

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

Monash Business School

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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 Monash Business School, including key details and basic institutional data.

Mission

The 'Purpose' (Mission) of the Monash Business School is:

Through inclusive business education and research, we develop leaders and empower communities to solve global economic, environmental and social challenges.

Vision

The 'Vision' of the Monash Business School is: to create a thriving, equitable and sustainable future for all.

The School's Purpose, Vision and Values foregrounds its commitment to diversity and inclusion. The Purpose statement highlights the importance of inclusive business education and research; the Vision commits to a future that is not only thriving and sustainable but equitable; and in pursuing our School's purpose and vision, we express as our values that we will:

- uphold the values of *human rights, social justice, and respect for diversity* in individuals, communities and ideas; provide a *collegiate and respectful* environment for staff, students and community;
- *respect, promote and support* Indigenous leadership and participation; *recognise and reward excellence and leadership* in education, research and collaboration;
- commit to *integrity, transparency and accountability* in our internal governance;
- engage *collaboratively* with our local, national and international stakeholders;
- and *champion the Principles for Responsible Management Education* and progress the UN Sustainable Development Goals.

Strategy Alignment

Monash Business School - Strategic Alignment

Monash Business School's commitment to advancing sustainable development, the common good, and quality education is explicitly articulated in our [Purpose, Vision and Values](#). Our vision is 'to create a thriving, equitable and sustainable future for all.' Our purpose statement is: 'Through inclusive business education and research, we develop leaders and empower communities to solve global economic, environmental and social challenges.' Our values include excellence in education; upholding the values of human rights, social justice, and respect for diversity in individuals, communities and ideas; and championing the Principles for Responsible Management Education and progressing the UN Sustainable Development Goals.

These broad strategic objectives are operationalised through the School's [strategic priorities](#), which include the following:

- Excellent Education: develop our graduates to have a generational impact on our world with rich educational experiences.
- Excellent and Impactful Research: The School's Research Impact Framework places central importance on partnering with industry, government and communities to design and conduct research. This approach transcends traditional disciplinary boundaries and encourages programmatic and purpose-led research designed to contribute to Monash University's *Impact 2030* agenda.
- Internationally Partnered and Globally Connected: A network of international research and education partnerships; deep industry, community and government collaborations; and influential alumni networks underpin Monash Business School's reputation as a global leader in research, education and engagement. The School's International Strategy aims to build on existing relationships and seek new university and industry partnerships, globally, to provide mutual benefits for us and our partners, and opportunities for our students and faculty members to extend their connections globally.
- A Commitment to Capability, Diversity and Inclusion: committed to being an employer of choice, valued for its diverse, inclusive and vibrant culture. With state-of-the-art research and teaching facilities, a rich range of development opportunities and an extensive recognition and reward program, staff have the opportunity to thrive and be at the forefront of their discipline and profession.

The Business School's strategic positioning and activities are also explicitly aligned with the goals of its parent, Monash University. The University continues to follow its namesake Sir John Monash's advice to students to 'adopt as your fundamental creed that you will equip yourself for life, not solely for your own benefit but for the benefit of the whole community.' Its [Impact 2030 Strategic Plan](#) addresses three overarching global challenges – climate change, geopolitical security and thriving communities. These are framed by four long-standing strategic goals:

- Excellent: undertaking education and research of the highest international quality that addresses the great challenges and develops understanding and solutions for the betterment of our communities.
- International – building the strength and scale of our international research and education programs to ensure they respond to the challenges and opportunities of our nation, our region and the world.

- **Enterprising:** developing enduring alliances and partnerships with industry, government and other organisations, including philanthropic partners, that will enrich our ability to innovate, to infuse our students and staff with enterprising capabilities, and provide opportunities to apply our research to make a significant impact by developing solutions for the betterment of our communities.
- **Inclusive:** seeking talented students and staff, irrespective of gender, sexuality, race, ethnicity, disability, cultural, social or economic circumstances and any other protected personal characteristics, and building a diverse and connected community of students, staff and alumni who are deeply engaged with the wider community and supporting the dissemination of University knowledge and practice.

Institutional History

The History of the Faculty of Business and Economics and the establishment of the Monash Business School

Overview

The Faculty of Business and Economics (FBE) is one of 10 faculties of the University and it operates semi-autonomously within guidelines established by university statutes and regulations. Monash Business School, established in March 2014, encompasses all of the Australian operations and activities of the FBE at the Melbourne metropolitan campuses. Our EQUIS accreditation is restricted to Monash Business School.

[Monash Business School](#) has been a signatory member to PRME since 2010 and is committed to supporting the objectives of these principles through our institutional strategy, culture, academic activities, and daily operations.

The School is aligned with the University's strategic plan, [Impact 2030](#), which incorporates achievement against SDGs as a key impact measure for international success. The [Purpose and Vision](#) of the Business School commits us, through inclusive business education and research, to develop leaders and empower communities to solve global economic, environmental and social challenges.

Fourteen Years of PRME Achievements

2010 Monash University's Faculty of Business and Economics becomes a PRME signatory.

2011 The Department of Management undertakes a review of teaching to incorporate PRME principles across core teaching areas.

2013 Monash University is established as the Asia Pacific Regional Centre for the United Nations Sustainable Development Solutions Network (UN SDSN), spearheading sustainable development solutions across the region.

2014 Monash Business School is founded, with PRME forming the foundation of our new mission.

2016 Monash Business School is selected as a PRME Champion School. Monash University issues its first ESG statement.

2017 Monash University implements the 'Respect. Now. Always' program as part of its Safer Communities agenda. The University launches its Net Zero Initiative, aiming to be carbon neutral by 2030.

2018 Monash Business School becomes a PRME Advanced Signatory. PRME Ambassadors are appointed to lead the School's PRME initiatives. The Monash Net Zero initiative wins the United Nations 2018 Momentum for Change Award.

2019 The Monash Aboriginal and Torres Strait Islander Framework 2019–2030 is released.

2020 Monash Business School staff advance thought leadership and contribute to government response during the coronavirus pandemic.

2022 Monash establishes the first foreign university campus in Indonesia: the Business School is partnering with Indonesia's largest bank to deliver advanced business innovation education for emerging leaders. Monash signs a Memorandum of Understanding with Fiji National University to form a collaborative centre for research on the economics, finance, agricultural production, environmental health and societal aspects of climate change in the Pacific region.

2023 Monash Business School received the Excellence in Reporting Award for its sustainability reporting in 2022. The Pacific Action for Climate Transitions (PACT) research centre, a partnership between Monash University and Fiji National University was established. The first graduates of the Master of Indigenous Business Leadership received their degrees.

2024 Monash Business School launches decolonising business curricular workshops and a First Nations knowledge library.

Graduates & Enrollment

2024 Statistics	Number
Graduates	5600
Faculty & Staff at the University	19750
Faculty & Staff at the Institution	1502
Student Enrollment at the University	93030
Student Enrollment at the Institution	20392

2024 Statistics	Number
Undergraduate Attendance	13778
Masters-Level Postgraduate Attendance	6328
Doctoral Student Attendance	265
Certificate, Professional Development, or Continuing Education Attendance	21

Degrees Offered

Bachelor Programs

- Bachelor of Accounting
- Bachelor of Marketing
- Bachelor International Business
- Bachelor of Finance
- Bachelor of Economics
- Bachelor of Commerce (Honours)
- Bachelor of Commerce
- Bachelor of Business
- Bachelor of Banking and Finance
- Bachelor of Actuarial Science
- Bachelor of Business Administration (B.B.A.)

