

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

The Tasmanian School of  
Business and Economics

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## About the Principles for Responsible Management Education (PRME)

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

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



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

**Antonio Guterres**

Secretary-General (2017 - Present)

United Nations

”

## Principles of PRME



### Purpose

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



### Values

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



### Teach

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



### Research

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



### Partner

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



### Practice

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



### Share

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

## The Sustainable Development Goals (SDGs)

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





# Getting Started

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

# 1. Mission

## 1.1 TSBE Mission

### Subjects

- Accounting
- Business Administration
- Entrepreneurship
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Responsible Management Education
- Sustainable Development

### Provide supporting context

Following the recent restructure the [TSBE's Mission is to advance the well-being, economic and social development of the people of Tasmania and our communities and its mission is to lead research and learning in business and economics to benefit our local, regional and global communities.](#) We promote sustainable growth and are committed to sustainability at the core of all economic activity, in learning and teaching, in business, in government and in the provision of services.

# 2. Vision

## 2.1 TSBE Vision

### Subjects

- Business Administration
- Accounting
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Finance
- Hotel & Restaurant Management
- Human Resources

- Responsible Management Education
- Sustainable Development

### **Provide supporting context**

The TSBE's vision is to advance the well-being, economic and social development of the people of Tasmania and our communities.

## **3. Strategy**

### **3.1 TSBE Strategy**

#### **Subjects**

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Finance
- Hotel & Restaurant Management
- Human Resources
- Renewable Energy Management
- Sustainable Development

#### **Provide supporting context**

We promote sustainable growth and are committed to sustainability at the core of all economic activity, in learning and teaching, in business, in government and in the provision of services. The TSBE works alongside community, business and government partners to help decision-makers identify the risks and opportunities for regional organisations and markets, improve productivity and wellbeing in work and workplaces, and drive regional development that is economically, environmentally and socially sustainable. Our research supports productivity, sustainability and wellbeing in our regional and rural communities and economies, locally and globally. We focus on how to build resilience and sustainability in industries that are core to Tasmania's economy – resources and renewable energy, food and agribusiness, and health and social care – looking at cross-cutting issues of global and regional supply chains, consumer behaviour and corporate social responsibility, finance and taxation, housing and affordable housing, labour and retail markets.

We are building robust, place-based data strategies to capture information and input from Tasmanian individuals, households and organisations (businesses and not-for-profits) to foster a better understanding of the communities in which we live. Coupled with insights from the Tasmanian [Behavioural Lab](#) and our multidisciplinary modelling expertise, this data will support governments, organisations and individuals to make informed choices on how to build more sustainable regional futures.

Through the pursuit of the TSBE's mission and vision, we seek a culture that fosters resilience and acknowledge key challenges in modern working life. We are committed to addressing career-family balance, healthy lifestyle and psychological adjustment both inside and outside of an organisation, in teaching and in practice.

## 4. Strategy Alignment

### 4.1 TSBE Alignment

#### Subjects

- Accounting
- Business Administration
- Corporate Social Responsibility (CSR)
- Entrepreneurship
- Environmental Economics
- Hotel & Restaurant Management
- Finance
- Human Resources
- Sustainable Development
- Responsible Management Education

#### Provide supporting context

The Tasmanian School of Business and Economics (TSBE) articulates a strategic orientation that is aligned with the advancement of sustainable development, the common good, and the provision of high-quality education. This alignment is evident across its mission, curriculum, research agenda, and institutional partnerships. TSBE's mission—to advance the well-being, economic, and social development of Tasmania and its communities—serves as a foundational

commitment to place-based impact and global relevance. The TSBE operationalises this mission through a pedagogical and research framework that foregrounds sustainability, ethical business practice, and responsible management education (RME).

Curricular integration of RME is evident in both unit-level and program-level learning outcomes. Courses such as Accountability and Accounting and Managerial Social Responsibility explicitly address sustainability and ethical reasoning, while programs like the Graduate Certificate in Sustainable Business and the Undergraduate Certificate in Climate Accounting are designed to equip students with the competencies necessary to address contemporary environmental and social challenges. These offerings are further supported by a staged curriculum renewal process that incorporates ethics, responsibility, and sustainability (ERS) across disciplines, informed by global frameworks and tailored to local contexts. TSBE's research strategy reinforces its commitment to the common good and sustainable development. The School supports interdisciplinary and applied research that addresses complex societal challenges, including climate change, regional economic resilience, and social inclusion. Faculty and doctoral students engage in projects that span topics such as carbon literacy, sustainable leadership, and community well-being. These research activities are supported by internal seed funding and collaborative research clusters, fostering innovation and cross-disciplinary dialogue.

Institutional partnerships further exemplify TSBE's strategic alignment. Collaborations with organisations such as Sumday (a carbon accounting platform), Lids4Kids (a community recycling initiative), and the Tasmanian Chamber of Commerce and Industry (TCCI) facilitate knowledge exchange, community engagement, and curriculum co-design. These partnerships provide students with experiential learning opportunities and contribute to the development of sustainable practices within local industries. Finally, TSBE's operations reflect a commitment to responsible governance and institutional sustainability. The School aligns with the University of Tasmania's broader sustainability goals, including carbon neutrality and net-zero emissions targets. Policies addressing emissions reduction, water management, sustainable infrastructure, and inclusive practices are embedded within TSBE's governance framework, ensuring that sustainability is not only taught but enacted.

## 5. Graduates

2200

## 6. Degrees Offered

- Master of Business Administration (M.B.A.)
- Doctor of Philosophy (Ph.D.)
- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Technology (B.Tech.)
- Master of Engineering (M.Eng.)
- Master of Technology (M.Tech.)
- Master of Education (M.Ed.)
- Doctor of Business Administration (D.B.A.)

