PRME
an initiative of the
United Nations Global Compact

Sharing Information on Progress 2026

Murdoch University

October 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about Murdoch University, including key details and basic institutional data.

Mission

Murdoch Business School 'Mission' is to deliver an accessible, high-quality business education through inclusive teaching and applied research, shaping graduates who value diversity, prioritise ethics and drive impact throughout responsible practices.

At the Murdoch Business School, our commitment to First Nations peoples is embedded in how we teach, learn, engage and collaborate. Guided by **Murdoch University's Reconciliation Action Plan (2025 – 2027),** we are committed to creating opportunities that support Indigenous education, leadership, entrepreneurship and community impact.

We recognise that meaningful reconciliation requires action, partnership and a willingness to learn from Indigenous Knowledges and perspectives as we work towards a more inclusive and equitable future. For us, acknowledgement is more than a statement of respect. It is a recognition that learning, leadership and meaningful impact are strengthened when we listen to, learn from and partner with First Nations peoples and communities.

That is why our personalised 'Acknowledgement of Country' recognises that the Murdoch Business School acknowledges the Whadjuk and Binjareb people of the Noongar nation, as the traditional custodians of the land and waters upon which Murdoch is situated.



The Murdoch Business School acknowledges the Whadjuk and Binjareb people of the Noongar nation, as the traditional custodians of the land and waters upon which Murdoch is situated.

We pay our respect to the entrepreneurial spirit of First Nations people in navigating the complex landscape of a continuously changing world, and we acknowledge their wisdom and advice in our teaching, research and cultural knowledge activities.

The boodjar (country) on which Murdoch University is located has for thousands of years, been a place of learning.

The Murdoch Business School is proud to continue this long tradition.

Vision

Murdoch Business School is the education 'partner of choice' for people and organisations committed to creating a more inclusive and sustainable global community

Our Values

Caring Collegiate Collaborative



The College of Business is committed to shaping ethical, globally aware leaders who drive positive change. Guided by a mission to deliver high-quality business education through inclusive teaching and applied research, and a vision to be the education partner of choice for individuals and organisations dedicated to creating a more inclusive and sustainable global community, the College continues to innovate and grow.

Professor Antonia Girardi
Pro Vice Chancellor and Head of College

Strategy

Strategy

Our Critical Strategic Drivers

Meaningful Engagement with All Our Stakeholders

- Our stakeholders benefit from engaging, collaborating and learning alongside MBS
- Our students are positive agents for change

A Commitment to Equity, Diversity and Inclusion, First Nations and Sustainability

- Our research focuses on issues that matter for a more inclusive and sustainable future
- Our teaching and learning provides students with experiences and viewpoints that nurture their ability to become ethical leaders

Shaping the Future World of Work

- Our staff are empowered, open-minded, pragmatic, and teach-savvy
- Our graduates are culturally aware and equipped for work in the digital age

Strategy Alignment

Strategy Alignment

Murdoch Business School's strategic priorities focus on key areas that contribute to the RME goals:

Sustainable Development

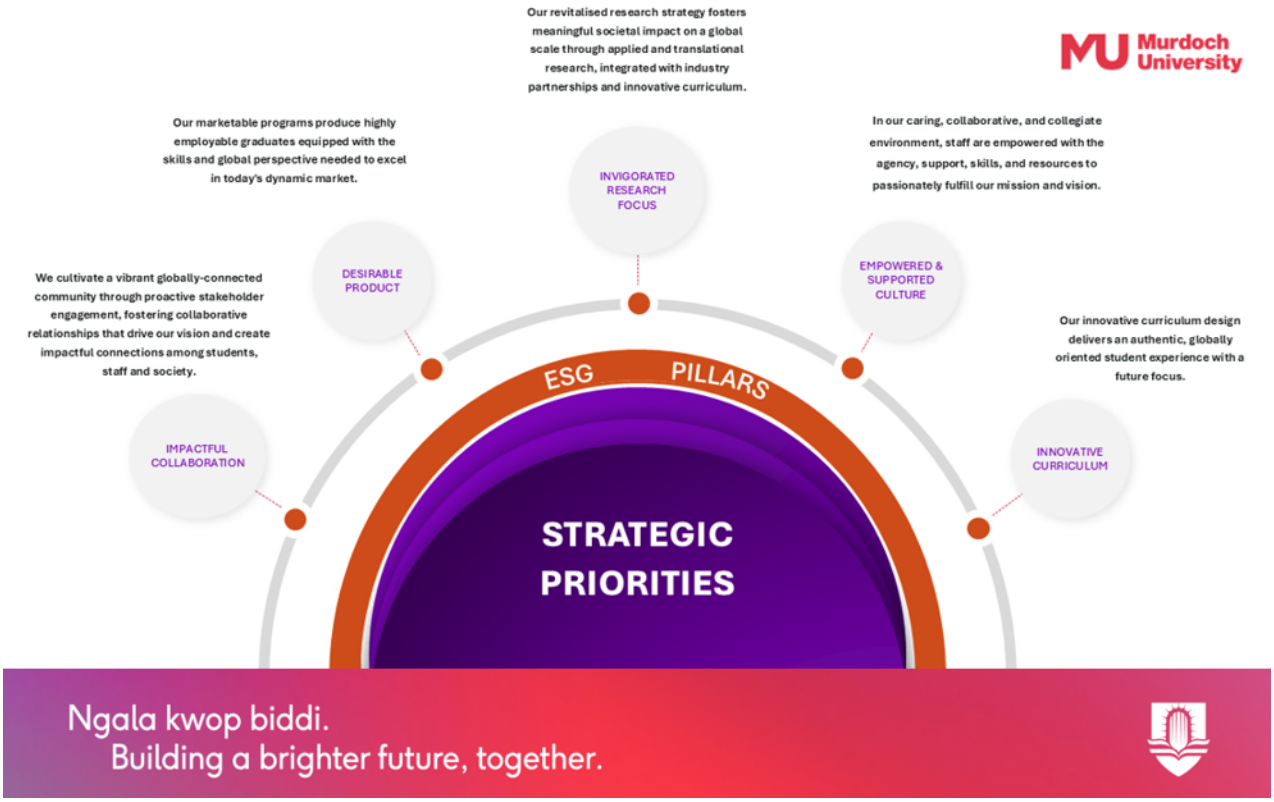
We emphasises *sustainability* in our curriculum and research. This includes promoting sustainable business practices, encouraging innovation in green technologies, and fostering a culture of environmental responsibility among students and faculty.

The Common Good

Our strategic priorities include community engagement, ethical leadership, and social responsibility. These priorities help ensure that our activities and teachings contribute positively to society, addressing social issues and promoting the well-being of communities.

Quality Education

Ensuring high-quality education is a fundamental goal. This involves maintaining rigorous academic standards, providing access to cutting-edge research and resources, and offering programs that prepare students for the challenges of the modern business world.



Institutional History

Murdoch Business School's Evolutionary Journey of Responsible Management Education (RME)



Murdoch Business School's journey towards 'Responsible Management Education' (RME) began in 1976, when Economics was first delivered within the School of Social Inquiry, reflecting Murdoch University's foundation in interdisciplinary learning and social responsibility. Significant milestones followed as the university formalised its business studies into a dedicated faculty, expanding through the 1980s and 1990s, and establishing the Business School as an independent entity in the early 2000s.

Institutional Milestones in RME

Murdoch Business School's commitment to sustainability and responsible management is reflected by its adoption of progressive frameworks and initiatives, culminating in joining the United Nations Principles for Responsible Management Education (PRME). The School's RME journey includes:

- Early roots in social impact, economics curriculum emphasised ethical and sustainable practice from inception in 1976.
- The establishment of the Business School brought together commerce, management, and economics with an increased focus on global and community impact in business education.
- The School formalised RME principles by joining PRME, introducing sustainability-focused curricula and research aligned with the United Nations Sustainable Development Goals (SDGs).
- Staff and program recognition, such as the recent AACSB membership in 2025, underlines the School's achievements in assurance of learning, curriculum innovation, and student success focused on responsible management.

University-Wide Sustainability Milestones

Murdoch University's Sustainability Sub-Strategy (Moorditj Boodja – Strong Country, 2024–2030) operationalises its ambitious targets for net zero emissions, campus sustainability, and a 'Decarbonised Roadmap' in line with SDGs and PRME reporting standards.

Over its 50-year History, the University:

- Became one of the first Western Australian universities to publicly commit to the UN SDGs in 2019.
- Developed holistic frameworks to integrate sustainability across education, research, and campus operations, aiming for net zero emissions by 2030 and carbon positivity by 2035.

- Designated reporting on SDGs and PRME principles using transparent frameworks, such as STARS, and began annual sustainability reporting in 2025.

Key Individuals and Events

Notable contributors to RME progress include recent staff awards, recognised for enhancing entrepreneurship and innovation curriculum; and staff acknowledged for leadership in School-level evaluation and RME integration. The university wide adoption of the Sustainability Sub-Strategy was driven by sustainability leaders such as Dr Martin Brueckner, the Pro Vice Chancellor of Sustainability.

Images and Historical Context

Historical imagery documenting these milestones, including inauguration ceremonies, sustainability strategy launches, and staff recognition events are available through Murdoch University's 50th Anniversary Milestones archive and news updates, providing visual evidence of institutional progress.

Murdoch Business School's path toward RME and sustainability is a testament to its leadership in embedding ethical, global-minded business practice throughout its five decades, culminating in its current standing as a PRME signatory and sustainability leader.

Here is a timeline of Murdoch Business School's key milestones relevant to the Principles for Responsible Management Education (PRME) Sharing Information on Progress (SIP):

Murdoch Business School Milestones Timeline

1976: Economics offered under the School of Social Inquiry, marking the origins of socially responsible thinking in business curriculum.

1980s – 1990s: Expansion of business and commerce courses, integrating ethical and community impact themes into new programs.

Early 2000s: Establishment of Murdoch Business School as a stand-alone entity to consolidate and champion responsible business education.

2019: Murdoch University commits publicly to the 'United Nations Sustainable Development Goals (SDGs)' and launch the first inter-university 'Students Doing Good (SDG) Challenge'.

2020 – 2024: Sustainability and responsible management become strategic priorities. School engages in SDG-linked research, teaching, and community outreach.

2024: Murdoch University launch Moorditj Boodja – Strong Country Sustainability Sub-Strategy, setting ambitious university-wide sustainability targets and aligning with PRME aims. School celebrates student involvement in SDG Challenge

2025: Increased recognition and achievements as Murdoch Business School gains AACSB membership for assurance of learning and innovative responsible management curriculum.

2025: Staff recognised for contribution to entrepreneurship, innovation, and leadership in RME integration.

2025: Murdoch University launch Education Strategic Plan 2025-2030, to deliver contemporary, accessible, and inclusive education with a high-quality student experience that produces adaptable graduates equipped with fresh perspectives and a strong social conscience.

2025: Active reporting and alignment with PRME as a signatory, documenting progress in curriculum, research, and impact.

This timeline demonstrates Murdoch Business School's sustained commitment to responsible management principles, academic innovation, and societal impact over the past 50 years.

Building on Millennia of First Nations Peoples'

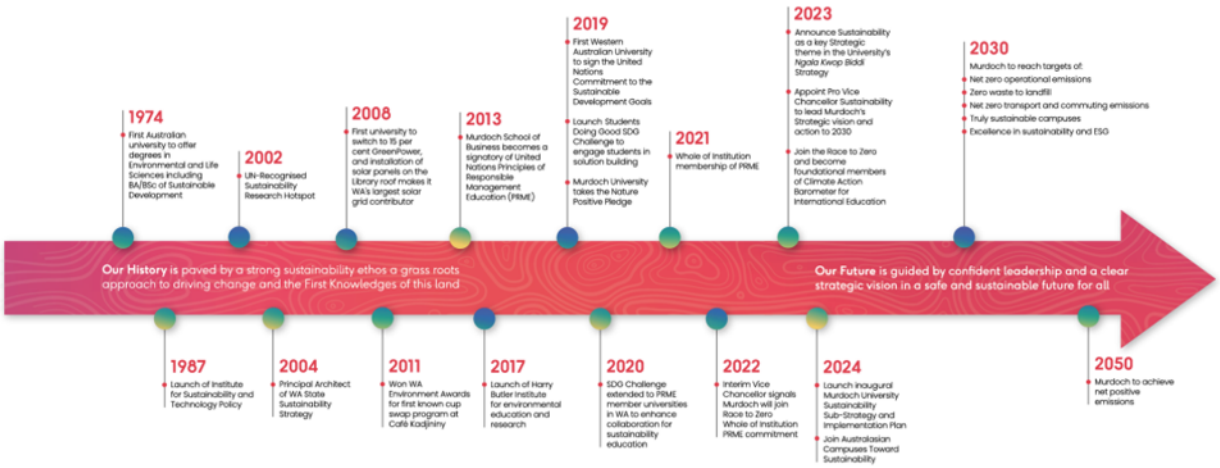


Figure 1 Our Sustainability Journey

Source: Sustainability Sub-Strategy 2024-2030 Moorditj Boodja – Strong Country

"Relational understanding of, and caring for, Country and community, Murdoch University – since inception – has been a pioneer and champion of sustainability in higher education".

Graduates & Enrollment

2025 Statistics	Number
Graduates	2,598
Faculty & Staff at the University	1,900
Faculty & Staff at the Institution	54
Student Enrollment at the University	24,430
Student Enrollment at the Institution	6,217
Undergraduate Attendance	2,895
Masters-Level Postgraduate Attendance	2,995
Doctoral Student Attendance	41
Certificate, Professional Development, or Continuing Education Attendance	112

Degrees Offered

Associate Programs

- Bachelor of Agricultural Science / Bachelor of Business (B.A.S. / B.B)
- Master of Professional Accounting (Advanced) (M.P.A.A.)

Bachelor Programs

- Bachelor of Business (B.B)
- Bachelor of Business Honours (B.B. Hon)
- Bachelor of Business / Bachelor of Entrepreneurship and Innovation (B.B. / B.E.I.)
- Bachelor of Agricultural Science / Bachelor of Business (B.A.S. / B.B)
- Bachelor of Laws / Bachelor of Business (B.L. / B.B.)
- Bachelor of Information Technology and Business (B.I.T. & B.)

Masters Programs

- Master of Business Administration (M.B.A.)
- Master of Business Administration / Master of Human Resources Management (M.B.A. / M.H.R.M.)
- Master of Professional Accounting (M.P.A)
- Master of Business Administration (Global) (M.B.A.G.)
- Master of Professional Accounting (Advanced) (M.P.A.A.)
- Master of Business Administration / Master of Health Care Management (M.B.A. / M.H.C.M)
- Master of Health Administration, Policy and Leadership (M.H.A.P.L)
- Master of Human Resources Management (M.H.R.M)
- Master of Business Administration / Master of Communication (M.B.A. / M.C.)
- Master of Business Administration / Master of Information Technology (M.B.A. / M.I.T)

Doctoral Programs

- Doctor of Business Administration (D.B.A.)
- Doctor of Philosophy (D.Phil.)

Undergraduate Degree Programmes

- Bachelor of Agriculture Science / Bachelor of Business
- Bachelor of Business Honours
- Bachelor of Business
- Bachelor of Laws / Bachelor of Business
- Bachelor of Business / Bachelor of Entrepreneurship and Innovation
- Bachelor of Information Technology and Business

Masters Degree Programmes

- Master of Business Administration / Master of Human Resource Management
- Master of Health Administration, Policy and Leadership
- Master of Professional Accounting
- Master of Business Administration (Global)
- Master of Business Administration
- Master of Business Administration / Master of Health Care Management
- Graduate Certificate in Health Administration, Policy and Leadership
- Graduate Certificate in Business Administration
- Master of Business Administration / Master of Human Resources Management
- Graduate Diploma in Human Resources Management
- Master of Business Administration / Master of Communication
- Master of Business Administration / Master of Information Technology
- Masters of Professional Accounting (Advanced)
- Master of Human Resources Management
- Graduate Certificate in Business
- Graduate Certificate in Human Resources Management
- Graduate Certificate in Project Management
- Accelerated Research Masters with Training
- Research Masters with Training
- Graduate Diploma in Business Administration

Postgraduate Degree Programmes

- Doctor of Business Administration
- Doctor of Philosophy

Certificates, Professional Development, or Associate Programmes

- Diploma of Business
- Diploma of Sport and Business



Purpose

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

Letter of Commitment

25 September 2026

To the PRME Secretariat

United Nations-supported Principles for Responsible Management Education

Dear PRME Secretariat,

LETTER OF COMMITMENT: RESPONSIBLE MANAGEMENT, SUSTAINABILITY, AND STRATEGIC INTEGRATION

As Pro Vice Chancellor (Murdoch University Sustainability) and Pro Vice Chancellor (Murdoch University, College of Business), we jointly reaffirm our commitment to the United Nations-supported Principles for Responsible Management Education (PRME) and its Seven Principles: Purpose, Values, Teach, Research, Partner, Practice and Share.

Our commitment reflects Murdoch University's enduring purpose of advancing learning and knowledge for positive social impact. It is aligned with the University's overarching strategy, which places sustainability, innovation, and social responsibility at the core of our mission and operations.

Ngala Kwop Biddi: Building a Brighter Future, Together the Murdoch University Strategy 2023 – 2030 and its strategic themes of Sustainability; Equity, Diversity and Inclusion; and First Nations. It is also enacted through the University's Moorditj Boodja, Strong Country Sustainability Sub-Strategy; First Nations Strategy; Equity, Diversity and Inclusion Sub-Strategy; Education Sub-Strategy; People and Culture Sub-Strategy and the Decarbonisation Roadmap.

During 2025, Murdoch Business School (MBS) continued to strengthen responsible management education through inclusive and applied learning, ethical and responsible use of artificial intelligence, experiential entrepreneurship and innovation, work-integrated learning, industry and community collaboration, and research addressing environmental, social and governance challenges. The School's growing assurance-of-learning capability, expanded higher degree research pathways and partnerships with government, business and community organisations further supported our ambition to develop ethical, globally aware leaders who can contribute to inclusive prosperity and thriving ecosystems.

Across Murdoch University, this work was reinforced through student-led sustainability auditing and Responsible Futures accreditation, continued mapping of curriculum to the United Nations Sustainable Development Goals, publication of the Decarbonisation Roadmap, signature of the CANIE Accord, development of circularity and sustainable transport pathways, biodiversity restoration under our Nature Positive commitment, and further progress in inclusion, wellbeing and First Nations engagement. These achievements demonstrate the value of integrating education, research, engagement and institutional practice.

We also recognise that responsible leadership requires openness about where further work is needed. We are committed to strengthening the quality, consistency and transparency of evidence relating to curriculum

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integration, student learning and agency, research contribution, partnership outcomes, equity, operational sustainability and societal impact. We will use the 2026 Sharing Information on Progress (SIP) process as a mechanism for accountability, institutional learning and continuous improvement.

Looking ahead, we commit to:

- deepening the integration of ethics, responsibility, sustainability, First Nations perspectives and the Sustainable Development Goals across business curricula, assessment and pedagogy;
- enabling students and staff to act as informed change agents through applied, interdisciplinary and experiential learning;
- advancing rigorous, relevant and impactful research on responsible management and sustainable development;
- working reciprocally with business, government, civil society, alumni and academic partners to address complex societal and ecological challenges;
- embedding responsible and accountable practices in governance, operations, culture and decision-making; and
- publicly sharing our progress, limitations and learning through annual PRME reporting and broader stakeholder engagement.

We renew our support for PRME as a global learning community and welcome the opportunity to collaborate with other signatories in transforming management education and responsible organisational practice. Together, we will continue working towards a more sustainable, equitable, regenerative and innovative future for Murdoch University, our partners and the communities we serve.

Yours sincerely,





Professor Antonia Girardi
Pro Vice Chancellor, College of Business

A/Prof. Martin Brueckner
Pro Vice Chancellor Sustainability

Definition of Purpose

Murdoch Business School defines purpose as preparing ethical, globally aware leaders who can create sustainable, social value and long-term prosperity through inclusive education, applied research and authentic collaboration. Purpose is enacted through the School's mission, the University's legislated purpose, the three strategic themes and the seven PRME Principles.

Institutional Engagement

26% - 50% of faculty at Murdoch University actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

Murdoch Business School Commences it's Association to Advance Collegiate Schools of Business (AACSB) Accreditation



Global Collaboration Strengthens AACSB Accreditation Efforts at Murdoch Business School

Murdoch Business School hosted a vibrant exchange of ideas and expertise, reinforcing our commitment to excellence as we commence our AACSB accreditation journey.

In 2025, Murdoch Business School advanced its AACSB accreditation through a cross-campus Assurance of Learning (AoL) initiative that welcomed colleagues from Murdoch Singapore, Dubai and Perth campus, which was supported by external AACSB expertise; whose contributions enriched key discussions around assurance of learning and leadership.

Our time together, was marked by dynamic collaboration, including participation in staff meetings, guided campus tours, and active engagement in the face-to-face Assurance of Learning Seminar. This was a cornerstone event in our accreditation efforts, featuring insights from external AACSB consultants such as Mr Geoff Parry, Executive Vice President, Chief Membership Officer, and Managing Director, Asia Pacific. With our international visitors actively involved, the sessions sparked valuable conversations around learning outcomes and leadership strategies, further strengthening our shared commitment to academic excellence.

As Murdoch Business School works toward achieving AACSB accreditation, the value of global collaboration remains clear. The insights and engagement from our international colleagues not only enriched our recent seminar but also reinforced our shared commitment to continuous improvement and academic excellence. We look forward to building on this momentum and deepening our connections across campuses as we advance toward accreditation success.

PRME Alignment

This AACSB initiative strengthens Murdoch Business School's foundations through which responsible management education is designed, delivered, assessed and improved. Cross-campus global collaboration enables the School to share practice, align learning expectations and enhance the consistency of student learning experiences across international locations. The Assurance of Learning (AoL) focus also supports a more evidence-informed approach to curriculum stewardship, enabling the School to identify opportunities for improvement and ensure that graduate capabilities remain relevant to changing professional, societal and global contexts.

Primary SDGs:



Supporting SDGs:



Murdoch Business School and Malka Foundation Promoting Student Startups



A partnership between Murdoch University and the Malka Foundation is helping drive Entrepreneurship and Innovation in Western Australia.

Earlier this year, the Murdoch Business School received a grant from the Malka Foundation, which has accelerated Murdoch's mission to foster inclusion, curiosity, and positive social impact through entrepreneurship.

This grant has been used to kickstart several innovative programs and activities, including '5-week innovation sprints' embedded in assessments across several units within the Business School, which has engaged students from business, engineering, and IT.



Video Link: https://www.youtube.com/embed/9p_Zk0zZzOM?si=ztq7R8V7r_lUyrkF

Professor Peter Eastwood, Deputy Vice Chancellor Research and Innovation, first began discussions with the Malka Foundation in early 2024 about Murdoch's plans to widen their entrepreneurship programs across the university.

> **"I'm excited about this grant because it directly supports our vision to empower students to turn bold ideas into real-world impact,"** he said.

"The relationship with the Malka Foundation is built on shared values of, innovation, and creating opportunities for the next generation of changemakers."

Malka Foundation Chairman Derek Gerrard said there was "great potential to build WA as one of the world's leading centres of innovation".

> **"We see Murdoch as an important partner in contributing to our goal of building a more diverse and bigger economy in our state,"** he said.

"The Board of the Malka Foundation are very pleased to add Murdoch University to the cohort of other organisations we support which share our goals of giving students the opportunity to learn entrepreneurial skills and to develop an entrepreneurial mindset."

Business student Jasmine Hornby said it was "fantastic" to have the entrepreneurial sprint installed as part of the first-year unit.

With support from the Innovator's Mindset unit and Malka-funded resources, Jasmine is on her way to launching her own startup addressing real needs in the NDIS sector, exemplifying how the right support, mentorship, and industry connections can turn student ideas into meaningful ventures.

> **"For any Murdoch students coming and doing their first year, I think it would be incredibly valuable to have that level of excitement and real-world experience,"** she said.

Professor Antonia Girardi, Pro Vice Chancellor, College of Business and Dean of the Murdoch Business School, emphasised the significance of the partnership with the Malka Foundation, describing it as transformative for students, staff and the university.

"The collaboration with the Malka Foundation has truly elevated our ability to deliver on a shared vision," she said.

Key Achievements Enabled by Malka Funding:

- Appointment of the Director of Entrepreneurship, consolidating a range of campus-wide initiatives aimed at improving the student experience and offering just-in-time support.
- Launch of a centralised mentoring program for students and the business community, piloted with the Melville and Cockburn Chamber of Commerce members and other businesses.
- Introduction of a 5-week entrepreneurial sprint in the Innovator's Mindset unit, engaging students from business, engineering, and IT.
- Live-streamed podcasts at alumni business sites, connecting over 300 students, alumni, and business professionals.
- Enhanced visibility and coordination of entrepreneurship activities across digital platforms.

Jo Frith, Director Alumni and Philanthropy said the partnership would assist the growth of the entrepreneurship ecosystem in Western Australia and provide unique opportunities for our students.

> **"We are delighted to partner with the Malka Foundation to support the development of our entrepreneurship program at Murdoch University,"** she said.

Building for the Future

With continued Malka Foundation partnership, Murdoch University proposes to launch the Murdoch Entrepreneurs' Collective — a centralised network connecting staff, students, businesses, venture capitalists, and alumni.

This initiative will:

- Scale student-facing programs, including sprints, mentoring, and scholarships.
- Develop infrastructure and launchpad resources, including a digital hub and seed funding for startups.
- Enhance technology, IP, and legal support for student ventures.
- Broaden scholarships and targeted support for underrepresented groups.

Murdoch University Director of Entrepreneurship André deSouza said with Malka's ongoing support, the university will "formalise and scale its entrepreneurial ecosystem, ensuring every student innovator has the tools, mentorship, and connections to succeed".

> **"Together, we are building a thriving launchpad for startups and a brighter future for all,"** he said.

PRME Alignment

Our Malka Foundation partnership illustrates PRME alignment by connecting philanthropic support with university capability, business participation, alumni engagement and student-led innovation. It supports students to convert ideas into ventures with potential commercial, social and community value, while proposed expansion through the Murdoch Entrepreneurs' Collective aims to provide launchpad infrastructure, seed funding, venture support and targeted opportunities for under-represented groups.





Values

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

How We Define Values

Murdoch Business School defines 'Values' as organisational responsibility and accountability to society and the planet through our core values of care, collegiality and collaboration. These values align with the university-wide strategic themes of EDI, First Nations, and Sustainability, emphasizing authentic engagement with students, community, and stakeholders while fostering sustainable, inclusive business practices that contribute to positive social impact.

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

Student Voices

The following narrative demonstrates how Murdoch University has influenced students' academic journey and personal growth.

Murdoch Leads the Way in Australia's First Student-Led Sustainability Audit



What is the role of further and Higher Education Institutions in the climate, ecological and social crises?

How can universities deliver education for sustainable development across the curriculum, not only through discipline-specific courses? What are the skills and attributes students and staff need to develop to navigate a changing world?

These are the some of the questions underpinning the aim of Responsible Futures, a student-led accreditation framework and supported change program designed to embed sustainability into every aspect of learning and teaching.

Since 2014, the Responsible Futures program, delivered by Students Organising for Sustainability UK (SOS UK), has partnered with over 50 universities and colleges and their students to embed sustainability throughout what and how students learn and the wider culture of their institution.

Annual research conducted by SOS UK since 2010 has consistently demonstrated that around 80% of students want their institutions to be doing more on sustainability, and around 60% want to learn more about it.

Over 10,000 students completed the survey in 2024 alone. This longitudinal research provides valuable insights into students' experience and expectations for sustainability in education. More importantly the findings have remained, on average, consistent over the last 15 years indicating the demand for action by higher education institutions continues to be a priority for students.
In 2023, SOS UK and the International Association of Universities, currently presided by Vice Chancellor Andrew Deeks, partnered to introduce the Responsible Futures International program.

Murdoch University is proud to be the first Australasian higher education institution to participate in the Responsible Futures program, reflecting the University's commitment to building engagement, sustainability literacy and transparency, outlined in our Moorditj Boodja Sustainability Sub-Strategy.



UK and world maps illustrating the international reach of the Responsible Futures program.

The Responsible Futures Framework

The program centres around a framework with 51 criteria, benchmarked on good practice from across the sector and informed by UNESCO's guidelines on Education for Sustainable Development (ESD).

ESD is not only about what students learn, but also how they learn and the environment in which they are learning. The framework provides a roadmap for institutions to assess and benchmark their work, track progress and recognise their accomplishments.

One of the hallmarks of Responsible Futures is its student-centred approach.

The program actively encourages students to be involved in every step of the process, from gathering and auditing documentary evidence submitted by institutions and conducting interviews of staff and student leadership groups, to providing recommendations on how the Partnership can further embed sustainability. For example, several of the criteria prompt the institution to demonstrate evidence of student co-creation in learning and teaching, as well as formal support for students to lead sustainability initiatives themselves.

Student-Led Audits

Every two years, Responsible Futures institutions are supported to undergo a student-led audit. The purpose of the audit is to:

- *Determine whether the institution has achieved Responsible Futures accreditation.*
- *Engage students in providing constructive recommendations and feedback.*
- *Offer students a unique experiential learning opportunity.*

Results of the audit are moderated and verified by SOS.

Students are recruited and trained to lead their institution's audit, which involves assessing documentary evidence and interviewing key individuals and senior leaders to gain a more in depth understanding of the documents they have reviewed.

Murdoch University's First-Ever Responsible Futures Audit

Throughout the year, the Sustainability Office engaged with stakeholders from across the University collecting evidence ahead of the student-led audit, which took place on 2-3 October.

A group of student-auditors reviewed and scored the evidence submitted and interviewed Vice Chancellor Andrew Deeks in his role as senior leader, as well as Vesna Sampson who represented the University's commitment to Education for Sustainable Development, and Guild President Tshering Gyeltshen and Guild Sustainability Representative Vedika Shrikhande who provided student leadership perspectives.



The Student Ambassadors who participated in the program with Vice Chancellor Andrew Deeks (centre), PVC Sustainability Martin Brueckner (far left) and Anisha Fernandes da Rocha (second from right).

During the audit, SOS staff trained the students on Education for Sustainable Development, ESD pedagogies and content, and organisational change. This process helped students appreciate Murdoch's efforts to integrate sustainability into its ethos and provided a unique experience.

"I would have to say this experience has been, by far, my best university experience to date," said student Lucas Farrell who took part in the audit.

'What impressed me most was the level of genuine commitment to sustainability that was on display, demonstrated through what must be countless hours of hard work.

"This has only solidified my already strong belief that Murdoch University truly lives and breathes its values. The University's commitment to championing things like sustainability and social justice is authentic.

"The opportunity to sit and speak with Vice Chancellor Professor Deeks was undoubtedly the highlight for me. Hearing him reinforce that this is more than just an accreditation it is an ethos that Murdoch lives by and is far beyond simply ticking boxes on a strategic plan was truly motivating."

This sentiment was echoed by Kate Gentle who described the experience as invaluable and credited it with equipping her with skills she can take forward in her career and for strengthening her passion for sustainability.

"Connecting and collaborating with passionate, like-minded people has helped me gain a greater appreciation for not only the University's commitment to sustainability, but also how other students like myself are striving for a brighter future," Kate said.

"The student auditor role has equipped me with valuable skills, including collaboration, teamwork, and time management, as well as a deeper commitment to sustainability in both my professional and personal life.

"As the audit reminded me, small, simple changes for sustainability can sometimes collectively have an even greater impact. This experience has shown me the power of collective action within our university community, leaving me inspired to apply what I've learnt to help create meaningful change both on campus and beyond."

SOS UK will now create a Responsible Futures audit feedback report for Murdoch University and Murdoch Guild, showcasing the student auditor feedback, student reflections on the audit and interviews, and recommendations to further embed Education for Sustainable Development.





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PRME Alignment

The Responsible Futures initiative aligns to PRME, as it puts sustainability, social justice, student voice and institutional accountability into practice through a student-led external audit. As the first Australasian higher education institution to participate, Murdoch invited students to assess whether its stated sustainability values are visible in learning, teaching and institutional culture, not merely in policy statements.

The program demonstrates how it translates sustainability, social justice, participation and accountability into an institutional practice. It positions students as partners in governance and change, develops their sustainability and organisational-change capabilities, and creates an external, transparent mechanism for testing institutional commitments against evidence.

The audit '**Responsible Futures Feedback Report**' and student recommendations will guide continuous improvement in Education for Sustainable Development and provide a basis for public progress reporting.



Student Awareness

26% - 50% of students at Murdoch University are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% of students at Murdoch University actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Why Greener Urban Environments are Essential for Thriving Communities



Dr Grey Coupland, Ecologist and Leader of the Pocket Forests WA Program

Perth is at a tipping point when it comes to our urban canopy cover. The urgency for action cannot be overstated. Without intervention, our city will face worsening heatwaves, reduced biodiversity, poorer air and water quality, and declining mental and physical health outcomes in our communities.

The most vulnerable communities – children, the elderly, and lower-income households – will be hardest hit. We see every day that areas with low tree cover experience hotter temperatures throughout the summer, leading to higher energy costs, increased health risks, and reduced outdoor activity.

But there is a solution. Urban greening initiatives provide a blueprint for more resilient and liveable cities. By investing in urban forests today, we can create cooler, healthier, and more connected communities into the future.

We all value green spaces for the shade they provide, their cooling effects, and their aesthetic appeal, but their benefits extend far beyond what meets the eye. Green spaces are natural stress relievers, support pollinators and urban agriculture, foster creativity and learning, strengthen communities, and even improve indoor air quality.

They act as natural buffers to extreme heat and unpredictable weather patterns, helping mitigate urban heat islands, reducing flood risks, and improving air quality by filtering pollutants, all contributing to climate resilience at a local level.

Green spaces in our cities also play a fundamental role in promoting urban biodiversity.

> They provide habitats for a range of wildlife, from birds and insects to small mammals and plants. By incorporating more green areas, we can breathe fresh life into our cities, sharing our space with other organisms and contributing to the overall health of urban ecosystems.

Human health and well-being also see significant improvements with the presence of green spaces. Research has demonstrated that access to nature can reduce stress, improve mental health, and enhance physical health by providing opportunities for exercise, recreation, and relaxation.

Greener urban environments offer fantastic opportunities for environmental education, too.

Programs like the **Miyawaki Forest Outreach Program**, which are run across Perth through Murdoch University, involves school children in hands-on conservation activities, instilling a sense of responsibility and helping reconnect children with nature. However, we need to do more, and this begins with establishing a clear target for our urban tree canopy, which remains the lowest of any capital city in Australia and importantly, introducing legislation to protect existing trees on private property.

> Critically, we also need to stop Perth's urban sprawl. We have the unenviable title of the longest city in the world. Perth extends over 150 km north to south and this has come at the expense of our now endangered Banksia woodland community.

Research indicates we should aim for at least 30% tree canopy cover by 2040, but the earlier we can implement this the better. Singapore, a bustling metropolis that supports a population more than twice the size of ours, has already achieved this.
But why stop there?

The 3-30-300 Rule is now seen as best practice for urban environments. Based on this rule, living in a city we should all be able to see at least 3 trees from every home, have 30% canopy cover in every neighbourhood, and access a high-quality green space within 300 metres of every residence.

Increasing tree canopy is not just about aesthetics, it's about cooling our suburbs, improving air quality, supporting biodiversity, and enhancing community well-being – everything that makes our cities more liveable.

While this is a live election issue, it's important to remember that we all have a role to play. Building a greener, more resilient Perth isn't just the responsibility of governments and urban planners – every individual can make a difference.

Whether you have a backyard, a balcony, or just love your local environment, small actions can make a big impact in increasing urban tree canopy and supporting biodiversity. Together, we can create a truly beautiful and sustainable place to live.

PRME Alignment

Dr Grey Coupland's work encourages decisions that recognise the *interdependence of community wellbeing and ecological health*. It connects research-informed understanding with decisions made by *governments, developers, businesses and communities.*

Its intended impact is to influence and guide planning, investment, land-management practices and everyday stewardship that create cooler, healthier and more inclusive neighbourhoods, to ensure urban development creates lasting public value while protecting the living ecosystems on which communities depend.

Through **Murdoch's Miyawaki Forest Outreach Program**, Coupland also connects these ideas with hands-on conservation learning, enabling schoolchildren to develop environmental responsibility through participation.



Celebrating Values

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

2025 Values Awards, Murdoch Business School Celebrating Our Staff

Living Our Guiding Principles and Values

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Alexander Dawson — Lecturer, Murdoch Business School

Alexander Dawson's recognition for *innovative leadership and support for staff and students during a period of rapid growth* demonstrates how responsible leadership can sustain learning communities through organisational change. For PRME, this award recognises leadership that combines innovation with care, inclusion and attention to the wellbeing and success of others.

This recognition illustrates that Murdoch Business School values leadership not only for individual achievement or performance, but for its contribution to a supportive, collaborative and student-centred culture. In periods of rapid growth, such leadership can help maintain staff connection, student belonging, educational quality and psychological safety.



Jordan Muir — Murdoch College Business Manager

Jordan's recognition for *strategic leadership, dedication to staff wellbeing and operational excellence* demonstrates the practical expression of responsible management through institutional stewardship. The award acknowledges that effective operations and staff wellbeing are mutually reinforcing: sustainable performance depends on clear processes, supportive leadership, respectful workplace relationships and the capacity to enable others to succeed.

This award shows that values-based leadership extends beyond teaching and research. Professional staff play a central role in creating the conditions through which students, academics and partners can flourish, particularly through transparent decision-making, responsive service and a culture of care.



PRME Alignment

These awards demonstrate that responsible management at Murdoch is enacted not only through curriculum and research, but also through the everyday leadership behaviours that shape staff wellbeing, student experience, inclusion, trust and institutional resilience. The awards reinforce a culture in which innovation is balanced with care for people, operational effectiveness is linked to wellbeing, and leadership is understood as service to colleagues, students and the wider university community.

Primary SDGs:



Supporting SDGs:



Murdoch University Earns Second Cygnet Award for Supporting Parents and Carers



Murdoch University Earns Second Cygnet Award for Supporting Parents and Carers

Murdoch University increased employee satisfaction amongst parents and carers through flexible work arrangements and improved parental leave entitlements.

"A game changer for me as a full-time working mum" Murdoch University has been recognised with its second **SAGE Cygnet Award** from Science in Australia Gender Equity (SAGE), for its significant progress in creating an inclusive workplace for parents and carers.

The award acknowledges Murdoch's commitment to embedding equity, diversity, and inclusion through the implementation of a new Flexible Working Arrangements Policy and Procedure, supported by practical toolkits and systems for staff and leaders.

Addressing processes and systems

Over the last 5 years, Murdoch University has improved its support for parents and carers by formalising flexible working arrangements, increasing parental leave entitlements, streamlining processes, and delivering internal campaigns to drive cultural change.

> *"Supporting parents and carers is not just a matter of policy – it's a commitment to equity, belonging and wellbeing across our university,"* reaffirmed Dr. Rebecca Bennett, Pro Vice Chancellor Equity, Diversity and Inclusion.

> *"These initiatives are helping us build a culture where the vital, yet often unseen, responsibility of care is recognised, valued and supported, and employees can succeed both personally and professionally within the context of their caring roles."*

In 2020, Murdoch's Flexible Working Arrangements Policy and Procedure was introduced, along with toolkits and intranet resources to improve employee access and understanding. In 2025, they adopted a shift to Workday to better manage requests, automate workflows, centralise oversight, and simplify reporting.

The result of these layered interventions? More than 83% of parents and carers now report having the flexibility they need to manage their work and personal responsibilities. This represents an increase of 8 percentage points up from 75% in 2018, and places Murdoch well above the sector benchmark of 73%.

Dr Janin Bredehoeft, CEO of SAGE, congratulated Murdoch University on these results:

> *"Murdoch University's work shows that when flexible arrangements are embedded into systems and culture, the results are powerful. Parents and carers are not only staying in the workforce but thriving – and that is the kind of impact that a SAGE Cygnet Award recognises."*

Rates of staff members returning after leave have also improved from 91% in 2022 to 97% in 2023, with retention after 12 months similarly improving from 87% to 93%.

Supporting men and partners to take parental leave

Parental leave provisions were strengthened, with Paid Partner Leave increased from 5 days to 20 days in 2023, leading the WA University sector. A Parental Leave Toolkit was also introduced to guide employees and supervisors, supported by a simplified application process requiring only supervisor approval.

While women continue to account for most employees taking Parental Leave (83%), the proportion of men has increased from 13% to 17%.

Additional initiatives included new parenting and feeding rooms across campus, improved access to parking for pregnant employees, and the creation of a Carer's Network in 2024.

Enabling the flexibility carers need

For those within caring responsibilities, employee satisfaction overall increased from 74% in 2018 to 78% in 2024. One staff member explained how important flexible hours and remote working arrangements were in allowing her to continue progressing in her career while caring for an unwell child:

"I can't tell you how many papers I've written sitting on the floor of the Children's Hospital… Just having the flexibility of being able to do that allows me to continue to be professional."

– Carer interviewee (2025)

Transforming culture through policy and practice

These changes have helped to build a culture where flexibility is not the exception, but the norm. Parental leave queries are down, cultural change is being driven by the normalisation of flexible working practices, and the visibility of carers' voices is beginning to shape Murdoch's gender equity strategy.

Parents and carers describe flexible work as "a game changer," improving work–life balance, wellbeing, and productivity.
"The flexible working arrangements…have been a game changer for me as a full-time working mum. The ability to adjust my hours and work remotely has made it so much easier to balance raising a young family while managing my work responsibilities."
– Staff survey respondent (2024)



Putting flexibility on the agenda

Going forward, Murdoch intends to continue strengthening visibility and support for parents and carers, as well as enhancing leadership training to ensure equitable application of flexible working arrangements across all teams.

About the SAGE Cygnet Award

SAGE Cygnet Awards celebrate organisations that have demonstrated progress in making their workplaces more equitable by removing or reducing a barrier to inclusion. They must be able to show that these changes have had a real impact on staff and/or students.