Masters Programs

- Global Executive Master of Business Administration
- Master of Enterprise (Online)
- Master of Economics
- Master of Commerce
- Master of Analytics (Online)
- Master of Accounting
- Master of Actuarial Studies
- Master of Advanced Finance
- Master of Applied Econometrics
- Master of Applied Marketing
- Master of Banking and Finance
- Master of Business
- Master of Business Administration (Online)
- Master of Business Analytics
- Master of Global Business
- Master of Human Resource Management (Online)
- Master of Indigenous Business Leadership
- Master of Management
- Master of Managerial Analytics (Online)
- Master of Professional Accounting
- Master of Philosophy
- Master of Project Management (Online)
- Master of Regulation and Compliance
- Master of Business Management (Online)

Undergraduate Degree Programmes

-  Bachelor of Business
-  Bachelor of Commerce
-  Bachelor of International Business
-  Bachelor of Business Administration
-  Bachelor of Accounting
-  Bachelor of Economics
-  Bachelor of Finance
-  Bachelor of Actuarial Science
-  Bachelor of Marketing
-  Bachelor of Banking and Finance
-  Bachelor of Commerce (Honours)

Masters Degree Programmes

-  Master of Philosophy
-  Master of Banking and Finance
-  Master of Business
-  Master of Professional Accounting
-  Master of Actuarial Studies
-  Global Executive Master of Business Administration
-  Master of Business Analytics
-  Master of Commerce
-  Master of Indigenous Business Leadership
-  Master of Global Business
-  Master of Project Management (Online)
-  Master of Business Management (Online)
-  Master of Business Administration (Digital)
-  Master of Economics
-  Master of Enterprise (Online)
-  Master of Human Resource Management (Online)
-  Master of Applied Econometrics
-  Master of Regulation and Compliance
-  Master of Accounting
-  Master of Advanced Finance
-  Master of Management
-  Master of Applied Marketing
-  Master of Managerial Analytics (Online)

Postgraduate Degree Programmes

-  Doctor of Philosophy

Certificates, Professional Development, or Associate Programmes

- Graduate Diploma of Business
- Graduate Diploma of Project Management (Online)
- Graduate Diploma of Economic Analytics
- Graduate Certificate of Business
- Graduate Certificate of Business (Executive)
- Graduate Certificate of Project Management (Online)
- Graduate Certificate of Business Management
- Graduate Certificate of Analytics (Online)
- Graduate Certificate of Business Administration (Digital)
- Graduate Certificate of Human Resource Management (Online)
- Graduate Certificate of Managerial Analytics (Online)



Purpose

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

Letter of Commitment

MONASH
BUSINESS
SCHOOL

Professor Simon Wilkie
Dean, Faculty of Business and Economics
Head, Monash Business School
Level 10, Building H, Caulfield campus

15/04/2025

To our stakeholders

Adoption of the Principles for Responsible Management Education

I am pleased to confirm that Monash Business School, Monash University reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Our commitment to RME is central to our Purpose, Vision and Values, reflected in our Strategic Plan, and embedded in the graduate attributes and learning outcomes of our programmes. Our research centres provide a focus for impactful ERS-themed research, with strong linkages to developing communities, health agencies and professional standards organisations. Through international bodies, including PRME, GRII, and GBSN, we share responsibility for highlighting and influencing RME objectives consistent with our responsibility as a positive global citizenship.

Sincerely,

Professor Simon Wilkie
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Definition of Purpose

Monash Business School uses the PRME definition.

Institutional Engagement

51% - 75%

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



Values

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



How We Define Values

Monash Business School uses the PRME definition.

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
- ❖ Strategic responsibility and direction for PRME sits with Professor Simon Wilkie, Dean, Faculty of Business and Economics and Head of Monash Business School. Day-to-day responsibility is delegated to Professor Carla Wilkin, Deputy Dean Accreditation and International, who is the strategic lead for PRME at Monash Business School.

Student Voices

The following narrative demonstrates how Monash Business School has influenced students' academic journey and personal growth.

Monash Business School - Student Progress Report

Monash Business School deepened its commitment to the Principles for Responsible Management Education (PRME) through global leadership and student led initiatives. This year saw the the appointment of our first PRME student representatives, who helped raise awareness and embed responsible management into the student experience, they are: Abdullah (Ryan) Bin Zaman; Cindy Mao; Smriti (Smi) Soni and; Lara Oana.

Lara Oana was the Regional Leader for Oceania with PRME Global Students in 2024 and later represented Monash at major events including the PGS Summit and Sustainability Awards and connected with student networks across Australia and New Zealand.

On campus, student organisations demonstrated how PRME values translate into action. The Xi Epsilon Chapter of Beta Alpha Psi advanced sustainability through volunteering, inclusive leadership programs, and its global podcast. The International Association of Students in Economics and

Business (AIESEC) at Monash mobilised students through overseas volunteering, case competitions, and cultural events. The Monash Student Managed Fund (MSMF) embedded ESG principles into investment practice with industry-level vigour and net zero targets. Monash Socio-Economic Engagement, Development (SEED) created platforms for innovation and career pathways in sustainability.

To capture a baseline of student views, the PRME student representatives conducted their first survey with 124 responses. Results showed a strong interest in sustainability and applied learning but, also highlighted three gaps: low visibility of PRME; inconsistent integration across the curriculum and, limited hands-on opportunities. Encouragingly, two-thirds of students who responded, expressed interest in a new Responsible Business Challenge.

Together, these efforts mark real progress whilst pointing to clear next steps: make PRME more visible, embed it consistently across the program curricula and, expand applied opportunities.

The full student report is attached in the Additional Evidence section.

Student Awareness

0% - 25% of students at Monash Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Monash Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Managing Diversity, Equity and Inclusion in Garment Asia.

Initially established in the 1970s, Garment Asia (pseudonym) is a Hong Kong-headquartered garment manufacturing MNC that has factories in many less developed countries, including China, Mauritius, Sri Lanka, Turkey and Vietnam. Its shopfloor workers are primarily young workers from villages, many of whom are women. Factories in Mauritius have relied heavily on immigrant workers due to an insufficient domestic labour supply. The Mauritius subsidiary initially employed a large proportion of Chinese migrant workers who were skilled garment makers and relied heavily on overtime wage

payments to earn an attractive wage package, which was a typical practice in the manufacturing sector in China. To comply with international labour standards and other relevant international standards as an ethical and progressive company, Garment Asia has decided to reduce the overtime hours for its workers. This made working in its Mauritian factories an unattractive option for Chinese migrant workers, so they returned to China.

At the same time, the Ministry of Labour, Industry Relations, Employment, and Training of Mauritius decided to attract more temporary immigrant workers from Muslim countries to its manufacturing sector, in part to promote its cultural diversity and inclusion agenda. Since nearly 20 per cent of the population has an Islamic tradition, it was believed that temporary immigrant workers from Muslim countries could integrate with their fellow workers and the local community in Mauritius more easily than the Chinese immigrant workers, who encountered a greater level of language and cultural barriers.

Garment Asia responded to this government initiative by recruiting its workers from Muslim countries such as Bangladesh. Many of these workers were in their late teens or early 20s, with limited or no garment manufacturing skills. Training was provided to equip these workers with the skills necessary to perform basic production activities. Moreover, to help retain these workers, generous leave entitlements were provided to allow them to visit their families back home. Social events were organized regularly by the company and local workers to integrate these immigrant workers and to make them feel at home.

The global garment sector has become increasingly competitive. Many local or smaller foreign-owned garment factories in Mauritius had been incurring heavy losses, and some had failed to survive. Automation enabled Garment Asia's Mauritian factories to reduce their dependence on immigrant workers for labour supply. Another strategy was to focus on businesses at the upper end of the product market, which had a higher profit margin to help cover costs.

This case suggests that pressure on one aspect of the human resource management (HRM) function may trigger the need for and challenge other aspects of HRM. Similarly, pressure for diversity, equity and inclusion may come from both external and internal sources. Multinational corporations are particularly vulnerable to institutional and market factors at the regional and local levels, which may render a global HR strategy for developing a corporate image as a responsible and caring employer globally difficult to formulate and implement.

This and further case studies are included in the additional evidence section.

Celebrating Values

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

Monash Aboriginal and Torres Strait Islander Framework 2019-2030

As the University with the longest history of engagement in Indigenous education in Australia, we're committed to fostering a society which respects Indigenous peoples, cultures and knowledge, and works towards learning from the legacies of the past. To put this into action the University launched the [Monash Aboriginal and Torres Strait Islander Framework 2019-2030](#).

The first of its kind at Monash, this twelve-year framework comprises four framing pillars, which express our ambition to increase Indigenous student participation, embed Indigenous perspectives in our curriculum, grow our Indigenous research contributions and uphold traditional knowledges.

Equity, Diversity and Social Inclusion

Monash Business School values human rights, social justice, and respect for diversity in individuals, communities and ideas. We celebrate cultural, gender, and linguistic diversity, and advance equity through access to opportunities for communities often underrepresented in business education and research. Our activities within the School contribute to the University's [Diversity and Inclusion Framework](#).

Master of Indigenous Business Leadership

The course is structured in two parts: Part A. Indigenous business leadership essentials and Part B. Indigenous business leadership advanced theory and practice.

Part A. Indigenous Business Leadership essentials

These studies will introduce you to the business environment and personal leadership.

Part B. Indigenous Business Leadership advanced theory and practice

The focus of these units is organisational leadership and the integration of theoretical knowledge to the business environment through research and workplace projects.

Course progression map

The [course progression map](#) provides guidance on unit enrolment for each semester of study.

Description of partnering activities that involve dialoguing.

In predominantly low and middle-income countries, food loss occurs upstream in supply chains (eg., farms and processing), accounting for up to 40 percent of grown food. In high-income countries, food waste downstream at retailers and consumers can account for 30 percent of food produced. For example, Australians are calculated to waste 312kg of food per person per year, costing the Australian economy \$36b ([DCCEEW, 2023](#)).

This research program is finding solutions to reduce food loss and waste in the food supply chain (FSC).

