

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

UTS Business School, University
of Technology Sydney

October 2026

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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 UTS Business School, University of Technology Sydney, including key details and basic institutional data.

Strategy Alignment

Advancing sustainable development, promoting the common good, and delivering inclusive, high-quality education

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. Our mission, strategy and activities are strongly aligned with the Principles for Responsible Management Education (PRME), embedding responsible leadership, sustainability and societal impact across teaching, research and engagement.

The School's strategic principles of **Inclusion**, **Equality** and **Public Good** reflect PRME's commitment to developing graduates who contribute to a more inclusive, equitable and sustainable society. Through **Responsible Leadership**, the School fosters critical discussion on the role of business and technology in addressing contemporary social, environmental and economic challenges. Its focus on **Innovation** and evidence-based expertise supports the generation of knowledge that advances responsible management practice, while a commitment to **Excellence** ensures these values are integrated across education, research, industry collaboration and community engagement. Together, these principles position UTS Business School as a purpose-driven institution that prepares leaders to create sustainable value for business and society.

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 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.



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 in 2025, 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.

In 2026, two of the School's research centres - Change for Good and the Centre for Climate Risk and Resilience - worked collaboratively to launch a white paper on microplastics. This cross-disciplinary collaboration contributed to the Business School's efforts to glose the gap between knowledge and action, bringing together evidence-based research, education and advice to policymakers, business and community leaders.



Graduates & Enrollment

2025 Statistics	Number
Graduates	3159
Faculty & Staff at the University	3868
Faculty & Staff at the Institution	237
Student Enrollment at the University	53174
Student Enrollment at the Institution	10135
Undergraduate Attendance	7504
Masters-Level Postgraduate Attendance	2496
Doctoral Student Attendance	135

Degrees Offered

Bachelor Programs

- Bachelor of Business (B.Bus)
- Bachelor of Management
- Bachelor of Accounting
- Bachelor of Economics

Masters Programs

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

Doctoral Programs

- 🎓 Doctor of Philosophy (Ph.D.)



Purpose

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



Letter of Commitment



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

7 July 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that UTS Business School reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,

A handwritten signature in black ink, reading 'Sara Denize'.

Professor Sara Denize
Dean, UTS Business School

Definition of Purpose

Purpose at UTS Business School is to advance responsible management education that develops graduates, research and partnerships that contribute to the public good. Guided by our mission and social purpose, we seek to create knowledge and learning that support a sustainable, prosperous and fairer world for people, organisations and communities.



Values

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



How We Define Values

Values at UTS Business School centre on organisational responsibility and accountability to society and the planet. They guide how we educate, research, engage and operate, ensuring that ethical leadership, sustainability, inclusion, social justice and the public good are embedded throughout our culture and decision-making.

Who Champions Responsible Management Education at Our Institution

- ❖ 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

Values Voices

Australian Positive Organisational Scholarship Community of Practice

The Australian Positive Organisational Scholarship Community of Practice (POS CoP), founded by Dr Rosemary Sainty of UTS Business School and Dr Suzy Green of The Positivity Institute, supports UTS Business School's commitment to PRME and the UN Sustainable Development Goals of **Good Health and Well-being** and **Partnerships for the Goals**.

The Australian POS CoP came into being to support researchers, teachers and practitioners who are interested in fostering positive organisations. Academics inform the fields of Positive Psychology and Positive Organisational Scholarship (PP/POS) through formal theory, research and teaching. Practitioners inform academia – through a depth of insight gained from real-world practice, building a theory of practice. Together they form a community of practice.

The Australian POS CoP holds an annual event featuring leaders from academia and the field of practice. In 2025 the event theme was *Reflections on meaning and purpose*, and in 2026 the event theme is *Beyond individual wellbeing*.

Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

The Social Justice and Inclusion Committee newsletter

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.

Social Enterprise Festival

In collaboration with SECNA, the Social Enterprise Council of NSW & ACT, UTS Business School hosted the Social Enterprise Festival in August 2025. It was a free, family-friendly event for participants to learn more about social enterprises, get hands on with a range of market stalls and workshops, and connect with like-minded individuals and organisations. One of the keynote speakers at the event was the Business School's Professor Bronwen Dalton AM.

Ethics, Sustainability and Social Justice Forum Series

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.