This award marks a milestone on Murdoch University's progress through the SAGE accreditation pathway. It builds on the work they did to earn a Bronze Athena Swan Award in 2020 and sits alongside their previous Cygnet Award for LGBTIQAI+ inclusion.
You can read all about Murdoch University's actions, outcomes, and impact in their full Cygnet Award Application, or read an overview version in this Progress and Impact Summary.

About SAGE

Science in Australia Gender Equity (SAGE) is Australasia's leading advocate and accrediting body for equity, diversity, and inclusion in the education and research sector. It is the guide our region's brightest minds turn to when they want a vibrant workplace where everyone can thrive.

Using an evidence-based and impact-focused framework, SAGE helps institutions build systemic, structural, and cultural change. Their world-respected Athena Swan accreditation program drives and measures institutions' progress against international benchmarks.

PRME Alignment

This initiative aligns with PRME by translating equity and care into organisational policies, systems and practices, supported by external recognition and reporting. Its intended longer-term contribution is more equitable career continuity, stronger wellbeing and a workplace in which caring responsibilities do not limit professional participation.

Primary SDGs:



Supporting SDGs:



Links:
https://sciencegenderequity.org.au/news/murdoch-university-earns-second-cygnet-award-for-supporting-parents-and-carers/

https://www.murdoch.edu.au/news/articles/when-flexibility-and-inclusivity-are-woven-into-an-institution-s-fabric--the-results-are-powerful

Continue telling your story

Launched in 2025 'Murdoch Mettle (Boodiyar Djena Biddi)' a New Co-Curricular Program



Murdoch Mettle (Boodiyar Djena Biddi)

Murdoch Mettle (Boodiyar Djena Biddi) is a co-curricular program designed to help students explore the knowledge, perspectives, and responsibilities that underpin a more just and sustainable society.

Through Mettle, students engage with three interconnected themes that increasingly shape study, work, and community life: **Sustainability**, **Equity, Diversity and Inclusion**, and **First Nations**.

Mettle provides a structured space to reflect, learn, and develop judgement in a supportive environment, helping students connect their studies to broader social and environmental challenges.

About the Program

The program brings together established learning experiences delivered by specialist teams across the University. These experiences are designed to deepen cultural capability, ethical awareness, and sustainability literacy, while encouraging reflection on responsibility, inclusion, and care for Country.

You will engage with learning aligned to Murdoch University's strategic themes:

- **Sustainability:** Understanding environmental, social, and ethical sustainability, and how values and decision-making shape long-term outcomes

- **Equity, Diversity and Inclusion:** Exploring inclusion as practice, including lived experience, systems, and responsibility

- **First Nations:** Learning about Country, history, and Indigenous knowledges, and how they inform cultural responsibility and sustainability.

"Fundamentally, Murdoch Mettle is about supporting good and active citizenship by giving students opportunities to develop skills vital for solving complex global problems and that are also in high demand by employers world-wide". Dr Martin Brueckner

By completing Mettle, students benefit by:

- developing an understanding of how inclusion, Country, and sustainability are connected

- building cultural capability and ethical awareness relevant across disciplines

- strengthening your ability to navigate complex social and environmental issues

- gaining language and confidence to articulate your values and capability to employers.

Students who successfully complete all components of Mettle receive formal recognition via the Boodiyar Djena Biddi (Murdoch Mettle) Certificate.

Program Structure

To complete Murdoch Mettle, students take part in a series of hands-on learning experiences, including:

- **Ally Training** — explore Equity, Diversity and Inclusion

- **Beyond Black and White** — learn about First Nations perspectives

- **Connecting Country** — engage with First Nations knowledge and culture

- **Understanding Sustainability** — build practical sustainability knowledge

Together, these experiences help students develop real-world skills, broaden your understanding of important social and environmental issues, and create meaningful impact beyond the classroom.

The program runs over a 12 month period and includes an application and advisory process to help students understand the commitment and benefits of participation.

Murdoch Mettle is open to current Murdoch students in good academic standing and is offered at no cost. Each semester features a single intake with a limited number of places, ensuring a high-quality, supported experience for participants.

Program duration: 12 months

Cost: Free for all Murdoch students

Eligibility: Open to all students in good academic standing

PRME Alignment

Murdoch Mettle demonstrates how institutional commitments can be translated into practical student development. It prepares students to navigate complex social and environmental issues, participate respectfully in diverse communities and apply values-based judgement in their future professional and civic lives.



Murdoch Walks Together Towards Reconciliation with Innovate RAP



Murdoch University has officially launched its 2025 – 2027 Innovate Reconciliation Action Plan (RAP), marking a purposeful new chapter in its commitment to reconciliation, truth-telling and Indigenous empowerment.

Unveiled at a special celebration on Whadjuk Noongar Boodjar, the RAP was developed under the leadership of the Equity, Diversity and Inclusion team in close partnership with First Nations leadership and colleagues, and the RAP Working Group.

It builds on Murdoch's long-standing dedication to social justice and inclusion and aligns closely with the commitments the University's strategic plan, Ngala Kwop Biddi – Building a Brighter Future, Together.

Vice Chancellor Andrew Deeks described the RAP as a milestone in Murdoch's journey.

> "Our new Innovate Reconciliation Action Plan supports our commitment to being the university of choice for First Nations peoples by driving progress toward genuine and meaningful reconciliation," Professor Deeks said.

> "It calls on non-Indigenous members of our community to take the lead in this vital journey, fostering a sense of belonging, trust, and shared understanding between Aboriginal and Torres Strait Islander peoples and the broader University community."

The RAP outlines tangible actions across five key dimensions: race relations, equality and equity, institutional integrity, unity, and historical acceptance.

These pillars will guide Murdoch's efforts to embed reconciliation across university life – from governance and curriculum to community engagement and cultural awareness.

Pro Vice Chancellor First Nations Professor Chanelle van den Berg emphasised the importance of action over symbolism.

> "Now, more than ever, we must address the unfinished business of reconciliation," Professor van den Berg said.

> "This RAP is a call to action, ensuring that non-Indigenous allies actively engage in the work – listening, learning and taking responsibility for making meaningful change.

> "Reconciliation is a shared responsibility, and this plan reflects our collective commitment to walking the talk."

The development of the RAP being led by the Equity, Diversity, and Inclusion team was a deliberate and important part of its design.

> "Reconciliation is a responsibility that should rest primarily with non-Indigenous people," Pro Vice Chancellor Equity, Diversity and Inclusion Dr Rebecca Bennett said.

> "Yet, for too long, the burden of advocacy, truth-telling, and change has fallen on Aboriginal and Torres Strait Islander peoples.

> "At Murdoch University, we recognise this imbalance, which is why reconciliation is being led by non-Indigenous staff."



Video Link: https://www.youtube.com/embed/63SWdoCXQkA

Importantly, the RAP also responds to the national conversation and changing context, following the 2023 Indigenous Voice referendum.

> “Many felt uncertain about the future of reconciliation in Australia after the referendum,” Dr Bennett said.

> “But reconciliation is not a single moment – it is an enduring commitment to justice and action.”

The launch event and cover design of the RAP featured the artwork “Walking Together in Solidarity” by emerging Noongar artist Emily McCann, symbolising the strength and unity that comes from reconciliation.

The piece was commissioned to reflect Murdoch’s commitment to cultural respect and storytelling through art.
Murdoch’s RAP is more than a document – it is a roadmap for change.

It includes commitments to increase First Nations staff representation, embed Indigenous Knowledges across the curriculum, and create culturally safe spaces for learning and dialogue.

This work integrates with the University's First Nations strategy, which has already established initiatives such as the Murdoch Yarn, cultural load allowance policy, and Indigenous Excellence Awards, among the many actions designed to foster inclusion and celebrate Indigenous contributions.

As Murdoch moves forward, the message is clear: reconciliation is everyone's business.

> *"Together, we can create a more inclusive, respectful, and equitable future for all,"*
> **Professor Deeks said.**

Murdoch University invites all staff, students, and community members to engage with the RAP, reflect on its goals, and contribute to the journey of reconciliation.

Explore Murdoch's Innovate Reconciliation Action Plan

PRME Alignment

For Murdoch Business School, the RAP provides a university-wide framework within which to advance values-led education and organisational practice. Its intended contribution includes stronger cultural understanding, more inclusive learning and employment environments, and more reciprocal relationships with First Nations communities. These directions align with the School's stated values of *care, collegiality* and *collaboration* and with the University's First Nations Sub-Strategy.

Primary SDGs:



Supporting SDGs:



Teach

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

How We Define Teach

Murdoch Business School defines 'Teach' as educating global citizens through a transformational business education experience centered in a safe, stimulating, and future-focused learning environment. Guided by values of care, collaboration, and collegiality, MBS integrates responsible management concepts into its curriculum and pedagogy, aligning with the university's strategic themes. This approach fosters teaching excellence and innovation while embedding ethical digital literacy and scholarly inquiry, that produces adaptable graduates with a strong social conscience.

Courses that support RME

Murdoch University reports 25 courses in 2025 that support responsible management education and sustainable development goals.

Sustainability Governance and Reporting (New Course) | MBS697

This unit provides a critical exploration of how organisations process and communicate their sustainability performance. It provides an outlook of the standards and frameworks relevant to sustainability reporting in addressing environmental, social, and governance (ESG) responsibilities. Students will engage with globally recognised reporting frameworks and develop skills in assessing material issues, reports and disclosures, aligning sustainability initiatives with organisational strategy, goals, and risks. The unit draws on the voluntary and mandatory standards, as well as the UN SDGs.

MBS697 has the potential to develop sustainability-literate accounting and business professionals who can connect organisational strategy, governance, risk and performance with credible sustainability disclosure. Students learn to evaluate reporting frameworks, materiality processes, stakeholder input, ESG indicators and assurance practices, enabling them to distinguish substantiated performance from unsupported sustainability claims. Through an applied group assessment of an organisation’s sustainability report, students practise evidence-based analysis, professional judgement, teamwork and responsible decision-making. The anticipated impact is a cohort of graduates better prepared to strengthen transparency, challenge greenwashing and support organisations in translating sustainability commitments into accountable action.



Principles of Business Governance | MBS518

This unit provides an overview of the multifaceted governance framework of business in Australia. It gives an introduction to the governance requirements relevant to business within an Australian context with particular reference to business transactions, ethical and fair business practices, the establishment and operation of business associations, including partnerships and corporations, and the rights, duties and obligations of various stakeholders in these business associations.

MBS518 Principles of Business Governance develops postgraduate accounting students' capacity to understand and apply Australian governance frameworks, regulatory obligations and fair and ethical business practices. Students examine how governance requirements influence business transactions, stakeholder relationships, strategic and operational decisions, audit, taxation and financial reporting. Through practical application, self-directed learning and problem-based analysis, students develop the ability to identify governance and transactional risks, exercise ethical judgement and propose realistic responses to business problems. The anticipated impact is the development of professionally accountable graduates who can support transparent, compliant and responsible organisational practice.



Health Policy and Governance | MBS527

This unit examines national and international health policy from a governance perspective. Governance has become a central concept in many disciplines studying social coordination (e.g. political sciences, public policy, management, economics). This unit covers healthcare governance modes and how the health sector is governed in Australia and other countries. It examines the historical, economic and political influences on current and emerging issues with the purpose of identifying best practices in health policy and reforms.

This unit studies how the Australian healthcare system (and that of other countries) is governed. In so doing, it draws on the notion of governmentality, i.e., how we govern and are governed, and the conditions under which different modes of governance emerge, continue to operate, and are transformed in the healthcare sector.

The unit will examine how health care systems are embedded in multiple institutional and regulatory frameworks. We will study a mixture of policy instruments and governance arrangements interweaving the practices of medical professionals (the deliverers of services) and funders (insurers and/or authorities) with the practices of political decision-making and policy formulation. We will also examine how these are financed through a mixture of public and private revenues that in various ways, pool and redistribute the risks related to these goods and services.

The unit will also look at the way modern health care systems are characterised by hybrid governance arrangements. The tax-funded Medicare in Australia will be studied as an example of coordination via command and control, often in combination with dense supply-side regulation, but actually achieved through professional self- regulation by the professional associations of physicians.

We will also examine how, by creating avenues for competition, market mechanisms have become central to the governance of Medicare.

MBS527 Health Policy and Governance prepares students to critically evaluate how healthcare systems are governed, regulated, organised and financed in Australia and internationally. Students examine the relationships among governments, healthcare professionals, funders, regulators, service providers and communities and assess the implications of alternative policies for efficiency, equity, quality, coverage, cost-effectiveness and social justice. Authentic assessments, including a stakeholder consultation role-play and an evidence-informed policy proposal develop students' ability to negotiate competing perspectives, synthesise research, communicate with decision-makers and recommend feasible reforms. The anticipated impact is the development of ethically aware, equity-focused and evidence-informed professionals capable of contributing to more effective, inclusive and accountable healthcare institutions.



Accounting Theory and Governance | MBS679

The focus of this capstone accounting unit is on the theories that underpin contemporary accounting issues and accounting standards. Topics include accounting theories, measurement alternatives, governance and ethics, triple bottom line and social responsibility reporting and the importance of understanding user needs and impediments to transparent financial reporting.

MBS679 Accounting Theory and Governance develops students' capacity to critically evaluate the theories, regulatory frameworks, measurement choices and governance arrangements that shape contemporary accounting practice. Students examine international financial reporting standards, accounting-policy choice, earnings management, corporate failure, transparency and the information needs of stakeholders. The unit extends accounting education beyond financial reporting by engaging students with triple-bottom-line, social responsibility, environmental and sustainability reporting and with debates about the future role of the profession. Through experiential activities, workshops and collaborative case analysis, students develop professional judgement, ethical awareness, critical inquiry, communication and teamwork. The anticipated impact is the development of accounting professionals who can challenge opaque or misleading practices and contribute to more transparent, accountable and sustainability-oriented organisations.





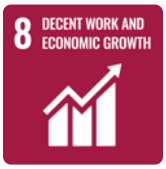


Management in a Global Environment | BUS123

This unit introduces you to the discipline of Management. Through workshop activities, you will develop skills in defining organisational problems, researching and writing reports in order to effectively communicate issues and recommend evidence-based solutions. Key topics include planning, organising, motivation, leadership, international management and managing change. Working in teams and individually will provide opportunities to develop good work habits that will support your second- and third-year studies, and enable you to be an effective contributor in a global work environment.

BUS123 Management in a Global Environment introduces first-year students to the knowledge, capabilities and values required for responsible management in contemporary organisations. Students examine planning, strategy, organisational change, human resource management, motivation, leadership, ethics, corporate social responsibility, technology, decision-making and global management environments. Through active workshops, case analysis, scenario-based learning and collaborative assessment, students learn to diagnose organisational problems, evaluate credible research and communicate evidence-informed recommendations. The anticipated impact is the development of ethically aware, globally oriented and collaborative learners who understand that managerial decisions influence organisational performance, employees, stakeholders and society.









Cultures of Innovation | BUS368

BUS368 Cultures of Innovation explores what innovation is, how it emerges and how it can be purposefully managed within organisations and entrepreneurial ventures. Moving beyond creativity and idea generation, the unit examines how organisational culture, leadership, people and work environments shape innovation capability and help organisations adapt to emerging challenges and opportunities. Students investigate innovation capacity, agile organisations, value creation and capture, new product and service development, and frugal innovation. Through active, authentic and project-based learning, they apply innovation processes to practical challenges, collaborate with diverse stakeholders, evaluate evidence, develop prototypes and communicate innovative solutions. Ethics and sustainability are integrated throughout the unit, encouraging students to consider the

social, cultural, environmental and economic consequences of innovation. The unit develops students' ability to think across cultures and contexts, work effectively in teams and contribute to cultures of responsible innovation in workplaces, communities and their own business ventures.

BUS368 Cultures of Innovation develops students as responsible innovators capable of applying creativity, entrepreneurship and collaborative problem-solving to complex social, cultural, environmental and economic challenges. Through active learning and an authentic five-week innovation sprint, interdisciplinary teams progress from problem framing and stakeholder analysis to ideation, prototyping, impact measurement and implementation planning. Students integrate ethical reasoning, sustainability, frugal innovation, cultural competency and the United Nations Sustainable Development Goals into proposed products, services and enterprise models.

In 2025 a new interdisciplinary innovation challenges was embedded into the curriculum, connecting the problem of decommissioned solar-panel waste with energy poverty, water insecurity, climate resilience and economic participation in remote Aboriginal communities. Students are required to respect Aboriginal knowledge systems, cultural protocols and self-determination by developing solutions through a "with community, not for community" orientation. The anticipated impact is the development of culturally responsive, sustainability-literate and professionally capable graduates who can work across disciplines and stakeholder groups to translate complex challenges into feasible, ethical and 'real-world' implementable innovations



Corporate Sustainability Management | MJ-CSM

The Corporate Sustainability Management major develops advanced capabilities to design, evaluate, and communicate sustainability performance across organisations and supply chains. Integrating business strategy, data analytics, and environmental management, the major prepares graduates to lead the transition toward responsible and resilient business models.

Students gain practical expertise in ESG strategy and reporting, sustainability risk assessment, data-driven decision-making, and stakeholder engagement, supported by strong foundations in corporate responsibility, governance, and ethical leadership. Through applied projects and analytical tools, they learn to evaluate sustainability metrics, develop business cases, and communicate outcomes using

recognised reporting standards.

Graduates will be prepared for roles such as Sustainability Manager, ESG Analyst, Corporate Responsibility Officer, and Sustainable Business Consultant, in industries spanning corporate enterprises, consultancies, government agencies, and international organisations advancing sustainable and low-carbon business practices.

Graduates of this major will be equipped for careers across a range of sectors where sustainability and ESG principles are embedded into corporate strategy and governance. In construction and infrastructure, they may oversee sustainability integration within major projects and supply chains. Within electricity, gas, water, and waste services, graduates can lead corporate sustainability programs that improve resource efficiency and compliance. In financial and insurance services, they will be prepared to support sustainable finance, ESG investment, and climate risk initiatives, while in manufacturing and mining, they may focus on embedding sustainability into production systems, supply chains, and stakeholder engagement. Graduates will also find opportunities in professional and technical services, providing ESG reporting, risk assessment, and sustainability consulting, as well as in public administration, contributing to policy development, sustainability governance, and organisational change in the public sector.



Master of Decarbonisation, Energy and Sustainability Management (Advanced)

M1422

The Master of Decarbonisation, Energy and Sustainability Management (Advanced) is a professionally oriented degree designed to prepare graduates to lead the transition to low-carbon and sustainable systems. The course combines advanced knowledge of decarbonisation, energy and sustainability with applied skills in carbon accounting, life cycle assessment, systems modelling, and policy analysis.

Students complete core units that develop capabilities in carbon management, life cycle assessment, just transition and sustainability reporting, before specialising through two majors selected from Strategic Decarbonisation, Renewable and Sustainable Energy, Sustainable Cities and Infrastructure, and Corporate Sustainability Management. The course concludes with a capstone component, in which students choose one of two pathways: Professional Practice or Research. The Professional Practice pathway focuses on the application of project development and management frameworks to industry-based challenges, while the Research pathway involves an in-depth, supervised research project that develops advanced analytical and inquiry skills.

Graduates will be equipped for leadership roles across government, industry and consultancy, supporting the design, implementation and evaluation of decarbonisation and sustainability initiatives in sectors including energy, infrastructure, manufacturing, construction and public administration.

Graduates of this course will be equipped for leadership and specialist roles across sectors driving the global transition to low-carbon, sustainable systems. Employment opportunities exist in construction, energy, and infrastructure industries where graduates may lead renewable integration, sustainable design, and project decarbonisation initiatives. In manufacturing and mining, they can advance resource efficiency and emission reduction programs, while in electricity, gas, water, and waste services, they may manage energy optimisation and circular-economy solutions. Graduates are also suited to roles in professional, scientific, and technical services providing sustainability consulting, ESG reporting, and systems modelling, as well as in public administration, education, and policy sectors contributing to climate governance, sustainable investment, and net-zero planning.



Sustainability: Towards Global Wellbeing | SUS123

In this unit, we will embark on a trans-disciplinary journey to explore social, cultural, economic, ethical and environmental dimensions of sustainability. We will engage with some of the great sustainability challenges of our time and consider how we can address them. Through the unit's main assessment task, the Creative Project, students have exciting opportunities to lead the way, by designing (and co-designing) creative sustainability solutions that enhance our wellbeing and the wellbeing of our planet.

SUS123 Sustainability: Towards Global Wellbeing introduces first-year students to sustainability as a multidimensional challenge connecting social, cultural, economic, ethical and environmental wellbeing. Through a trans-disciplinary learning experience, students explore major sustainability challenges, develop critical and systems-thinking capabilities, and reflect on their personal agency in contributing to sustainable futures.

The unit uses reflective, creative and evidence-informed assessment to make learning visible. Students analyse their ecological footprint and use a Futures Wheel to explore how lifestyle changes can reduce carbon impacts and generate wider ripple effects. A semester-long Creative Journal supports reflective engagement with lectures, tutorials and readings, while the Creative Project requires students to communicate a sustainability challenge through a visual output supported by

research-based commentary.

The anticipated impact is the development of sustainability-literate students who can recognise interdependencies between human and planetary wellbeing, critically examine their own roles and choices, and communicate creative, evidence-informed responses to complex sustainability challenges



Business, Society and the Environment | MBS662

Students will explore real-world scenarios through a critical lens, starting with understanding the complex relationship between the environment, society, economics, and governing. The unit introduces a 4-D power framework students can use to analyse how power relations constrain and enable decisions and actions, which in turn influence progress (or lack of) towards a more just and sustainable world. Special attention is paid to business. What drives business decision-making? What actions do businesses take and to what ends? Who or what can control business behaviour? Are we creating a more just and sustainable society? How do we know?

MBS662 Business, Society and the Environment embeds responsible management, sustainability, ethics and social responsibility into postgraduate business education. Through a critical exploration of the relationships among business, society, economics, governance and the environment, students analyse how organisational decisions and power relations influence progress towards a more just and sustainable world.

The unit develops students' capacity to critically evaluate real-world tensions, recognise how ethics, values, culture and socio-historical norms influence decisions, and communicate responsibly to diverse audiences. A 4-D power framework supports students to examine accountability, stakeholder influence and their own capacity for action.

Learning is delivered through real-world discussion, research, debate, problem-solving, guest speakers, creative and critical-thinking activities, and reflective practice. Students apply learning through a continuous reflective journal, a group documentary and report on a current environmental sustainability, justice, equality, governance or economic issue, and a case-based final examination.

The unit supports the development of ethically aware, systems-literate and sustainability-oriented graduates who can critically engage with the role of business in society. Its transnational delivery across Australia, Dubai and Singapore provides an opportunity to develop responsible-management capabilities among diverse global cohorts.

The unit is also explicitly mapped to the Master of Decarbonisation, Energy and Sustainability Management, its Advanced variant, and the Corporate Sustainability Management major. This strengthens its relevance as a curriculum component contributing to coherent graduate capabilities in sustainability management and responsible business

MBS662 contributes primarily to SDG 10: Reduced Inequalities, SDG 12: Responsible Consumption and Production and SDG 13: Climate Action, with contextual relevance to SDGs 11, 14 and 15.



Business Ethics | BSL301

In unit BSL301 Business Ethics various ethical concepts are explored with a focus on the behaviour of professionals engaged in making impactful decisions for companies and other business entities. Fundamental professional responsibilities are investigated. Issues around conflicts of interests and the protection of confidential information are a feature. Students also gain an awareness of regulatory frameworks that can impose significant personal liability, requiring high standards of conduct by individuals in businesses.

BSL301 Business Ethics embeds ethical responsibility, professional integrity and accountable decision-making within undergraduate business education. The unit examines ethical concepts and regulatory frameworks relevant to professionals whose decisions affect companies and other business entities. Students develop an understanding of ethical conduct standards, duties of loyalty and care, conflicts of interest, confidentiality, personal liability and the relationship between professional conduct and regulatory accountability. They critically engage with contemporary issues including wage theft, modern slavery, whistleblowing, corporate social responsibility and environmental sustainability.

Through seminars and workshops, an individual case-study report requiring analysis of relevant case law and legislation, and a supervised final examination, students demonstrate their ability to identify ethical issues, apply regulatory principles and critique reform of regulation affecting business professionals. This unit equips emerging business professionals to act with integrity, identify misconduct and contribute to more accountable and socially responsible organisations



Introduction to Sustainable Development | SUS100

This unit offers a critical introduction to key ideas and debates in the sustainability field and how they play out in practice. Students explore real-world issues and the responses of governments, communities, and industries that interest or concern them. The unit develops students' capacity to critically assess the strengths and limitations of different sustainability perspectives and approaches. Students also reflect on their own behaviours and emerging sense of agency, identifying practical ways they can contribute to positive change.

SUS100 Introduction to Sustainable Development provides students with a critical, interdisciplinary and practice-oriented foundation in sustainable development. The unit explores key concepts, thinkers and debates shaping sustainability, while enabling students to apply sustainability perspectives to contemporary real-world issues across local, national and global scales.

Students critically evaluate the strengths and limitations of different sustainability approaches and analyse how social, environmental, economic and cultural factors influence sustainability challenges and responses. Through sustained discussion, reflection and applied assessment, the unit develops students' capacity to communicate evidence-based sustainability arguments and identify practical pathways for positive change.

A central element is the Ecological Footprint Diagnostic, through which students calculate and reflect on their individual carbon footprint and develop a concept map of potential lifestyle changes that may benefit personal wellbeing, communities and the planet. The unit therefore supports the development of sustainability literacy, critical thinking, systems awareness and agency, foundational capabilities for responsible management and citizenship.



Sustainable Project Development and Management | ENS600

This unit is co-designed and co-delivered with industry partners and the Infrastructure Sustainability Council (ISC) to provide students with authentic, practice-based learning aligned with real-world sustainability standards in the infrastructure sector. It serves as a capstone unit for the Master program, integrating knowledge from previous units to address the broader sustainability considerations across the planning, design, construction, and operation stages of low-carbon infrastructure projects.

Students will apply the SDGs and the Infrastructure Sustainability (IS) Rating Scheme to evaluate and enhance the performance of infrastructure projects. Through ISC-accredited content and engagement

with industry practitioners, students will learn to integrate environmental, social, and governance (ESG) principles into project planning and decision-making processes. Case studies of First Nations renewable energy initiatives are used to demonstrate the importance of co-design, cultural responsiveness and community-led approaches in sustainable infrastructure and project development.

The unit develops advanced capabilities in sustainable project planning, governance, risk management, technology selection, financing, and lifecycle assessment. Students will engage directly with ISC-accredited professionals through workshops, case studies, and accredited training sessions, gaining experience with tools such as the IS Rating Scheme, Sustainability Management Plans (SMPs), and materiality mapping.

By the end of the unit, students will be able to:
* Assess sustainability performance using ISC rating categories and credits.
* Integrate SDGs, ESG principles, and circular economy concepts into project design and delivery.
* Apply sustainability assessment and financial modelling tools to real-world case studies.
* Develop and present a comprehensive Sustainability Management Plan (SMP) and a materiality assessment report for a chosen infrastructure project.
* Graduates will be equipped to lead or contribute to sustainable infrastructure projects that align with national and global low-carbon development goals and
* Demonstrate compliance with Infrastructure Sustainability Council (ISC) standards and accreditation pathways.

ENS600 Sustainable Project Development and Management advances the PRME Teach Principle by integrating responsible management, ESG principles, decarbonisation and sustainability performance assessment into master's-level project management education. Co-designed and co-delivered with industry partners and the Infrastructure Sustainability Council, the unit provides authentic, practice-based learning aligned with real-world infrastructure sustainability standards.

As a capstone unit in the Master of Decarbonisation, Energy and Sustainability Management, ENS600 enables students to apply the Sustainable Development Goals and the Infrastructure Sustainability Rating Scheme to the planning, design, construction and operation of low-carbon infrastructure projects. Students develop advanced capability in sustainable project strategy, governance, stakeholder engagement, procurement, risk management, lifecycle assessment, embodied-carbon analysis, materiality mapping and sustainability reporting.

Students undertake a workplace-simulation project in which they research an infrastructure project, develop a sustainability rating using the ISC tool, complete a materiality assessment and sustainability

plan, and present and defend their findings in a stakeholder-style question-and-answer session. Case studies of First Nations renewable-energy initiatives further develop understanding of co-design, cultural responsiveness and community-led approaches to sustainable infrastructure.



Master of Sustainable Development | M1214

The Master of Sustainable Development develops the knowledge and skills that are increasingly relevant for a wide range of sustainability careers and 'green jobs' within governments, businesses and NGOs. The course addresses the implementation of sustainability at local, regional and global levels, and within urban and rural areas. Students can explore cutting-edge sustainability practices and policy relating to such areas as energy, water use, waste, climate change, biodiversity, urban planning and land management, international development, community engagement, and sustainability education and research.

The course's Specified Electives enable students to acquire professional skills in areas including community development, project management, design thinking, environmental policy, sustainable energy and regenerative tourism.

There are also opportunities to take career-building sustainability internships for academic credit and/or to acquire specialised professional skills through Masters-level sustainability research.

The 'Master of Sustainable Development' develops ethically grounded, research-capable and practice-ready graduates who can address complex sustainability challenges across business, government, NGOs and communities. Through interdisciplinary study, applied research, internships and sustainability-focused project work, students build the capacity to design, communicate and implement context-responsive solutions that contribute to sustainable value creation and the UN Sustainable Development Goals.





Social Enterprise, Social Innovation And Profit For Purpose | MBS589

Social enterprises and profit for purpose organisations have gained increased interest in the non-profit sector as avenues for solving social problems while pursuing earned income and other sources of revenue. This unit explores the evolution, development and theoretical underpinnings of social entrepreneurship and related topics such as value-added ventures and considers the founding and operation of new organisations, and integration of social entrepreneurship and responsible management strategies and practices into more traditional non-profit organisations.

This unit prepares students to create sustainable value through social enterprise, social innovation and purpose-led management. Students critically examine governance, strategy, operations and financial sustainability in not-for-profit and hybrid organisations, then apply this learning through a social-enterprise prospectus, organisational analysis and collaborative venture-scaling pitch. The unit develops graduates' capacity to design ethically grounded, financially viable and environmentally responsible responses to complex social challenges.



Education for Sustainability | ENV536

Achieving a sustainable future ultimately depends on how well we are able to engage with individuals, communities, and organisations to deliver effective education and ultimately achieve changes in human behaviour. The unit develops evaluation, critical thinking, and systems thinking skills while exploring effective education and engagement strategies for sustainability. Local environmental issues, programs, and practices illustrate links between environmental opportunities, community engagement, and behaviour change strategies for individuals, schools, organisations, and communities in WA.

This unit develops graduates' capacity to use evidence-based education, communication and engagement strategies to achieve sustainability outcomes. Through systems thinking, critical program evaluation, independent research and applied group work, students learn how to engage individuals,

communities and organisations in behaviour change and collective action. The unit supports responsible leadership by enabling students to translate environmental knowledge into inclusive, audience-responsive and practical sustainability initiatives.



Sustainable Development Internship Project | SUS621

This unit provides a valuable opportunity to acquire sustainable development skills, knowledge and networks. Students are encouraged to work with government agencies, businesses or civil society groups on internships or projects relevant to sustainable development, while drawing on the support of academic supervisors. While suggestions for internships and projects are provided, the onus is on students to organise projects that match their interests and prepare them for further study or their chosen careers.

Through supervised and work-integrated learning this unit enables students to apply sustainability knowledge to complex real-world challenges. Working with government, business or civil-society partners, students use critical thinking, ethical judgement, creativity and professional communication to develop practical project outcomes. The unit strengthens responsible-leadership capability, employability, cross-sector collaboration and students' capacity to create sustainable value.



Finance, Management, Ethics and Law | ENG500

This unit provides exposure to a range of generic skills and knowledge required for professional engineering practice. To operate effectively, engineers require some knowledge of project finance, management of human and financial resources, ethics, and the law. Theory and practice of finance, management, copyright, contract and tort law will be examined in the context of typical engineering scenarios. This unit will reply on analysis and discussion of many practical case studies. Students will work in groups and individually on research projects. This unit has a strong focus on presentation and justification of results.

This unit integrates professional ethics, law, finance and management into authentic engineering decision-making. Through expert-led, case-based learning; individual research; collaborative reports; and the analysis of real legal, financial and management scenarios, students develop the capacity to make accountable, ethically defensible and commercially informed professional decisions. The unit strengthens responsible leadership, governance literacy, stakeholder awareness and collaborative problem-solving.



Ethics and Global Justice | PHL601

This unit focuses on questions of global justice and public ethics: Do corporations have moral responsibilities? Who is blameworthy for collective harms such as environmental degradation or climate change? When are humanitarian interventions morally justified? Students will develop their analytic and critical thinking skills through examining problems from a moral point of view. The topics covered include collective responsibility, tragedies of the commons, global distributive justice and the ethics of political violence.

This unit develops students' capacity to apply ethical reasoning to global challenges involving corporate responsibility, climate change, environmental degradation, poverty, inequality and collective harms. Through highly interactive workshops, reading-led inquiry, peer discussion, student-led presentations and real-world case-study analysis, students learn to evaluate competing moral claims, construct evidence-based arguments and facilitate respectful dialogue. The unit supports ethically informed and socially responsible leadership.

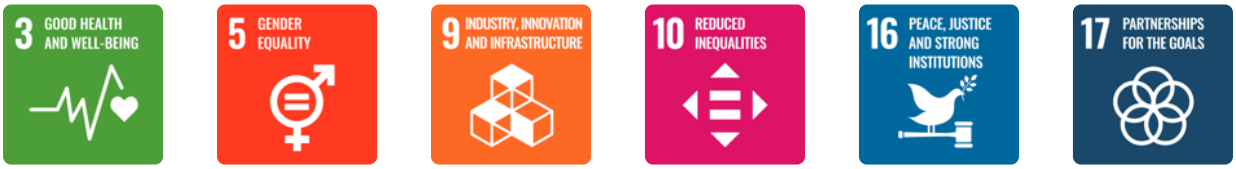




Bioethics and Law for Health Care Leadership | SHP510

This unit will prepare you to take a leadership role in the workplace that allows collaboration in ethical decision-making. The focus is on recognising actual and potential ethico-legal dilemmas in professional practice, and how decisions are made, justified and reviewed. A conceptual framework will be used to explore the decision-making process while examining actual and perceived roles, professional values, and communication and collaboration practices when decisions with an ethical and/or legal dimension have to be made.

This unit prepares health-care leaders to make transparent, legally informed and ethically defensible decisions. The students develop accountability, consumer-centred decision-making, collaborative leadership and responsible digital-technology governance capabilities. This unit strengthen students' capacity to lead ethically in complex health-care environments. Students gain a repeatable framework for identifying dilemmas, weighing legal and ethical obligations, communicating their reasoning and defending decisions transparently. Students contribute to sustainable value creation in health systems by promoting safe, reliable and equitable care.



Leading and Managing Nonprofit Organisations | MBS651

Non-profit organisations operate in areas including welfare, education, community development, health, sport, arts, tourism, politics and the environment. Run by community groups, faith-based organisations, large bureaucracies, entrepreneurs and committed citizens, their contribution to the economy is incalculable, and the variety in their forms and operations vast. This unit will explore leadership and management of nonprofit organisations, their context, the theory surrounding their existence and operation, and consider practical aspects such as marketing, financing, governance, and people management.

This unit prepares students to lead and manage, mission-driven organisations that create social, community and environmental value. Students develop the ability to see management not only as a route to financial performance, but as a means of advancing community benefit, public purpose and environmental or social outcomes. Students become better prepared to make strategic decisions that balance mission, governance, people, funding, performance and accountability. Through blended learning, applied organisation analysis, peer discussion, collaborative presentation and an authentic

board-paper assessment, students develop governance literacy, strategic thinking, responsible resource stewardship, innovation capability and executive communication skills. The unit supports graduates to balance mission, impact, accountability and organisational sustainability.



Cultural Competency Within and Across Organisations | MBS596

This unit investigates organisational culture. It considers how it can help and has helped organisations anticipate and prepare for change, adapt to shocks and build capabilities. It challenges participants to apply critical reasoning in managing diversity. It explains how stakeholders shape the cultural conventions in organisations – language, systems, conceptual devices and rituals. It t explores how indigenous culture, community culture and national culture all contribute to the development of ethical standards, product and service offerings and behavioural norms in organisations.

MBS596 develops students' understanding of how organisational culture shapes ethical standards, behaviour, stakeholder relationships and responses to change. Through critical reflection on their own organisations, collaborative scenario development and an individual action plan, students are expected to strengthen culturally responsive judgement and identify opportunities for responsible organisational improvement. The unit connects Indigenous and multicultural perspectives with corporate responsibility, sustainability and professional decision-making. Its intended impact is greater capacity to recognise cultural influences, engage constructively with diverse stakeholders and plan achievable change; implementation and longer-term workplace outcomes require separate evidence.



Research Impact | GRO602

This unit equips postgraduate research students with an understanding of research impact and its relationship to knowledge translation. Students apply an impact framework to their own proposed research, identifying its purpose, potential beneficiaries and pathways to wider social and economic

benefit. The unit examines stakeholder engagement, the use of technology to extend research reach, and opportunities to influence policy development. Through online lectures, discussion and research-specific problem-solving, students develop a research vision, a prospective impact statement and an independent impact plan communicated in written and oral formats.

GRO602 is designed to help students move from identifying a research topic to explaining who may benefit and how those benefits could arise. By producing a research vision, a lay-language impact statement and an independent impact plan, students are expected to strengthen their strategic planning, communication and stakeholder-engagement capabilities. The unit encourages consideration of social and economic relevance from the planning stage. These are intended learning outcomes; subsequent research uptake and societal change require separate evidence.



Leading the Engaged Enterprise | MBS663

In today's rapidly evolving business landscape, organisations face the formidable challenge of balancing profitability with the imperative to protect the environment, support societal well-being, and ensure the welfare of their employees. This delicate balance is further complicated by the widespread issue of employee disengagement, which can undermine organisational effectiveness and sustainability.

MBS663: Leading the Engaged Enterprise is designed to equip you with the advanced knowledge and skills necessary to navigate these complexities and lead effectively in such challenging environments. This unit will delve into various leadership and management theories, providing you with a comprehensive understanding of the differing concepts and their practical applications.

MBS663 is designed to strengthen students' capacity to lead engaged organisations through critical analysis, self-reflection and application of leadership theory. Case studies, industry perspectives and collaborative research help students examine leadership challenges, while an individual development plan supported by industry feedback connects learning with personal professional growth. Students are expected to develop more considered approaches to employee engagement and to recognise the ethical, social and environmental responsibilities of leadership.



Comparative Corporate Governance and International Operations | BUS284

Today's business leaders must implement internal processes and corporate governance best practices that create value for all stakeholders. The advent of disruptive business models coupled with complex economic, environmental, political and technological factors force organisations to use corporate governance mechanisms and intermediaries to complement their increasingly globalised operations to achieve sustainable development in an often dynamic and uncertain economy.

Key topics include:
* Corporate governance
* The benefits of effective corporate governance;
* International Comparative Corporate Governance and Operations;
* Ethical principles and governance best practices

The mechanisms (devices) reviewed in this unit determine whether the organisations we work in are managed responsibly and with care, or whether the resources that managers control are squandered or deployed for the benefit of both shareholders and societal stakeholders.

BUS284 Comparative Corporate Governance and International Operations develops students' capacity to understand, evaluate and communicate the role of corporate governance in responsible global business practice. Students critically examine how governance structures, decision-making processes, stakeholder relationships and institutional contexts influence whether organisations operate responsibly and contribute to sustainable development. Through active learning, international comparison, corporate-crisis investigation and analysis of organisational scandals, students learn to identify governance failures, assess organisational culpability and evaluate the adequacy of corporate responses. The anticipated impact is the development of ethically aware and globally capable graduates who can challenge irresponsible conduct, consider the interests of diverse stakeholders and contribute to more transparent, accountable and sustainable organisations



Teaching Awards

In 2025, 3 awards were given to faculty and educators at Murdoch University.

Murdoch Business School Talent Recognised at 2025 Australian Awards for University Teaching (AAUT)

Granter: Australian Awards for University Teaching (AAUT)

Grantee: The 'Eco-Economy Project' Team: Dr David Zhang, Professor Antonia Girardi, Dr Amy Huang, Dr Linda Yang and Ella Durand

Award Description:

The 2025 Australian Awards for University Teaching (AAUT) are national awards recognising excellence in teaching practice, leadership, programs and support for student learning across Australian higher education.

They typically include several award streams: 1) Awards for Teaching Excellence: recognising sustained, outstanding teaching and educational leadership. 2) Awards for Programs that Enhance Learning: recognising initiatives that improve student learning, engagement, inclusion, employability or educational quality. 3) Citations for Outstanding Contributions to Student Learning: recognising specific, evidence-based contributions by individuals or teams. 4) Australian University Teacher of the Year: a premier recognition selected from recipients of Teaching Excellence awards.

The awards assess the quality, innovation, influence and demonstrated impact of teaching or educational initiatives, including evidence of improved student learning and broader influence within or beyond the institution. They are a significant national benchmark for academic teaching achievement in Australia.

Our congratulations go to the Eco-Economy Project Team – Dr David Zhang, Professor Antonia Girardi, Dr Amy Huang, Dr Linda Yang and Ella Durand – who were recently awarded Citations for Outstanding Contributions to Student Learning at the 2025 Australian Awards for University Teaching (AAUT).

Since 1997, the AAUT have recognised exceptional educators with Citations awarded to individuals and teams who have contributed to the quality of student learning over a sustained period.

“We are immensely proud of the Eco-Economy Project Team, whose innovative approaches and dedication to student learning have set new benchmarks in teaching excellence nationwide,” said Don A. Klinger, Deputy Vice Chancellor Education.

Murdoch Unversity, College of Business 2025 College Program Award

Granter: Murdoch University, College of Business

Grantee: Dr Simon Minaee and Vesna Bodhium

Award Description:

The Murdoch University, Program Awards are a reflection on a program of student learning, student engagement and/or student success in learning on one of the following categories: 1) Student diversity, inclusivity and equity 2) Enhancing student success. 3) Work Integrated Learning. Minimum 18-month program. Team only. Priority consideration is given to nominations that address Murdoch

University's strategic themes, or the objective of the Education Core Activity (2023-2030) as named in Strategy 2023-2030.

