

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

University of Western Australia
Business School

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	13
5. Values	17
6. Teach	23
7. Research	34
8. Partner	74
9. Practice	87
10. Share	94

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 University of Western Australia Business School, including key details and basic institutional data.

Mission



The UWA Business School on the lands of the Whadjuk Noongar people with the Derbal Yerrigan (Swan River) in the background.

Our mission is Advancing the welfare and prosperity of people and place through a thriving business education ecosystem that connects knowledge, relationships and action for the common good.

The University of Western Australia (UWA) Business School stands on Whadjuk Noongar Boodja (the place of the Noongar people), beside Derbal Yerrigan (the Swan River), where kaartdijin (knowledge) has been shared, protected and renewed for tens of thousands of years. We acknowledge that our UWA Business School ecosystem is grounded in this place, shaped by this land, and accountable to the communities whose histories, aspirations and futures meet here.

Bringing together students, staff, alumni, industry, government, civil society and research partners, we create and share knowledge, develop capability, and generate positive impact. Guided by our responsibility to "take care" of people, place and future generations, we seek to:

- - Be excellent, rigorous and generous stewards of knowledge, capability and resources.
 - Develop innovative, entrepreneurial and responsible leaders who create opportunities for others.
 - Lead with judgement, courage and integrity to create sustainable value for business, society and the natural environment.

- Work collaboratively to address ethical, social and governance challenges with purpose, respect and kindness.

Our mission commits our School to cultivate a dynamic and inclusive ecosystem of learning, discovery and engagement that advances responsible management practice, strengthens communities and economies, informs public debate, and improves decision-making across organisations, government and society.

Like the Derbal Yerrigan, knowledge flows. It connects people, ideas and actions across classrooms, workplaces, communities and institutions. Bound to Boodja and the continuing presence of Noongar culture and kaartdijin, we collaborate with others to cultivate an ecosystem that uses teaching, research and partnerships to advance welfare, strengthen prosperity, and shape a sustainable and inclusive future for present and future generations.

Vision



UWA Business School Student organisers of SustainFest, an event that is typically held during the UWA Student Guild EnviroWeek (see <https://www.instagram.com/p/D077QBND3XW/>)

Our vision is To become one of the most influential business schools in Australia and the Indo Pacific

To fulfil this vision, we act with ambition and accountability by investing in excellence, upholding integrity, deepening local and international partnerships, and strengthening the connections between people, place, knowledge and practice. Through our inclusive community of students, staff, alumni, industry, government, civil society and research partners, we create opportunities for all to contribute, learn, innovate and thrive.

For us, influence means leadership with purpose: advancing the welfare and prosperity of people and place through business education, research and engagement that improve lives, strengthen communities, and contributes to a more just, sustainable and resilient future by fostering a collaborative and inclusive ecosystem that develops responsible leaders, advances knowledge, and creates positive societal impact.

Our vision aligns closely with the seven PRME Principles and SDGs. We have developed an ecosystem of teaching, research and engagement, that contributes to the Sustainable Development Goals (SDGs), creating lasting value for people, organisations, communities and the planet, both now and for future generations.

Institutional History

Institutional History



UWA's iconic Winthrop Hall in the early 20th century.

The origins of the UWA Business School can be traced to the foundations of the University of Western Australia and the appointment of Edward Shann as Professor of History and Economics in 1911. Today, the Business School is the largest school within UWA, comprising four departments: Management and Organisations, Accounting and Finance, Economics, and Marketing, together with specialist research centres and initiatives. International accreditation through EQUIS and AACSB reinforces the School's position within the global business education community. As a research-intensive business school on Australia's west coast, the School occupies a distinctive position from which to strengthen engagement with the Indo-Pacific region in particular and the Asia-Pacific region more broadly.

In 2013, the UWA Business School committed to the UN Principles for Responsible Management Education (PRME). PRME provided an internationally recognised framework for connecting the School's purpose, education, research and engagement with an understanding of sustainability that extends beyond environmental performance to encompass responsible leadership, ethics, equity and inclusion, social responsibility, and the role of business in addressing complex societal and environmental challenges. This alignment with global sustainable development agendas was strengthened by UWA joining the **United Nations Sustainable Development Solutions Network in 2015, UN Global Compact in 2016** and connecting with the **Sustainability, Tracking, Assessment and Rating System (STARS) receiving its first rating in 2025**.

Framed by this wider context, PRME has increasingly provided an integrating framework for the development of the Business School's responsible management ecosystem. The PRME principles align with the School's purpose and values, with what we teach and how students learn, the knowledge generated through research, the partnerships through which knowledge and practice are exchanged, and the organisational practices that support responsible management education. In doing so, PRME brings together the School's core capabilities in education, research and engagement with sustainable development and the common good.

This commitment is supported by a dedicated PRME Director working with other faculty and students throughout the School, and an expanding **ecosystem of aligned centres, purpose-driven research groups and thought leadership**. These include the Centre for Social Impact, Centre for Public Value, Not-for-Profits UWA, Centre for Human and Cultural Values and Centre for Business Data Analytics. Leadership through initiatives such as the Stan Perron Chair in Business Ethics and the strategic alliance with the McCusker Centre for Citizenship further strengthens the School's capacity to advance ethics and responsible management across education, research and engagement. Together, these activities create opportunities for academics, students and external partners to contribute to the School's responsible management agenda.

Through this evolving ecosystem, the UWA Business School demonstrates that PRME is not simply an external commitment, but a framework for institutional action and continuous improvement. Building on UWA's longstanding commitment to social responsibility, the School uses its education, research, partnerships and practices to develop responsible leaders, generate purposeful knowledge and work collaboratively with others to advance sustainable development and the common good locally, nationally and globally.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1567
Faculty & Staff at the University	3795
Faculty & Staff at the Institution	143
Student Enrollment at the University	32749
Student Enrollment at the Institution	6735
Undergraduate Attendance	3723
Masters-Level Postgraduate Attendance	3019
Doctoral Student Attendance	96
Certificate, Professional Development, or Continuing Education Attendance	178

Degrees Offered

Bachelor Programs

-  Bachelor of Commerce
-  Bachelor of Business

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)



Purpose

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

Letter of Commitment



Letter of Commitment

The UWA Business School remains committed to supporting and pursuing the United Nations Principles for Responsible Management Education. Our School Mission to “advance the welfare and the prosperity of the people through excellence in business education” aligns closely with these principles. As stewards of the education of future business leaders our School plays an important role in shaping students to be responsible managers and lead businesses that are focussed on creating sustainable and socially responsible outcomes.

In our last (SIP) Report, we outlined a comprehensive approach through our teaching, research, and engagement to fulfil this role. To support this, we established a Sustainability Network of faculty and stakeholders to collaborate on teaching, research and engagement activities, and the Responsible Fellow Awards, with specific categories in Teaching and Research for faculty and higher degree research students.

As our reporting here shows, we have used these broad frameworks to extend and deepen our activity in developing and delivering responsible management education initiatives. This Sharing Information on Progress (SIP) report outlines our efforts and achievements on the Seven Principles of PRME – Purpose, Values, Teach, Research, Partner, Practice and Share – and the broad alignment of these with the UWA strategy.

On behalf of the UWA Business School, I am proud to present our 2026 SIP Report. The policies and practices described against each PRME principle reaffirm our ongoing commitment to *achieving progress* on the United Nations Principles for Responsible Management Education, and the Sustainable Development Goals.

25 September 2026

Professor Peter Robertson
Dean & Head of School
UWA Business School

Definition of Purpose

Our purpose is to advance the common good and create a more just, equitable and sustainable future by cultivating a thriving, inclusive ecosystem that connects people, knowledge and practice through education, research and engagement, collaborating with local, national and global partners to generate positive impact across communities, organisations, society and future generations.

Institutional Engagement

76% - 100%

of faculty at University of Western Australia Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Dream Big: Unlocking the Power of Business



Malcolm Webster is acknowledged as the artist of the Dream Big artwork featured in this campaign.

Alongside his cousins Elijah and Joshua, Malcolm is one of the Boorloo Boys, a creative collective whose work reflects their passion, shared identity, community, and Country.

Artwork Concept & Story
Noongar people have always known how to read the landscape. The waterways, the seasonal changes, and the paths that guide people through Country all carry knowledge and direction.

Business works in the same way. When it is understood, it can be navigated with purpose and confidence.

Education opens the door. Dreaming big means knowing where you are, understanding the path ahead, and recognising that you can go further

Dream Big artwork - artist: Malcolm Webster

Dream Big: Unlocking the Power of Business

Dream Big: Unlocking the Power of Business is an outreach initiative of the UWA Business School for Aboriginal and Torres Strait Islander secondary school students. Dream Big is delivered in partnership with the UWA School of Indigenous Studies and connects with the Australian inter-university collaboration that sponsors the National Indigenous Business Summer School. Following the inaugural event in 2025, the School expanded its partners to include the Noongar Chamber of Commerce and Industry (NCCI) in 2026 and is looking to further expand this with other local Indigenous organisations in 2027.

The program delivers interactive workshops and practical learning activities to introduce students to how the knowledge and skills in the School disciplines of marketing, economics, management, accounting and finance can be applied in diverse professional and community contexts.

The 2025 program expanded in 2026 to include an industry panel of Gordon Cole, Chair of the NCCI, Dana Garlett, entrepreneur, Grounded Collections and Jasmine Kadic, Managing Director of Benang Infrastructure speaking about the empowerment of business studies for students' future life and career.

Participant feedback highlights the program's positive impact. Over 80% rated the programme as excellent-good. Students liked the interactive format, including poster-making, brainstorming, group activities, networking opportunities, and collaborative learning.

The initiative is a foundational element of the Business School's relationships with Indigenous communities, PRME and diversity, equity and inclusion strategy.

Relevance to PRME and the SDGs

The program advances the PRME principles of **Purpose, Values, Partnership, and Sharing**, and contributes to the **United Nations Sustainable Development Goals (SDGs)**, **SDG 4 (Quality Education)**, **SDG 8 (Decent Work and Economic Growth)**, **SDG 10 (Reduced Inequalities)**, and **SDG 17 (Partnerships for the Goals)**. Through collaboration with Indigenous organisations and community partners, the program demonstrates how business education can contribute to social inclusion, community engagement, and sustainable development.



Values

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



How We Define Values

We define Values in this context and institution as committing to accountability, responsibility and sustainability to environmental, social and governance issues in developing our policy and practice in our core functions of education, research and engagement in building a more just, equitable and sustainable world.

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Senior leadership office
- ❖ Student contributor
- ❖ individual leader
- ❖ disciplinary efforts within business school
- ❖ research or issue group, society, or club leading sustainability efforts
- ❖ senior leadership office
- ❖ student contributor

Student Awareness

76% - 100% of students at University of Western Australia Business School are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at University of Western Australia Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Embedding Sustainability

Embedding sustainability across accounting and finance across secondary school, university and professional curricula and outreach

Dr Lyndie Bayne is the Accounting Major coordinator at UWA Business School. She serves on the Western Australia School Curriculum and Standards Authority Curriculum Advisory Committee for years 11 and 12 Accounting and Finance. Sustainability issues have featured in the secondary school curricula for a number of years and recently the committee has overseen the embedding of mandatory climate reporting in the curricula, responding to Australian and global mandatory sustainability reporting trends.

At UWA

In the UWA accounting and finance programs, sustainability issues have been integrated into the curricula. Also, new dedicated sustainability reporting and sustainable finance units have been developed at the postgraduate (from 2025) and undergraduate (from 2027) levels. At UWA, students are supported to write the professional Chartered Accountants Australia and New Zealand (CAANZ) exams. The consideration of sustainability issues for decision making and for internal and external reporting is an integral part of these units.

Sustainability education community outreach

UWA academics provide sustainability education to the business community by being part of series such as BDO-CAANZ Sustainability Community series, where Dr Lyndie Bayne is a regular facilitator of industry panel discussions. For example, the June panel event shown below.



Meet Today's Panel

Perspectives from Academia and Industry

Host, Facilitator and Panel Members



Lyndie Bayne
Senior Lecturer - Qualified Chartered Accountant (FCA),
UWA





Marc Allen
Co-founder & Chief Sustainability Officer
Unravel Carbon





Sigra Sharma
Director - Sustainability Consulting Advisory,
BDO



UWA Sustainability Community of Practice (CoP)

Lyndie Bayne co-chairs the UWA Sustainability Community of Practice (SCoP) which brings together staff and students involved in sustainability-related teaching, research, and operations from across the University. The CoP provides a platform for multidisciplinary discussions of sustainability issues. The UWA Sustainability CoP also arranges panel sessions for UWA staff and guests, such as the panel session in April 2026 discussing the sustainability impacts of Gen AI. (flyer below)

Relevance to PRME and SDGs

This evidence is relevant to the PRME Principles of Values, Purpose, Partner, Practice and Share and SDG 11, 12, 13, 16 and 17

 THE UNIVERSITY OF
WESTERN
AUSTRALIA

Panel Discussion

Generative AI and its Impact on Sustainability

Speakers:



Prof. Zach Aman
Pro Vice-Chancellor
(Enterprise Education)



Jim Catelli
Manager, Gen AI Initiatives, Full-Stack Data Freelancer,
Transformation and Improvement



Dr. Jason Hamer
dARTa

Moderator:



Dr. Lyndie Bayne
Senior Lecturer,
UWA Business School

 **Tuesday, 28th April**

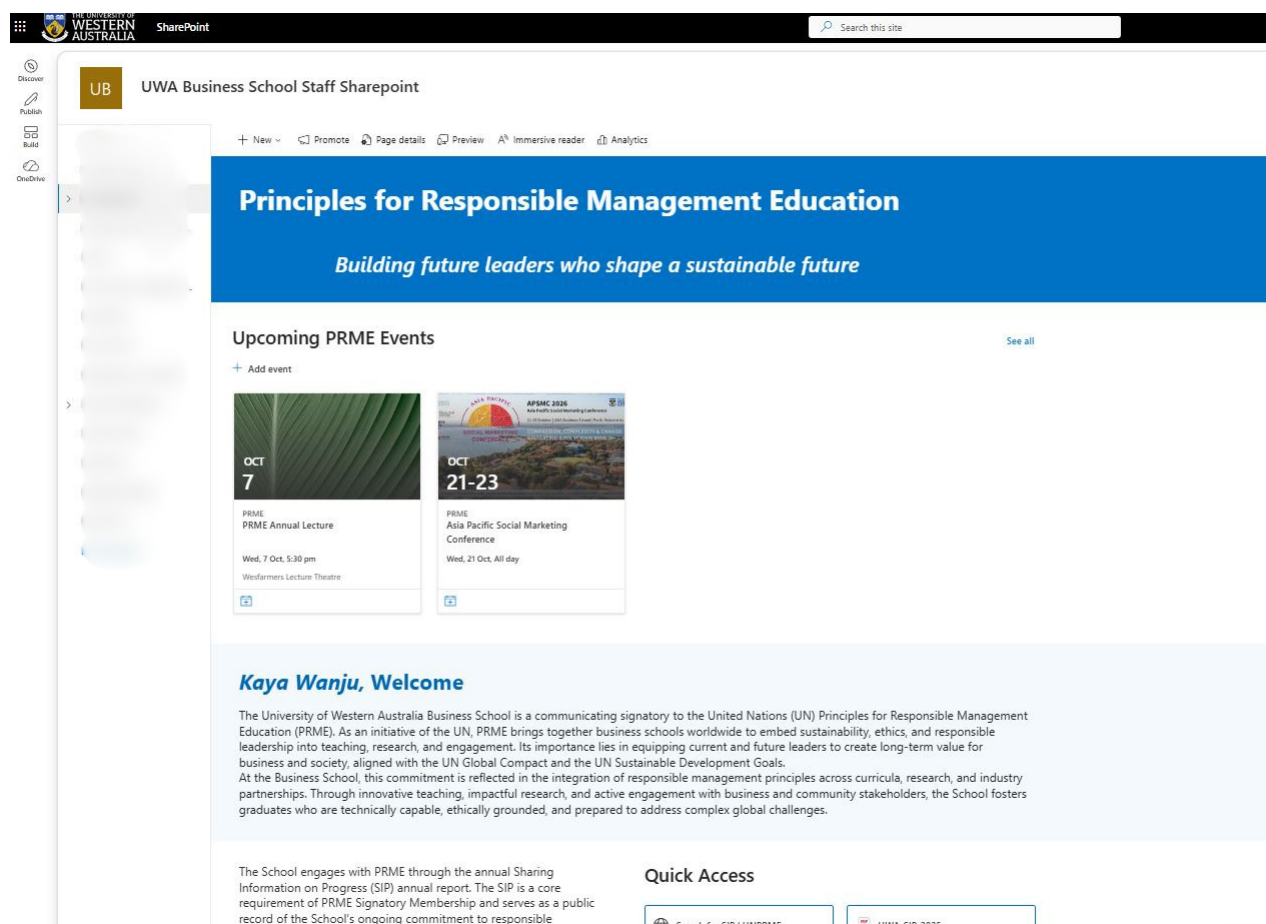
 **12:30 - 1:30pm**



Scan/Click on QR code
to Register

Continue telling your story

Commitment to Transparency and Accountability and Continuous Improvement



PRME Site on UWA Business School Sharepoint

The UWA Business School's commitment to transparency, accountability, and continuous improvement lies at the heart of its PRME strategy.