To reduce food loss upstream in the FSC, this research examines the challenges and opportunities behind developing collaborative partnerships in Punjab, India. This project involved focus groups conducted with 100 participants from across the FSC (e.g., farmers, processors, logistics providers, food retailers, and university and government bodies) to identify challenges and identify opportunities to reduce the high levels of food loss experienced. These were followed by 15 observations at FSC sites.

We found that the FSCs were broken and [discovered the opportunities to fix them by facilitating collaborative partnerships among the stakeholders](#). Focusing on specific relational norms, such as information sharing and restraining power advantages, supports FSC stakeholders to strengthen FSCs and minimise food loss.

Outcomes

We have successfully engaged FSC stakeholders with the findings, both online (during the pandemic) and in person (post-pandemic):

- We raised awareness of the challenges and opportunities with leading FSC stakeholders (e.g., large-scale farmers and processors) and university researchers and educators (particularly at Punjab Agricultural University, PAU).
- In partnership with the researchers and educators, we collaborated with PAU's industry outreach officers (experts who work with FSC stakeholders to translate research into practice), to develop their skills to effectively disseminate our findings for adoption in practice.

These outcomes have been adopted by FSC stakeholders, focusing on fairer supply chain partnerships and greater information sharing, especially for previously marginalised and exploited farmers. These engagement and adoption activities are ongoing.

At the downstream end, the research focused on ways to address food waste in the Australian food service sector. We undertook 20 interviews with lead stakeholders from cafes, restaurants, and cafeterias/dining halls in a key project. From the interview findings, we developed a comprehensive

Restaurant Process Map, detailing areas where food waste was occurring. We are currently disseminating the Restaurant Process Map, and guiding food service sector adoption. Managers will proactively identify potential food waste areas, directing immediate actions to reduce food waste.



Teach

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



How We Define Teach

Monash Business School uses the PRME definition.

Courses that support RME

Monash Business School reports 21 courses in 2024 that support responsible management education and sustainable development goals.

Strategic Management Accounting

| ACF5100

Equipping students with responsible leadership and sustainable development knowledge. In today's business environment the accountant engages with the organisation's senior managers and contributes to strategy formulation and implementation. This unit focuses on the concepts and techniques of business strategy formulation and how management accounting information systems act as a corporate control system providing information for strategic decisions.



Accounting for Climate Change

| ACX3800

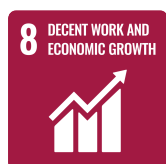
This unit focuses on the key role that accounting plays in addressing climate change issues. It provides opportunities to develop accounting competencies within the broader professional context that include, but are not limited to: the communication of climate change issues in financial and non-financial reports; the impact of accounting and assurance in addressing climate change; the strategic perspective on climate change risks facing national and international corporations; economic effects of disclosures and reporting; importance of enforcement for real-effects of reporting regulation; management compensation issues; role of management accounting in analysis and decision-making, and; the role of information and communications technology (ICT) in supporting sustainability.



Finance and Society

| BFF/BFC3999

This unit is intended to contextualise students' acquired knowledge for solving problems in real world domestic and global situations. As a capstone unit, it encourages students to recognise that finance is a powerful tool for solving our common problems, and increasing the general wellbeing, but may give rise to ethical dilemmas. Students will be exposed to choices and conflicts requiring judgement and thus appreciate that finance can play an important role in helping society achieve its goals.



Corporate Crime

| BTX2223

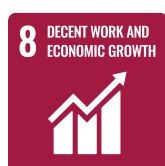
This unit helps you learn to analyse and evaluate criminal conduct in the business world. It will highlight conduct relevant to corporate organisations which may lead to criminal (or other serious penalties) being imposed on corporations and/or individuals. Areas covered may include industrial manslaughter, serious cartel conduct, liability for defective disclosure, liability related to data privacy, and insider trading. It considers the legal and practical difficulties which arise in detecting and prosecuting corporate crime, and uses real-life scandals as case studies to give you practical knowledge that will serve as useful context in your future professional lives.



Corporate Sustainability Regulation

| BTF5910

This unit explores legal and regulatory approaches to current sustainability challenges such as climate change mitigation and clean energy transition, air and water pollution, waste management, biodiversity conservation and the allocation of natural resources. The focus is on the impacts of these sustainability challenges and associated regulatory regimes for business enterprises: What are current compliance expectations? Are existing regulatory frameworks effective in minimising environmental impacts and improving the environmental performance of business? What regulatory risks and trends are emerging? How will these impact business strategy and models?





Human Rights and Global Business

| BTF5345

This unit seeks to equip you with the knowledge and skills necessary to understand how business activities and relationships impact upon human rights, and to recognise and engage in an informed and socially responsible manner with human rights issues when working in a business environment. Businesses dealing in today's global marketplace are expected to understand how their operations and commercial relationships may impact negatively on human rights. They are also expected to account for how they are responding to these risks. But what does this mean in practice? What are human rights and why are they relevant to business? What is the scope of the corporate responsibility to respect human rights? How does a business identify and manage its human rights risks and exposures? This course examines the challenges that face transnational businesses with respect to human rights, and public and private regulatory responses. It explores a diverse range of issues such as labour rights in manufacturing and food supply chains; freedom of expression, privacy and information and communication technology companies; community rights and extractive companies, and the human rights risks for lending in the financial sector. The unit begins by introducing you to key concepts, debates and actors in the evolving field of business and human rights. It then examines the diverse regulatory mechanisms and initiatives that seek to promote corporate responsibility for adverse impacts on human rights, including national and international law, intergovernmental initiatives, multi-stakeholder initiatives and self-regulation. The unit investigates the nature and limitations of these various approaches through the use of case studies, drawn from a range of different industries and geographical localities. It also seeks to develop your awareness of some of the practical challenges that business practitioners face when seeking to implement a human rights agenda within an organisational environment. While global in its scope, this unit places a particular emphasis on business and human rights in the Asia-Pacific region.



Economic Science of Diversity and Inclusion

| ECC3671

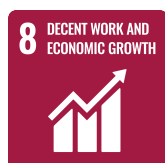
This unit examines the role of diversity and inclusion in modern workplaces. Many modern workplaces still struggle with diversity and inclusion, and how it translates into better organisational performance. In this unit, we study the economics of workplace diversity and inclusion. In addition to providing an understanding of barriers to diversity and inclusion, we investigate the success and failure of interventions, and together design possible solutions to overcome these barriers.



Prosperity, Poverty and Sustainability in a Globalised World

| ECC5801

This unit seeks to answer the question, 'what drives sustainable economic prosperity?' To answer, the unit begins with prominent economic theorising around channels of economic prosperity, including the role of technology, specialisation, capital accumulation, coordination and complexity. Next, we look at where prosperity has chronically failed to arrive, critically examining the successes and failures of major interventions that were aimed at alleviating poverty. Finally, we turn our attention to the complexity of human economic prosperity on a finite planet through the lens of the Anthropocene. Overall, the unit takes a complex systems and sustainability mindset to these topics and seeks to equip you with deep critical thinking frameworks to comprehend complexity and understand key linkages in the pursuit of sustainable prosperity for all.



HRM and Managing Global Workforces

| MGF2656

This unit explores the HRM theory and practice of managing workforces globally. Topics may include workforce planning in a global context, design of work processes and systems, and risk management in a dynamic environment.



Global Sustainable Operations and Supply Chain Management

| MGF5691

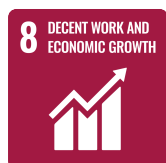
This unit integrates concepts from both operations and supply chain management toward strategic goals of more sustainable production systems. By combining recent theory and practical examples, this unit provides you with tools that allow companies to reduce their overall resource use, manage their social and environmental risks at the extended enterprise level and design products and processes toward sustainable resource use. Specific topics include management systems for risk reduction and compliance, sustainable transport and distribution, closed-loop issues, mid-tier value chains, extended enterprise issues (e.g. certification and monitoring of suppliers), supplier development, technology protection and ethics. Topics are addressed from predominantly design and behavioural perspectives.



Business Ethics in a Global Environment

| MGF5020

This unit is designed to develop students' moral reasoning about the conduct of business in the global context. They will achieve this by exploring theories of ethics and justice in business and in its relationships with society, across different cultural and religious traditions; and reflecting on their own moral development through analysis of ethical and unethical behaviours in business.



International Institutions and Organisations

| MGF5760

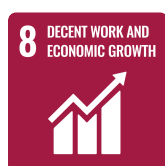
This unit provides a detailed examination of the role played by international institutions and organisations in the process of global governance. The unit focuses on the intergovernmental sector (including regional institutions), the non-governmental sector and the multinational corporate sector. The unit is informed by the research traditions of international relations, international law, international political economy, global governance, global civil society studies, and international business. In examining the process of global governance the unit will cover the thematic areas of global trade and finance, global peace and security, human rights and the environment.