University Strategic Themes: Murdoch's strategic themes as outlined in the Murdoch University 'Strategic Plan' are Sustainability; Equity, Diversity and Inclusion, and First Nations. Education Core Activity From Strategy 2023-2030: "Delivering contemporary, accessible, and inclusive education, with a high quality and engaging student experience, producing graduates who are adaptable and have fresh perspectives and a social conscience."

For College and Portfolio Learning and Teaching Awards, these may include new practices in Boola Katitjin, assessment and feedback, embedding employability, generative artificial intelligence (AI) in learning or assessment, and other contemporary, high-quality practices for engaging students.

Murdoch Business School 2025 Student Prize Award Winners

Granter: Murdoch Business School 2025 Student Prize Winners

Grantee: Frankie Jo Perrott, May May Ling, Lindsey Nyaboke Omenge, Althea Gama Rose, Myat Thuzar Wai, Lucy Lim, Molly Mcinnes, Paola Gaspar, Chathuri Nanayakkara Wasam Kuruppuge, Luke Buratovic, Mariam Summer, Rain Banaria, Jacob Walter Karaatic, Sushan Limbu, Lucy Lim

Award Description:

The Murdoch Business School is proud to present the list of 2025 students that have been awarded prizes both within the School and the wider University community.

Educator Recognition

At Murdoch University, we recognize educators for quality of teaching in the following ways:

- Annual teaching excellence awards
- Course evaluation scores
- Institutional recognition events
- Publication or research support
- Professional development opportunities

Teaching Voices

The following statements demonstrate ways in which educators at Murdoch University support sustainability and responsible management in their classrooms.

Launch of the Murdoch University 'Education Strategic Plan 2025-2030'

Murdoch University launches its Education Strategic Plan 2025-2030

The plan summarises our intentions to meet the goals outlined in **Murdoch University's Strategy (2023 - 2030)**, *Ngala Kwop Biddi: Building a Brighter Future, Together.*

This comprehensive plan is the result of the collective insights and contributions of our academic and professional communities, identifying our core educational goals and the actions to achieve those goals. It connects with our three strategic themes (Equity, Diversity and Inclusion, First Nations and Sustainability), as well as the University plans for Research and Engagement.

Thank you to everyone who contributed to this important work. Your input has been invaluable in shaping a strategy that reflects our shared values and ambitions.

Moving forward to build a brighter future together!



From Classroom to Country: Embedding a '5-Week Innovation Sprint' in BUS368 Cultures of Innovation (2025)



[Em]powering Country

Unit BUS368 'Cultures of Innovation' in semester 2, 2025 reimagined the final group assessment as a co-designed and co-delivered interdisciplinary *'five-week innovation sprint'*. **A collaborative project between the Murdoch Business School, School of Engineering, Sustainability and the client representatives 'Coolamon Research and Advocacy Centre' on behalf of seven Indigenous Western Australian remote communities from across the Pilbara and Kimberly regions; moving learning beyond the classroom and into a complex, place-based sustainability challenge.**

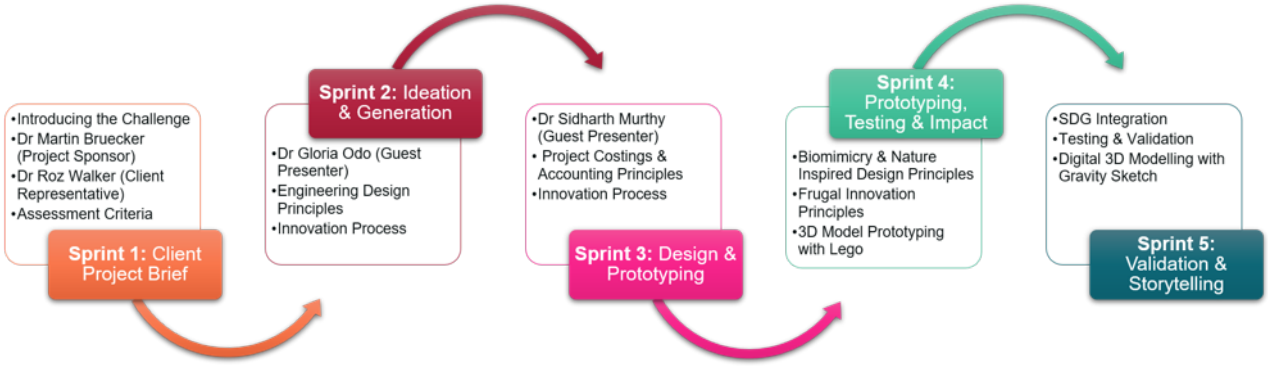
Embedded across Sessions 8 – 12 and weighted at 50% of the unit, the sprint asked approximately 140 students from business, engineering, agriculture, marine biology, environmental science and other disciplines to work in teams as emerging innovators.

Instead of responding to a hypothetical case, students addressed an authentic question:

> *"How might decommissioned solar panels be transformed into energy solutions that strengthen the social, economic and environmental resilience of Aboriginal communities experiencing energy poverty and water insecurity in Western Australia's Pilbara and Kimberley regions?"*

The challenge connected two issues often considered separately. On one side was the growing volume of serviceable or end-of-life solar technology at risk of disposal or landfill; on the other were remote indigenous communities experiencing unreliable energy, poor water quality, extreme heat and infrastructure constraints. Students were challenged to see these not as isolated technical problems but as interconnected environmental, social, cultural and economic conditions requiring systems thinking, ethical judgement and interdisciplinary collaboration.

BUS368 S2 2025 '5week Innovation Sprint'



The sprint followed a structured innovation journey. Students began with discovery, stakeholder mapping and problem framing before progressing through ideation, value-proposition development, prototyping, testing, impact assessment and implementation planning. Engineering specialists introduced design principles, energy systems and the risks of premature solution-making, while business specialists contributed costing, financial feasibility, value creation and enterprise-model analysis. Students also applied *frugal innovation, biomimicry and digital prototyping* tools to explore how existing resources could be reimagined to create affordable, robust and locally appropriate solutions.

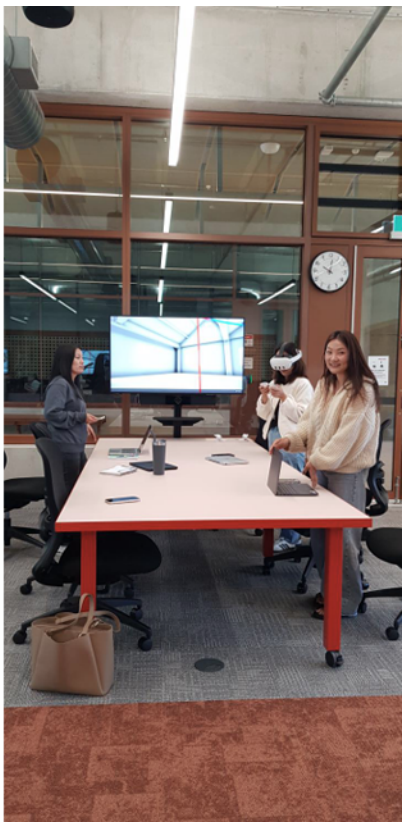


Responsible innovation was central to the learning design. Students were expected to consider Aboriginal self-determination, connection to Country, cultural protocols and the protection of Indigenous cultural and intellectual property. The project emphasised working *with communities, not for communities*, recognising that technically impressive ideas may still fail if they overlook community priorities, cultural knowledge, local capability or decision-making authority. Proposed solutions were therefore evaluated not only for originality and commercial viability, but also for cultural integrity, community benefit, environmental sustainability and their potential to support meaningful employment, skills development and social enterprise.



Each team created an innovation-agency identity, including its *mission, vision, values, roles and ethical commitments* and then developed an innovative product, service or enterprise concept. The final assessment required teams to communicate the journey from problem framing and brainstorming through to a minimum viable prototype and client-focused pitch. Students had to apply at least four frugal-innovation principles, integrate at least four relevant United Nations Sustainable Development Goals (SDGs) and demonstrate how their proposal could create interconnected social, cultural, environmental and economic value.





The assessment made responsible management capabilities visible and assessable. Rubric criteria examined *critical thinking, evidence-based problem-solving, intercultural perspectives, cultural competency, ethical reasoning, collaboration, digital capability, stakeholder communication, SDG integration, sustainability and implementation feasibility*. This shifted the focus from whether students could simply describe innovation theory to whether they could responsibly apply it in conditions of uncertainty, competing priorities and real-world constraint.

> *"The innovation sprint shifts students from learning about innovation to practising responsible innovation, working across disciplines, cultures and knowledge systems to transform complex sustainability challenges into ethical and implementable real-world solutions." Vesna Bodhium (Unit Co-ordinator, Designer & Developer)*



Solar trolley Prototype - image courtesy of Morse Stanton.

Student teams produced diverse concepts involving solar-panel refurbishment, mobile renewable-energy systems, water-purification technologies, community technology hubs, training pathways and Aboriginal-led social-enterprise models. These outputs showed how an environmental liability could be reframed as an opportunity for circular resource use, community resilience, skills development and locally controlled value creation. The sprint did not claim to solve complex community challenges in five weeks; instead, it enabled students to understand that responsible innovation begins with *listening, humility, evidence, relationships and recognition* of who holds the authority to define both the problem and the preferred future.

For students, the sprint created an opportunity to experience innovation as more than creativity or technological novelty. They encountered innovation as a *relational, ethical and systemic practice,* one that requires them to work across disciplines, engage respectfully with different knowledge systems, test assumptions, negotiate trade-offs and consider who benefits, who bears risk and whose voices influence decisions. The intended impact was to develop graduates who can approach complex challenges not as detached problem-solvers, but as reflective collaborators and responsible change agents.

Student Feedback

> *"I learned how fast ideas grow with teamwork and feedback. Step-by-step changes made our concepts stronger. Clear visuals and open minds helped us listen, adapt and build something meaningful together*"

"Feels like it's a good opportunity to learn new things for instance like AI, innovation and how to create innovative ideas, as part of new live projects which we've never done before"

"Most valuable insights gained during the '5kw sprint' was trying to create innovative solutions for real-world people and hearing from different perspectives and ideas"

"Working in order to help others with the goals aligned with SGDs has opened a new sense of purpose"

"I'd like to take this opportunity to express my appreciation for your teaching this semester. We've all really appreciated your lectures. I'll be honest, as an engineering student, I initially had my doubts about the importance of a business class, but I quickly came to realise that this has been the only unit I've done to date that has truly changed me academically and professionally. And a good unit is nothing without a great lecturer, so thank you again"

PRME Alignment

Responsible management education is embedded in an authentic, interdisciplinary and assessable learning experience. It connects theory with action, innovation with accountability, sustainability with culture, connection to Country, cultural protocols, protection of Indigenous cultural, intellectual property etc., student learning with challenges that matter beyond the university. Most importantly, it helps students recognise that the quality of an innovation should be judged not only by it's novelty, but whether it is *ethical, inclusive, culturally respectful, environmentally responsible and capable of creating enduring intergenerational 'real-world' value.*



MBA Students Turning Business Skills into Social Impact



Students Solving Real Business Problems and Creating Real Social Impact.

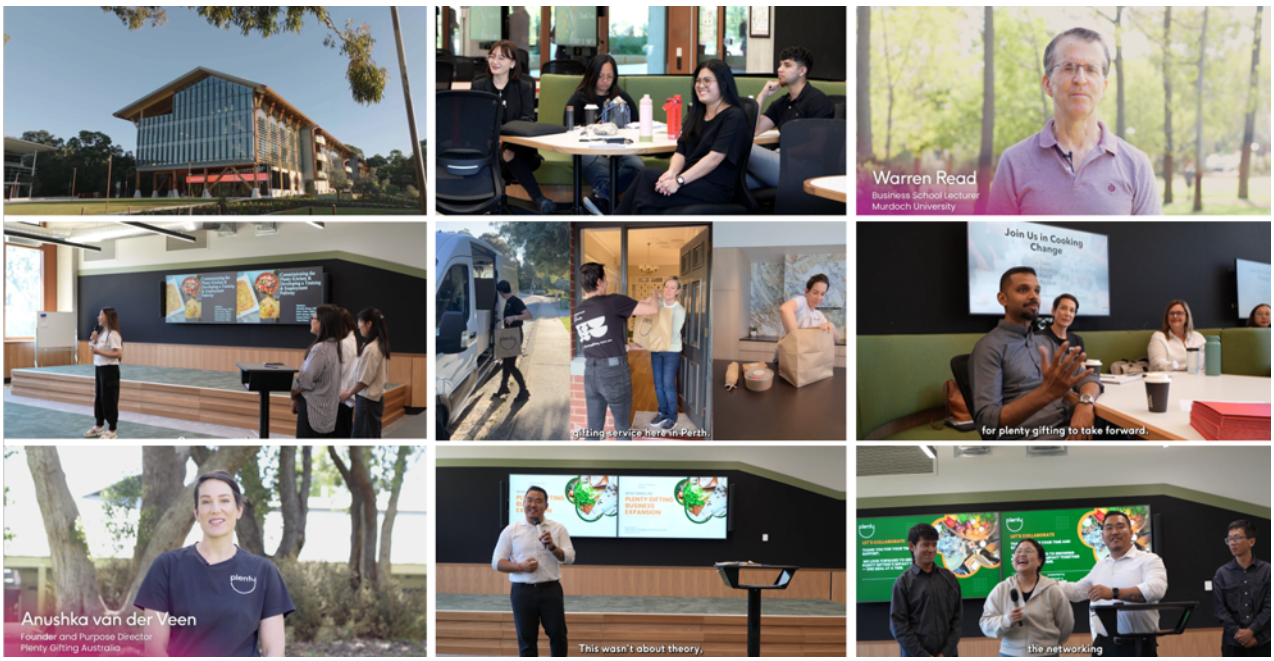
Master of Business Administration (MBA)

Through close partnerships with industry, Murdoch University Business students put theory into practice, gain hands-on experience tackling real business challenges and develop practical solutions that make a tangible difference in the real world.

Last year, our MBA students partnered with Plenty Gifting and its Founder and Purpose Director, Anushka van der Veen. Plenty Gifting is a unique meal gifting service built on a profit-for-purpose model, working to fight food insecurity in Western Australia, one meal at a time. Offering an alternative to traditional gifts such as flowers, Plenty Gifting enables individuals and organisations to gift meals instead. As a not-for-profit social enterprise, 100% of profits are reinvested back into the community, supporting local emergency food relief programs.

Murdoch University Business students are solving real business problems while studying

We invited Anushka to share her current business challenges with our students, giving them the opportunity to apply their learning in a real-world context. Drawing on a strong theoretical foundation, MBA students put their knowledge into practice where it truly matters. Using skills in project management, risk assessment and research, they developed innovative, practical solutions to support Plenty Gifting's continued growth and impact.



View video via Vimeo click here MBA Students: Turning Business Skills into Social Impact

Once students had developed their ideas in groups, it was time to present their pitches to Plenty Gifting. As they refined their presentations, students strengthened their communication skills, built confidence in their delivery and gained valuable experience presenting to a real client. In turn, Anushka gained fresh insights and practical strategies that she is now exploring within the business.

Among the most compelling ideas were the development of an app to better connect with customers and measure social impact, as well as new industry partnerships and collaborative programs designed to expand Plenty Gifting's reach. These solutions demonstrated strategic thinking while reflecting a genuine understanding of the organisation's purpose-driven mission.

Experiences like this reflect our commitment to hands-on learning, giving students the tools and confidence to step into the business world. As the first university in Australia to offer SimLab™, a virtual reality platform designed to prepare students for real-world human resources scenarios and workplace challenges, we embed practical capability into every stage of the MBA. This technology-driven approach is already a key focus across the Business School, with AI-based virtual reality experiences helping our students develop critical business skills.

> *"Over the duration of the past year of being at the Murdoch University Business School, my experience has been phenomenal. I've met so many people, learned so many things, and been handed down so many opportunities. The Murdoch University Business School is taking me places"*

By the time students partnered with Plenty Gifting, they were ready to take on complex challenges, work closely with an industry client and deliver meaningful solutions. The experience gave them real-world exposure, expanded networks and a chance to strengthen the skills they had been building throughout their MBA.

Reflecting on the collaboration, Founder Anushka van der Veen shared that “the students engaged with our Plenty Kitchen project in such a meaningful way,” and that many of their ideas genuinely resonated with her. She is excited to explore several of the strategies presented, including new ways to strengthen customer engagement and measure Plenty Gifting’s impact.

Students also introduced her to SilverChef’s Community Equip program, which provides discounted second-hand kitchen equipment for not-for-profits. Anushka explained that she had not known this support existed and found the insight incredibly valuable. The teams also highlighted relevant grants, corporate partnership opportunities and potential collaborations with other purpose-aligned organisations to support trainee recruitment and job placement.

> *“They are all fantastic ideas,”* Anushka said, and she is looking forward to putting many of them into action’

Our Business School is recognised by the Good Universities Guide 2026 with five stars for learner engagement and student support at postgraduate level*, highlighting the outstanding learning experience our students receive. It is this blend of theory, practice, and industry engagement that empowers our graduates to step into the business world with confidence and drive meaningful change.

PRME Alignment

This program is aligning students work with a real client, confront an authentic business challenge, and develop strategic recommendations intended to strengthen both organisational viability and social impact. This collaboration links business education with responsible-management practice, social-enterprise models and real-world community challenges.

Primary SDGs:



Supporting SDGs:



Celebrating Leadership in Action: DFES Graduate Certificate Opening Ceremony 2025



Murdoch Business School proudly marked the commencement of the 2025 Graduate Certificate in Business (Executive Leadership and Management) with the Department of Fire and Emergency Services (DFES) Opening Ceremony.

This long-standing partnership continues to bring together senior leaders from across Western Australia's emergency management landscape, fostering a dynamic academic environment that supports leadership excellence and cross-agency collaboration.

Now in its second decade, the program remains a cornerstone of DFES' Academic and Leadership Program. It has consistently delivered high-impact learning experiences tailored to the unique challenges of emergency services leadership. This year, the program welcomes participants from a broad range of government departments, including:

- Department of Biodiversity, Conservation and Attractions

- Department of Justice
- Western Australia Police Force
- Department of Transport
- Department of Communities
- Department of Water and Environmental Regulation

Participants will engage in a Program Orientation Workshop followed by four intensive units: *People and Performance*, *Effective Leadership*, *Cultural Competence*, and *Developing Strategic Intelligence*. These units are designed to equip leaders with the skills and insights needed to navigate complex, multi-agency environments with confidence and clarity.
The inclusion of diverse agencies enriches the learning experience, offering a wealth of perspectives that reflect the interconnected nature of emergency and public service leadership. Through shared learning and collaboration, the program continues to build a strong foundation for strategic thinking, cultural awareness, and high-performance leadership.
Murdoch Business School is proud to support the development of Western Australia's emergency services leaders and looks forward to another impactful year of learning, connection, and professional growth.

PRME Alignment

Murdoch Business School's DFES Graduate Certificate in Business (Executive Leadership and Management) is highly relevant to the 'PRME Teach Principle' as it develops responsible, strategic and culturally capable leaders for complex public-sector and emergency-management settings.

Its potential impact extends beyond individual capability to stronger cross-agency collaboration, ethical decision-making and more resilient public institutions across Western Australia. The program links leadership education with public value, institutional accountability, cultural responsiveness and cross-sector collaboration.



Empowered by the 'National Priorities and Industry Partnerships' (NPILF)



Murdoch Business School Advances its Educational Landscape through Industry Co-Design and Real-World Learning.

Upon securing funding from the NPILF project, the Accounting and Finance department at Murdoch Business School arranged a roundtable event that brought together a range of highly experienced industry experts to contribute to the evolution of the Accounting for Managers unit for postgraduate students.

Diverse professionals, representing various sectors, actively participated in shaping the future of education. Esteemed individuals from organizations such as The Culture Factor Group, CAANZ, Hesperia, Buurabalayji Thalanyji Aboriginal Corporation, Eagle Shared Services, Ngala, BDO, CPA, and Rio Tinto lent their expertise to the discussions.

Such collaborative endeavours exemplify Murdoch Business School's commitment to propelling innovation and excellence in education. By bringing together academia and industry, we create a learning environment that prepares our students for the challenges and opportunities of the real world.

Following the co-design, as part of the MBS539 Accounting for Managers unit, groups of MBS postgraduate students presented their real- world case business plans to a group of industry professionals who provide feedback just like investors in the real-world setting.

Comments received from students: *"It was an amazing experience, and I gained a lot of valuable insights from the feedback provided and questions asked by the experts."*

Key Highlights:

- **Industry Engagement**: Through the NPILF project, 70% of students enrolled in a business degree have had the opportunity to engage directly with their profession. This hands-on experience is invaluable, fostering real-world connections and practical insights.

- **Collaborative Success:** The collaboration between our academic staff and industry professionals has been instrumental in enriching our educational offerings. This partnership ensures that our units remain relevant and aligned with current industry standards and practices.

"I underscore the importance of co-designing academic units to bridge the gap between theoretical knowledge and the dynamic realities of the business landscape. This ensures that students receive a well-rounded education." - Professor Antonia Girardi, Dean Murdoch Business School

PRME Alignment

This initiative aligns to PRME by connecting academic learning with practice, bringing diverse stakeholder voices into curriculum development and developing students' capacity for applied, responsible and evidence-informed decision-making. Through NPILF supported activities, 70% of students enrolled in a business degree had an opportunity to engage directly with their profession.

Primary SDGs:



Supporting SDGs:



Singapore Insights - Marketing Major Refresh



Industry Co-design for Future-Focused and Responsible Marketing Education: Marketing Major Refresh, Singapore.

In June, Murdoch Business School took a significant step toward enhancing its Marketing Major by hosting a strategic visit to the Murdoch Singapore campus. Dr. Ingrid O'Brien and Dr. Cheryl Leo led the initiative, engaging with affiliate marketing lecturers and local industry practitioners to gather feedback and explore opportunities for curriculum development.

Central to the visit were co-design sessions that brought together academic and industry perspectives in digital marketing and communications. These sessions fostered dynamic discussions around emerging digital trends, evolving skill requirements, and the imperative to future-proof marketing education. Participants emphasised the growing importance of digital agility, critical thinking, and platform-specific strategies, particularly in the context of AI integration.

The feedback from these sessions was overwhelmingly positive. Affiliate lecturers expressed strong enthusiasm for deeper collaboration, recognising the value of aligning academic content with real-world industry needs. This shared commitment to innovation and relevance is set to drive the development of more future-focused learning experiences for Murdoch Business School students.

Murdoch Business School remains dedicated to delivering a marketing curriculum that is both responsive and
forward-looking. By actively engaging with industry experts and educators, the Murdoch Business School continues to ensure its graduates are well-equipped to thrive in the fast-evolving digital landscape.

PRME Alignment

The initiative is aligned to PRME by demonstrating ongoing curriculum improvement, industry-connected learning and a commitment to future-focused graduate capability. The potential impact is, a Marketing Major that better equips students to apply digital and AI-enabled marketing knowledge critically, responsibly and across diverse international contexts.

Primary SDGs:



Murdoch Business School Celebrates Success

Graduate Tributes Highlight the Power of Education

We are excited to share with you a new initiative that has been making waves on social media. The Murdoch Marketing team have been using the stories from the Murdoch Business School's graduate tributes to drive a new social media campaign. These testimonials are currently featuring on Instagram and LinkedIn.

The aim of these tributes is not just to celebrate the achievements of our graduates since they left Murdoch, but also to highlight the pivotal role our work as educators has played in shaping their life stories. Each testimonial is a unique narrative of perseverance, ambition, and accomplishment, painting a vivid picture of the endless possibilities that a business degree from Murdoch University can unlock.

From entrepreneurs forging their own path, to professionals making a difference in their chosen fields, these stories are a source of inspiration for our current students and the wider community.



We look forward to sharing more success stories with you.

PRME Alignment

This MBS initiative highlights how business education can support graduates to apply their capabilities in ways that make a difference in their chosen fields and communities.

Primary SDGs:



Supporting SDGs:

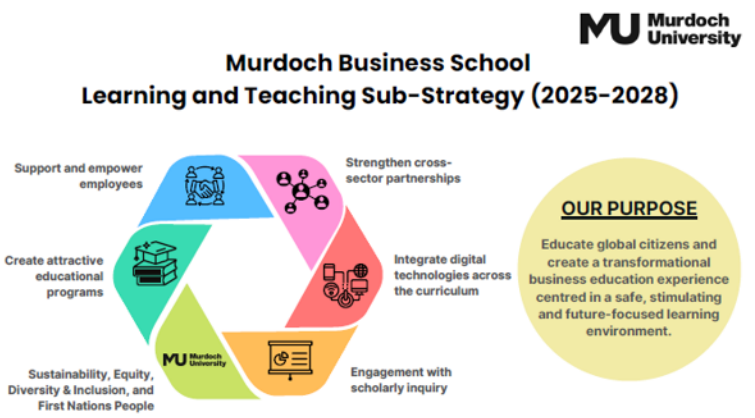


Launch of the Murdoch Business School's 'Learning and Teaching Sub-Strategy (2025–2028)'

Murdoch Business School's Learning and Teaching Sub-Strategy (2025 – 2028) provides a clear pathway for translating the School's purpose into curriculum, pedagogy, educational partnerships and staff development. Its stated purpose is to educate global citizens and create a transformational business education experience within a safe, stimulating and future-focused learning environment.

The Sub-Strategy identifies Sustainability; Equity, Diversity and Inclusion; and First Nations Peoples as a central strategic priority. It commits the School to integrating sustainability literacy, environmental, social and governance excellence, EDI and First Nations themes across curricula, teaching practice and professional development. It also commits MBS to strengthening cross-sector partnerships, embedding work-integrated learning, promoting the ethical use of digital technologies, supporting scholarly inquiry into teaching, and fostering educational innovation and continuous improvement.

This strategy demonstrates that responsible management education is not treated as a discrete project or elective topic. Instead, it is incorporated into the School's purpose, educational planning and expectations for curriculum development, industry engagement, staff capability and student employability. Progress will be strengthened through systematic curriculum mapping, assurance of learning and transparent reporting against agreed indicators.



Strengthen cross-sector partnerships	**Actively integrate industry partnerships to enhance our students' employability** • Partner with leading industry experts to co-design and co-deliver specialised courses (majors, core units, Work Integrated Learning (WIL) units), ensuring engagement with the profession. • Embed WIL initiatives into our business school programs to enhance employability. • Create and engage industry advisory groups that contribute to the curriculum and WIL opportunities, and facilitate connections with industry professionals for business education and research. • Support students' employability.
Integrate Digital Technologies across the Curriculum	**Incorporate the transformative power of digital technologies in business education** • Integrate digital literacy and promote ethical use of digital technologies across the curriculum. • Improve the digital infrastructure and resources available to students and staff communities.
Engagement with Scholarly Inquiry	**Engage in scholarly inquiry that elevates teaching practices and improves educational outcomes** • Encourage research on teaching and learning. • Foster a culture of teaching excellence and innovation.
Sustainability, Equity, Diversity & Inclusion, and First Nations People	**Integrate the three strategic themes into MBS curricula, teaching practice and professional development** • Integrate sustainability literacy & ESG excellence, EDI and First Nations themes into MBS curriculum. • Foster a supportive educational environment.
Create attractive educational programs	**Improve existing programs and develop new offers** • Integrate contemporary discipline curricula to ensure students are equipped with the latest knowledge and skills. • Quality & Continuous Improvement. • Develop a sense of belonging among students, staff and alumni communities. • Offer flexible and high-quality corporate programs that promote lifelong learning and career advancement.
Support and empower employees	**Supporting and empowering employees as educators and scholars** • Prioritise continuous professional development. • Foster a culture of teaching excellence and innovation.

Barriers to Innovative Curriculum

In 2025, Murdoch University identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- Accreditation constraints
- Assessment challenges
- Budgetary limitations
- Change fatigue
- Compliance and legal concerns
- Curriculum inertia
- Scalability issues
- Standardized testing expectations
- Artificial Intelligence (AI)
- Faculty expertise gaps

Barriers to Innovative Pedagogy

In 2025, Murdoch University identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- Accreditation limitations
- Assessment rigor concerns
- Artificial Intelligence (AI) capability gaps
- Digital divide
- Learning curve for faculty

Continue telling your story

Malka Foundation 2025 Outcomes & Achievements

Building a Structured Ecosystem of Entrepreneurial Support

Since the start of 2025, the Malka Foundation has provided philanthropic funding to Murdoch University through its Murdoch Business School, to build a structured ecosystem of entrepreneurial support at Murdoch University, contributing initially to leadership support, student programs entrepreneurial engagement.

This included co-funding for the Director of Entrepreneurship position, developing and embedding 5-week innovation sprint programs to hundreds of students, and also allowed the Murdoch Business School to trial and implement agreed initiatives towards a broader ecosystem of support towards entrepreneurship, including a series of live-streamed entrepreneurship vodcasts, hosted by our alumni, and attended by nearly 350 students, staff and members of the business community. Since this inaugural year of funding, the Murdoch Business School has maintained a strong relationship with the Malka Foundation, with continuing funding through 2026, 2027 and beyond.



Image 1: Malka Foundation cohort meeting hosted at Murdoch University, by MBS, where participants were introduced to AI-based 'shark tank-style' pitching practice in virtual reality as used by MBS students



Image 2: Studio setup for live-streamed vodcasts, attended by around 350 attendees, where alumni shared their insights into entrepreneurship, to an audience of students, staff and the business community.

Video Links to the 2025 Vodcast Series

- **Entrepreneur Workshop Series, From Side Hustle to Main Gig**
- **Entrepreneur Workshop Series, Selling Digital Online**
- **Entrepreneur Workshop Series, Best Tech for Entrepreneurs**
- **Entrepreneur Workshop Series Ep. 4: Beyond the Bottom Line**

Links to Videos

About the Malka-supported '5-week innovation sprint' video: https://www.youtube.com/watch?v=9p_Zk0zZzOM

Real-world learning for students supported by the Malka Foundation through the Social Enterprise '5-week innovation Sprint' in unit MBS684.

MBA Students: Turning Business Skills into Social Impact https://www.murdoch.edu.au/news/blogs/blog-posts/campus-and-community/mba-students--turning-business-skills-into-social-impact

PRME Alignment

This program aligns to PRME by connecting philanthropic resources with university expertise, practical learning and external organisational challenges. Foundation-supported sprints in which students work with real clients, develop ideas collaboratively and practise communicating solutions. Student testimony highlights confidence, public speaking and the value of feedback.

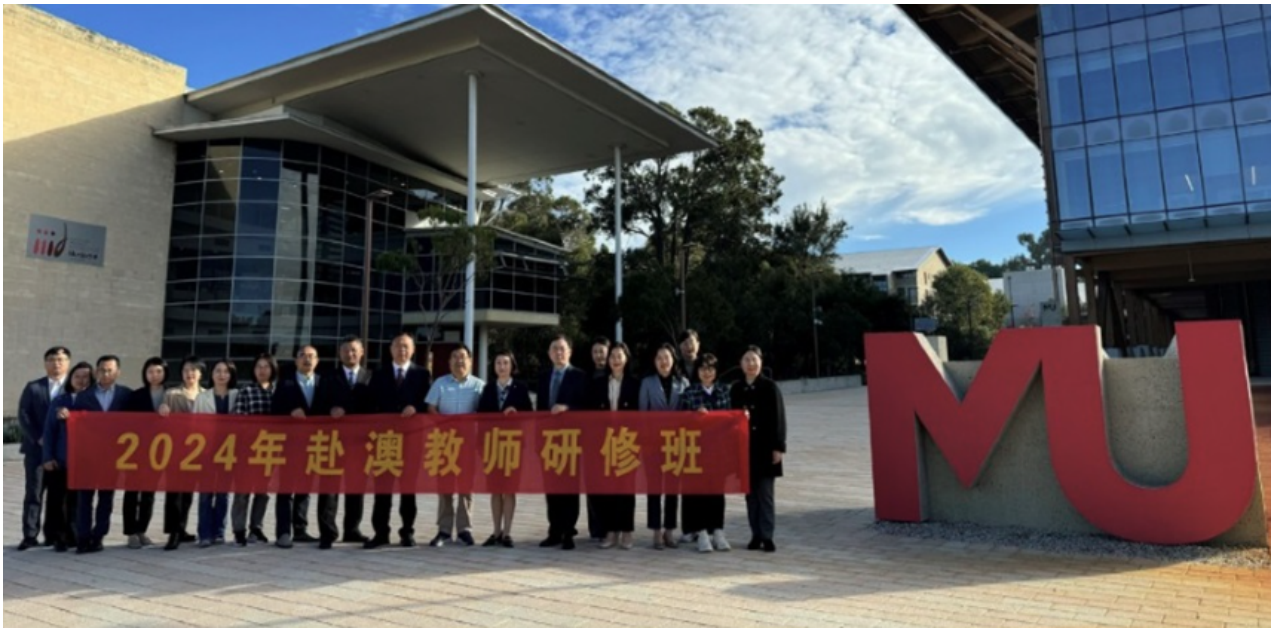
The social-enterprise dimension connects entrepreneurship with public purpose. MBA students work with local social ventures, applied project management, risk assessment and research to develop proposals concerning customer engagement, impact measurement, partnerships and organisational support. The clients identified valuable insights and expressed interest in exploring several recommendations.

The initiative’s intended longer-term impact is to strengthen entrepreneurial capability, sustain mentoring and external relationships, and support enterprises capable of generating economic and social value and impact.

Primary SDGs:



From Nanjing to Murdoch: A Tale of Teachers, Technology and Transformation



Sharing teaching expertise through international educator engagement

The Nanjing teacher delegation had an enriching experience at Murdoch campus, learning about our teaching methods, advanced technology, and student accommodations.

Nanjing teacher's group had a fantastic time at Murdoch campus. They have learnt how we teach, how our lecture motivated student in the class and use the most advanced technology to interact. They experienced our VR lab to understand the software we use to teach student in many discipline, and visited accommodation on campus.

The Nanjing teacher's group had a fantastic time at Murdoch University's Perth campus. They experienced how we teach, how our lecturers motivate students in the class and how we use the most advanced technologies to interact. They were able to play in our VR lab to understand the software we use to teach students across many disciplines, and visited accommodation on campus.

The teachers have passed on their thanks to the Murdoch team for a wonderful training session by Dr. Augustine Donkor, and being able to visit with such friendly academics staff Dr. Terri Trireksani, Dr. David Zhang and a special thanks to Professor Dr. Antonia Girardi for warmly welcoming and supporting this visit.

The Nanjing teacher's group are looking forward to sending their students to Murdoch University.

PRME Alignment

Murdoch Business School's engagement with the visiting Nanjing teacher delegation illustrates how educational expertise is shared beyond the University's classrooms. Its immediate contribution provides access to professional learning and technology demonstrations, with positive participant feedback reported. Potential longer-term benefits include the adaptation and dissemination of teaching approaches and stronger international academic relationships.

Primary SDGs:



Murdoch Business School 2025 illuminate National Challenge



2025 illuminate National Challenge – Sustainability, Mentoring and Judging

by Mellisa Lewis (Academic Operations Coordinator, Engagement)

Staff from Murdoch Business School participated in the '2025 illuminate National Challenge' hosted at a high school in Mandurah, contributing as both mentors and judges. The challenge provided secondary school students with an intensive applied learning experience that brought together sustainability, innovation, entrepreneurship, problem solving and business decision-making.

A strong sustainability focus was embedded throughout the '2025 illuminate National Challenge'. Students were encouraged to identify contemporary problems and develop innovative solutions that considered not only commercial feasibility, but also broader environmental and social impacts. This required teams to think beyond a conventional business idea and consider how businesses and entrepreneurs can contribute to more sustainable outcomes for communities, industries and the environment.

Murdoch Business School staff worked directly with student teams as they developed and refined their ideas. Mentoring drew on business expertise to help students explore the relationship between sustainability and commercial viability. Students were encouraged to consider the problem their idea addressed, who would benefit from the proposed solution, how the idea could create value, the resources required to implement it, and whether it could be financially and operationally sustainable.

Sustainability as Part of the Business Decision-Making Process

Importantly, sustainability was treated as part of the business decision-making process rather than as a separate consideration. Murdoch Business School staff encouraged students to examine how environmental and social objectives could be incorporated into the design of a viable business proposition. Teams were challenged to consider potential trade-offs between financial, environmental and social outcomes and to explain how their proposed solutions could create value while responding to broader sustainability challenges.

The mentoring process was developmental and interactive. Rather than providing teams with answers, Murdoch Business School staff used questioning, discussion and feedback to challenge assumptions and encourage students to strengthen their reasoning. Students were prompted to identify weaknesses in their proposals, consider alternative approaches and provide stronger justification for their decisions. This encouraged independent thinking and demonstrated how business decisions frequently require consideration of multiple and sometimes competing objectives.

Murdoch Business School staff also supported students in preparing their final presentations. Teams were encouraged to clearly articulate the problem they had identified, explain their proposed solution, demonstrate its sustainability and feasibility, and communicate the value that could be created for

relevant stakeholders. This required students to integrate their sustainability objectives with the commercial and practical elements of their proposals rather than presenting sustainability as an isolated feature.

Following the mentoring component, Murdoch Business School staff participated in judging the student presentations. The judging process considered the quality and originality of the proposed solutions, their sustainability and practical feasibility, the strength of the underlying business reasoning, and the ability of students to communicate and justify their proposals. Students were also required to respond to questions and demonstrate an understanding of the assumptions and decisions underpinning their ideas.

The combination of mentoring and judging enabled Murdoch Business School staff to contribute across the development of the students' ideas, from initial problem identification and concept development through to refinement and final presentation. Students therefore experienced an applied process of identifying a sustainability challenge, developing a potential solution, considering its business viability and communicating the final proposition to an external audience.

The 2025 illuminate National Challenge provided students with practical exposure to the increasingly important relationship between business and sustainability. It demonstrated that sustainable outcomes can form part of innovation, entrepreneurship and commercial decision-making and encouraged students to consider the role that businesses can play in responding to environmental and social challenges.

Participation also supported the development of broader transferable capabilities, including critical thinking, problem solving, teamwork, communication, commercial awareness and presentation skills. Students were required to work collaboratively, make decisions under time constraints, respond to feedback and communicate complex ideas in an accessible and persuasive manner.

For Murdoch Business School, participation in the 2025 illuminate National Challenge represents a substantive contribution to school and community engagement in the Mandurah region. Murdoch Business School staff were able to apply their disciplinary expertise outside the university classroom while supporting secondary school students to develop business, entrepreneurial and sustainability capabilities. The activity also strengthened connections between Murdoch Business School and the local education community and provided students with direct exposure to university academics and applied business learning.

The engagement demonstrates how Murdoch Business School can contribute to sustainability education through the integration of business knowledge, innovation and community engagement. By supporting young people to consider environmental and social challenges through a business lens, the Challenge provided an opportunity to develop both commercial capability and an understanding of the role.

Helping Young People Recognise What They Can Do

"At illuminate Education Australia, we believe young people can contribute to the world around them now. Our role is to create opportunities for them to recognise their capabilities, work through real challenges and put their ideas into action.
Our longstanding partnership with Murdoch Business School helps make that possible. In 2026, their support enabled our illuminate National Challenge to reach students from Perth, Mandurah and as far south as Margaret River. More than 150 students participated nationally, with the vast majority in Western Australia through this collaboration. Murdoch Business School contributed more than a venue. Having their team embedded in the program gave students people to question, learn from and share their thinking with as they developed ideas that celebrated the land and environment around them. As a social enterprise, we self-fund the majority of the National Challenge's delivery and provide resources to schools at cost. Partnerships like this help us extend that opportunity while keeping the focus on what students can discover and achieve through the experience.
The United Nations Sustainable Development Goals are embedded in our work and help shape the partnerships we seek. We value having a like-minded partner in Murdoch Business School, willing to work alongside us to connect education with practical action for people, communities and the environment".



PRME Alignment

The 2025 illuminate National Challenge embeds responsible management education through authentic learning that connects students with real-world complexity, external perspectives and the United Nations Sustainable Development Goals.

Primary SDGs:



Murdoch Business School: 2025 Learning and Teaching Innovation Showcase



Celebrating Learning and Teaching Innovation

The Murdoch Business School hosted its '2025 Learning and Teaching Innovation Showcase' that brought together academic and professional staff to share innovative approaches to teaching, curriculum design and industry engagement.

The showcase celebrated collaboration and excellence in education and reflected the School's ongoing commitment to reimagining the future of learning.

The event highlighted three broad areas of innovation:

- **AI and digital integration -** by exploring how educators are responding to the growing impact of artificial intelligence in education. Examples included Balancing Minds and Machines, which examined AI in human-resource management education; prompting to fluency, which demonstrated practical applications of AI in accounting; and AI and Me: Reflect and Debate Like a Futurist, which showed how agentic AI can support reflection among undergraduate students.

- **Innovative curriculum design** - through engaging and student-centred approaches to learning. Presentations included Theory to Practice, which used tailored case studies to strengthen assessment design; Creative Engagement through the Marshmallow Challenge, which demonstrated playful and hands-on strategies to support groupwork; and LMS Design and Student Engagement, which focused on enhancing online learning environments.

- **Industry and community partnerships** - reinforcing their importance in learning innovation. The 'Work Integrated Learning Flowchart' offered a practical guide for clarifying diverse stakeholder roles and responsibilities, while Social Entrepreneurship via Stories, Sites and Sustainability highlighted the role of experiential learning and industry engagement in helping students connect classroom learning with social and environmental challenges.

This initiative demonstrates that responsible management education at the Murdoch Business School is supported not only through individual units, but also through an internal culture of pedagogical experimentation, collegial knowledge-sharing, and transparent celebration of teaching practice. The showcase evidences how the School supports educators to test, share and refine teaching strategies that prepare students for a rapidly changing social, technological and professional environment.

PRME Alignment

The initiative demonstrates how the Murdoch Business School is embedding responsible, innovative and future-oriented pedagogies across the learning environment. The showcase highlights approaches that help students engage with emerging technologies, collaborate effectively, connect theory to practice and understand the broader social and professional implications of business education.

