

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Monash Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

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

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



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

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

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





Getting Started

This section provides foundational information about 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 - Strategy 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](#).

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.

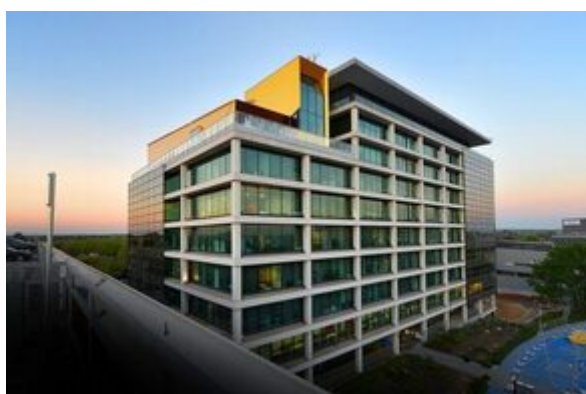
- International – building the strength and scale of our international research and education programs to ensure they respond to the challenges and opportunities of our nation, our region and the world.
- Enterprising: developing enduring alliances and partnerships with industry, government and other 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

Monash Business School's Institutional History

Overview

Monash Business School is part of the Faculty of Business and Economics (FBE), one of ten faculties at Monash University operating semi-autonomously within the University's governance framework. Established in 2014, the School encompasses all Australian operations of the Faculty across the Melbourne metropolitan campuses. Our **EQUIS accreditation** is restricted to Monash Business School only and reflects our commitment to global excellence in responsible management education.



Monash Business School has been a committed [signatory to the Principles for Responsible Management Education \(PRME\)](#) since 2010. For a decade and a half, the School has embedded the PRME ethos into its institutional strategy, culture, curriculum, research, partnerships, and daily

operations. This commitment is reflected in our alignment with [Impact 2030](#), the University's strategic plan, which positions progress against the **UN Sustainable Development Goals (SDGs)** as a core measure of international impact.

Our Purpose and Vision commit us to developing leaders and empowering communities to address global economic, environmental, and social challenges through inclusive, future-focused business education and research.

Fifteen Years of PRME Achievements

Below is the enhanced timeline, now extended to include **2025 achievements**.

- **2010** - Monash University's Faculty of Business and Economics becomes a PRME signatory.
- **2011** - The Department of Management undertakes a comprehensive review of teaching to embed PRME principles across core units.
- **2013** - Monash University becomes the Asia-Pacific Regional Centre for the UN Sustainable Development Solutions Network (UN SDSN).
- **2014** - Monash Business School is founded, with PRME embedded in its mission.
- **2016** - Monash Business School is selected as a PRME Champion School. Monash University issues its first ESG statement.
- **2017** - The University launches the Respect. Now. Always. program and the Net Zero Initiative, committing to carbon neutrality by 2030.
- **2018** - Monash Business School becomes a PRME Advanced Signatory. PRME Ambassadors are appointed. The Net Zero Initiative wins the UN Momentum for Change Award.
- **2019** - The Monash Aboriginal and Torres Strait Islander Framework 2019–2030 is released.
- **2020** - Business School academics contribute thought leadership and policy advice during the COVID-19 pandemic.
- **2022** - Monash establishes the first foreign university campus in Indonesia. A new research collaboration with Fiji National University is launched to address climate-related economic and social challenges in the Pacific.
- **2023** - Monash Business School receives the Excellence in Reporting Award for its 2022 sustainability reporting. The Pacific Action for Climate Transitions (PACT) centre is established. The first cohort of the Master of Indigenous Business Leadership graduates. In the same year, the School launched the Impact Labs, a major interdisciplinary vehicle for external outreach and impact.
- **2024** - The School launches decolonising business curriculum workshops and establishes a First Nations Knowledge Library.
- **2025** - Monash Business School hosted the annual PRME ANZ Chapter meeting. The School established a Wellbeing Committee to support the occupational wellbeing of staff based in Australia.