Recent topics have included:

- *The Good Business School: Why management education matters more than ever in divided times*, with Professor Carl Rhodes
- *A Post-Capitalist Vision: History and religion in the politics of R.H. Tawney*, with Dr Jonathan Cornford



Teach

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



How We Define Teach

Teach at UTS Business School means equipping learners with the knowledge, skills and mindset to lead responsibly in a complex world. Through curriculum, pedagogy and experiential learning, we integrate sustainability, ethics, inclusion and social impact to prepare graduates to contribute to the public good and sustainable development.

Courses that support RME

UTS Business School, University of Technology Sydney reports 19 courses in 2025 that support responsible management education and sustainable development goals.

Management Skills | 21440

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.

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



Business Ethics and Sustainability | 21513

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.

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.

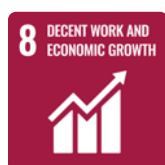
The subject equips students with tools to assess and integrate sustainability into organisational decision-making, aligning with the goals of SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), and SDG 16 (Peace, Justice and 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.



Measuring Social Impact | 21879

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.

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.





Advocacy and Social Change | 21881

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.

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.



Future of Work | 21889

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

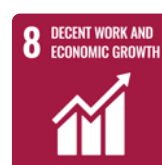
arising from rapid change. The subject considers likely areas of future job loss, the sociology of human-technology interaction and emerging inter and intra personal issues such as work family conflict, skills loss and social isolation. Future of work competencies are considered as are the legal and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

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.



Diversity and Inclusion | 21896

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.

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.



Corporate Accounting | 22754

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.

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.



AI-Integrated Sustainable Finance | 25881

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.

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.



Organisational Change for Good | 21965

This capstone subject brings together MBA students from diverse specialisations to collaboratively address real-world organisational challenges and opportunities through the lens of ethical, sustainable, and socially responsible business practices. You will work in interdisciplinary teams to research, design, and justify strategic proposals centred on a real-world professional experience project addressing change in organisations that creates a positive impact for social change.

The subject integrates critical thinking, stakeholder engagement, Indigenous perspectives, and global-local business contexts. You will engage with and consider perspectives from industry partners, community organisations, and Indigenous peoples to co-create solutions that reflect the UTS Business School's ethos of doing business for good.



Accounting, Business and Society | 22208

This subject equips you with an understanding of accounting from a preparer's perspective, focusing on the creation and use of financial accounting information. You will develop key skills in analysing business issues and making ethical business decisions that consider legal, social, and environmental factors. Your learning journey involves pre-class online content on Canvas, large interactive workshops and smaller collaborative tutorials. Skills attained will enable you to apply knowledge practically, solve problems, and communicate accounting concepts effectively to diverse audiences. Feedback is provided through including Canvas, peer interactions, and assessments.



Data Governance and Regulation | 22805

"In this subject, you will explore the principles and practices of data governance and regulation essential for modern business analytics. You will develop a comprehensive understanding of the legal, ethical, and regulatory frameworks that govern how organisations collect, use, and manage data. You will learn about critical areas including data privacy, security, quality, and ownership.

You will discover how to implement robust data governance policies and procedures to ensure compliance with key regulations such as the General Data Protection Regulation (GDPR) and the Australian Privacy Principles (APPs). You will also examine the ethical dimensions of data practices, developing frameworks to address issues of fairness and accountability in data-driven decision-making. Upon completion, you will be equipped to navigate the complex landscape of data governance and lead the implementation of responsible data practices within organisations."



Economic Inequality | 23510

"This subject will help you develop an understanding of the nature and causes of inequalities in wealth and income that characterise the world. You'll learn about global as well as local dimensions of inequality, and you'll explore the nature of disparities between various population sub-groups including indigenous peoples, and how these disparities change over time.

You'll learn to measure inequality, to differentiate between outcome and opportunity disparities, and to use economic theories in explaining these phenomena. Factors such as capital, labour, technological change, globalisation, education, financialisation and institutional structures will all become concepts at your disposal to analyse the drivers of inequality. Additionally, you'll assess government policies aimed at reducing inequality. Your learning combines online lectures, self-study and interactive tutorials, where you'll engage with case studies and group discussions to reinforce your knowledge."



Innovation and Entrepreneurship | 20105

This subject equips you with the competencies and skills necessary to understand, implement, and manage entrepreneurial innovation in a competitive global landscape. Beyond launching new businesses, entrepreneurship involves seeking opportunities, embracing risks, and tenaciously turning ideas into reality. You will explore the mindset and actions of successful entrepreneurs, gaining insights into the integrated concepts that have transformed modern business practices.



