

Changing Lives and Society for the Better

Sharing Information on Progress **2021-2022**



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A Word from the Vice Chancellor

Welcome to the 2021-2022 Sharing Information on Progress (SIP) report from Murdoch University. This is the university's first organisation-wide report, as we broadened our PRME commitment in late 2021 to include all discipline areas and operations.

Murdoch University has just released a new strategic plan for this decade with a central focus on sustainability and social responsibility and created a senior management role with oversight of these strategic elements. As such, both the Principles for Responsible Management Education and the United Nations Sustainable Development Goals will be vital to all university activities covering teaching and research as well as engagement and campus management.

Moving forward, Murdoch University seeks to take a leadership role in educating a cohort of future leaders with the requisite mindset and literacies to understand global challenges and the tools to address them effectively with empathy and passion. Operationally, we also commit to place the university on a sustainable footing with strategies to eliminate waste, reduce resource consumption and become carbon neutral by 2030. This will be a joint effort involving both staff and students with a view for our teaching and research activities to guide us on our sustainability journey.

I am proud of the University's achievements to date and our plans for the future, and I am looking forward to further impactful initiatives of our staff and students in the years ahead. I trust you will enjoy reading this report.

Prof. Andrew Deeks

Vice Chancellor and President of Murdoch University



Murdoch University

Our purpose

To change lives and society for the better through accessible education and research, contributing to the solution of environmental and societal challenges and providing an accessible, inclusive, caring community in which everyone can realise their potential.

Our values

These five values guide how we behave individually and as a collective as we undertake our purpose.

- Authenticity
- Integrity
- Respect
- Inclusivity
- Openness

Our principles

These six principles guide how we lead, manage and work together.

We will:

- Be collegiate and respectful of other points of view
- Be agile, flexible and resilient
- Make decisions at the most appropriate level
- Be transparent in decision-making and with information
- Adopt common approaches to common problems

Our vision

Our vision is that Murdoch University will be widely recognised as the university of choice for people who care, who value inclusion and curiosity, and who desire to make a positive social impact. We will be a leading university in education, teaching and research in sustainability; a thriving, welcoming, diverse and inclusive community coming together to create solutions for a better, just and sustainable world. Murdoch University will be the university of first choice for first nations peoples, promoting and benefiting from Indigenous knowledges. We will be a leader in providing quality, contemporary, accessible and inclusive education and delivering an engaging student experience. Our graduates will be keenly sought by employees and will be known for having adaptivity, fresh perspectives, a practical outlook and a social conscience that influences the people and organisations they work with. Our research will be impactful and socially and environmentally progressive, and we will be deeply connected to local and global communities, with strong collaborations in research and education.



Murdoch University

An overview

Murdoch University was founded in 1974 on four principles, which continue unabated today and guide the work of Murdoch staff and students.

- Equity and social justice
- Opportunity
- Sustainability
- Global responsibility

Since its inception, Murdoch University has been pioneering inclusive education options for people from diverse backgrounds. To this day, we apply an equity and social justice lens to all our activities, projects and events and seek to improve awareness around how our diverse staff and students add to the rich culture and community at Murdoch.

Our campuses are places of learning and discovery for around 20,000 students and 1700 staff from over 100 countries. Murdoch University maintains campuses in Perth, Mandurah and Rockingham (Western Australia) as well as in Singapore and Dubai.

We were among the first universities in the world to offer Sustainable Development degrees at undergraduate and postgraduate levels, inspiring several generations of students to take responsibility and make a difference. Murdoch University was the first Western Australian university to sign the United Nations Sustainable Development Goals (SDGs) in March 2019. The SDGs are a shared global framework of priorities and targets that aim to tackle some of our world's most pressing issues, including:

- end extreme poverty
- promote prosperity and wellbeing
- protect the environment
- address climate change
- encourage good governance, peace and security.

Our teaching and research priorities facilitate student engagement in all 17 of the SDGs. By signing the University Commitment, we strengthened our resolve to help improve our world, through our research, teaching and operations.

About this SIP Report

The Murdoch Business School has been signatory to PRME since 2013. In late 2021, Murdoch University became a university-wide signatory, making this Murdoch University's first SIP report that details PRME-relevant information from across the organisation.

Murdoch University has a two-College academic structure, which encourages effective use of resources to achieve our research, teaching and learning and engagement objectives. Each College groups together disciplines with similar aims and interests to promote collaboration and encourage innovative, multidisciplinary approaches to research and teaching. The College of Arts, Business, Law and Social Sciences (ABLSS) seeks to shape resilient, lifelong learners ready to answer the world's social, economic and ethical questions. The College of Science, Health, Engineering and Education (SHEE) brings together renowned researchers and future innovators striving to unlock solutions to challenges impacting food security, health and sustainability.

This SIP report shares information on work undertaken by staff and students from across the two Colleges as well as provide detail on service and operational activities relevant to the six PRME principles.

PRME Principles



1. Purpose

We will develop the capabilities of students to be positive agents of change working towards an inclusive and sustainable global society.



4. Research

We will engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.



2. Value

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nation's Sustainable Development Goals.



5. Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges.



3. Method

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.



6. Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

1. Purpose

We will develop the capabilities of students to be positive agents of change working towards an inclusive and sustainable global society.

In pursuit of our vision for Murdoch University to be recognised as the university of choice for people who care, we have three strategic themes that flow through everything we do, and which, taken together, characterise the distinctiveness and identity of Murdoch University. Each theme is addressed through our core activities in education, research and engagement.

Theme 1: Sustainability

We seek to be a leading university in education, teaching and translational research in sustainability, creating solutions for a better and more sustainable world, a university renowned for its commitment to and expertise of sustainability and environmental and social governance (ESG), and providing a model for behaving and operating sustainably.

Theme 2: Equity, Diversity, and Inclusion

We seek to build a welcoming, diverse and inclusive community and environment which is equitable and safe, and which provides culturally safe and supportive environment where all members of our community can realise their potential.

Theme 3: First Nations

We seek to become the university of first choice for First Nations peoples, and an exemplar in embracing and promoting and benefiting from indigenous knowledges and cultural inclusivity.

Our strategic themes we seek to deliver on through a 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. Our education is informed by impactful socially and environmentally progressive research across our disciplines. Our work addresses the needs of, and is shared with, our local community, our state, our nation and our global society through the mutually beneficial partnerships we create.



Murdoch Business School

The PRME Principles reflect the values long upheld by the Murdoch University Business School. Our overriding purpose is to prepare and empower students to make a positive professional contribution to society at large. To this end, we endeavour to work alongside academics and professionals to expand knowledge across the business discipline. We develop and deliver educational experiences that build knowledge, ethical practice and leadership.

Driving sustainability literacy

An example of the Murdoch Business Schools' approach to value-based education is the newly developed Major in Entrepreneurship and Innovation. Each of the eight units in this major are project-based and have specific UNSDG thematic foci (see Figure 1). To complete each unit, students must apply their knowledge in the unit discipline (finance, project management, etc.) to a selected UNSDG challenge, requiring them to develop knowledge, insight and awareness in both areas.