Graduates & Enrollment

2025 Statistics	Number
Graduates	6856
Faculty & Staff at the University	10804
Faculty & Staff at the Institution	1751
Student Enrollment at the University	111771
Student Enrollment at the Institution	23980
Undergraduate Attendance	15089
Masters-Level Postgraduate Attendance	8715
Doctoral Student Attendance	260
Certificate, Professional Development, or Continuing Education Attendance	600

Degrees Offered

Bachelor Programs

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

Masters Programs

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

Doctoral Programs

- Doctor of Philosophy

Undergraduate Degree Programmes

- ▣ B2000 Bachelor of Business
- ▣ B2001 Bachelor of Commerce
- ▣ B2007 Bachelor of Business Administration
- ▣ B2031 Bachelor of Economics
- ▣ B2033 Bachelor of Actuarial Science
- ▣ B2034 Bachelor of Finance
- ▣ B2036 Bachelor of Marketing
- ▣ B2042 Bachelor of Banking and Finance
- ▣ B2049 Bachelor of Digital Business
- ▣ B2029 Bachelor of Accounting

Masters Degree Programmes

-  B6005 Master of Business
-  B6004 Master of Banking and Finance
-  B6011 Master of Professional Accounting
-  B6038 Master of Accounting
-  B6039 Master of Advanced Finance
-  B6030 Master of Economics
-  B6029 Master of Business Administration (Digital)
-  B6041 Master of Management
-  B6022 Master of Business Analytics
-  B6026 Master of Business Management
-  B6025 Master of Project Management
-  B6040 Master of Global Business
-  B6014 Master of Actuarial Studies
-  B6036 Master of Applied Econometrics
-  B6023 Master of Commerce
-  B6024 Master of Indigenous Business Leadership

Postgraduate Degree Programmes

-  0029 Doctor of Philosophy

Certificates, Professional Development, or Associate Programmes

-  Corporate Education - Tailored and customised courses for business



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

27/03/2026

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
Simon.Wilkie@monash.edu

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Definition of Purpose

Monash Business School uses the PRME definition: We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

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.

Continue telling your story

Purpose - Continue telling your story

Monash University's purpose is strengthened by preparing students to lead with social awareness and a clear sense of purpose. The University embeds a purpose-driven ethos across its education and operations, guided by the [Impact 2030 strategy](#), which positions Monash as a global leader in addressing **climate change, geopolitical security, and social inequality**. Monash Business School reinforces this commitment through programs that equip graduates to respond to complex societal challenges, including the **Master of Indigenous Business Leadership** and **sustainability focused capstone projects** that connect students with real world impact initiatives. Initiatives that cultivate purpose driven learning and long term positive impact across the institution. The Positive Impact Rating (PIR) for 2026, which reflects activities undertaken in 2025, ranks Monash as a Level 4 Transforming School with a score of 8.3 for students and 7.1 for faculty.

From Islands of Impact to a Culture of Responsibility

From Islands of Impact to a Culture of Responsibility

Professor Carla Wilkin

Opening

Monash Business School's cultural transformation is the result of a deliberate, multi-year effort to embed responsible management across its structures, practices and everyday operations - not as an add-on, but as a core expectation. This work responds directly to reflective insights from our purpose

driven work, including taking action to embed responsible management education principles into how we operate. That action has guided Monash's shift from isolated examples of impact toward a coherent, School-wide culture of responsibility.

Building the foundation

Historically, Monash Business School demonstrated strong pockets of positive impact through research partnerships, community engagement and sustainability-focused teaching - but these initiatives were not yet part of a unified cultural framework. To close that gap, the School began integrating ethics, sustainability and societal impact into strategy, accreditation evidence, reporting cycles and recognition mechanisms, creating the structural foundation for genuine cultural change.

