

PRiME

*an initiative of the
United Nations Global Compact*



Sharing Information on Progress 2026

RMIT University: College of
Business and Law

September 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 RMIT University: College of Business and Law, including key details and basic institutional data.

Vision

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

Strategy

2023 CoBL 31 Strategy

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

RMIT Strategy Knowledge with Action

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

Strategy Alignment

RMIT's Strategic Path to Impact

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

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

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

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

Institutional History

Institutional History

RMIT University started its life as the Working Men's College on 7 June 1887. It adopted the motto "Perita manus, mens exulta" – a skilled hand, a cultivated mind – which continues to be used by the University today.

Since that time, RMIT has grown from a technical college in Melbourne providing education in the arts, technology and trades to working men and women, to become a global university of technology, design and enterprise offering postgraduate, undergraduate and vocational programs.

From the beginning, students and staff have been drawn to RMIT because of its strengths in teaching and research, its reputation for innovation, the talent of its academic leaders, and the strong industry links the University has forged over its long history.

What links RMIT's past to the future is the University's ongoing commitment to education and research that responds to industry and community needs. That tradition of relevant, industry-focused learning and teaching is unbroken as RMIT continues to create life-changing experiences for our students and prepare them for life and work.

Further history details are available here: <https://www.rmit.edu.au/about/our-heritage/history-of-rmit>

Graduates & Enrollment

2025 Statistics	Number
Graduates	7036
Faculty & Staff at the University	13310
Faculty & Staff at the Institution	1412
Student Enrollment at the University	104322

2025 Statistics	Number
Student Enrollment at the Institution	26617
Undergraduate Attendance	21067
Masters-Level Postgraduate Attendance	4514
Doctoral Student Attendance	308

Degrees Offered

Bachelor Programs

- ☒ Bachelor of Business (BBus)
- ☒ Bachelor of Business (Professional Practice)

Masters Programs

- ☒ Master of Business Administration (M.B.A.)
- ☒ Master of Business Information Technology
- ☒ Master of Commerce
- ☒ Master of Professional Accounting
- ☒ Master of Supply Chain and Logistics Management
- ☒ Master of Business (Economics, Finance and Marketing)
- ☒ Executive Master of Business Administration (EMBA)

Doctoral Programs

- ☒ Doctor of Philosophy (Ph.D.)
- ☒ Juris Doctor
- ☒ PhD (Supply Chain and Logistics)
- ☒ PhD (Economics, Finance and Marketing)

Undergraduate Degree Programmes

-  Bachelor of Accounting
-  Bachelor of Business (Majoring in Marketing)
-  Bachelor of Business (Majoring in Finance)
-  Bachelor of Business (Majoring in Global Business)
-  Bachelor of Business (Majoring in Logistics and Supply Chain)
-  Bachelor of Business (Majoring in Management and Change)
-  Bachelor of Business (Majoring in Economics)
-  Bachelor of Commerce

Masters Degree Programmes

-  Master of Marketing
-  Master of Commerce
-  Executive MBA

Postgraduate Degree Programmes

-  PhD (Law)
-  PhD (Management)
-  PhD (Business)
-  PhD (Business Information Systems)
-  PhD (Economics, Finance & Marketing)
-  PhD (Supply Chain & Logistics)
-  PhD (Accountancy)



Purpose

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

Letter of Commitment



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President

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Australia

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25 September 2026

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

Dear Sir/Madam

RE: Adoption Principles for Responsible Management Education

I am pleased to confirm that RMIT University 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, appearing to read 'C. Picker', is placed below the 'Sincerely yours,' text.

Professor Colin Picker
Deputy Vice-Chancellor (Business & Law) & Vice President
RMIT University

Continue telling your story

TBS_2025Report_FINAL.pdf (1)

View document  Download document 



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization

Student Voices

The following narrative demonstrates how RMIT University: College of Business and Law has influenced students' academic journey and personal growth.

Connecting with Google - Luke Tengstorm

Connecting with Google: Business student Luke Tengstorm believes that his WIL experiences at ME Bank, Whybin TBWA and Google helped him figure out his career path.

YouTube testimony: <https://www.youtube.com/watch?v=BNkLQiJBPgg>

Values Voices

In the Spotlight: Moh Farah

I am excited about the opportunity to design future-tech embedded courses within the College of Business and Law (CoBL) that prepare students for the realities of a digitally transformed workplace. CoBL's strategic direction emphasises digital innovation, applied learning, and industry collaboration – creating the perfect environment to integrate tools such as generative AI, immersive simulations and advanced digital platforms into learning and teaching.

I am particularly drawn to the College's strong work integrated learning (WIL) ethos, where industry engagement is not a single event, but a continuous thread woven across the student journey. The role's emphasis on scholarship of teaching and learning (SoTL) also resonates deeply with me, as it allows me to continuously refine my pedagogical practice while actively championing equity, sustainability and student empowerment. An education-focused role in this environment enables me to combine cutting-edge educational technology with curriculum design that is both future-oriented and impact-driven, ensuring graduates leave RMIT as adaptive, capable and socially responsible professionals.

My teaching philosophy is anchored in active, applied, authentic pedagogy, designing learning experiences that are immersive, practice-based and grounded in real-world challenges. I embed education technology, including generative AI, alongside a range of digital tools to personalise, scaffold and extend student learning. I also integrate Indigenous perspectives and the Sustainable Development Goals (SDGs) to ensure that learning is inclusive, globally relevant and socially impactful.

I'm eager to delve into research on curriculum innovation that strengthens student agency and connects learning to real-world outcomes. I am particularly interested in approaches that create a flexible, modular curriculum – this builds on my current engagement with the development of core courses in the Bachelor of Commerce and Bachelor of Business Professional Practice programs, as well as recent research examining assessment innovation and academic integrity in the age of AI.