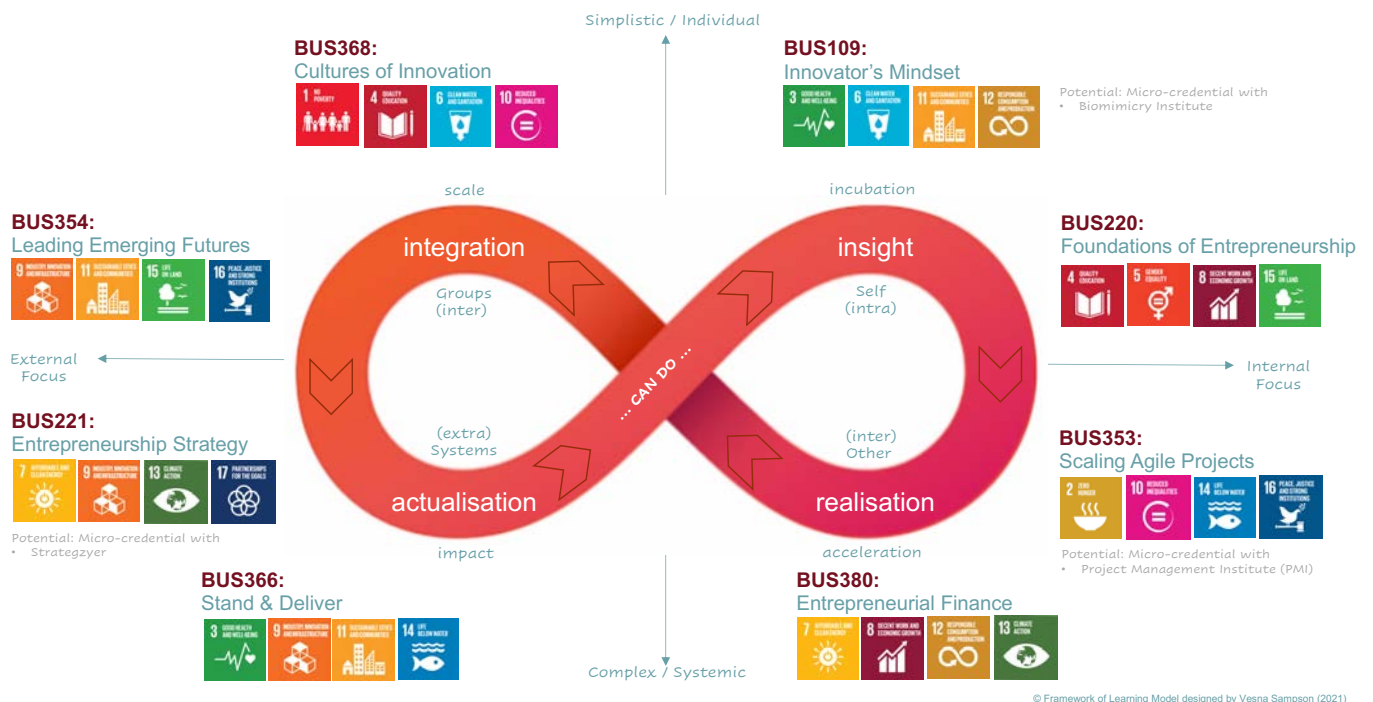


Figure 1: Students' Learning Journey in the Major in Entrepreneurship and Innovation

Promoting wellbeing

The Business School's approach to teaching responsible management is exemplified in the unit BUS394 Principles of Responsible Management Education, which focuses on the core competencies needed to develop well-being strategies that support positive workplace cultures that drive business outcomes. Individual well-being is recognised as a key factor in determining an organisation's long-term effectiveness. Workplace well-being relates to the physical, psychological and psychosocial aspects of working. In this unit, students develop core capabilities to lead themselves, others and the organisation to deliver on workplace well-being outcomes.

Providing supported pathways

The Murdoch Business School is a partner of The National Indigenous Business Summer School (NIBSSWA), partnering with Curtin University, Edith Cowan University, The University of Notre Dame and The University of Western Australia under the auspices of the Australian Business Deans Council (ABDC).



The summer school runs under the name *Katitjiny Boya Birrit* – which in Noongar language means “Pathway to Understanding Business”. The programme, which is in its second year of operation, is designed for Aboriginal and Torres Strait Islander secondary students with an interest in business or commerce. Katitjiny Boya Birrit was designed to give students the opportunity to experience a week-long residential program and immersive experience into business and business studies at a university level supported and inspired by university academics and Indigenous business leaders and entrepreneurs.

Discipline of Psychology

The Discipline of Psychology at Murdoch University prioritises health, equity and social justice in its research and teaching, directly targeting UNSDGs 4, 5 and 10. The Discipline has a strong focus on the translation of new psychological knowledge into systems and products to provide sustainable solutions to contemporary problems.

Ensuring inclusive and equitable quality education

Students enrolled in Murdoch's undergraduate Psychology courses come from a variety of age groups and backgrounds, including socioeconomic disadvantage, having English as a second language, living with a disability, and having limited background in mathematics and science. Our curriculum is designed to make few assumptions about students' capabilities on entry but to scaffold the development of their communication, numeracy, critical thinking and scientific research skills throughout their course to equip them to be effective and confident in their professional careers and as lifelong learners.

The Psychology Discipline staff engage regularly with student representative groups to discuss their courses and to identify any requests or obstacles to learning experienced by particular cohorts. The Discipline of Psychology has also implemented strategies to increase Indigenous student representation in research units and courses. Staff members in the school have organised informal information sessions with Indigenous students through the Kulbardi Aboriginal Centre to facilitate enrolment in specialist research placement units and fourth-year psychology programs including Honours and the Graduate Diploma in Psychology.



Achieving gender equality and empowering all women and girls

Psychology is a discipline attractive to women and girls, with approximately three quarters of Murdoch Psychology students being female. This presents the opportunity to empower female students through our provision of education in analytic and research skills, scientific knowledge, ethics and communication in the public sphere.

Our units on psychological assessment equip students with knowledge about gender bias, strategies for detecting and eradicating it when assessing people for educational aptitude or job selection. In units on health, sex and gender inequalities in health are explored, including interpersonal violence (victims and perpetrators), and intrapersonal violence (self-harm and suicide) and how these are linked to sex and gender.

Reducing inequalities

Our undergraduate students learn about cultural psychology from a social justice perspective, discussing the role of cultural differences, and the impact of viewing behaviour, values and mental health from a western perspective. Students learn about biological and social determinants of health, including the impact of poverty and disadvantage within and across nations, particularly for Indigenous peoples. They learn how Indigenous experiences within the psychological health system differs from those of people from other backgrounds.

At postgraduate level, students learn ethical principles and methods of research when working with Aboriginal and Torres Strait Islander peoples. Students are required to design a program evaluation to assess an Indigenous-led program that addresses educational inequality.