Sustainable Human Resource Management

| MGX2661

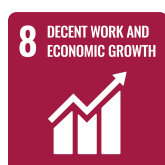
This unit examines how sustainable approaches to HRM can address important contemporary challenges including environmental uncertainty, technological change, employee wellbeing and the broader impacts of organisations on society and the environment. Recognising the UN's Sustainable Development Goals and increasing demands from employees and other key stakeholders, organisations are keenly focused on improving the sustainability of their human resource management. This unit explores ways in which sustainability contributes to competitive advantage by using human resource management strategy and practices to meet the needs of the organisation, employees, society and the environment.



Foundations of Sustainable Human Resource Management

| MGF5986

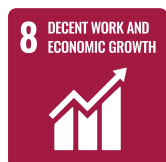
Recognising the UN's Sustainable Development Goals and increasing demands from employees and other key stakeholders, organisations are keenly aware of the need for sustainability in their human resource management practices. This unit focuses on the ways in which sustainable approaches to HRM can address important contemporary challenges including environmental uncertainty, technological change, employee wellbeing and the broader impacts of business on society and the environment. It does this by introducing models, theories and examples related to contemporary human resource management, including sustainable approaches to human resource management to respond to the challenges and opportunities faced by contemporary organisations.



Leadership Principles and Practices

| MGX3991

This interactive unit examines principles and practices of leadership which are vital for aspiring leaders of the future. Through a personal portfolio of leadership concepts, character, and competencies, students will develop your potential for growth as strategic leaders of the 21st century organisations. Inspiring stories of leadership successes and failures from exemplary leaders in the past and present will guide their leadership journey to find their own authentic voice. A plethora of cutting-edge leadership materials (research articles, movies and videos, case studies, role-plays, games, self-assessments) will also be featured weekly to enhance their learning experience.



Marketing Issues in Packaging Design

| MKF2401

Is there anyone who doesn't interact with packaging? What is the right kind of package? Packaging is part of doing business. It's part of marketing strategy. With more than thirty-five thousand different products lining the shelves and aisles of our stores, it's important for marketers to understand the role of packaging as it supports products in the marketplace. This unit introduces you to the importance of packaging and the social, economic, environmental and sustainable components that are driving packaging decisions. Through a focused studio component, you design and create your own packages.



Strategic Marketing in Social Contexts

| MKB3804

The marketing discipline can add value beyond commercial settings, particularly in the not-for-profit and government sectors. This capstone unit will consolidate students' marketing knowledge using a marketing planning framework. They will use non-traditional marketing contexts to elevate your understanding of the role and purpose of marketing beyond commercial applications. Specifically, they will gain experience in applying marketing concepts and tools traditionally used for commercial purposes to a range of health and social contexts in order to bring about positive change in society. The unit's strong focus on developing skills in the areas of planning and implementation will benefit students seeking to pursue careers in both the profit and not-for-profit sectors.



Not-for-Profit Marketing

| MKF2531

This unit will provide students with an introduction to not-for-profit marketing. They will learn how to apply relevant marketing theories and concepts to the not-for-profit sector. They will also learn how to develop and present appropriate not-for-profit marketing and engagement strategies, with a particular emphasis on social entrepreneurship, social marketing, public advocacy, fundraising, and volunteering.



Shaping Ethical Marketplaces

| MKF5760

Contemporary marketing leaders have to engage with diverse and compelling social issues. This is regardless of the sector in which marketing leaders operate - private, public, or civil society. Hence, awareness of contemporary social issues and the role of marketing in addressing these is a critical part of the modern marketing toolkit. The approach will define the marketer's contribution as responsible and effective global leaders. In this unit you will explore various marketing concepts, frameworks and techniques ranging from social marketing to macro-marketing and transformative consumer research, which can help develop such awareness and facilitate informed decision making. A high level of understanding of marketing concepts will be assumed.



Advanced Financial Accounting

| ACC/ACF3100

This unit explores advanced financial accounting issues, allowing you to apply critical, problem solving, and teamwork skills to issues that are faced by corporations in the current, globalised environment. You will utilise a range of theories to assess accounting decisions, reporting practices and regulation in order to determine their impact on the complex and changing corporate environment. A number of contemporary accounting issues are addressed such as measurement, sustainability and corporate social responsibility.



Shaping Ethical Marketplaces

| MKF5760

Contemporary marketing leaders have to engage with diverse and compelling social issues. This is regardless of the sector in which marketing leaders operate - private, public, or civil society. Hence, awareness of contemporary social issues and the role of marketing in addressing these is a critical part of the modern marketing toolkit. The approach will define the marketer's contribution as responsible and effective global leaders. In this unit you will explore various marketing concepts, frameworks and techniques ranging from social marketing to macromarketing and transformative consumer research, which can help develop such awareness and facilitate informed decision making. A high level of understanding of marketing concepts will be assumed.



Teaching Awards

In 2024, 1 award was given to faculty and educators at Monash Business School.



2024 Dean's PRME Award for Excellence in Responsible Management Education

Granter: Dean of Faculty of Business and Economics / Head of Monash Business School, Monash University, Melbourne, Australia.

Grantee: Dr. Lu Yang and Dr. Yi-Hung (Jerry)

Award Description:

Dean's Award for Excellence in Responsible Management Education in 2024.

Educator Recognition

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

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities

- ❖ Publication or research support
- ❖ Student-nominated teaching awards

Teaching Voices

The following statement demonstrates ways in which educators at Monash Business School support sustainability and responsible management in their classrooms.

Corporate Sustainability Regulation Teaching at Undergraduate and Postgraduate levels.

The units aim to provide business students with a foundational understanding of law and regulation used to address global sustainability challenges (such as climate change, biodiversity loss, pollution, natural resource scarcity). The focus is on what these sustainability challenges and associated law and regulation mean for business entities – what are compliance expectations? What regulatory risks and trends are emerging? How will these impact business strategy and models? What are the business consequences of a failure to effectively regulate sustainability challenges? The aim is to equip students to advocate effectively for shifting to more sustainable business practices in line with emerging regulatory risks and trends – either from positions within, or from positions external to, business entities.

The units have been substantially revised and improved to ensure comprehensive treatment of current, topical sustainability issues for business and to provide enhanced opportunities for applied learning. Grounded in regulatory theory, students are exposed to different forms of law and regulation to address sustainability challenges and invited to interrogate how these approaches work and their effectiveness in influencing business behaviour.

Assessment is designed to allow for contextual, applied consideration of different regulatory frameworks and approaches and their influence on business decision-making and behaviour. Tasks include: detailed corporate case studies which analyse the sustainability challenges relevant to a particular enterprise, the applicable regulatory frameworks, relevant regulatory risks faced by the business and opportunities to transition to a more sustainable business model; analysis of emerging sustainability regulation issues and cases (e.g. greenwashing, strategic litigation targeting corporate actors) to explore the implications for particular business entities; strategic responses to real-life business problem scenarios involving case studies of businesses facing compliance challenges, emerging regulatory risks and stakeholder pressure to shift to more sustainable practices.

Students develop foundational understanding of existing and emerging law and regulation addressing sustainability challenges as relevant for business entities as well as a critical appreciation of the importance of sustainability regulation for business and the effectiveness of different regulatory approaches. Students are thereby equipped to advocate for shifting to more sustainable business practices in line with emerging regulatory risks and trends.

Graduates with foundational understanding of corporate sustainability regulation influence business practices from positions within business organisations (e.g. sustainability teams, risk management teams, corporate governance teams), or from positions external to business organisations (e.g. industry associations, NGOs, government regulators).

This and further case studies are included in the additional evidence section.

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



Somewhat

Teaching and learning at our institution moderately support experiential learning.

Learning Mindset



A lot

Our institution supports a lifelong learning mindset significantly through teaching and learning.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Monash Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints
- ❖ Administrative resistance
- ❖ Assessment challenges
- ❖ Budgetary limitations
- ❖ Change fatigue
- ❖ Collaboration barriers
- ❖ Compliance and legal concerns
- ❖ Curriculum inertia
- ❖ Faculty expertise gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Institutional culture
- ❖ Learning curve for faculty
- ❖ Limited interdisciplinary collaboration
- ❖ Measurement and benchmarking issues
- ❖ Overloaded faculty
- ❖ Resistance from students
- ❖ Resource allocation challenges
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Standardized testing expectations
- ❖ Time constraints
- ❖ Traditional employer expectations
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2024, Monash Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations
- ❖ Administrative hurdles
- ❖ Assessment rigor concerns
- ❖ Budget constraints
- ❖ Change resistance
- ❖ Classroom infrastructure limitations

- ❖ Collaboration barriers
- ❖ Digital divide
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ History and institutional tradition
- ❖ Institutional culture
- ❖ Learning curve for faculty
- ❖ Limited faculty development opportunities
- ❖ Limited interdisciplinary teaching approaches
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Resistance from students
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Standardized testing pressures
- ❖ Student engagement concerns
- ❖ Technology gaps
- ❖ Time constraints



Research

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

How We Define Research

Monash Business School uses the PRME definition.