To advance this commitment and strengthen awareness and engagement across the School community, the Business School has developed a dedicated internal **PRME SharePoint site**. The site serves as a central hub for showcasing PRME-related initiatives, teaching innovations, research outcomes, industry partnerships, and contributions to the Sustainable Development Goals (SDGs). It also supports the collection of evidence for accreditation and PRME reporting, while providing a platform for staff and students to share and celebrate examples of responsible management education in practice.

The School's commitment is further demonstrated through its active participation in leading accreditation and review processes, including AACSB, EQUIS, and a recent University review. These processes bring together stakeholders from across the School's ecosystem, including students, staff,

alumni, industry, government, civil society, and research partners, to reflect on the School's shared purpose of generating knowledge, building capability, and creating positive impact through collaboration.

Importantly, the School does more than embrace review outcomes. Its strong culture of implementation and continuous improvement ensures that recommendations are translated into meaningful action, strengthening performance, enhancing impact, and supporting long-term sustainability.

Professor Paul Harrigan, Deputy Head of the UWA Business School, notes about the University review: *"The review panel highlighted numerous strengths, including the School's highly collegial and psychologically safe culture, inclusive leadership, strong academic capability, market-leading Work Integrated Learning initiatives, outstanding industry engagement, successful recruitment of high-quality early-career researchers, and a distinctive strategic identity that combines global relevance with strong connections to Western Australia. The School was also recognised for its agility in responding to generative AI and its commitment to student employability and educational innovation. Collectively, the findings provide a constructive roadmap that will enable the School to build on its considerable strengths and further enhance its impact, reputation, and long-term sustainability."*

Relevance to PRME and SDGs

The PRME site is relevant to the seven PRME Principles, particularly Values, and SDGs 4 and 16.



Teach

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



How We Define Teach

We define Teach in this context and institution as embedding - not only integrating - responsible management concepts and practices into our curriculum and pedagogy using strategies such as SDG mapping and recognition of responsible management educational practice. The aim of our approach is to empower students, educators and other institutional stakeholders to know how to build a more just, equitable and sustainable world

Teaching Awards

In 2025, 5 awards were given to faculty and educators at University of Western Australia Business School.

X-Culture Best Professor Award

Granter: X-Culture

Grantee: Uwana Evers

Award Description:

X-Culture is a global experiential learning program that gives students practical experience working in international virtual teams on real business challenges. In the latest semester, more than 6,000 students from 162 universities across 53 countries participated, including 66 students from UWA. Students collaborated on business proposals for partner companies, engaged directly with company leaders, and developed skills in cross-cultural teamwork and virtual collaboration.

X-Culture combines education and research. Students work in multinational teams to produce business and implementation plans for real organisations, while researchers use the project's extensive data to study the factors that influence the effectiveness of global virtual teams. The initiative has received international recognition and awards for its innovative approach to experiential learning and employability.

The program is highly demanding, requiring participants to manage cultural differences, time zone challenges, intensive communication, and complex coordination. In recognition of outstanding performance, Professor Evers was named one of the program's top educators. He was commended for his commitment to student support, timely completion of responsibilities, and dedication to ensuring a meaningful learning experience.

UWA students also performed exceptionally well, receiving strong peer evaluations and recognition for their preparedness, proactive engagement, valuable contributions, and positive impact on their international teams.



UWA Award for Excellence and Innovation in Learning and Teaching - Work Integrated Learning

Granter: University of Western Australia

Grantee: Ava Yu

Award Description:

The introduction of the Excellence and Innovation in Learning and Teaching Awards provides an important opportunity to acknowledge the exceptional contributions of academic and professional staff in advancing the University's strategic priorities. The recipient's work has made a meaningful impact on the quality of education at UWA and has contributed significantly to the University's performance and reputation in delivering its core educational mission.



UWA Award for Excellence and Innovation in Learning and Teaching - Digital Transformation of Learning and Teaching

Granter: University of Western Australia

Grantee: Benita Hube

Award Description:

The introduction of the Excellence and Innovation in Learning and Teaching Awards provides an important opportunity to acknowledge the exceptional contributions of academic and professional staff in advancing the University's strategic priorities. The recipient's work has made a meaningful impact on the quality of education at UWA and has contributed significantly to the University's performance and reputation in delivering its core educational mission.



UWA Business School Teaching & Learning Award

Granter: UWA Business School

Grantee: Ingebjorg Kristoffersen



UWA Business School Responsible Business Fellow Teaching with Impact

Granter: UWA Business School

Grantee: Faculty

Award Description:

The UWABS Responsible Business Fellow Awards are awarded annually in recognition of academic contribution to the PRME principles and progress on the SDGs.

To be considered for the Awards, nominating staff and HDR students complete a statement that addresses how their application meets the key PRME principle nominated for each award category and the SDGs that are applicable.

The criteria for the Responsible Business Fellow Teaching with Impact Award is as follows:

A Responsible Business Fellow Teaching with Impact Award is someone who brings novelty to SDG leadership education by focusing on pedagogical approaches irrespective of whether the approach involves traditional learning environments or technology-based developments that make sustainable development the norm for responsible management education and leadership in business education. The nominees must address the PRME principle of Teach (transform our learning environments by integrating responsible management concepts and practices into curriculum and pedagogy) and identify the relevant SDGs.

Educator Recognition

At University of Western Australia Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at University of Western Australia Business School support sustainability and responsible management in their classrooms.

Teaching Digital Innovations

Making the Most of the Media Room



Lecturer Benita Hube

UWA Business School

Benita works in the Management and Organisations discipline of the Business School, teaching units at undergraduate and postgraduate level. With large and diverse cohorts, Benita is always looking for ways to deliver her units in contemporary and flexible ways, and this has included teaching in the Metaverse. This showcase explore show Benita has made use of the on-campus Media Room and Microsoft Clipchamp software to create engaging videos for the Managing Organisational Change [MGMT3346] unit.

Benita Hube

Dr Hube featured on the UWA Staff Intranet as part of the Digital Enhancement news feature.

Dr Benita Hube

As Unit Coordinator for MGMT3346 and MGMT5507, I have embedded digital technologies and flexible modalities across undergraduate and postgraduate curricula reaching over 450 students each academic year, with the goal of creating a more inclusive, student-centered learning environment, guided by PRME's commitment to responsible, values-driven management education that develops students' capabilities to lead ethical, sustainable organisational change.

For MGMT3346 (Managing Organisational Change), I created and hosted "The Change Room," a podcast connecting change management theory directly to lived professional experience. Each episode features practitioners: including diplomats and senior managers navigating cultural shock, frequent relocation and cross-cultural stakeholder work; answering questions I design specifically to map onto core frameworks taught in the unit. This reinforces the spirit of PRME's dialogue principle: bringing real-world voices into the classroom to ground responsible management thinking in practice.

I have also developed hybrid delivery to support my diverse student cohort (engineers on fly-in-fly-out rosters, international students and regional students unable to attend on campus), and flipped MGMT5507 and MGMT3346's lecture content into short pre-recorded videos (using Clipchamp and Adobe Express) for self-paced, equitable access before face-to-face workshops. Most recently, I am designing a module on AI and Managing Digital Transformation to a new postgraduate unit within the proposed Graduate Certificate in Leadership and Ethics in AI, extending my research on AI-driven change management into curriculum design. I also link PRME's emphasis on ethics as a core method with my role as School Academic Integrity Officer, where I advise colleagues on ethical AI use in teaching and assessment.

My work was formally recognised through the 2025 UWA Awards for Excellence and Innovation in Learning and Teaching (Digital Transformation of Learning and Teaching category), alongside consistent positive SPOT feedback and two UWA staff-facing case features (Hybrid Teaching in Action; Making the Most of the Media Room). I have further disseminated this practice at the WA Teaching and Learning Forum, GreenTech Forum Brussels (industry conference), and the Academy of Management, evidencing sustained, accessible, and ethically grounded digital transformation in management education consistent with PRME's principles."

Relevance to PRME and SDGs

This is relevant to the PRME Principles of Teach, Values, Practice and Share and SDGs 4, 9 and 12

Inclusive Curriulum



Assoc Professor Christine Soo and Tori Oakley with Indigenous students at the Year 11 & 12 "Dream Big" event to showcase university pathways

Dr Uwana Ewers MKTG2238 Marketing Communications

Over two years, I have embedded Indigenous perspectives into MKTG2238 Marketing Communications at UWA Business School, transforming a conventional individual assignment into an authentic, community-partnered learning experience that has reached approximately 575 students. Collaborating with UWA's School of Indigenous Studies and working with Indigenous entrepreneurs,

students develop creative advertising plans for real businesses and pitch their recommendations directly to the business owners. Students develop marketing competencies alongside Indigenous cultural awareness, ethical sensitivity, and a sense of professional responsibility toward communities they will serve as future practitioners: Indigenous entrepreneurs are embedded partners within the unit, participating in an initial briefing, a mid-semester student collaboration, and final student pitch sessions each semester. This provides authentic professional engagement whilst directly amplifying Indigenous enterprise visibility and supporting their business growth. This initiative transforms MKTG2238 through three interconnected pedagogical innovations that embed responsible management education as the lived norm, not an add-on.

Authentic assessment: The conventional hypothetical business brief is replaced with a real community partnership. Students develop a complete creative advertising plan - including segmentation, targeting, positioning, creative strategy, and a visual advertisement-for a real, locally-owned Indigenous business, culminating in a verbal pitch delivered directly to the entrepreneur. This makes the ethical, cultural, and social dimensions of marketing decisions tangible and consequential for every student.

Culturally responsive pedagogy: Students are explicitly guided to center Indigenous cultural values, self-determination, and respectful representation in their strategic thinking. These capabilities have been systematically absent from traditional marketing curricula. Dedicated resources on Blackboard Ultra introduce cultural protocols and Indigenous business contexts before community engagement begins.

Evidence-based impact: Pre/post-survey data (developed in collaboration with Edith Cowan University colleagues) show measurable gains in students' knowledge of Aboriginal culture, confidence to engage with Aboriginal people, and cultural adaptability-even before explicit Indigenous content modules were embedded - highlighting the transformative power of authentic engagement pedagogy.

This work exemplifies five PRME principles: Purpose (fostering inclusive prosperity by amplifying Indigenous voices in business education); Values (embedding cultural responsibility and accountability into marketing practice); Teach (transforming pedagogy through authentic, culturally responsive assessment); Partner (building reciprocal cross-sector partnerships); and Share (disseminating insights through UWA's Teaching & Learning Week 2025, WATLF2026, ANZMAC2026, and a peer-reviewed publication in progress with Edith Cowan University colleagues).

Relevance to PRME and SDGs

This is relevant to all 7 PRME Principles. The most relevant SDGs are SDG 4 (Quality and Inclusive Education), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals)

Teaching with Technology

Dr Mehdi Rajabi Asadabadi, Centre for Business Data Analytics, Supply Chain Management and Analytics

I advance responsible management education through an innovative scalable teaching model (a three-hour integrated lecture-workshop) and my unit Supply Chain Analytics (built around the four pillars of analytics, Descriptive, Diagnostic, Predictive, and Prescriptive). Through these, my students are prepared to become responsible, data-driven decision-makers.

The model enables students to use: descriptive and predictive analytics (to improve resource efficiency and reduce waste (SDG 12.2/12.3)), diagnostic analytics (to identify and address workplace and operational challenges (SDG 8.5)), and prescriptive analytics (to evaluate sustainable solutions and responsible management strategies (SDG 4.7)). GenAI, integrated as a learning partner, strengthens students' digital capabilities and expose the ethical utilisation of emerging technologies (SDG 9.5).

Students engage with real-world sustainability challenges as they learn to consider the social, environmental, and operational consequences of managerial decisions in supply chains. Students strengthen their confidence, agency, and capacity by addressing complex global challenges through inclusive learning activities, peer learning, and guided reflection.

Successfully implemented across multiple institutions (University of Sydney and recently Australian Institute of Management (AIM WA) (executive programs) see), the model demonstrates adaptability and scalability. Its impact is reflected in attendance rising from around 70% to over 90% throughout the semester with student satisfaction scores being 4.6+/5.

Dr Nitin Bharti, Economic, Masters in Public Policy, Economics

In my Masters in Public Policy course (ECON5516), I teach a semester-long, data-driven comparative policy laboratory that encourages students to think critically about responsible governance and sustainable development.

At the beginning of the semester, each of the 65 students is assigned a different country and provided with a comprehensive dataset covering four decades (1980-2020), including economic growth, income inequality, government revenues and expenditures (disaggregated by revenue sources and spending categories), and major national policy documents. Throughout the semester, students become specialists on their assigned country, analysing how policy choices shaped economic and social outcomes over time.

In the second half of the course, students are paired to conduct a comparative analysis between two countries, identifying contrasting development trajectories, policy trade-offs, and institutional lessons. The project culminates in group presentations, where students learn not only from their own research but also from the collective experiences of more than sixty countries represented in the classroom.

This approach fostered evidence-based reasoning, peer learning, and a global perspective on responsible public policy, enabling students to appreciate how governments balance economic growth, equity, and fiscal sustainability while developing practical skills in data analysis, policy evaluation, and comparative decision-making.

Barriers to Innovative Curriculum

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

- ❖ Budgetary limitations
- ❖ Time constraints

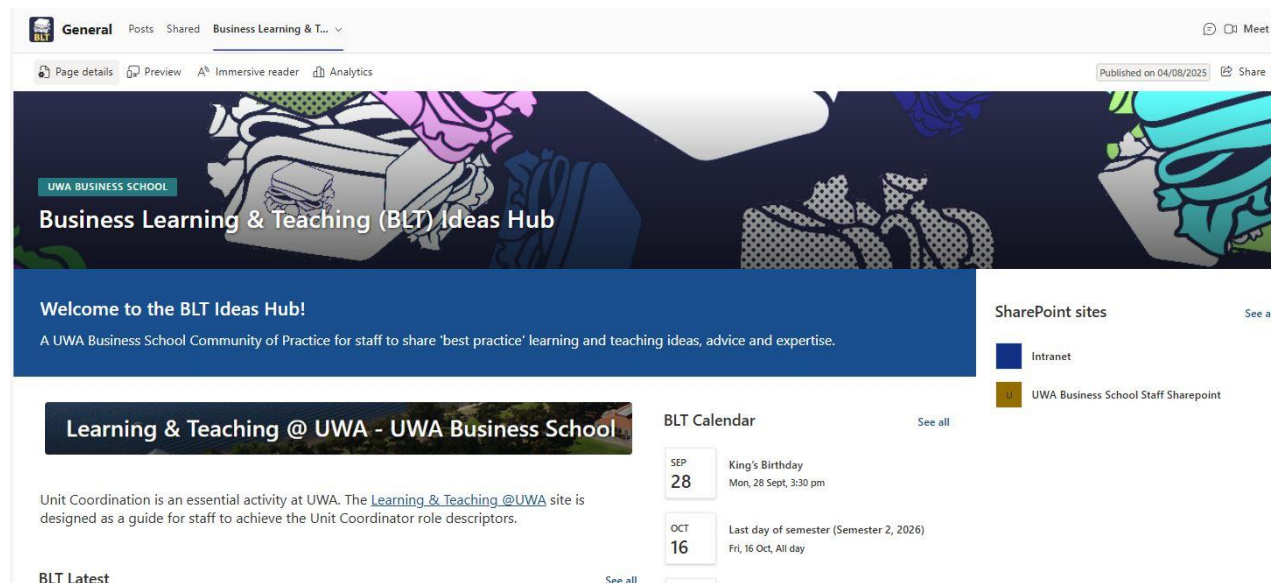
Barriers to Innovative Pedagogy

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

- ❖ Classroom infrastructure limitations
- ❖ Resource constraints

Continue telling your story

Building an Enabling Ecosystem for PRME Teaching



The UWA Business School has created an enabling ecosystem in which educators can exchange knowledge, build capability and share practices for embedding PRME and the SDGs into teaching and learning. This is by supporting two complementary platforms: the **Business Learning and Teaching (BLT) Ideas Hub** and the **PRME Staff SharePoint site**.

The **BLT Ideas Hub** supports continuous improvement by providing centralised guidance and opportunities to share innovative, evidence-informed teaching practices. **Education Bites** extends this through collegial knowledge exchange on experiential learning, assessment, academic integrity, digital technologies and generative AI, helping educators translate emerging ideas into practice. A dialogic conversation with Business School academic and teaching staff was hosted on May 19 to explain the STARS and SDG mapping exercise, and advise on linking teaching activity to the SDGs.

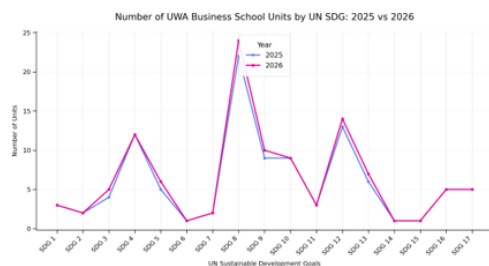
The **PRME SharePoint site** complements BLT by helping educators connect curriculum, teaching and assessment with the seven PRME Principles and the SDGs, while capturing examples of good practice that can be shared and adapted across disciplines through the Responsible Business Fellow scheme.