By publicly valuing curriculum innovation, digital capability, experiential learning and industry engagement, the Murdoch Business School shows that it treats responsible management education as an evolving institutional practice instead of a fixed curriculum. The emphasis on collaboration among educators and professional staff further demonstrates shared stewardship of teaching quality and continuous improvement.

The impact of the initiative is primarily at the educator and the School level, with clear downstream benefits for students.

- **For educators,** the showcase creates a forum for sharing effective teaching strategies, learning from colleagues and strengthening confidence to trial new approaches in areas such as AI-enabled learning, active learning, online engagement and work-integrated practice.

- **For students,** the impact is a richer and more contemporary learning experience. The showcase supported stronger engagement, more authentic and applied learning, deeper reflection on the role of technology, and better preparation for collaborative, digitally mediated and socially connected professional environments.

- **For Murdoch Business School,** the showcase strengthens it's profile as a transparent and improvement-oriented learning community. It provides visible evidence that the School is not only adopting innovative teaching approaches, but also creating structured opportunities to evaluate, share and celebrate them across the School.

Primary SDGs:



Supporting SDGs:



Murdoch Business School Entrepreneur's Hub



Students Develop Innovative Ventures with a Focus on Meaningful Social and Environmental Impact

Murdoch Business School's Entrepreneur's Hub initiative shows how the School is extending responsible management education beyond the classroom by creating a practical platform through which students can develop innovative ventures, receive mentoring, and work toward enterprise formation with a focus on meaningful impact in society.

The initiative is a university-led effort driven by Murdoch Business School with support from the Malka Foundation. Its purpose is to provide students with a structured pathway for transforming ideas into ventures by guiding them through the stages of ideation, design, startup development and company formation. This initiative combines entrepreneurial learning with applied support, ensuring that students have access to the resources and guidance needed to move from aspiration to action.

Over a 24-month period, the initiative anticipates that five students will be working toward founding their own companies. It also offers one-off engagement opportunities designed to develop and mentor new startups.

An example highlighted is student Jasmine Hornby, who participated in a Malka '5-week Innovation Sprint' with her cohort, received a certificate alongside representatives from MBS and WALGA, and is continuing to work on her startup concept with support from her lecturers.



This initiative captures a dimension of responsible management education that standard reporting prompts may not fully reflect: the role of institutional ecosystems in helping students to translate learning into enterprise, innovation and social impact. It demonstrates that Murdoch Business School is not only teaching entrepreneurship conceptually but also building visible support structures that

help students test ideas, engage external partners and pursue real venture creation. This helps to show how the School practices transparency and leadership in the field by making entrepreneurial support and outcomes tangible.

PRME Alignment

This initiative enables students to learn through doing. Rather than limiting entrepreneurship education to theory, the initiative creates conditions for students to apply creativity, problem-solving, innovation and responsible leadership in the development of ventures that seek meaningful societal impact.

The initiative reflects the following broader features of PRME-aligned education:

- **Promotes responsible value creation** by encouraging students to build ventures that are intended not only to succeed commercially but also to contribute positively to society.
- **Supports experiential and practice-based learning** through mentoring, sprint activity and venture development.
- **Demonstrates partnership-based education** by involving Murdoch Business School, the Malka Foundation and external stakeholders such as WALGA in a shared support ecosystem.

The primary impact of this indicative is on students' entrepreneurial capability, confidence and agency. By guiding students through ideation, design and venture formation, the initiative helps them build practical skills in innovation, decision-making, enterprise development and stakeholder engagement.

It also strengthens the connection between curriculum and real-world application, shows students that enterprise creation is an attainable pathway, and reinforces a culture of innovation across the Murdoch Business School. The mentoring dimension is particularly significant because it increases the likelihood that students can sustain momentum beyond an initial idea and progress toward concrete startup outcomes.

The initiative provides visible evidence that the Murdoch Business School is actively cultivating an entrepreneurial ecosystem rather than simply promoting entrepreneurship as a concept. The example of a student continuing to work on a startup with lecturer support shows how educator involvement can extend into venture incubation and practical student success.

Primary SDGs:



Supporting SDGs:



Murdoch Business School: Experiential Insight from a 'Social Entrepreneurship' Unit







WA SOCIAL ENTERPRISE COUNCIL

Purpose-Driven Learning for Social Impact

Murdoch Business School shows how responsible management education is being delivered through deeply experiential, community-connected and purpose-driven learning that brings students into direct contact with social enterprises, founders and sector leaders.

The 'Social Entrepreneurship' unit MBS589, delivered by Dr A Anand Naidu focuses on social impact and community-driven innovation, the learning design moves beyond traditional lectures and immerses students in the real-world workings of social enterprises and the people who lead them.

Across the trimester, students engaged directly with guest speakers including Greg Mawar from Nick's Jerky, Chris Anca from Chris' Kitchen and Talullah Chong from Give Again, together with insights from Rosemary Irwin of the Western Australian Social Enterprise Council (WASEC). Warren Read also participated in guest discussions and site visits because of his personal interest in the area.

These engagements gave students first-hand exposure to the entrepreneurial realities of social enterprise, including creating impact with scarce resources, building stakeholder trust and measuring social outcomes. The initiative emphasised not only success narratives, but also candour, vulnerability and strategic insight from practitioners, helping students understand the complexities and responsibilities involved in mission-led enterprise.



A major highlight was a site visit to Chris' Kitchen, where students heard the founder's personal account of establishing a venture that supports victims of family and domestic violence. Students encountered the emotional, social and operational realities of building a purpose-led organisation, including the challenges faced, the community built around the venture and the significance of incremental victories. The document reports that many students were visibly moved and that the experience resonated with them deeply, reinforcing the value of authentic engagement between academia and industry.

This initiative shows how learning is lived, relational and transformational. It demonstrates that the Murdoch Business School is not only teaching social entrepreneurship conceptually but also creating transparent and credible learning environments where students witness how purpose-led ventures operate, how social outcomes are pursued and how values-based leadership is enacted in practice.

PRME Alignment

This unit enables students to understand and respond to social challenges through responsible, applied and experiential management education. Students are not passive recipients of theory; they engage directly with founders, sector representatives and community-facing organisations to see how innovation, enterprise and social purpose can be integrated in practice.

The unit highlights the importance of stakeholder trust, impact measurement, social value creation and community-responsive entrepreneurship. By exposing students to enterprises addressing domestic violence, community need and mission-led business development, the initiative helps them explore how management knowledge can be used to create sustainable value for society rather than only commercial return.

The unit also demonstrates educational leadership through authentic partnership and transparency. By bringing external speakers and site-based experiences into the unit, Murdoch Business School makes the realities of social enterprise visible to students and shows a willingness to teach through real complexity, not abstraction alone.

The impact of the initiative is both educational and personal.

- **Educationally**, students gain a richer understanding of social entrepreneurship, including the strategic, financial, relational and ethical demands of building and sustaining a mission-driven enterprise. They also develop a more grounded understanding of how social impact can be pursued, evaluated and communicated.

- **Personally**, the initiative had a transformational effect on many students, who were visibly moved by the site visit and the experience resonated deeply, suggesting that the unit fostered empathy, reflective awareness and a stronger sense of purpose in addition to disciplinary knowledge.

The initiative also strengthens Murdoch Business School's profile as a leader in experiential and socially engaged teaching. It demonstrates the School's capacity to connect classroom learning with industry, community and real complex social challenges in ways that prepare students not just to understand change, but to participate in it.



Innovation Project: Connecting Asia Literacy to Sustainability Literacy in Indonesia

Period Covering: January, 2025 - December, 2026

Department: International Business | Management | Economics | Entrepreneurship

General

NCP Grant, AUD $165,000, DFAT 2025 - 2026

Connecting Asia Literacy to Sustainability Literacy in Indonesia is an innovative internationalised education initiative that integrates sustainability, intercultural understanding, and research-based learning. It aims to develop graduates equipped to address complex environmental, social, and economic challenges through culturally informed and community-engaged approaches.

Educational Rationale and Approach

To equip students for diverse global contexts, the program embeds three interconnected literacies:

1. Understanding and Respect: Cultivates appreciation of cultural diversity and sustainable practices across Asian contexts.
2. Navigating Cultural Differences: Develops intercultural competence, empathy, and communication skills for collaborative sustainability action.
3. Indo-Pacific Alignment: Advances Australia's regional engagement priorities by preparing graduates to address sustainability issues within Indo-Pacific communities with cultural and linguistic sensitivity.

Curriculum Design

Embedded within the Bachelor of Business Honours, the program adopts a 50–25–25 model combining:

- Research (50%): Independent, field-based investigation on sustainability topics
- Teaching and Learning (25%): Coursework in research methods, Asian language and culture, and project management
- Work-Integrated Learning (25%): Professional placement with NGOs, government, or community organisations supporting marginalised coastal communities.

Students undertake a 17-week semester in Indonesia, followed by a one-month field research project in Lombok. This immersive structure strengthens both academic rigour and employability by enabling students to apply knowledge directly to sustainability initiatives such as marine conservation, waste management, sustainable tourism, and community development.

Impact and Innovation

The project is innovative in education, immersive in learning, and supportive of research. It nurtures sustainability competence, intercultural awareness, and real-world problem-solving, while deepening institutional linkages and collaborations of Murdoch University in the Indo-Pacific. Through this integration of Asia literacy and sustainability literacy, the program cultivates globally minded, future-ready leaders committed to building sustainable and inclusive communities.

PRME Alignment

This project aligns strongly with the PRME Teach Principles, by connecting academic learning with practical sustainability challenges and culturally informed professional experience. Its contribution goes beyond international mobility: it treats understanding local values, communicating respectfully and navigating cultural differences as essential to responsible action. The integration of research, coursework and placement provides a structured opportunity for students to connect evidence, reflection and practice while strengthening their readiness to work across diverse settings. It also supports the PRME Partner and Research Principles through organisational collaboration and field-based inquiry.

Its ideal societal impact is twofold:

- to develop graduates capable of collaborating responsibly on sustainability challenges, and
- to contribute locally relevant knowledge and practical support to participating Indonesian organisations and communities.

Ideally, this would strengthen community-responsive conservation, waste management, sustainable tourism and development initiatives while deepening reciprocal institutional relationships in the Indo-Pacific.

Project Team



Pro Vice Chancellor, Professor Antonia Girardi

Principal Investigator
Dean, College of Business and Murdoch Business School



Dr. David Zhang

Co-Investigator
Murdoch Business School







Innovation Project: Blue-Economy Project in Indonesia 'Improving Livelihoods Above and Below the Surface'

Period Covering: February, 2025 - December, 2026

Department: Management

General

NCP Grant, AUD $88,000, DFAT 2025-2026

Inspired by the success of a previous short-term mobility program, the Blue-Economy Project offers a 10-week study abroad experience with an extended 4-week in-country immersion to provide a flexible yet impactful alternative to longer mobility options. It's designed to accommodate students from low-income backgrounds, those with tight schedules, limited elective study options, or with disabilities who may face challenges with extended stays abroad. While maintaining proven excellence in enhancing student learning and meaningful social impact, it ensures equity, inclusion and diversity without compromising on excellence.

Background and Precedent: The Eco-Economy Project

The Eco-Economy Project, the direct predecessor of the Blue-Economy initiative, achieved tremendous success. It received Special Commendation for Indonesia Studies and Cultural Leadership 2023 by the Australia-Indonesia Institute (DFAT) for its innovative sustainability education program that promoted engagement with and deepened understanding of Indonesia within Australia. It delivered 18 real-world solutions, improving the lives of approximately 2,500 people on a disadvantaged shark-fishing island near Lombok. Through eco-conservation and community development, seventy students from 42 disciplines worked alongside academics, experts, and local communities to address challenges in food security, clean water access, pollution, well-being, gender equality, and livelihood diversification beyond shark fishing.

The project also earned recognition among Murdoch University's Top Achievements in Wildlife and Conservation (2022) and received two Vice Chancellor's Excellence Awards in 2023 and 2024, respectively for embodying university principles and enhancing student learning.

Evolution and Objectives

Building on this success, the Blue-Economy Project 2025 expands into a 4-week immersive education program, driven by the objective of 'Creating Real-world, Internationalized Work-Integrated Learning through Community Engagement & Socioeconomic and Environmental Impact.' The project integrates principles of equity and social inclusion to promote sustainability through education, teaching demonstrations, advocacy, and implementation of key initiatives.

Curriculum Integration and Learning Design

Integrated within BUS3451 Professional Business Project, the Blue-Economy Project strengthens students' business, environmental, and social awareness while maintaining continuity with established professional and international partnerships in the region. In collaboration with an expanded network of local partners, it offers enhanced learning opportunities, including Asia literacy and Indonesian language components. The program extends its reach to more marginalised coastal communities, addressing a wider range of sustainability issues such as food systems and domestic waste management, with a strong emphasis on women's empowerment.

Impact and Significance

These initiatives enrich students' understanding of the interconnections between environmental challenges, social justice, business, and sustainability, creating a deeply immersive and transformative learning experience. By expanding its scope and partnerships, the Blue-Economy Project generates broader socioeconomic and environmental impact in Lombok and surrounding regions, further advancing Australia's engagement and visibility under the New Colombo Plan (NCP). The project sustains the signature excellence of NCP mobility programs through its refined curriculum, enriched content, and increased in-country immersion, ensuring optimal outcomes for students, partners, and communities.

PRME Alignment

This project aligns strongly with PRME by embedding international, community-engaged work-integrated learning within the curriculum. It creates opportunities for students to apply business knowledge while developing intercultural understanding and examining the consequences of decisions for people and marine environments.

Its ideal societal impact is to contribute locally appropriate solutions that strengthen coastal livelihoods, support women's participation, improve environmental practices and reduce dependence on environmentally damaging economic activities. At the same time, it aims to develop graduates who can collaborate respectfully across cultures and connect enterprise decisions with social and environmental responsibility.

Innovation Project Team



Pro Vice Chancellor, Professor Antonia Girardi

Principal Investigator
Dean, College of Business and Murdoch Business School



Dr. David Zhang

Co-Investigator
Murdoch Business School



Innovation Project: Design and Develop "AI Essentials" - A Research-Informed AI Literacy Program for Students and Staff Capability Building

Period Covering: July, 2025 - December, 2026

Department: Management

AI Literacy, Readiness and Adoption in Higher Education: Determinants and Patterns Among Academic Staff is an active College of Business research project examining factors and patterns associated with academic staff's engagement with AI. Its anticipated scholarly contribution is to improve understanding of the relationship between AI literacy, preparedness and adoption, providing an evidence base for staff development and institutional decision-making. The publicly accessible record does not provide methods or findings, so its specific empirical contribution remains to be confirmed.

PRME Alignment

This innovation project aligns to PRME through its potential to inform responsible organisational and educational practice. Ideally, the project will help universities design more relevant professional learning, allocate support effectively and make informed decisions about AI in academic work. Its potential educational and societal value lies in strengthening academic capability and supporting purposeful use of AI, with benefits to students dependent on subsequent implementation and evaluation.

Project Team



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Collaborator
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Matthew Darch

Collaborator
Murdoch EDCU - Learning Design



Stephen Johnson

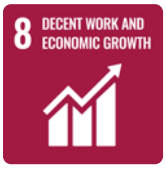
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Astrid Davine

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Innovation Project: GEN AI and Highly Authentic Role Play Design for Health Policy Students

Period Covering: July, 2025 - December, 2026

Department: Management | Health

MBS527 Health Policy and Governance is a core unit in the Master of Health Administration, Policy and Leadership. The cohort is predominantly international with most students coming from clinical backgrounds, including medicine, pharmacy, and allied health, with limited prior exposure to business or public policy disciplines. The unit introduces health policy concepts and frameworks in a practice-oriented way, building foundational skills for students transitioning into policy, governance, or leadership roles.

Learning in the unit is both face-to-face and online flexible, though students are strongly encouraged to attend workshops in person due to the practical, scenario-based curriculum. Enrolment ranges between 70–90 students per trimester, usually split across two workshop groups.

The focus of this case study is both assessment design for assurance of learning and experiences that reflect real health policy work, focusing on an extensive and immersive stakeholder engagement role play activity.

PRME Alignment

The initiative aligns with PRME by connecting curriculum and pedagogy with the capabilities needed for responsible management. Its emphasis on authentic learning and stakeholder engagement offers a practical foundation for developing future health leaders who can consider diverse interests and the societal consequences of policy decisions. This complements Murdoch Business School's commitment to transformational learning, care, collaboration and graduates with a strong social conscience.

The intended long-term societal contribution is a health leadership workforce better prepared to support inclusive, accountable and responsive health systems. Ideally, graduates would apply these capabilities to involve affected communities in policy decisions, balance competing needs fairly and improve access to quality healthcare.

Project Team



Dr. Ana Rita Sequeira

Project Leader
Murdoch Business School







Murdoch University Enhances Sustainability Education: Launching the '2025 Sustainability Community of Practice'



Enhance Sustainability Education: Sustainability Community of Practice

The University's strategic plan *Ngala Kwop Biddi* envisages Murdoch University as a leader in sustainability education.

In an effort to live up this vision, we looked for interested staff and students to join **Murdoch University's Sustainability Community of Practice,** which seeks to promote and advance sustainability education.

This group meets quarterly to discuss and share insights into best practice for sustainability education, culminating in a Sustainability Forum at the end of the year to showcase sustainability teaching excellence and innovation.

The first meeting took place on Thursday, 20 March 2025 from 10:30am-12pm. The meeting was hybrid, so all can attend in person or join online.

Who can join the Sustainability Community of Practice?

- Staff who teach in sustainability-related fields.
- Staff with no prior experience in sustainability, but with an interest in learning more about introducing sustainability content into their classes and degrees.
- Students interested in helping shape education for sustainability at Murdoch University.

Upon registration, participates are added to the Sustainability Community of Practice Teams site, kept up-to-date about meetings and given access to shared resources.



Research

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

How We Define Research

Murdoch Business School defines 'Research' as socially responsible, outwardly focused inquiry that inspires responsible management and education practice, guided by impact-driven collaboration with community, industry, and academia. Research directly informs teaching, addresses global and societal challenges, and advances sustainable, ethical leadership across the university community.

Research vs Research for RME/Sustainable Development

84 Peer-reviewed articles were published by Murdoch University from this past calendar year.

vs

27 Peer-reviewed articles were published by Murdoch University from this past calendar year in support of RME.

Research Funding

In 2025, Murdoch University was awarded funding for research that is:

Local | **National** | **Regional** | **Institution Specific** | **International**

Socializing Research

In 2025, Murdoch University contributed research findings to:

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

Research Projects

In 2025, Murdoch University reported 9 research projects that implemented responsible or sustainable activities.

Adventurous Unit Design Embedding the Themes of Ngala Kwop Biddi – Exploring New Horizons

Period Covering: January, 2025 - December, 2025

Department: Management

New Horizons - Embedding Strategic Themes into Business Curriculum

The 'New Horizon' research project has been investigating how Murdoch Business School (MBS) can meaningfully embed Sustainability, Equity, Diversity and Inclusion (EDI), and First Nations strategic themes into its business curriculum. This seed-funded teaching scholarship initiative supports Murdoch University's strategic direction by exploring how University-wide priorities can translate into authentic, coherent and practically achievable curriculum innovation.

Research Approach and Progress

The project uses a qualitative action-research approach to develop a shared understanding of the strategic themes and identify opportunities, challenges and support needs for academic staff. It combines a literature review with (Phase 1) interviews involving University strategic leaders and (Phase 2) workshops with Unit Coordinators, enabling comparison between institutional expectations and the realities of curriculum design and delivery.



The project's developing inquiry was represented at the 2025 HERDSA Annual Conference roundtable discussions, *Navigating the Paradox: Unit Coordinators and the Quest for Authentic Curriculum*, presented by Vesna Sampson (Bodhium) and Associate Professor Dr Megan Paull. The roundtable discussion examined the relationship between inclusive classroom practices and inclusive curriculum design, and the balance between organisational expectations, academic freedom and available support.

By end of 2025, Phase 1 interviews with University strategic leaders were completed, coded and thematically analysed; and Phase 2 commenced, with the first of two Unit Coordinator workshops delivered.

PRME Alignment

By investigating the relationship between institutional strategy, educators' experiences and curriculum implementation, the New Horizon research project aims to generates practice-oriented knowledge to inform responsible management education. Its action-research approach connects inquiry with opportunities for institutional learning and educational improvement.

The project is aligned to the PRME 'Teach Principle' through its focus on curriculum and educator capability; the 'Values Principle' through its attention to sustainability, equity, inclusion and First Nations perspectives; and the 'Share Principle' through scholarly dialogue and dissemination of emerging insights.

Its distinctive contribution is to examine not only what responsible management education should include, but also the conditions and support educators need to embed it authentically.

Research Project Team



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Murdoch Business School



Ms Cass Spencer

Co-Investigator
Murdoch Business School



Ms Vesna Bodhium

Co-Investigator
Murdoch Business School





Driving Volunteer Engagement and Building Parent Participation in P&Cs Across WA

Period Covering: January, 2024 - December, 2025

Department: Management

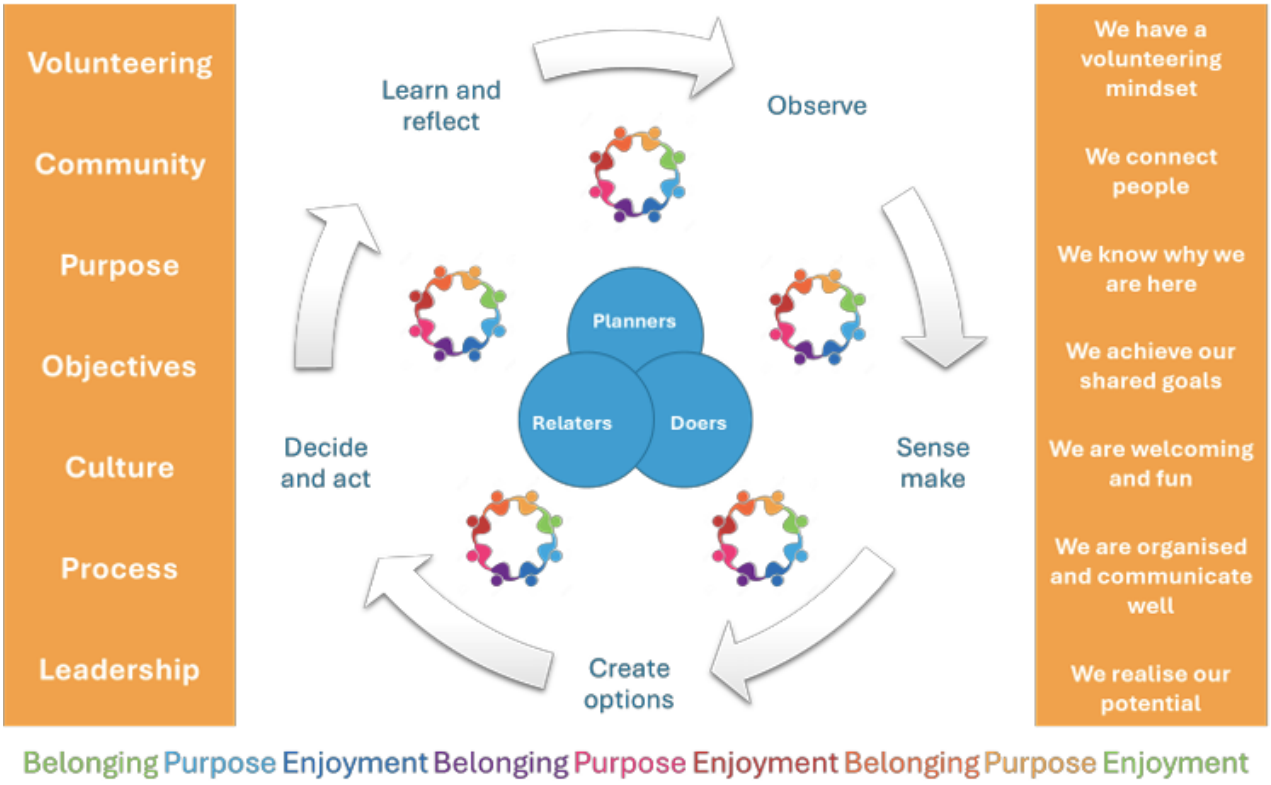
Driving Volunteer Engagement and Building Parent Participation in P&Cs Across WA

Funded through Volunteering WA's annual volunteer grant program with the support of the Volunteering WA Research Committee. Volunteering WA congratulates the WA Council of State School Organisations Inc. (WACSSO) as the recipient of the 2022-23 Research Grant Program. Their project examined the question of "Volunteer Engagement – Building Parent Participation in P&Cs across WA".

Western Australian Council of State School Organisations (WACSSO) is the peak body representing parents of public school students in WA. They provide representation at state and national levels and guidance and support to over 650 Parent and Citizen Associations (P&Cs).

In 2021 P&Cs in WA provided over $17 million to school communities. Recruiting parent volunteers is an ongoing challenge due to natural turnover as children progress in their schooling, and made more difficult by COVID-19.

4D Framework for Building Engagement in Community Organisations



[Read the practical resource for P&Cs, which was synthesised from the research findings.]

[Poster: Engaging volunteers in community organisations]

This project focussed on three questions:

1. 1. What works and does not work to recruit and retain parent volunteers to P&Cs across WA
   2. What can be done to increase participation in P&C activities?
   3. How can P&Cs support the participation and inclusion of a more diverse range of parents?

The WACSSO works in partnership with Murdoch University to deliver the project, under the leadership of Dr Kath Sugars.

PRME Alignment

The Volunteer Engagement and Diversity research project is aligned to PRME as it combines applied, community-partnered research with an actionable framework for building more inclusive, resilient and participatory community organisations.

This project translated evidence from Western Australian Parents and Citizens organisations into the above practical 4D framework for volunteer engagement, organisational health and diversity, equity and inclusion. It also combines rigorous qualitative inquiry, partnership with sector organisations and accessible knowledge translation. With the potential to strengthen community participation, volunteer wellbeing, inclusive leadership and organisational resilience across Western Australian school communities and the wider not-for-profit sector.

Led by Dr Katherine Sugars and Dr Megan Paull with WACSSO and enabled by Volunteering WA funding,

Research Project Team:



Dr Kath Sugars

Principal Investigator
Murdoch Business School



Associate Professor Megan Paull

Co-Investigator
Murdoch Business School



Executive and Employee Perceptions of Sustainability Paradigm, Practice and Reporting in the Western Australia Public Health Systems: A Historical Perspective

Period Covering: November, 2024 - December, 2026

Department: Accounting | Finance

Executive and employee perceptions of sustainability paradigm, practice and reporting in the Western Australia public health systems: A historical perspective aims to advance responsible management scholarship by examining how sustainability is understood, enacted and communicated within public healthcare institutions over time. Its intended contribution is to illuminate the relationship between executive priorities, employee perspectives, organisational practice and sustainability reporting.

Ideally, the research will inform more accountable healthcare governance, stronger employee engagement in sustainability initiatives and clearer reporting of organisational commitments and performance. Its societal value lies in supporting public health institutions to make more responsible

decisions and align sustainability aspirations with operational realities. These are anticipated impacts; evidence of recommendations being adopted and resulting changes would be required to demonstrate achieved impact.

PRME Alignment

The project aligns with PRME through its investigation of people and institutions to inform responsible organisational management. Its ideal societal impact is to support more accountable, sustainability-conscious public health services, where organisational decisions and reporting better reflect public responsibilities and long-term needs. Potential applications include more informed sustainability strategies, greater attention to employee perspectives and clearer reporting of organisational progress. Changes in policy, resource use, service quality or health outcomes remain to be demonstrated.

Research Project Members:



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Murdoch Business School



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Co-Investigator
Head of Accounting and Finance, Murdoch Business School



Dr. David Zhang

Co-Investigator
Murdoch Business School







Curriculum Reform: Embedding AI Literacy to Enhance Business Graduates Career Readiness

Period Covering: August, 2025 - December, 2026

Department: Management

Curriculum Reform: Embedding AI Literacy to Enhance Business Graduates Career Readiness is an active Murdoch University research project. Its scholarly contribution is to develop understanding of how AI literacy can be integrated into business education to strengthen preparation for professional practice. Ideally, the research aims to generate evidence to inform curriculum design, teaching approaches and assessment of relevant graduate capabilities.

PRME Alignment

The intended educational and societal impact is to support business graduates in navigating AI-enabled workplaces and to help universities respond thoughtfully to changing professional requirements. To strengthen the responsible-management contribution our aim is to ensure the curriculum develops critical evaluation, ethical awareness and accountability alongside practical AI capabilities, to further improve learning, employment or workplace outcomes.

Research Project Team



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Dr. Stephen Tan

Co-Investigator
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Dr. Anne Peachey

Co-Investigator
Murdoch Business School



Professor Domenic Gasbarro

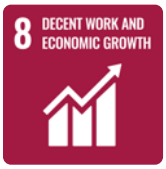
Co-Investigator
Murdoch Business School



Associate Professor Megan Paull

Co-Investigator
Murdoch Business School





Mentoring-as-a-Service: Driving Research, Innovation, and Global Partnerships Through a Scalable Multi-Stakeholder Ecosystem to Build Sustainable Workforce Capability

Period Covering: July, 2025 - December, 2027

Department: Management

Mentoring-as-a-Service: Driving Research, Innovation, and Global Partnerships Through a Scalable Multi-Stakeholder Ecosystem to Build Sustainable Workforce Capability aims to advance understanding of how mentoring can be organised, supported and evaluated across stakeholder groups. Its scholarly contribution is a transferable, evidence-informed approach that connects professional learning, research collaboration and workforce development. The mentoring work involves governance, analytics and frameworks for scaling learning and professional development.

Business Leader to Student Mentoring Pilot Program (09th Oct to 11th Dec 2025)

13 Business Leader Mentors and 15 Student Mentees across the University.

This purposefully structured pilot program connected industry professionals with students to support career development, professional growth, leadership capability, industry engagement and workforce readiness.

The mentoring program contributes to the development of emerging and future talent while through:

• Sharing professional experience, insights and lessons learned
• Supporting students as they navigate career decisions, opportunities and challenges
• Helping to build confidence, capability and professional readiness
• Creating meaningful industry-university connections
• Developing future workforce and leadership capability

PRME Alignment

Ideally, the project will strengthen participants' professional capabilities, improve knowledge exchange and support durable partnerships between research and practice. Its contribution to PRME is demonstrated through systematic evaluation of mentoring quality, participant outcomes and the conditions required to sustain effective collaboration.

Research Project Team



Dr. Stephen Tan

Chief-Investigator
Murdoch Business School



AI Literacy, Readiness and Adoption in Higher Education: Determinants and Patterns Among Academic Staff

Period Covering: July, 2025 - December, 2026

Department: Management

AI Literacy, Readiness and Adoption in Higher Education: Determinants and Patterns Among Academic Staff is an active research project examining factors and patterns associated with academic staff's engagement with AI. Its anticipated scholarly contribution is to improve understanding of the relationship between AI literacy, preparedness and adoption, providing an evidence base for staff development and institutional decision-making.

PRME Alignment

The aim of the research is to help universities design more relevant professional learning, allocate support effectively and make informed decisions about AI in academic work. Its potential educational and societal value lies in strengthening academic capability and supporting responsible and purposeful use of AI, with benefits to students dependent on subsequent implementation and evaluation. Overall, the project aligns with PRME through its potential to inform responsible organisational and educational practice.

Research Project Team Members



Dr. Stephen Tan

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Dr. Ana Rita Sequeira

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Dr. Umera Imtinan

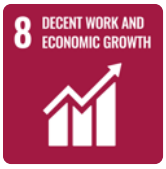
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A Systematic Approach for Developing Intercultural Competence: A Case Study of Business Students

Period Covering: July, 2023 - August, 2026

Department: Management | Finance | Accounting

Intercultural competence (IC) is an important and significant element of global readiness. This is reconfirmed in the 4th Global Survey (Egron-Polak and Hudson 2014) published by the International Association of Universities (IAU). IC competence is believed to be a crucial factor and a pivotal resource for effective communication and successful exchange that enhance learning for students

with different backgrounds in university settings.This study aims to explore approaches and strategies that incorporate IC competence into Business Education to improve students' learning experience and their global employability.

Approaches and strategies in the literature will be identified and synthesised systematically using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. A survey will be conducted to understand students' preference or perceived importance of benefits realised from IC competence across formal, informal, and hidden curricula for their learning and employability, focusing on undergraduate and postgraduate students at Murdoch Business School (MBS).

The result will assist educators, especially at MBS, in understanding students' preferred and effective approaches to improve their IC competence framework. Approaches will be developed to create a systematic IC curriculum design that fosters an inclusive learning environment and nurtures students' IC growth to evolve into global-ready graduates.

PRME Alignment

The project aligns to PRME by generating knowledge intended to improve responsible management education. By investigating how students learn to engage across cultural differences, it connects educational research with the preparation of future managers who can recognise diverse perspectives and collaborate respectfully. It also supports the Teach principle through its intended translation of research into curriculum and pedagogy.

Ideally, this research would contribute to learning environments where students from different cultural backgrounds experience greater belonging and more meaningful participation. Over time, graduates could carry stronger intercultural capabilities into workplaces and communities, supporting inclusive leadership, constructive collaboration and more equitable opportunities.

Research Project Team



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Murdoch Business School



Dr. Pradnya Dewi

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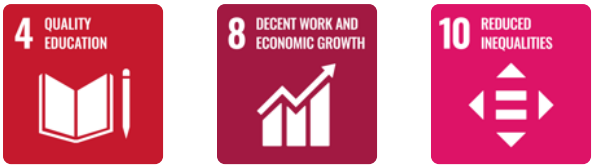
Dr. David Zhang

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Dr. Linda Yang

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Murdoch Business School



Examining leaders' experiences on barriers and enablers to artificial intelligence integration in Western Australia's metropolitan public health services: A NASSS-informed study of organisational readiness and leadership

Period Covering: January, 2024 - December, 2026

Department: Management

Artificial Intelligence (AI) has the potential to revolutionise the Australian healthcare system by enabling new ways of delivering clinical diagnosis, treatment, and workflow. However, the preparedness of Western Australia's health system to apply AI and address its opportunities and challenges remains unknown. This study examines the organisational readiness of Western Australian public health services to implement AI technologies.

A rapid literature review was conducted, analysing national and international literature, as well as professional publications. This review identified various analytical frameworks and documented the literature focused on opportunities and challenges in moving towards an AI-ready health service.

The study aim is to evaluate the organisational readiness to implement AI among health services in Perth, Western Australia, using the Non-adoption, Abandonment, Scale-Up, Spread, and Sustainability (NASSS) framework developed by Greenhalgh et al. (2017). The study focus primarily on domain 5 (Health/Care Organisation) of the NASSS framework, which emphasises the pivotal role of organisations in technology adoption.

Interviews with 10 senior managers, executive healthcare leaders, as well as board members from WA's public health services were conducted between October 2024 and February 2025.

PRME Alignment

Examining leaders' experiences on barriers and enablers to artificial intelligence integration in Western Australia's metropolitan public health services has the potential to advance understanding of how organisational readiness and leadership shape healthcare technology implementation. Its NASSS-informed approach provides a structured basis for examining interconnected barriers and enablers, including conditions affecting adoption, scale-up and sustained use.

Ideally, this research will help public health services assess preparedness, target implementation support and make more responsible decisions about AI investment. Its contribution to PRME lies in informing leadership and organisational practices that balance technological opportunity with capacity, accountability and public value. These are anticipated impacts, given that changes in organisational practice, service quality or patient outcomes require subsequent further evidence.

Research Project Team Members



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Dr Md Tauhidul Islam

Co-Investigator
Murdoch University







Health Service Utilisation and Health Outcomes among Humanitarian Migrants in Western Australia: A Retrospective Cross-Sectional Analysis (2007 to 2023)

Period Covering: January, 2019 - December, 2026

Department: Management | Health

Before COVID-19 and despite a continued steady intake of humanitarian migrants (HM) (refugees and people from refugee-like backgrounds) year upon year, health policies and services targeted at this vulnerable group have been inadequately informed by data on health service utilisation and health outcomes. In Western Australia, the Humanitarian Entrant Health Service (HEHS) provides post-arrival health assessment services to over 80% of new humanitarian arrivals (refugees and people from refugee-like backgrounds). For the first time in Australia, a data linkage focused on the refugee population will address significant gaps in the evidence necessary to shape policy, health services and interventions. Linking Humanitarian Entrant Health Service data to WA administrative data sources will provide a means to better understand how to address the most pressing health needs of humanitarian migrants.

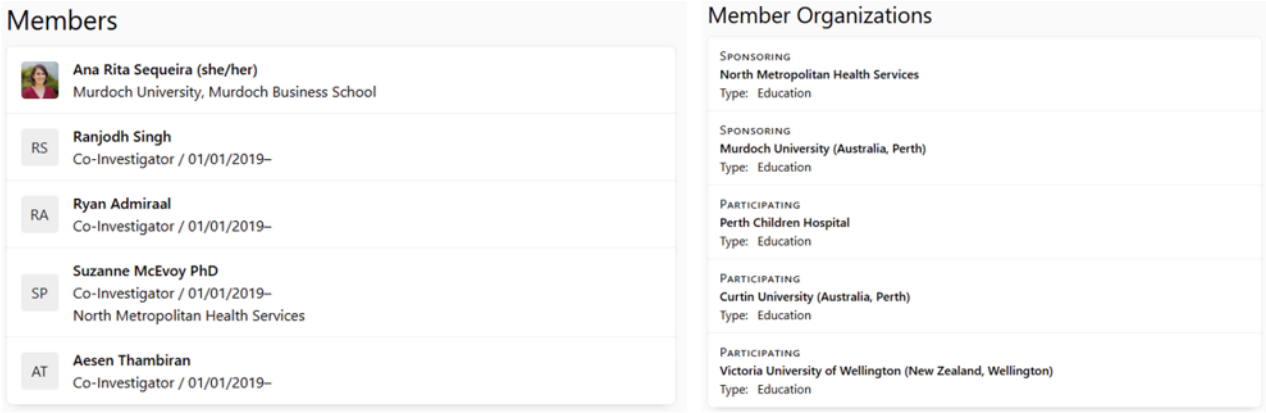
The longitudinal and retrospective analysis of WA linked administrative data sources provide information on key outcomes in the refugee population in Western Australia, such as physical health, pregnancy outcomes and newborn outcomes.

The study findings and recommendations will be disseminated across state government, refugee-health organisations, research institutions and the community. The novelty of this study will also warrant the dissemination of findings among interstate health organisations. The means of dissemination include meetings, seminars, conferences, reports, academic publications and policy briefs.

PRME Alginment

This project exemplifies PRME by generating knowledge intended to inform responsible institutional decision-making and socially responsive health service management. Its focus on an underserved population connects research with questions of equity, accountability and community wellbeing. Planned dissemination through policy briefs, reports, publications, meetings and seminars creates pathways for findings to inform government, health organisations, researchers and communities.

Collaboration across universities and health organisations, including Murdoch University, North Metropolitan Health Services, Perth Children's Hospital, Curtin University and Victoria University of Wellington also supports PRME's Partner principle.





Research Awards

In 2025, Murdoch University was awarded 1 research award for responsibility- and/or sustainability-related research.

Professor Michael Wear wins inaugural 2025 Prime Minister's Prize for Aboriginal and Torres Strait Islander Knowledge Systems

Granter: 2025 Prime Minister's Prize for Aboriginal and Torres Strait Islander Knowledge Systems

Grantee: Malgana Traditional Custodian, Professor Michael Wear

Award Description:

Malgana Traditional Custodian, Professor Wear's pioneering response earned national recognition: the inaugural 2025 Prime Minister's Prize for Aboriginal and Torres Strait Islander Knowledge Systems.

The Malgana people of Shark Bay (Gutharraguda) in Western Australia. have a deep connection to the ocean – Saltwater Country.

Professor Wear is committed to practising and preserving Aboriginal knowledges passed down by his ancestors.

Professor Wear founded Tidal Moon, Australia's first and only Indigenous-owned and led sea cucumber fishery and marine restoration enterprise. He is also Australia's first Professor of Practice in Indigenous Environmental Conservation at Murdoch University.

Prof Wear received the prize for developing a model that improves Indigenous livelihoods through the practice of Aboriginal knowledges for Sea Country conservation and sustainable commercial practices.

He has invested in developing the next generation and provided new business opportunities to bring young Malgana people back to country.

Under Prof Wear's leadership, Tidal Moon is partnering with scientists on a world-first project to conserve and restore seagrass meadows around Shark Bay (a UNESCO World Heritage Site) following a devasting 2011–2012 heatwave.

Tidal Moon's highly skilled Aboriginal divers play a leading role in environmental observation and seagrass restoration. They are sustainably harvesting healthy seagrass and replanting it in areas that have been damaged.

Prof Wear's work exemplifies the importance of ongoing application of Aboriginal and Torres Strait Islander knowledge systems to Indigenous peoples, communities and place.

Research Presentations Related to RME and/or Sustainability

In 2025, Murdoch University gave 10 research presentations related to RME and/or sustainability.

Artificial Intelligence (AI) in Healthcare: Examining Western Australia's healthcare leaders' experience and perceptions on AI organisational readiness

Authors: Dr. Ana Rita Sequeira Murdoch University, Murdoch Business School

Date of publication: October, 2025

Presented at: ACHSM Asia-Pacific health leadership congress 2025 (Darwin Convention Centre, Northern Territory)

Department: Management | Health

Artificial Intelligence (AI) in Healthcare: Examining Western Australia's healthcare leaders' experience and perceptions on AI organisational readiness was presented by Dr Ana Rita Sequeira at the ACHSM Asia-Pacific Congress 2025, within the Digital, Virtual, AI Health stream. Its potential scholarly contribution aims to improve understanding of how healthcare leaders experience and assess organisational preparedness for AI implementation.