Research vs Research for RME/Sustainable Development



Research Funding

In 2024, Monash Business School was awarded funding for research that is:



Institution
Specific



Local



Regional



National



International

Socializing Research

In 2024, Monash Business School contributed research findings to:

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

Research Projects

In 2024, Monash Business School reported 6 research projects that implemented responsible or sustainable activities.

Disability Wellbeing Index

Period Covering: July, 2025 - September, 2025

Department: Centre for Health Economics

Disability Wellbeing Index (relevant to SDG 3 and 10)

The world's first Disability Wellness Index (DWI), launched in August 2025, gives people with a disability a tool that measures wellbeing on their terms. This provides a new way for governments and services to track improvement outcomes.

Supported by the National Disability Insurance Agency (NDIA), the interdisciplinary team led by Professor Dennis Petrie from Monash Business School's Centre for Health Economics, has developed an evidence-based tool to measure wellbeing based on the priorities of service recipients themselves.

The project was co-designed with National Disability Insurance Scheme (NDIS) participants, carers, disability organisations, and government representatives. The DWI was refined through focus groups and an extensive online survey of NDIS participants, resulting in a concise 14-item questionnaire covering key areas such as relationships, safety, autonomy and respect, with responses weighted according to its importance to the respondent.

Unlike other frameworks, the DWI addresses a critical gap by capturing wellbeing from the perspective of those with lived experience.

"By focusing on lived experience and personal perceptions of wellbeing, the Index helps to monitor equity, inclusion, and quality of life in a way that is meaningful to disabled people, and comparable over time", says Professor Petrie.

The DWI will complement the objective indicators captured in the NDIS Outcomes Frameworks to provide a more holistic assessment of the value and effectiveness of disability supports and services. It will enable policymakers to review and track service outcomes in relation to quality-of-life improvement. This qualitative approach should lead to improved delivery of services, and improved value for money as investment shifts from lesser to greater value services that provide comparatively greater contributions to wellbeing.

<https://impact.monash.edu/health-economics/world-first-index-puts-lived-experience-at-the-heart-of-disability-support/>



Energy storage challenge in policy settings for Australia's renewable energy transition

Period Covering: September, 2024 - September, 2025

Department: Faculty and Economics

Energy storage challenge in policy settings for Australia's renewable energy transition (relevant to SDG7)

The energy transition presents complex social, technical, and market design challenges. Professor Guillaume Roger, an energy economist at Monash Business School's [Energy Lab](#), undertook a research project on integrating energy storage into Australia's National Energy Market (NEM). Through this project in collaboration with industry, Professor Roger investigated the market design and industry organisation issues of bidding, clearing, settlement, dispatch and ancillary markets.

The research findings were then translated into an industry white paper which confirmed the essential role large-scale electricity storage will need to play if Australia is to reach its stated clean energy future.

Professor Roger's analysis shows that how we trade electricity today, and the financial instruments that support such trade, are inadequate to deal with intermittent energy and storage.

Australia's ambitious clean energy targets of 43 per cent emissions reduction by 2030, 82 per cent renewable energy generation by 2030, and net zero emissions by 2050 hinge on a critical yet often misunderstood element: large-scale electricity storage.

According to Professor Roger, "storage is very complicated to understand and operate, and the manner in which the NEM is currently operating is not conducive to efficient storage operation, nor of storage investment, and as a result Australia is stalling."

The research presents a range of policy recommendations and reforms for policymakers, market operators, and industry stakeholders, emphasising a combination of simple reforms that are already in operation in other markets.

These include the introduction of adequate financial instruments to support investment, and further investment in research to design a market that can cope with the complete retirement of fossil fuel generators including:

- No-Regret Policies: Implementing Locational Marginal Pricing (LMP), a day-ahead market (DAM), and promoting forward contracting to enhance price signals and grid efficiency;
- Investment Incentives: Reevaluating schemes like the Capacity Investment Scheme (CIS) to better align with storage asset realities, encouraging full utilisation to minimise taxpayer burdens;
- Financing Reliability: Developing new approaches to ensure system reliability in a storage-dominated grid, possibly through long-term contracting or innovative procurement mechanisms; and
- Research Investment: Funding further research to explore the limits of revenue generation through arbitrage and market design in a renewable-centric landscape.

This research and the ongoing industry engagement has led to Monash University forging a landmark alliance with the Australian Energy Market Commission (AEMC). This alliance will help bridge the gap between energy policy and academic research, reflecting the growing need for independent research-based expertise to inform energy policy decisions.

<https://www.monash.edu/news/articles/new-report-highlights-the-key-to-australias-clean-energy-future-is-reliant-on-large-scale-electricity-storage>

<https://www.monash.edu/business/news/2025/monash-university-and-national-energy-authority-form-pioneering-partnership>



Building climate resilience through agroecology

Period Covering: September, 2024 - September, 2025

Department: Management

Every year agriculture, forestry and land use are responsible for 22% of global greenhouse gas (GHG) emissions. The Intergovernmental Panel on Climate Change (IPCC)'s Fifth Assessment Report (Working Group III) warns that reducing emissions in the agricultural sector is key to limiting climate change. While the agri-food sector is a major contributor to GHG emissions, agriculture production

(which involves millions of farming households across the world) is highly vulnerable to climate change. Fostering climate-smart and climate-resilient agriculture and food systems is vital to supporting decarbonisation and ensuring livelihood security.

In response to this urgent call for transformative change, a pioneering project undertaken by research leaders at Monash University and the University of Queensland took a collaborative approach to inform understanding of the role agroecology plays in supporting the development and scaling of climate-smart and climate-resilient agriculture and food systems. Our focus was to build the capacity of agroecology practitioners in Australia, the Asia Pacific and Africa through knowledge exchange, network development and immersive experiences.

Specifically, this project aimed to develop a shared understanding between 14 internationally based agroecology practitioners and change agents ("Fellows") from government and non-governmental organisations (India (7), Sri Lanka (2), the Solomon Islands (2) and Uganda (3)) through a rich intercultural exchange of knowledge skills, and solutions needed to develop and promote climate-resilient agriculture along with sustainable and secure food systems. The vision was for the Fellows to become empowered catalysts for change upon returning to their home countries, where they would establish community and regional networks of their organisation to share new knowledge and train other farmers and relevant allies to implement these strategies.

The project consisted of a 20-day residency fellowship program in Australia, including:

- Four online agroecology and climate resilience workshops before the fellows arrived in Australia;
- A series of workshops designed and run by Monash and UQ subject area experts and external collaborators. E.g. CERES and Crystal Waters;
- 13 days of field visits in regional Victoria and in regional Queensland;
- A two-week extension program in India (for Indian-based fellows); and
- Two follow-up online workshops on research and writing skills.

The project's success and highly impactful outcomes are rooted in the extensive foundations and networks Associate Professor Plahe and Professor Lyons have developed with organisations in these countries over the past twenty years.

Outcomes

- An agroecological plan has been developed and is being implemented by the Suubi Education and Community Development Centre in Uganda;
- A research project on organic agriculture has been instigated and funded in Sri Lanka;
- New curriculum materials have been developed for primary schools on agroecology in West Bengal, India;
- A collaborative agroecological research study spanning India, Bangladesh, and Sri Lanka, led by World Vision Asia Pacific;

- A research project is underway on how participatory organic certification systems are helping farmers in India; and
- A project in India measuring the impact of agroecology on soil and biodiversity.



Building resilience in agri-food systems in Asia

Period Covering: September, 2024 - September, 2025

Department: Management

Our work involves deep engagement with community organisations in Asia to support their work in the following areas: youth and agroecology; the management of sustainable and equitable agri-food systems and; the role of women in agroecological system change.

Through our Department of Foreign Affairs and Trade (DFAT) Australian Award Fellowship Program on sustainable and equitable practice, we are working collaboratively with the Filipino non-government organisation, MASIPAG ([Magsasaka at Siyentipiko para sa Pag-unlad ng Agrikultura](#) or Farmer-Scientist Partnership for Development), a network with 30,000 farmers across 63 provinces in the Philippines that works in the area of peasant-led sustainable agriculture. We also work with the Centre for Sustainable Agriculture (CSA) in India which is a professional resource organization engaged in establishing models of sustainable agriculture working in partnership with Indian Indigenous and tribal communities, Non-Government Organisations (NGOs) and community-based organisations by scaling up the successes and engaging with the establishment for a policy change (for further information please see: <https://csa-india.org/about-us/>). Over 17 years CSA has worked with 100,000 farmers in communities across India including Adivasi (Indigenous) communities.