Together, these platforms strengthen educator capability and cross-disciplinary learning, supporting a School-wide approach in which responsible management education is increasingly embedded in the student learning experience.

Relevance to PRME and SDGs

While of particular relevance to Teach, this is of relevance to all 7 PRME Principles and especially SDG 4.

Teaching SDGs



Graph (1)



Graph (2)

The UWA Business School actively encourages staff to align their teaching with the SDGs, advancing the PRME Principles of **Purpose and Teach**. Graph 1 demonstrates consistent performance across 2025 and 2026, evidencing sustained efforts to harness our teaching capability to build an educational ecosystem that equips students to contribute to meaningful social change.

Graph 2 provides further evidence of this progress, showing the integration of SDG-related teaching across **Management & Organisations, Marketing, Economics, and Accounting & Finance** in 2026. This breadth ensures that students, regardless of discipline, have opportunities to engage with sustainability and the SDGs as part of their learning experience.

Together, the results demonstrate our progress in advancing the PRME Principle of **Teach** by integrating responsible management education across the curriculum and preparing graduates with the knowledge, perspectives and capabilities to contribute to a more just, equitable and sustainable future.

Relevance to PRME and SDGs

While focussed on the PRME Principle of Teach, this is relevant to all PRME Principles, and SDG 4.



Research

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

How We Define Research

We define Research in this context and institution as leveraging our competency as a world-class research institution to create a pipeline of researchers and cutting-edge applied research that can build a more just, equitable and sustainable world.

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, University of Western Australia Business School was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, University of Western Australia Business School contributed research findings to:

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

Research Projects

In 2025, University of Western Australia Business School reported 17 research projects that implemented responsible or sustainable activities.

Joseph Carpini: Constructing a Safer Industry

Period Covering: January, 2024 - February, 2026

Department: Management & Organisations

Dr Joseph Carpini, Management & Organisations

Dr Carpini has led the completion of a major first-of-its-kind suicide benchmark study in the Western Australian construction industry, further research uncovering biases in responding to suicide amongst vulnerable communities.

(a) Benchmarking Suicide Risk in the WA Construction Industry

The *Constructing a Safer Industry* report is the first large-scale study of its kind in Western Australia, engaging over 2,000 construction workers to investigate suicide risk and broader mental health challenges within the industry. Findings reveal that construction workers in WA experience suicidal thoughts and behaviours at rates *nearly three times higher* than the general adult population, with depression and anxiety at *twice the national average*.

The study highlights loneliness as the strongest predictor of suicidal ideation, compounded by workplace bullying, work-life conflict, and substance misuse. Despite the collective nature of construction work, many workers report profound emotional isolation. However, strong interpersonal connections—whether at home or with supportive colleagues—serve as a vital protective factor against psychological distress.

These results underscore the urgent need for evidence-based interventions to foster safe, supportive, and inclusive workplace cultures. The research directly advances the United Nations Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Wellbeing), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). By prioritising mental health and implementing targeted workplace strategies, the construction sector can reduce suicide risk, safeguard wellbeing, and build a stronger, healthier workforce for the future.

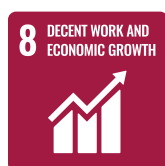
There is already *demonstrated impact* from this research (Evidence A). This research was undertaken through a grant (value: \$138,339 AUD) sponsored by *Mates in Construction WA* – a not-for-profit (PRME value: Partner) By working closely with MATES WA, Dr Carpini and his team engaged over 60 different private construction-related companies and state government agencies to raise awareness about the project and solicit their support. Organisations that participated in the project by

encouraging their employees to participate *practised* SDGs 3, 8, and 10. Through the benchmark industry report, Dr Carpini and his team *shared* the results of their research with MATES WA and the entire construction industry. Key outcomes include:

1. Research was presented to and integrated by the *Western Australian Building and Construction Consultative Committee* (<https://www.wa.gov.au/organisation/private-sector-labour-relations/western-australian-building-and-construction-consultative-committee>) to support the strategic priority of reforming industry culture.
2. MATES WA CEO submitted the research to the *Mental Health Commission* for consideration in the development of the state's Suicide Prevention Framework.
3. The key findings around loneliness and social and workplace supports have been incorporated into the considerations of both risk and protections by MATES WA Case Management team in *assessing and managing suicidality*.
4. Field Officers utilise the findings in contextual dialogue during trainings (PRME value: *Teach*).
5. Results being integrated into national safety and industry policy by the *Australian Government Department of Employment and Workplace Relations*.
6. Multiple media appearance (tv and radio; and an industry report launch with over 200 industry leaders in attendance (PRME value: *Share*).
7. Created a post-doctoral role through the Business School and the WA Suicide Prevention and Resilience Research Centre for an early career researcher (PRME value: *Practice*).

Relevance to PRME and SDGs

This project is relevant to all PRME Principles and SDGs 3, 8 and 10.



Renata Casado: Evaluating the Effectiveness and Implementation of Family and Domestic Violence Leave Entitlement

Period Covering: January, 2023 - January, 2025

Department: Management

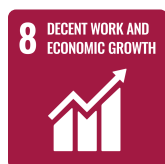
Dr Renata Casado, Management & Organisations

Renata Casado's research on the intersection of family and domestic violence (FDV) with work demonstrates how stakeholder-engaged scholarship can generate meaningful social impact beyond academia. Focusing on the implementation and effectiveness of Australia's paid FDV leave entitlement, her work has brought together victim-survivors, employers, unions, support services, and policymakers to identify the barriers that prevent workplace rights from translating into meaningful support.

The research has directly informed government and organisational discussions on improving the accessibility and implementation of FDV leave, while providing evidence-based recommendations for employers and policymakers. Through a public report (145 downloads in six months), a dissemination event (70 participants), a policy submission, and targeted engagements with unions, the findings have been translated into practical resources that support safer, more inclusive workplaces.

Relevance to PRME and SDGs

This work advances SDG 5 (Gender Equality) by addressing gender-based violence and promoting women's economic security, and SDG 8 (Decent Work and Economic Growth) by strengthening workplace protections and inclusive employment practices. It exemplifies the PRME Research Principle by producing research that not only advances knowledge but also informs policy, shapes organisational practice, and contributes to more responsible and equitable workplaces.



Rui Zhong: Mandatory ESG Disclosure and Sustainable Finance Taxonomy

Period Covering: January, 2025 - July, 2026

Department: International Business | Finance

Associate Professor Rui Zhong, Finance

Rui Zhong's Journal of Accounting Research study of mandatory ESG disclosure worldwide has shaped the global disclosure debate. The study was cited in the US SEC's final climate-disclosure rules (2024), reprinted by the Harvard Law School Forum on Corporate Governance, ranked #3 among the Financial Times' most-read sustainability research, and presented to Canadian parliamentarians in April 2026 as evidence supporting ISSB-aligned adoption.

Leading the A\$580,000 NFACR project, A/P Zhong and team mapped all 71 activities of the Australian Sustainable Finance Taxonomy against China's 2025 Green Finance Endorsed Projects Catalogue, finding 97% correspondence. The project delivered the *Australia–China Sustainable Finance Roadmap*, comprising four policy recommendations spanning the Multi-Jurisdiction Common Ground Taxonomy, bilateral market information, green-steel transition finance, and the Strategic Economic Dialogue. Companion research on Common Ground Taxonomy-labelled bonds demonstrates the market value of taxonomy alignment.

A/P Zhong's publications on the EU Taxonomy and loan spreads, green bonds, UN Global Compact engagement, biodiversity risk, and decarbonisation extend this research agenda, while his work on fossil-fuel transition policies is under second revision at *Nature Communications*. These findings also flow directly into his Master of Applied Finance curriculum and doctoral training.

Relevance to PRME Principles and the SDGs:

Through its integration into postgraduate teaching and doctoral supervision, and its extensive engagement with policymakers and industry, the work strongly aligns with the PRME principles of Research, Purpose, Teach, Partner, Share and Practice. Its primary SDG contributions are to SDG 13 (Climate Action), SDG 17 (Partnerships for the Goals), SDG 9 (Industry, Innovation and Infrastructure), SDG 12 (Responsible Consumption and Production), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice and Strong Institutions).



Paul Harrigan and Jason Weismuller: Truth on Social: Implementing Interventions to Combat Misinformation

Period Covering: January, 2025 - June, 2026

Department: Marketing

Professor Paul Harrigan (Marketing) and Dr Jason Weismuller (Marketing)

Truth on Social: Implementing Interventions to Combat Misinformation investigates how social media users engage with misinformation and evaluates practical interventions that improve the quality and reliability of information shared online. Led by Professor Paul Harrigan and a multidisciplinary team, the project combines expertise in digital marketing, social media, and consumer behaviour to address one of the most significant challenges facing contemporary digital communication. The research seeks to identify evidence-based approaches that reduce the spread of false or misleading

information, strengthen digital trust, and encourage more informed online engagement. By exploring how individuals interact with information in social media environments, the project contributes to broader efforts to promote information integrity, digital literacy, and healthier online communities.

Relevance to PRME Principles and the SDGs:

Bringing together expertise in digital marketing, social media, and consumer behaviour, the project addresses a significant societal challenge by promoting information integrity, digital trust, and more informed public engagement. Through its focus on responsible use of digital technologies, consumer wellbeing, and the development of healthier online communities, the research aligns strongly with the PRME principles of Research, Purpose, and Practice. The project's primary contributions are to SDG 16 (Peace, Justice and Strong Institutions) through strengthening access to reliable information and public trust, SDG 9 (Industry, Innovation and Infrastructure) through responsible digital innovation, SDG 4 (Quality Education) through its contribution to digital literacy and informed decision-making, and SDG 17 (Partnerships for the Goals) through its multidisciplinary approach to addressing complex societal challenges.



Rajiv Amarnani: Demystifying employee disclosure of retirement plans at work

Period Covering: April, 2025 - April, 2028

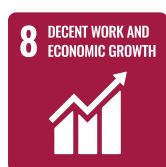
Department: Management

Associate Professor Rajiv Armanani, Management & Organisations

In this research we identify the key predictors and outcomes of employees' disclosure of retirement plans (DRP) to their supervisor. Both the employee and the employer benefit from an open and honest DRP conversation. The employee often needs accommodations and support from the employer in the lead up to retirement; DRP is often the first step in addressing these needs. Employers will be better able to meet employee needs for accommodations (and other retirement planning support such as training) if they are aware of the employee's plans. Knowledge of employee's retirement plans helps the employer better prepare for the retirement and its aftermath by engaging in succession planning and if relevant, entice the employee to continue being engaged with the organisation post-retirement. Unfortunately, there is no systematic research directed at understanding the predictors and outcomes of DRP. Given the benefits for employees and employers of DRP, evidence-based insights into this process are of vital importance. In the proposed research, we will conduct a rigorous examination of the individual and workplace dynamics that influence DRP and its consequences.

Relevance to PRME Principles and the SDGs:

The findings have the potential to improve employee wellbeing, workforce planning, succession management, and opportunities for continued engagement beyond retirement, contributing to more sustainable employment relationships across the life course. Through its focus on employee support, organisational responsibility, and evidence-based management practice, the research aligns strongly with the PRME principles of Research, Purpose, and Practice. Its primary contributions are to SDG 8 (Decent Work and Economic Growth) through the promotion of supportive and sustainable workplace practices, SDG 3 (Good Health and Well-being) through improved wellbeing and retirement outcomes for employees, SDG 10 (Reduced Inequalities) through attention to equitable support for workers transitioning to retirement, and SDG 16 (Peace, Justice and Strong Institutions) through fostering transparent, trust-based workplace relationships and responsible organisational governance.



David Gilchrist, Paul Flatau, Leanne Lester, Zoe Callis: Tools and Resources to Support Fully Costing Human Services Delivery

Period Covering: January, 2025 - December, 2025

Department: Accounting | Economics

Professors David Gilchrist (Accounting & Director of Centre for Public Value), Paul Flatau (Economics and Director of Centre for Social Impact), Leanne Lester and Zoe Callis (Centre for Social Impact)

Tools and Resources to Support Fully Costing Human Services Delivery develops a suite of practical frameworks, tools and resources to assist human service organisations in identifying, measuring and managing the full costs associated with service delivery. Led by Professor David Gilchrist in collaboration with researchers from the UWA Business School and the Centre for Social Impact, the project addresses a long-standing challenge in the human services sector, where funding arrangements often fail to capture the true costs of delivering sustainable, high-quality services. Through the development of costing methodologies, pricing frameworks and implementation resources, the project supports governments, not-for-profit organisations and service providers to improve financial sustainability, transparency and accountability. By enabling more accurate costing and evidence-based funding decisions, the project contributes to stronger service delivery systems,

better outcomes for communities and more effective stewardship of public resources. Funded by the Government of the Australian Capital Territory, the project combines rigorous research with practical, industry-ready tools designed for direct application across the human services sector.

Relevance to PRME Principles and the SDGs:

The research contributes to stronger community outcomes by helping ensure that essential services are appropriately resourced and sustainably delivered, while promoting effective stewardship of public funds. Through its focus on financial sustainability, organisational accountability, and societal wellbeing, the project aligns strongly with the PRME principles of Research, Purpose, Practice, and Partner. Its primary contributions are to SDG 16 (Peace, Justice and Strong Institutions) through improved transparency, accountability, and public-sector decision-making, SDG 8 (Decent Work and Economic Growth) through strengthening the sustainability and effectiveness of service-providing organisations, SDG 10 (Reduced Inequalities) through support for more equitable and accessible human services, and SDG 17 (Partnerships for the Goals) through collaboration between government, academia, and the not-for-profit sector to improve service delivery and social outcomes.



Gillian Yeo: ARC Research Hub for Fire Resilience Infrastructure, Assets and Safety Advancements (FRIASA) in Urban, Resources, Energy and Renewables Sectors

Period Covering: January, 2024 - December, 2028

Department: Management

Woodside Professor Gillian Yeo, Management & Organisations

This Hub will develop innovative, cost-effective fire protection technologies and new fire safety management skills that will transform and better safeguard Australia's critical infrastructure and assets against natural and man-made fires. By advancing new fire resilience materials, innovative fire suppression systems, and smart fire detection technologies to meet industry challenges impacted by the evolving threats of fires, this Hub will provide competitive advantages for the urban, resources, energy and renewables sectors in tackling fire incidents and fire risks. Deployment of such technologies will create new industries in recyclable fire-resistant materials, improve efficiencies and growth in Australia's supply chain of fire protection systems and create export opportunities in the

global market. Other benefits include: up-skilling of the workforce in fire safety; protecting and enhancing critical infrastructure and assets that all Australians rely on; uplifting the resiliency; safe operations and practices to Australia's competitive advantage.

Relevance to PRME Principles and the SDGs

By combining technological innovation with practical industry application and workforce development, the project aligns strongly with the PRME principles of Research, Purpose, Practice, and Partner. Its primary contributions are to SDG 9 (Industry, Innovation and Infrastructure) through the development of resilient infrastructure and innovative fire-protection technologies, SDG 11 (Sustainable Cities and Communities) through improved protection of communities and critical assets, SDG 13 (Climate Action) through strengthening adaptation and resilience to increasing fire risks, SDG 8 (Decent Work and Economic Growth) through workforce upskilling and the creation of new economic opportunities, and SDG 17 (Partnerships for the Goals) through collaboration between industry, government, and research partners to address complex fire-safety challenges.



Fang Liu: The Influence of ESG on Corporate Branding and Human Capital

Period Covering: April, 2024 - June, 2025

Department: Marketing

Associate Professor, Fang Liu, Marketing

Fang Liu's research examines how environmental, social, and governance (ESG) practices influence corporate branding and human capital, highlighting the strategic value of responsible business practices beyond their environmental and social objectives. The research demonstrates how strong ESG performance can strengthen corporate reputation and brand value while enhancing an organisation's ability to attract, engage, and retain employees. By connecting ESG performance with both external stakeholder perceptions and internal workforce outcomes, the research provides organisations with evidence that responsible business practices can generate broader organisational value. The findings offer practical insights for managers seeking to integrate ESG considerations into corporate branding, employee value propositions, and human capital strategies, while contributing to the growing understanding of ESG as a driver of organisational competitiveness and sustainable performance.

Relevance to PRME Principles and the SDGs:

Through its focus on organisational accountability, responsible leadership, and sustainable value creation, the research aligns strongly with the PRME principles of Research, Purpose, Teach, and Practice. Its primary contributions are to SDG 8 (Decent Work and Economic Growth) through improving employee outcomes and sustainable workforce practices, SDG 12 (Responsible Consumption and Production) through encouraging responsible corporate behaviour, SDG 16 (Peace, Justice and Strong Institutions) through strengthening transparency, accountability, and stakeholder trust, and SDG 5 (Gender Equality) and SDG 10 (Reduced Inequalities) where ESG-driven human capital practices support more inclusive and equitable workplaces.