Climate risk disclosure and environmental management control systems

Authors: Ummara Fatima (Contributor) Murdoch University, Murdoch Business School | Rashid Zaman (Presenter) Curtin University | Jaime Yong (Contributor) Edith Cowan University (Australia, Perth) | Tricia Ong (Contributor) Edith Cowan University (Australia, Perth) | Terri Trireksani (Contributor) Murdoch University, Murdoch Business School | Hadrian Djajadikerta (Contributor) Curtin University

Date of publication: June, 2025

Presented at: Canadian Academic Accounting Association (CAAA) Annual Conference 2025 (Toronto, Canada)

Department: Accounting | Finance

Climate risk disclosure and environmental management control systems, presented at the Canadian Academic Accounting Association Annual Conference in Toronto in June 2025, aims to advance understanding of the relationship between external climate-risk reporting and internal environmental management.

Its anticipated scholarly contribution is to explain how organisational controls can connect environmental priorities with planning, monitoring and accountability. The presentation involved researchers from Murdoch University, Curtin University and Edith Cowan University.







The Role of Labor Market Regulations in the Effectiveness of High-Performance Work Systems

DOI

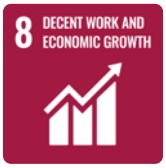
Authors: Eleanor Zhai | Amy Huang | Xiaowen Tian

Date of publication: July, 2025

Presented at: Academy of Management Annual Meeting Copenhagen, Denmark

Department: Management

Integrating the job demands-resources (JD-R) theory with the institutional theory, this study investigates the role of labour market regulations in moderating the relationship between high-performance work systems (HPWS) and organizational performance (OP). The study posits that labor market regulations influence job demand and the resources to buffer job demand, and thereby the HPWS-OP relationship. However, these regulations can either hinder or facilitate the HPWS-OP relationship. Using hierarchical linear modeling in a meta-analysis of 59,265 business entities across 25 countries/regions from 246 sample studies available as of April 2024, this study reveals that stringent hiring and firing regulations limit the performance effect of HPWS, while strict work hour regulations enhance the functionality of HPWS. Moreover, centralized collective bargaining provisions do not significantly moderate the HPWS-OP relationship. This study enriches the theoretical understanding of strategic human resource management through a contextualized framework, highlighting the multifaceted effects of formal institutional environments on HPWS interventions and OP outcomes. It offers meaningful implications for managers in deploying HPWS and for policymakers in legislative development.









Does Independence Fade Through Time? The Impact of Long-Tenured Independent Directors on Firm Sustainability Performance

Authors: Kwadjo Appiagyei | Sally Mingle Yorke | Augustine Donkor

Date of publication: July, 2025

Presented at: AFAANZ 2025 Conference

Department: Accounting

Does independence fade through time? The Impact of Long-Tenured Independent Directors on Firm Sustainability Performance Abstract This study provides a comprehensive analysis of the influence of long tenured non-executive directors (NEDs) on firms.





Carbon-washing and family ownership: Global insights

Authors: Dr Ella Xu | Joey W. Yang | Yuan George Shan | Chris Graves | Lei Xu

Date of publication: May, 2025

Presented at: 47th Annual Congress of the European Accounting Association (EAA) (Rome, Italy, 28/05/2025 – 30/05/2025)

Department: Management

This study explores how firms navigate the growing awareness of carbon emissions when adopting green strategies to maintain legitimacy and reputation. Driven by financial incentives, some firms may project strong environmental performance without implementing actual emission reduction efforts, which leads to carbon-washing. This study focuses on the role of ownership structure in carbon-washing behaviours by comparing family businesses to non-family businesses. Integrating legitimacy and signaling theories with the socioemotional wealth concept, the findings confirm the presence of carbon-washing, revealing that family businesses are less willing to engage in carbon-washing practices than non-family businesses. This study also investigates the drivers of carbon-washing through multiple mechanisms, including ESG reputation, Carbon Emission Trading Scheme implementation, and legal contexts, and further considers the influence of national culture. Our

findings challenge the conventional assumption that a high environmental performance rating aligns with genuine carbon emissions reduction, highlighting the nuances of corporate carbon-washing behaviour across the firm-, industry-, and country- levels.



Do Family Firms Walk the Talk? A Heterogeneity Investigation

Authors: Dr Ella Xu

Date of publication: July, 2025

Presented at: AFAANZ 2025 (Sofitel Brisbane Central, QLD, 06/07/2025–08/07/2025)

Department: Management

This study examines the different impact of ownership on greenwashing. Employing an international sample of family–controlled firms and PSM–matched non–family counterparts, it is found that family businesses are less likely to engage in greenwashing practices. Further analysis of the heterogeneity of this phenomenon on external, institutional, regulatory, jurisdictional and cultural contexts. The findings reflect that family ownership matters, and family firms are more likely to walk the talk compared to their counterparts.



Strategic Deviation and Climate Risk Disclosure

Authors: Ummara Fatima (Presenter), Murdoch University, Murdoch Business School | Rashid Zaman (Contributor), Curtin University | Jaime Yong (Contributor), Edith Cowan University | Tricia Ong (Contributor), Edith Cowan University

Date of publication: July, 2025

Presented at: JCAE Mid-Year Symposium, UQ Business School (The University of Queensland, Brisbane)

Department: Accounting | Finance

Strategic deviation and climate risk disclosure, presented by Ummara Fatima at the JCAE Mid-Year Symposium at The University of Queensland on 9 July 2025, aims to advance understanding of how organisational strategic choices relate to climate-risk reporting. Its anticipated scholarly contribution is to connect corporate strategy with sustainability disclosure, helping explain whether reporting adequately reflects organisations' distinctive circumstances and risk profiles.



Comparison of Pregnancy-related Out-of-pocket Expenditure in Bangladesh and Pakistan

Authors: Farjana Misu (Presenter) | Taslima Rahman (Author) Murdoch Business School | Professor Dominic Gasbarro, Murdoch Business School | Dr. Khurshid Alam, Murdoch Business School

Date of publication: July, 2025

Presented at: 2025 International Health Economics Association Congress (Bali, Indonesia)

Department: Accounting | Economics | Finance

Background

The burden of out-of-pocket (OOP) healthcare expenses for pregnancy-related conditions is a significant concern in resource-prone countries. Bangladesh and Pakistan, two historically connected countries with similar socioeconomic standings, rank among the highest globally in OOP share in total health expenditures. Excessive OOP costs pose financial barriers to maternal healthcare utilisation, leading to catastrophic health expenditures (CHE) and deepening poverty. Our study aims to compare pregnancy-related OOP expenditures between Bangladesh and Pakistan, examining key disparities in spending patterns and financial burden.

Methods

This study utilises data from the Bangladesh Household Income and Expenditure Survey (HIES) 2022 and published secondary evidence for Pakistan in the absence of primary data. For Bangladesh, we included all women of reproductive age who reported pregnancy-related health issues in the past 30 days or were hospitalised in the last 12 months. We estimated the share of OOP in total household expenditure on pregnancy-related healthcare, assessed CHE using budget share, actual, and normative food expenditure methods, and evaluated impoverishment effects. Descriptive and equity-based analyses were conducted to examine expenditure variations across socioeconomic groups.

Results

In Bangladesh, pregnancy-related OOP expenditures (USD 434.4) accounted for 50% of total household healthcare spending (USD 892.6). The share of OOP in total household expenditure was significantly higher for private healthcare facilities (USD 417.1) and among rural women (USD 384.8).

Low-income households spent a greater proportion (two-thirds) of their total expenditure on pregnancy-related care. The CHE incidence was around 94.6%-80.9% among the lowest quintile households and 26.8%-66.5% among rural households under normative capacity-to-pay (CTP) method. Impoverishment rates were highest, with 31.7% low-income and 3.9% rural households falling into poverty due to OOP expenses. In Pakistan, OOP costs for pregnancy care were significantly higher in private facilities (USD 209.88-255.49) than in public facilities (USD 23.30-63.87).

Conclusion

Pregnancy-related OOP healthcare costs constitute a significant financial burden in Bangladesh and Pakistan, with higher expenses in private facilities. Low-income and rural families in Bangladesh face the greatest hardship, often leading to financial catastrophe and poverty. Strengthening public healthcare funding, expanding maternal health insurance, and regulating private sector pricing could reduce OOP costs and improve maternal healthcare equity.



Causal Machine Learning for Personalised Workplace Mental Health: Evidence from Australian Longitudinal Data

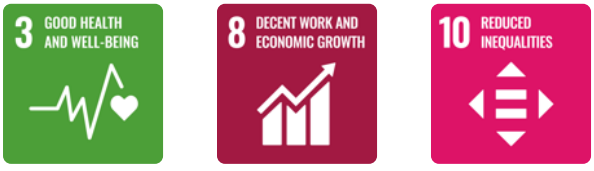
Authors: Ehsanul Haque Tamal (Author) | Kamrul Hassan PhD (Curtin, WA), AFHEA (Author) Murdoch University, College of Business | Domenico Gasbarro (Author) Murdoch University, Murdoch Business School | Khurshid Alam (Author) Murdoch University, Centre for Healthy Ageing

Date of publication: December, 2025

Presented at: Australian Statistical Conference 2025 (ASC2025) (Curtin University, Perth, WA)

Department: Accounting | Economics | Finance

The *Causal Machine Learning for Personalised Workplace Mental Health: Evidence from Australian Longitudinal Data research was* presented at the Australian Statistical Conference 2025. It has the potential to advance understanding of how workplace mental-health effects differ across individuals and groups. Its anticipated scholarly contribution is to connect causal analytical methods with longitudinal evidence to inform more responsive approaches to employee wellbeing. The publicly available record does not provide the study's methods or results, so its specific empirical contribution remains to be confirmed.



Examining the Relationship between Entrepreneurial Orientation, the Strategic Decision-Making Process and Organisational Performance: A Study of Singapore SMEs

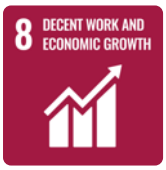
Authors: A Anand Naidu (Author) Murdoch University, Murdoch Business School | Krishna Rajulu (Author) University of Newcastle upon Tyne (United Kingdom) | Pieter van Schalkwyk (Author) Murdoch University, Murdoch Business School | Hugo Van Schalkwyk (Author) Murdoch University, Murdoch Business School

Date of publication: December, 2025

Presented at: 38th ANZAM Conference

Department: Management | Entrepreneurship

Examining the Relationship between Entrepreneurial Orientation, the Strategic Decision-Making Process and Organisational Performance: A Study of Singapore SMEs, presented at the 38th ANZAM Conference in December 2025, contributes empirical evidence on the relationship between entrepreneurial orientation, strategic decision-making and performance. Based on questionnaire data from 278 Singapore SMEs, the research also considers how environmental conditions influence the relationship between decision-making processes and organisational performance. Its reported scholarly contribution includes the conceptualisation and measurement of the constructs examined.





Publications Related to RME and/or Sustainability

Carbon emissions and firm value: does firms' commitment to sustainable development goals matter?

DOI

Authors: Augustine Donkor | Kwadjo Appiagyei | Teddy Ossei Kwakye | Gabriel Korankye

Date of publication: January, 2025

Department: Accounting

Purpose

This study aims to clarify the value of sustainable development goals (SDGs) commitment by examining the moderating role of firms' commitment to SDGs on firms' carbon emissions (CE) and firm value (FV) nexus.

Design/Methodology/Approach

The study uses ordinary least squares and other robust estimations on data from 89 listed firms on the Johannesburg Stock Exchange (JSE) from 2013 to 2021.

Findings

Firms with high CE are associated with lower FV. However, firms' commitment to SDGs moderates the relationship by averting the value-destroying tendencies of high carbon-emitting firms.

Practical Implications

Firms should integrate SDGs into their core business strategy and governance frameworks to enhance their environmental performance and FV. As market participants on the JSE, they should also focus on the allocation of resources for SDGs and the management of CE.

Social Implications

The findings provide a basis for governments and policymakers to promote firm-level commitment to SDGs to help reduce the harmful effects of CE on society and help achieve SDG targets.

Originality/Value

The study adds a new dimension to the existing environmental performance and financial outcomes literature by clarifying the moderating value of firms' commitment to SDGs in the CE and FV discourse.



Corporate Governance and ESG Disclosure in Fintech Firms: Does Culture Matter?

DOI

Authors: Augustine Donkor | Kwadjo Appiagyei | Emmanuel Senior Tenakwah | Emmanuel Junior Tenakwah | Teddy Ossei Kwakye

Date of publication: June, 2025

Department: Accounting | Finance | Governance

We examine how national culture moderates the relationship between corporate governance (CG) and Environmental, Social and Governance (ESG) disclosure of Fintech firms. Employing the least squares dummy variable regression estimation technique on 1,600 firm-year observations for 310 Fintech companies across eight countries, our results suggest that the influence of board size, independence, and gender diversity on Fintech companies' ESG disclosures is more pronounced in collectivist and

low-indulgent cultures. Uncertainty avoidance, time orientation and gender cultural dimensions also moderate Fintech firms' board size, independence and ESG disclosure relationship. We highlight the importance of culture in boards' ESG disclosure decisions and in the CG-ESG disclosure nexus.



The role of integrated reporting and earnings management on the combined assurance and capital market liquidity relationship

DOI

Authors: Augustine Donkor | Terri Trireksani | Hadrian Geri Djajadikerta

Date of publication: January, 2025

Department: Accounting

Purpose

This study examines the role of integrated reporting (IR) and earnings management (EM) practices on the combined assurance model (CA) and the firms' capital market liquidity (FCML) performance nexus. Based on a moderated mediation analysis, it examines the channels through which CA quality influences FCML performance.

Design / Methodology / Approach

The study uses data from the top 100 firms on the Johannesburg Stock Exchange (JSE) based on market capitalisation, and a bootstrap moderated mediation model through Hayes Process Macro was adopted.

Findings

The findings show that although IR quality mediates the CA quality and FCML performance nexus, the mediation is conditional on firms' practices of EM, implying that the value of CA through IR to capital market participants is more pronounced for firms
engaged in high EM practices.

Practical Implications

The findings emphasise the importance of the CA model in streamlining assurance processes, reducing assurance costs and enhancing the credibility of financial and sustainability reports, thereby improving capital market performance. Hence, it is a valuable assurance framework for International Financial Reporting Standards (IFRS) S1 and S2 compliance.

Originality/Value

This study uniquely lines up the CA model, IR quality and EM practices to project the value relevance and channel(s) through which the effective communication of the CA model influences FCML performance.



Corporate governance and corporate social responsibility disclosures: fresh evidence from China

DOI

Authors: Xue Gao | Md Moazzem Hossain | Manzurul Alam

Date of publication: March, 2025

Department: Accounting

Purpose

This study aims to investigate how corporate governance (CG) attributes and the the chief executive officer's (CEO's) political connections impacts on the corporate social responsibility (CSR) disclosure in the Chinese power and chemical industry.

Design / Methodology / Approach

The study uses data from 265 Chinese power and chemical companies listed on the Shanghai and Shenzhen Stock Exchanges between 2013 and 2016 (for a total of 892 firm-year observations). The data were analysed using multiple regression techniques. The authors addressed the endogeneity issues between CG attributes and CSR disclosures and checked the robustness of our results in several ways, such as a fixed effect regression.

Findings

This study finds a significant positive relationship between internal control and CSR disclosures. In addition, the results indicate that CG attributes such as ownership, board independence and Audit committee have a significant positive impact on CSR disclosures. However, contradicting the literature, no significant relationship was found between the CEO's political connections and CSR disclosures in the Chinese power and chemical industry context.

Research Limitations / Implications

The findings of the study provide valuable insights for practitioners, regulators and policymakers on encouraging companies to enhance CSR disclosure by improving the quality of internal control and CG attributes in China's heavily polluting industries. The findings may be useful for the users, regulators from the countries that share similar contextual and cultural values.

Originality / Value

This study is among the few that examine CSR disclosure using a large sample within China's power and chemical industries–sectors widely recognised as major environmental polluters and of growing concern to both the Chinese government and the international community.







Sustainability integration in management control systems: evidence from a developing country

DOI

Authors: Udani Chathurika Edirisinghe | Md Moazzem Hossain | Manzurul Alam

Date of publication: August, 2025

Department: Accounting | Management

This study explores how strategic approaches to sustainability issues would determine the integration between Management Controls Systems (MCS) and Sustainability Control Systems (SCS). Although existing literature has focused on developing SCSs, these systems remain decoupled from MCSs used for strategic management purposes. More specifically, this study seeks to respond to the call by Gond (Management Accounting Research 23(3):205–223, 2012) by exploring the missing link to integrating regular MCS with SCS. This engagement-based study has used multiple case analyses of manufacturing companies in Sri Lanka. Data were collected through semi-structured, in-depth interviews with the senior managers and a document analysis of publicly available information. The study identifies four types of control configurations: (i) Symbolic Compliance, (ii) Lean Accommodative, (iii) Dynamic Adaptive, and (iv) Sustainability-driven Comprehensive, depending upon the company's strategic approach to sustainability in the spectrum of proactive and reactive. A company characterised by a proactive strategic approach has strongly integrated control systems while having complex attributes. In contrast, reactive companies' SCSs remain decoupled from MCSs with simple control attributes. When companies fall in the middle (accommodative), they may either have a combination of strong integration with simple attributes or weak integration with complex attributes. This paper provides new scientific insights based on empirical evidence from a developing country on how the strategic approach of the organisation is associated with the extent of sustainability integration. The typologies suggested in the paper would allow managers and practitioners to identify boundary conditions for integrating sustainability into the strategy. This paper contributes to the growing literature on the complexity of control systems and their association with

strategic sustainability approaches and control integration under a single framework. The originality of this study also lies in its attempt to examine the sustainability integration of control systems in a developing country context.



The moderating effect of board gender diversity in the relationship between firm performance and CEO compensation—evidence from an emerging economy

DOI

Authors: Sumon Kumar Das | Md Moazzem Hossain

Date of publication: April, 2025

Department: Accounting

This study examines the moderating role of female directorship in the corporate boardroom in the relationship between firm performance and Chief Executive Officer (CEO) compensation for Bangladeshi financial institutions from 2016–2022. Ordinary least squares regression models were employed to evaluate the relationship. We find a significant positive correlation between firm performance and CEO compensation, specifically in relation to accounting performance. Female directorship strengthens the CEO pay-performance link in both accounting and market-based measures of performance. These results are robust to a battery of tests, including alternative measures of female board presence and firm performance, and address endogeneity issues using a lagged model and entropy balancing technique. We also find that women are more effective in setting CEO pay-performance linkage in cases of concentrated ownership, and when their presence goes beyond tokenism. Investors and policymaker should prioritize the inclusion of women on corporate boards to improve the firm's financial performance. This study contributes to the expanding body of research on board gender diversity in developing economies by examining the impact of women directors on firm performance and CEO pay, and their influence on the effectiveness of board oversight.



Co-opted directors and corporate climate risk disclosure | DOI

Authors: Rashid Zaman | Ummara Fatima | Muhammad Bilal Farooq | Soheil Kazemian

Date of publication: March, 2025

Department: Accounting

Purpose

This study aims to examine whether and how the presence of co-opted directors (directors appointed after the incumbent CEO) influences corporate climate risk disclosure.

Design / Methodology / Approach

This study comprehensively analyses 2,975 firm-year observations of US-listed companies, using ordinary least squares with industry and year-fixed effects. To confirm the reliability of the study results, the authors used several techniques, including propensity score matching, to address potential issues with functional form misspecification, analysed a subset of companies where co-option persisted over two consecutive years to mitigate concerns regarding reverse causality and difference-in-differences estimation, using the cheif executive officer's (CEO's) sudden death as an exogenous shock to board co-option to mitigate endogeneity concerns.

Findings

The findings indicate that the presence of a large number of co-opted directors negatively influences corporate climate risk disclosure. Mediation analysis suggests that managerial risk-taking partially mediates this negative association. Moderation analyses show that the negative impact of co-opted directors on climate risk disclosure is more pronounced in firms with greater linguistic obfuscation, limited external monitoring and in environmentally sensitive industries. Moreover, co-opted directors intentionally withhold or obscure the disclosure of transition climate risks more than physical climate risks.

Practical Implications

This research has important implications for policymakers, regulators and corporate governance practitioners in designing board structures by highlighting the adverse impact of co-opted directors in contexts with lax regulatory enforcement and managerial discretion. The authors caution against relying on such directors for providing climate-related risk disclosures, especially in companies with poor external monitors and based in environmental sensitivities, as their placement can significantly undermine transparency and accountability.

Originality / Value

This study adds to the existing body of knowledge by highlighting the previously unexplored phenomenon of intentional obscurity in disclosing climate risks by co-opted directors. This research provides novel insights into the interplay between board composition, managerial risk-taking behaviour and climate risk disclosure. The findings of this study have significant implications for policymakers, regulators and corporate governance experts, and may prompt a re-evaluation of strategies for improving climate risk disclosure practices.







Progressing gender equity in senior leadership: a systematic literature review

DOI

Authors: Michelle Gander | Fleur Sharafizad

Date of publication: March, 2025

Department: Management | Leadership | Gender Equity

Purpose

This study aim to review and compile the latest research in women's leadership internationally and across multiple sectors and industries to understand how to fast-track gender equality. As an outcome of this review, this paper presents an actionable universal framework for organisations to use to bolster their gender equity efforts.

Design / Methodology / Approach

A systematic literature review methodology resulted in 36 articles dedicated to research on women in senior leadership interventions across countries and organisational types. Thematic analysis identified a series of enablers and barriers that influence women's progression into senior roles.

Findings

Research since 2020 has shown a significant shift from an individualised approach to improving women's advancement to senior leadership roles, to a systematic one, acknowledging that there are entrenched behaviours resulting in a lack of equity.

Research Limitations / Implications

Systematic literature reviews, although reducing bias, must still be acknowledged to have inherent bias due to the inclusion and exclusion criteria used. There is a need for future research to provide more theoretical underpinnings to advance knowledge and for implementation and review of the proposed EQUAL framework developed from this study.

Originality / Value

The authors highlight the continuing issues at play in organisations that act as barriers to women's progress into senior leadership. This paper suggest that organisations may need to consider ways to move past a "business case" approach towards gender equity becoming embedded at all levels. Their proposed EQUAL framework provides a practical set of evidence-based activities to enhance this approach.



Green finance and carbon emissions in the EU: moderating role of biofuels and technology

| DOI

Authors: Morshadul Hasan | Ariful Hoque

Date of publication: July, 2025

Department: Economics | Finance

This study describes its objectives by leveraging the significance of the European Union (EU)'s 2050 long-term carbon neutrality strategy to examine the impact of green financing on carbon dioxide (CO_2) emissions. The experiments include models based on cointegrated relations, particularly unit root testing, panel cointegration testing, and fully modified ordinary least squares and dynamic ordinary least squares regressions, using EU countries' panel data covering 2001 to 2019. We first analyze the impact of green finance on CO_2 emissions and find an insignificant relationship. When we incorporate biofuel consumption and technological progress, we observe a significant link between green finance and reduced carbon emissions. Our findings suggest that green finance becomes substantially effective in lowering emissions when focusing on the biofuel industry and the transition to low-carbon transportation. The findings provide relevant implications for the EU 2050 long-term strategy for reducing CO_2 emissions.



Sustainability 'Best Practice' Spillovers | DOI

Authors: Xiaowen Tian

Date of publication: June, 2025

Department: Corporate environmental sustainability (CES) | Sustainability practice spillovers | Investment in green production

Current research has made significant progress in exploring the sustainability efforts made by domestic and foreign firms, respectively, but paid insufficient attention to the interaction of these firms in the form of sustainability practice spillovers. This paper aims to fill this gap by discussing the spillovers of 'best practices' of corporate environmental sustainability (CES) from multinational enterprises (MNEs) that have made increasing investment in green production in recent decades to

local forms in host developing countries where environmental protection is relatively weak. In line with internalization theory, we contend that MNEs have to internalize CES 'best practices' in their affiliates across the globe, and such practices can spill over to local firms in host developing countries with poorer CES practices. The level of development of press freedom in the host developing country conditions the CES practice spillovers. This study tests hypotheses against firm-level data from a large-scale survey and finds robust evidence to support our argument. This study takes a quantitative approach to unveil the existence and boundary conditions of CES practice spillovers and suggests that policymakers need to facilitate the spillovers of such practices and that scholars need to further advance research in this area.



Financial capacity and sustainable procurement: the mediating effects of sustainability leadership and socially responsible human resource capability

DOI

Authors: Daniel Etse | Adela Mcmurray | Nuttawuth Muenjohn

Date of publication: June, 2025

Department: Management | Human Resource Management | Procurement

This study examines the effects of organizational financial capacity on sustainable procurement and the extent to which socially responsible human resource capability and sustainability leadership mediate this relationship. Data obtained from 322 organizations through quantitative surveys were analyzed using structural equation modeling. The results suggest the following: financial capacity has a significant positive effect on sustainable procurement; financial capacity has a significantly positive effect on socially responsible human resource capability; sustainability leadership and socially responsible human resource capability mediate the positive effect of financial capacity on sustainable procurement. The research contributes to the literature a perspective on the mechanisms through which organizational financial capacity influences sustainable procurement via socially responsible human resource capability and sustainability leadership. The insights provided will inform management decisions and actions regarding how organizational finance can be leveraged strategically to optimize sustainable corporate practices and outcomes.



Fostering a safe workplace: the transformative impact of responsible leadership and employee-oriented HRM

DOI

Authors: Huma Bashir | Mumtaz Ali Memon | Nuttawuth Muenjohn

Date of publication: June, 2025

Department: Management

Purpose

Promoting a safe workplace for everyone is a key tenet of Sustainable Development Goal 8 (SDG-8), which focuses on promoting inclusive and sustainable economic growth, employment and decent work for all. Therefore, this study explores how responsible leadership ensures a psychologically safe workplace for everyone, leveraging employee-oriented human resource management. Specifically, drawing on signalling theory, this study aims to examine the impact of responsible leadership on employee-oriented HRM and the subsequent effect of employee-oriented HRM on employees' psychological safety. Furthermore, it investigates the mediating role of employee-oriented HRM in the relationship between responsible leadership and psychological safety.

Design / Methodology / Approach

Data was collected from banking professionals through a survey questionnaire. A total of 270 samples were collected using both online and face-to-face data collection strategies. The data was analysed using the Partial Least Squares Structural Equation Modelling (PLS-SEM) approach.

Findings

The findings reveal that responsible leadership ensures employee-oriented HRM, which subsequently enhances employees' psychological safety. Further, the results suggest that employee-oriented HRM acts as a mediator between responsible leadership and psychological safety.

Originality / Value

Past studies have often emphasized HRM practices as antecedents of various attitudes and behaviours. The present study offers a novel contribution by conceptualizing and empirically validating employee-oriented HRM as a mechanism that links responsible leadership and psychological safety. It stands as the first of its kind to establish this significant relationship, shedding new light on the dynamics between responsible leadership, HRM practices and employees' sense of psychological safety.



Skilled migrant hiring and selection: organisations' challenges in embracing diversity in recruitment

DOI

Authors: Thi Tuyet Tran | Nuttawuth Muenjohn | Alan Montague

Date of publication: July, 2025

Department: Management

Purpose-This paper used Zikic's (2015) integrated framework for managing diversity to review the skilled migrant literature and explore reasons non-English-speaking background (NESB) skilled migrants (SMs) are disadvantaged in the host country recruitment market. This research examines organisations' role in attracting and facilitating the entry of NESB SMs to their organisations and embracing diversity and inclusion in the workplace. Design/methodology/approach-The authors conducted a systematic literature review following the integrated framework combining the intelligent career theory and the resource-based view. This framework allows the exploration of the challenges NESB SMs face with their career capital in the host country concerning the people management systems and processes organisations often use in recruitment. Findings-This review revealed multiple challenges NESB SMs face when negotiating their workplace transition in the host country destinations. The study shows that the underutilisation and underemployment among NESB SMs are partly caused by these SMs' foreign experiences but mainly by the host countries' "NESB SM-unfriendly" recruitment practices. It also uncovers gaps between macro, meso and micro levels in SM recruitment. Research limitations/implications-A limitation inherent in a systematic literature review is that the effectiveness of the search is contingent upon the quality of the search strings used. Second, the core themes in the synthesis were identified following Zikic's (2015) integrated framework and focused only on individual/micro factors of SMs and meso/organisational factors. Many other structural and contextual factors were not included in the review. This review is also limited to NESB SMs' recruitment. Nonetheless, this process helps us achieve the core aim set for this review, to explore the reasons behind the hardships NESB SMs face when searching for ways to enter the host professional job market and the role of organisations in attracting and facilitating NESB SMs' labour market entry. Originality/value-This research connected NESB SMs' micro-level difficulties to the meso layer of organisations' HRM policies. This review clarified the role of organisational strategic HRM in attracting and welcoming NESB SMs into their organisation before leveraging their career diversity. The findings from the review also assisted in extending Zikic's (2015) integrated framework.



Does R&D Mediate the Link between Corporate Governance and Enterprise Value? Evidence from Family Firms Across Jurisdictional Contexts

DOI

Authors: Dr Ella Xu

Date of publication: April, 2025

Department: Management

This study examines the mediating effect of R&D investment on the relationship between corporate governance and enterprise value, considering ownership (i.e., family vs. non-family firms) and jurisdictional differences (i.e., common law vs. civil law). Using a multinational sample from 2009 to 2018, this study reveals that R&D negatively and partially mediates the relationship between corporate governance and enterprise value, with a more substantial effect in family firms within a civil law context. This supports the assumption that family firms are more conservative towards R&D investment. This study highlights the need for strategic decision-making to consider ownership differences and legal context in shaping enterprise value.



Dynamic Spillovers Among Green Bond Markets: The Impact of Investor Sentiment

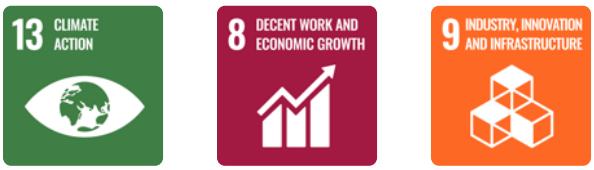
DOI

Authors: Thuy Duong Le | Ariful Hoque | Thi Le

Date of publication: August, 2025

Department: Finance

The study examines twelve international green bond markets from January 2022 to December 2024 using time-varying and volatility models. It finds strong market connectedness, identifies the United States and China as net shock receivers and Sweden as a major transmitter, and shows that investor sentiment affects spillovers differently across markets.



Aligning power dynamics in social marketing interactions: A typology and conceptual model

Authors: Wei Wei Cheryl Leo | Yun-Hsin Cindy Chou | Gauri Laud

Date of publication: May, 2025

Presented at: National or international discipline-specific conference | 2025 International Social Marketing Conference

Department: Marketing

Develops a typology and conceptual model for understanding and aligning power dynamics in social-marketing interactions. The framework is intended to improve how practitioners recognise unequal influence among actors and design interactions that support participation, trust and socially beneficial behaviour change.



Enhancing Green Innovation Through National Intellectual Capital: The Role of Institutional Quality in Asia–Pacific Economies | DOI

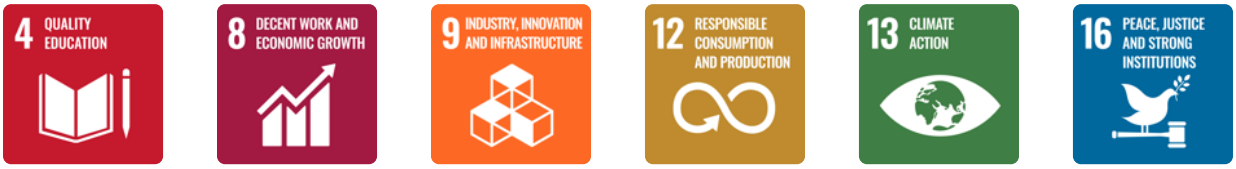
Authors: Thi Le | Ngoc Phu Tran | Ariful Hoque

Date of publication: July, 2025

Department: Management | Economics | Finance

The impact of intellectual capital on green innovation has been extensively studied at the firm level. However, the influence of moderating factors on this dynamic at the national level remains underexplored in previous studies. This study examines the role of institutional quality in moderating the relationship between national intellectual capital and green innovation across seventeen Asia–Pacific economies over the last twenty years, starting from 2000. Various techniques are employed to account for cross-sectional dependence and slope homogeneity in panel data analysis, enabling the examination of this relationship over the long and short term. The study also considers the marginal effects of national intellectual capital on green innovation at different degrees of institutional quality. Overall findings indicate that increasing national intellectual capital and institutional quality increases green innovation. Interestingly, the effects of national intellectual capital on green innovation intensify with a greater degree of institutional quality. We also find that enhancing economic growth and the efficient exploitation of natural resources appear to stimulate green innovation in Asia–Pacific economies. Findings imply that policies to improve green innovation should align with traditional

economic growth strategies and effectively leverage intangible resources, particularly national intellectual capital. This unique empirical study examines the moderating role of institutional quality in the national intellectual capital–green innovation nexus in Asia–Pacific economies.



Exploring Governance Failures in Australia: ESG Pillar-Level Analysis of Default Risk Mediated by Trade Credit Financing | DOI

Authors: Thuong Thi Le | Tanvir Bhuiyan | Thi Le | Ariful Hoque

Date of publication: August, 2025

Department: Accounting | Finance | Governance

This study examines the impact of overall Environmental, Social, and Governance (ESG) performance and its pillars on the default probability of Australian-listed firms. Using a panel dataset spanning 2014 to 2022 and applying the Generalized Method of Moments (GMM) regression, we find that firms with higher ESG scores exhibit a significantly lower likelihood of default. Disaggregating the ESG components reveals that the Environmental and Social pillars have a negative association with default risk, suggesting a risk-mitigating effect. In contrast, the Governance pillar demonstrates a positive relationship with default probability, which may reflect potential greenwashing behavior or an excessive focus on formal governance mechanisms at the expense of operational and financial performance. Furthermore, the analysis identifies trade credit financing (TCF) as a partial mediator in the ESG–default risk nexus, indicating that firms with stronger ESG profiles rely less on external short-term financing, thereby reducing their default risk. These findings provide valuable insights for corporate management, investors, regulators, and policymakers seeking to enhance financial resilience through sustainable practices.



Water sustainability disclosures in agriculture sector | DOI

Authors: Indah Fajarini Sri Wahyuningrum | Muhammad Thariq Sani | Annisa Sila Puspita | Hadrian Geri Djajadikerta | Terri Trireksani | Mochamad Arief Budihardjo

Date of publication: January, 2025

Department: Accounting | Sustainability | Governance

This systematic bibliometric review examines 257 peer-reviewed studies published between 2015 and 2024 on water-sustainability disclosures in agricultural companies. Using PRISMA 2020, co-occurrence analysis and topic modelling, it identifies growing research interest driven by sustainability regulation and corporate accountability. Key themes include corporate sustainability practices, green agriculture and regulatory compliance.

The review finds that reporting frameworks such as GRI, SASB and integrated reporting can improve transparency, but water disclosures are often poorly connected to financial and strategic decision-making. Disclosure practices also remain inconsistent, limiting comparability across companies and sectors. Research is concentrated in developed countries, although emerging economies are becoming more active.

The study identifies gaps in community-based land management and local water-use strategies, and calls for interdisciplinary approaches that integrate financial, environmental and governance perspectives. It offers practical insights for policymakers, companies and researchers seeking more transparent, accountable and data-driven water management in agriculture.



Business Model Innovation through AI Adaptation: The Role of Strategic Human Resources Management

DOI

Authors: Sanjit K. Roy | Bidit L. Dey | David M. Brown | Aman Abid (Author) | Chrysostomos Apostolidis | Michael Christofi | Shlomo Tarba

Date of publication: January, 2025

Department: Management | Marketing

While artificial intelligence (AI) requires business model innovation, it simultaneously poses persistent operational, regulatory and strategic challenges, highlighting the importance of researching AI adaptation to appropriate organizational value. AI adaptation is not monolithic, and its nature and consequent value appropriation processes may vary due to external factors and an organization's strategic approach to innovation and resource management.

Accordingly, a taxonomy of AI adaptation and its link with value appropriation can yield a theoretical understanding and practical implications of why and how organizations vary in leveraging strategic human resource management to shape business innovation led by AI adaptation. In this paper, we address this issue by applying adaptive structuration theory and conducting interviews with top management personnel from 51 companies based in India.

Based on our findings, we develop a novel taxonomy of AI adaptation (exploitive, exploratory, emancipatory and expedient), structured within a 2 x 2 matrix and a robust model of value appropriation within a dynamic business environment.



Inequality in Utilization of Maternal Healthcare Services in Low- and Middle-Income Countries: A Scoping Review of the Literature

DOI

Authors: Farjana Misu (Author) | Dominic Gasbarro (Author) | Khurshid Alam (Author)

Date of publication: June, 2025

Department: Economics | Finance

Background

Inequality in maternal healthcare service (MHS) utilization is a significant global health challenge in low- and middle-income countries (LMICs). Recently, the literature on MHS inequality in LMICs has expanded. We conducted a scoping review to synthesize existing evidence and identify knowledge gaps.

Methods

Following PRISMA-ScR guidelines, we systematically searched PubMed, Scopus, and CINAHL Ultimate in June 2023 for literature published since January 1, 2015. We included empirical studies using nationally representative data to measure inequality in at least one of five MHS indicators: antenatal care (ANC), skilled birth attendance (SBA), facility-based delivery (FBD), caesarean-section (C-section) delivery, and postnatal care (PNC). Our review encompassed 132 peer-reviewed articles on MHS inequality in LMICs.

Results

ANC, FBD, and SBA were more frequently analyzed indicators for inequality measurement compared to PNC and C-section delivery. None of the 132 studies assessed all five MHS indicators together. The concentration index was the most frequently used inequality measure across all MHS indicators. Included studies were predominantly focused on economic (wealth) and geographic (residence, region) inequalities, while sociocultural factors (e.g., religion, ethnicity) remain underexplored. Inequality was most pronounced in low-income (LICs) and lower-middle-income countries (LwMICs). The extant literature mainly concentrates on India and Ethiopia as research settings.

Conclusion

Our review highlights significant gaps in health inequality research, particularly in LICs and upper-middle-income countries (UMICs), with a heavy reliance on cross-sectional data, limited assessment of PNC and C-section delivery and lack of comprehensive analysis across all five common MHS indicators. Future research in LMICs should address the gaps identified in this review.



Managing Volunteers in Dementia Care: A Volunteering WA Funded Pilot Project

DOI

Authors: Dr Megan Paull (Principal Investigator) | Ana Rita Sequeira (she/her) (Collaborator) | Dr Anne Peachey (Collaborator) | A. Steel (Collaborator) | Ingrid O'Brien (Collaborator) | Sally Paulin (Collaborator)

Date of publication: March, 2025

Department: Management | Not-for-Profit | Social Innovation

Previous research on Volunteering in aged care settings in Western Australia: Good practice during covid-19 and beyond (Paull & Paulin 2022) and The Jacaranda Project (Paull & Paulin 2020) highlighted several issues which merited further investigation. In addition, the Royal Commission on Aged Care Quality and Safety (CoA, 2021) made many recommendations to improve aged care provision in Australia including recognition of the importance of the contribution of volunteers in addressing social isolation and assistance with client activities in age care settings.

This report outlines a project involving a series of interviews and research workshops (held in person and online) over several months in 2023 and 2024 by the Project Team from Murdoch University. The project was designed to develop an understanding of the role of those who managed or coordinated volunteer activity in residential dementia care settings in Western Australia. The outcomes of this research are set out in the following report.

Key findings in relation to managing volunteering in dementia care settings in Western Australia in 2023/24 are as follows:

- **Communications:** Language used is important. In the interests of clarity for this report, we refer to volunteers/visitors, residents/clients and volunteer managers.

- **Complexity:** There are several levels of cognitive impairment/dementia which require different levels of approach in managing volunteers in aged care settings.

- **Compliance:** Government policy now requires aged care providers to have a volunteer program and for those volunteers to be well trained.

- **Organisational Policies:** Ongoing recognition and support for volunteer managers and volunteer programs is vital.

- **Managing at a distance:** Volunteer managers often manage at a distance from the site where volunteering takes place, adding a layer of complexity for both volunteers and managers.

- **First Language:** Learning how to communicate with first language speakers is important and resources to assist such as advice on talking to someone with dementia which may be useful for volunteer involving organisations to offer to their volunteers in dementia care settings.

- **Training:** For both volunteer managers and volunteers. The nature and volume of training is a delicate balance, not only to identify how much is enough, but also to meet compliance and motivational needs.



Research on Volunteerism Revisited: What (Still) Needs to Be Done

Authors: Associate Professor Megan Paull, Ph.D., | Sue Carter Kahl, Ph.D.,

Date of publication: July, 2025

Department: Management | Community Organisations

In 1985, Susan J. Ellis published an article in the Journal of Voluntary Action Research (later republished by Energize in 2015) about the state of research on volunteerism and volunteer management entitled “Research on Volunteerism…What Needs to Be Done.” In her piece, Ellis pointed out many of the gaps that she saw in the research at that time. Since the inception of Volunteer Management as a profession and a subject of academic study, it has been the work of people like Ellis – the voices at the intersection of research and practice – that have helped to drive knowledge forward. While many gaps and questions remain, the conversations between researchers and practitioners continue to be of central importance for the field. In this Research to Practice, reviewer Allison Russell shares reflections from Volunteer Engagement Leaders Sue Carter Kahl, Ph.D., and

Megan Paull, Ph.D., who are also embedded in the research world, on what they see as the current state of volunteerism research. Forty years after Ellis first wrote her article, Russell also asks these leaders to reflect on Ellis' descriptions of "what needs to be done" in research on volunteerism.





ESG Performance and Corporate Tax Aggressiveness in Australia

Authors: Dr Terri Trireksani, CA Murdoch University, Murdoch Business School | Geri Hadrian | Hafiz Yasir Ali

Date of publication: December, 2025

Department: Accounting | Finance

This study examines the association between environmental, social, and governance (ESG) performance and corporate tax aggressiveness among publicly listed Australian firms using a comprehensive data set from 2009 to 2024. Drawing on stakeholder and legitimacy theories, we find that higher ESG performance, particularly in the social dimension, is significantly linked to lower tax aggressiveness. Using Refinitiv ESG scores and a peer-adjusted tax aggressiveness measure (TA_GAAP), the analysis remains robust to alternative measures and extensive controls. Policy relevance is notable. For the Australian Taxation Office, social ESG indicators could enhance Justified Trust risk assessments. The findings also support integrating tax transparency metrics into ESG reporting frameworks for Treasury and standard setters. Boards and executives can align social responsibility initiatives with prudent tax strategies to strengthen compliance, investor confidence, and stakeholder trust. The study reinforces the view that responsible tax conduct is essential to sustainable corporate practice in the Australian context.