Our collaborative works aims to:

1. Support our partners in building farmer networks, food hubs, sustainable agri-food value chains and private sector linkages to better market and distribute local food; and
2. Work with our partners on knowledge and knowledge-sharing skills in the following areas: food systems; sustainable agri-food value chains; private sector linkages; gender, food and development; disability-inclusive food systems; food security research, and resilient food alliances and farmer networks.

Outcomes

1. The development of the 'The Seed Project' in the Philippines which is a pilot action research project that aims to empower young people to create and scale up community-based social enterprises that promote organic, farmer-led agricultural development in Asia;
2. At the request of the community organisations involved in the DFAT program, our collaboration led to a co-authored book entitled 'Listening to People, Listening to Place: A climate change guide for organisers and communities'. This is a key resource that community groups are using in their work on climate change;
3. A 3-day 'International Congress on Youth for Agroecology' (IYC) organised by the MASIPAG in Los Negros in the Philippines in September 2019, involving organisations from the Philippines, India and Vietnam. This project was funded by the Monash Business School Seed funding scheme; and
4. A very rich exchange and international knowledge transfer between the organisations from Asia. For example, our participants from Caritas (Vietnam) have initiated trials for new marketing and promotional techniques in the Vietnamese context, based on the private sector knowledge and experience of the MASIPAG network in the Philippines.



Driving change in workplace health and safety through collaborative research

Period Covering: September, 2024 - September, 2025

Department: Management

The Health, Safety and Wellbeing at Work research team has conducted a number of impactful research projects in partnership with industry, trade unions, government partners and other stakeholders. In particular, our team has established and developed a highly productive and longstanding partnership with [WorkSafe Victoria](#) and the [Institute for Safety Compensation and Recovery Research](#) (ISCRR).

These successful partnerships continue to achieve a range of advancements to workplace health and safety policy and practice. This includes developing tools for assessing leading indicators of health and safety and a checklist that inspectors and consultants are using to assess OHS workplace performance across Victoria. We have also collaborated with WorkSafe Victoria to evaluate the training and professional development provided to their safety inspectors.

In addition, this research team has partnered with WorkSafe Victoria, unions and employers in several industries to provide robust evidence of the prevalence, antecedents and consequences of workplace bullying and occupational violence and aggression. Importantly, our research identifies and promotes approaches to prevent and mitigate these incidents. This research has been critically important in identifying strategies for supporting those who have experienced these negative behaviours, in particular workers in high-risk industries for psychosocial harm such as healthcare and education.

Outcomes

- Raising awareness and understanding of preventive actions that can be implemented in workplaces to improve workers' health and safety;
- Informing policy-makers, employers and unions of better-practice approaches for protecting workers from psychosocial hazards and promoting psychological health;
- Development and validation of tools used by organisations and the safety regulator to help ensure that people are healthy and safe at work;
- Refinement and improvement of training and professional development for safety experts; and
- Designing and evaluating interventions to address negative attitudes and to promote positive behavioural change among leaders and workers.



Sparking the circular economy in Melbourne's manufacturing industry

Period Covering: September, 2024 - September, 2025

Department: Management

Victoria is the home of a number of leading Circular Economy (CE) businesses. While the number is small, these businesses are great models of what can be achieved, and their experiences provide both insights and guidance for other businesses about to start the CE journey.

Monash University, in partnership with the [South East Melbourne Manufacturers Alliance](#), and funded by [Sustainability Victoria](#), is supporting CE adoption in four of South East Melbourne's manufacturing sub-sectors: plastics, textiles, general engineering, and food.

Throughout the project, we aimed to:

1. Establish the extent of relevant CE practices (waste prevention, reuse, remanufacture, and upcycling) being implemented by businesses and their tier-one suppliers across four manufacturing sub-sectors in South East Melbourne and how effective they are in delivering CE outcomes.
2. Identify and develop practical approaches for manufacturing businesses to adopt CE strategies and practices, where their implementation will lead to a reduction of waste by up to 20% in their operations and tier-one suppliers.
3. Identify potential barriers and challenges to adopting these new approaches and identify how these can be overcome through education, training, mentoring, and other support services for businesses and their tier-one suppliers.

Through various project activities, we identified and developed practical approaches for manufacturing businesses to adopt CE strategies and practices, which will also overcome probable barriers and challenges. Our online seminars were conducted to help manufacturers identify CE opportunities, and four subsequent in-person workshops helped manufacturers develop strategies and implement actionable practices for CE adoption.

These findings informed the project's subsequent phases in developing seminars and workshops to promote awareness and capability to adopt CE strategies in manufacturing businesses in Southeast Melbourne through seminars and workshops.

Outcomes

- Anticipated reduction in waste (post-workshop) was on average 30% per business
- Developed the [Circular Economy Journey](#) website
- Engaged with 288 industry and local government representatives
- 25 interviews with leading CE businesses and officials of local governments
- Public seminars
- 3 co-designed workshops



Research Awards

In 2024, Monash Business School was awarded 2 research awards for responsibility- and/or sustainability-related research.



2024 Dean's PRME Award for Excellence in Responsible Management Education

Granter: Dean of Faculty of Business and Economics / Head of Monash Business School, Monash University, Melbourne, Australia.

Grantee: Dr. Lu Yang and Dr. Yi-Hung (Jerry)

Award Description:

Dean's Award for Excellence in Responsible Management Education in 2024.



2024 Dean's Equity, Diversity and Social Inclusion Award for Research in Social Belonging.

Granter: Dean of Faculty of Business and Economics / Head of Monash Business School, Monash University, Melbourne, Australia.

Grantee: Stuart Hayes

Award Description:

Stuart Hayes, a Monash Business School PhD student was awarded a Dean's Equity, Diversity and Social Inclusion Award for research in social belonging. Working alongside health and community partners, Mr Hayes helps people connect across social, cultural and physical barriers, without competition, cost, or expectation. Rooted in a philosophy that small, meaningful interactions can spark big change, his approach is informed by his doctoral research exploring how real-time experiences impact longer-term belonging, flexibility and psychological safety outcomes. While his research and events operate independently, they share a common belief: that micro-moments of connection can shape how we feel, think, and relate. <https://www.monash.edu/business/news/2025/monash-business-school-celebrates-excellence-at-2025-deans-student-awards>

Research Presentations Related to RME and/or Sustainability

In 2024, Monash Business School gave 2 research presentations related to RME and/or sustainability.

A Gender-Sensitive Framework for Understanding and Addressing Work-Related Intimate Partner Violence

| [DOI](#)

Authors: Associate Professor Laura Anne Kauzarich, Northwest Missouri State University, USA. | Professor Michelle Greenwood, Monash Business School, Monash University, Melbourne, Australia

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management

Intimate partner violence (IPV) is a long-standing and serious social issue that inherently impacts and is impacted by work and workplaces. Work-related intimate partner violence (WIPV) is a pattern of IPV that both directly and indirectly undermines its victim/survivors' employment, work and careers, yet scant attention has been paid in management studies to workplace responses and responsibilities regarding this form of violence. Hence, we conduct a systematic review and conceptual analysis of 111 WIPV-focused papers utilizing three well-established feminist lenses to ascertain and conceptualize what we know and do not know about the WIPV domain and, more importantly, to outline an agenda for what we should know from a gendered perspective about WIPV. We develop a gender-sensitive, multilevel framework by which we investigate and challenge the WIPV research agenda from individual, interactionist, and structural viewpoints including the interaction between those perspectives.

A key purpose of this paper is to expand the notion of WIPV beyond the current focus on micro-level employment issues to include meso-level organizational issues and macro-level societal issues. A second and connected purpose is to draw attention to the need to ask big questions related to workplaces and to highlight the pivotal role of human resource management (HRM) in fostering ethical and socially sustainable workplaces. Thus, we advance the much-needed debate about WIPV, provide a template for how gender can be conceptualized in HRM and workplace research, and challenge the ethical boundaries for organizational involvement in areas traditionally deemed as private or societal.



Rewrite The Recipe: A Gendered Examination of Social Exchange Theory in Leadership Research

| [DOI](#)

Authors: Dr Karryna Madison, School of Management, Australian National University. | Associate Professor Nathan Eva, Monash Business School, Monash University, Melbourne, Australia. | Professor Helen De Cieri, Monash Business School, Monash University, Melbourne, Australia. | Dr Zen Goh, Monash Business School, Monash University, Melbourne, Australia.

Date of publication: September, 2025

Presented at: National or international academy of management

Department: Management

Social exchange theory asserts that individuals generally reciprocate the positive or negative behavior shown to them. Given its broad applicability, social exchange theory has had extensive use within leadership research, primarily explaining why leader behavior influences follower outcomes. Despite social exchange theory's prominence in elucidating leader–follower dynamics, the literature exhibits a significant gap in addressing how gender shapes these relationships.