I am also interested in how digital transformation and education technology can enhance collaboration, personalisation and authentic assessment at scale. My research aims to explore practical, evidence-based ways these tools and approaches can deepen engagement, support higher-order thinking and prepare graduates with the skills and mindsets needed to thrive in a rapidly changing world.

I am inspired by the Horizon 2 Education Plan, particularly its commitment to scaling our signature active, authentic, applied pedagogy across every program. The plan's focus on embedding industry-partnered learning, authentic assessment and future-tech tools ensures that learning remains relevant, adaptive and deeply connected to the needs of industry and society. This alignment of curriculum design with employability, purpose and social impact is exactly the type of forward-thinking education I want to help shape.

I am also excited the establishment of the Generative AI Lab for Education (GAILE) – the opportunity to co-create AI-enabled curriculum, design reusable authentic assessment objects and deliver transformative learning experiences speaks directly to my passion for integrating ed tech to enhance student engagement and success.

I am thrilled to work alongside colleagues and students to bring these ambitions to life in ways that feel human, inclusive and impactful. I see a future where every course I teach connects students with industry, challenges them to think critically about the role of technology in society and gives them the skills and confidence to lead change. That is the RMIT I want to be a part of building.

Celebrating Values

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

Supporting Indigenous Literacy

Each year, RMIT hosts a Great Book Swap to raise funds for the Indigenous Literacy Foundation – a community-led organisation dedicated to providing culturally relevant books and publishing translations in local languages for remote Aboriginal and Torres Strait Islander communities.

The event involves a donation drive for new or lightly used books, puzzles and games and then opening pop-up sale stalls where visitors can 'swap' their cash for something new to read or play. When asked about the importance of the event, the Vice-Chancellor Indigenous Education, said: "The Indigenous Literary Foundation has gifted books and literacy resources to Indigenous communities for over twenty years. The Great Book Swap is a fantastic opportunity for the RMIT community to support this very important work, which includes publishing books in Aboriginal languages."

While organised by the Library, this year's Book Swap was embraced by the whole University, with staff from all four Colleges and Ngarara Willim supporting the organisation and delivery of the sale stalls on each campus.

RMIT students explore innovation and sustainability on study tour in Spain

RMIT students from Australia and Singapore had valuable opportunities to connect with industry, academia and government partners in Madrid and Barcelona. The Business Beyond Borders Study Tour, facilitated by RMIT's academics and professionals and supported by The Spain-Australia Council Foundation (FCEA), provided students a 10-day immersive experience exploring sustainability, innovation and global business.

Learning about innovation from global industry and institutions. Throughout the study tour, students engaged directly with organisations at the forefront of digital transformation and entrepreneurship. In Madrid, they visited Wayra, Telefónica's open innovation hub, where Managing Director Paloma Castellano explained how startups and corporates are co-developing next-generation technologies. At Indra, María Ángeles Pérez Espinosa, Public Affairs Director, shared how digital transformation is being implemented across critical sectors like energy, public infrastructure and mobility. In Barcelona, students explored the Innovation District 22@, a hub of urban regeneration and knowledge-based industries. At Mobile World Capital, they learned how digital innovation is humanised to serve social and environmental needs, as well as how scientific research is translated into entrepreneurial solutions.

The study tour also included two hands-on workshops on entrepreneurship, artificial intelligence (AI) and responsible innovation in technology and policy, led by RMIT Entrepreneurial Program Lead Cindy Moncada and The Data Tank's Senior Research Lead Marta Poblet Balcell, respectively.

More detail: <https://www.rmit.edu.au/news/all-news/2025/jul/business-beyond-borders-study-tour>

RMIT at Midsumma Pride March 2025

RMIT staff, students and alumni celebrate diversity and inclusion and show their support for our LGBTIQ+ communities at the Midsumma Pride March on Sunday 2 February.

YouTube link - <https://youtu.be/Mx2iegyDteU?si=zw0S3UpuKA4c6DQE>

Celebrating Wear It Purple

Celebrating Wear It Purple 2025 – Bold voices, bright futures. RMIT are proud to celebrate **Wear It Purple Day 2025** – a national day (Friday 29 August) that champions the visibility, empowerment, and wellbeing of LGBTIQ+ youth. "Wear It Purple Day is a powerful reminder of the importance of visibility, voice, and belonging for our LGBTIQ+ community." Dene Cicci, Executive Director Students and Executive Sponsor, LGBTIQ+ Community.

This day invites our university community to stand together in support of young people, fostering a culture of respect, acceptance, and pride.

Introducing the Regenerative Futures Institute

The RMIT Regenerative Futures Institute (RFI) is set to become a pioneering force in advancing regenerative practices and sustainability innovation. Leveraging our strong interdisciplinary approach and community networks, the Institute will help address global environmental and social challenges through impactful interdisciplinary education, research and partnerships.

It will also equip RMIT students and adult learners with the required skills and knowledge to thrive in an evolving environment.

In addition to short courses for adult learners, an interdisciplinary minor in regenerative futures will be available for RMIT undergraduate students to study across a range of programs. Initially, this will include Industrial Design (Hons), Sustainability and Environment, Fashion Sustainability, Graphic Design, International Studies, Information Technology, Engineering (Environmental Engineering) (Honours), Business, Business Professional Practice, and Commerce. This innovative interdisciplinary approach to education has seen leading RMIT academics and experts (Regenerative Future Fellows) co-design the course offerings, giving learners multiple perspectives in regenerative knowledge.

Showcasing Responsible Practice

The recent Responsible Practice showcase was an opportunity to share projects and initiatives that have been developed across the University to improve our understanding of, and respect for, Aboriginal and Torres Strait Islander cultures and knowledge.

Speaking at the flagship event, Pro Vice-

Chancellor Indigenous Education, Research and Engagement, Professor Gary Thomas said he was heartened by the way staff had embraced Responsible Practice. "I've been very buoyed that across all of our different groups, even though we are such a big organisation, people have been really thoughtful and considerate and meaningful and intentional in their activities," he said.