There are several current research programs within the Discipline of Psychology that address issues of inequality:

- Barriers to the use of augmentative and assistive communication technology by children with Autism Spectrum Disorder. The technology enables the communication and self-expression of children with limited or no verbal ability.
- The detrimental impact of healthism – the western cultural expectations around health vigilance and management which prioritizes individual behaviour as the primary health determinant – on health outcomes and behaviours of persons perceived as “unhealthy.” The goal is to make the values underpinning healthism visible and to offer an alternative health discourse that includes a broader range of determinants of health, decreases surveillance of other’s health behaviours and uncouples moral character from perceived health status.
- Community attitudes to, and media discussions of, Australia’s national day. The national day marks the date of colonisation, with Australia the only nation that does this in the world. The studies have demonstrated how support for changing the date is highest among Australians who value equity and inclusion, and support other policies to redress ongoing inequality resulting from colonisation. In contrast, those who support retaining the date score higher of measures of racism and inequality, and favour a version of Australia’s history that fail to acknowledge the ongoing effects of colonisation.
- An evaluation of the efficacy of an Indigenous cultural immersion unit in developing allyship behaviours and ally identities towards Aboriginal and Torres Strait Islander peoples among students. Results indicated that the learning experiences did change students’ attitudes towards Indigenous peoples. It also led them to engage in allyship behaviours and to feel empowered to act as allies of Aboriginal and Torres Strait Islander people through their interactions with other non-Indigenous peoples.



Access, Equity and Wellbeing Team (AE&W)

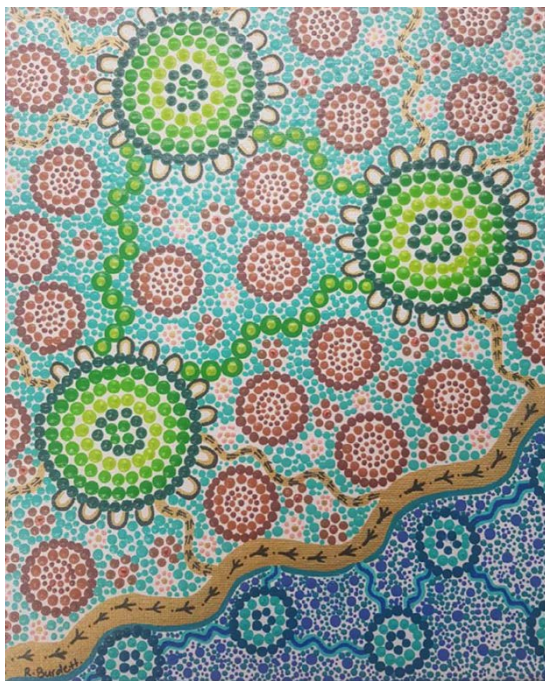


Figure 2: Healing (Artist: Rikeshia Burdett)

We foster a healthy and inclusive university culture that promotes belonging and breaks down barriers to empower our community.

The Access, Wellbeing & Equity's (AW&E) Team is committed to inclusive education and student services, catering to marginalised and vulnerable members of the university. The Team provides individualised support via medical and counselling services, access and inclusion advice and support as well as wellbeing and equity activities. The Team's core business and values are thus well aligned with Murdoch University's purpose "to be a creative force for current and future generations". Our commitment to advocacy, awareness-raising and social connection builds capacity for a university culture that symbolises Murdoch University as a place where everyone feels valued and safe and can belong.

Training is one way AW&E contributes to collective knowledge, skills and awareness in this domain. Staff and students can be trained in Bystander Intervention, Incidental Counsellor, Ally (LGBTIQA+) and Mental Health First Aid (MHFA). In 2022, the Bystander Intervention team ran bespoke sessions across the university to help build capacity for respect and safety within their teams. In 2021, the MHFA training team was proud to attain Gold accreditation for Murdoch University as a MHFA Skilled Workplace. The AE&W's Counselling Service provides 400+ workshops and training sessions annually for students and staff, building capacity for managing personal wellbeing, understanding key equity and inclusion issues, and supporting others in distress. Most student sessions are embedded into the curriculum, with Vet, Nursing and Law students also equipped with skills for the workforce.

AW&E's Access and Inclusion provides disability support to 14 per cent of the student population compared to national and state averages of 10 per cent. Their work significantly and measurably impacts the tertiary experience of students. AW&E is also committed reconciliation and strengthened relations with Aboriginal and Torres Strait Islander peoples. To this end AW&E developed their own Acknowledgement of Country statement in 2021, connecting core business with Noongar artwork and messaging. A local Noongar artist was commissioned to design a piece depicting AW&E services which can be seen proudly displayed in AW&E public and office spaces, and in training and workshop presentations (see Figure 2).



Murdoch is committed to promoting a workplace that helps women feel supported, included and welcome. Securing Athena SWAN Bronze accreditation encourages a more inclusive culture and attitude at Murdoch, resulting in equitable practices and a more diverse workforce.

Murdoch University has a long-standing commitment to the values of equity and social justice, shown through our academic and professional activities. Athena SWAN is one of several vehicles we use to influence positive change in line with these values. After signing up to the SAGE Athena SWAN pilot project in November 2017, a self-assessment process was undertaken, focusing on gender equity and diversity within STEMM fields. Murdoch University is pleased to have successfully met all assessment criteria required to achieve Bronze Athena SWAN accreditation, with implementation of the four-year Action Plan which commenced in January 2020.

Athena SWAN is an internationally recognised program, which aims to improve gender equity in science, technology, engineering, mathematics and medicine (STEMM) in the Australian higher education and research sector. The Athena SWAN (Scientific Women's Academic Network) charter originated in the UK in 2005, under the Equality Challenge Unit and is being driven in Australia by the Australian Academy of Science and the Australian Academy of Technology and Engineering, under the Science in Australia Gender Equity (SAGE) initiative.

Successful Bronze accreditation means that Murdoch has demonstrated that we:

- Understand the current state of gender equity in our STEMM disciplines
- Understand the structure, systems, and culture which contribute to gender inequity in our STEMM disciplines
- Have a four-year action plan to address gender inequity in our STEMM disciplines

During the self-assessment process, qualitative and quantitative data was collected and critically analysed to identify and understand disparity.

The application was peer-reviewed using five components:

1. Leadership and commitment
2. Data and analysis
3. Honesty and self-reflection
4. Communication and engagement
5. SMART Action Plan



Although the focus of Athena SWAN is on STEMM disciplines, Murdoch University takes a holistic approach to strive for equity, diversity and inclusion across the broader workforce, including non-STEMM disciplines and professional services.

Healthy Campus Programme

Murdoch University has recently become the first university in Australia to receive silver certification as a healthy campus from the International Federation of University Sports (FISU).