Momentum in action

A major milestone came with the appointment of School-wide PRME ambassadors, who convened a 2024 workshop bringing together representatives from every department and the student body. The workshop built a shared understanding of responsible management and the capability to identify, document and showcase impact - directly supporting what PRME describes as institutions creating conditions that make change possible and equipping people to act. To embed this work structurally, Monash implemented a governance model comprising Departmental representatives and a student advisory panel, ensuring ongoing cross-Departmental communication and giving students a genuine voice in decision-making - an approach strongly aligned with PRME's call for mechanisms that connect evidence to learning, governance and follow-through.

Making it visible

Visibility and recognition became central to reinforcing this culture. Internal reports, e-posters and online profiles now showcase examples of responsible management across teaching, research and engagement, demonstrating our positive impact becoming credible when it is embedded in how we act. These practices have normalised responsible management as part of Monash's identity and encouraged staff to keep contributing new examples of embedded impact. In 2025, Monash extended this momentum beyond its own walls, hosting a forum for Australian and New Zealand business schools with input from faculty and students - reflecting PRME's emphasis on collaboration, sector leadership and collective advancement.

Impact

Together, these initiatives - governance, recognition, student engagement and external collaboration - represent a comprehensive cultural transformation. They show how Monash Business School is closing the implementation gap, moving from isolated initiatives to embedded systems and shared cultural ownership. "This work has fostered a shared sense of purpose, inspired deeper engagement and strengthened our culture of responsibility," says Professor Carla Wilkin.



[2026 SIP Voices - Purpose \(printable format\)](#)

[2026 SIP Voices \(searchable web archive\)](#)

1.Purpose Voices_SIP 2026

View document  Download document 



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

Who Champions Responsible Management Education at Our Institution

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

Student Voices

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

2026 PRME Student Progress Report

The 2026 PRME Student Progress Report highlights how the Monash Business School has been advancing responsible management education through student leadership and international engagement. It also provides insights from both the Positive Impact Rating (PIR) survey and the student-run PRME student survey.

This year, five students took on the role of PRME representatives: Nailah Zaman, Amber Wong Lih Thong, Venudi Widanagama, Riley Kleinschmidt, and Lara Oana. Each student representative brought a breadth of strengths in leadership, community work, and sustainability.

The 2026 PIR survey results demonstrate that the Monash Business School has been able to utilise its governance and culture to move the school ahead, prepare students to become responsible leaders in business and society, and actively engage to earn the trust of students and society to a relatively great extent.

The PRME student survey results demonstrate the increase in students' awareness of the Monash Business School being a PRME signatory, however, further work is required to increase the visibility of sustainability within units.

This report highlights multiple units across the Monash Business School's departments that actively engage with sustainability and/or the PRME in order to shape ethical, socially responsible and evidence-driven decision-makers.

Outside of the classroom, student organisations have played a key part in bringing the PRME values to life. Monash SEED organised and promoted events that encouraged students to adopt a more sustainable lifestyle and contribute to positive social impact whilst also actively participating in community volunteering activities. MONSU Caulfield actively engaged in addressing food insecurity whilst also reducing food waste. They also incorporated sustainability within their events. AIESEC's YouthSpeak Forum provided an avenue for students to discuss pressing issues related to the UN's SDGs. Their keynote presentations, workshops, and networking events also provided students with valuable opportunities to strengthen their skills in order to contribute to creating solutions that have a positive social and environmental impact. The Xi Epsilon Chapter's work advances the SDGs and PRME.

Ultimately, this report highlights the positive impact the Monash Business School and university extracurriculars have had on students, and how the positive impact our institution has can be strengthened.

[Monash Business School - 2026 Student Progress Report](#)



(L-R) PRME student representatives: Amber Wong, Nailah Zaman, Venudi Widanagama, Lara Oana and Riley Kleinschmidt.

Student Awareness

26% - 50% of students at Monash Business School are aware that we are a PRME Signatory Member.