Henry Purcell, Reconciliation Advisor in the College of Business and Law, is creating this engaging VR experience with the College's Multimedia and Digital Development team. A proud Narungga, Wotjobaluk and Barkinji man, Henry says the tool will enable University staff to experience culture and ways of learning in an immersive way.

"It's not only a learning tool for students and staff to develop cultural understanding – it's a conduit to have more important, complex conversations," he said. "How can we use these opportunities to have these really engaging conversations that do position non-Aboriginal people with a level of uncomfortableness? It's ok to feel uncomfortable because if you're feeling uncomfortable, you've done half the battle – you're engaged in this space."

Continue telling your story

RMIT Sustainability Week 2025

RMIT Sustainability Week 2025, held from 8-12 September and themed "Purpose in Action: People, Planet, Passion", demonstrated the university's holistic and community-driven approach to sustainability. Through a series of events, workshops and engagement activities, the week encouraged staff and students to connect sustainability with their everyday decisions and professional practice.

The event highlighted how sustainability is embedded within RMIT's operations, culture and strategic priorities. As noted by Seamus McCartney, Executive Director of Property Services Group, sustainability is not simply an annual celebration but an ongoing practice that influences how RMIT designs, builds and operates its campuses. The week also showcased significant institutional achievements reported in RMIT's 10th Sustainability Annual Report, including the establishment of the Regenerative Futures Institute, the expansion of Student Sustainability Ambassador initiatives, and continued progress in energy efficiency and circular economy programs.

A notable feature of Sustainability Week was its emphasis on shared responsibility and community participation. Student Sustainability Ambassador Sukanya Ashok Hole reflected on how individual actions, when combined, contribute to broader environmental and social impact. Her perspective reinforced the role of student leadership in advancing sustainability and fostering a culture of collective action across the university.

The program also connected participants with global sustainability challenges and solutions through keynote presentations, including a session by Esther Charlesworth, founder of Architects without Frontiers and a recognised leader in humanitarian architecture. Such engagements provided opportunities for critical dialogue on sustainable development and responsible leadership.

Overall, Sustainability Week 2025 reflected the values promoted by the United Nations Principles for Responsible Management Education (PRME) by encouraging awareness, collaboration, responsible leadership and practical action. The initiative demonstrated.

The RMIT Sustainability Annual Report 2025 - <https://www.rmit.edu.au/assets/au/en/about/our-values/sustainability/2025-sustainability-annual-report.pdf>

RMIT Sustainability Annual Report 2025

RMIT Sustainability Annual Report highlights a year of dedication and innovation in sustainability from our students and staff.

Sustainability is a key focus of our Knowledge with Action strategy (Action 3.1 Advance Sustainability) and an integral part of the way RMIT runs as a university. It documents progress and highlights key achievements as the University continues its journey as a leader in sustainability. It reflects our commitment to the UN Sustainable Development Goals and showcases the positive impact of our teaching and learning, research and operations on the environment, global and local economies, and society. This report aligns with the Core requirements of the Global Reporting Initiative sustainability reporting framework and demonstrates our commitment to the United Nations Global Compact.

Link to the report: <https://www.rmit.edu.au/assets/au/en/about/our-values/sustainability/2025-sustainability-annual-report.pdf>



Teach

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



Courses that support RME

RMIT University: College of Business and Law reports 17 courses in 2025 that support responsible management education and sustainable development goals.

Business Decision Making | BUSM2567

Advances in information technology have provided organisations access to vast amounts of data. A fundamental challenge facing organisations is how to best make use of this data. At the same time, business decisions are often undertaken with incomplete information or under conditions of uncertainty and ambiguity.

This multidisciplinary course will enable you to understand how data can be harnessed to inform managerial decision making. You will be shown how managers can identify, obtain and analyse both financial and non-financial data in order to make more informed business decisions. You will be introduced to data-driven decision making through the application and interpretation of analytical techniques and models in the context of real-world problems, as well as how the results of data analysis can be communicated effectively to facilitate organisational decision making.

You will then examine how a range of psychological, cognitive and social factors, including certain biases, can impact the decision making of business managers. Recognising the impact of these psychological factors and understanding the importance of being adaptable in your own thinking will support you in making informed business decisions wherever your career takes you.

This course incorporates the development of graduate skills for business professionals, including communication, problem solving and data analysis skills.

This course will also introduce and begin to embed practices relating to Business Graduate Folio, an e-portfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.



Understanding the Business Environment | BUSM2562

Business operates in a complex environment of internal, external, global and digital forces. Navigating this environment successfully ultimately determines businesses' economic, environmental, social and financial performance. This course provides a thorough and practical understanding of this environment enabling you, as future business leaders, to make sustainable decisions and manage the complexity involved. We will show you how companies and workers operate and navigate the

domestic and international business environment. We will also show you that this environment is affected by both domestic and international forces and help you to understand the role that government and institutions play in both facilitating and hindering business activity. We will introduce you to practical decision tools and empirical approaches to manage each of the environmental forces that businesses face. Our introduction to business environments and decision tools is applicable to all business disciplines (economics, finance, marketing, management, advertising, accounting, information systems) and useful for employment in any field. This course will also introduce and begin to embed practices relating to the Business Graduate Folio, an eportfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.



Integrated Perspectives on Business Problems | BUSM2577

This course examines the accelerating relationship between government, business, law and the not-for-profit sector to deliver social (including environmental) value in communities and the way in which this drives social innovation.

In this course, you are given the skills to start to develop the ability to investigate and analyse complex situations, innovate, problem solve, manage projects and communicate effectively, including foundational research skills.

The course covers fundamental concepts and key developments in what has become a complex social purpose eco-system. The course introduces an understanding of changes across what was formerly seen as a distinct social sector to examine the cross-sectoral social purpose developments that includes traditional organisational structures of Charities and Not For-Profits, Business and Government, but also new and emerging 'hybrid' structures and programs.