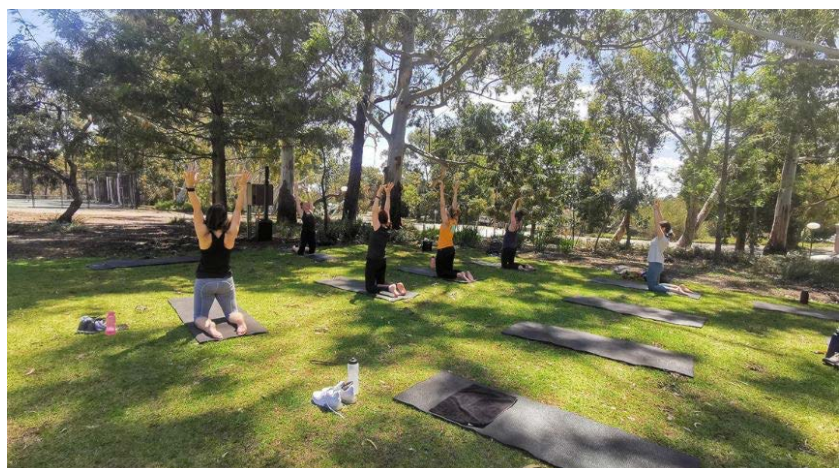
Murdoch University joined the Healthy Campus Programme in 2020, were a certified Healthy Campus in April 2021, attained bronze certification in October 2021 and then silver in September 2022. Over the course of three years, Murdoch Active has been working with academic and professional staff from across the campus to support our goal of working towards platinum certification. With input from valuable supporting allies from Access, Wellbeing and Equity, the Murdoch University Medical Service, People and Culture Office, and sustainability services, we have been able to showcase the whole of campus approach that Murdoch takes to support student and staff wellbeing on campus.



tudents and staff enjoying some time out face-painting for Mental Health Week

The Healthy Campus program looks at student and staff health from a holistic view of fitness, mental health, nutrition, social responsibility, and sustainability. It is designed to create a global network of universities who share the vision that universities are more than establishments for study.

Universities are a place to enable their community to practice healthy and sustainable living, to have access and opportunity to participate in physical activity, and to make health and nutrition a daily part of campus life. Murdoch University is already seeing the benefits of the programme in terms of improved outcomes for students on campus, underscoring the importance of health, wellbeing, sport, and social activities as a contributor to student academic success.



Staff and students taking part in a yoga session on Murdoch Uni's Bush Court.



2. Value

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nation's Sustainable Development Goals.

Murdoch University is committed to implement its new mission, which is well-aligned with the objectives of PRME and the UNSDGs.

Murdoch University has embarked on a review of its teaching programmes with a view to integrate PRME and SDG principles and to foster independent and critical thought on questions of social responsibility and sustainability. The overarching aim is to instil a sustainability ethos and to provide students with a value orientation by way of prompting critical reflection and analysis.

To this end, curriculum mapping is currently underway for the purpose of gauging the penetration of PRME and SDG content in the courses we deliver. In doing this, we seek to ensure that students, irrespective of field of their study, will gain a working understanding of sustainability challenges and social responsibility concerns as part of their university education. These we deem core literacies and key competencies for our future graduates, who we seek to equip with the necessary tools to be effective future change agents.

New IT systems are also being developed at present to enable us to better capture our research efforts in the PRME and UNSDG space. While Murdoch University has been mapping its research outputs for a number of years against the UNSDGs, the system upgrade will not only enable a speedier and more accurate output capture but also a more explicit focus on PRME.

Below we show how across different disciplines the values of PRME and the UNSDGs have been incorporated in the areas of teaching, research and practice.



Disciplines of Law and Criminology

The fields of law and criminology are critical to attaining the United Nation's Sustainable Development Goals and Global Compact through promoting just, peaceful, and inclusive societies.

In methodology we embrace the 6 core PRIME principles of Purpose, Value, Method, Research, Partnership and Dialogue. We do this in that our purpose is to educate students to improve the professions into which they go, this is done by valuing social justice and human rights and promoting a methodology that improves the legal frameworks that exist. There is extensive research being undertaken across the school which supports this aim and, through our clinical and work integrated learning programs, we build partnerships with community and the professions through dialogue and common goals.



The School of Law and Criminology at Murdoch University uses its expertise and abilities to work towards achieving these goals and those of the United Nation's Sustainable Development Goals (UNSDGs) through our clinical program, teaching, and research.



Teaching

In addition to the clinics which form part of our teaching, we also offer units and courses that address the UNSDGs. Some examples of these are social and welfare law, refugee law, human rights law and practice, and in the area of criminology units which encourage student to question causes and construction of criminality such as law, justice and social policy, cultural diversity and crime, children and crime.

Research

Across the school staff and students are engaged in research which engages with a range of the UNSDGs, as the school has always focused on social justice and equity. This comes through in a number of research projects currently being undertaken, both by staff and students.

Clinics

For 25 years, the law discipline has, in collaboration with Southern Communities Advocacy Legal Education Service, engaged students in legal and criminological work which promotes access to justice and equality through service to the most marginalised members of the community. We run no cost legal practices and engage in test cases, policy and law reform and community education which directly engage with the UNSDGs.

Examples of our clinical work addressing specific UNSDGs

Target 10.7 – “Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies”

Our human rights clinic does extensive work with asylum seekers and refugees, ensuring that their treatment is consistent with Human rights norms and practices. In addition, Professor Mary Anne Kenny is undertaking research on the impact of inadequate and unfair systems of processing on both refugees and those that assist them. We teach a unit in refugee law and in criminology on transnational issues including trafficking.

Target 11.2 – “By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons”

Our law reform and policy clinic recently addressed the issue of access to public transport and poverty, though lobbying government for a change to policy and practice.

Goal 16 – Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

On a daily basis, our clinical programme and our students address these issues through tirelessly working for improved access to justice, improvements in transparency of government and strengthening of the rule of law. Our programme has won many awards for this work including a national human rights award.

Target 10.3 – “Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard”

Through our policy and reform clinic we address inequity through law reform to eliminate discriminatory laws, policies and practices. Recent projects include access to housing, refugee policy, unfair trading practices in remote communities and disability discrimination in migration law. Currently is research being undertaken with regard to racial discrimination in the area of housing. This research is also feeding into the clinical practice in the form of a test case being run with the assistance of our undergraduate law students.

Goal 5 – Target 5.c – “Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels”

Through our clinic we assist many women fleeing family violence both through domestic legal systems and internationally through the use of asylum law. In addition, recent criminological research has focused on the experiences of woman using the court system to protect themselves from family violence. Through units in criminology and law we teach subjects that include women’s rights and trafficking of women.



Discipline of Tourism

We do not deliver Sustainable Tourism as a niche tourism product. We aim to incorporate aspects of Sustainable Tourism into mainstream tourism development.

Tourism studies were introduced to the Murdoch University curriculum in 1997. The fundamental philosophy of the program was of sustainable development and in turn, sustainable tourism approaches. Our core units include a specific Sustainable Tourism unit, which explores approaches to the SDGs. We currently teach into the Bachelor of Arts and the Bachelor of Business, with the Majors Tourism and Events and Hospitality and Tourism Management, respectively. All our core units include a session on Sustainable Tourism, treating it as both a value-based and culturally-based approach.

In our first-year unit, we seek to challenge our students' values by way of role-playing where we align them with roles outside of their main discipline area. For example, we ask an Environmental Science student to play the role of the business developer, and those studying Business to take on the role of an environmentalist with the aim of students needing to explore the values of others.