Critical analysis identifies a pervasive omission of gender considerations in existing research, which has profound implications for the depth and accuracy of our comprehension of leader–follower exchanges. To redress this oversight, two gender perspectives were introduced to advance the social exchange literature: gender in organisations, which examines the role of gender within the existing organisational structures, and gendering organisations, which explores how organisational processes and interactions actively construct gender roles. These perspectives seek to advance and challenge our understanding of the gendered nuances in leader–follower social exchange relationships, offering new avenues for scholarly inquiry in the field of leadership.



Publications Related to RME and/or Sustainability

Building sustainability competence capacity amongst educators: uncovering interdisciplinary perspectives

Authors: Associate Professor Alice Annelin, Umeå School of Business, Economics and Statistics (USBE) | Professor Nicholas McGuigan, Monash Business School, Monash University, Melbourne, Australia. | Associate Professor Gert Olof Boström, Umeå School of Business, Economics and Statistics (USBE)

Date of publication: September, 2025

Department: Accounting

Sustainability capacity building challenges educators to develop diverse sustainability competences by working on an interdisciplinary scale. Frustrations and possibilities can both be experienced when applying sustainability education across disciplines in higher education. A sustainability didactic approach can be effective in providing much needed support for educators to reflect on what, how and why they teach through a sustainability mindset. In this chapter, we set out to ask how educators experience sustainability competence capacity building within an interdisciplinary environment? Using the Galtung double-variable method of futuring, this participatory research project, provided such an experience for educators, coming from nine disciplines across sixteen different European universities.

Educators reflected on how sustainability education needs to transform in order to provide sustainability competence capacity building in students. Participants reflected on their own sustainability competency capacity building being activated throughout the event and how they can effectively implement their learning initiatives created through this interdisciplinary collaborative environment. The study finds that academic training through immersive experiential learning and the futuring method creates space for imaging a sustainability education students need for interdisciplinary thinking. Creating space for immersive activities can help educators to positively unpack frustrations experienced in higher education and activate the skills required to experiment and innovate in sustainability education.



The value impact of climate and non-climate environmental shareholder proposals

| [DOI](#)

Authors: Professor Henk Berkman, University of Auckland Business School, New Zealand | Assistant Professor Jonathan Jona, School of Management, University of New Mexico, USA. | Dr Joshua Lodge, University of Auckland Business School, New Zealand | Dr Joshua Shemesh, Monash Business School, Monash University, Melbourne, Australia.

Date of publication: September, 2025

Department: Banking and Finance

We study the value impact of environmental shareholder proposals (ESPs) for Russell 3000 firms from 2006 to 2021. We distinguish between climate-dedicated ESPs and non-climate ESPs covering other environmental topics. We use two approaches to evaluate management's ability and willingness to select value-enhancing ESPs and reject value-destroying ESPs: cumulative abnormal returns around the final proxy filing date; and a regression discontinuity design around the voting threshold at the annual general meeting. Our results suggest that management has screening ability for ESPs, especially for climate proposals, and that investors and managers share common objectives in environmental activism.



Green Finance and Sustainable Development in India: Current Status and Challenges Beyond the COVID-19 Period

Authors: Dr Mita Bhattacharya, Monash Business School, Monash University, Melbourne, Australia | Assistant Professor Eric Yan, Department of Economics, Feng Chia University, Taiwan.

Date of publication: September, 2025

Department: Economics

A sustainable development pathway requires a significant shift in investments away from greenhouse gases, fossil fuels, and natural resource-intensive industries and toward more renewable sources, as well as changes in business models. The financial sector will play a greater role in this movement toward sustainable, green growth. This chapter provides an overview of the need for green finance and the role of financial governance. It reviews the state of green lending and investment in India and provides an overview of the country's green financial governance initiatives. We recommend that continued market innovations and financial assistance are necessary for achieving sustainable development.



Research Voices

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

Reimagining Business Schools

Véronique Ambrosini's research reveals a coherent mission to transform management education from a narrow, managerialist enterprise into a more holistic, stakeholder-centred, and socially responsible endeavour.

Reimagining Business Schools. Her work is driven by a fundamental concern that business schools have lost their way, becoming overly focused on metrics, rankings, and profit maximisation at the expense of meaningful education and societal and ecological contribution. She challenges the status-quo. She argues that traditional management education fails to prepare students for complex real-world challenges and perpetuates harmful managerialist controls that undermine both learning and well-being. Her purpose is to reimagine business schools as institutions that create genuine value for all stakeholders while fostering sustainable, ethical and responsible leadership. Her work guides business schools on how they can be transformed so that they align with emerging sustainability values and stakeholder expectations, moving away from purely profit-driven models toward more socially responsible approaches. To make it happen, she has developed multiple theoretical frameworks and pedagogical approaches to address these challenges. She has advocated for service-dominant logic in business education, promoting value co-creation between schools and diverse stakeholders rather than one-way knowledge transfer. She has presented actionable arguments for change in governance and moving beyond narrow performance metrics toward more holistic value creation models.

Reimagining Management Education. Her work envisages diverse and innovative educational approaches. Through phenomenographic thinking, she has challenged essentialist views of management, encouraging students to construct their own understanding rather than passively receive prescribed knowledge. She has integrated critical diversity perspectives into strategy education, helping students navigate the complexity of implementation. Additionally, she has examined how circadian health principles can improve learning outcomes.

These approaches empower educators to engage in meaningful scholarship that serves societal and ecological needs and help prepare students for real-world complexity while supporting their well-being. Véronique's work represents significant shifts to how students can experience more authentic, contextually relevant learning that develops both cognitive and affective capabilities. Students gain tools for managing their own well-being and understanding the human complexity of organisational life.

In conclusion her work contributes to understanding how systemic change can happen in business schools. She aligns business school transformation with the UN Sustainable Development Goals (SDGs). Her emphasis on sustainability values and the UN SDGs positions business schools as agents of positive social change rather than perpetrators of harmful neoliberal practices. By advocating for collective action and "positive rebellion" against managerialism, she provides pathways for broader institutional transformation. Her work influences employers who receive graduates better prepared for ethical leadership and complex problem-solving. Society benefits from business schools that prioritise public good over private profit, contributing to more sustainable and equitable economic systems.

Through this comprehensive research approach, Véronique has established herself as a leading voice for transforming management education into a force for positive social change, demonstrating how academic scholarship can drive meaningful reform in business schools and amplify their broader societal and ecological impact.

This and other case studies are listed in the Additional evidence section.

Research Barriers

In 2024, Monash Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Administrative barriers
- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Ethical concerns
- ❖ Funding challenges
- ❖ Institutional policies and bureaucracy
- ❖ Methodological limitations
- ❖ Participant recruitment
- ❖ Publishing barriers
- ❖ Retention and engagement
- ❖ Skills and expertise gaps
- ❖ Time constraints



Partner

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

How We Define Partner

Monash Business School uses the PRME definition.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Times Higher Education (THE)
- ❖ Financial Times
- ❖ GRLI (Globally Responsible Leadership Initiative)
- ❖ Positive Impact Rating (PIR)
- ❖ Quacquarelli Symonds (QS)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Global Business Schools Network (GBSN)
- ❖ Group of Eight Universities in Australia
- ❖ Warwick Monash Alliance
- ❖ United Nations Global Compact non-business signatory

Student Organization Partnerships

- ❖ PRME Global Students
- ❖ Beta Alpha Psi
- ❖ Monash Law Clinic
- ❖ Socio-Economic Engagement and Development (SEED)

Partnerships

The following provides more details on 3 key partnerships at Monash Business School.

Monash University and national energy authority form pioneering partnership

The Memorandum of Understanding (MoU), signed by Monash University and the Australian Energy Market Commission (AEMC), establishes a closer relationship between the national energy authority and researchers at the forefront of Australia's energy transition.

Pacific Action for Climate Transitions (PACT)

Working together, we can build resilient island communities

Climate change is threatening the Pacific Islands way of life. The region is experiencing more cyclones and severe storms, while rising sea levels are endangering coastal communities. Economic and social systems are increasingly threatened, as is physical and mental wellbeing in local communities. So how can academia help safeguard the region's future while developing crucial learnings for the rest of the world?

For more information see <https://www.monash.edu/business/research/pact>

Monash University students partnered with Farmers Pick for produce sourcing, Market Juice for juicing.

Supermarkets refuse to sell funny-looking produce, which means over 25% of it goes to food-waste (hello climate change).

The solution? Hard seltzers made with fresh, funny-looking produce. Saved from becoming food waste. Transformed into a cheeky climate change fighter.