Examining sustainable performance using SEM-FsQCA: The role of TQM, green SCM, and competitive advantage in small and medium enterprises (SMEs) | DOI

Authors: Ilyas Masudin - Universitas Muhammadiyah Jember | Ricco Faris Barraq - Universitas Muhammadiyah Malang | Fien Zulfikarijah - Universitas Muhammadiyah Malang | Tsiqatun Nasyiah - Universitas Muhammadiyah Malang | Dian Palupi Restuputri - Universitas Muhammadiyah Jember | Terri Trireksani - Murdoch University, Murdoch Business School | Hadrian Geri Djajadikerta - Edith Cowan University

Date of publication: May, 2025

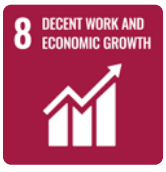
Department: Accounting | Finance

This study investigates the impacts of total quality management and green supply chain management practices on competitive advantage within the context of sustainability performance in small and medium-sized enterprises. This research uses a quantitative approach with 102 owners of Indonesian small and medium-sized enterprises and applies structural equation modelling and fuzzy-set qualitative comparative analysis to evaluate the relationship among variables.

The findings reveal that total quality management and green supply chain management practices individually contribute to sustainability performance in small and medium-sized enterprises. Additionally, competitive advantage emerges as a mediating factor between total quality management and green supply chain management, and sustainability performance. The study underscores the importance of formulating comprehensive strategies that synergistically integrate total quality management and green supply chain management practices to fortify operational efficiency and resilience in the dynamic business landscape. The strong connection between total quality management and sustainability performance in the fuzzy-set qualitative comparative analysis reinforces their collective impact on outcomes, aligning with prior research and highlighting the reliability of this relationship.

Furthermore, the enduring relationship between competitive advantage and sustainability performance in the fuzzy-set qualitative comparative analysis could validate theoretical foundations and underscore the strategic importance of sustained competitive advantage for long-term success in dynamic and competitive business environments.







Democracy, Trust, and Political Orientation: Disentangling Mechanisms Shaping Individuals' Vaccine Attitudes

DOI

Authors: Marcello Antonini London School of Economics and Political Science | Renu Singh Durham University | Alessia Melegaro Bocconi University | Aleksandra Torbica Bocconi University | Jeremy Keith Ward National Institute of Health | Chiara Berardi London School of Economics and Political Science | Katie Attwell The University of Western Australia | Adrian Kellner University of Oslo | Eli Feiring University of Oslo | Terje P Hagen University of Oslo | Mesfin Genie University of Newcastle Australia | Liubovė Murauskienė Vilnius University | Neil McGregor University of Newcastle Australia | Ana Rita Sequeira Murdoch University | Dongyue Yang University of Canberra | Francesco Paolucci University of Newcastle Australia

Date of publication: July, 2025

Department: Management | Health Management | Leadership | Health Policy

Context: In recent decades, many countries experienced a reduction in the quality and functioning of democratic institutions and norms, accompanied by rising social distrust and opposing political views. The decline in vaccine confidence might be linked to these trends. This study explores the political factors influencing individual attitudes towards vaccination across 22 upper-middle-income and high-income countries, examining the interaction between political orientation, trust in public health authorities, and levels of democracy.
Methods: Using the VaxPref database, encompassing demographically representative data from 50,242 respondents collected between July 2022 and June 2023, our analysis operates on three levels: pooled sample, democracy groups, and country-specific analyses.
Results: We found that higher democracy scores generally correlated with lower levels of vaccine scepticism. People at the centre and on the right of the political spectrum expressed more scepticism towards vaccines overall. However, trust in public health authorities emerged as the determinant which explains the largest variation in vaccine attitudes.
Conclusions: Our findings suggest a greater effectiveness of democratic systems in fostering vaccine confidence, and the need to depoliticise vaccination efforts. Building and maintaining trust in scientific information and technical expertise is critical. Blunt measures like vaccination mandates may not sustain long-term confidence, particularly in democratic contexts. Effective interventions should prioritise comprehensive school-based education to promote preventive health behaviours, coupled with trust-enhancing targeted communication strategies







Are we Ready for the Next Pandemic? Public Preferences and Trade-offs Between Vaccine Characteristics and Societal Restrictions Across 21 | DOI

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Date of publication: February, 2025

Department: Management | Health Management | Health Policy

In vaccination decisions, individuals must weigh the benefits against the risks of remaining unvaccinated and potentially facing social restrictions. Previous studies have focused on individual preferences for vaccine characteristics and societal restrictions separately. This study aims to quantify public preferences and the potential trade-offs between vaccine characteristics and societal restrictions, including lockdowns and vaccine mandates, in the event of a future pandemic. We conducted a discrete choice experiment (DCE) involving 47,114 respondents from 21 countries between July 2022 and June 2023 through an online panel. Participants were presented with choices between two hypothetical vaccination programs and an option to opt out. A latent class logit model was used to estimate trade-offs among attributes. Despite some level of preference heterogeneity across countries and respondents' profiles, we consistently identified three classes of respondents: vaccine refusers, vaccine-hesitant, and pro-vaccine individuals. Vaccine attributes were generally deemed more important than societal restriction attributes. We detected strong preferences for highest levels of vaccine effectiveness and domestically produced vaccines across most countries. Being fully vaccinated against COVID-19 was the strongest predictor of pro-vaccine class preferences. Women and younger people were more likely to be vaccine refusers compared to men and older individuals. Lower socioeconomic status was associated with vaccine hesitancy and refusal in some countries, while higher-educated and wealthier individuals were more likely to exhibit hesitancy in others. Our findings emphasize the need for tailored vaccination programs that consider local

contexts and demographics. Building trust in national regulatory authorities and international organizations through targeted communication, along with investing in domestic production facilities, can improve vaccine uptake and enhance public health responses in the future.







Research Voices

The following statements demonstrate ways in which researchers at Murdoch University bring sustainability and responsible management into their research.

2025 Murdoch Green Economy Series - Singapore



Connecting Knowledge for a Greener Economy

The 2025 Murdoch Green Economy Series connected Murdoch's research expertise with its Singapore education partnership to share practical perspectives on decarbonisation, Indigenous-led enterprise, circular food systems and sustainable finance.

Building a greener economy requires more than technological breakthroughs. It requires relationships that connect scientific knowledge, responsible business practice, community leadership and the financial systems that enable change. In 2025, the Murdoch Green Economy Series in Singapore brought these perspectives into a shared seminar platform focused on sustainability and environmental impact. Four documented events, numbered fifth to eighth in the continuing series explored *how energy, marine ecosystems, food resources and investment markets* can contribute to a more sustainable future.

The series sits within Murdoch University's Singapore engagement environment, with event communications identifying Kaplan and Murdoch EDGE. This provides a natural connection to Murdoch EDGE @ Kaplan Entrepreneurship Development and Graduate Employability, a platform offering students and graduates industry events, seminars, entrepreneurship training and access to business leaders and mentors. Together, these activities create opportunities to connect university knowledge with professional networks and real-world challenges beyond the classroom.



5th Murdoch Green Economy Series (4 April 2025)

Topic "Decarbonising energy and infrastructure; critical minerals, battery recycling, circularity and low-carbon materials"

Presenter: Professor Tania Urmee

Professor Tania Urmee examined the complexities of the net-zero transition. Her presentation connected renewable energy, battery storage and electric vehicles with the critical minerals needed to support them, asking how their supply chains can be decarbonised without transferring environmental burdens elsewhere. Drawing on her expertise in energy planning, policy and modelling, she explored mineral substitution, battery recycling, policy interventions and low-carbon building materials. The session encouraged a whole-system understanding of transition: clean energy must be accompanied by responsible resource use and resilient infrastructure.

6th Murdoch Green Economy Series (12 June 2025)

Topic *"Tidal Moon, Indigenous-led blue economy, sustainable harvesting, seagrass restoration and Sea Country stewardship"*

Presenter: Professor of Practice Michael Wear

Professor of Practice Michael Wear brought First Nations enterprise and Sea Country stewardship into the conversation. A Mulgana Traditional Custodian from Shark Bay with more than 30 years of ocean-based experience, Wear founded Tidal Moon in 2017. His presentation explored how this Indigenous-

owned and led enterprise combines traditional ecological knowledge with modern science through sustainable sea-cucumber harvesting and seagrass restoration. The example of Tidal Moon's partnership with Conservation International Australia illustrated how ecological restoration, financial viability and Indigenous economic empowerment can be pursued together. Appointed Murdoch's Professor of Practice in Indigenous Environmental Conservation in 2025, Wear offered a distinctive perspective on whose knowledge and leadership should shape the green economy.

7th Murdoch Green Economy Series (30 October 2025)

Topic *"Tidal Moon, Indigenous-led blue economy, sustainable harvesting, seagrass restoration and Sea Country stewardship"*

Presenter: Professor Costas Stathopoulos

Professor Costas Stathopoulos turned attention to the value hidden in food waste and by-product streams. Having joined Murdoch in July 2024 following an international academic and research career, he brought expertise in food-industry waste utilisation and valorisation. His seminar shared examples from years of research and introduced current investigations, inviting participants to rethink discarded materials as potential resources. The topic connected food-system pressures with circular innovation and the opportunity to create value while reducing waste.

8th Murdoch Green Economy Series (27 November 2025)

Topic *"Investor sentiment and green, social and sustainable bond-market performance"*

Presenter: Dr Ariful Hoque, Murdoch Business School

The eighth seminar, scheduled for 27 November, extended the discussion from sustainable technologies and resources to sustainable finance. Dr Ariful Hoque of Murdoch Business School presented research on investor sentiment and the performance of green, social and sustainable debt markets. Using the Green Social Sustainable bond index, the research examined how economic policy uncertainty, sentiment indicators and trading activity relate to market performance, with different patterns across bond categories. Its practical relevance lies in helping investors, academics and regulators understand the market conditions influencing finance intended to support environmental and social objectives.



Quote / Partner Statement / Voice

"The Murdoch Green Economy Research Series aims to bring Murdoch University's leading sustainability research and expertise to Singapore, creating a platform for meaningful dialogue on the environmental, economic and social challenges shaping our future.

Through the series, we seek to connect Murdoch researchers with industry, government, academia and the wider community in Singapore, sharing research that can inform discussion, inspire collaboration and contribute to practical solutions for a more sustainable future.

The series builds on the success of a similar initiative held in 2019, which featured some of Murdoch's leading professors and was very well received. We are keen to build on that foundation by strengthening Murdoch's research presence in Singapore and creating opportunities for greater engagement and collaboration around sustainability and the green economy."

Dr Preman Chandranathan
Murdoch Business School, Lecturer Teaching & Research Singapore

Across these topics, the series' distinctive contribution was to connect fields often considered separately. Energy-transition decisions depend on materials and policy; ecosystem restoration depends on community leadership and viable enterprise; circular food systems depend on research and commercial innovation; and sustainable projects depend on finance. The series offered a platform for these connections to become visible and accessible through cross-border knowledge exchange.

PRME Alignment

This Singapore 'Murdoch Green Economy Series' engages people from business, government, civil society and academia to advance responsible and accountable management education and practice. Its strongest contribution is the partnership-enabled dissemination of sustainability knowledge and practical examples delivered emissions reductions or ecological restoration. The longer-term ambition is to encourage informed decisions, new relationships and collaborative initiatives that translate shared knowledge into responsible action.

Primary SDGs:



Supporting SDGs:



Associate Professor, Kurshid Alam 2025 Journal Publication & Conference Presentations

Associate Professor, Kurshid Alam 2025 Journal Publications & Conference Presentations

Associate Professor Khurshid Alam's 2025 research portfolio connects population health, health economics and the responsible allocation of resources. Spanning global disease burden, vaccination coverage, acute and chronic care needs, maternal-health inequalities, household healthcare expenditure and mental health, this work addresses a shared societal question: how can health systems respond effectively to need without leaving disadvantaged populations behind or exposing households to financial hardship?

Journal Publications

Sirota, S. B., Alam, K., Bender, R. G., Dominguez, R.-M. V., Movo, A., Swetschinski, L. R., Araki, D. T., Han, C., Wool, E. E., He, J., Carter, A., A.J. Jabbar, A., Aalipour, M. A., Aalruz, H., Abbasi Dolatabadi, Z., Abbastabar, H., Abd ElHafeez, S., Abdalla, A. N., Abdalla, M. A., **Alam, K.** et al. (2025). Global burden of lower respiratory infections and aetiologies, 1990–2023: a systematic analysis for the Global Burden of Disease Study 2023. *The Lancet Infectious Diseases*, *26*(4), 343–361. https://doi.org/10.1016/S1473-3099(25)00689-9

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GBD 2023 Causes of Death Collaborators, & **Alam, K.** (2025). Global burden of 292 causes of death in 204 countries and territories and 660 subnational locations, 1990–2023: a systematic analysis for the Global Burden of Disease Study 2023. *The Lancet*, *406*(10513), 1811–1872. https://doi.org/10.1016/S0140-6736(25)01917-8

GBD 2023 Disease and Injury and Risk Factor Collaborators, & **Alam, K.** (2025). Burden of 375 diseases and injuries, risk-attributable burden of 88 risk factors, and healthy life expectancy in 204 countries and territories, including 660 subnational locations, 1990-2023: a systematic analysis for the Global Burden of Disease Study 2023. *The Lancet*, *406*(10513), 1873–1922. https://doi.org/10.1016/S0140-6736(25)01637-X

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Conference Presentations

Tamal, E. H., Hassan, K., Gasbarro, D., & **Alam, K.** (2025). *Causal Machine Learning for Personalised Workplace Mental Health: Evidence from Australian Longitudinal Data*.

Odunyemi, A., Sohrabi, H. R., & **Alam, K**. (2025). *Worsened Disparity in Financial Protection for Households Managing Non-Communicable Diseases in Nigeria: A Causal Analysis through the Pandemic*.

Misu, F., Rahman, T., Gasbarro, D., & **Alam, K.** (2025). *Comparison of Pregnancy-related Out-of-pocket Expenditure in Bangladesh and Pakistan*.

Odunyemi, A., Sohrabi, H. R., & **Alam, K.** (2025). *Do Social Protection Programmes Mitigate Health Shock Vulnerability to Poverty in Sub-Saharan Africa?: Empirical Lessons from Nigeria*.

Tamal, E. H., Hassan, K., & **Alam, K.** (2025). *How Mental Health Shapes Healthcare Costs: Evidence From Australian Longitudinal Survey*.

PRME Alignment

Collectively, Associate Professor Khurshid Alam's 2025 research portfolio aligns with the PRME by examining people and institutions to inform responsible management and public decision-making. Its management relevance lies in identifying needs, understanding unequal burdens, assessing resource priorities and informing organisational responses to societal challenges.

Journal publication and conference dissemination provide opportunities for scrutiny and knowledge exchange, while the collaborative nature of the work connects Murdoch scholarship with wider research communities. This portfolio also illustrates how business-school research can contribute beyond conventional commercial settings to questions of public value, health-system stewardship and social responsibility

Overall, this research portfolio's ideal societal impact is to inform more equitable, financially protective and evidence-informed health systems. Contributions to Global Burden of Disease studies can help decision-makers understand changing patterns of illness, mortality and care needs and identify priorities for prevention, service planning and investment. Complementary studies of non-communicable disease care, maternal healthcare and out-of-pocket expenditure in Bangladesh, Nigeria and Pakistan can inform financing arrangements and social protection intended to reduce the financial consequences of illness. Research on mental-health-related costs and personalised workplace mental health can additionally inform employer and policy responses that recognise both wellbeing and economic consequences.



Celebrating the Murdoch Business School 2025 HDR Day: A Showcase of Research, Connection, and Community



2025 HDR Day 'Building a Collaborative Research Community for Sustainable Impact'

Murdoch Business School celebrated its 2025 HDR Day with a vibrant program of activities that highlighted the depth and diversity of our research community. The day opened with three engaging PhD seminars, each showcasing the scholarly achievements of our doctoral candidates.

Farjana Misu presented her completion seminar on *"Inequities in the Utilisation of Maternal Healthcare Services in Low- and Middle-Income Countries: Comparative Insights from Bangladesh and Pakistan."* Yangzom shared their Confirmation of Candidature presentation, exploring *"Empowering Employees: A Multi-Level Longitudinal Study of the Relationship Between Strategic Human Resource Management (SHRM) and Employee Contextual Performance."* Finally, Pradnya Dewi delivered a compelling completion presentation on *"Carbon Management Accounting Adoption: Determinants and Its Impact on Corporate Performance."*

The day continued with induction meetings for our Doctor of Business Administration (DBA) supervisors and students, followed by a lively whole-school HDR networking event. During the event, Professor Antonia Girardi, Pro Vice Chancellor of Business and Dean of Business, warmly welcomed our new students and officially launched the Doctor of Business Administration program. Dr. Terri Trireksani inspired attendees with reflections on her Doctor of Business Administration journey, offering valuable insights and advice. We were also honoured to host Professor Chandra Krishnamurti from the University of South Australia, who delivered an engaging talk on how to thrive as a research student.

Throughout the day, students and staff enthusiastically shared their research interests, sparking meaningful conversations and connections. The atmosphere was filled with energy, laughter, applause, and a shared commitment to academic excellence.

> *"HDR Day is more than a celebration—it's a powerful reminder of the curiosity, courage, and collaboration that drive our research community forward," said Professor Antonia Girardi.*

PRME Alignment

Murdoch Business School's HDR Day strengthens the people, relationships and research culture needed to produce responsible, interdisciplinary and socially relevant research. It creates an enabling environment for emerging researchers to share evidence, receive feedback, develop scholarly confidence and connect their work with wider societal challenges.

The event also launched the Murdoch Business School **'Doctor of Business Administration (DBA)'** program, strengthening the School's capacity for practice-oriented doctoral research and knowledge exchange. By supporting research capability, interdisciplinary dialogue and a sense of belonging, HDR Day contributes to a responsible research culture in which doctoral candidates can develop work relevant to health equity, decent work, climate accountability and sustainable development.



Dr Ella Xu Represents the Murdoch Business School at the 47th European Accounting Association Congress, 2025 'Pioneering ESG Research & Building Global Networks'



Dr. Ella Xu Represents Murdoch Business School Showcased at the 47th European Accounting Association Congress:

Pioneering ESG Research and Building Global Networks

Murdoch Business School was proudly represented at the 47th Annual Congress of the European Accounting Association (EAA), held this spring in a vibrant international setting. Dr. Ella Xu joined scholars from 56 countries, including two academics from Western Australia, to engage in one of the most prestigious gatherings in the field of accounting and management.

Dr. Xu presented her research paper on Environmental, Social, and Governance (ESG) and sustainability, contributing to critical conversations around responsible business practices and long-term value creation. Her presentation was well received and sparked meaningful dialogue among peers, reinforcing the relevance and direction of her current research.

The EAA Congress provided an exceptional platform for academic exchange, offering opportunities to learn from leading scholars, explore emerging trends, and foster cross-institutional collaborations. Dr. Xu's participation not only enriched her research journey but also introduced Murdoch Business School to a global network of institutions and thought leaders.

Held annually in a different European country, the EAA Congress is a cornerstone event for academics and professionals in accounting and management. It serves as a hub for presenting cutting-edge research, networking, and staying abreast of the latest developments in the field.

Murdoch Business School remains committed to advancing impactful research and building global connections that enhance the academic and professional experiences of its community.

PRME Alignment

Dr Ella Xu's presentation at the 47th European Accounting Association Congress contributed to critical discussion of responsible business practices and long-term value creation, while strengthening Murdoch Business School's engagement with global ESG and sustainability research.The activity demonstrates the international dissemination of scholarship relevant to corporate accountability, sustainability reporting and responsible management. It also created a pathway for future cross-institutional collaboration and for research insights to inform teaching, professional practice and future policy discussions.



Research Barriers

In 2025, Murdoch University identified the following barriers to conducting research related to sustainability and/or responsibility:

- Funding challenges
- Time constraints
- Administrative barriers
- Skills and expertise gaps
- Data access and management
- Participant recruitment

Continue telling your story

Murdoch Business School Singapore 2025 'The Psychology of Climate Finance' Insights from Dr Ariful Hoque



'Psychology of Climate Finance' by Dr Ariful Hoque

In 2025, at the '8th Murdoch Green Economy Research Series' in Singapore, Dr Ariful Hoque, Senior Lecturer in Finance at Murdoch University Business School, presented research on the psychology of climate finance. The presentation examined how investor sentiment shapes green, social and sustainability (GSS) bond markets, with particular attention to how confidence, risk perceptions and economic-policy uncertainty influence GSS bond returns across countries and regions.

Drawing on behavioural finance and the theory of planned behaviour, the research highlights that scaling credible climate and social finance requires attention not only to instruments and regulation, but also to investor confidence, perceived risk, transparency and trust in reported impact.

The research is directly aligned with the PRME Research Principle, which calls on institutions to study people, organisations, institutions and the state of the world in ways that inspire responsible management and education practice. By applying behavioural finance and the theory of planned behaviour, the research extends sustainable-finance analysis beyond the design of financial instruments and regulation to consider the human and institutional factors that influence whether capital flows towards climate and social objectives.

Dr Hoque's work highlights a significant challenge for sustainable finance: GSS bond growth cannot be understood only through issuance volumes or regulatory frameworks. His analysis indicates that economic-policy uncertainty tends to depress GSS bond returns, while more optimistic investor sentiment supports GSS markets, although the strength of these relationships varies by region. The research therefore suggests that policymakers, regulators, issuers and investors seeking to scale climate and social finance should address transparency, credible impact reporting, investor confidence and perceptions of risk alongside product design and regulation.

The presentation also contributed to the international dissemination of Murdoch Business School research. By sharing evidence with an audience in Singapore, it created a platform for dialogue among academics, finance professionals, policymakers and students on the role of capital markets in financing renewable energy, healthcare and wider social welfare outcomes. Green, social and sustainability bonds are use-of-proceeds instruments that finance environmental and/or social projects, and their credibility depends substantially on transparent use-of-proceeds, reporting and impact practices.

PRME Alignment

This research is aligned to PRME by generating and disseminating evidence on how capital markets, investor behaviour and policy settings can better support responsible management and sustainable development. This achievement demonstrates research that is both academically grounded and socially relevant. It addresses how financial systems can be better aligned with sustainability

outcomes, offers insights for responsible investment and policy, and helps equip current and future managers to understand the behavioural and governance conditions needed to mobilise finance for climate and social priorities.

The immediate, evidenced impact is the production and international dissemination of research-informed insight on GSS bond markets and investor behaviour. The presentation positions Murdoch Business School as a contributor to dialogue on the behavioural and institutional conditions that can enable sustainable finance to grow credibly. Potential longer-term impact pathways include use of the research by policymakers and regulators in communication and transparency approaches; use by financial institutions and issuers to improve investor engagement and impact disclosure; incorporation into finance and sustainability teaching; and further research collaborations, publications or policy submissions.



Murdoch Business School 'Celebrating Research Impact' at Volunteering WA Conference by Dr Katherine Sugars

Research for Inclusive Organisations

In 2025, Dr Katherine Sugars of Murdoch Business School presented her doctoral research at the Volunteering WA Conference, sharing practical insights on *schism*, or factionalised conflict, in non-profit and volunteer-led organisations.

> Her research addresses a central leadership question: *how can group conflict be managed in ways that improve organisational outcomes while treating people with kindness, empathy and respect?*

This research aligns to PRME as it calls on signatories to study people, organisations, institutions and the state of the world in order to inspire responsible management and education practice. Dr Sugars' work examines how conflict emerges and is experienced in mission-driven, volunteer-dependent settings, then translates that insight into practical strategies for leaders, including leaders who challenge established practices and seek constructive organisational change.



Pictured Katherine Sugars & Emma Reed

The Volunteering WA Conference provided a relevant practitioner setting for research engagement. It brings together volunteer-involving organisations and sector leaders to examine current research, practice, techniques and case studies intended to increase community impact. Murdoch Business School's sponsorship of Volunteering WA and support for Dr Sugars' presentation strengthened the connection between research, civil society and professional practice.

The work is especially relevant to responsible management because it centres the quality of organisational relationships, psychological safety, respectful communication, inclusive participation and effective governance. In volunteer-led and nonprofit settings, unmanaged factional conflict can impair collaboration, trust, retention, decision-making and mission delivery; research-informed approaches can help leaders respond to disagreement without marginalising participants or compromising organisational purpose. This latter pathway is a plausible impact proposition that should be tested through follow-up evidence rather than assumed as an achieved outcome.

The presentation also demonstrates research translation: doctoral research was communicated in accessible terms to people positioned to apply it in real organisations. By bringing evidence into a sector forum, the activity can support more empathetic leadership practice, strengthen the capability of volunteer managers and boards, and generate further dialogue, collaboration and research questions informed by sector experience.

PRME Alignment

This research aligns to PRME by studying organisational dynamics in civil-society settings and communicating evidence to practitioners positioned to apply it. It also demonstrates research translation and partnership through Murdoch Business School's sponsorship of Volunteering WA and its engagement with the volunteering sector.

The immediate impact is the dissemination of doctoral research on factional conflict to a practitioner audience at the Volunteering WA Conference. The activity created an opportunity for people working in volunteer-involving organisations to engage with practical, research-based approaches to managing conflict constructively.

Potential longer-term impacts include stronger leadership capability, more inclusive decision-making, better conflict-management processes, improved volunteer experience and retention, and more resilient non-profit governance.

Primary SDGs:



Supporting SDGs:



HDR Research for Impact

HDR Research for Impact

The Murdoch Business School profiles two Higher Degree by Research (HDR) candidates whose work addresses major social, economic and environmental sustainability challenges: Md Ehsanul Haque Tamal, a PhD candidate in Health Economics, and Pradnya Dewi, a PhD candidate in Accounting. Together, their research demonstrates the breadth of responsible management research at the School, spanning equitable health systems, mental-health economics, sustainability accounting, carbon management and corporate performance.

Md Ehsanul Haque Tamal

Tamal's doctoral research examines the economic consequences of mental-health conditions for vulnerable populations, including effects on household economic outcomes, healthcare expenditure and labour-force participation. Drawing on longitudinal, quasi-experimental and mixed-methods approaches, his work seeks to develop evidence that can inform policies and interventions for equitable healthcare systems, particularly in resource-constrained settings. His prior experience with international organisations, including the International Food Policy Research Institute, the International Centre for Diarrhoeal Disease Research and BBC Media Action in Bangladesh, adds an applied global-health perspective to this research agenda.

Pradnya Dewi

Dewi's doctoral research focuses on sustainability accounting and reporting, including carbon accounting, environmental management accounting and corporate social responsibility practices. Her PhD investigates the determinants and outcomes of carbon management accounting adoption in manufacturing companies, a topic that is directly relevant to organisational climate governance,

emissions management, sustainability disclosure and corporate decision-making. Her research capability is supported by experience in systematic literature reviews, bibliometric analysis and quantitative research tools, along with research funding from Indonesian, Murdoch Business School and Australia Africa Universities Network sources.



Md Ehsanul Haque Tamal

PhD candidate in Health Economics

Supervisors: Dr Khurshid Alam, Dr Kamrul Hassan, and Professor Domenico Gasbarro



Pradnya Dewi

PhD candidate in Accounting

Supervisors: Dr Terri Trireksani, Professor Manzurul Alam, Professor Hadrian Djajadikerta

PRME Alignment

The HDR Student's doctoral research showcases emerging researchers whose work addresses health inequities, mental-health-related economic disadvantage and corporate carbon accountability. It also highlights Murdoch Business School's support for interdisciplinary, internationally connected doctoral research that can inform responsible management, policy and practice.

They also demonstrate research capability development and knowledge sharing. Tamal has published in journals including *Health Economics Review*, *Nature Scientific Data*, *PLOS ONE*, *Journal of Global Health* and *Environmental Research Letters*, and presented at the 2025 International Health Economics Association Congress; he also teaches Statistical Data Analysis at Murdoch University. Dewi's research and academic roles connect Murdoch with Indonesia and the Australia Africa Universities Network, supporting the international reach and collaborative potential of responsible-management research.

The potential social impact is the development, visibility and dissemination of two research programs that connect rigorous academic methods to real-world health and sustainability challenges. Tamal's work offers a basis for more informed health, social-protection and employment policy, while Dewi's work informs corporate systems for carbon measurement, environmental management and sustainability reporting.



2025 AFAANZ Conference: Advancing ESG Research and Showcasing Murdoch Business School



2025 AFAANZ Conference: Advancing ESG Research and Showcasing Murdoch Business School

Dr Augustine Donkor and Dr Ella Xu showcased Murdoch Business School's ESG research at the 2025 Accounting and Finance Association of Australia and New Zealand Conference in Brisbane, strengthening scholarly and professional dialogue on sustainability accounting, corporate

governance and reporting accountability. Held from 6 – 8 July 2025, the conference provided a major regional platform for peer-reviewed research on accounting, finance, corporate social responsibility and sustainability-related reporting.

At a time when organisations face growing expectations to demonstrate '*not merely declare*' their environmental, social and governance (ESG) commitments, Murdoch Business School researchers are contributing evidence to distinguish credible practice from symbolic disclosure.

Dr Augustine Donkor's research spans sustainability accounting and reporting, corporate governance, integrated reporting, combined assurance and financial-reporting quality. His current work examines sustainability practice and reporting in public and higher-education sectors across Australasia and Africa, including institutional climate-change responses, stakeholder perceptions of sustainability and governance for climate resilience.
Dr Ella Xu contributes rigorous quantitative and analytical capability, helping translate complex reporting and governance data into evidence-based insight for organisations, policymakers and stakeholders. At AFAANZ 2025, Dr Xu presented her working paper, *"Does Family Business Walk the Talk: A Heterogeneity Analysis."* The research examines whether family businesses translate stated ESG commitments into substantive organisational practice. By exploring the variation among family-controlled firms, the study challenges the assumption that family ownership produces a uniform approach to sustainability. Instead, it investigates the governance conditions, organisational characteristics and accountability mechanisms that may determine whether ESG commitments are credible, implemented and reflected in real business behaviour.

The AFAANZ presentations generated constructive feedback on the paper's theoretical framing and empirical strategy, exposed the researchers to emerging ESG methods and innovative approaches in business research, and created opportunities for scholarly exchange across Australia, New Zealand and beyond. Which will inform refinement of the working papers and strengthen future research and publication outcomes.

Research Impact

The AFAANZ showcase disseminated Murdoch Business School ESG research that strengthens the evidence base for credible sustainability accounting, governance and reporting.

The intended impact extends beyond academic contribution. By helping family-business leaders, boards, investors, regulators, standard setters and assurance providers identify the difference between genuine ESG performance and symbolic disclosure, the research can support *stronger governance, more credible sustainability reporting and more responsible long-term business practice*.

Better-quality ESG information can *improve capital allocation, reduce greenwashing risk, strengthen board accountability and help organisations respond meaningfully* to environmental and social challenges.

PRME Alignment

This research positions ESG not as a voluntary communications exercise, but as a core dimension of organisational accountability, risk management, strategic decision-making and stakeholder trust. It contributes to the growing need for sustainability reporting that is decision-useful, transparent and connected to governance, assurance and operational performance.



Stock market performance enhanced through integrated reporting



New research from the Murdoch Business School underscores the importance of transparency and accuracy in financial reporting.

Companies can significantly enhance their stock market performance by adopting Integrated Reporting (IR) and Combined Assurance (CA) practices, according to new research from Murdoch University.

The research underscores the importance of transparency and accuracy in financial reporting.

Companies that utilise Integrated Reporting consider non-financial information such as human, governance, social and environmental inputs – not just the financial bottom line – to deliver a more complete picture of performance. Combined Assurance ensures companies consider all factors in assessing risk.

Dr Augustine Donkor from Murdoch Business School led the study and said the results can be implemented to guide companies towards longer lasting success.

“Integrated Reporting and Combined Assurance can benefit companies aiming to improve their market performance,” Dr Donkor said.

"Our findings highlight the critical role of transparency and accuracy in building investor trust. By doing so, companies can build stronger investor confidence and achieve sustainable growth. The research provides valuable insights for companies, investors and policymakers aiming to improve financial reporting practices."

Key findings included

- **Integrated Reporting (IR):** Combining financial and non-financial information, such as sustainability metrics, into a single report boosts investor trust and makes a company’s stock more attractive.

- **Earnings Management (EM):** Companies with higher levels of earnings management experience increased scrutiny through CA, which not only ensures the accuracy and reliability of their financial reports but can also detect and potentially reduce such practices.

- **Combined Assurance (CA):** Implementing CA enhances the credibility of reports, leading to better stock market performance.

This study 'The role of integrated reporting and earnings management on the combined assurance and capital market liquidity relationship' was published in Asian Journal of Accounting Research. The research was co-authored by Dr Terri Trireksani, Head of Accounting and Finance at Murdoch University’s Business School, and Professor Hadrian Geri Djajadikerta from Curtin University’s School of Accounting, Economics and Finance.

Dr Donkor is a Chartered Accountant, researcher, and accounting and finance lecturer for Murdoch Business School.

PRME Alignment

This research informs responsible corporate governance, assurance and reporting practice. Its intended impact is to help boards, managers, investors, assurance professionals and policymakers strengthen the connections between financial performance, sustainability information and risk oversight. More credible reporting can support better-informed investment decisions and greater accountability for how organisations create value over time.

> As Dr Donkor explains, "*Our findings highlight the critical role of transparency and accuracy in building investor trust.*"

Primary SDGs:



Supporting SDGs:



Murdoch Business School: Big Ideas in Just Three Minutes (3MT) 2025



Big Ideas in Just Three Minutes (3MT) 2025: Developing Researchers Who Communicate for Societal Impact

On 21 August 2025, Murdoch University's College of Business hosted its Three-Minute Thesis (3MT) the College Heat, bringing together six Higher Degree by Research (HDR) students to communicate their research in presentations lasting just three minutes. The initiative challenged participants to

explain complex ideas in ways that were accessible, engaging and relevant to a general audience. It showcased the breadth of business research while providing emerging researchers with an opportunity to practise communicating why their work matters beyond academia.

The presentations addressed interconnected organisational, social, health and environmental challenges:

> **Yangzom** on "*Empowering Employees: A Multi-level Longitudinal Study of the Relationship between Strategic HRM and Contextual Performance*"
>
> **Md Ehsanul Haque Tamal** on *"The Economic Consequences of Mental Illness"*
>
> **Md Imran Hossain** on *"Corporate Modern Slavery (CMS) Disclosure and Global Clothing Supply Chain Transparency: Evidence from an Epicentre"*
>
> **Thuy Duong Le** on *"Impact of Investors' Sentiment on Green Bond Markets"*
>
> **Fatema Jannat** on *"The Applicability and Effectiveness of Cross-Border Open Eco-Innovation: An Empirical Investigation"*
>
> **Md Tauhidul Islam** on *"Falling Through the Cracks: Investigating Non-communicable Disease Care in South Asia"*

Together, these topics demonstrated the potential of business scholarship to inform employee empowerment, mental-health policy, responsible supply chains, sustainable finance, environmental innovation and healthcare delivery.

The event recognised Fatema Jannat as the winner and Thuy Duong Le as runner-up; both went on to represent the College of Business at the Murdoch University 3MT 2025 Final.

PRME Alignment

The initiative supports PRME by helping emerging researchers explain the relevance of their work to responsible management and societal challenges. Its contribution is not the competition format alone, but the development of researchers' capacity to connect rigorous inquiry with understandable accounts of organisational and public significance.

The College Heat offered a platform for research concerned with how organisations treat employees, disclose supply-chain risks, finance environmental activity and respond to health-related challenges. By asking students to communicate these subjects to non-specialists, it supported the translation of research into language that broader audiences can engage with.

The event provides evidence of the research culture supporting the Murdoch Business School's individual projects and publications. It illustrates how the School develops emerging scholars, recognises their work and makes research topics and their relevance more visible.

The initiative's ideal impact is stronger *communication* between researchers and the people who may use, question or benefit from their work. Within the research community, it can help HDR students articulate their research purpose, communicate across disciplines and develop confidence in explaining complex ideas.

Beyond academia, clearer research communication can help policymakers, business leaders, practitioners and community members understand research relevant to their decisions. For example, accessible accounts of modern-slavery disclosure, green finance or healthcare gaps can stimulate informed discussion and interest in further engagement.

Primary SDGs:



2025 Higher Degree by Rearch (HDR) Student's Journal Publications & Conference Presentations



2025 HDR Student's Journal Publications & Conference Presentations

The below portfolio of Murdoch Business School's 2025 Higher Degree by Research (HDR) student's journal publications and conference presentations demonstrate an emerging research community addressing interconnected challenges in health equity, household financial vulnerability, responsible employment, corporate accountability and the transition to more sustainable economies. Together, they connect business and management scholarship with questions concerning who benefits from economic activity, who bears its costs and how organisations and institutions can respond more responsibly.

The HDR portfolio's ideal societal impact is to inform decisions that improve access to healthcare, protect households from poverty associated with illness, strengthen workplace wellbeing and labour-rights accountability, and support environmentally responsible finance and innovation. Research on maternal healthcare, non-communicable diseases and out-of-pocket expenditure can inform more equitable health financing and social protection.

Studies of green finance, green bonds, biofuels, green innovation and environmentally oriented human-resource practices can inform the transition towards lower-impact economic activity. Work on modern-slavery disclosure, ESG governance, employee outcomes, workplace mental health and SME digital transformation can contribute evidence for more accountable and people-centred organisational practices.

Journal Publications

Islam, M. T., Bruce, M. and Alam K. (2025). Prevalence and correlates of health care utilization for non-communicable diseases in Bangladesh. *BMC health services research*, 25(1): 736.

Islam, M. T., Odunyemi, **A.,** Bruce M. and Alam, K. (2025). Crowding-out and crowding-in effects of out-of-pocket expenditures for non-communicable diseases care on household consumption patterns in Bangladesh: a cross-sectional analysis of the 2022 household income and expenditure survey. *BMJ open*, 15(10): e098791.

Talukder, M. R., Thakur, R., **Islam, M. T.,** Mathew, S., Perry, C., Chen, W., Phung D. and Rahman, S. M (2025). Association between temperature variability and hospitalizations among First Nations Australians in Central Australia. *Heliyon*, 11(10).
Le, T. D., Hoque, A., & Le, T. (2025). Dynamic Spillovers Among Green Bond Markets: The Impact of Investor Sentiment. *Journal of risk and financial management*, *18*(8), 444.

Miah, M., **Jannat, F**., Turner, J., Walter, V., and Szabó-Szentgróti, G. (2025). Effects of green HRM practices on environmental performance: The role of green organisational citizenship behaviour, psychological green climate and green self-efficacy for greening healthcare organisations. *Social Responsibility Journal* (accepted)

Misu, F., Gasbarro, D. and Alam, K. (2025). Inequality in utilization of maternal healthcare services in low and middle income countries. A scoping review of the literature. *Maternal and Child Health Journal*, 29, 741–766.

Hasan, M. and Hoque, A. (2025). Green finance and carbon emissions in the EU: moderating role of biofuels and technology. *Eurasian Business Review*, 1-18.

Hasan, M. (2025). Biofuels, Green Finance, and Economic Expansion: Empirical Evidence from European Union. *Financial innovation* (accepted)

Le, T., **Tran, N.P.** and Hoque, A. (2025). Enhancing Green Innovation Through National Intellectual Capital: The Role of Institutional Quality in Asia-Pacific Economies. *Economies*, 13(5), 126.

Odunyemi A., Sohrabi H, Alam K. (2025) Crowding-out effect of out-of-pocket expenditure on non-communicable diseases in sub-Saharan Africa: A Nigerian case study. *International Health* (in press).

Le, T. T., Bhuiyan, T., Le, T., & Hoque, A. (2025). Exploring Governance Failures in Australia: ESG Pillar-Level Analysis of Default Risk Mediated by Trade Credit Financing. *Journal of Risk and Financial Management*, 18(8), 464.

Conference Presentations

Misu, F., Rahman, T., Gasbarro, D. and Alam, K. (2025). Comparison of pregnancy related out of pocket expenditure in Bangladesh and Pakistan. *International Health Economics Association Congress* (July 19-23), Bali, Indonesia.

Hasan, M. (2025). FinTech and Poverty Alleviation: Worldwide Empirical Evidence. *1st International Conference on Social Sciences (ICSS-2025)*, Faculty of Social Sciences, Begum Rokeya University, Rangpur, Bangladesh.

Hossain, M. I., Hossain, M. M., & Alam, M. (2025). Modern Slavery Disclosure in the RMG Supply Chain: Evidence from a Leading Supplier Context. *APIRA & AARN Joint Conference*, 2-4 July, Adelaide, Australia.

Odunyemi A., Sohrabi H. and Alam K. (2025) Do Social Protection Programs Mitigate Health Shock Vulnerability to Poverty in Sub-Saharan Africa?: Empirical Lessons from Nigeria. *International Health Economics Association Congress*, July 19-23, Bali, Indonesia

Odunyemi A., Sohrabi H. and Alam K. (2025) Resilience and Effectiveness of Coping Strategies Against Health Shocks in Households with Non-communicable Diseases in Nigeria. *International Health Economics Association Congress*, July 19-23, Bali, Indonesia

Odunyemi A., Sohrabi H. and Alam K. (2025) Worsened Disparity in Financial Protection for Households Managing Non-Communicable Diseases in Nigeria: A Causal Analysis through the Pandemic. *Australian Health Economics Society Conference*

Yangzom, Y., Zhai, X. and Huang, F. (2025) Mapping the Nexus between Strategic Human Resource Management Systems and Employee Outcomes: A Systematic Literature Review. *The 38th ANZAM Conference*, Deakin University, Melbourne, 2-4 December.