The course will further explore how social, economic and environmental problems embedded in society are being addressed through social innovation in business entrepreneurship, enterprises and cross-sector collaboration. It looks at why the traditional boundaries between government, business and the social sector have become blurred and fluid and what that means for the capacity to deliver new forms of social impact.

In this course, you learn through problem-based learning: solving an authentic business problem, including identifying an audience for their project, developing a project plan and considering solutions.

This is a Work Integrated Learning (WIL) Project course that integrates industry problem/s,

perspectives and feedback into the curriculum and provides you with authentic, real world learning experiences.

This course will also introduce and begin to embed practices relating to the Business Graduate Folio, an e-portfolio that is integrated throughout the Bachelor of Business curriculum and a requirement for the capstone close of the program.



Business in Society | BUSM2572

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



Business Graduate Folio | BUSM2582

This capstone course integrates the Bachelor of Business student learning journey for several interrelated purposes: reflecting and documenting on the graduate attributes and program learning outcomes; employability and career skills and professional competencies and lifelong learning. In this course you use an ePortfolio to reflect and provide evidence of learning to demonstrate personal accomplishments for personal development, career planning and progression after graduation. You will call on, and further develop, your industry and business networks, and be exposed to mentoring and advice from key industry partners (including career advisors, capability development professionals and proponents of lifelong learning). This is a blended Work Integrated Learning (WIL)

course that involves engagement with industry on the future of work and through networking. The course focuses on articulating your personal journey through the Bachelor of Business in terms that employers and potential business partners can engage with. This includes providing feedback and mentoring, as well as overseeing simulated WIL tasks in the form of an informational interview with relevant industry professionals. These tasks will be tailored to your individual journey through the Bachelor of Business learning.



Enterprise AI and Business Analytics | ISYS3468

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



Value-Driven Marketing | MKTG1511

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



Principles of the Economy | ECON1615

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



Responsible Leadership and Enterprise | BUSM2729

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



International Business in the Digital Era | BUSM2728

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



Digital Business Security and Risk Management | INTE1063

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



Financial Instruments and Technologies | BAFI3254

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



Business Law | LAW2442

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



Principles of Social Impact | BUSM2656

In this course, you will gain both breadth and depth of knowledge and understanding of the main principles, theories and concepts related to social impact and responsible business practice in the business context. You will be introduced to relevant theories from management and innovation, economics, marketing, finance, accounting, and law which allows a broad understanding of social impact in the business discipline. It takes specific disciplinary concepts, theories and principles, and helps you connect this back to the overarching stakeholder theory you have been introduced to in the Bachelor of Business foundation course Business and Society. It thereby provides a deepened foundational understanding of social impact and socially responsible business practice that allows you to successfully achieve learning outcomes in the core courses for the social impact major and minor. You will develop critical thinking skills allowing you to analyse and evaluate socially impactful and responsible business practice from different business disciplinary lenses. You will also gain conceptual thinking skills in this course, such that you will be able to connect the different disciplinary lenses back to an overarching theoretical understanding of social impact and responsible business practice. On successful completion of this course, you will be able to: CLO1: Analyse and question business practices utilising theories, concepts and principles of social impact from different business disciplines. CLO2: Understand how different concepts, theories and principles are connected to explain and drive socially impactful and responsible business practices. CLO3: Articulate and explain different business perspectives on social impact and responsible business practice. CLO4: Apply different disciplinary business theories, concepts and principles to assess the status of socially impactful and responsible business practices adopted by organisations world-wide.

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



Eco-Tourism and Sustainability Hospitality Management | BUSM4567

For this course, the sustainability of the global travel and tourism industry is examined through the lenses of certifying organisations, local destinations, and multinational stakeholders. We will examine the economic, sociocultural, and environmental effects of international tourism and hospitality establishments and understand the interconnectedness. The course is designed to help students understand the main principles and practices for sustainable tourism & hospitality development at the local, regional, national, and international level. You will be introduced to a series of tools to operate and manage tourism, hospitality services, and destinations with sustainability. Case studies will be used to highlight examples of sustainability practices from around the world. International standards and indicators of sustainable tourism practices will also be introduced.

Teaching Ecotourism and Sustainable Hospitality Management has encouraged students to look beyond tourism simply as an economic activity and think more critically about its environmental, social, and cultural impacts. Through practical activities, real-world examples, and discussions of sustainable travel and destination management, students are encouraged to connect sustainability concepts with their own decisions and behaviours. The aim is for students to leave the course not only understanding sustainable tourism, but also recognising how their choices—as travellers and future tourism and hospitality professionals—can contribute to more responsible tourism practices.



Facilities Management and Development | BUSM4570

This course will incorporate a WIL experience in which knowledge and skills are applied to a real or simulated work-based environment. This course will include an introduction to the issues and opportunities inherent to the development and planning of tourism and hospitality facilities. The second part of the course will cover the project development sequence; space planning for facilities Mgt and development. The course will also cover topics related to setting appropriate facilities requirements, understanding industry practice, and making properties decisions with respect to a balanced design, operational plan, and financial framework.

Students get a better understanding of how machines play a larger and autonomous role in ensuring that energy and water are distributed fairly across all facilities within a property, especially for water-heating, lighting, ventilation etc., in the tourism and hospitality sector.



Contemporary Issues in Digital Marketing | MKTG1507

Students will engage in work-integrated learning experiences to deepen their knowledge and understanding of digital marketing trends, challenges, and opportunities. The course will explore social media marketing, content marketing, search engine optimization, and data-driven marketing strategies. By working on real-world projects and case studies, you will develop practical skills, enhance your professional communication, and improve your problem-solving abilities. This hands-on approach will prepare you for a successful career in the ever-evolving field of digital marketing.