The team of three Monash University students partnered with Farmers Pick for produce sourcing, Market Juice for juicing, and have the final product manufactured at Gypsy Hub. These integral industry connections have allowed the Wonki team to trial the manufacturing process from start to finish, and educate themselves on the pressing Australian landfill crisis through the knowledge of local experts.

Wonki's seltzer flavours will fluctuate as the seasons do, depending on what fruit and vegetables are readily available at the time (and need saving). Low-sugar alternative to traditional alcoholic beverage options allows consumers to support Australian farmers on a mission to divert valuable produce from landfill.

Website: wonki.com.au

Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Monash Business School support sustainability and responsible management education.

The International Labour Organisation (ILO).

Fang Lee Cooke has completed a trilogy (three books) with Dr Nikolai Rogovsky, for the International Labour Organisation (ILO). This collection (published by the ILO in 2021, 2023 and 2025) focuses on global challenges, social justice and productivity. It aims at providing a better understanding of how social justice – encompassing universal human rights and capabilities, equal access to opportunities for employment and productive activity, fair distribution and just transitions – is linked to productivity growth. Social justice has always been a major focus of the ILO. It was described as the Organization's ultimate goal in the Preamble to the ILO Constitution of 1919 (ILO 2021a).

This trilogy is informed by the ILO's social justice framework. The first volume examines the impacts of global challenges on human resource management (HRM) policies and practices in BRICS countries (Rogovsky and Cooke 2021). The second volume investigates the extent to which productivity improvements in four major Asian economies, namely China, India, Japan and the Republic of Korea, has been underpinned by human-centred productivity improvements (Cooke and Rogovsky 2023). The third volume (Cooke and Rogovsky, 2025) aims to provide a deeper understanding of the relationship between social justice and workplace productivity. It pays particular attention to women and older workers, investigating how national-level policy frameworks and enterprise-level HRM practices can help to ensure that workers from these two vulnerable groups are treated equitably and are able to continue contributing to productivity growth.

It is important to note that the authors do not confine themselves simply to workplace productivity (or labour productivity), but also examine other indicators of economic performance in the workplace and at the macroeconomic level. Moreover, they consider social performance measures that reflect improvements in areas such as labour legislation, social protection, health and well-being, access to lifelong learning, quality of employment, and the labour market inclusion of women and older workers.

Social justice and workplace productivity are influenced by a range of macro-level factors and global trends and by HRM policies and practices at the enterprise level. Women and older workers are often disadvantaged in the labour market and in workplaces. Several factors impact women's productivity, some of which are linked to various dimensions of social justice, including gender discrimination in the labour market and in the workplace. Similarly, older workers are often faced with stereotypes, which can lead to unfair treatment and discourage them from continuing to work or from working productively. By investigating issues related to social justice and the productivity of women and older workers, this latest volume sheds light on what needs to be done to strengthen social protection for these groups of workers, enabling them to enjoy a better future.

This and further case studies are included in the additional evidence section.



Practice

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

How We Define Practice

Monash Business School uses the PRME definition.

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water

Policy Documents Related to RME and/or Sustainability

Staff and student travel policy

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

6. Practice Q1.2 MU-Environmental Sustainability
Policy

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

Equity, Diversity and Anti-Discrimination Policy -
Students, Staff and Associates

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

Real Estate Transactions Policy

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

Practice Awards

In 2024, Monash Business School received 1 award for responsible and/or sustainable practices.



Monash University debuts as winner and finalist in six categories at 2024 Green Gown Awards

Granter: Green Gown Awards - Australasia

Grantee: Monash University's Global Immersion Guarantee (GIG)

Award Description:

Monash University's Global Immersion Guarantee (GIG) is a trailblazing initiative designed to provide all eligible first-year students with a fully funded, immersive study abroad experience focused on sustainability. Spanning eight countries and ten locations, the GIG program integrates intercultural competence, interdisciplinarity, sustainability, and global citizenship into Monash's core educational framework. The program ensures that students from diverse and underrepresented backgrounds have equitable access to international experiences, fostering a more inclusive and globally aware student body.

Practice Voices

The following statement from stakeholders at Monash Business School demonstrates our commitment to sustainable and responsible practices.

Empowering Integration: A PRME-Aligned Partnership with the Rohingya Community in Springvale

The Rohingya Community Centre in Springvale was established in 2024 by the Rohingya community. The objective of our research has been to connect and collaborate with them so that they can represent themselves within broader Australian society with dignity, recognition, and agency.

Our involvement stems from a sense of social responsibility to assist in their integration process. We invest our intellectual and technical support to develop their capability for a deeper, more grounded integration of Rohingyas into Australian culture—especially for a community historically exposed to violence, including sanctions, segregation, and the denial of ethnic rights and citizenship. It is critical for members of the community—many of whom have spent significant time in refugee camps or detention centres—to understand issues of violence (including domestic violence), as well as equity and equality within families, communities, and the wider society. In such contexts, cultural integration must begin with institutional recognition and systematic inclusion.

The establishment of the Rohingya Cultural Centre marks a significant step toward recognition and social inclusion. Through this centre, the Rohingya community in Springvale—and more broadly across Victoria—is becoming more visible and engaged. This visibility is enhanced through partnerships with the Department of Multicultural Affairs, other Muslim communities, and South-East Asian communities, broadening their social networks and representation.

They initially approached us to help build the Rohingyas' capacity to apply for grants from local councils and the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA). We contribute to this process by offering input and facilitating capability development through workshops. These workshops include dialogue on gender issues, violence, and community leadership. Over time, participants gain a deeper understanding of cultural diversity, inclusivity, and equity. Such support enables the community to engage more confidently and pragmatically within the labour market.

To strengthen partnerships, the community visits other cultural centres and actively participates in networking initiatives. At a broader level, the Rohingya Community Centre is expanding its connections with government bodies, civil society organizations, and business sectors. Their children are also increasingly participating in sports, which supports social inclusion and cultural integration.

We continue to support the Rohingya community in developing their skills and fostering connections with educational institutions to promote responsible, inclusive, and accountable management practices in line with the values of sustainable development for all.

This and further case studies are included in the additional evidence section.



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

Monash Business School uses the PRME definition.

Engagement Opportunities

Monash Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Open faculty and student meetings and town halls
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ We are currently working to offer engagement opportunities
- ❖ Annual Reports
- ❖ Monash Impact Business Impact web page

Communication Audiences

Monash Business School communicates its policies and progress on sustainable development and responsibility with:

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

Sharing Voices

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

Open Source R Software Development: Translating Methodological Research into Global Impact

The Department of Econometrics and Business Statistics at Monash University recognised a critical challenge in academic research: the gap between theoretical methodological advances and their practical application by researchers and practitioners worldwide. Traditional academic publishing, while essential for peer review and knowledge validation, often leaves innovative statistical methods trapped in academic papers, inaccessible to the broader community who could benefit from these advances. We aim to democratise access to cutting-edge statistical methodologies by translating our research into accessible open-source R packages.

Over the past decade, our research group has systematically developed nearly 100 open-source R packages, each designed to make complex statistical methodologies accessible to practitioners. Our approach involves parallel development of theoretical research and practical implementation, ensuring that major methodological advances are accompanied by user-friendly software. Key packages include the 'forecast' package for time series forecasting and analysis, 'Ggally' for data visualization, 'naniar' providing tools for handling missing data, and the 'fable' framework for tidy time series forecasting. Our development process emphasises rigorous testing, comprehensive documentation, and adherence to tidy data principles, making our tools intuitive for both novice and expert users. Our R packages have achieved remarkable reach. The 'forecast' and 'Ggally' packages each average millions of downloads per year, while another 16 packages each have tens of thousands of monthly downloads. We have created comprehensive ecosystems of interconnected packages, such as the 'fable' framework, which provides end-to-end solutions for time series forecasting. Additionally, we have developed educational resources, including data packages that accompany our textbooks, ensuring seamless integration between learning materials and practical tools.

Primary stakeholders – researchers, data scientists, and students – have gained unprecedented access to advanced statistical methods. Users can now implement sophisticated forecasting models, visualise complex data patterns, and conduct robust statistical analyses without requiring deep programming expertise. The packages have transformed how time series analysis and exploratory data analysis, are conducted across disciplines, from economics and finance to environmental science and public health.

The broader impact extends far beyond our immediate user base. Our open-source approach has catalysed a multiplier effect: the accessibility of our implementations has led to thousands of additional citations of our original research papers, amplifying the academic impact of our theoretical contributions. The packages have become foundational tools in university curricula worldwide,

shaping how the next generation of statisticians and data scientists approach their work. Furthermore, by enabling reproducible research practices, our software has contributed to the broader movement toward open science and transparent methodology in quantitative research.

This and further case studies are included in the additional evidence section.

Communication Barriers

Monash Business School faces the following barriers in transparent communications:



**Data privacy
regulations**

SIGNATORY

Monash Business School



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Australia



Website

<https://www.monash.edu/business/>