Tom Barratt: Work fragmentation in the gig economy

Period Covering: February, 2023 - March, 2026

Department: Management

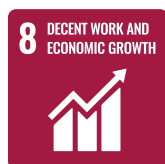
Dr Tom Barratt

The 'gig economy' has recast the nature of work relationships and performance in the Australian economy. This has re positioned workers, simultaneously increasing work opportunities and creating the potential for the exploitation of workers. This project will investigate the experience of work in the gig economy, using geographical and industrial relations frames to show how, why, where and when workers engage in gig work, and what this means for their work and non-work lives. This is of benefit as the regulation of the gig economy is a live political issue, with Parliaments and regulators (primarily the Fair Work Commission) currently deciding the best way to maximise the economic and social benefit of the gig economy for Australia and workers in Australia. By providing a robust, multi-sector and longitudinal data set which will report the motivations, expectations, needs and experiences of gig workers, this project will inform these regulatory choices.

Relevance to PRME Principles and the SDGs:

The research contributes to a deeper understanding of how contemporary work arrangements affect both work and non-work lives, supporting the development of more equitable, sustainable, and inclusive labour-market institutions. Through its focus on worker wellbeing, labour rights, and evidence-based policy development, the project aligns strongly with the PRME principles of Research, Purpose, Practice, and Partner. Its primary contributions are to SDG 8 (Decent Work and Economic Growth) through improving understanding of fair and sustainable work practices, SDG 10 (Reduced

Inequalities) through addressing vulnerabilities experienced by gig workers, SDG 16 (Peace, Justice and Strong Institutions) through informing effective labour regulation and governance, and SDG 5 (Gender Equality) where evidence-based workforce policies may help address disparities in participation and employment conditions across the gig economy.



Dirk Baur: Digital Finance CRC Project

Period Covering: January, 2023 - December, 2032

Department: Finance

Professor Dirk Baur, Finance

Dirk Baur's Digital Finance CRC project examines the transformation of financial markets and services through digital technologies, with a focus on the opportunities and challenges created by emerging digital finance innovations. The research contributes to understanding how technologies such as digital assets, blockchain, and data-driven financial systems can reshape financial markets, investment, and risk management. By connecting academic research with industry and policy needs, the project supports the development of more effective, innovative, and responsible approaches to digital finance. Its findings provide insights for financial institutions, businesses, investors, and policymakers navigating the rapidly evolving digital financial landscape, while contributing to Australia's capacity to respond to technological change and strengthen the competitiveness and resilience of its financial sector.

Relevance to PRME Principles and the SDGs:

Through its focus on technological innovation, industry engagement, and practical application, the research aligns strongly with the PRME principles of Research, Purpose, Practice, and Partner. Its primary contributions are to SDG 9 (Industry, Innovation and Infrastructure) through advancing digital innovation in financial systems, SDG 8 (Decent Work and Economic Growth) through supporting sustainable economic development and financial-sector competitiveness, SDG 16 (Peace, Justice and Strong Institutions) through improving the governance, transparency, and resilience of financial markets, and SDG 17 (Partnerships for the Goals) through collaboration between academia, industry, and policymakers to address emerging challenges and opportunities in digital finance.



Paul Gerrans: Designing a Holistic Model of Advice to Improve Retirement Planning

Period Covering: July, 2020 - November, 2025

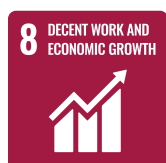
Department: Accounting

Professor Paul Gerrans, Finance

We aim to improve retirement planning through the design and application of a new model integrating financial advice with career and health planning to optimise financial and psychological outcomes. We will test a multidisciplinary, holistic model of advice combining specialist knowledge in careers, health, and finances. Expected outcomes of the project include evaluating the use of a broader range of experts during retirement planning and developing a model for the future training and development of financial advisers. By optimising the timing of workplace exit, we can decrease reliance on pensions and encourage earlier and on-going engagement in the retirement planning process. This will provide significant social and economic benefits.

Relevance to PRME Principles and the SDGs:

Through its focus on healthy ageing, financial resilience, workforce participation, and evidence-based professional services, the project aligns strongly with the PRME principles of Research, Purpose, Teach, and Practice. Its primary contributions are to SDG 3 (Good Health and Well-being) through improving psychological and health outcomes associated with retirement, SDG 8 (Decent Work and Economic Growth) through supporting sustainable workforce participation and informed retirement transitions, SDG 10 (Reduced Inequalities) through improving access to more comprehensive retirement-planning support, and SDG 4 (Quality Education) through the development of new knowledge and training models for financial advice professionals.



Shujie Luan Algorithmic Design and Physician Liability

Period Covering: January, 2024 - February, 2026

Department: Centre for Business Data Analytics | Management & Organisations

Dr Shujie Luan, Centre for Business Data Analytics

My research examines how organisations can use AI responsibly when decisions have consequences for health, fairness, and accountability. In "Algorithmic Bias and Physician Liability," with scholars from Johns Hopkins University, I study how physicians respond to AI recommendations when algorithmic performance differs across patient groups and when liability rules shape incentives to use AI. The analysis shows that policies intended to improve fairness can generate behavioural responses and unintended consequences, making responsible AI governance an organisational as well as a technical challenge.

Motivated by the U.S. healthcare regulatory environment, including Section 1557 of Affordable Care Act enacted in 2010, it provides a framework for understanding how regulation, liability, algorithmic accuracy, and clinician behaviour interact. I presented this work at CHITA 2024, where I engaged with policy leaders and healthcare stakeholders to discuss its implications for AI regulation and practice. I have also been invited to will present this research in a Health Applications Society session on the use of digital technology in healthcare at the 2026 INFORMS Annual Meeting. My work is currently published in SSRN.

Relevance to PRME Principles and the SDGs

My work most closely supports SDG 3 (Good Health and Well-being), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice and Strong Institutions). Through research, teaching, mentoring, and international collaboration, I aim to connect rigorous analytical methods with socially responsible management practice. My work advances the PRME Principles of Purpose and Values by examining how artificial intelligence can be designed, regulated, and used in healthcare without reinforcing existing inequalities.



Ava Yu: Social Enterprises Sustainability: Nurturing Impact for Today and Tomorrow

Period Covering: January, 2026 - January, 2027

Department: Marketing

Dr Ava Yu, Marketing

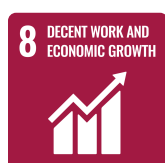
My research asks how purpose-driven organisations can turn social purpose into credible and sustainable practice. Focusing on social enterprises, I examine how organisations mobilise resources to enact their purpose and how these choices shape stakeholder perceptions of credibility. This work contributes to SDG 8 (Decent Work and Economic Growth) by strengthening understanding of sustainable, purpose-driven enterprise, and to SDG 17 (Partnerships for the Goals) through research conducted in close connection with the social enterprise sector.

My Journal of Business Research article, Practicing What You Preach: Social Enterprise Resource Utilization and Its Signalling Implications, draws on 31 interviews with senior social-enterprise leaders. The findings show how resource-use decisions signal the authenticity of social purpose, offering practical guidance for organisations seeking greater alignment between actions and communication.

I am extending this agenda through the funded project Social Enterprises Sustainability: Nurturing Impact for Today and Tomorrow and ongoing collaboration with the WA Social Enterprise Council. This creates a two-way pathway between research and practice: sector challenges inform my research, while findings contribute to conversations about responsible management and social-enterprise sustainability.

Relevance to PRME Principles and the SDGs:

Through its focus on social impact, organisational accountability, and responsible enterprise, the research aligns strongly with the PRME principles of Research, Purpose, Practice, Partner, and Share. Its primary contributions are to SDG 8 (Decent Work and Economic Growth) through strengthening sustainable and purpose-driven enterprise, SDG 17 (Partnerships for the Goals) through close collaboration with the social enterprise sector, SDG 12 (Responsible Consumption and Production) through promoting responsible organisational practices and resource stewardship, and SDG 10 (Reduced Inequalities) through supporting organisations whose missions are directed toward social and community outcomes.



Frank Liu: Sustainable Corporate Behaviour in Capital Markets

Period Covering: January, 2023 - February, 2027

Department: Finance

Associate Professor Frank Liu, Finance

My research programme asks a single question with direct bearing on responsible management: when do capital markets actually reward sustainable corporate behaviour, and what institutional design is required when they do not?

The work runs along three strands. The first is measurement: ESG rating divergence and its consequences for audit pricing, price synchronicity and market discipline (SDG 12). The second is policy design: climate finance pilots, green public procurement and government-guided funds as instruments for corporate decarbonisation, alongside the pricing of biodiversity risk (SDG 9, 13, 15). The third is participation, through a long-running economic history programme recovering women's role in Australian capital markets and invention (SDG 5), published in *The Economic History Review*, *Business History Review* and *Enterprise & Society*.

Of 61 refereed journal articles, more than fifteen since 2023 address SDG questions directly, in outlets including *Business Strategy and the Environment* and the *Journal of International Money and Finance*. The programme was recognised by the 2025 UWA Business School Mid-Career Research Award.

My 2025 *Nature* correspondence argued that greening nickel extraction, an industry central to Western Australia's transition, requires institutional and financial support rather than technology alone.

Relevance to PRME Principles and the SDGs:

Through its focus on sustainability measurement, responsible finance, public policy, and societal impact, the programme aligns strongly with the PRME principles of Research, Purpose, Practice, and Share. Its primary contributions are to SDG 12 (Responsible Consumption and Production) through research on ESG measurement and corporate accountability, SDG 13 (Climate Action) through climate finance and corporate decarbonisation, SDG 9 (Industry, Innovation and Infrastructure) through sustainable industrial and financing transitions, SDG 15 (Life on Land) through the pricing and management of biodiversity risk, and SDG 5 (Gender Equality) through research highlighting women's historical contributions to capital markets, innovation, and economic development.



Daniel Schepis: Emerging Clean Hydrogen Policy

Period Covering: September, 2022 - October, 2028

Department: Marketing

Associate Professor Daniel Schepis, Marketing

Since 2022 I have been engaged in research on the emerging clean hydrogen market and the contested policy environment which is shaping it. Considered an important element in the energy transition, this research aligns strongly with SDG7 Affordable and Clean Energy, while the industrial and governance challenges we focus on, also align with SDG13 Climate Action and SDG9 Industry, Innovation and Infrastructure. We have specifically identified drivers, barriers and policy issues from a market perspective.

This research was initiated through an industry grant with colleagues at UWA and Monash, and then expanded into interdisciplinary projects with European collaborators. Our team delivered a 213 page report and presentation to a major resources company (grant funder), based on a large industry/ media analysis and in-depth interviews with key Australian industry and government stakeholders. We've since expanded this through a diversified impact approach, producing several industry-facing commentaries, government submissions and academic publications.

I remain engaged in the ongoing public debate and policy development and am exploring new international and CRC grants with collaborators to extend this work.

This particular research stream has generated the most external interest of projects I've been involved with, and has given me the opportunity to engage with a diverse audience. I have enjoyed adapting and sharing this work and contribute in this responsible management context.

In terms of direct policy impact, my team has provided submissions to the National Hydrogen Strategy Review (2024), Green Aluminium Production Credit consultation (2025), and Net Zero Fund design consultation (2026). Our submissions were published online and cited in the final reports.

We have also contributed several industry-facing articles throughout this period. This has included the UWA Public Policy Institute WA 2050 report (2022), Monash Lens (2023), Australian Institute of Management – Workplace Conversations (2024) and USAsia Centre (2026). Finally, this research has now been published for an academic audience in Industrial Marketing Management (ABDC: A*) (2026).

In continuing this work, I am engaged in a project mentoring a HDR student at Koblenz University who is analysing changes in government strategy and have also supported an ECR at RMIT who has applied for a Universities Australia-Germany Mobility grant.

Relevance to PRME Principles and the SDGs:

By combining rigorous research with active engagement in policymaking, industry practice, international collaboration, and researcher development, the programme supports more informed and responsible decision-making in the transition to low-carbon energy systems. Through its focus on sustainability transitions, policy impact, stakeholder engagement, and knowledge sharing, the research aligns strongly with the PRME principles of Research, Purpose, Practice, Partner, and Share. Its primary contributions are to SDG 7 (Affordable and Clean Energy) through advancing understanding of clean hydrogen markets and energy-transition pathways, SDG 13 (Climate Action) through research supporting decarbonisation and net-zero objectives, SDG 9 (Industry, Innovation and Infrastructure) through the development of emerging clean-energy industries and associated policy frameworks, and SDG 17 (Partnerships for the Goals) through collaboration with industry, government, international researchers, and higher degree research students to address complex sustainability challenges.



Nam Phan: How Fiscal Policy Affects Household Consumption During Recession

Period Covering: June, 2025 - June, 2028

Department: Economics

Dr Nam Pham

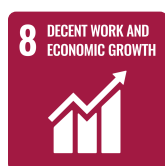
My research contributes to responsible management by improving our understanding of how public policy affects household welfare, economic resilience, and inequality. I develop heterogeneous-agent macroeconomic models that capture differences across households in income, wealth, and financial constraints, allowing policymakers to evaluate not only aggregate outcomes but also who gains and who loses from alternative policy interventions.

Four of my current working papers examine how fiscal policy—including taxation, transfers, and government responses to economic downturns—can reduce inequality while helping households smooth consumption during recessions. These questions are central to designing policies that promote inclusive and sustainable economic growth. In parallel, I develop new computational methods that enable richer and more realistic policy analysis, expanding the tools available to researchers and policymakers.

The quality and relevance of this research are reflected in its growing international recognition. One of my papers is currently under review at a leading economics journal, while my other papers have been presented this year at major international conferences, including meetings of the Econometric Society in North America, China, and Southeast Asia, as well as the Society for Machine Learning in Economics. My job market paper was also selected as a finalist in the Bank of Canada PhD Student Research Presentation.

Relevance to PRME and SDGs

This body of work aligns closely with the PRME Research Principle by generating rigorous, policy-relevant evidence to support more equitable and effective public policy, contributing particularly to SDGs 1 (No Poverty), 8 (Decent Work and Economic Growth), and 10 (Reduced Inequalities).



Yifan Zhong: Technology Supporting Energy Transition

Period Covering: April, 2024 - May, 2027

Department: Management

Dr Yifan Zhong, Centre for Business Data Analytics

My research primarily targets SDG 7 by examining how digital technologies can support energy transition while creating new governance challenges. In a 2025 Energy Economics study, I contributed methodology and validation to evidence that AI predominantly supports renewable energy, while its relationship with fossil energy remains contingent. This highlights that responsible transition depends not only on technological adoption, but also on how evidence, uncertainty and implementation are governed.

I carried this research agenda into the Australian Energy Regulator's 2026 Network Resilience Guidelines consultation. My submission proposed an auditable evidence chain from climate risk and alternative options through consumer trade-offs, implementation, expenditure and outcomes. Its inclusion in a live national regulatory process constitutes a documented contribution beyond academia to public-policy deliberation.

A second Research–Partner pathway places responsible analytics in organisational settings through three industry-funded digital-manufacturing projects and research using Rise-X's operating AI–blockchain supply chain platform. These activities generate practice-relevant evidence.

Relevance to PRME and SDGs

This primarily enacts PRME Research, supported by Partner, and advances SDGs 7, 9, 12, 13 and 17.



Research Awards

In 2025, University of Western Australia Business School was awarded 7 research awards for responsibility- and/or sustainability-related research.

2024 3rd IETI Young Researcher Award Winner

Granter: IETI

Grantee: Yifan Zhong

Award Description:

Awarded by the International Engineering and Technology Institute (IETI) in recognition of outstanding research achievement, innovation, and academic leadership. The award honours researchers whose work has demonstrated significant scholarly impact and international recognition within their field.

2026-2027 AFAANZ Research Grant Recipients

Granter: Accounting and Finance Association Australia and New Zealand

Grantee: Lufi Mursita

Award Description:

The AFAANZ Research Fund Annual Grants Program provides funding to researchers at member universities across Australia and New Zealand. The program aims to support research that addresses contemporary and future challenges in accounting and finance, including implications for professional practice, policy and the accounting and finance professions.

Lufi's work is centred on negotiated pay-for-flexibility and employee effort.

Responsible Business Fellow Research with Impact Award

Granter: UWA Business School

Grantee: Faculty

Award Description:

The UWABS Responsible Business Fellow Awards are awarded in recognition of academic contribution to the PRME principles and progress on the SDGs .

The criteria for the Award are as follows:

A Responsible Business Fellow Research with Impact is someone whose research targets SDG challenges with demonstrated impact on policy and practice. The nominees must address the PRME principle "research" keeping in mind the definition of what constitutes research impact as below and identify the relevant SDGs.

Definitions:

Research impact is the demonstrable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, beyond contributions to academia (Australian Research Council, 2022).

The PRME Principle Research is to study people, organisations, institutions, and the state of the world to inspire responsible management and education practices

Wiley Top Cited Article - Accounting & Finance

Granter: Wiley

Grantee: George Shan

Award Description:

Awarded by Wiley to articles published in the journal Accounting & Finance that rank among the most highly cited papers in the field. The recognition highlights research that has made a significant scholarly contribution and demonstrated substantial influence on subsequent academic literature, as measured by citation performance.