Applied Corporate Finance | 25557

This subject provides a practical introduction to the theory and practice of corporate finance. You will learn how to evaluate projects and make investment decisions, how to estimate a firm's cost of capital and determine its optimal capital structure, how to choose between buying and leasing long-term assets, and how to manage short-term assets like cash and inventory. You will also learn how firms distribute capital to shareholders via dividends and share repurchases, how they raise capital by issuing shares and taking on debt, as well as the ins and outs of mergers and acquisitions and corporate governance.



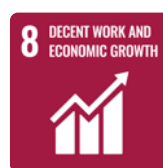
Human Resource Management (Capstone) | 21505

This capstone subject is the culmination of your HR major. You will work on a problem-based business innovation project with a real world client and develop solutions through the application of evidence-based HRM knowledge and practices. You will utilise transferable management skills including project management, presentation design, research methods, data analysis, report writing, and teamwork. In developing your solutions, you will also have an opportunity to consider notions of organisational sustainability, gain practical insights into the role HRM plays within organisations while also enhancing your professional skills.



Introduction to International Business | 21514

This subject addresses the macro-level factors such as political, economic, and cultural environments impacting international business operations and the strategies firms use to manage cross-border activities. It examines globalisation, political risks, sustainability, and ethics in international business. By applying theories to case studies, you'll gain a deep understanding of international business challenges and learn to devise effective management strategies.



People & Organisations | 21212

This subject explores how individuals operate within organisations, focusing on teamwork, leadership, motivation, organisational politics, and power dynamics. You will learn an appreciation of the importance of equity, diversity, and inclusion, and strategies for conflict resolution and effective communication with stakeholders. You will develop these skills as you self-manage your studies, work

in teams, develop resilience and a framework for how to manage and successfully work in various organisational settings.



Marketing for Social Good | 24762

This subject grounds you in marketing theories and strategies aimed at driving social good. You will engage in workshop discussions, applying marketing concepts to social justice, sustainability, health, education, gender equality, Indigenous contexts, and ethics. By the end, you will have a detailed understanding of the barriers, challenges and opportunities of marketing for social good.



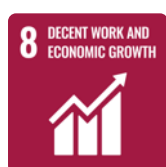
Managing for Social Impact | 21698

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.

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



Teaching Awards

In 2025, 1 award was given to faculty and educators at UTS Business School, University of Technology Sydney.



UTS Vice Chancellor's Learning and Teaching Award - Course Innovation and Enhancement

Granter: University of Technology Sydney

Grantee: Gerhard Van de Venter, David Michayluk, Hardy Hulley, Richard Ingold, Alexandra Sloane

Award Description:

2025 UTS Vice Chancellor's Learning and Teaching Award for Course Innovation and Enhancement - Virtue by design: a research-informed ethics transformation. The integration of ethics in Ethics & Governance in Finance and Applied Cases in Finance.

Educator Recognition

At UTS Business School, University of Technology Sydney, we recognize educators for quality of teaching in the following ways:

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

Teaching Voices

The following statement demonstrates ways in which educators at UTS Business School, University of Technology Sydney support sustainability and responsible management in their classrooms.

Advancing Decolonising Pedagogy through the PRME Community

Participation in the PRME Pedagogy Certification prompted critical engagement with decolonising pedagogy and led to the development of scholarship exploring the challenges of implementing decolonising approaches within contemporary universities.

What began as a discussion on PRME Commons evolved into conference presentations and publication opportunities for Dr Soroush Sepehr, demonstrating how engagement with the global PRME community can stimulate pedagogical innovation and scholarly impact at UTS Business School.

This work exemplifies:

- Critical reflection on curriculum design and teaching practice;
- The advancement of culturally responsive and inclusive learning approaches;
- Challenging dominant assumptions within management education;
- Engagement with decolonising pedagogies through the global PRME community; and
- Translation of pedagogical learning into scholarship and classroom practice.

Barriers to Innovative Curriculum

In 2025, UTS Business School, University of Technology Sydney identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Assessment challenges
- ❖ Budgetary limitations

- ❖ Scalability issues
- ❖ Time constraints
- ❖ Resource allocation challenges
- ❖ Overloaded faculty

Barriers to Innovative Pedagogy

In 2025, UTS Business School, University of Technology Sydney identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Change resistance
- ❖ Classroom infrastructure limitations
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ Learning curve for faculty
- ❖ Overloaded faculty
- ❖ Time constraints