Overall, we introduce the notion of Sustainable Tourism to our undergraduates in their first year as a reflection of the requirements of the Triple Bottom line where the balance between socio/cultural, environmental, and economic values needs to be considered. In their second year of study, we aim for students to interrogate the variety of ways Sustainable Tourism is explored and the values attached to that exploration. In their final third year students develop an event that requires them to include a sustainable format through an interpretation of ISO 20121 Sustainable Events. We ask them to develop research reports with a focus on Sustainable Tourism issues, and they are required to work with a client to deliver and Sustainable Tourism Destination Management plan.



We also offer a unit where students travel to Japan with a key assignment requiring group development of a Sustainable Tourism Development Plan for a regional Japanese destination. In our initial delivery, the local council that we worked with translated the student plans into Japanese for distribution to their community.

3. Method

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

Murdoch University is dedicated to providing an inclusive education for students that helps develop the kind of communication, creative-thinking and interpersonal skills that will make our students highly employable across a range of careers. In this context, we also foster a value-based education that instills core literacies in sustainability and social responsibility in a growing number of our course offerings. Following a complete audit of the university curriculum in 2023, we will seek to ensure that all future graduates will have gained exposure to sustainability and social responsibility concerns through the development of introductory SDG-focused units that will form part of students' degrees across all disciplines.

Boola Katitjin will transform the student and staff experience through offering new, digitally enabled teaching and learning spaces in an environmentally friendly design.

The university is also currently investing in a new teaching building – Boola Katitjin (See Figure 3)– due to open in Semester 1, 2023. Boola Katitjin combines modern, sustainable design and digital technology to provide students with the best possible study experience. The building will feature collaborative learning and workshop spaces as well as technology enhanced learning spaces that support the creation of hybrid learning environments, where remote students can actively participate and collaborate with their in-person peers – access being a cornerstone of inclusive education. In addition to digital learning suites and computer labs the building boasts digital immersive labs that provide virtual reality environments where students can develop a deeper understanding of complex topics and practices in a real-world simulation. The space also supports activities where students can explore large data sets, experiment with machine learning, and build artificial intelligence capabilities.

These new teaching spaces will provide both staff and students with new tools for immersive teaching and learning and create an environment conducive to collaboration and exchange. This digitally enhanced learning environment will give students access to the real-world learning needed for effective future leadership.



Figure 3: Artist's impression of Boola Katitjin

Discipline of International Aid and Development

We bring development dilemmas into the classroom to refashion the traditional classroom into a habitus of problem-centered teaching and participant-centered learning.

Much of our teaching in Development Studies is research-led, enabling us to inspire students with evidence, stories and anecdotes from our field work. For example, A/Prof. Rochelle Spencer uses intensive modes of block teaching to run simulations around empirically-based case studies so that students can make connections between theory, research and real-world scenarios. She uses the case method— a tool for engaging students in research and reflective discussion where higher order thinking is encouraged, solutions to cases are ambiguous, and creative problem solving coupled with an application of acquired skills and theory is facilitated. This is proving to be highly valuable particularly with postgraduate students who come from around the world to study and who have considerable work experience. The case method transfers experience-based knowledge. Students learn from Rochelle as an Anthropologist with 20 years in the field, but also from each other by bringing their collective experience to bear on a development issue. Student sentiment about the case method in our units is very positive, *The best aspects of the unit were case studies and any content focusing on current or recent projects, news, events, breakthroughs, etc.* (SUS207–Overseas Aid and International Development).



Through the case method Rochelle has developed the experiential learning of students at undergraduate and postgraduate levels. She facilitates a variety of learning opportunities for our students so that they can engage on different levels and begin to gain a greater sense of cross-cultural perspectives in the realm of development practice. By facilitating an experiential approach in the classroom, students can learn inductively through doing, via case studies and simulations. Each case or simulation workshop is followed by a reflective debriefing to allow students to articulate their underlying assumptions in the decisions they made, to reflect on relationships of power between different development actors in the case, and how their very best intentions may have resulted in unintended consequences.

Discipline of Education

Fostering Social and Emotional Learning

Staff in the education discipline prepare students for successful teaching careers in primary, secondary and tertiary education environments. Within Bachelor of Education (Primary, 1-10 Health and Physical Education) a particular emphasis is placed on Social and Emotional Learning (SEL), which is recognised as a key to education and to achieving the UN Sustainable Development Goals, specifically SDG 4, Target 7 that focuses on building sustainable societies through education (Chatterjee Singh & Duraiappah, 2020).

Humans need social and emotional connections for learning and higher-order cognition, and learning is facilitated or hindered by the social and emotional experiences of the learner. SEL focuses on the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Social and emotional competence not only predicts their school success, but also predict a range of important outcomes in late adolescence and adulthood, including high school graduation, postsecondary completion, employment, financial stability, physical health, and overall mental health and wellbeing.

The unit EDN117: Introduction to Health Education adopts the SEL approach, using research and data to evaluate international health trends and how these relate to the Australian context, generally and specifically in schools. In this unit, students critically analyse international and Australian research and data to identify contemporary health issues and prioritise classroom pedagogies and whole school approaches to promote the health and wellbeing of students in Years 1-10.

Students also engage with the role that health educators play through the Australian Curriculum in the teaching of health concepts through the Health and Physical Education learning area, as well as teaching for health and wellbeing through the Personal and Social General Capability (note: specific focus on SEL: self-awareness, self-management, social awareness and social management). They are required to design, develop, implement and evaluate WHO's Health Promoting School initiatives and health resources to promote the health and wellbeing of students in Years 1-10.

Reference:

Chatterjee Singh, N. and Duraiappah, A. K. (eds.). (2020). *Rethinking learning: A review of social and emotional learning frameworks for education systems*. New Delhi. UNESCO MGIEP.



Campus as Living Classroom

As tertiary educators in the school of Education, we are cognisant that graduate secondary science teachers may enter the education industry with specialist knowledge of Physics and Chemistry. However, a graduate teacher's first year of teaching will most likely comprise a majority of lower school classes (Year 7-10) which includes Biology. Activities in Yr 7-10 Biology can easily be linked to the lived environment of the student – the most common being classification of plant groups and identification of flower parts. As staff at Murdoch University we are fortunate to be surrounded by an abundance of native flora on campus. Of interest to us is how educators can scaffold the investigation of, and investment in, our lived environment and link sustainable environmental practice with scientific literacy in secondary schools.

In this context, Dr Janene Sproul (Education Discipline) and Chris Smyth (Founder of Murdoch Community Garden) have presented a novel approach to secondary science teaching and native Australian plants at the 2022 WA Teaching and Learning Forum based on the work of Davydov (1990), blending classroom teaching with hands-on experience in a community garden setting on campus.

Davydov's (1990) theory describes the intersection of curriculum design and student interaction with learning alongside 'a discipline as a special form of reality' (p3). Through examples of didactic thinking, Davydov differentiates between a student's process of generalisation and the result of generalisation (p5). The introduction of groups with similarities can continue many times with students repeating the concept perfectly. However, if only similar concepts are presented, then how will a student recognise when the generalisation is not applicable? This requires an example of 'what is not' as well as 'what is'.