This capstone course transforms students into ethically conscious, industry-ready strategists by shifting their mindset toward "triple bottom line" sustainability and tech ethics. By acting as consultants for real-world brands, students eliminate post-graduation workplace shock, build high-value portfolios with tangible case studies, and master the confidence required to pitch complex digital innovations directly to C-suite executives.



Teaching Awards

In 2025, 8 awards were given to faculty and educators at RMIT University: College of Business and Law.



Association for Tertiary Education Management (ATEM) Excellence Awards 2025

Granter: Association for Tertiary Education Management (ATEM)

Grantee: TBS Quality Compliance and Enhancement, and Learning Design Team Dr Seng Kiong Kok, Dr Kevin Nguyen, Ms Phuong Tran, Ms Mau Luu, Ms Minh Ngo, Ms Ngan Dang, Ms Thanh Le, Ms Tram Nguyen

Award Description:

The Blended Learning Project Team from The Business School at RMIT Vietnam won the Excellence in Service Delivery category at the ATEM Excellence Awards 2025, hosted by the Association for Tertiary Education Management (ATEM).

RMIT Vice-Chancellor's Teaching Awards 2025

Granter: RMIT University

Grantee: RMIT Vietnam The Business School MBA Reimagined Team- Assoc. Prof. Burkhard Schrage, Dr Santiago Velasquez, Assoc. Prof. Greeni Maheshwari, and Dr Manjit Sandhu

Award Description:

RMIT Vietnam TBS' Master of Business Administration (MBA) program team and related business educators have achieved notable recognition, including the "Programs & Services That Enhance RMIT Learning & Teaching Award" and global UN PRME accolades, building on institutional teaching excellence.



RMIT Learning & Teaching Awards 2025 - Programs and Services that Enhance Learning

Granter: RMIT University

Grantee: RMIT Vietnam TBS' Digital Marketing Excellence Collective (DMEC) Team - Dr Anushka Siriwardana, Ms Phuong Phung, Ms Nghia Luu, Dr Alrence Halibas, Dr Phuong Hoang, Dr Anh Nguyen Thi Van, Dr Umair Akram, Dr Mai Do Thi Hoang, Dr Jasper Teow, and Ms Sang Hua

Award Description:

RMIT TBS Digital Marketing program team won the 2025 RMIT Vietnam Excellence in Learning and Teaching Award under the Programs and Services that Enhance Learning category for their collaborative efforts and dedication to student success.



College of Business & Law Awards 2025 - Learning & Teaching Awards - L&T Partnership Award

Granter: College of Business & Law (CoBL), RMIT University

Grantee: RMIT Vietnam TBS Digital Marketing Team - Assoc. Prof. Hiep Pham, Assoc. Prof. Thuan Nguyen, Dr Emmy Hoang, Dr Anh Nguyen, Dr Mai Do

Award Description:

The Digital Marketing Team from The Business School at RMIT Vietnam received the College of Business and Law (CoBL) Learning & Teaching Partnership Award which recognises collaborative, innovative, and impactful team approaches to enhancing student learning experiences and industry-connected digital marketing curricula.



2026 PRME Education Award - Disciplinary Honorable Mention (Entrepreneurship)

Granter: PRME

Grantee: Prof. Robert McClelland; Assoc. Prof. Elaine YinTeng Chew; Dr. Trang Le; Dr. Thao Loung; Dr. Jessica Helmi; Dr. Chuyen Nguyen,

Award Description:

The awards by the Principles for Responsible Management Education (PRME) celebrate exceptional contributions across pedagogy, curriculum, research, and academic development in business and management school faculty. Winning submissions demonstrated educational quality, relevance across contexts, demonstrated impact, and advancement of the Sustainable Development Goals (SDGs). Their work emphasized institutional efforts that bring values of business, management, leadership, sustainable development, and teaching and learning efforts to the forefront. The 2026 awardees exemplify what's possible when educators thoughtfully integrate the SDGs and Principles of PRME into teaching, research, leadership, and institutional practice. Their efforts have not only elevated student learning and skill development but also contributed to a more sustainable, inclusive, and globally relevant model of business education. By celebrating these leading examples, PRME aims to inspire continued innovation and shared learning across its global network.

The 2026 PRME Education Awards awarded an Entrepreneurship Disciplinary Honorable Mention to Elaine YinTeng Chew and colleagues from RMIT University Vietnam for an innovative portfolio of entrepreneurship education initiatives that collectively demonstrate how responsible management education can be embedded through experiential, inclusive and purpose-driven learning. Across four interconnected industry-engaged and challenge-based learning projects, students were empowered to identify societal needs, engage with diverse stakeholders, develop empathy-informed solutions, and translate ideas into actionable entrepreneurial opportunities.



College of Business & Law Awards 2025 - Learning & Teaching Awards - National, Global Award

Granter: RMIT College of Business & Law

Grantee: Dr Di Mo



College of Business and Law Learning and Teaching Award 2025 - L&T Impact Award

Granter: College of Business and Law

Grantee: Dr Patricia Dina Pariona-Cabrera



College of Business and Law Learning and Teaching Award 2025 - L&T Technology Integration Award

Granter: College of Business and Law

Grantee: Dr Lina Xu and Dr Alvedi Sabani

Teaching Voices

The following statements demonstrate ways in which educators at RMIT University: College of Business and Law support sustainability and responsible management in their classrooms.

RMIT Vietnam Sustainability Hub for Educators

The "Sustainability Hub for Educators" established at RMIT Vietnam provides training, resources and opportunities to connect academic knowledge with real-world sustainability challenges. The Hub harnesses the UN Sustainable Development Goals (SDGs) as the building blocks of its sustainability goals. It provides interdisciplinary expertise, equips teaching professionals with the tools to drive impact in environmental education and bridges the gap between classrooms and industry in Vietnam. <https://www.rmit.edu.vn/about-us/who-we-are/our-commitments/vietnam-country-commitment/strategic-innovation-challenge/sustainability-hub-for-educators>

In the Spotlight: Moh Farah

I am excited about the opportunity to design future-tech embedded courses within the College of Business and Law (CoBL) that prepare students for the realities of a digitally transformed workplace. CoBL's strategic direction emphasises digital innovation, applied learning, and industry collaboration – creating the perfect environment to integrate tools such as generative AI, immersive simulations and advanced digital platforms into learning and teaching.