2025 UWA Research Awards - Research Mentorship

Granter: University of Western Australia

Grantee: Tushar Bharati

Award Description:

Awarded by The University of Western Australia in recognition of excellence in research mentorship. The award acknowledges academics who demonstrate sustained commitment to developing researchers through supervision, mentoring, fostering scholarly outputs, creating inclusive and inspiring research environments, and supporting the professional development and career advancement of colleagues and research students.

UWA Business School Mid-Career Research Award

Granter: University of Western Australia Business School

Grantee: Frank Liu

Award Description:

Awarded to a mid-career researcher who has demonstrated outstanding achievement in research and scholarship. The award recognises excellence in research performance, scholarly contribution, and the impact of research within the discipline and broader community. Recipients are selected through the UWA Research Awards program, with School-level winners progressing to consideration for the Vice-Chancellor's Mid-Career Research Award.

2025-26 Scarthingmoor PhD Prize in Economics

Granter: Queen's University Graduate Studies and Postdoctoral Affairs

Grantee: Nam Phan

Award Description:

This prize was established by John Weatherall and awarded annually to a student who has submitted the best PhD thesis in the field of Economics.

Research Presentations Related to RME and/or Sustainability

In 2025, University of Western Australia Business School gave 5 research presentations related to RME and/or sustainability.

Raising the Bar: From the cause of all evil to marketing for change

Authors: Liudmila Tarabashkina

Date of publication: November, 2025

Presented at: Regional or local issue or theme-specific conference

Department: Marketing

Hear about the evolution of marketing from the “cause of all evil” to “marketing for change”. Drawing from experimental research with consumers in the area of sustainable consumption, the current juxtaposition between the “dark” and “bright” sides of marketing will be discussed. Learn about options for less costly social marketing interventions that rely on consumer imagination and inspiration to encourage product reuse and upcycling to minimise consumer waste.



Raising the Bar: Believe your eyes? Think again! Why you can't afford to ignore deepfakes

Authors: Tristan Reed

Date of publication: November, 2025

Presented at: Regional or local issue or theme-specific conference

Department: Computer Information Systems

Welcome to a world where seeing is no longer believing! Artificial intelligence technology can now create videos of anyone saying or doing anything, and they look completely real. Imagine a fake video of your company’s CEO announcing bad news that crashes your stock price, or a political candidate appearing to make shocking statements right before an election. I will introduce you to the world of deepfakes that affect businesses, elections and daily life.



Does Disability Reshape Who We Are? New Evidence on Personality Change Following Permanent Disability Onset

Authors: Michael Palmer

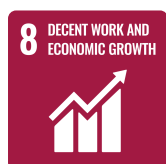
Date of publication: August, 2026

Presented at: Regional or local issue or theme-specific conference

Department: Economics

Economists and psychologists have long assumed these traits are relatively stable across adulthood – but what happens when a major life event permanently changes the way we can participate in work, social life, and daily activities?

As part of the [CSI UWA Research Webinar Series](#), we explore new causal evidence on how permanent disability onset reshapes personality using 24 waves of the Household, Income and Labour Dynamics in Australia (HILDA) Survey. Drawing on a quasi-experimental research design, the findings show that disability onset leads to meaningful changes in how people engage with the world around them – with important implications for disability policy, labour market re-entry, and our understanding of wellbeing and resilience.



Investing in Mental Health: The Economic Case for Psychosocial Support | CSI UWA webinar

Authors: Paul Flatau

Date of publication: July, 2026

Presented at: Regional or local issue or theme-specific conference

Department: Economics

Despite growing recognition of the importance of psychosocial support services, their full economic and social value is often under-recognised and under-measured.

As part of the CSI UWA Research Webinar Series, the session explores new CSI UWA research on the economic value of psychosocial support and its critical role in improving social outcomes. The webinar highlights how these supports contribute to wellbeing, recovery, and broader system savings.

Hear from the research team Professor Paul Flatau, Community Mental Health Australia (CMHA) CEO Kerry Hawkins and CMHA President Cathy O'Toole, who share insights on how psychosocial supports create value for individuals, communities, and government systems. The discussion explores practical approaches to capturing this value, key evidence gaps, and implications for policy, funding, and service design.

This session would be of interest to policymakers, practitioners, researchers, and anyone interested in strengthening the case for investment in psychosocial support.



Social Marketing for Social Good: what fifty years of scholarship has taught us

Authors: Uwana Evers

Date of publication: May, 2026

Presented at: Regional or local issue or theme-specific conference

Department: Marketing

We live in an era of extraordinary behavioural intelligence. We have neuroscience, nudge theory, behavioural economics, digital targeting, and decades of psychology informing how humans make decisions. And yet the gap between what we know people should do and what they actually do – in their health, their consumption, their civic and environmental choices – has arguably never felt wider. In this complex world, the call to action is large-scale behaviour change. The discipline of social marketing was founded on a deceptively simple insight in the 1970s: if marketing can sell cigarettes and fast food, it can be deployed with equal sophistication to sell ideas and behaviours that benefit society. The concept has been put into practice and used extensively to change public behaviour and promote social change.

Over fifty years later, what has the discipline genuinely learned? This webinar critically examines the social marketing literature with practical insights for those who are in the business of creating social impact.



Publications Related to RME and/or Sustainability

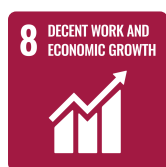
Determinants of the willingness to report unethical behavior | [DOI](#)

Authors: Diep Nguyen | Stephen T.T.Teo | Swee-Hoon Chuah | Christine Soo | David Pick

Date of publication: June, 2025

Department: Management

Despite efforts to reduce unethical behavior in government, public sector employees often remain reluctant to report misconduct. This study applies social information processing theory and an experimental design to examine how ethical leadership, individual judgments of coworkers' behavior, organizational climate types, and enforcement of a code of conduct influence employees' willingness to report misconduct. We tested the hypotheses with 710 employees in Australia's commonwealth and state public sectors in two experiments. Findings show ethical leadership's effect on reporting strengthens when employees' ethical judgments of colleagues' behavior are low. High ethical leadership and high enforcement of a code of conduct partially increase employees' willingness to report in a principled climate. Ethical leadership significantly enhances employees' willingness to report in a climate of benevolence, irrespective of code of conduct enforcement. Implications for theory and practice are discussed.



Corporate Egoism | [DOI](#)

Authors: Toyin Ajibade Adisa | Mayowa Babalola | Chima Mordi | Kareem Folohunso Sani | Olatunji David Adekoya | Michael Harrison

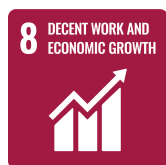
Date of publication: February, 2025

Presented at: Regional or local academy of management

Department: Management

The normative theory of ethical egoism has been widely applied in management studies, and there is an increasing number of organisations subscribing to its core tenet of best interest and self-interest. Using ethical egoism and ethical impact theory, this article examines business ethics and ethical professionalism in the Nigerian banking sector by focusing on targets set by banks for employees and their impacts on work and non-work lives. Interviews with 47 present and past bankers suggest that banks use egoism to set and ethicise unreasonable loan and deposit targets. The pressure and consequences of not meeting these targets have forced many bankers to engage in unethical

behaviour, such as bribery and “corporate prostitution.” Bankers’ work-life balance and health are negatively affected in a workplace where organisational wellbeing is valued above employees’ wellbeing.



Does Tax-Aggressive Behavior Motivate More CSR Engagement? | [DOI](#)

Authors: Xin Wang | Kam Fong Chan | Millicent Chang | Yuan George Shan | Joey W Yang

Date of publication: January, 2025

Presented at: National or international issue or theme-specific conference

Department: Finance

Using an international sample of listed companies from 36 countries, we investigate whether firms’ engagement in tax-aggressive behavior drives them to increase their corporate social responsibility (CSR) and environmental, social, and governance (ESG) activities. Consistent with the reputation risk mitigation theory, our results show that U.S. and Canadian firms ramp up their ESG activities 4 years after engaging in tax-aggressive practices, aligning with the typical duration for the IRS (Internal Revenue Service) investigations. In contrast, firms in other countries act sooner, within 2–3 years. Further analysis shows that firms in countries with stringent law enforcement, and those adopting International Financial Reporting Standards, are less likely to enhance CSR/ESG activities following aggressive tax policies. These findings highlight the significant influence of regulatory and disclosure environments in shaping corporate behavior in tax policies.



Empower communities to fight climate change at grassroots level | [DOI](#)

Authors: Yifan Zhong

Date of publication: May, 2025

Presented at: National or international issue or theme-specific conference

Department: Business Analytics | Economics

In their Comment, P. Bolton *et al.* advocate for climate finance clubs, “agreements among economically self-interested nations to cut emissions through aligned policies”, to accelerate decarbonization ([P. Bolton *et al.* *Nature* 639, 574–576; 2025](#)).

But this centralized approach risks introducing the inequities and delays that often plague top-down models.

A more effective alternative would be to invest in local networks – farmers, cooperatives and Indigenous groups – which can implement climate solutions tailored to their situations. Community-led initiatives can deliver faster and fairer climate action by leveraging local knowledge and shared ownership of renewable resources.

Community-managed reforestation and small-scale renewable projects often require less funding but deliver greater impacts than large-scale efforts that focus on adaptability and engagement. Grass-roots experiments provide scalable solutions for climate resilience that address both environmental and social needs



The dark side of employee-generative AI collaboration in the workplace | [DOI](#)

Authors: Shenyang Hai | Tianyi Long | Andreawan Honora | Arnold Japutra | Tengfei Guo

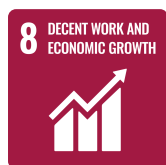
Date of publication: August, 2025

Presented at: National or international issue or theme-specific conference

Department: Management | Computer Information Systems

Generative AI (GenAI) has emerged as a powerful tool in the modern workplace, delivering significant benefits to both employees and organizations. As its adoption gains momentum, understanding the potential risks associated with employee-GenAI collaboration becomes increasingly important. While much of the existing research emphasizes the challenges GenAI presents to employees as individuals, this study shifts the focus to explore broader organizational risks, particularly unethical workplace behaviors. Drawing on human-AI collaboration research and the job demands-resources model, we develop and empirically test a novel model to explain how and when employee-GenAI collaboration may lead to employees’ unethical behavioral outcomes in daily organizational contexts. Using an [experience sampling approach](#) with longitudinal data from 229 service industry employees, encompassing 1050 matched daily observations, our findings reveal that employee-GenAI collaboration increases work alienation—a sense of disconnection from work—which, in turn, drives employee expediency that compromises work standards. Furthermore, we demonstrate that this effect is pronounced under high digital job demands. By highlighting this unintended consequence,

our study contributes to theoretical advancements in understanding the darker side of employee-GenAI collaboration and provides practical insights to help organizations harness the benefits of GenAI while mitigating its potential ethical pitfalls.



A crisis-induced bricolage policy in Australia: ethical contradictions in policymaking in times of crisis

| [DOI](#)

Authors: Donella Caspersz | Renata Casado | Zinovijus Ciupijus | Chris Forde

Date of publication: December, 2025

Presented at: Regional or local academy of management

Department: Management

Building on Oliver's ([2020](#)) concept of governmentality-effected neglect and applying an ethical lens, this paper examines how ideas and discourse shape migration and social policy during crises, particularly the role of state assumptions in fostering ethical contradictions in policy. We analyse secondary material and original qualitative data from semi-structured interviews with macro-level policymakers, meso-level civil societal actors and individuals at the micro-level directly affected by policy decisions. We argue that the pandemic led to a crisis-induced bricolage of policy, reflecting an ethical void. This approach, rooted in long-standing ideas about the value and role of temporary migrants in Australia, continues to influence policymaking, perpetuating systemic exclusions and reinforcing ethical challenges.



Does CEO Personal Environmental Value Matter? | [DOI](#)

Authors: Christian Harding | Choy Yeing Ho | Joey Yang

Date of publication: December, 2025

Presented at: National or international issue or theme-specific conference

Department: Finance

Using the epidemiological approach to estimate CEOs' personal environmental value, we examine whether and how it impacts a firm's environmental performance. The results show that CEOs' personal environmental value has a significant and positive influence on environmental performance. Further analysis shows that when firms suffer from a decline in sales performance stemming from negative environmental incidents, CEOs' personal environmental value exacerbates the adverse effect, indicating that customers are environmentally conscious. In contrast, when firms experience heightened environmental risks stemming from a major environmental disaster, CEO environmental consciousness can safeguard shareholder wealth from increased environmental risks.



Employees' Perceived Overqualification and Spouses' Family-Work Enrichment

| [DOI](#)

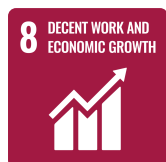
Authors: Yanan Dong | Aleksandra Luksyte | Mian Zhang | Lin Ma

Date of publication: January, 2025

Presented at: Regional or local academy of management

Department: Management

Resources are critical for family-work enrichment (FWE), meaning that more resources facilitate higher FWE. This suggests that living with overqualified partners—those with surplus skills, abilities, and work experience—might increase spouses' FWE. However, this may not always be true, as overqualified employees may lack motivation or opportunities to transfer their surplus resources to home domains, thereby reducing their spouses' FWE. Drawing on the crossover of resources theory, this study posits that the nature of this relationship depends on employees' schedule control or the competitive climate via social support for spouses. We examined the proposed moderated mediation model in two studies. Study 1 ($N = 246$) was based on a sample of hospital employees and their spouses, and Study 2 ($N = 328$) used matched data from employees of an information technology company and their spouses. Study 1 showed that when schedule control was higher or competitive climate was lower, perceived overqualification was positively related to spouses' FWE through increased social support. We constructively replicated these effects in Study 2 using (a) instrumental and emotional support; (b) additional outcomes such as spouses' job performance and work well-being; and (c) alternative mediators and moderators. Across the two studies, our research supports the transfer of the surplus resources of overqualified employees to facilitate their spouses' FWE in favorable work contexts.



A social influence view of the internationalization of cultural products | [DOI](#)

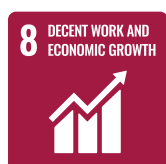
Authors: Xinli Huang | Di Fan | Christine Soo

Date of publication: August, 2025

Presented at: National or international issue or theme-specific conference

Department: Management

A thriving international cultural industry fuels the expansion of the global creative economy. Yet, what drives the international diffusion and performance of cultural products? This study adopts a social influence perspective to examine the international performance of film exports, addressing a critical gap in existing research that often isolates social influences without considering the impact of their (in)congruence. Given the subjective nature of cultural products and their vulnerability to multiple influences across global value chains, we theorize and empirically test the effects of congruence and incongruence between supply-side and demand-side social influences on films' international performance. Analyzing 1676 U.S. films released between 2009 and 2018, our findings reveal that congruence between supply-side and demand-side social influences significantly enhances a film's appeal, credibility, and international success. Moreover, this effect is amplified by two key moderators across global value chains, namely, upstream home-country adoption of social media promotion and downstream host-country press freedom. This study contributes to the understanding of the social influence view within global value chains by highlighting the importance of supply-demand congruence and the contextual factors that shape their effectiveness in driving the international performance of cultural products.



Coevolution of Newcomer Network Structures and Supervisor Support and Undermining: A Latent Change Score Approach | [DOI](#)

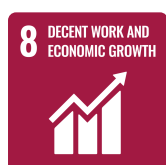
Authors: Ruolian Fang | Wen-Dong Li | Daniel Brass

Date of publication: November, 2025

Presented at: National or international issue or theme-specific conference

Department: Management

Despite the recognition that newcomers' ego networks facilitate their adjustment, little is known about changes in their ego-network structures over time and potential drivers for the network changes. Drawing on coevolutionary theory of network dynamics and integrating insights from research on socialization dynamics, we examine the change-related, reciprocal relationships between perceived supervisor behaviors—specifically support and undermining—and structural holes in newcomers' ego networks (i.e., the extent to which newcomers connect otherwise disconnected individuals). Using latent change score (LCS) modeling in a longitudinal study of new employees, we found evidence of coevolution: perceived supervisor undermining hindered their development of ego networks with increasingly more structural holes; in turn, newcomers who spanned structural holes in their ego networks experienced increasingly more supervisor undermining. Additionally, those whose networks are rich in structural holes perceived increasingly less supervisor support over time. These findings have implications for research on socialization and structural holes.



A global study of climate uncertainty and carbon assurance | [DOI](#)

Authors: Le Luo | Junru Zhang

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference

Department: Accounting

Measurement, verification, and reporting of carbon emissions is essential for climate management. However, research on carbon assurance is limited. To address this gap, we investigate the association between climate uncertainty and voluntary carbon assurance. We conceptualize and operationalize four dimensions of micro-level climate uncertainty: innovation, management and performance, supply chain, and managerial perception uncertainty. We find that all four proxies of climate uncertainty are positively associated with the adoption of voluntary carbon assurance and the positive associations are moderated by a country-level environmental, social, and governance reporting mandate and the industry. Finally, we document that voluntary carbon assurance impacts the valuation of certain dimensions of climate uncertainty. Overall, our study is among the first to document empirical evidence of the nature, characteristics, and dimensions of climate uncertainty and its impact on firms' carbon assurance. The knowledge will help companies strengthen their capacity to manage the green transition toward carbon neutrality.