Tamal, M.E.H., Hassan, K., Gasbarro, D. and Alam K. (2025). How Mental Health Shapes Healthcare Costs: Evidence From Australian Longitudinal Survey, *International Health Economics Association (IHEA) Congress*, Bali, Indonesia, 19–23 July.

Tamal, M.E.H., Hassan, K., Gasbarro, D. and Alam K. (2025). Causal Machine Learning for Personalised Workplace Mental Health: Evidence from Australian Longitudinal Data, *Australian Statistical Conference (ASC),* Curtin University, Perth, Western Australia, 1–5 December.

Kum, C., Leung, E., **Nguyen, H**., Upase, R.R. (2025). AI Adoption for SME Digital Transformation: From Small in Size to Big in Impact. *Western Australian Early and Mid-Career Researcher Symposium*, Perth, Australia, 18–19 November.

Kum, C., Leung, E., **Nguyen, H.**, Upase, R.R. (2025). Rethinking the Boundaries of the Family Firm: Missing Pieces in Family Business Studies? *8th Asia Pacific Family Business Symposium*, Kuala Lumpur, Malaysia, 26–28 September.

Other Achievements

Morshadul Hasan: 2025 Top 2% Scientists - Stanford/Elsevier

PRME Alignment

Collectively, these outputs align with PRME by investigating people, organisations and institutions to inform responsible management and education practice. Journal publication and conference dissemination make the research available for scholarly scrutiny and discussion, while HDR participation develops the next generation of researchers capable of connecting disciplinary expertise with societal needs. The above HDR portfolio also provides evidence of the breadth of the School's research culture and its commitment to communicating socially relevant scholarship.





Partner

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

How We Define Partner

Murdoch Business School defines 'Partner' as multistakeholder collaboration with business, government, broader community and academia to advance responsible management education and practice. Our partnerships drive real-world learning, through industry co-design, community engagement, and sustainability-focused initiatives across the School and broader university community, in alignment with the university strategic themes and PRME principles.

Institutional Partnerships

- AACSB (Association to Advance Collegiate Schools of Business)
- AASHE (Association for the Advancement of Sustainability in Higher Education)
- Quacquarelli Symonds (QS)
- Times Higher Education (THE)
- The Climate Action Barometer For International Education
- Students Organising for Sustainable, United Kingdom (SOS! UK)
- Australian Campuses Towards Sustainability (ACTS) Inc
- CANIE Accord Singnatory
- Race to Zero Universities & Colleges
- Nature Positive Universities
- UN Sustainable Development Goals
- Professional Responsible Management Education
- Responsibile Futures
- STARS a Program of AASHE
- Malka Foundation
- Melville Cockburn Chamber of Commerce

Student Organization Partnerships

- UN 'Student Doing Good' (SDG) Challenge
- Illuminate Education Program
- Responsible Futures
- Students as Change Agents Program
- Murdoch Mettle

Partnerships

The following provides more details on 5 key partnerships at Murdoch University.

Stan Perron Charitable Foundation: Advancing Applied Ethics in Law and Business, through Philanthropic Partnership



Advancing Applied Ethics in Law and Business through Philanthropic Partnership

The Stan Perron Program for Applied Ethics in Law and Business advances ethical leadership through research, education, and public engagement. Focused on strengthening ethical decision-making and promoting human rights across professional practice, industry, and society, the program elevates the role of applied ethics within the University and extends its influence throughout Western Australia, across the nation, and around the world.

We are honoured to work alongside the Stan Perron Charitable Foundation and pleased to provide this update on the impact of their support. We are grateful for Stan Perron's vision, generosity, and commitment to the transformative initiatives taking place at Murdoch University. *Together, we are creating lasting benefits for communities, both today and into the future.*

Executive Summary

Murdoch University's 2025 partnership with the Stan Perron Charitable Foundation supports the Stan Perron Program for Applied Ethics in Law and Business, connecting philanthropic investment with academic expertise, professional practice and public engagement. Led through the School of Law and Criminology, with teaching reaching business students, the program advances ethical decision-making, human rights and responsible professional conduct.

The partnership's 2025 achievements demonstrate how sustained support can translate into educational and research opportunities. Business Ethics was delivered at Murdoch's South Street campus and introduced in Singapore, reaching 55 students, approximately double the inaugural-year enrolment. Case-based teaching and contributions from practitioners, including the Commissioner for

Consumer Protection, connected ethical theory with business dilemmas. The program also supported ethics-focused professional development, while supervised legal placements provided opportunities to consider confidentiality, conflicts of interest, professional responsibility and access to justice in practice.

Two applied-ethics PhD scholarships awarded in February 2025 further extended the partnership's contribution. The projects investigate safeguards against generative-AI-enabled fraud and the legal and ethical challenges associated with forced labour, wage underpayment, unsafe work and coercive control in family-business settings. These investigations create pathways towards research-informed responses to emerging technological risks and under-recognised forms of exploitation. Their policy and societal benefits remain prospective while the research progresses.

The program's wider engagement included an interdisciplinary AI Hackathon and the October 2025 conference, *Navigating Ethical Frontiers: Human Mobility and Rights in the Indo-Pacific*. The hackathon brought students together with industry mentors to address ethical and consumer-protection challenges. Its winning team developed AngelPhish, subsequently winning a Centre for Entrepreneurial Research and Innovation pitch competition and becoming a finalist in the 35th INCITE Awards. The conference brought researchers, practitioners and policymakers together to examine labour mobility, modern slavery and business responsibility, including contributions from the Australian Anti-Slavery Commissioner.

PRME Alignment

Collectively, this initiative aligns to PRME by bringing philanthropy, academia, professional expertise and public institutions together to advance responsible management education and practice. The intended longer-term impact is stronger ethical judgement among graduates and practitioners, more accountable organisational conduct and better-informed responses to exploitation and technology-related harm.

The attached report further establishes expanded provision, research investment, engagement and external recognition; with the aim to demonstrate sustained changes in professional behaviour, policy or community outcomes.

Primary SDGs:



Supporting SDGs:



Research & Engagement theme SDGs:



National Priorities and Industry Partnerships Funding (NPILF)

Through National Priorities and Industry Partnership Funding, Murdoch Business School strengthened practice-connected and responsible management education through industry co-design and authentic learning. The Accounting and Finance discipline convened experienced representatives from professional bodies, industry, social-service organisations and an Aboriginal corporation to inform the evolution of MBS539 Accounting for Managers.

The resulting learning design enabled postgraduate students to develop and present real-world case business plans to an investor-style panel of industry professionals. Students received direct feedback and responded to questions in a setting designed to mirror professional decision-making. This approach connected accounting and managerial knowledge with communication, feasibility assessment, stakeholder engagement and professional judgement.

Murdoch Business School and Malka Foundation Promoting Student Startups



A partnership between Murdoch University and the Malka Foundation is helping drive Entrepreneurship and Innovation in Western Australia.

Earlier this year, the Murdoch Business School received a grant from the Malka Foundation, which has accelerated Murdoch's mission to foster inclusion, curiosity, and positive social impact through entrepreneurship.

This grant has been used to kickstart several innovative programs and activities, including '5-week innovation sprints' embedded in assessments across several units within the Business School, which has engaged students from business, engineering, and IT.



Video Link: https://www.youtube.com/embed/9p_Zk0zZzOM?si=ztq7R8V7r_lUyrkF

Professor Peter Eastwood, Deputy Vice Chancellor Research and Innovation, first began discussions with the Malka Foundation in early 2024 about Murdoch's plans to widen their entrepreneurship programs across the university.

> **"I'm excited about this grant because it directly supports our vision to empower students to turn bold ideas into real-world impact,"** he said.

"The relationship with the Malka Foundation is built on shared values of, innovation, and creating opportunities for the next generation of changemakers."

Malka Foundation Chairman Derek Gerrard said there was "great potential to build WA as one of the world's leading centres of innovation".

> **"We see Murdoch as an important partner in contributing to our goal of building a more diverse and bigger economy in our state,"** he said.

"The Board of the Malka Foundation are very pleased to add Murdoch University to the cohort of other organisations we support which share our goals of giving students the opportunity to learn entrepreneurial skills and to develop an entrepreneurial mindset."

Business student Jasmine Hornby said it was "fantastic" to have the entrepreneurial sprint installed as part of the first-year unit.

With support from the Innovator's Mindset unit and Malka-funded resources, Jasmine is on her way to launching her own startup addressing real needs in the NDIS sector, exemplifying how the right support, mentorship, and industry connections can turn student ideas into meaningful ventures.

> **"For any Murdoch students coming and doing their first year, I think it would be incredibly valuable to have that level of excitement and real-world experience,"** she said.

Professor Antonia Girardi, Pro Vice Chancellor, College of Business and Dean of the Murdoch Business School, emphasised the significance of the partnership with the Malka Foundation, describing it as transformative for students, staff and the university.

"The collaboration with the Malka Foundation has truly elevated our ability to deliver on a shared vision," she said.

Key Achievements Enabled by Malka Funding:

- Appointment of the Director of Entrepreneurship, consolidating a range of campus-wide initiatives aimed at improving the student experience and offering just-in-time support.
- Launch of a centralised mentoring program for students and the business community, piloted with the Melville and Cockburn Chamber of Commerce members and other businesses.
- Introduction of a 5-week entrepreneurial sprint in the Innovator's Mindset unit, engaging students from business, engineering, and IT.
- Live-streamed podcasts at alumni business sites, connecting over 300 students, alumni, and business professionals.
- Enhanced visibility and coordination of entrepreneurship activities across digital platforms.

Jo Frith, Director Alumni and Philanthropy said the partnership would assist the growth of the entrepreneurship ecosystem in Western Australia and provide unique opportunities for our students.

> **"We are delighted to partner with the Malka Foundation to support the development of our entrepreneurship program at Murdoch University,"** she said.

Building for the Future

With continued Malka Foundation partnership, Murdoch University proposes to launch the Murdoch Entrepreneurs' Collective — a centralised network connecting staff, students, businesses, venture capitalists, and alumni.

This initiative will:

- Scale student-facing programs, including sprints, mentoring, and scholarships.
- Develop infrastructure and launchpad resources, including a digital hub and seed funding for startups.
- Enhance technology, IP, and legal support for student ventures.
- Broaden scholarships and targeted support for underrepresented groups.

Murdoch University Director of Entrepreneurship André deSouza said with Malka's ongoing support, the university will "formalise and scale its entrepreneurial ecosystem, ensuring every student innovator has the tools, mentorship, and connections to succeed".

> **"Together, we are building a thriving launchpad for startups and a brighter future for all,"** he said.

PRME Alignment

Our Malka Foundation partnership illustrates PRME alignment by connecting philanthropic support with university capability, business participation, alumni engagement and student-led innovation. It supports students to convert ideas into ventures with potential commercial, social and community value, while proposed expansion through the Murdoch Entrepreneurs' Collective aims to provide launchpad infrastructure, seed funding, venture support and targeted opportunities for under-represented groups.



Volunteering WA

Volunteering within Western Australia spans the 'spectrum of participation' with volunteers engaging in activities that have informal, formal, and hybrid features.

Informal volunteering is extensive and more engaged in than formal volunteering, yet it is not deeply understood, and it is an understudied area. Through the Volunteering WA's Research Grant program, Murdoch University is partnering with Chorus Australia in this research project to develop an understanding of the role informal volunteering plays in different communities and chart its character and contribution.

This pilot study is from August 2024 to March 2026 and will likely provide information for a broader externally funded research proposal.

Conducted by Murdoch Business School's Dr Moira Watson, Dr Anne Peachey, and Dr JoAnne Kestel with the support of Dr Megan Paull, in engagement with Chorus Australia's CEO, Dan Minchin, and staff, this pilot study explores three broad research questions:

1. *What is the nature and extent of informal and formal volunteering in local communities?*
2. *What is informal volunteering's potential relationship with more formal volunteering activities and volunteer involving organisations?*
3. *Which practices, platforms and people facilitate informal volunteering in local communities, and what are the practice and policy implications?*

Association to Advance Collegiate Schools of Business (AACSB) Accreditation Commences at the Murdoch Business School



Global Collaboration Strengthens AACSB Accreditation Efforts at Murdoch Business School

Murdoch Business School attends a 2-day AACSB seminar, a cornerstone event in our accreditation efforts, featuring insights from external consultants such as Mr Geoff Parry, Executive Vice President, Chief Membership Officer, and Managing Director, Asia Pacific.

Murdoch Business School recently hosted a vibrant exchange of ideas and expertise, reinforcing its commitment to excellence as part of the ongoing AACSB accreditation journey. The visit brought together international colleagues from our campuses in Singapore and Dubai, whose contributions enriched key discussions around assurance of learning and leadership.

We were delighted to welcome Dr. Preman Chandranathan from Singapore, alongside Dr. Leena Wanganoo and Rania Itani from Murdoch Dubai. Their time on campus was marked by dynamic collaboration, including participation in staff meetings, guided campus tours, and active engagement in the face-to-face Assurance of Learning Seminar.

A special thanks goes to Ingrid O'Brien, whose academic support ensured our guests were well-equipped to contribute meaningfully throughout their visit.

The seminar itself was a cornerstone event in our accreditation efforts, featuring insights from external consultants such as Mr Geoff Parry, Executive Vice President, Chief Membership Officer, and Managing Director, Asia Pacific.

With our international visitors actively involved, the sessions sparked valuable conversations around learning outcomes and leadership strategies, further strengthening our shared commitment to academic excellence.

As Murdoch Business School continues its AACSB accreditation journey, the value of global collaboration remains clear. The insights and engagement from our international colleagues not only enriched our recent seminar but also reinforced our shared commitment to continuous improvement and academic excellence. We look forward to building on this momentum and deepening our connections across campuses as we advance toward accreditation success.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Murdoch University support sustainability and responsible management education.

Murdoch University: Groundbreaking Indigenous Partnership Created with University of Otago



Murdoch University has proudly established the first-ever international Indigenous-led Memorandum of Understanding (MOU) in Australia, marking a significant milestone in both Australian and New Zealand higher education.

The partnership between Murdoch University and the University of Otago will pave the way for enhanced cultural exchange and educational opportunities for Indigenous students and staff.

> *"This is a unique partnership and opportunity for students to learn about another Indigenous culture, build their understanding of what it means to be Indigenous, and be empowered by other Indigenous people doing incredible things in their spaces*," said Pro Vice Chancellor First Nations Chanelle van den Berg.

> *"It's never been done before at a university level and I'm so proud to be part of creating this pathway for First Nations students."*

Chanelle travelled to Otago alongside Noongar cultural adviser Olman Walley and staff and students from Kulbardi Aboriginal Centre and the School of Indigenous Knowledges to formalise the agreement.

This was done via the exchange of culturally significant objects with PVC First Nations Chanelle van den Berg's counterpart at the University of Otago, Deputy Vice-Chancellor (Māori) Professor Jacinta Ruru.

Murdoch presented a coolamon, which is a wooden dish traditionally used by Aboriginal people to carry water and food, symbolic of the culturally nourishing and nurturing relationship ahead.

This is a departure from the Western norm of drafting an agreement on paper to be signed by respective heads of universities.

Following the cultural exchange, the MOU was signed in Noongar and Te Reo Māori, as well as in English. This also breaks new ground as the first time an MOU has been written in Indigenous languages, highlighting the importance of cultural preservation and recognition in higher education.

Professor Ruru said Murdoch shared many common values and ambitions.

> *"The University is renowned for its strong focus on social justice, diversity, and Indigenous rights. This is an ethos that aligns closely with the mission of our Tūrangawaewae Pōkai whenua programme,"* she said.

Both universities also share a strong commitment to improving outcomes for Indigenous students.

> *"Murdoch has a strategic goal to become the university of choice for First Nations students whilst we are on our own journey to becoming a Te Tiriti-led university,"* Professor Ruru said.

> *"I look forward to walking alongside Murdoch on this path towards our shared future."*

The initial focus of the partnership is on Indigenous student mobility, with the standard exchange program adapted specifically for Indigenous students. It is designed to be shorter, less cost-prohibitive and culturally focussed, supporting Indigenous students in accessing opportunities they might not otherwise have.

Kulbardi Aboriginal Centre Manager Ashah Tanoa said the partnership presented an incredible platform for students to learn from another culture and begin building their international network.

> *"As a First Nations person, the opportunity to engage with other Indigenous cultures and spaces can open your world significantly,"* Mrs Tanoa said.

> "*Sharing stories of survival, colonisation, intergenerational pain, and also celebrating strength in culture and self-determination, is a powerful and eye-opening experience*".

> *"We are all connected and, as a student, this would have been a life changing experience for me."*

Students from Kulbardi will participate in exchanges with the University of Otago and, in return, University of Otago students will come to Murdoch to engage in similar cultural and educational experiences as part of the Wandju Boodja unit.

When Kulbardi students visit the University of Otago, they will receive full support from the University's Te Huka Mātauraka - Māori Centre. This ensures that students are well-supported and can fully immerse themselves in the cultural exchange experience.

PRME Alignment

Murdoch University's Indigenous-led Memorandum of Understanding with the University of Otago demonstrates the PRME Values Principle in practice by *centring Indigenous rights, self-determination, cultural recognition, equity and reciprocal partnership*. The agreement was developed through Indigenous leadership and formalised through the exchange of culturally significant objects, including a coolamon presented by Murdoch as a symbol of a nurturing and culturally sustaining relationship.

> This partnership *creates* an *Indigenous-led* and *culturally responsive foundation for equitable international education*.

It offers a leading example of how universities can embed respect for Indigenous cultures and rights into governance, partnership design and student opportunity, while supporting more equitable and culturally responsive international education.

Primary SDGs:



Murdoch Business School '2025 Blue Eco-Economy Program'



Murdoch Business School's Blue Eco-Economy Program connects Australian and Indonesian universities, a conservation organisation and coastal communities around a shared purpose: improving livelihoods while protecting marine ecosystems.

Improving livelihoods above and below the surface

Protecting sharks and supporting fishing families need not be competing ambitions. In 2025, Murdoch Business School's Blue Eco-Economy Program strengthened a partnership connecting education, conservation and community livelihoods; demonstrating that a responsible blue economy must protect life below water while expanding opportunity above it.

Through *Improving Livelihoods Above and Below the Surface*, Murdoch Business School collaborates with Universitas Mataram, Project Hiu and coastal communities in Lombok, Indonesia, to explore viable alternatives to shark fishing. The partnership addresses interconnected priorities, including water access, waste management, education, environmental conservation and local economic opportunity.

Its strength lies in bringing different forms of expertise together. Murdoch students and academics contribute business analysis, feasibility studies and interdisciplinary problem-solving. Universitas Mataram connects learning with local knowledge and community engagement, while Project Hiu works directly with fishing crews to develop alternative livelihoods through tourism. Community needs and experience give the collaboration its direction: residents are partners in change, not simply settings for student learning.

> Project Hiu describes its approach as working *"with & not against the shark fishing community"* a principle that makes conservation a livelihood transition rather than a judgement on families whose incomes depend on fishing.



From collaboration to implementation

The program evolved from the Shark Trade Field Placement launched in 2021 and the subsequent Eco-Economy Project. Pandemic-era virtual and HyFlex participation developed into in-country learning and sustained community relationships. In 2024, collaboration with Universitas Mataram's Community Service Program formed *Global Sustainability Literacy: Connecting Classrooms and Communities*, recognised as a Top 14 finalist in the **Sustainability Education–Literacy category of the QS Reimagine Education Awards.**

In 2025, the partnership entered a new phase with an AUD88,000 New Colombo Plan grant for 2025–2026, led by Dr David Zhang and Professor Antonia Girardi. Embedded within BUS3451 Professional Business Project, the redesigned ten-week unit incorporated a four-week Indonesian immersion. Travel was advertised for 22 November–20 December 2025, subject to change, with eligible students offered AUD4,000 mobility grants.

The expanded design brought Asia literacy, Indonesian language learning and intercultural competence together with responsible business practice. It also sought to widen access through a shorter alternative to semester-long mobility for students facing financial, scheduling, elective or disability-related barriers. Engagement with marginalised coastal communities, food systems, household waste management and women's empowerment broadened the program's ambitions.

This development built on tangible cumulative achievements: approximately 70 students had participated since 2021, generating 25 practical proposals, of which 18 were implemented. These results demonstrate a partnership moving beyond classroom recommendations toward locally implemented initiatives.

The Eco-Economy Project Team also received a **Citation for Outstanding Contributions to Student Learning in the 2025 Australian Awards for University Teaching**, announced in February 2026. The recognised team comprised *Dr David Zhang, Professor Antonia Girardi, Dr Amy Huang, Dr Linda Yang and Ella Durand*.



Recognition and constructive challenge

External judges recognised the program's collaborative depth and practical relevance. Judge 9 praised its "*interinstitutional collaboration and multistakeholder engagement,*" highlighting an intercultural approach that drives impact. Judge 6 commended the implementation of 18 proposals and the contribution of intercultural competence and systemic thinking.

> Judge 2 described the work addressing shark-fishing dependency around Maringkik Island and Teluk Jukung as *"well-defined and well-conceptualised."* Judge 5 highlighted community initiatives involving local youth, coral conservation, ecotourism and an Integrated Circular Maritime Economy approach.

Together, these assessments recognised the value of learning grounded in community aspirations, real-world constraints and sustained relationships.

Importantly, the judges also challenged the program to strengthen its evidence.

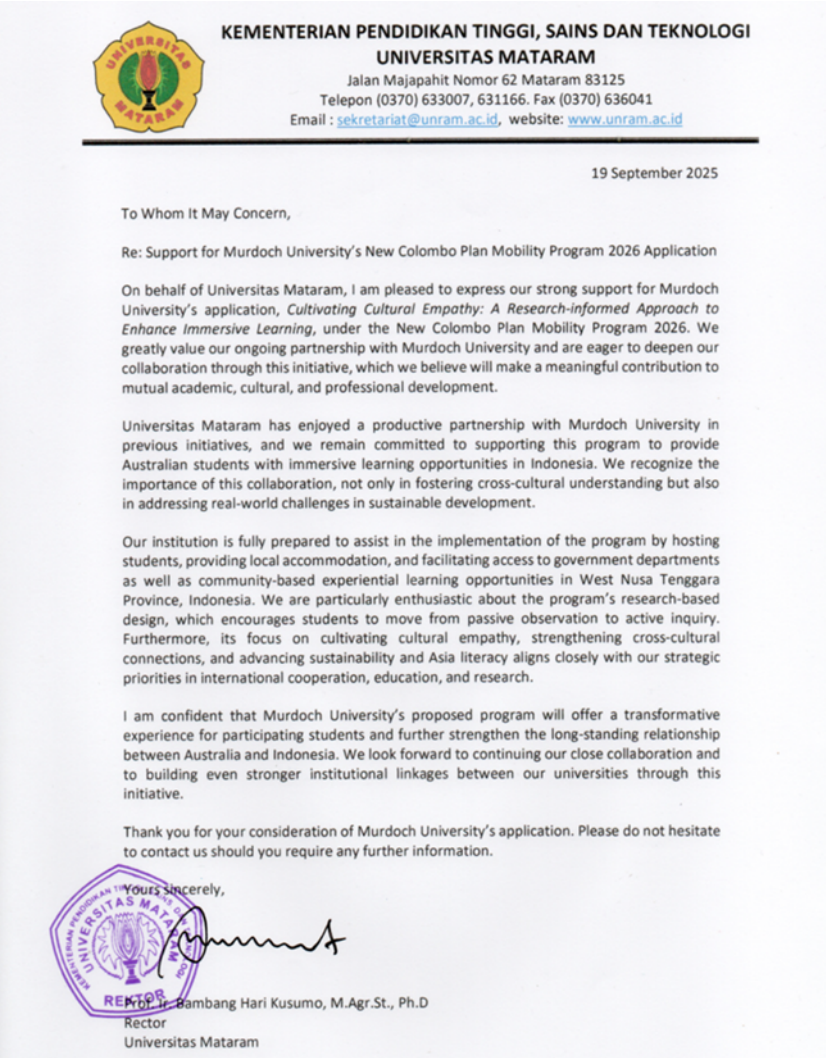
> Judges 3 and 8 requested clearer quantitative measures of sustainability-literacy gains, behaviour change and community outcomes. Judge 4 questioned claims of alignment across all SDGs, while Judge 11 recommended English translations of student reports and presentations.

These observations provide a constructive direction for future reporting: preserve the partnership's relational depth while improving outcome measurement, making evidence accessible across languages and linking each initiative to the SDGs it substantively addresses.

The wider conservation partnership illustrates what is at stake.

> Project Hiu reports *saving more than 2,700 sharks in 2025 by repurposing shark-fishing vessels*. This is the partner's own reported outcome; it demonstrates the livelihood-based conservation model with which students engage.

Letter of Support from Partner Universitas Mataram



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS MATARAM
Jalan Majapahit Nomor 62 Mataram 83125
Telepon (0370) 633007, 631166. Fax (0370) 636041
Email : sekretariat@unram.ac.id, website: www.unram.ac.id

19 September 2025

To Whom It May Concern,

Re: Support for Murdoch University's New Colombo Plan Mobility Program 2026 Application

On behalf of Universitas Mataram, I am pleased to express our strong support for Murdoch University's application, *Cultivating Cultural Empathy: A Research-informed Approach to Enhance Immersive Learning*, under the New Colombo Plan Mobility Program 2026. We greatly value our ongoing partnership with Murdoch University and are eager to deepen our collaboration through this initiative, which we believe will make a meaningful contribution to mutual academic, cultural, and professional development.

Universitas Mataram has enjoyed a productive partnership with Murdoch University in previous initiatives, and we remain committed to supporting this program to provide Australian students with immersive learning opportunities in Indonesia. We recognize the importance of this collaboration, not only in fostering cross-cultural understanding but also in addressing real-world challenges in sustainable development.

Our institution is fully prepared to assist in the implementation of the program by hosting students, providing local accommodation, and facilitating access to government departments as well as community-based experiential learning opportunities in West Nusa Tenggara Province, Indonesia. We are particularly enthusiastic about the program's research-based design, which encourages students to move from passive observation to active inquiry. Furthermore, its focus on cultivating cultural empathy, strengthening cross-cultural connections, and advancing sustainability and Asia literacy aligns closely with our strategic priorities in international cooperation, education, and research.

I am confident that Murdoch University's proposed program will offer a transformative experience for participating students and further strengthen the long-standing relationship between Australia and Indonesia. We look forward to continuing our close collaboration and to building even stronger institutional linkages between our universities through this initiative.

Thank you for your consideration of Murdoch University's application. Please do not hesitate to contact us should you require any further information.

Yours sincerely,

Prof. Ir. Bambang Hari Kusumo, M.Agr.St., Ph.D
Rector
Universitas Mataram

PRME Alignment

The program aligns to PRME by connecting *academia, civil society, enterprise, government-supported mobility and community knowledge* to advance responsible management education and practice.

However, the program's enduring value lies in its reciprocity: students develop the capability to work across cultures and disciplines, while partners gain business-planning expertise, fresh ideas and sustained university engagement. By connecting community wellbeing with marine stewardship, the Blue Eco-Economy Program shows how partnership can make sustainable alternatives more achievable and responsible management more meaningful.

Primary SDGs:



Supporting SDGs:



Continue telling your story

UN 2025 ‘Student Doing Good (SDG)’ Challenge

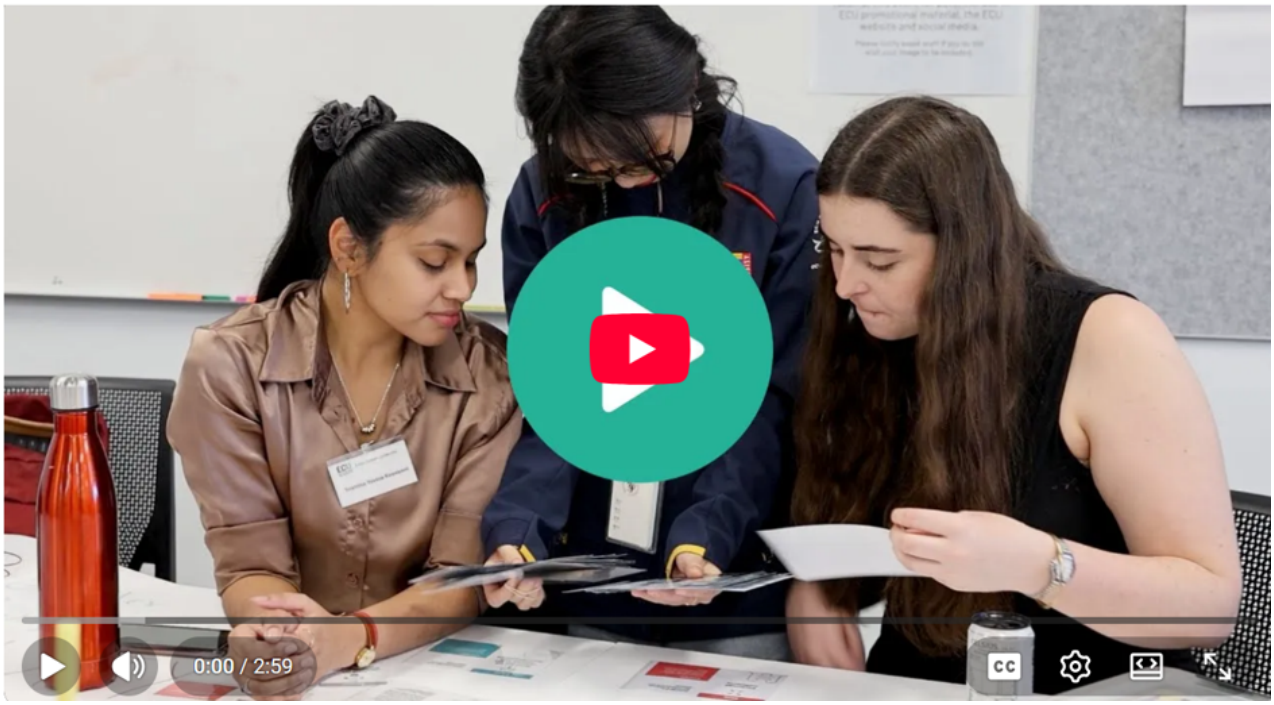


UN 2025 ‘Student Doing Good (SDG)’ Challenge

In 2025, Murdoch University students once again participated in the annual ‘WA Student Doing Good (SDG) Challenge’ which this year was hosted by Edith Cowan University (ECU) in collaboration with Murdoch University, University of Western Australia (UWA), and Curtin University, with National Australia Bank (NAB) serving as the industry partner for the year’s live challenge brief.

The initiative sits within a longer cross-university PRME collaboration founded in 2019 and operated through a rotating convenor model, under which each university takes responsibility for leading the Challenge while all four institutions co-design, recruit, mentor and support delivery. This model demonstrates partnership as an embedded mode of responsible management education rather than a one-off event or sponsorship arrangement.

Founded by Murdoch University in 2019, the Challenge is a cross-university PRME initiative, that is delivered through a rotating convenor model, with all four universities co-designing the experience, recruiting students, contributing mentors and judges, and supporting delivery. This structure demonstrates the PRME Partner Principle by embedding collaboration across higher education, industry and civil society into the design of responsible management education itself.



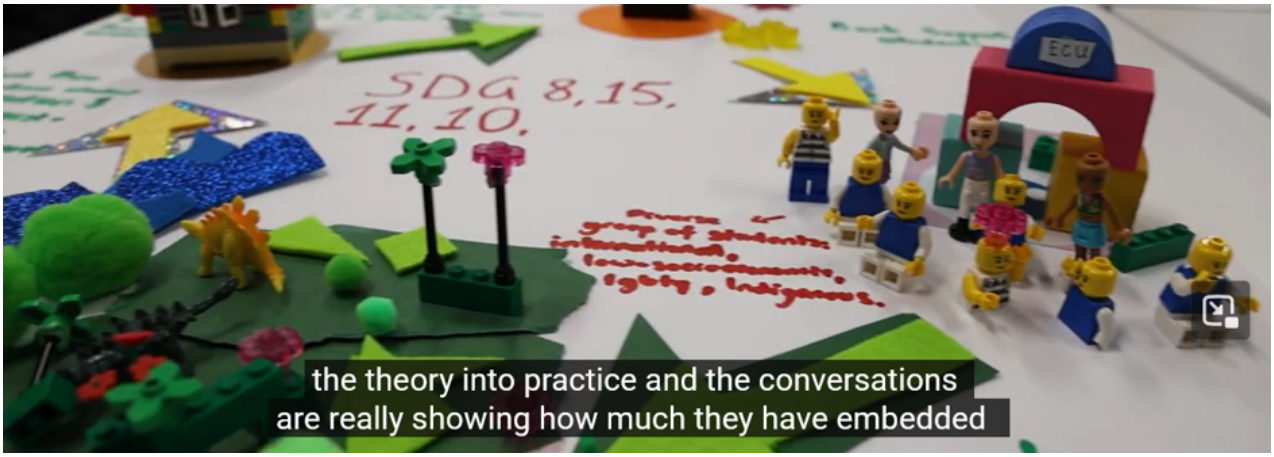
Source: https://youtu.be/k5TP2DJe2RE?si=P-nwVr986ecRhhlQ

> For the 2025 Challenge, NAB acted as the industry partner and set the live "wicked problem," asking students to **"develop a sustainability-driven strategy for the financial industry that enables the prosperity of ALL Australian people and planet to thrive."**

Student work was guided by six SDGs i.e., SDG 7, 8, 9, 11, 13 and 15; aligning the Challenge with pressing issues in sustainable finance, innovation, inclusive prosperity, climate action and nature-positive development. NAB and each of the four universities contributed senior professionals and academic leaders as mentors and judges, ensuring that the Challenge combined academic depth with industry relevance and practical credibility.



The 2025 event brought together over 52 students who completed the Challenge in teams of 8 – 10 students. Through workshops, mentoring, collaborative ideation and final pitching, students developed sustainability-driven strategies for the financial sector that integrated systems thinking, design thinking, ESG perspectives and SDG literacy.



The winning team's digital sustainability platform, **"Track, Earn, Thrive,"** was recognised at the United Nations Association of Australia WA Division gala event on UN Day 2025, extending the partnership into the wider community and reinforcing the public value of student innovation.



PRME Alignment

This initiative is highly relevant to PRME, as it shows how universities can work collectively with business and civic partners to create authentic, challenge-based learning experiences focused on responsible management and sustainable development. Its impact includes strengthened cross-institutional collaboration, deeper student capability in sustainability and responsible leadership, stronger university-industry engagement, and the generation of applied ideas that can inform external partner thinking.

Primary SDGs:



Supporting SDGs:



Murdoch Singapore Welcomes Westpac Scholars for Disruptive Leaders Program



Kaplan Singapore

Murdoch University, Kaplan Singapore campus was privileged to host 26 outstanding undergraduate scholars from across Australia for an intensive four-day leadership program, the Disruptive Leaders Program.

Sponsored by the $100 million Westpac Scholars Trust, the program offers unique cultural and industry experiences tailored for students enrolled in STEM degrees.

Designed in partnership with Common Purpose, the initiative aims to cultivate the next generation of global leaders by exposing them to complex leadership challenges in a rapidly evolving world.

> Murdoch University Pro Vice Chancellor of Transnational Education and Dean of Murdoch Singapore, Professor Peter Waring remarked, *"We are delighted to work with Westpac Scholars Trust and Common Purpose UK to deliver fantastic learning experiences for these future leaders."*

The program opened with a keynote address by Australia's Deputy High Commissioner to Singapore, the Honorable Ms Emily Follett. She shared candid reflections from her distinguished diplomatic career—spanning trade negotiations, international law, and mission management.

Her address offered an inspiring reminder that diplomacy is not just about policies, but about people, partnerships, and purpose. Ms Follett also spoke on the deep and pragmatic relationship between Australia and Singapore, which has flourished over the past 60 years.

This enduring partnership continues to evolve, encompassing critical areas such as technology, sustainability, and leadership - reflecting the dynamic and forward-thinking nature of both nations. Together, Australia and Singapore contribute meaningfully to global conversations on innovation, environmental stewardship, and effective governance.

To foster a deeper cultural exchange, Murdoch Singapore students were paired with the visiting scholars, enabling authentic insights into life in the city-state.

> **"It was terrific to see these bright young scholars engage with the sustainability and technology challenges faced by Singapore, and be inspired by the city's imaginative responses," Professor Waring said.**

The Disruptive Leaders Program is a celebration of collaboration, cultural exchange, and leadership development – hallmarks of Murdoch Singapore's commitment to impactful global education.

Accreditation Milestone for Murdoch Dubai is a Win for Students



Murdoch University Dubai is celebrating a major endorsement of its reputation for quality, achieving program accreditation with the Dubai Government's education regulator.

Pro Vice Chancellor Transnational Education Professor Peter Waring said the Commission for Academic Accreditation's decision was an endorsement of Murdoch's quality and reputation, as well as the dedication of Dubai's academic staff.

"This is a proud moment for Murdoch University Dubai and our students in the UAE," Professor Waring said.

> **"It's further testament that our programs meet the highest standards of academic quality, while reflecting on the local context and aspirations of our students.**

"It also means our degrees and diplomas are recognised throughout the UAE and enables students throughout the UAE to consider choosing Murdoch University for their education."

Murdoch's Dubai campus was established in 2008, with the campus moving to the Dubai Knowledge Park in 2020. Currently occupying 2,500sq m over two levels, the campus will expand to almost 4,000sq m in 2026 to accommodate new teaching, learning and research facilities.

Professor Waring said the demand for Murdoch Dubai's quality educational offerings was growing. The campus features world-class facilities, including dedicated cybersecurity and gaming labs with custom-built IT systems, purpose-built education-focused furniture, and range of "touchdown" breakout spaces to promote a collaborative teaching, learning and social environment.

To achieve accreditation by the Commission for Academic Accreditation (CAA), the University was required to meet rigorous quality standards.

Professor Waring said the achievement reflected Murdoch's deep commitment to delivering globally recognised, high-quality education that met the highest international and national standards.

"We look forward to strengthening our contribution to the UAE's economy and supporting the development of skilled, future-ready graduates," he said.

Earlier this year, the Dubai campus received its federal licence from the Ministry of Higher Education and Scientific Research.



Practice

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

How We Define Practice

Murdoch Business School defines 'Practice' as actively embedding responsible, ethical, and accountable management principles in its governance and daily operations. This includes transparent decision-making, inclusive EDI and First Nations engagement, and sustainability-focused processes, applying these sub-strategies to foster stewardship, integrity, and positive impact on the university and broader community.

Institutional Policies and Practices

- AASHE STARS report
- Accreditation body recommendation documents
- Buildings/real estate
- Campus operations guides
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Environmental stewardship policies
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Water
- Zero-waste guides
- Students Organising for Sustainability (SOS) UK
- Nature Positive Universities
- Race to Zero Universities & Colleges
- The Climate Action Barometer for International Education
- CANiE Accord
- Australasian Campuses Towards Sustainability (ACTS)
- AI use guide
- Local staff/student/faculty transportation
- Equity reporting (DEI, EDI, etc.)

Policy Documents Related to RME and/or Sustainability

Murdoch University Decarbonisation Roadmap 2025 - 2030	View document Download document
Murdoch University Education Sub-Strategy 2025 - 2030-compressed	View document Download document
Navigating Climate Change_Scenarios for Australia's Tertiary Education Sector 2025-compressed	View document Download document
murdoch-university-innovate-reconciliation-action-plan-2025-2027	View document Download document
Murdoch University Student Wellbeing Strategic Plan 2025 - 2030	View document Download document

Practice Awards

In 2025, Murdoch University received 2 awards for responsible and/or sustainable practices.

2025 Staff Awards 'Community Industry Impact & Engagement'

Granter: Murdoch University

Grantee: Dr Grey Coupland

Award Description:

Dr Grey Coupland's Miyawaki Forest Outreach Program exemplifies a transformative approach to community and industry engagement through urban greening. Drawing on the Miyawaki Method, an ecological technique that rapidly establishes native, biodiverse forests. Dr Coupland's program empowers communities, schools, and businesses to co-create green spaces that thrive for generations. The program integrates citizen science with environmental education, reconnecting children with conservation action. It fosters scientific curiosity, skill development, and mental

wellbeing, especially supporting girls' engagement in STEM through visible female leadership. Recognised as a UNESCO Green Citizens project and featured in major media, it bridges research, education, and community engagement with measurable environmental outcomes.

Murdoch University Earns Second Cygnet Award for Supporting Parents and Carers

Granter: Cygnet Award

Grantee: Murdoch University

Award Description:

"A game changer for me as a full-time working mum": Murdoch University has been recognised with its second SAGE Cygnet Award from Science in Australia Gender Equity (SAGE), for its significant progress in creating an inclusive workplace for parents and carers.

The award acknowledges Murdoch's commitment to embedding equity, diversity, and inclusion through the implementation of a new Flexible Working Arrangements Policy and Procedure, supported by practical toolkits and systems for staff and leaders

About the SAGE Cygnet Award
SAGE Cygnet Awards celebrate organisations that have demonstrated progress in making their workplaces more equitable by removing or reducing a barrier to inclusion. They must be able to show that these changes have had a real impact on staff and/or students. This award marks a milestone on Murdoch University's progress through the SAGE accreditation pathway. It builds on the work they did to earn a Bronze Athena Swan Award in 2020, and sits alongside their previous Cygnet Award for LGBTIQAI+ inclusion.

About SAGE
Science in Australia Gender Equity (SAGE) is Australasia's leading advocate and accrediting body for equity, diversity, and inclusion in the education and research sector. It is the guide our region's brightest minds turn to when they want a vibrant workplace where everyone can thrive. Using an evidence-based and impact-focused framework, SAGE helps institutions build systemic, structural, and cultural change. Their world-respected Athena Swan accreditation program drives and measures institutions' progress against international benchmarks.

Practice Voices

The following statements from stakeholders at Murdoch University demonstrate our commitment to sustainable and responsible practices.

Murdoch University, 2025 in Review 'How We Championed Sustainability'

Murdoch University, 2025 in Review: How we Championed Sustainability

Pro Vice Chancellor Sustainability, Martin Brueckner reflects on our journey to a sustainable future across 2025 and how we will continue to make progress in 2026.