Research

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

How We Define Research

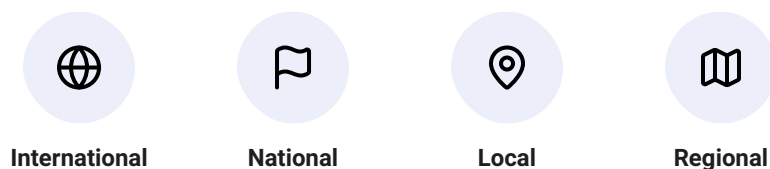
Research at UTS Business School means creating and applying knowledge that addresses significant economic, social and environmental challenges. Guided by our commitment to the public good, we undertake impactful, internationally relevant research that informs policy, shapes practice, advances sustainable development, and contributes to a fairer and more prosperous world.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, UTS Business School, University of Technology Sydney was awarded funding for research that is:



Socializing Research

In 2025, UTS Business School, University of Technology Sydney contributed research findings to:

- ❖ 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

Research Projects

In 2025, UTS Business School, University of Technology Sydney reported 6 research projects that implemented responsible or sustainable activities.

Australian consumers at the heart of the EV transition

Period Covering: September, 2024 - May, 2026

Department: Marketing | Change for Good at UTS

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



Helping small and medium size businesses decarbonise

Period Covering: January, 2022 - January, 2026

Department: Management | Centre for Climate Risk and Resilience

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.



Assessing the impact of climate policy commitments on global financial markets

Period Covering: January, 2020 - December, 2025

Department: Finance | Centre for Climate Risk and Resilience

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.



Business cycle and long-run implications of increasing heat stress

Period Covering: November, 2023 - November, 2025

Department: Economics

What do the increasing temperatures caused by climate change mean for businesses? This research explores the economic cost of heat stress and its impact on labour capacity – aiming to contribute to the design of the best working restriction schedules under heat stress.

The challenge

Amongst climate-induced challenges, heat stress poses a significant concern – affecting the health and productivity of workers in extreme weather conditions. Health authorities worldwide rely on the Wet-Bulb Global Temperature (WBGT) to regulate working hours, but scant literature explores the structural implications of heat stress through the labour capacity channel. In response, this research project sets out to assess and quantify the effects of WBGT on the Australian economy, going beyond its business cycle impact to uncover potential lasting scars.

Solution

To address this issue, the research will be undertaken across three stages. First; to construct a state-level quarterly WBGT time series for the Australian economy using climate model reanalysis data and station-level observational records. Next, the team will develop a structural multivariate time series model that allows estimation of the long-run and short-run responses of economic output to WBGT shocks of different sizes. Finally, the research will develop a theoretical general equilibrium model that features economic growth and supply-side hysteresis due to labour capacity loss and allows for welfare analysis.

Outcome and impact

The main beneficiaries of the project include policymakers at monetary, health and environmental authorities – with the development of a theoretical growth model for policymakers to accurately assess the economic costs of increasing heat stress due to climate change. The research aims to contribute to the design of the best working restriction schedules under heat stress while considering the labour capacity effect.



Microplastics: Preparing for Australia's next regulatory shift (white paper)

Period Covering: May, 2026 - May, 2029

Department: Centre for Climate Risk and Resilience | Change for Good at UTS

Australian businesses must prepare for the wave of consumer concern around microplastics pollution amid the global push for increased regulation, disclosure and change.

A [new white paper](#) released by experts at the UTS Business School highlights the risks posed to businesses if they ignore growing scientific evidence and consumer awareness around the dangers posed by microplastics.

"Microplastics are tiny plastic fragments, or synthetic polymers, that exist throughout supply chains and in the wider environment. They've been found in even the most remote places on Earth," said one of the white paper authors, [Professor Martina Linnenluecke](#) from the UTS Centre for Climate Risk and Resilience.

"Primary microplastics are purposely added to products such as paint, cosmetics or cleaning products such as handwash. Secondary microplastics result from the breakdown of plastics into the environment, such as a plastic bag breaking down in landfill."

All available evidence points to both types of microplastic being pervasive and persistent. Proof is emerging they're implicated in harm to human health and global ecosystems.

The white paper, [Microplastics: Preparing for Australia's Next Regulatory Shift](#), highlights evidence global plastic production now exceeds 450 million tonnes per year and could almost triple to 1.2 billion tonnes under a business-as-usual scenario.

However, the response will not only be regulatory. The paper argues microplastic pollution is also a behavioural challenge shaped by how products are designed, marketed, used, maintained and disposed of across supply chains and everyday life.

The European Union, some US states and South-East Asian countries have already introduced targeted restrictions.