Discretionary tone in reward-based crowdfunding | [DOI](#)

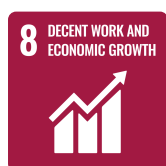
Authors: Douglas Cumming | Yihui Lan | George Shan | Junru Zhang

Date of publication: May, 2025

Presented at: National or international issue or theme-specific conference

Department: Accounting

This study examines the relationship between abnormal tone and project performance of reward-based crowdfunding (RBC) using the Kickstarter data from 2009 to 2020. We document a negative relationship between abnormal tone and the success of a project in the RBC campaign section, while a positive impact in the Risks and Challenges section. This outcome remains robust to a variety of sensitivity tests and after accounting for potential endogeneity concerns. Cross-sectional analyses reveal that the effect of abnormal tone in RBC on project success is contingent on project quality and legal jurisdiction. Further investigation of the concurrent effect of abnormal tone in the two sections shows that an increase in the discretionary tone, given that it is overly optimistic, has a negative effect on funding performance. Last, based on a machine learning Sent-Latent Dirichlet Allocation model, we explore up to 70 specific risk categories embedded in Kickstarter projects, and we find that eight of them are strongly and negatively associated with project success. Our paper provides valuable insights into the significance of disclosure and sheds light on the ongoing and increased regulations on crowdfunding platforms.



The impact of assortment size and population density on product evaluation | [DOI](#)

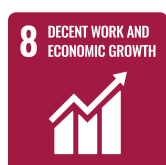
Authors: Thuy Pham | Frank Mathmann | Felix Septianto | Mathew Chylinski

Date of publication: July, 2025

Presented at: National or international issue or theme-specific conference

Department: Marketing

E-commerce firms such as Amazon, eBay and JD.com extend large assortments across diverse geographical areas, operating under the assumption that online shopping behavior is unaffected by physical location. However, this assumption is increasingly questioned by two contrasting perspectives. One suggests that consumers in densely populated areas benefit less from large assortments, while another argues that large assortments help consumers regain a sense of control in densely populated environments, which can lead to more positive product evaluations. Analyzing a large-scale e-commerce dataset and conducting two follow-up experiments with incentive-compatible measures, we find strong support for the latter perspective. Consumers in densely (vs. sparsely) populated areas evaluate products chosen from large assortments more positively. These findings suggest that managers can tailor assortments to align with population density or use advertisements featuring densely populated areas to improve the evaluation of products chosen from a large assortment.



Persistence of Contested Value Cocreation Practices | [DOI](#)

Authors: Kim Feddema | Kaisa Koskela-Huotari | Paul Harrigan

Date of publication: February, 2025

Presented at: National or international issue or theme-specific conference

Department: Marketing

The climate crisis and other global challenges make it clear that not only are new value cocreation practices (VCPs) needed, but some current VCPs must be discontinued. Prior service literature assumes that VCPs can be disrupted by reforming the institutions that govern them. However, empirical observations show that VCPs may persist even when targeted by institutional work, and recent organizational research points to contested practices that continue to be enacted even when challenged or criticized. To understand this phenomenon in value cocreation, we conducted an embedded case study of exotic pet-keeping—a set of VCPs that continue despite intervention efforts. Our findings reveal that when exotic pet-keepers became reflexive of contestation in the symbolic elements of their VCPs, they modified their material elements, leading to four types of contested VCP reconfiguration. Two of these types—conforming and confining—resulted in the dissipation of the contested VCPs, while the other two—converting and circumventing—led to their persistence. We contribute to service research by introducing the concept of contested VCPs and developing a typology and a theoretical framework of their reconfiguration. Our work offers practitioners and policymakers a new approach to designing interventions to discontinue VCPs and evaluating their outcomes



Climate policy and carbon leakage: Evidence from the low-carbon city pilot program in China

| [DOI](#)

Authors: Zhenran Li |

Date of publication: January, 2025

Presented at: National or international issue or theme-specific conference

Department: Economics

The low-carbon city pilot (LCCP) policy, aimed at promoting the transformation of cities towards low-carbon practices, is an important action for China to mitigate climate change. Though this climate policy brings positive effects in many aspects, the issue of potential carbon leakage due to regional disparity has been overlooked. This paper introduces a novel approach by employing the spatial DID model and prefecture-level city data to assess the LCCP policy and its implications for carbon leakage. The innovative aspect lies in its spatially differentiated analysis, which reveals that while the LCCP policy effectively reduces carbon emissions of local pilot cities, it simultaneously triggers carbon leakage to neighboring non-pilot cities, with the leakage effects diminishing with increasing distance. Additionally, this study uncovers that carbon leakage risks are mitigated when multiple pilot cities are geographically clustered, enhancing the overall effectiveness of the policy. Finally, the impact channel analysis uniquely identifies that carbon leakage results from the inter-city relocation of high-carbon industries, such as manufacturing, which exhibits spatial attenuation and temporal lag effects. This study advances the understanding of low-carbon city pilot programs and provides valuable insights for mitigating carbon leakage risks.



Public preferences for street tree characteristics: A best-worst scaling experiment

| [DOI](#)

Authors: Claire Doll | Curtis Rollins | Katrin Rehdanz | Jürgen Meyerhoff | Michael Burton | David Pannell

Date of publication: February, 2025

Presented at: National or international issue or theme-specific conference

Department: Economics

Because of the environmental and social benefits associated with urban greening, many cities around the world are implementing strategies to increase tree canopy cover, including along residential streets. However, procedures for developing and implementing these strategies do not always factor in public preferences, which can limit public acceptance. This paper explores public preferences for different characteristics of street trees. Where past studies have relied on capturing perceptions of street trees using rating scales for relatively few attributes, we apply best-worst scaling, which is a type of choice experiment, to assess preferences for 16 different tree characteristics. As the method requires trade-offs from respondents, it results in a systematic ranking of the tree characteristics considered, which represent different ecosystem services, physical attributes, and management requirements. We find that capacity to support local biodiversity and drought tolerance are the two characteristics that are most preferred. We also find that having visual appeal, requiring little maintenance, and having native origins are viewed favourably. Tree characteristics seen as less important include the size and growth rate of a tree, along with whether it holds cultural significance. Better understanding preferences for tree characteristics presents an opportunity for environmental managers to integrate tree species with more widely accepted attributes into urban greening programs.



Research Voices

The following statement demonstrates a way in which researchers at University of Western Australia Business School bring sustainability and responsible management into their research.

Purpose Research



Dr Renata Casado with UWA Business School recipients of UWAs DEI Infographic People's Choice Award recognising students ability to translate research into meaningful action and conversion

Renata Casado, Management & Organisations

“My research investigates how organisations can move beyond compliance to create workplaces that genuinely support employees experiencing family and domestic violence (FDV). By examining the implementation of paid FDV leave entitlement across Australian organisations, I demonstrate that responsible management depends not only on progressive workplace policies but also on the organisational capabilities, leadership practices, and institutional conditions that enable employees to access them safely and effectively (3 papers currently under review).

The research also provides evidence-based guidance for employers, HR professionals, policymakers, and support organisations on reducing barriers to disclosure, strengthening managerial capability, and embedding trauma-informed workplace practices. In doing so, it contributes to more inclusive, equitable, and psychologically safe workplaces.

From a management education point of view, I integrate this research into teaching across human resource management and employment relations units, using contemporary evidence to challenge students to consider the ethical, legal, and strategic responsibilities of organisations in responding to complex social issues. This helps develop graduates who understand that responsible management extends beyond organisational performance to encompass employee wellbeing, social justice, and institutional accountability.”

Relevance to PRME and SDGs

While relevant to the PRME Principle Research in particular, this is relevant to all PRME Principles and SDG 5, 8, 10, 16 and 17

Dr Lyndie Bayne, Accounting & Finance

“My climate reporting grant work (2023-2025) has been cited by global accounting and sustainability standards setters. A career highlight was recognition of my research by Australian and international accounting and sustainability standard setters.

My sole authored theoretical paper on reporting boundaries has been cited in the Board papers of the Australian Accounting Standards Board and International Accounting Standards Board. This paper has also been highly cited in the European accounting and sustainability standard setter’s (EFRAG) reports on 'connectivity' between traditional and sustainability accounting in 2024 and 2025, along with citations of a related paper from the three-year climate reporting grant work (2023-2025).”

Relevance to PRME and SDGs

This is relevant to Research and the other PRME Principles and SDGs 13, 12, and 16

Research Barriers

In 2025, University of Western Australia Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Data access and management
- ❖ Participant recruitment
- ❖ Publishing barriers

Continue telling your story

Research SDGs



Graph (1)



Graph (2)

Graph 1 provides the 2025 baseline for the UWA Business School's alignment with the PRME Principles of Purpose and Research through SDG-linked research. Building on this foundation, Graph 2 shows that in 2026, SDG-linked research is more evenly distributed across both the SDGs and the School's disciplines, demonstrating a strengthening commitment to these Principles and the development of a broader, more connected research ecosystem. This breadth brings together diverse disciplinary perspectives to address complex societal, environmental and economic challenges, providing a 360-degree lens for understanding wicked problems and developing innovative, impactful solutions.

The increase in applications for the Responsible Business Fellow **Research with Impact Award** between 2025 and 2026 provides further evidence of growing faculty engagement in this ecosystem and a shared commitment to research that advances the PRME Principles and contributes to progress towards the SDGs. **Importantly, this ecosystem creates opportunities for researchers to connect expertise across disciplines, strengthening knowledge exchange, collaboration and the potential for**

greater collective impact. In doing so, it reinforces a research culture in which addressing societal challenges and advancing the common good are increasingly embedded in the School's research purpose and practice.

Relevance to PRME and SDGs

This is of relevance to all PRME Principles, especially Principle Research and all SDGs



Partner

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

How We Define Partner

We define Partner in this context and institution as ensuring our connectivity with business, government, civil society and academia reflects our Purpose and Values as defined in building a more just, equitable and sustainable world.

Institutional Partnerships

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

Student Organization Partnerships

- ❖ Western Australia University Consultants
- ❖ AIESEC
- ❖ 180 Degrees Consulting WA
- ❖ UWA Women in Business
- ❖ Bloom UWA
- ❖ Economics and Commerce Students' Society
- ❖ Enactus UWA
- ❖ Finance Association of Western Australia
- ❖ PPE Union
- ❖ UWA Marketing Society
- ❖ UWA Consulting Society
- ❖ UWA Accounting Association
- ❖ University HR Club
- ❖ Quantitative Finance UWA

Partnerships

The following provides more details on 1 key partnership at University of Western Australia Business School.

Enactus Australia

Partner Voice: CEO, Enactus Australia

“The Enactus Australia Board resolved to appoint UWA PRME Director, Donella Caspersz, as the inaugural **Enactus Australia Academic Fellow** and to recognise her with the inaugural **Enactus Australia Advocacy Award**. These honours recognise the sustained support and leadership she has provided to the Enactus Australia community through her roles as faculty advisor, mentor and regional coordinator. They also recognise the international impact of her involvement and contributions to the **Enactus Global Research Network**.”

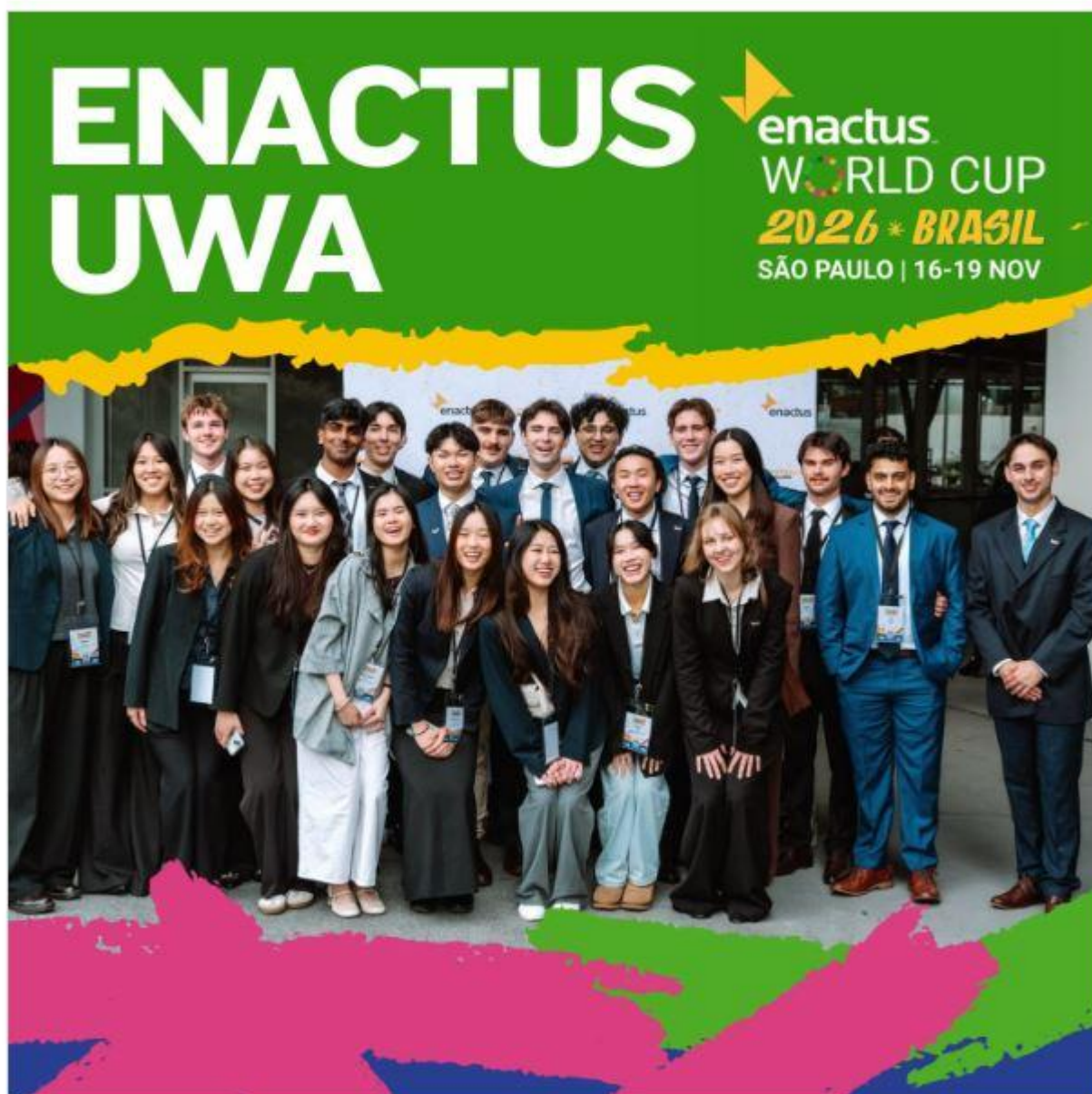
This partner recognition provides evidence of the depth and continuity of the UWA Business School’s engagement with Enactus Australia. It demonstrates how sustained partnership, mentorship and knowledge exchange strengthen the School’s PRME ecosystem, connecting students, academics and the wider Enactus network in advancing responsible management education and positive societal impact.

Relevance to PRME and SDGs

The Schools engagement with Enactus is relevant to all PRME Principles, particularly that of Partner and all SDGs, especially SDG 4, 16 and 17.

(Picture below)

The 2026 UWA Enactus Team - off to World Cup 2026!



Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at University of Western Australia Business School support sustainability and responsible management education.

Addressing FDV: partnering with government and non-government

Efficacy of Paid Family and Domestic Violence Leave in Australia

A review of the effectiveness of paid family and domestic violence leave entitlement since its implementation as a National Employment Standard in Australia - Multi-stakeholder and lived experience perspectives.



Government of Western Australia
Department of Communities



This research on paid family and domestic violence leave has been grounded in sustained engagement with stakeholders across business, government, civil society, and academia to ensure that the research addresses real-world challenges and contributes to responsible management practice. The project was developed in collaboration with specialist FDV support services (LUMA) and legal experts (Women's Legal WA), with a grant from WA Department of Communities and operational support from unions and HR/ER practitioners. Their perspectives informed the research design, interpretation of findings, and the development of practical recommendations to improve workplace responses to FDV.

Strategies for dissemination of findings considered all these stakeholders groups, making the research accessible beyond academic audiences. Within my Teaching and Learning role, I integrate the research into my units (Career Development and DEI), encouraging students to critically examine how violence influence labour market and career experiences, but also the role of organisations in addressing complex social issues. Students engage with contemporary evidence and policy developments that demonstrate how responsible management can improve employee wellbeing and organisational outcomes.

Relevance to PRME and SDGs

In addition to Partnership, this project is also relevant to PRME Principles of Purpose and Values and SDG 5 (Gender Equity) and SDG 8(decent work and economic growth)/.