I am particularly drawn to the College's strong work integrated learning (WIL) ethos, where industry engagement is not a single event, but a continuous thread woven across the student journey. The role's emphasis on scholarship of teaching and learning (SoTL) also resonates deeply with me, as it allows me to continuously refine my pedagogical practice while actively championing equity,

sustainability and student empowerment. An education-focused role in this environment enables me to combine cutting-edge educational technology with curriculum design that is both future-oriented and impact-driven, ensuring graduates leave RMIT as adaptive, capable and socially responsible professionals.

My teaching philosophy is anchored in active, applied, authentic pedagogy, designing learning experiences that are immersive, practice-based and grounded in real-world challenges. I embed education technology, including generative AI, alongside a range of digital tools to personalise, scaffold and extend student learning. I also integrate Indigenous perspectives and the Sustainable Development Goals (SDGs) to ensure that learning is inclusive, globally relevant and socially impactful.

I'm eager to delve into research on curriculum innovation that strengthens student agency and connects learning to real-world outcomes. I am particularly interested in approaches that create a flexible, modular curriculum – this builds on my current engagement with the development of core courses in the Bachelor of Commerce and Bachelor of Business Professional Practice programs, as well as recent research examining assessment innovation and academic integrity in the age of AI.

I am also interested in how digital transformation and education technology can enhance collaboration, personalisation and authentic assessment at scale. My research aims to explore practical, evidence-based ways these tools and approaches can deepen engagement, support higher-order thinking and prepare graduates with the skills and mindsets needed to thrive in a rapidly changing world.

I am inspired by the Horizon 2 Education Plan, particularly its commitment to scaling our signature active, authentic, applied pedagogy across every program. The plan's focus on embedding industry-partnered learning, authentic assessment and future-tech tools ensures that learning remains relevant, adaptive and deeply connected to the needs of industry and society. This alignment of curriculum design with employability, purpose and social impact is exactly the type of forward-thinking education I want to help shape.

I am also excited the establishment of the Generative AI Lab for Education (GAILE) – the opportunity to co-create AI-enabled curriculum, design reusable authentic assessment objects and deliver transformative learning experiences speaks directly to my passion for integrating ed tech to enhance student engagement and success.

I am thrilled to work alongside colleagues and students to bring these ambitions to life in ways that feel human, inclusive and impactful. I see a future where every course I teach connects students with industry, challenges them to think critically about the role of technology in society and gives them the skills and confidence to lead change. That is the RMIT I want to be a part of building.

Continue telling your story

Advance HE Global Impact Grants for 2024-25

Granter: Advance HE UK

Grantee: Dr Daisy Kanagasapapathy

Award Description:

Project: Immersive and industry-integrated learning: Future-proofing tourism education

What inspired you to focus on immersive and industry-integrated learning in the tourism field, and how did you go about designing this project?

After 15 years working in tourism development, I saw a growing need for graduates who could think critically and respond to industry challenges with agility. In redesigning the Ecotourism and Sustainable Hospitality Management course, I focused on two pillars: industry collaboration and immersive learning. We partnered with organisations such as Asian Trails and Radisson Hotel Group to embed real sustainability challenges into assessments and at the same time, I introduced VR simulations to provide students with immersive access to tourism environments they may never physically visit. This dual approach enabled students to apply theory in real-world, future-focused contexts.

What challenges were you aiming to address with this project?

The project addressed the need to better prepare students for the realities of the tourism industry. By embedding real-world challenges from industry partners and integrating immersive technologies like VR tools, the course moved beyond content delivery to create active, applied learning that sharpened students' industry readiness.

What impact has this project had on the way students prepare for careers in the tourism industry?

This project shifted students from passive learning to active problem-solving. They worked on real issues from industry partners and developed a clearer sense of career direction. In the CES survey, 70 per cent reported feeling more confident applying their skills professionally. The VR experiences helped students better understand complex tourism issues, while partner engagement led to internships, mentoring, and some student ideas being taken forward by companies.

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RMIT students explore innovation and sustainability on study tour in Spain

RMIT students from Australia and Singapore had valuable opportunities to connect with industry, academia and government partners in Madrid and Barcelona. The Business Beyond Borders Study Tour, facilitated by RMIT's academics and professionals and supported by The Spain-Australia Council Foundation (FCEA), provided students a 10-day immersive experience exploring sustainability, innovation and global business.

Learning about innovation from global industry and institutions. Throughout the study tour, students engaged directly with organisations at the forefront of digital transformation and entrepreneurship. In Madrid, they visited Wayra, Telefónica's open innovation hub, where Managing Director Paloma Castellano explained how startups and corporates are co-developing next-generation technologies. At Indra, María Ángeles Pérez Espinosa, Public Affairs Director, shared how digital transformation is being implemented across critical sectors like energy, public infrastructure and mobility. In Barcelona, students explored the Innovation District 22@, a hub of urban regeneration and knowledge-based industries. At Mobile World Capital, they learned how digital innovation is humanised to serve social and environmental needs, as well as how scientific research is translated into entrepreneurial solutions.

The study tour also included two hands-on workshops on entrepreneurship, artificial intelligence (AI) and responsible innovation in technology and policy, led by RMIT Entrepreneurial Program Lead Cindy Moncada and The Data Tank's Senior Research Lead Marta Poblet Balcell, respectively.