An example of the process can be demonstrated using classification groups of plants in Biology. Our graduate teacher's future work may also be situated anywhere in Western Australia, working in an environment that is familiar to their adolescent students, but not necessarily familiar to the graduate teacher. The learning activities demonstrated here can be transferred to whatever species are native to an area. At a time when STEM engagement by adolescents requires a boost to be perceived as relevant to their tertiary education and their careers, these activities provide ties to community and industry.

The Community Gardens enable links to community and impact beyond the interactions in lectures and workshops. Working in the gardens requires verbal communication, discussion and sharing of scientific knowledge. As these are not restricted to visual interpretation of text, they become more inclusive for secondary school students with lower literacy (reading) skills. At Murdoch, we use a global variety of food plants with the aim to improve scientific knowledge regarding generalisations within the groups as well as the variant between them. Tertiary students gain a deeper understanding of similarities across food plants, their structure and how humans utilise them as well as the characteristics of our unique Australian flora.

References:

Davydov, V. V. (1990). Types of Generalization in Instruction: Logical and Psychological Problems in the Structuring of School Curricula. Soviet Studies in Mathematics Education. Volume 2. National Council of Teachers of Mathematics.

4. Research

We will engage in conceptual and empirical research that advances our understanding of the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value.

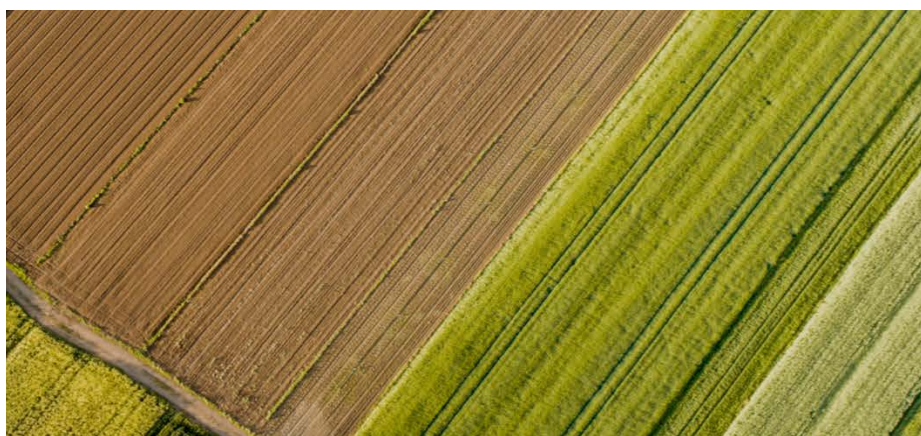
Tackling complex global challenges such as food security and environmental sustainability in the context of increasing human endeavour is a multidisciplinary effort. To achieve this goal, Murdoch University has clustered its research into multi-disciplinary Institutes and Centres.

The Harry Butler Institute champions a research space where community, business and biodiversity can co-exist; and where our efforts integrate and balance the needs and aspirations of all three sectors. As experts in sustainable development, institute staff seek to enable industry to deliver maximum economic value to our community, whilst simultaneously safeguarding the environment. The Harry Butler Institute is turning research into real-life impact via multidisciplinary, technology-focused research centres.

- **Centre for Biosecurity and One Health**
 - The Centre conducts research across themes including antimicrobial resistance, biosecurity of environmental and production systems, vector and water borne diseases, epidemiology, food safety and zoonotic diseases using a transdisciplinary approach to address complex problems that relate to the health of animals, wildlife, plants, humans and eco-systems.
- **Centre for Sustainable Aquatic Ecosystems**
 - The Centre's vision is for healthy, biodiverse and productive aquatic ecosystems supporting vibrant societies in Australia and the Indo-Pacific region. Its mission is to provide adaptive and lasting solutions for protecting the health of aquatic ecosystems that underpin our economy and society.
- **Centre for Terrestrial Ecosystem Science and Sustainability**
 - The Centre represents a collaboration of academic research staff working with community, industry and management partners towards a shared vision of maintaining sustainable and biodiverse ecosystems through scientific excellence.
- **Centre for Water, Energy and Waste**
 - Supplies of water and energy are fundamental to modern life, as is the management of waste. The Centre for Water, Energy & Waste conducts research in these three related areas, ensuring human endeavours can coexist with biodiversity and sensitive ecosystems.



The Health Futures Institute focuses on clearly defined health-related research areas and pursues those in partnership with local healthcare providers, community groups and international collaborators. The Institute's **Australian National Phenome Centre** uses state-of-the-art technologies to transform and optimise disease prevention, diagnosis, and personalised healthcare.



The Food Futures Institute is working to improve the accessibility and availability of sufficient, safe, sustainably produced and nutritious food. Institute staff work on solutions for the sustainable use of limited land and water resources to economically and ethically improve food, forestry and fibre production.

The Institute's affiliated **Centre for Crop and Food Innovation** undertakes research on major broadacre and horticultural crops to improve yield, quality, and enhance tolerance and protection from biological and environmental stresses with a view also to improve the competitiveness of Australian farmers. The **Centre for Animal Production and Health** works across the value chain to support the production of meat, milk and fibres for human consumption and use, while the **Centre for Sustainable Farming Systems** engages in research to increase farm productivity without further degrading water, land and soils.



Wongi mi bardup - doing it our way.
Together, we have the solutions.

The Ngangk Yira Institute for Change focuses on research that benefits Aboriginal people and communities, honours self-determination and provides an enduring legacy. The Institute's research is determined through a partnership between Elders, community stakeholders, Aboriginal and non-Aboriginal researchers and focuses on complex issues in Aboriginal health and the achievement of social equity. Key research areas focus on maternal and child health, family empowerment and resilience, and healthy families and communities.

The Indo-Pacific Research Centre is a newly founded research venture tasked to respond to key challenges of the 21st century arising from transformations in the Indo-Pacific – environmental, political, cultural, social and economic. The Centre seeks to build research expertise, policy engagement and research training to meet the challenges of governance, development, and security in the Indo-Pacific region, and to deepen Australian and Western Australian engagement with the region.

Research for Sustainable Development Goals

Over the reporting period 2021–2022 staff at Murdoch University have produced over 450 UNSDG-relevant research publications. A snapshot of the work undertaken is shown below, while the entire research collection can be found at the [university's research repository](#).

SDG Research at Murdoch University: A Snapshot



Translational Research Examples

Environmentally friendly concrete

“With concrete being the second highest volume manufactured product in the world (after treated water) and with an estimated market value of \$0.7 billion per annum in Western Australia, Collicrete has the potential to compete commercially while focusing on reducing our carbon footprint.”



A/Prof. Martin Anda (Project Lead)

Researchers and graduate students at Murdoch University have been developing a sustainable concrete that could form the basis of a new building and construction industry in the Western Australian town of Collie. This novel geopolymer concrete (Collicrete) is an environmentally superior concrete using up to 90% industrial by-product waste materials while producing up to 80% lower CO₂ emissions. It is also cheaper than the commonly used Portland cement concrete. Collicrete is made up of three key ingredients – fly ash, priming chemicals and aggregates. The product has been established in Collie due to its large stockpiles of fly ash from the town’s coal-fired power stations, which can provide the raw material for Collicrete for many years to come. With fossil fuel-based stationary power generation gradually waning, the town of Collie needs economic diversification and new job-creating industries. In this context, Collicrete has the potential to provide employment opportunities for many years to come.