In 2025, the Office of the PVC Sustainability made significant progress towards delivering on Murdoch University's sustainability commitments and ambitions.

A cornerstone achievement was the launch of the Decarbonisation Roadmap 2025–2030, setting a clear pathway to achieve net zero operational (Scopes 1 & 2) emissions by 2030. This roadmap outlines a staged approach to decarbonisation. The first stage includes actions such as campus-wide energy efficiency upgrades, rooftop solar installations, and fleet electrification.

Murdoch also strengthened its global climate leadership by signing the CANIE Accord, embedding climate justice and sustainability into international education strategies. This milestone aligns with the University's *Moorditj Boodja* Sustainability Sub-Strategy and reinforces our commitment to a just and sustainable future.

On campus, biodiversity restoration was a priority.

Through winter bushland restoration, we planted 2,500 native seedlings and 280 advanced plants, enhancing ecological connectivity and creating nature-positive spaces.

Additionally, Murdoch led Australia's first Responsible Futures student-led audit, engaging students in assessing institutional progress on Education for Sustainable Development and providing authentic learning opportunities for our students. Meanwhile, curriculum mapping commenced with 20% of the curriculum already mapped against the United Nations Sustainable Development Goals and made visible in the online Student Handbook.

Beyond these achievements, the Sustainability Office has been developing two critical roadmaps: the Transport and Commuting Roadmap, delivering on our Ngala Kwop Biddi commitment to "*move toward net zero transport and commuting emissions by 2030*", and the Zero Waste to Landfill Roadmap, outlining a path to achieving our KPI of "zero waste to landfill by 2030".

Both roadmaps are expected to be shared in early 2026. A heartfelt thank-you to all stakeholders who contributed to the consultation process; we look forward to this support continuing as we start to progress these actions into the new year.

Looking ahead to 2026, our inaugural University Farm Strategy is also underway, with ongoing consultation to continue into 2026. With the unprecedented $100 million gift to transform veterinary sciences, the focus on sustainability and resilience on our farms is timely. With this significant investment in the future of our university and the Campus Development Plan underway, the University is taking important steps to ensure we are a climate resilient organisation and prepared for the impacts of climate change now and into the future.

Supporting a living laboratory approach, we will be partnering with leading academics and researchers to undertake our first climate-related risk and opportunity assessment and climate scenario analysis.

Together, these initiatives demonstrate our unwavering commitment to sustainability and climate action, embedding these principles across operations, teaching, research, and community engagement.



Pro Vice Chancellor Sustainability, Martin Brueckner

Murdoch University's 2025 Ambitious Decarbonisation Roadmap Unveiled

Our Ambitious Decarbonisation Roadmap Unveiled

Murdoch University has unveiled its Decarbonisation Roadmap 2025-2030, which aims to significantly reduce the University's carbon footprint and advance our sustainability goals.

Aligned with the Paris Agreement, this comprehensive roadmap outlines a clear and actionable pathway to achieving Net Zero operational emissions (Scope 1 and 2) by 2030 and carbon positivity by 2035 while seeking to address the full lifecycle of the University's operations.

Key initiatives include significant improvements to the campus-wide energy management system, the installation of solar panels and electrification of our vehicle fleet.

In addition to these core decarbonisation projects, the roadmap includes alternative pathways and research and development opportunities to further reduce emissions.

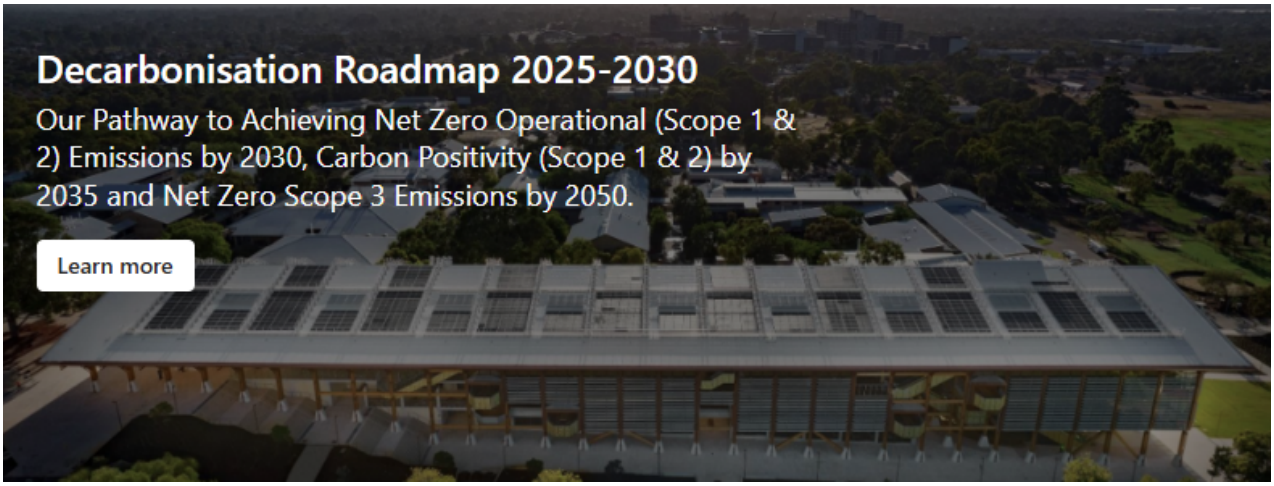
The Campus Development team will lead the delivery of the key infrastructure upgrades required to meet our net zero target.

"We're pleased to be able to use our expertise to enable essential aspects of the Decarbonisation Roadmap," Director of
Campus Development, Dr. Rocio Bona said.

> *"Working together with the Sustainability portfolio we'll look to integrate this roadmap with the broader Campus Development Plan to ensure strategic alignment and maximum benefit for the University."*

Vice Chancellor Professor Andrew Deeks said the Decarbonisation Roadmap is a confident and necessary step towards a sustainable future.

> *"It reflects our commitment to environmental stewardship and our responsibility to lead by example in the fight against climate change,"* Professor Deeks said.*"We are excited about the journey we're on and look forward to the positive impact it will have on our University and the wider community."*



A Collaborative Focus

While our South St. campus is the primary focus – given it contributes approximately 87% of our total Scope 1 and 2 emissions – the roadmap emphasises the importance of collaboration across the University to leverage our strengths and foster a culture of continuous improvement.

> *"Our commitment to sustainability is demonstrated through the ambitious targets we've set and our roadmap to achieve them,"* Pro Vice Chancellor Sustainability Dr Martin Brueckner said. *"By 2030, we intend to reduce Scope 1 and 2 greenhouse gas emissions by at least 90% through innovative technologies, energy efficiency measures, and organisation-wide environmental stewardship. We will address any residual emissions through carbon removal solutions and green power purchase agreements."*

The University is also committed to addressing the broader impact of supply chain and indirect emissions (Scope 3) and are working towards achieving Net Zero Scope 3 emissions by 2050.

Far-Reaching Benefits

By implementing the Decarbonisation Roadmap, Murdoch is not only addressing its own carbon footprint but is contributing to the broader body of knowledge and setting an example for other institutions.

The benefits to the University will also go beyond significant reductions in greenhouse gas emissions, with the roadmap expected to deliver economic savings through energy-efficient technologies and renewable energy sources, educational opportunities for research and development in sustainability, and foster a culture of environmental responsibility.
As the roadmap progresses, Murdoch University will remain adaptable and responsive to emerging technologies and changing circumstances.

"Our staged and multi-faceted approach ensures that we can navigate potential challenges, harness new opportunities, and continue to make meaningful progress towards our decarbonisation goals," Pro Vice Chancellor Sustainability Dr Martin Brueckner said.

> *"Together, we can create a sustainable and resilient future for our campuses and beyond."*

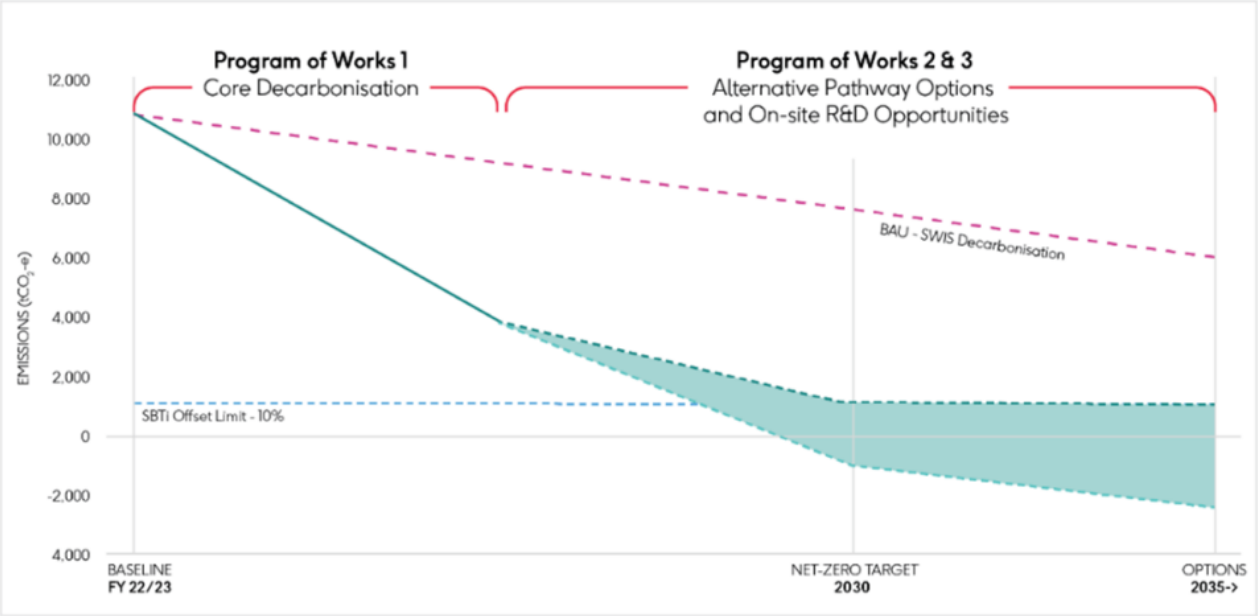


Figure 3: Decarbonisation Roadmap and Potential Pathways Science Based Target Initiative (SBTi) allows a maximum of 10% for emission offsets.

How You Can Help Reduce Scope 1 and Scope 2 Emissions

Emissions are categorised as:

1. **Scope 1:** *Direct emissions from owned sources, such as fuel used in fleet vehicles.*
2. *Scope 2: Indirect emissions from purchased electricity.*
3. *Scope 3: Indirect emissions from purchased goods and services, travel and commuting. These will be addressed in our Circularity and Transport roadmaps due for release in 2026.*

Through the Decarbonisation Roadmap, the University is taking action to achieve net zero (Scope 1 and 2) emissions by 2030 and you can help with individual actions by:

1. *Switching lights and air conditioning off when you leave rooms and at the end of the day.*
2. *Turning off devices that use standby power – aka vampire electricity – can reduce our carbon emissions by hundreds of kilograms per year. This includes devices plugged into an outlet. Please do not turn off multi-function devices (e.g., printers) as it will cause a malfunction.*
3. *Dressing for the weather to avoid the requirement for excessive heating and cooling.*

And if you haven't already, join the Sustainability community and take part in discussions.



L-R: Adam Hirsk, Project Lead Asset Performance and Reporting, Dr Rocio Bona, Director Campus Development, Siobhan McCarthy, Sustainability Lead Strategy and Performance, Associate Professor Martin Brueckner Pro Vice Chancellor Sustainability.

Murdoch Strengthens Global Climate Leadership in International Education

Murdoch Strengthens Global Climate Leadership in International Education

Murdoch University has proudly joined a growing global coalition of institutions committed to climate action in international education by signing the Climate Action Network for International Educators (CANIE) Accord.

The CANIE Accord is a sector-wide commitment to align international education with the goals of climate justice, emissions reduction, and sustainability. By signing the Accord, Murdoch University has affirmed its commitment to embedding climate action into the heart of our international education strategy, operations, and partnerships.

Pro Vice Chancellor International, Kelly Smith played a pivotal role in championing the signing of the Accord as a tangible action supporting the University's key strategic pillars: Sustainability, Equity, Diversity and Inclusion, and First Nations.

"Signing the CANIE Accord is a powerful affirmation of our values and our strategic direction," said Mr Smith.

> *"It reflects our commitment to climate justice, social equity, and the transformative role of education in shaping a sustainable future."*

This milestone aligns directly with Murdoch's Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2024–2030, which outlines the University's vision for a just and regenerative future grounded in First Nations knowledge, systems thinking, and action led by the University community.

The Accord also complements our *Decarbonisation Roadmap 2025–2030*, which sets out a clear and actionable pathway to reduce Scope 1 and 2 emissions by at least 90% by 2030 through energy efficiency, renewable energy, and innovation; with a goal to reach net zero inclusive of Scope 3 emissions by 2050.

Murdoch University has committed to several climate actions including:

- **Principle 1 - Take Immediate Action**
  Embedding climate action into institutional policies, strategies, and decision-making.

- **Principle 2 - Collaborate, Innovate, and Educate**
  Building climate literacy among students and staff, and fostering global partnerships for sustainable development.

- **Principle 3 - Develop Climate Solutions that Advance Social Justice**
  Our commitment to justice, equity, and human rights compels us to develop climate solutions that aim to advance individual and collective well-being and reduce inequalities and deprivations.

By signing this Accord, Murdoch joins a distinguished list of global institutions, demonstrating leadership in transforming international education into a force for climate resilience and justice.

"The actions we have committed to reflect the journey we are on to ensure our actions meet our aspirations. Becoming a signatory to the CANIE Accord is an important step towards embedding sustainable approaches across the university," said Pro Vice Chancellor Sustainability, Associate Professor Martin Brueckner.

"All University stakeholders are a part of the solution and we acknowledge the strong leadership of the DVC Global Engagement, Simon McKirdy and PVC International Kelly Smith in taking this step," added Dr Brueckner.

For more information about the CANIE Accord and Murdoch University's sustainability initiatives, visit the CANIE Accord website.



L-R: Martin Brueckner, Pro Vice Chancellor Sustainability, Siobhan McCarthy Sustainability Lead Strategy and Performance, and Kelly Smith, Pro Vice Chancellor International who worked together to support the signing of the CANIE Accord.

Murdoch University: Driving Towards a Greener Future

Our sustainable transport journey has reached a new milestone with the first fully electric vehicle (EV) joining our fleet – a Renault Kangoo for use around campus by the Mailroom.

Allan Berry, Mail and Logistics Service Officer championed the idea.

> *"The lease on our delivery van was coming up for renewal, so I knew we would need to begin making arrangements to extend the lease or replace the vehicle,"* Allan Berry explained. *"After taking a courtesy EV for a test drive, I was sold on the idea as a way to achieve our sustainability goals."*

Supported by his manager Mark Aurisch, Manager of Campus Operations and Services, the team began to consider options with the selection of the EV supporting our Sustainability Sub-strategy, which aims to '*move toward net zero transport and commuting emissions by 2030*'.

> *"The mail-room's decision to lease an EV over a petrol vehicle is testament to their commitment towards a greener future,"* Deanne Ladle, Sustainability Specialist – Circularity and Transport said. *"In 2023/24, our fleet operations generated 281 tonnes of carbon emissions highlighting the need to review our campus fleet and convert vehicles to hybrid or electric wherever possible. So, it's exciting to see the first EV arrive on campus."*

The Campus Operations and Services team is aiming to lead the way in sustainable practices.

> *"We are committed to being a leader of change by converting our fleet of vehicles to EV by the end of 2028 to support the Sustainability Sub-strategy,"* Mark Aurisch Manager Campus Operations and Services said. *"In addition, we have begun on campus trials with our cleaning and grounds contractors – Millennium and Programmed – using battery operated equipment and fleet."*



Allan Berry pictured with the mail-room's new electric vehicle, which symbolises a collective responsibility towards a cleaner, greener future.

During test drives, the EV proved popular with the team offering a smooth driving experience and fulfilling all operational requirements.

Quotes received during the renewal process showed that while the EV incurred a slightly higher monthly lease fee it would deliver an ongoing reduction in operating costs, including fuel. The Mail-room are also using the nearby charging station overnight, which means no infrastructure costs were needed to install a dedicated charge station.

The new EV will be primarily used around our South Street campus, where it is expected to average 200-250km of travel per week. Besides reducing carbon emissions, the vehicle will also contribute to improved air quality and decreased noise pollution.

Where will we go next on our sustainability journey?

The PVC Sustainability Office is currently crafting a roadmap with measurable actions to achieve our net zero transport emissions target – encompassing travel, fleet management, and staff and student commuting – and recently released the Decarbonisation Roadmap, which includes plans for installing renewables to further reduce costs and emissions associated with EV charging.

To support a growing number of EV and plug-in hybrid vehicles on campus, the Campus Development team are working on installing EV chargers for staff, students and visitors as part of upcoming carpark upgrades.

Stay tuned for more updates on these initiatives, which will have a positive impact on our University and the wider community.

We Must Keep Pushing our Governments for Nature Positive Legislation



On World Environment Day (5 June), Pro Vice Chancellor Sustainability Martin Brueckner stressed that we need to keep pushing for Nature Positive legislation.

With the 2025 West Australian State and Federal Elections behind us, it's important our focus steadfastly remains on taking action for the protection of the natural world that keeps changing around us.

The theme for this year's World Environment Day is 'Beat Plastic Pollution', which comes exactly two months before countries meet again in Geneva to negotiate a global treaty to end plastic pollution.

Plastics have infiltrated every corner of the world, and as stressed in a recent review from Murdoch University, agricultural soils now hold around 23 times more microplastics than oceans.

This spotlight on global action is a reminder that here in Australia we must also keep a foot on the pedal to ensure a just, equitable and sustainable future in the face of shifting political priorities.

Australia's so-called climate change election of 2022 is now a distant memory. In the years since, terms such as permacrisis and polycrisis – referring chiefly to escalating environmental change – have become household names.
However, the political landscape has shifted markedly as geopolitical and cost of living concerns now dominate the political agenda.

While security and affordability undoubtedly deserve political attention, the relegation of critical environmental priorities to the political backburner not only has significant implications for Australia's sustainability efforts and its ability to meet international climate commitments, but it also risks short-changing the Australian public.

This is because – whatever the political distraction – the ecological clock keeps ticking.

One of the most alarming consequences of this political shift is the lack of progress on much-needed Nature Positive legislation amidst the backdrop of catastrophic biodiversity loss across the country; the highest level of species loss within the OECD.

With Australia's unique ecosystems and wildlife under severe threat, the lack of prioritisation of environmental policies exacerbates this crisis.



Martin Brueckner, Pro Vice Chancellor Sustainability

Climate change receives a similar lack of political attention. Australia is currently not on track to meet its 43 per cent emissions reduction target by 2030 due to a slower than expected renewable energy rollout. This problem is compounded by a weak safeguard mechanism that allows the use of highly questionable carbon offsets by polluting industries, as well as the government's long-term commitment to gas and continued approval of controversial fossil fuel projects.

In this context, both ongoing advocacy and taking action independent of policy settings become ever more vital to halt and reverse ongoing global heating and environmental decline.

While a concerted effort on these fronts is needed across all sectors, higher education institutions have a critical role to play.

Not only does the tertiary sector need to advocate for ecologically rational, socially just and economically sound policies, but it also needs to equip future graduates with a sustainability literacy that enables them to effectively deal with the socio-ecological complexities of this era.

Biodiversity and climate realities do not change because of political vagaries or the emergence of new priorities. Irrespective of changes in the country's political direction, these are material concerns that higher education institutions need to be ardent advocates of.

Sustainability is one of three strategic pillars at Murdoch University, alongside Equity, Diversity and Inclusion, and First Nations. We are committed to sustainability and to leading by example in all areas of activity across the organisation as outlined in our Sustainability Sub-Strategy 2024-2030 Moorditj Boodja – Strong Country.

Operationally, our initiatives focus on reducing our carbon footprint, minimising our waste and promoting biodiversity as well as conserving water resources and enhancing climate change resilience. Academically, we seek to integrate sustainability into our curriculum and the research we undertake with a view to shaping a more sustainable future.

By equipping students with the requisite knowledge and skills to address environmental challenges and by fostering societally relevant research we endeavour to drive positive change.

At Murdoch University, we remain dedicated to these goals and will continue to work towards a world where people and planet can thrive. It's imperative that our Governments do too.

Continue telling your story

moorditj-boodja---strong-country-sustainability-sub-strategy	View document	Download document
First Nations Sub-Strategy 2024 - 2030-V2	View document	Download document
EDI Sub-Strategy 2023 - 2030	View document	Download document

Murdoch University 2025 Sustainability Engagement Update – Join Our Journey

Sustainability Engagement Update – Join Our Journey

As we step into 2025, we are excited to provide an update about our sustainability journey and share some recent developments.

With the launch of the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030, the Sustainability Team has laid out a bold vision for a sustainable university. Coupled with the Sustainability Implementation Plan 2024-2027, it maps a clear path for the whole University to achieve this shared vision.

Driving Change Together

Strong leadership is crucial for making impactful changes and, over the past two years, our University has shown exceptional governance in sustainability. But true progress requires the active involvement and engagement of everyone. Engagement isn't just a goal, it's an ongoing process that brings fresh ideas and values into our everyday lives.

So, what does that mean for you? This is an invitation to learn and be part of a transformative movement, where ideas and actions will help create a greener, more sustainable future.

Progress Overview

Our progress on engagement highlights the strides we've made. We have expanded our training programs and introduced new initiatives, and now we're in the process of rolling them out.

Stage	Stakeholders	Actions to date
Inform	Senior Leadership	• Released 2023-2030 Ngala Kwop Biddi. • Created PVCS role and formed Sustainability Committee. • Added four new staff to PVCS Office.
Consult	Open process facilitated by PVC Sustainability Office for University-wide participation.	• Conducted sustainability survey. • Engaged stakeholders, leading to Sub-Strategy and Implementation Plan.
Collaborative Partnerships	Multi-way partnerships with: • Operational/ administrative staff. • Academic staff in Schools and Colleges, and student representatives from the Guild.	• Formed partnerships with staff and students. • Established working groups: Sustainability Community of Practice, Nature Positive Roundtable, and Sustainability & Campus Development.
Empower	Staff and students lead initiatives, with support from PVC Sustainability.	• Established the Sustainability Collective. • Offered awareness and training opportunities. • Elected Guild sustainability representative. • Integrated sustainability into orientation processes.
Embedding Sustainability	Integrated into daily operations and decision-making.	

How Staff Can Connect and Take Part

Engage with our passionate Sustainability Team, learn new skills, and seize the exciting opportunities available. Their door is always open, and your involvement is crucial. Explore the events below and sign up to be part of the change.

Clean-Up Australia

- Murdoch University is teaming up with Karak Cooby Bushcarers to clean up a unique patch of local bush that holds significant importance to our community. Join us on Sunday, 2 March from 9-11am. Register online to be part of this event.

Great Cocky Count

- Our South Street campus is a vital habitat for the threatened black cockatoo species. Help us maintain and improve these natural areas by joining a group of citizen-scientists in the biggest single survey for black-cockatoos in Western Australia.

Environmental Days

- Connect with our natural areas through planting and weeding events. We are now seeking early expressions of interest for whole teams to participate. If your team is eager, register online.

- ◦ Planting days: 6 June, 13 June and 20 June, 9:30am – 12 noon
  ◦ Weeding days: 8 August and 22 August, 9:30am – 12 noon

Know Your Campus Tour

- Explore our campus. Current tours include the Sustainability Initiatives Tour, and the Spring Wildflower Walk. Each tour offers a unique opportunity to explore and learn about our campus's sustainability efforts. Check out the event listings for full details and register online.

Sustainability @ The Guild Markets

- Every second Thursday of the month, staff and students can visit the Sustainability stall for a chat with the team. If you ride to work, this is also the day to get a free, professional bicycle safety check from the friendly staff at the People on Bicycles stall. Bookings can be made online.

Sustainability Collective

- Bringing together staff and students passionate about sustainability, the 'Sustainability Collective' meets quarterly at The Tavern to discuss projects, share ideas and build a community around shared goals. Staff can join the Sustainability Collective Teams site to stay updated.

Professional Development in Sustainability

- This new training course 'Understanding Sustainability', provides foundational knowledge on sustainability, emphasising its importance of our strategic themes. It covers the principles of sustainability and highlights the challenges and opportunities that exist.

Sustainability Community on Viva Engage

- Staff can join our Viva Engage community to stay updated on our latest sustainability initiatives and share ideas. Whether they're looking to gain new insights, provide feedback or connect with others, this community is designed to support and empower them every step of the way.

Sustainability Community of Practice

- Academic staff members can seek to advance sustainability in their teaching space? Pro Vice Chancellor Sustainability, Martin Brueckner is seeking expressions of interest from scholars from all areas of university to join a working group.

Murdoch University: Planting for a Resilient Future, Our Winter Bushland Restoration Efforts

Planting for a Resilient Future: Our Winter Bushland Restoration Efforts

In a spirited display of environmental stewardship, 35 students and staff braved the wet winter weather to take part in planting days across the Chelodina Wetland and Banksia Woodlands.

Together, they planted an impressive 2,500 native seedlings, reinforcing the University's commitment to biodiversity and climate resilience.

These planting activities were funded by the WA State Government's Natural Resources Management Community Engagement fund and directly supported our strategic goals of creating nature-positive campuses and enhancing ecological connectivity.


Staff and students restoring bushland together

In addition to this bushland restoration, around 280 advanced native plants were installed by staff volunteers in garden beds from Bush Court to Building 240, as part of the new 'Campus Corridors' project.

This initiative responds to staff feedback and concern over the loss of vegetation around buildings and seeks to reestablish green linkages across campus, improving habitat connectivity and contributing to the University's living laboratory approach to sustainability.

A special shout out to Manager Campus Operations and Services, Mark Aurisch for facilitating this exciting new project by providing extra plants and overall support for the initiative.

Planting Session Highlights



A focus of the various planting sessions was on engaging teams to participate together, with staff stepping out of the office to connect with Country and foster engagement and wellbeing.

Staff engagement was notably high, reflecting a strong culture of participation and shared responsibility for Murdoch's sustainability commitment. For students, the planting days not only strengthened community bonds but provided hands-on learning opportunities that aligned with our Sustainability Sub-strategy's emphasis on sustainability literacy and experiential education.

Looking ahead, a final planting session is scheduled for 23 July at Wagtail Reserve, where another 2,000 seedlings will be added to the landscape by volunteers. To give these newly planted areas the best chance of survival, two weeding events are planned for August.

This continued effort underscores Murdoch University's proactive approach to ecological restoration and its leadership in embedding sustainability across campus operations.

Murdoch University Sustainable Inbound and Outbound International Programs_2025 View document Download document



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

Murdoch Business School defines 'Share' as openly communicating our successes, challenges and outcomes to foster collective reflection, growth, and accountability. This includes transparent PRME and SDG reporting, collaborative workshops, and community forums, supporting EDI, First Nations, and Sustainability objectives for building a more globally aware, inclusive, informed and ethically driven university culture.

Engagement Opportunities

Murdoch University 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
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities
- Publicly accessible sustainability data and dashboards

Communication Audiences

Murdoch University communicates its policies and progress on sustainable development and responsibility with:

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

Sharing Voices

The following statements from stakeholders at Murdoch University demonstrate our commitment to sharing and learning from sustainability and responsible management practices.

Murdoch University: First Australian University to Receive Responsible Futures Accreditation (2025)

In 2025, Murdoch University Opened its Doors to Students for a Full Sustainability Audit.

The result was Murdoch becoming the first university in Australia to receive a Responsible Futures accreditation, recognising the collective efforts of students, staff and the Murdoch Student Guild.

Quinn Runkle, Director of Campaigns and Advocacy at Students Organising for Sustainability UK congratulated the University on this achievement.

> *"Congratulations to Murdoch University and Murdoch Student Guild on this fantastic achievement with the Responsible Futures international programme! Thank you for your commitment to empowering students to access the skills and knowledge they need to forge a more sustainable education system and just world,"* Quinn Runkle said.



Students interviewed key people at Murdoch University in October 2025.

Over the course of two days, a team of student auditors reviewed and ranked documentation, and conducted interviews with key people within the University's ecosystem, including Vice Chancellor Professor Andrew Deeks. Everything from teaching practice to community outreach and on-campus installations was submitted as evidence and reviewed by the audit team before being sent to Responsible Futures for a final grade. Learn more about the audit.

Findings from the Report

The accreditation process is not a 'tick-box' exercise, but rather a catalyst for ongoing improvement and critical reflection. For Murdoch University and the Murdoch Student Guild, the audit has served as a stocktake of progress, highlighting achievements to date and areas for further development.

Two areas where Murdoch University scored highly were 'Leadership and Strategy' and 'Education for Sustainable Development', with strong examples for education noted in the School of Indigenous Knowledges, Murdoch Business School, and School of Education.

Auditors recognised strong leadership support and clear alignment between the University's strategic pillars, covering environmental, social, and equity issues. This three-pillar approach enhanced the University's ability to meet Responsible Futures framework expectations.

During an audit team interview, Vice Chancellor Andrew Deeks explained success is assessed not just by operational targets but also in other ways, including ensuring our graduates not only talked the talk, but walked the walk of sustainability and collective responsibility.

> *"Conversations are key. If you ask many universities' staff and students what their strategy is, they don't know. Our strategy is lived experience. It's a strategy that emerged from consultation with the community within and beyond Murdoch.*

> *"Sustainability is a symphony of collective actions and transformation."*



The Responsible Futures student team with PVC Sustainability Associate Professor Martin Brueckner, Vice Chancellor Professor Andrew Deeks and Anisha Fernandes da Rocha.

Connection with Murdoch Student Guild

The Guild's active involvement has been central to demonstrating how student partnership and leadership contribute meaningfully to sustainability in learning and teaching.

This collaborative approach reflects Murdoch's values-based education model, where sustainability is shaped not only through policy and curriculum, but through lived experience, engagement and shared responsibility.

Going forward, a key priority is to strengthen collaboration with the Guild and to systematically support student leadership, so the student voice consistently underpins how Murdoch progresses. This recommendation aligns with the **Student Wellbeing Strategic Plan 2025–2030,** and the strategic outcome: *Students shape their experiences through structured voice, choice and codesign.*

The final Murdoch University and Murdoch Student Guild Responsible Futures audit offers a transparent account of progress and a clear pathway for continued improvement **Read the Report**

Looking Ahead

The release of the audit feedback report marks an important moment of reflection, but also a starting point for the next phase of work. Insights will inform future priorities and actions to further strengthen sustainability in learning and teaching across the University.

Our accreditation is valid until October 2027, when a second audit will be due – a step that Pro Vice Chancellor Sustainability Associate Professor Martin Brueckner said was critical for staying on the forefront of best practice.

> *"It is through transparency and openness that real change happens."*

Staff who are interested in contributing to this work are encouraged to get involved through the Sustainability Community of Practice, which provides a forum to share ideas, learn from practice, and collaborate on embedding sustainability into education.

Students are encouraged to get involved through the Student Guild by contacting the Student Sustainability Representative, or through clubs and societies.

Murdoch University: Pedalling Towards a Greener Future (WA Bike Month 2025)

Pedalling Towards a Greener Future: WA Bike Month 2025

WA Bike Month takes places annually in October. It is a celebration of cycling and an invitation to embrace active transport for a healthier, greener future.

By choosing to ride rather than drive, we ease congestion and reduce emissions, while improving our fitness, mental health and connection to our local community. To mark the occasion, we asked colleagues who have made cycling one of their primary commuting options to campus why they enjoy it. While their motivations are unique, there is wide agreement about the benefits – lower transport costs, exercise built into the day, and more time to spend catching up on the news, listening to a favourite podcast or having a chat with a friend.

Read their stories below ...

Anisha Fernandes da Rocha

It typically takes Anisha 25 minutes to cycle to campus from her home in Spearwood, but if she is pressed for time cranking up the motor on her e-bike can get her there in 18 minutes.

> *"I originally started riding to campus when I was a student here," Anisha shared. "Our family of four was living on one income and I couldn't add a job on top of my studies, so we decided to sell our second car and use the money to convert our bikes to e-bikes."*

Now working in the PVC Sustainability Office, Anisha has continued to cycle and through her role is exploring ways to encourage others. The Sustainability Team is looking at accessibility, wayfaring, improved end of trip facilities and workshops to give people the confidence to cycle.

For Anisha, the biggest obstacle she encountered was the unknown – how long would it take and what the route would be like – along with how to balance her active commute with other commitments, such as school drop offs and pickups.

> *"As a migrant, I don't have any family here, so I organise my week in a way to share these commitments with my husband, but I also reach out to other parents at school to help me. I find that most families, whether they cycle or not, juggle these same things so if we all share the load, it is easier for everyone."*



Anisha Fernandes da Rocha (centre)

Peter Devereux

Peter has been cycling to campus for more than a decade. The best time he has set from his home in Carlise to campus was 42 minutes, but it generally takes him around 50-65 minutes. His route takes him along the river and this scenic ride – coupled with time to catch up on ABC news – makes for a pleasurable experience.

> *"Take your time finding a good route,"* Peter advised. "Even if it's a little longer, a pleasant safe route is better. It probably took me six months to find the route I have now used for over ten years."

His other advice for those starting out? Panniers!

> *"I carry all weather gear in my pannier. This means I am prepared to ride rain, hail or shine. Plus using the pannier over a backpack is a great way to avoid a sweaty back."*

Through cycling, Peter has made connections across campus. Last October, he joined the Murdoch team for the Great Cycle Challenge and rode 500km to raise funds for cancer research.

> *"I was glad to join the Murdoch team and raised $500 to help tackle cancer. It would be great to have support for a bigger Murdoch team effort in future years."*



Peter Devereux

Martin Brueckner

"As I live close to the train line, taking the car to work has never been an attractive option," Martin said. Since the upgrade of the principal shared path along the freeway, his ride to and from work has become smoother, safer and faster. His 32km commute from Warwick now takes around 70 minutes, compared to around 45 minutes by train or car.

> *"The time penalty for riding is modest and there is the added benefit of knowing each ride saves around 7kg of carbon that I would produce if I took the car.* In many ways the car is my least preferred option. When taking the train, I get a fair bit of work done, while commuting by car involves a lot more stress and frustration."

His advice? Plan ahead, invest in shoe covers and account for the weather.

> *"Initially, I got caught out not having a towel, but these are mistakes you only make once. The more you ride, the more gear you will get over time – you will need to brave the rain eventually."*



Martin Brueckner

Michelle Grubinic

Using a network of cycle paths, Michele can commute from her home in Bibra Lake to campus in much the same time as it would take her to drive.

> *"It probably takes only around 5-10 minutes longer than driving," Michelle explained. "But cycling puts me in a more positive frame of mind. There is less traffic, and I get to appreciate outdoors more. Plus, I am used to commuting with my children, and while I love them to bits this gives me freedom and my own time to think."*

Relatively new to cycling herself, Michele's advice is to give it a go.

"It's easy to make excuses, but preparing the night before helps. Think about wardrobe options that don't easily crease and then allow extra time to change. I haven't needed to use the showers on campus, but I know where they are located. There are also great bike cages and bike racks around campus – I would like to see more lockers and storage for personal items though."



Michelle Grubinic

Charles Roche

Depending on the day, Charles might cycle, drive or catch public transport to work. On the days he cycles, his 35km commute from Girrawheen takes around 80-95 minutes.

"It depends on the weather and how I am feeling," Charles explained. *"Some days, with a fast bike and appropriate clothing I feel like I'm flying and really enjoy the challenge of a hard ride. On other days I'm on a slower bike, wearing different clothes and able to carry panniers of stuff as I take a more relaxed approach."*

But he is quick to point out that you don't need specific kit to get started."*Use any old bike you have at hand, or buy a second-hand one that meets your specific needs."* For Charles, cycling to work has become a great way to stay fit without the need for a gym membership – benefiting his mind, body and wallet. *"Spending money on bikes is far more satisfying than spending it on petrol."*



Charles Roche

Leah Knapp

Located a short distance from campus, Leah made the decision to cycle when she compared how long it would take to ride, drive or use public transport.

> *"Public transportation takes too long from my house, even though it's only a few kms away from campus. So too does driving – plus it's much more stressful and I don't get that thinking time at the start of the day and wind down at the end,"* Leah said.

Her ride to campus makes use of cut-throughs, quiet roads and footpaths.

> *"Think about your route as if you were walking it rather than driving. Google maps is okay for suggestions, but nothing beats on the ground experience. Ride it on the weekend with a friend or your family to get familiar and be on the lookout for safe shortcuts or tricky spots.*Whatever you need to feel confident."

Leah's love for cycling has also seen her make changes to how she travels outside of her commute to work.

> *"I love cycling! I find I do my best thinking, lose stress, breathe easier and sleep better.* Having an e-bike has increased the number of times I'll ride into Fremantle or head to other destinations. I rode before getting the e-bike, but nowhere near as often. Set a personal goal to try to cycle once a week, or whatever works for you. Don't give up if you miss your goal – new habits take time to stick!"



Leah Knapp

Thinking of getting started, but not sure how?

A range of events took place on campus to celebrate WA Bike Month.

Make connections with your colleagues at our Sustainable Transport Breakfast or take part in a social bike ride. We also encourage you to head over to Viva Engage and join the conversation – different questions will be posed each week. There will also be training workshops to refresh your cycling skills, or learn how to maintain your bike. You can also bring your bike in for a free professional safety check.

If you have decided riding is for you, head to our website to find all the details about where to find bike storage and end of trip facilities on campus.

Murdoch University: Leading the way, Platinum Status in FISU Healthy Campus Program (2025)



Leading the Way: Platinum Status in FISU Healthy Campus Program

We are proud to announce that Murdoch University has been recognised as a Platinum level institution in the prestigious FISU Healthy Campus program, becoming the only university in Western Australia and just the second in Australia to achieve this elite status.

This global accreditation, awarded by the International University Sports Federation (FISU), celebrates Murdoch's unwavering commitment to fostering a holistic, health-focused environment for students, staff, and the broader community.

The Platinum designation reflects excellence across multiple dimensions of campus wellbeing, including physical activity, mental health, nutrition, sustainability, and social responsibility.

Our journey to Platinum status has been driven by a series of transformative initiatives, including:

- Increased access to recreational, fitness and leisure activities for staff and students, including 'learn to cycle' classes and the annual student and staff games.
- Enhanced mental health services and peer support programs, including partnership between Murdoch Active, the Murdoch University Medical Service and the Counselling Service to provide a referral program for personal training sessions.

- Access to fresh clean drinking water in all buildings and at multiple outdoor areas, ensuring everyone has free access to both chilled and hot filtered water.
- Continuous commitment towards sustainability, accessibility and inclusion.
- Community engagement and student-led wellness campaigns, including support of Rebound WA and Proudly Productive.

> *"This achievement is a testament to the culture we've built at Murdoch — one that prioritises wellbeing, inclusivity, and sustainability,"* said Jamie Ball, Manager at Murdoch Active.

Community engagement initiatives and student-led wellness campaigns such as support of Rebound WA and Proudly Productive, as well as a continuous commitment towards sustainability, accessibility and inclusion were also key to cementing the University's platinum accreditation.

> *"We are extremely proud to be the first university in Western Australia to achieve this milestone,"* Mr Ball said.

About the Program

The FISU Healthy Campus program evaluates universities worldwide on their ability to integrate health and wellbeing into every aspect of campus life. Murdoch's Platinum status places us among a select group of global institutions setting the benchmark for student-centred, health-conscious education.

PRME Alignment

This achievement aligns to PRME by providing independently validated evidence of responsible institutional practice that can be communicated through PRME reporting, FISU networks, university communications and sector engagement. It also supports the PRME Practice and Partner Principles, through integrated wellbeing governance and collaboration across student services, health providers, recreation, community partners and students.

Primary SDGs:



Supporting SDGs:





Communication Barriers

Murdoch University faces the following barriers in transparent communications:

- **Audience reach**
- **Data privacy regulations**
- **Engagement gaps**
- **Feedback loops**
- **Media visibility**

Continue telling your story

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Murdoch University: Laying the Foundations for a Sustainable Future (2025)



Laying the Foundations for a Sustainable Future

Fencing has gone up and a new site office has appeared near Car Park 7, signalling that early works for the **Harry Butler Science Centre** are now officially underway. Since last month's announcement about construction impacts, the project team has been busy preparing the area for major works scheduled to begin in December 2025.

The construction compound is now established, with demolition of the old chiropractic lab next, followed by bulk earthworks to level the ground and lay the physical foundations for what will become the Centre. Earlier this week, the Vice-Chancellor and members of the University Senate visited the site to see progress first-hand and preview what is to come. Their visit offered a glimpse into the vision for the Centre and reaffirmed the strategic importance of the project.



Positioned to the western edge of Discovery Way, the Centre will provide a key connection between Bush Court and the surrounding wetlands. Alongside the future School of Veterinary Medicine to the west, the Centre will anchor the Discovery Way entrance to the University.

For staff and students, this means more than just a new building.

Together, these facilities will form a future-facing investment for science, nature, and campus experience reflecting Murdoch's vision for a campus that fosters collaboration across disciplines and environments.

Importantly, the Centre will honour the legacy of Harry Butler and create new opportunities to engage with community, industry, and each other. His vision continues to shape the Centre's mission: to create a space where science and sustainability meet, and where future generations can explore, innovate, and lead.



Reflecting on the progress so far, Rocio Bona, Director of Campus Development, spoke about the importance of this phase in shaping what is to come.

> *"This stage of enabling works is more than just preparation; it marks the beginning of a space where science, sustainability, and community come together. We're laying the groundwork for a facility that will inspire future generations."*

Adding to this vision, Murdoch University's Chancellor, Gail McGowan PSM, highlighted the Centre's alignment with the University's long-standing values.

> *"For 50 years, Murdoch University has been a leader in sustainability. The construction of the Harry Butler Science Centre is another milestone in our journey; a bold step forward in our mission to support the co-existence of human development and biodiversity."*

Construction will continue through to the end of 2026, and we'll keep you updated as the project progresses. We look forward to seeing how this new space will enrich the Murdoch experience for staff, students, and the wider community.

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