## 7. Faculty & Staff at the University

2957

## 8. Faculty & Staff at the Institution

120

## 9. Student Enrollment at the University

29000



# Purpose

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

## 10. Define Purpose

“Purpose” means advancing responsible management education to foster inclusive prosperity and thriving ecosystems. It reflects our mission to promote sustainable development, ethical business, and social well-being through teaching, research, and engagement aligned with UTAS’s broader sustainability goals and our place-based impact strategy.

## 11. Institutional Engagement

26% - 50%



# Values

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

## 12. RME Lead

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

## 13. Define Values

"Values" means placing organisational responsibility and accountability to society and the planet at the core of our work. It reflects our commitment to ethical conduct, sustainability, and integrity in teaching, research, and operations—guided by leadership, collaboration, and a culture of continuous improvement.

## 14. Student Awareness

26% - 50%

## 15. Student Engagement

76% - 100%



# Teach

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



## 16. Define Teach

At TSBE, “Teach” means transforming learning by embedding ethics, responsibility, and sustainability into curricula and pedagogy—equipping students with the knowledge, skills, and values to lead responsibly and contribute to sustainable, inclusive futures.

## 17. Courses

### 17.1 Managerial Social Responsibility

**Course code**

BMA250

**Department**

- Management

**The duration of my course is:**

- 12 weeks

**My course session format is:**

- 2-hour weekly workshops

**My course learning outcomes are:**

- Aligned with Bloom's Taxonomy (progressing from basic knowledge to higher-order thinking)
- Assessed through multiple formats (exams, projects, case studies, presentations, etc.)
- Clearly measurable with specific criteria for success
- 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
- Grounded in core business and management methodologies
- Incorporating feedback loops for continuous improvement
- Integrated with professional and career readiness skills
- Oriented toward developing leadership, teamwork, and collaboration abilities
- Scaffolded to support learning progression throughout the course
- Structured to encourage critical thinking and decision-making
- Supported by research-based teaching methodologies
- Tailored to diverse learning styles and accessibility needs

**My course touches on the following concepts:**

- Corporate Governance and Ethical Leadership

- Decision-Making and Problem-Solving Strategies
- Sustainable Leadership and Social Impact

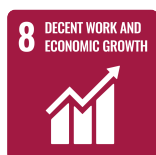
**My course implements the following pedagogies:**

- Active Learning
- Blended Learning
- Case Method
- Collaborative Learning
- Critical Pedagogy
- Flipped Classroom
- Learner-Centered Pedagogy
- Problem-Based Learning (PBL)
- Student-Centered Learning

**Course Description**

Sound and effective management and leadership require not only financial and technical expertise but also ethical competency. This unit provides a focus on ethical decision-making, and in particular introduces a series of frameworks for discerning what is right and wrong in important areas of business practice. Ethical competency is the ability to, a) perceive the ethical implications of a situation, b) engage in sound ethical reasoning, and c) develop sustainable problem-solving strategies.

**Relevant SDGs addressed through the course**



## 18. Educator Recognition

- Course evaluation scores
- Professional development opportunities
- Student-nominated teaching awards

## 19. Barriers to Innovative Curriculum

- Accreditation constraints
- Budgetary limitations
- Change fatigue

## 20. Barriers to Innovative Pedagogy

- Accreditation limitations
- Resource constraints

## 21. Fostering Innovation

A lot

## 22. Experiential Learning

A lot

## 23. Learning Mindset

To a great extent

## 24. Method of Teaching and Learning

Hybrid



# Research

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

## 25. Define Research

“Research” means generating knowledge that inspires responsible management practice—focusing on sustainability, ethics, and social impact. It involves interdisciplinary inquiry, community engagement, and evidence-based solutions to complex challenges, contributing to both academic advancement and the well-being of regional and global communities.

## 26. 2024 Publications

124

## 27. Research Barriers

- Data access and management
- Funding challenges
- Skills and expertise gaps
- Time constraints

## 28. 2024 Publications on Sustainable Development and/or RME

21

## 29. Research Funding

- Institution Specific
- National
- International
- Regional

## 30. Socializing Research

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



# Partner

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

## **31. Partners, Accreditation Bodies, Associations, etc.**

- AACSB (Association to Advance Collegiate Schools of Business)
- Financial Times

## **32. Define Partner**

“Partner” means collaborating with business, government, civil society, and academia to co-create responsible management education. These partnerships foster innovation, community engagement, and shared learning, enabling students and stakeholders to address real-world challenges through ethical, sustainable, and inclusive practices.

## **33. Student Partners**

- None



# Practice

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

## 34. Define Practice

“Practice” means applying responsible management principles within institutional governance and operations. It includes sustainability policies, equity and inclusion frameworks, and carbon neutrality goals, ensuring that the School models the ethical, environmental, and social standards it teaches and promotes.

## 35. RME Practices

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



# Share

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



## 36. Define Share

“Share” means openly communicating successes and challenges in responsible management education. Through collaboration, transparency, and public reporting, the School fosters collective learning, continuous improvement, and alignment with shared values across academic, industry, and community stakeholders.

## 37. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Open faculty and student meetings and town halls
- Public events and panel discussions

## 38. Transparency Barriers

- Data privacy regulations

## 39. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Prospective and current students
- Research and academic networks

SIGNATORY

# The Tasmanian School of Business and Economics

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## Website

<https://www.utas.edu.au/about/colleges-and-schools/business-and-economics>