Feedback reinforces the significance of the partner relationship:

Australian Government, Department of Social Services, 8 September 2026, email correspondence
Your contributions are shaping the next (Australian Government) action plans to prevent and respond to family, domestic and sexual violence, strengthen child and family safety, and improve outcomes for women, children, families and communities.

Jasmyn, Workshop Facilitator, Orana House not-for-profit, Perth



Jasmyn H. • 1st

10mo ...

Communications Consultant / Workshop Facilitator

Thank you so much **Renata Casado** for inviting us to participate in your research, and for sharing the experiences of **Orana House** clients and staff in your findings.

This was a really important discussion, and one we need to welcome more employers/HR professionals into.

An empathetic employer is a lifeline, and FDV is very much a workplace safety issue. But if we succeed in raising awareness and encouraging staff to access support, we need to prop up the organisations that are providing services - the growth in referrals as a direct result of our training means we need even more frontline staff to meet that demand.



Partnering to advance responsible management and the SDGs

	EVENT	SPEAKER	THEME	UN SDG(S)
2025	Shann Memorial Lecture	Michele Bullock Governor, RBA	Technology and the Future of Central Banking at the RBA	8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 17 PARTNERSHIPS FOR THE GOALS
	PRME Lecture	Paul Gamblin CEO, Australian Marine Conservation Society	Coast, sea and marine conservation Australian Marine Conservation Society	14 LIFE BELOW WATER 11 SUSTAINABLE CITIES AND COMMUNITIES 13 CLIMATE ACTION 17 PARTNERSHIPS FOR THE GOALS
	CBDA Industry Project Presentations	Industry Partners and Students	Industry engagement and applied learning CBDA	4 QUALITY EDUCATION 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 17 PARTNERSHIPS FOR THE GOALS
2026	Bateman Memorial Lecture	Orley C. Ashenfelter Princeton University	Comparing Real Wages: The McWage Project	8 DECENT WORK AND ECONOMIC GROWTH 10 REDUCED INEQUALITIES 17 PARTNERSHIPS FOR THE GOALS
	Labour Econometrics Workshop	Orley C. Ashenfelter Princeton University (Keynote Speaker)	Human capital, labour markets, inequality and policy evaluation	8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 10 REDUCED INEQUALITIES 17 PARTNERSHIPS FOR THE GOALS
	John Taplin Memorial Lecture	Professor Peter Jones OBE University College London	Urban Transport Planning: Retrospective and Prospective	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 11 SUSTAINABLE CITIES AND COMMUNITIES 7 AFFORDABLE AND CLEAN ENERGY

Key Annual UWA Business School Public Lectures 2025-26 and SDG Relevance

The UWA Business School demonstrates the PRME **Partner Principle** through its annual program of public lectures, delivered in collaboration with **government, non-government, academic, industry and community partners**.

As the graphic above shows, the partners who deliver these include organisations such as the Reserve Bank of Australia and the Australian Marine Conservation Society. These partnerships bring diverse expertise and perspectives into the School's PRME ecosystem, connecting students, staff and the wider community with critical issues relating to responsible management and the SDGs.

The graphic further shows that the topics span significant economic, environmental and societal challenges, from **technology and the future of banking to marine conservation and inclusive and accessible urban transport planning**. By convening partners around these issues, the School creates opportunities for **knowledge exchange, dialogue and shared learning**, connecting academic knowledge with policy, industry practice and community experience.

These partnerships extend the reach of PRME beyond the School and strengthen a collaborative ecosystem for understanding and responding to complex sustainability challenges.

Relevance to PRME and SDGs

In addition to being relevant to the PRME Principle of Partner, this annual program is also relevant to the PRME Principles of Purpose, Value, and Share and - as the graphic shows - an interconnection of SDGs.

Partnering to Manage Technology Effects on Workers

Dr Daniel Nicholson Management & Organisations

I have a research partnership with the Rail, Tram and Bus Union, examining how workers and their representatives can shape the implementation of new technologies. By adopting a co-production approach that places workers' knowledge at the centre of the research process, the project seeks to generate practical insights that improve management practice, support innovation and strengthen sustainable public transport, (see <https://www.facebook.com/ARTBIUWesternAustralia/photos/rtbu-australia-is-partnering-with-dr-daniel-nicholson-from-uwa-on-an-important-r/872038668690187/>)

Relevance to PRME and SDGs

Apart from being relevant to the PRME Principle of Partnership, my association with the Union also makes progress on decent work and economic growth (SDG 8), industry, innovation and infrastructure (SDG 9), sustainable cities and communities (SDG 11), and responsible consumption and production (SDG 12),

Continue telling your story

Partnering for Social Impact

Equestrian Youth Engagement Service (EYES)



EYES team at WA Youth Awards 2025 for Sector Collaboration award

The **Centre for Social Impact at the UWA Business School (CSI)** demonstrates the PRME **Partner Principle** through its collaboration with the **Equestrian Youth Engagement Service (EYES)**, an innovative program supporting at-risk and justice-involved young people to reconnect with education, develop employment capabilities and build positive pathways for the future.

Delivered through a collaboration that also engages the **Australian Childhood Foundation, Karla Kuliny Aboriginal Corporation, the Western Australian equestrian industry and CSI UWA**, EYES brings together research, community, Aboriginal knowledge and industry expertise to address complex challenges associated with educational disengagement, social exclusion and youth justice. Its trauma-informed and culturally responsive approach combines horse-based learning, mentoring, cultural support and practical skills development to build confidence, resilience, belonging and employment readiness among young people aged 14 to 17.

The CSI strengthens the partnership by contributing its research and evaluation expertise. This has included developing the program logic, evaluation framework and data collection processes, as well as building evaluation capability within the program.

This partnership creates a reciprocal relationship in which research strengthens community practice, while the experiences and knowledge of community and industry partners inform research and the evidence base.

The collaborative model was recognised through the **2025 WA Youth Awards Sector Collaboration Award**. More broadly, EYES illustrates how the School's PRME ecosystem connects **researchers, community organisations, Aboriginal partners and industry** to co-create knowledge and responses to significant societal challenges. Through this approach, partnership becomes a mechanism for translating research into practice, building evidence of what works and contributing to **social inclusion, educational participation, employment pathways and positive societal impact**.

Relevance to PRME and SDGs

In addition to being relevant to the PRME Principle Partner, this unique collaboration is also relevant to PRME Principles of Values and Share, while meeting SDG 3, 10, 16

Students Doing Good Challenge 2026



Josh Campbell, ReasonQ at the SDG Challenge

The Students Doing Good Challenge 2026 is a collaboration between PRME Directors at the University of Western Australia, Curtin, Edith Cowan and Murdoch University. Conducted over 1.5 days, mentors from PLS, Future-Fit Australia, ESG Matters and the United Nations Association of Australia WA Inc (UNAAWA) worked alongside academic guides to help students translate abstract concepts into viable pitch strategies.

By participating in a ReasonQ stakeholder role immersion activity students were introduced to the PHISE Framework as a practical approach for considering complex decisions from multiple stakeholder perspectives. Students applied the framework to a mining and water-use scenario, taking on roles that included mining companies, mine workers, farmers, the town community, government and regulators, and the Willman people of the Noongar Nation.

Students examined the scenario through each of the five PHISE lenses before presenting their reasoning and discussing the competing priorities within their groups. The activity demonstrated how the same issue can appear substantially different depending on the stakeholder perspective being considered.

The session highlighted that complex sustainability challenges require more than technical knowledge. Effective decision-making also requires participants to understand different perspectives, challenge assumptions, recognise competing stakeholder priorities, think beyond the immediate problem, and consider the evidence supporting their decisions.

Working in a team with students from Curtin and Edith Cowan Universities, UWA Business School student Cammie Lam developed the winning pitch with a solution to turn heavy tyre waste into sustainable economic opportunities through a transportable modular shredding system.

Reflecting on this experience, Cammie says:

"Joining the SDG Challenge has been an invaluable experience to think really big while tackling local WA issues and challenges in the mining industry under the guidance and support of industry leaders, in just 1.5 days. It showed me how project planning by gathering different perspectives can drive practical change in the community we are part of, and I am certain that social responsibility will play a huge role in my future chapter".

Relevance to PRME and SDGs

This unique collaboration of universities, industry and students is relevant to all PRME Principles and nearly all SDGs, but of most relevance to SDG 4.

PRME Research in Partnership: Early Career - Higher Degree - Researchers



Word Cloud HDR Research Themes 2025-26

Partnership is fundamental to the UWA Business School's research ecosystem. Across disciplines, our researchers engage with government, industry, community and non-government organisations to connect academic expertise with real-world challenges and opportunities.

These partnerships are particularly important for **Higher Degree by Research (HDR) and emerging researchers**, providing opportunities to engage with external stakeholders, understand different perspectives and develop research with relevance and potential for societal impact.

The comparative word clouds of **HDR research topics from 2025 and 2026** provide evidence of this growing engagement. They demonstrate that our emerging researchers are working with partners on issues closely aligned with **PRME and the SDGs**, contributing new knowledge around significant social, economic, environmental and responsible management challenges.

By embedding partnership within the development of the next generation of researchers, the School is strengthening a collaborative PRME ecosystem in which universities, business, government and communities can work together to advance knowledge and contribute to positive societal change.

Relevance to PRME and SDGs

While relevant to the PRME Principle Partner, this is particularly relevant to the PRME Principle Research and Share and SDG 4.



Practice

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

How We Define Practice

We define Practice in this context and institution as ensuring our Values as defined characterise our operations and management and are upheld by students, educators and other institutional stakeholders in their activity to build a more just, equitable and sustainable world.

Institutional Policies and Practices

- ❖ AI use guide
- ❖ Accreditation body recommendation documents
- ❖ 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
- ❖ Equity reporting (DEI, EDI, etc.)
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water
- ❖ Zero-waste guides

Policy Documents Related to RME and/or Sustainability

University of Western Australia Disability Access
and Inclusion Plan 20252030 1

View document  Download document 

sustainable investment philosophy _ UWA

View document  Download document 

2026-gender-equality-action-plan_final

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

Corporate Social Responsibility Policy

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

Practice Awards

In 2025, University of Western Australia Business School received 2 awards for responsible and/or sustainable practices.

Sector Collaboration Award, 2025 WA Youth Awards

Granter: Youth Focus

Grantee: Equestrian Youth Engagement Service (EYES) / Australian Childhood Foundation, Karla Kuliny Aboriginal Corporation, YACWA and Centre for Social Impact, UWA

Award Description:

The Equestrian Youth Engagement Service (EYES) received the Sector Collaboration Award at the 2025 WA Youth Awards in recognition of its innovative partnership model supporting justice-involved and at-risk young people. The program combines equine-assisted interventions, cultural mentoring and strong community engagement to help participants reconnect with education, employment and positive life pathways. CSI UWA contributed to the initiative through the development of the program logic, evaluation framework and data collection capability, helping to strengthen the evidence base for the program and demonstrate its social impact. The award highlights the value of cross-sector collaboration in addressing complex social challenges affecting vulnerable young people

Enactus Australia National Showcase Early Stage Award

Granter: Enactus

Grantee: UWA Enactus Team

Award Description:

The UWA Enactus team received the Early Stage Award in 2025 and again in 2026 at the Enactus Australia National Showcase.

the 2025 award was for Polymer for Purpose. The initiative explored innovative ways to repurpose high-grade polymers recovered from decommissioned subsea infrastructure, transforming waste materials into useful products through 3D-printing technology. Developed in collaboration with industry partners including Woodside, TechWorks Innovation Hub and Hyperion, the project demonstrated how business innovation and industry engagement can contribute to environmental

sustainability and circular economy outcomes. The award recognised the project's early-stage potential to deliver practical and scalable community benefits.

The 2026 award was for impactful circular economy project Grounds to Growth. It repurposes coffee waste into opportunities for education, nutrients for agriculture, and take home mushroom kits, see <https://www.instagram.com/p/Dbb38GSoCdP/>

Consistent recognition demonstrates that sustainability is embedded in the student experience, equipping UWA Business School students with the innovative capability to translate their understanding into meaningful and impactful action.

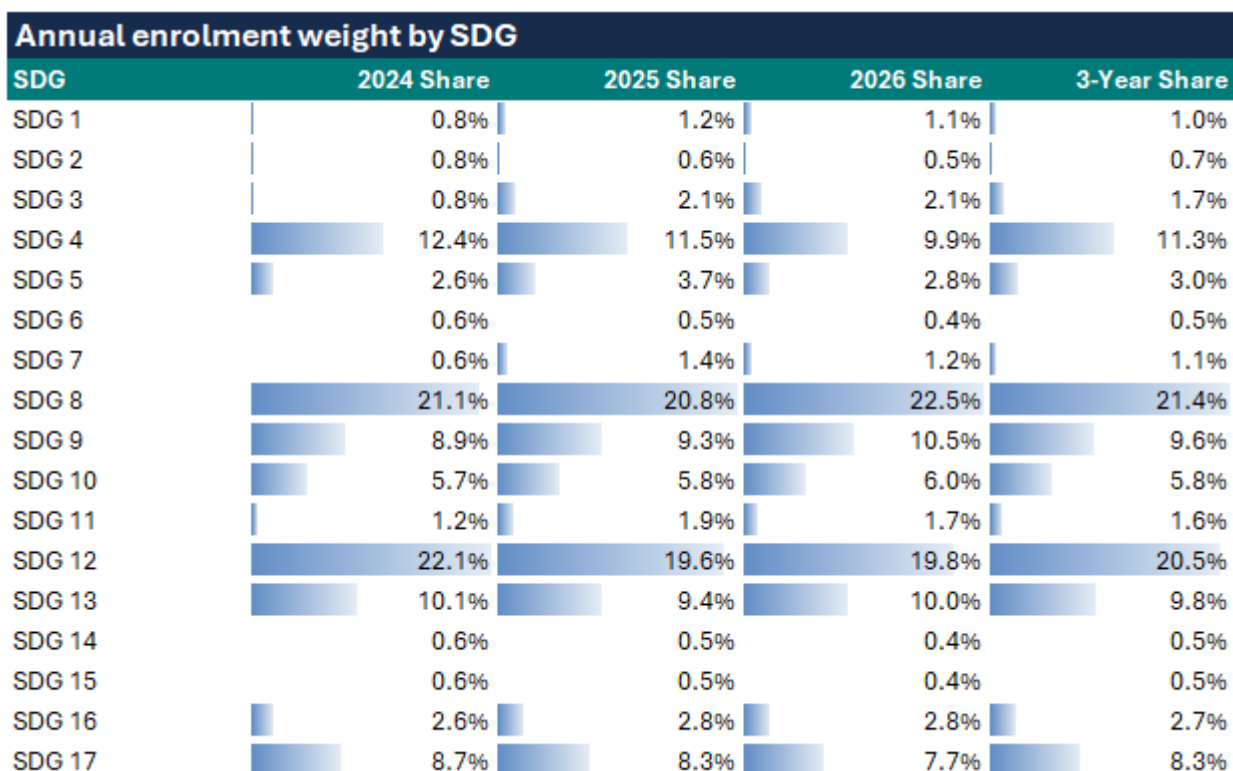
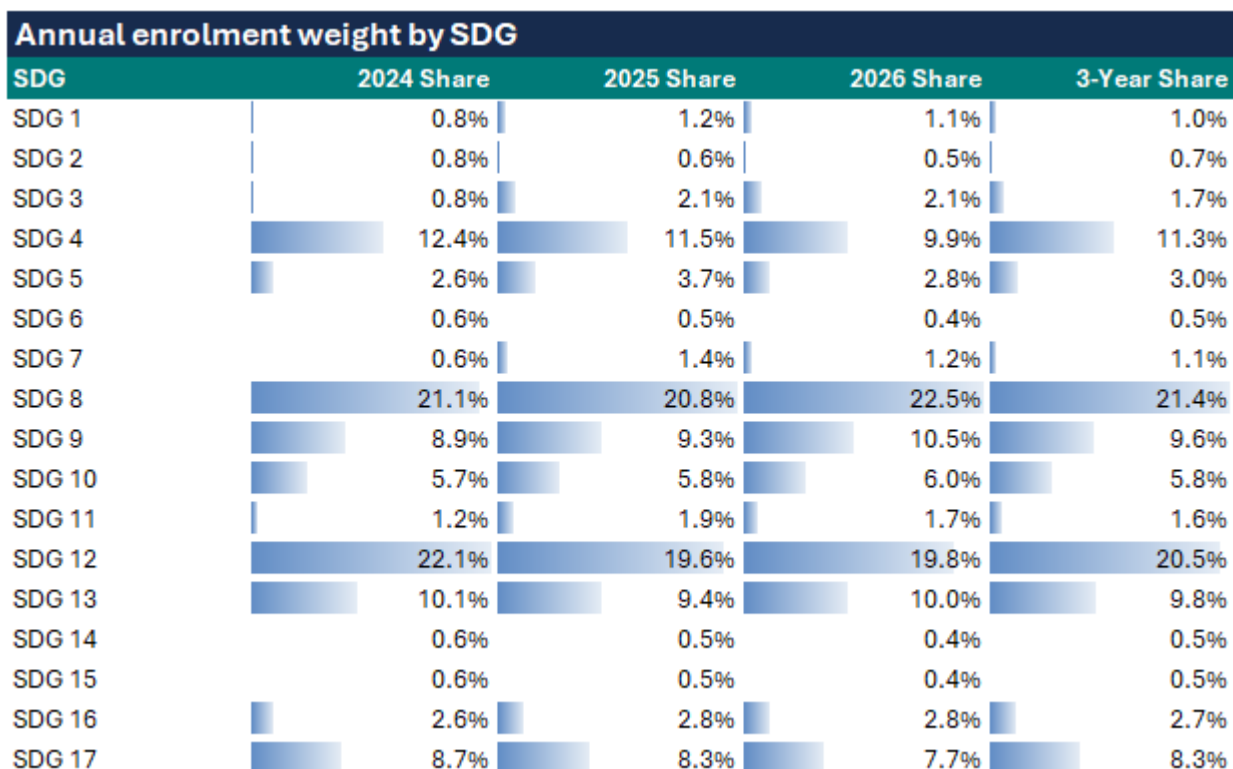
Practice Voices

The following statement from stakeholders at University of Western Australia Business School demonstrates our commitment to sustainable and responsible practices.