Collicrete has many important advantages over ordinary concrete:

- The strength, workability and versatility of Ordinary Portland Cement concrete (OPC).
- Up to 80% genuine greenhouse gas reductions (without application of any carbon offsets).
- The potential to incorporate up to 90% recycled materials.
- Equivalent cost or cheaper, depending on scale and product application.
- Local WA supply chains for all materials.
- Superior fire and chloride resistance.

Over the course of 18 months and involving more than 100 batches and 8,000 litres of experimental mix designs, the Collicrete team has demonstrated a range of products suitable for commercial application and a variety of pre-cast geopolymer concrete products including blocks, paving bricks, beams, seats, fire-rings, wheel-stops, and modules for sub-sea artificial reefs. The properties of geopolymer concrete have been tested both in the laboratory and real-world conditions through such applications as chemical analysis, compressive strength, workability and have met Australian Standards and Specifications. Pathways are currently being explored for research commercialisation.

Gender Transformative Approaches to Rural Development in Vietnam

Researchers from the Centre for Responsible Citizenship and Sustainability are working with CARE Vietnam on the co-development of Feminist Participatory Action Research and Gender Transformative Approaches to improve gender equity in rural communities.

Feminist Participatory Action Research generates data that include creative expression through drawing, photography and film, storytelling, performance and role-play, poetry, dance and music – methods that enhance inclusion and accessibility in the research process. This method encourages women to use creative, participatory research and analysis methods to enhance inclusion and accessibility in the research process. Using these participatory and creative methods supports community researchers to gain skills and knowledge and build collective ownership of the research process and findings. Especially when dealing with ethnic minority women and men in the uplands of north Vietnam who oftentimes are illiterate using methods that do not require reading and writing is inclusive and more engaging than just an interview or focus group.

Gender transformative approaches to rural development seek to actively examine, question and change unequal gender norms as a means of achieving positive gender equality and sectoral outcomes. The tools specifically engage both men and women, together, to guide critical discussions on social norms and activities in producer households and rural communities to achieve progress in gender equity.

The approach employed in this study relies on “gender dialogue” training sessions with ethnic minority Thai men and women to discuss topics that are not typically discussed in their families and communities previously. These dialogues mostly focus on:

- gendered norms related to role of men and women (challenging men’s roles);
- challenging gendered stereotypes and social norms;
- labour division and gender-based violence;
- intra household power and decision-making; and
- sharing feelings.

After each dialogue, couples work together through an activity – they are requested to select a behaviour that reinforces gender inequity in the home that they would like to see changed and take action for changing it, then they report back in the following sections.

The study highlights the importance of relational aspects concerning gender roles. Beyond the much-advocated adoption of liberal approaches to women’s economic empowerment that target women’s material status, the role of emotions in gender transformation is an area commonly ignored. Thus, effective development approaches that seek to bring about improvements in gender equality not only need to deliver on women’s empowerment with greater autonomy but also focus on the quality of their relationships in their families and wider community.



5. Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to jointly explore effective approaches to meeting these challenges.

Murdoch University is deeply committed to engagement with community, industry and like-minded organisations both locally and globally. Moving forward, with a new Deputy Vice Chancellor appointed to lead partnership activities, we will take a more deliberate and structured approach to our engagement, increasing the impact of our education and research activities and enhancing our contribution to society.

Murdoch Strategy 2022-2030

Murdoch University maintains a range of industry and government collaborations and sponsorships across many organisations. The university is collaborating with other leading institutions to share our teaching expertise and resources more widely and enable students to study with us from across the globe. These collaborations also mean students have flexibility in their study options and opportunities to expand their perspective by studying overseas, or for international students to experience life at Murdoch University. We pursue a wide range of health partnerships, co-authorship and joint research collaborations with industry and academic partners to develop projects with broader scope and impact within Australia and internationally.

Murdoch University also has a strong focus on community. We partner with a variety of local groups and organisations, as well as provide expert services and facilities so everyone can benefit from what Murdoch University has to offer. We aim to be of service to society by creating a place where our local communities can collaborate and access community health services, our university library, play sport, enjoy art and experience the beautiful natural environment of our Perth campus.

Services provided for the local community include:

- Animal Hospital
- Community Cinemas
- Chiropractic, Psychology, Legal and Counselling Clinics
- Public Sporting Facilities



Successful Partnerships with Murdoch University

Partnership for Agriculture and Biosecurity



Murdoch University is home of a newly established Biosecurity and Research Facility of the Western Australian Department of Primary Industries and Regional Development (DPIRD). The department's new facility, including, laboratories, specialised outbuildings, glass houses and field plots, will sit within a 11-hectare site in the University's eastern precinct.

This co-location of DPIRD at Murdoch will result in enhanced collaboration between all Western Australian universities involved in agricultural research, the sharing of data, and new opportunities for students to engage in industry research supervision and internships. It will also further strengthen ties with DPIRD following many decades of successful research collaborations. Examples include the Western Crop Genetics Alliance – a strong Murdoch-DPIRD collaborative arrangement with jointly appointed staff developing new crops for the WA farming sector; and the Western Australian Agricultural Research Collaboration (WAARC), which includes all WA universities and DPIRD to drive a step-change in the GDP of the State's agricultural outputs.

The Murdoch University Launchpad

At Murdoch University, we believe the smallest thought or idea has the potential to make the biggest impact if it is given the right conditions to grow and develop. Launchpad is a unique platform for businesses and start-ups to engage, collaborate and co-create with our students and academics, who can help turn thoughts and ideas into real-world solutions. Through industry events and think tanks, Launchpad brings together thought leaders from academia, business and the next generation to discuss big ideas and forge new networks.

Businesses facing unique opportunities or challenges that require a fresh approach, can work with us to provide a multi-disciplinary team of talented students and academics who can come up with creative solutions to challenge their thinking. Launchpad connects businesses with Murdoch graduates and assists with organising student work integrated learning opportunities.



Internship Programmes

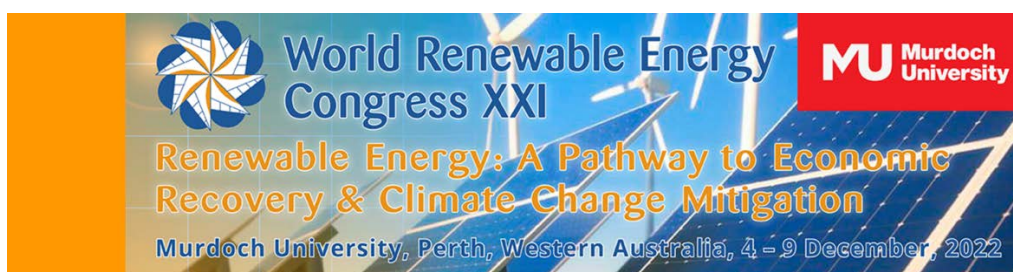
Each year since 2000, Development Studies has championed an internship programme that places close-to-graduating sustainability students within state and local government agencies, businesses and NGOs for a semester. Through this mutually beneficial placement programme, sustainability students apply their sustainability knowledge and skills to the organisations' sustainability issues. In recent years, hundreds of students have made a positive difference through these placements and, after the placements, many have been offered rewarding sustainability careers within their host organisations.