“The white paper argues that microplastics are not only a technical or regulatory problem, but also a behavioural challenge shaped by how products are designed, marketed, used, maintained and disposed of across supply chains and everyday life,” said the other white paper author, Professor Ross Gordon of Change for Good at UTS.

“Many businesses are unaware of how far microplastics have infiltrated their supply chains. Fully one-third of the 33 handwash products we analysed available in Australian supermarkets contained either probable microplastics or synthetic polymers.

“The banning of single-use plastic bags is only the opening salvo as governments respond to mounting scientific evidence and community concern.”

Meaningful change will depend on businesses making lower-microplastic choices easier, more credible and more affordable, rather than relying on individuals to change behaviour and solve the problem on their own. The white paper highlights actions that businesses can take right now to proactively manage their risks around microplastics exposure. Increased monitoring and transparent reporting, circular business models, recycled-content products and materials innovation can build trust and generate efficiencies in the face of consumer concern.

Behaviour change strategies can support better product design, consumer use, maintenance and disposal practices.

“Businesses that communicate credibly about their microplastic footprints and align marketing practices with actual reduction commitments will be better placed to build durable brand equity,” said Professor Linnenluecke.

“Those that do not face mounting reputational and litigation risk as awareness deepens and disclosure expectations tighten.

“The question is not whether supply chains including plastics will change but how quickly, and who will lead it.”



Towards Indigenous Pay Parity: Understanding and creating Indigenous pay parity for Australian workplaces

Period Covering: January, 2024 - December, 2026

Department: Centre for Indigenous People and Work

This report provides an Indigenous led analysis of pay outcomes for Aboriginal and Torres Strait Islander workers across the Australian labour market. Drawing on linked Australian Tax Office and Census data, it offers robust, occupation level insights into where and why unequal pay persists for Aboriginal and Torres Strait Islander people.

Aboriginal and Torres Strait Islander people have long called for clear evidence on labour market inequality—including wage gaps—to inform policy, strengthen accountability, and support effective action.

This project responds to that need through a self-determined, Indigenous led analysis of available wage data. It contributes to a growing evidence base on Indigenous pay disparities, supporting further understanding and action. As an Indigenous led study, this work reflects a commitment to Indigenous data sovereignty, ensuring data about our people are interpreted by Indigenous Australians, for Indigenous Australians. In so doing, it helps avoid the harm and deficit narratives that can arise without Indigenous leadership and context.



Research Awards

In 2025, UTS Business School, University of Technology Sydney was awarded 3 research awards for responsibility- and/or sustainability-related research.

Best Paper Award

Granter: Conference on Sustainable Banking and Finance

Grantee: Associate Professor Vitali Alekseev

Award Description:

Best Paper Award at the 2025 Conference on Sustainable Banking and Finance - for public perception, identification, and market impact of ESG events.

Best Paper Award

Granter: University of Chittagong Marketing Conference

Grantee: Associate Professor Maruf Chowdhury

Award Description:

Best Paper Award at the 2025 University of Chittagong Marketing Conference for A study on supply chain sustainability risks and resilience strategies.

Top Cited and Downloaded Papers

Granter: British Journal of Management

Grantee: Professor Peter Fleming

Award Description:

Top Cited and Downloaded Papers in the 2025 British Journal of Management for 'ChatGPT Undermines Human Reflexivity, Scientific Responsibility and Responsible Management Research.'



Partner

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

How We Define Partner

Partner at UTS Business School means collaborating with industry, government, community organisations, alumni and global academic institutions to address societal challenges and advance sustainable development. Through purposeful partnerships, we co-create knowledge, enhance student learning, strengthen research impact and contribute to positive outcomes for business, society and the planet.

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Enactus
- ❖ 3P
- ❖ AIESEC
- ❖ Beta Alpha Psi

Partnerships

The following provides more details on 7 key partnerships at UTS Business School, University of Technology Sydney.

Globally Responsible Leadership Initiative (GRLI)

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.

EFMD (European Foundation for Management Development)

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.

Enactus UTS

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.

AIESEC

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.

AACSB (Association to Advance Collegiate Schools of Business)

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.

UTS and IBISWorld 3P Innovation & Entrepreneurship Program

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.

Beta Alpha Psi

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.

How We Define Practice

Practice at UTS Business School means embedding responsible management, sustainability and accountability into how we govern, operate and engage. Through our policies, culture, leadership and daily practices, we seek to model the values we teach and create positive social, environmental and organisational impact.