SDG Unit Mapping

The UWA Sustainable Development Goals (SDG) Mapping Project, is a UWA-wide initiative designed to identify and document how UWA's curriculum contributes to the United Nations Sustainable Development Goals. The project involves mapping individual teaching units to relevant SDGs to provide a clearer understanding of the University's educational contribution to sustainability, social impact, and global development priorities.

The SDG Mapping Project provides an important evidence base for demonstrating the University's commitment to sustainability in teaching and learning. It also supports institutional reporting, accreditation activities, rankings submissions, and broader efforts to showcase how the Business School's curriculum contributes to addressing global economic, social, and environmental challenges. By establishing a systematic and consistent approach to mapping curriculum content against the SDGs, the project helps UWA better understand and communicate its impact in advancing sustainable development outcomes.



Key findings

- Teaching exposure is highly concentrated. SDG 8 and SDG 12 account for 41.9% of all enrolments across 2024–2026. Including SDGs 4, 9 and 13, the top five represent 72.6%.
- SDG 8 is the strongest and most stable area. It recorded 10,210 enrolments over three years and increased its annual weighting from 21.1% to 22.5%, despite a small 1.8% decline in enrolments.

- Overall enrolments weakened in 2026. Totals rose from 16,121 in 2024 to 16,692 in 2025 (+3.5%), then fell to 14,872 in 2026 (-10.9%). This is a 7.7% decline from 2024 to 2026.
- The decline is mainly concentrated in major SDGs. SDG 4 fell 26.1%, SDG 12 fell 17.3%, and SDG 13 fell 8.9% between 2024 and 2026.
- SDG 9 is gaining prominence. Enrolments increased 9.0%, and its weighting rose from 8.9% to 10.5%.
- Several smaller SDGs grew quickly—particularly SDGs 3, 7 and 11—but from relatively low bases, so they remain a small part of total teaching exposure.

Relevance to PRME and SDGs

This is relevant to all PRME Principles, especially Practice and Share and all SDGs

Continue telling your story

Real Costs, Real Impacts: A path to social services sustainability | [DOI](#)

Authors: David Gilchrist | Ben Perks

Date of publication: October, 2025

Presented at: Australian Federal Government Ministers and State and Territory Leaders

Department: Accounting | Economics

This study has identified that current Australian governments do not provide adequate funding for services procurement; nor do they provide adequate indexation for ongoing contracts and service delivery or adequate capital inputs to meet policy and regulatory change.

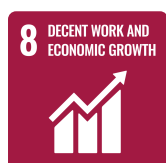
The comprehensive cost of service delivery incurred by nonprofit social services providers is increasing significantly and the lack of sustainability impacts the reliability of social services delivery to the detriment of the most vulnerable people in Australia who are the shock absorbers for the system.

In order to achieve the sustainable, ongoing delivery of social services in Australia, Australian governments need to develop:

1. comprehensive contracting process that is demonstrably based on empirical evidence of cost and Service Mix requirements;
2. an indexation process that ensures the timely and full allocation of funding to cover the cost increase experience of the contracted providers at least once per annum;

3. a mature impact-based response to policy changes, economic and social shifts and shocks by injecting appropriate levels of capital into the funded sector to ensure the comprehensive costs of service delivery are fully met in a timely and effective manner; and
4. a comprehensive data asset development process that will ensure transparency over the extent to which a Service Mix Gap exists in Australian communities.

To achieve real and effective change in sustainability of the social services sector, the Commonwealth government should also ensure the appropriate infrastructure, capital investment and ongoing funding needed to fully implement the national Not-for-profit Sector Development Blueprint.





Share

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



How We Define Share

We define the Share Principle in this context and institution as celebrating the formal acknowledgements that students, educators and other institutional stakeholders receive that exemplify our Purpose, Values, Teach and Research as defined, and seek continuous improvement by using our core functions of education, research and engagement to monitor our progress on building a more just, equitable and sustainable world.

Engagement Opportunities

University of Western Australia Business School 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

University of Western Australia Business School 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
- ❖ Prospective and current students
- ❖ Non-governmental organizations (NGOs)

❖ Research and academic networks

Sharing Voices

The following statement from stakeholders at University of Western Australia Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sharing PRME

Sharing PRME

The **Milne Visiting Professor Scheme** strengthens the UWA Business School's commitment to **PRME Share** by creating opportunities for international scholars and the School community to exchange and disseminate knowledge related to responsible management and sustainable development. Through collaborative research, seminars, public lectures, HDR mentoring and academic engagement, visiting professors bring diverse perspectives into the School while sharing the knowledge generated through these interactions across disciplines, institutions and networks.

In 2026, this connection to PRME was strengthened by inviting applicants to identify the **SDGs** aligned with their proposed visitor's research, teaching or engagement. Across 21 nominations, the strongest alignment was with **SDG 10: Reduced Inequalities** (13 nominations, 62%), followed by **SDG 8: Decent Work and Economic Growth** (9), **SDG 3: Good Health and Wellbeing** (7), **SDG 5: Gender Equality** (7), and **SDG 9: Industry, Innovation and Infrastructure** (6). This breadth demonstrates how the Scheme facilitates the sharing of knowledge and perspectives on significant social, economic and sustainability challenges.

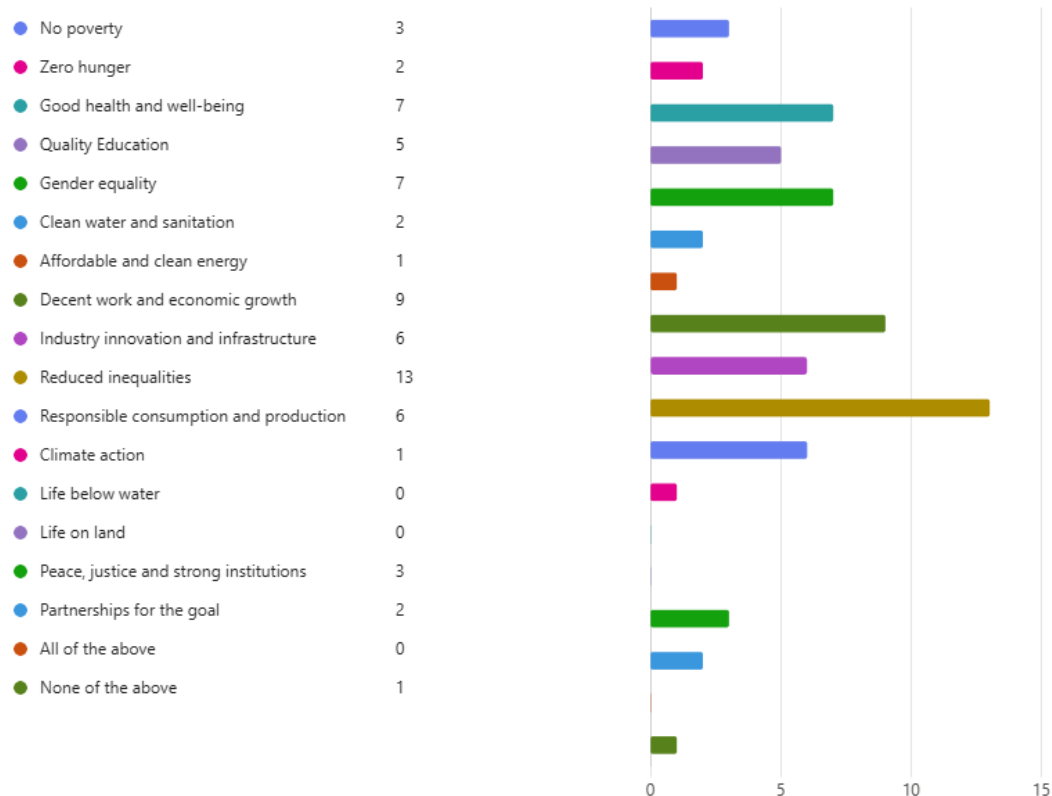
The data also enables the School to reflect on the breadth of its international knowledge exchange. Lower representation of some environmental SDGs provides an opportunity to consider how future collaborations might extend the range of sustainability challenges addressed and shared through the Scheme.

Overall, the Milne Visiting Professor Scheme demonstrates PRME Share in practice by creating an international knowledge-sharing ecosystem in which ideas, expertise and responsible management practices circulate between visiting scholars, faculty, HDR students and wider academic and professional communities. In doing so, the Scheme extends the reach of SDG-related knowledge beyond individual research collaborations and strengthens the School's contribution to collective learning, responsible management education and positive societal impact.

Relevance to PRME and SDGs

While relevant to the PRME Principle Share, this is also relevant the PRME Principle Research and to the SDGs 4 and 17.

19. (OPTIONAL) The UWA Business School is a proud supporter of PRME. Which of the following SDGs could be associated with the professor's visit? Select all that apply. [More details](#)



Communication Barriers

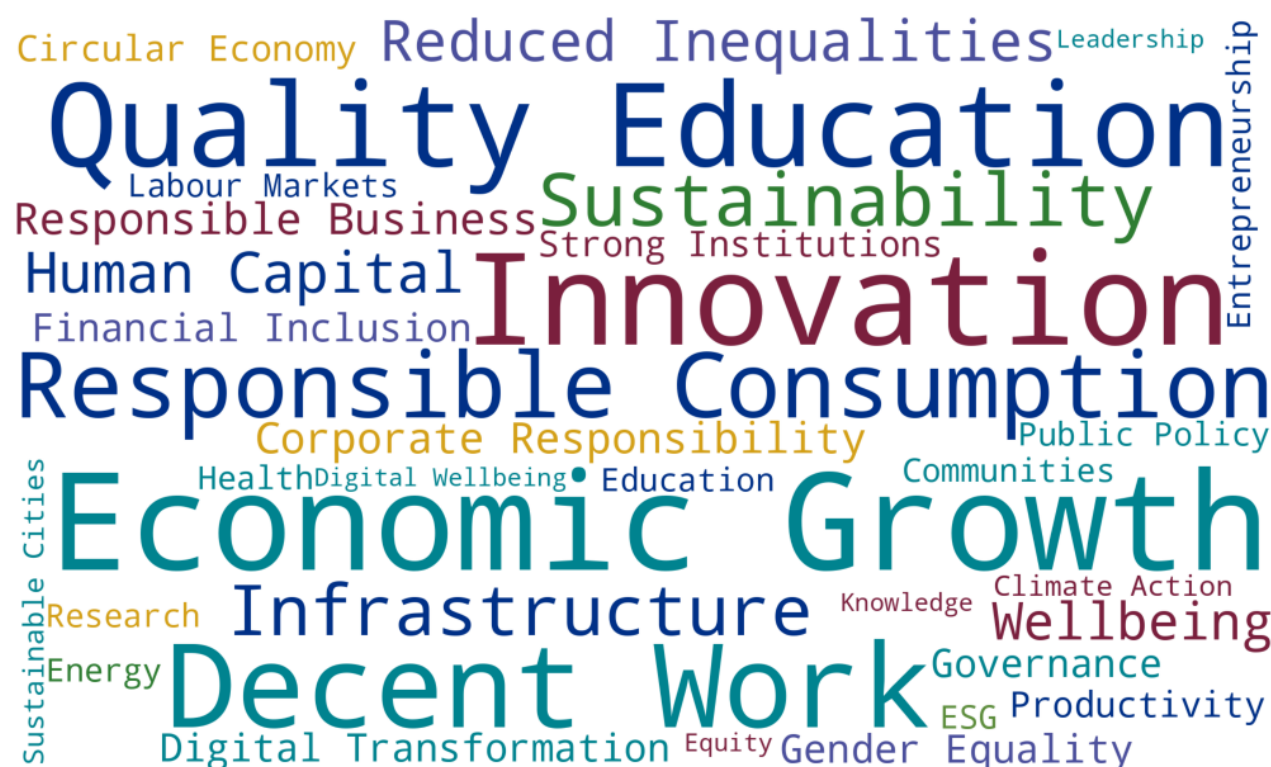
University of Western Australia Business School faces the following barriers in transparent communications:



Media visibility

Continue telling your story

Sharing What We Find



Word Cloud Weekly Discipline Seminar Themes

The word cloud demonstrates the breadth and consistency with which the PRME Principle of Share and the SDGs are reflected across the UWA Business School's intellectual community.

The range of themes demonstrates a shared commitment to advancing knowledge and interdisciplinary dialogue on sustainability, responsible management and societal impact. The recurrence of these themes across disciplines indicates that responsible management and sustainability are becoming integral to the School's research culture and intellectual discourse.

Finally, the seminars provide a platform for knowledge exchange and collaboration, enabling research insights to inform meaningful impact for business, society and the wider community.

Sharing Research



Dr Tushar Bharati, Economics

I am a development economist whose research, teaching, and engagement converge on a single purpose: understanding how education, health, and economic opportunity transform lives, and equipping the next generation to act on that evidence.

My research studies people, institutions, and the state of the world precisely where the SDGs direct attention, and attempts to reach the actors who can respond. On gender equality (SDG 5), my work shows media coverage of sexual violence measurably reduces rural women's labour-force participation in Bangladesh (Journal of Population Economics, 2026, <https://link.springer.com/article/10.1007/s00148-026-01166-y>), that flexible scheduling shapes women's participation in online labour markets (Labour Economics, 2025), and that intimate-partner abuse harms child health. On health (SDG 3), my SunSmart study (American Journal of Health Economics, 2026) quantifies an unintended respiratory-health consequence of Australia's flagship skin-cancer campaign, informing its calibration. My COVID-19 mobility research (Altmetric top 5%, international media coverage) showed why lockdowns fail without institutional support in developing countries (SDG 10). On education (SDG 4), I provide Australian evidence on learning disruptions and academic outcomes (Economics of Education

Review, 2025) and on schooling's effects on fertility, patience, and maternal labour supply. Commissioned reports for multiple international donors carry these findings into policy processes across Asia.

I have delivered commissioned research for the Economic Research Institute for ASEAN and East Asia, the Asian Development Bank Institute (ADBI), and the International Food Policy Research Institute, including briefings to policy audiences. My research on flexible work for women was showcased by ADBI and cited in reports by the Australian Government's Department of the Prime Minister and Cabinet. I was also invited to brief the Tax Administration Research Centre (University of Exeter) on my COVID-19 mobility research.

My work has been funded in partnerships with international donors like IFPRI, ADBI, and ERIA, which has allowed me to disseminate my findings to a broader policy audience.

Relevance to PRME and SDGs

In addition to the PRME Principle of Share, my work is relevant to the PRME Principles of Research, Share and Partnerships, and directly targets gender-based violence and women's work (SDGs 5, 8, 16), child health and public-health campaigns (SDG 3), learning disruptions and educational recovery (SDG 4), conflict (SDG 16), and inclusive growth (SDGs 8, 10).

Sharing PRME Experiences

Increasing Student Engagement with PRME Strategies, Practices & Partnerships, PRME Australia and New Zealand Chapter Workshop, August 24, 2026

In collaboration with PRME Directors from University of Sydney, La Trobe and Deakin, the UWA PRME Director developed and conducted a 1.5 hour online workshop for over 50 participants from around Australia and New Zealand to explore, showcase, and critically reflect on diverse approaches to engaging students in PRME-aligned learning and experiences.

Following insights from the University of Sydney Positive Impact Rating survey, there were a series of practice-based lightning presentations about different modes of student engagement before concluding with a facilitated discussion on the following questions:

- *What drives student participation in PRME-related activities?*
- *Barriers to engagement (e.g., awareness, incentives, curriculum alignment)*
- *Effective strategies for scaling and sustaining engagement*
- *Opportunities for cross-institutional collaboration*

The activity was part of the Australia-New Zealand PRME Chapter schedule of activities. All PRME Directors (ie Universities of Western Australia, Sydney, La Trobe and Deakin) are members of the Chapter steering committee.

PRME Principles for Responsible
Management Education
CHAPTER **AUSTRALIA & NEW ZEALAND**

INCREASING STUDENT ENGAGEMENT WITH PRME:
STRATEGIES, PRACTICES AND PARTNERSHIPS

August 24, 2026

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