6. Dialogue

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global responsibility and sustainability.

Murdoch University seeks engagement and dialogue with all university stakeholders. University staff maintain close working relationships with private sector business, government department and community groups and frequently contribute to public debate by way of media engagements and hosting/attending public events.

Promoting Green Energy Transitions



Renewable energy is the way for every nation to obtain clean energy and reduce the effects of global warming and climate change.

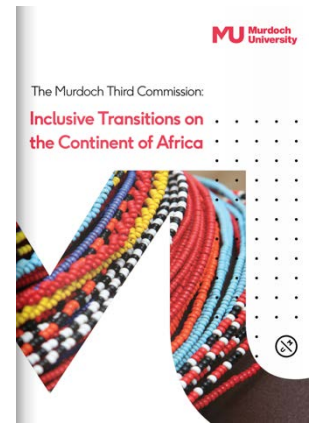
In December 2022, Murdoch University hosted the 21st World Renewable Energy Congress, which focused on creating a pathway to economic recovery and climate change mitigation. The event features keynote addresses from internationally renowned renewable energy experts as well as a Future Homes Expo open to the public, field trips and technical tours, short courses and workshops covering hydrogen and lithium economy and technology. The event was rounded off with a discussion about the UN Sustainable Development Goals featuring president of the UN Association of Australia, Randhir Amoganthan.

Engagement for Biodiversity conservation

- In March 2022, Murdoch University partnered with Rotary (Elizabeth Quay chapter) to carry out woody weed control in the Banksia Woodland on campus. 30 members attended for four hours and removed around 10m³ of invasive species.
- Roley Bush Care members and Murdoch staff partner for the control of dieback (Phytophthora) on campus.
- The University regularly partners with the South East Regional Centre for Urban Landcare, bringing community volunteers on campus to assist with conservation activities (weeding, planting, etc.)
- Birdlife Australia together with Murdoch University provide in-kind services for community training for cockatoo surveys and promote our research in cockatoo conservation on campus.

Public Policy in Action

Murdoch University actively engages in public policy debate. An example of such engagement is the *Murdoch Third Commission: Inclusive transitions on the continent of Africa*. The Murdoch Commissions address cross-cutting policy challenges relevant to Australia and the rest of the world. In keeping with Murdoch University's commitment to research translation for the global public good, the Commissions have been exercises in applied public policy informed by rigorous research and analytical thinking. Drawing lessons from the shared experiences and connection between Africa and Australia, two continents linked via the Indian Ocean, it explores viable transitions towards inclusive development globally.



The connections between Africa and Australia are wide-ranging, and so are the potentials for mutual learning between the two continents. Africa and Australia are linked by the Indian Ocean and have similar natural resource endowments and diverse geographic features. This makes both continents prime destinations for beneficial trade and technology/knowledge sharing, including sustainable agriculture, extractive industries, the blue economy, trade, education, and much more. The commonalities also provide a myriad of opportunities for enhanced research and innovation that can benefit both Africa and Australia and contribute significantly to global sustainability.

The Commission focuses on several African priorities linked to the United Nations' Sustainable Development Goals (SDGs) and the African Union's Agenda 2063. These priorities are of immense importance to current global transitions. The Commission heeds recommendations for action from the influential body of work from the Africa Progress Panel, chaired by the former United Nations Secretary-General, Kofi Annan produced during its ten-year tenure (2007–2017). In that context, it also investigates and highlights globally relevant research and innovation produced by Murdoch University with African and other partners worldwide towards inclusive transitions in the global economy.

The Commission highlights the mutual benefits of a strengthened partnership between Africa and Australia in trade, research and development, and technology sharing, and inclusive transitions globally. The time is ripe for establishing an enhanced, long-lasting, and synergistic partnership between the two continents. The Third Murdoch Commission focuses sharply on the key priority sectors of mutual interest that could accelerate the partnership between Africa and Australia and boost inclusive transitions in Africa without which the SDGs will not be achieved. These include: (i) achieving a uniquely African green revolution for a healthy Africa; (ii) boosting the blue economy in Africa; (iii) lighting up and sustainably powering Africa; (iv) equitable natural resource management with a focus on the mining industry; and (v) delivering a demographic dividend across Africa. In addition, the report juxtaposes these sector-specific priorities with several cross-cutting issues that underpin inclusive and sustainable transitions. These include mainstreaming gender equity, human capital development, climate change mitigation and adaptation, COVID-19 adjustments, as well as addressing informal economies and the underpinning cultures of Indigenous peoples in Africa and Australia.

Engaging with Tomorrow's Students

Through our partnership with Western Australia's Geography teachers and The Geographical Association of Western Australia (GAWA), we promote dialogue regarding the teaching of sustainability within the state's high schools. We hold sustainability field trips and information sessions for teachers, giving them leading sustainability knowledge to share with their students. And we host events that enable sustainability information-sharing amongst teachers, students and their parents.

Extracurricular Sustainability Initiatives

As a means of driving student engagement and fostering sustainability literacy, Murdoch University has inaugurated the annual SDG Student Challenge, which in 2023 will be in its fifth iteration. The SDG Challenge is a hackathon-style event that uses the SDGs as a framework upon which students work in cross-disciplinary teams supported by industry mentors and sustainability experts to develop innovative solutions to sustainability problems.



The inaugural 2019 event was a finalist of the 2020 Green Gown Awards Australasia, which recognise exceptional sustainability initiatives undertaken by universities. Since 2020, the SDG Challenge is run jointly by the Western Australia PRME Chapter involving Murdoch University, Edith Cowan University, Curtin University and the University of Western Australia and is supported by the Australian PRME Chapter, the Sustainable Development Solutions Network (SDSN) and the United Nations Association of Australia WA Division (UNAAWA).

Students As Change Agents

Students as Change Agents is a co-curricular program that empowers students to propose, lead and implement a project aiming to create positive change at Murdoch. Participants receive mentoring and training in areas such as communication, negotiation, critical and creative thinking, time management, presentation skills, project planning and management. Students receive practical and financial support to develop and implement their project ideas with the opportunity to receive credit toward their degree.

Being Part of the Conversation

Murdoch University is a supporter of The Conversation, a network of not-for-profit media outlets publishing news stories and research reports online accompanied with expert opinion and analysis. The Conversation seeks to provide independent analysis, commentary and news from the university and research sector, providing experts with a platform for shaping scientific, cultural and intellectual agendas and promoting new thinking and evidence-based research.

Over the reporting period 2021-2022, Murdoch staff had 49 articles published in The Conversation, attracting close to 2.5 million reads.

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