Institutional Policies and Practices

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

Policy Documents Related to RME and/or Sustainability

UTS Climate Positive Plan

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

UTS Sustainability Strategy 2023-27

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

UTS Equity Inclusion Respect Policy

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

Practice Awards

In 2025, UTS Business School, University of Technology Sydney received 3 awards for responsible and/or sustainable practices.

Sustainability Institution of the Year 2025

Granter: International Green Gown Awards

Grantee: University of Technology Sydney

Award Description:

Winner - Sustainability Institution of the Year for “UTS Making a Splash in Global Impact” highlighting UTS’s comprehensive integration of sustainability practices.

UniSuper Think Great Award 2025

Granter: Australian Financial Review Higher Education Awards

Grantee: Living Lab Northern Rivers

Award Description:

Born in the aftermath of the 2022 floods, Living Lab Northern Rivers was established in partnership with the University of Technology Sydney, Southern Cross University, and the NSW Reconstruction Authority. In less than three years, Living Lab Northern Rivers has staged exhibitions that turn technical planning into something everyone can engage with, convened dozens of public talks and workshops where flood-affected residents work side-by-side with urban planners and policy makers, and produced resources that are already helping households protect themselves against future disasters. In 2025, Professor Elizabeth Mossop joined UTS Business School as a Professor of Urban Resilience, where she leads research to advance innovative, community-focused approaches to climate adaptation and urban resilience.

Green Gown Award Winner - Student Engagement 2026

Granter: Green Gown Awards - EAUC

Grantee: Activate UTS Wellbeing Reps Program

Award Description:

The ActivateUTS Wellbeing Rep program is a collective of passionate UTS students who focus on the promotion of a safer UTS. Our general aim is to increase a culture of community safety, peer-to-peer support, and mental health literacy for and by UTS Students.

We work towards achieving this goal through events, activations, training programs and advocacy campaigns that focus on these key areas. Above all, this program is championed by our volunteers, known as the wellbeing reps; a network of visible student allies to promote mental health awareness and a sense of wellbeing from within the UTS student community. Using peer-to-peer support as a major tool in our mental health promotional efforts.

Top 3 learnings: Meet students where they are at, rather than waiting for them to come to you. Making your program easy to engage with doesn't reduce impact. Recognition is currency.

What it means to win: "We are proud to receive this recognition for the ActivateUTS Wellbeing Program. It affirms our commitment to student-led, peer-to-peer support models that prioritize wellbeing and connection for our students and strengthens our mission to center the student voice and foster a safe, supportive university community."

Judges' feedback: This application demonstrates effective student leadership in the sector, backed by

strong support from the institution. Amazing levels of engagement from the student body. Prolific number of events / activations particularly in a difficult area such as mental health. Compelling peer-to-peer support model, backed by strong evidence of positive culture supporting change and engagement, with clear metrics and national recognition through uptake by other universities.

Practice Voices

The following statement from stakeholders at UTS Business School, University of Technology Sydney demonstrates our commitment to sustainable and responsible practices.

From research to practice: Addressing microplastics in everyday operations

Following the release of the white paper *Microplastics: Preparing for Australia's Next Regulatory Shift*, developed jointly by the Centre for Climate Risk and Resilience and Change for Good at UTS, the Business School undertook a review of everyday operational practices to identify opportunities to reduce potential sources of microplastic pollution and demonstrate leadership through action. The white paper highlighted the importance of moving beyond awareness and taking practical steps to address emerging environmental risks associated with microplastics.

As a result, UTS Business School implemented two tangible changes. First, we eliminated disposable coffee cups from all office and visitor kitchenettes, reducing reliance on single-use products that contribute to microplastic ingestion, plastic waste and environmental pollution. Second, we initiated the replacement of hand soap products used throughout the building with alternatives that do not contain microplastics. In selecting a replacement, we have prioritised a supplier that is also a social enterprise, ensuring that the change delivers both environmental and social benefits. Together, these actions demonstrate how research generated within the School can inform and influence our own operational practices, translating evidence into meaningful sustainability outcomes.



Share

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



How We Define Share

Share at UTS Business School means openly sharing knowledge, experiences, achievements and lessons learned to advance responsible management education. Through reporting, collaboration and engagement with the PRME community and broader stakeholders, we contribute to collective learning and support progress towards a more sustainable and equitable future.

Engagement Opportunities

UTS Business School, University of Technology Sydney offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

UTS Business School, University of Technology Sydney communicates its policies and progress on sustainable development and responsibility with:

- ❖ 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>