More detail: <https://www.rmit.edu.au/news/all-news/2025/jul/business-beyond-borders-study-tour>



Research

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

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, RMIT University: College of Business and Law was awarded funding for research that is:



Socializing Research

In 2025, RMIT University: College of Business and Law contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ Local media
- ❖ International media
- ❖ National media
- ❖ Open-access platforms

Research Projects

In 2025, RMIT University: College of Business and Law reported 7 research projects that implemented responsible or sustainable activities.

Empowering Early Childhood Teachers to Foster High Quality Learning Using a Scalable Technology-Driven Professional Development Initiative

Period Covering: March, 2025 - March, 2027

Department: Management

International research evaluating the effectiveness, adaptability and scalability of a technology-enabled professional-development model for early childhood teachers, with a focus on strengthening teacher competencies, wellbeing and agency and generating evidence for wider adoption.



Research and Recommendations from Gender Perspectives in the Development of Training Programs for CEOs of Private Enterprise

Period Covering: November, 2025 - April, 2026

Department: Management | Human Resource Management

UN Women-commissioned research combining policy review, international benchmarking and stakeholder consultation to develop evidence-based recommendations for a gender-responsive National CEO Training Programme in Vietnam, supporting stronger leadership capability, gender equality and women's economic empowerment.



Financial Literacy & Digital Inclusion for Vulnerable Groups: Examining Cash Dependency in Australia's Digital Economy Transition

Period Covering: November, 2025 - May, 2028

Department: Management | Finance

Australia is undergoing a rapid shift toward cashless transactions, creating systemic exclusion risks for vulnerable populations such as Indigenous communities, elderly citizens, and residents in regional areas. With cash use declining to just 13% of payments according to the Reserve Bank of Australia (2022) and more than 1,600 bank branches closing since 2017, the transition to a digital economy raises critical questions about equitable access to financial services. This research seeks to assess the extent of cash dependency among these groups and understand how financial literacy influences their ability to adopt digital payment systems. It will also evaluate policy responses aimed at mitigating financial exclusion, such as regional banking hubs and the proposed Cash Access Laws, and explore the development of inclusive fintech solutions tailored to the needs of cash-dependent populations.

The study will address three key research questions: How does financial literacy mediate digital payment adoption among at-risk groups? What are the implications of Australia's proposed Cash Access Laws for vulnerable populations? And how do regional disparities, particularly in Indigenous communities and rural areas, compound financial exclusion? By answering these questions, the project aims to generate evidence-based insights into the relationship between financial literacy and digital inclusion, provide policy recommendations to reduce exclusion risks, and design prototype fintech models that support vulnerable groups in navigating Australia's evolving digital economy.

Team:

Bissoondoyal-Bheenick, Banita (Economics Finance & Marketing) - Principal Investigator

Nkhoma, Mathews (Management) - Co-Principal Investigator

Zhong, Angel (Economics Finance & Marketing) - Co-Principal Investigator



AI Literacy and Financial Wellbeing for Vulnerable Australians

Period Covering: November, 2025 - May, 2028

Department: Management | Finance

Australia's rapid adoption of AI-driven financial services has introduced new barriers for vulnerable groups, with 40% of Australians avoiding digital finance tools due to distrust or lack of skills (ABS, 2023). This research will explore how financial literacy contributes to financial exclusion and propose strategies to enhance digital financial capability. The study aims to identify AI literacy gaps among vulnerable populations, identify ethical risks in financial AI applications, and develop policy recommendations for more inclusive fintech systems.

Using a mixed-methods approach, the project will investigate the relationship between AI literacy and financial wellbeing through national surveys, policy analysis, and community consultations. By generating evidence-based insights, the research will develop guidelines and interventions that improve digital financial inclusion and ensure that AI-enabled financial services are accessible, ethical, and equitable for all Australians.

Team:

Bissoondoyal-Bheenick, Banita (Economics Finance & Marketing) - Principal Investigator

Nkhoma, Mathews (Management) - Co-Principal Investigator

Zhong, Angel (Economics Finance & Marketing) - Co-Principal Investigator

Australia's rapid adoption of AI-driven financial services has introduced new barriers for vulnerable groups, with 40% of low-income Australians avoiding digital finance tools due to distrust or lack of skills (ABS, 2023). This research will explore how limited AI literacy contributes to financial exclusion and propose strategies to enhance digital financial capability. The study aims to measure AI literacy gaps among vulnerable populations, identify ethical risks in financial AI applications, and develop policy recommendations for more inclusive fintech systems.

Using a mixed-methods approach, the project will investigate the relationship between AI literacy and financial wellbeing through national surveys, policy analysis, and community consultations. By generating evidence-based insights, the research will inform guidelines and interventions that improve digital financial inclusion and ensure that AI-enabled financial services are accessible, ethical, and equitable for all Australians.



Capacity Building for Lao Cai College in Vocational Training in the Hospitality and Tourism Sector - GREAT

Period Covering: August, 2025 - March, 2027

Department: Management

The collaboration between The Business School, RMIT, Cowater International, and Lao Cai College is a capacity-building and vocational training initiative backed by the Aus4Equality Gender-Responsive Equitable Agriculture and Tourism (GREAT) Program to empower ethnic minority women and improve tourism standards in Lao Cai region.



Mekong Delta Background Paper: Land Accumulation, Land Use and Climate Change

Period Covering: February, 2025 - June, 2025

Department: Economics

World Bank-commissioned research examining agricultural land accumulation, land-use change, and climate-related pressures in the Mekong Delta. The project undertook data analysis and prepared a background paper that contributed to the World Bank's wider Life in the Mekong report.



Vietnam Climate Tech Funding Ecosystem (CT-FE) 2025 Report

Period Covering: July, 2025 - November, 2025

Department: Management | Business Analytics | Computer Information Systems | Entrepreneurship

Funded by New Energy Nexus Vietnam (NEXVN), this research reports on mapping Vietnam's climate-tech funding ecosystem, including investment flows, funding gaps, market demand, investment opportunities and successful fundraising strategies supported by case studies. The report provides practical intelligence for investors, policymakers and climate-tech innovators.



