate action plan
- Employee equity, diversity, inclusion
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)


43. RME Policies

43.1 UTS Sustainability Strategy

Upload or select a document

UTS Sustainability Strategy 2023-27


View document 


Download document 

43.2 UTS Equity Inclusion and Respect Policy

Upload or select a document

UTS Equity Inclusion Respect Policy

View document 

Download document 

43.3 UTS Climate Positive Plan

Upload or select a document

UTS Climate Positive Plan

View document  Download document 

44. Practice Awards

44.1 Highly Commended as Best Overall Business School Committed to a Responsible Ethos

Award Granter

FT Responsible Business Education Awards 2024

Award Grantee

UTS Business School

Description of Award

The prestigious FT Responsible Business Education Awards, now in their third year, recognise the contributions of publicly-minded institutions with a sustainability focus and willingness to address the pressing needs of society and the environment, and the researchers and teachers whose efforts are helping to recast business practices around the globe. UTS Business School was highly commended as Best Overall Business School Committed to a Responsible Ethos, recognising top-performing institutions demonstrating system-wide responsible business principles integrated throughout their teaching, research, operations and student outcomes, and the only Australian university to be featured in the list.

[Award link](#)



Share

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



45. Define Share

We foster a culture of transparency and collective learning by sharing our successes and challenges across the PRME network and within our institution. This supports PRME's emphasis on dialogue and peer learning to strengthen responsible management education globally.

46. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Student and staff volunteer programs
- Public events and panel discussions
- Partnerships with local organizations

47. Audiences

- Accreditation bodies
- Boards and advisory committees
- Faculty and staff
- Prospective and current students

SIGNATORY

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Website

<https://www.uts.edu.au/about/uts-business-school>