Research Awards

In 2025, RMIT University: College of Business and Law was awarded 5 research awards for responsibility- and/or sustainability-related research.

CoBL Award for Research Excellence 2025 - Early Career Researcher

Granter: College of Business & Law (CoBL), RMIT University

Grantee: Dr. Dao Le Trang Anh

Award Description:

Awarded the prestigious Early Career Researcher (ECR) award for her high-impact academic output.

TBS Research Impact Awards 2025 - Early Career Academic Award

Granter: The Business School, RMIT Vietnam

Grantee: Dr Aemin Nasir

Award Description:

The award recognises early-career academics who demonstrate outstanding dedication to balancing high-impact research, teaching excellence, and proactive stakeholder engagement. Dr. Nasir's recognition highlights her commitment to anchoring her scientific work in core values of ethics, inclusivity, and tangible social impact.

TBS Research Impact Awards 2025 - Individual Award

Granter: The Business School, RMIT Vietnam

Grantee: Dr Umair Akram

Award Description:

This recognition highlights his significant individual contributions to the academic community in The Business School and the business sector, particularly within digital marketing, consumer psychology, and cross-cultural e-commerce trends.

 CoBL Award for Research Excellence and Social Impact - Team Award

Granter: College of Business and Law (Tracy Taylor, ADVCL & CoBL)

Grantee: Centre for International Development Leadership Team: Sefa Awaworyi Churchill & Simon Feeny

Award Description:

This award recognises and celebrates excellence in interdisciplinary research by CoBL researchers. It acknowledges individuals leading cross-disciplinary teams, as well as groups of CoBL researchers who collaborate across disciplines to address complex challenges and generate meaningful outcomes.

The award honours research that demonstrates:

Original and significant team achievements and solutions to practical problems within academia and beyond.

Social impact, a strong track record relative to opportunity, and methodological rigour, with demonstrated impact occurring from 2021 onward.

Leadership in the generation, transfer, and application of knowledge.

Effective interdisciplinary collaboration, reflected in the team's research achievements and broader contributions.

 CoBL Research Excellence Award for Social Impact

Granter: College of Business and Law (Tracy Taylor, ADVCL & CoBL)

Grantee: Jonathan Kolieb

Award Description:

This award recognises and celebrates an individual researcher or a team of researchers whose work delivers significant and demonstrable impact beyond academia. It acknowledges research that contributes to the economy, society, culture, national security, public policy and services, health, the environment, or quality of life.

The award honours research that demonstrates:

Significant realised impact outside the academic community, evidenced through tangible

contributions to economic, social, cultural, environmental, health, policy, or other public outcomes.
Impact that occurs from 2021 onward.

Clear and documented evidence of impact from end users, industry partners, community organisations, government agencies, or other non-academic stakeholders.

Research excellence supported by high-quality outputs and meaningful engagement beyond academia

Research Voices

The following statement demonstrates a way in which researchers at RMIT University: College of Business and Law bring sustainability and responsible management into their research.

RMIT Vietnam Asia Pacific Smart and Sustainable Cities Hub

The RMIT Vietnam Asia Pacific Smart and Sustainable Cities Hub (SSC Hub) leverages RMIT expertise to drive digital and green advancements in Vietnam and the Asia-Pacific region through collaborative research, training and engagement. While there is a focus on Vietnam, we seek to support local and central governments across the Asia-Pacific by connecting RMIT researchers with external stakeholders.

<https://www.rmit.edu.vn/research/hubs/rmit-vietnam-smart-and-sustainable-cities-hub>

Continue telling your story

CoBL Research Showcase

CoBL researchers solve real-world problems in collaboration with diverse and dynamic partners. To support industry-engaged research, the College has created a cohesive and dynamic research environment that fosters entrepreneurship and innovation, and we pride ourselves on our research translation and far-reaching real-world impact. Our research profile videos, impact case studies and thought leadership blog (Acumen) will give you an excellent overview of the quality of the College of Business and Law's research, and the depth of capability our researchers possess.

Check out the website for more details: <https://www.rmit.edu.au/about/schools-colleges/college-of-business-and-law/research/research-showcase>

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Partner

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

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Enactus

Continue telling your story

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Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ 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
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ USGBC building guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

RMIT Design Standards 2024

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

RMIT Circular Economy Plan

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

RMIT Sustainable Transport Plan

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

RMIT Gender Equality Action Plan 2022-2025

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

RMIT Student Gender Equity Action Plan	View document 	Download document 
RMIT Property Management Policy	View document 	Download document 
RMIT Climate Change Adaption Plan	View document 	Download document 
RMIT Procurement and Expenditure Policy	View document 	Download document 
RMIT Corporate Social Responsibility Framework	View document 	Download document 
RMIT Sustainability Policy	View document 	Download document 
RMIT Travel Policy	View document 	Download document 
RMIT Inclusion Diversity and Equity Policy	View document 	Download document 
RMIT Open Scholarship Policy	View document 	Download document 

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Share

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



Engagement Opportunities

RMIT University: College of Business and Law 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
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

RMIT University: College of Business and Law communicates its policies and progress on sustainable development and responsibility with:

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

Continue telling your story

2025 Future Ready Business Series

Through the Future Ready Business Series, RMIT's College of Business and Law connects local business leaders with its growing international Alumni community to network, exchange knowledge, and learn from global experts in the field of business, technology, and social impact. In the 2025

program, we showcased in Vietnam, Singapore, China and Indonesia how technology is reshaping the business and law landscape, and how we balance old, new, and emerging technologies as businesses continue to adapt and change so they can be future-ready.

More details: <https://www.rmit.edu.au/about/schools-colleges/college-of-business-and-law/industry-thought-leadership-series>

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Website

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