Student Engagement

26% - 50% 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

Living the Principles We Teach: Three Decades at the Frontline of Responsible Business

Associate Professor Terence Jeyaretnam

Purpose

Responsible management education asks a simple question of those who teach it: are we living the principles we ask our students to adopt? Professor Terence Jeyaretnam AM, Professor of Practice at Monash Business School, was recognised in the 2026 King's Birthday Honours "for significant service to social justice, and to environmental conservation and sustainability." He accepted this recognition in that spirit – to demonstrate that a career built at the intersection of sustainability, climate, governance and human rights is not a peripheral concern for business education, but central to the future wellbeing, resilience and prosperity of the economy our graduates will lead. He wanted to model, visibly, that doing this work well and doing good business are not in tension.

Practice

Over more than three decades, Terence has worked to give voice to interests that too often go unheard in commercial decision-making: ecosystems, future generations, animals, and people whose concerns are easily lost. As Professor of Practice, he brings that practice into the School through teaching, research engagement and thought leadership on sustainability, governance and assurance. Alongside this he sustains a substantial voluntary contribution through governance roles, including as Chair of Amnesty International Australia, Chair of Global Citizen (Australia), Treasurer of the Australian Conservation Foundation, a Director of the Biodiversity Council and ProVeg Australia, a Councillor of

the Royal Society of Victoria, and a member of the Auditing and Assurance Standards Board – connecting students and colleagues directly to the standards, institutions and debates shaping responsible business in Australia.

Output

The immediate consequence of the honour was recognition, within the School and beyond, that applied sustainability leadership is scholarship of consequence. It gave a concrete, credible reference point for the argument made in the classroom: that climate, nature and social justice are legitimate and urgent business concerns. It also strengthened the School's ability to point to a member of its faculty whose external standing evidences its PRME commitments in practice rather than principle.

Outcome

For the primary stakeholders – our students – the longer-term outcome is exposure to a model of responsible leadership that is lived, not theorised. They see that a values-led career is achievable and respected, and that the frameworks they study, from assurance standards to climate disclosure, are built and applied by people they can learn from directly. For the School, the outcome reinforces a culture in which responsible management is embedded in who we are and who we recognise, not confined to a single unit or elective.

Impact

The wider impact reaches the organisations our graduates join and the communities those organisations serve. Recognition of this kind helps normalise the expectation that sustainability, governance integrity and social justice belong at the centre of business, contributing to more resilient supply chains, greater customer and community trust, and lower long-term risk. As someone who arrived in Australia as a refugee, Terence also hopes it signals something quieter to the broader community: that this country offers not only safety and opportunity, but the chance to contribute – and that responsible management education is one of the ways that contribution is passed on to the next generation of leaders.

[2026 SIP Voices - Values \(printable format\)](#)

[2026 SIP Voices \(searchable web archive\)](#)

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.



Monash receives Gold employer recognition for LGBTIQ+ workplace equality again

Monash was again recognised as a leading employer in fostering LGBTIQ+ inclusion in the workplace at the Australian Workplace Equality Index (AWEI) awards on Friday 29 May.

Monash received Gold Tier Status for the second time, having first gained Gold Tier Status in 2024.

The AWEI awards celebrate leading organisations in Australia which demonstrate the highest level of commitment to fostering LGBTIQ+ inclusive workplaces and are conferred based on detailed and rigorous requirements of national benchmarking. The expectations at each level of accreditation rise each year.



Monash Disability and Accessibility Action Plan 2024 - 2030

The Disability and Accessibility Action Plan 2024-2030 establishes the actions that Monash will take to create a more inclusive and accessible University environment for staff, students and third parties. These actions are aligned with Impact 2030 and the Equity, Diversity and Inclusion Framework 2022-2030, and a series of international, federal and state legislative and policy imperatives.

The Disability and Accessibility Action Plan 2024-2030 commits to a number of large projects across all our campuses and international locations to take us beyond mandatory baseline commitments, and ensure our entire University is working together to advance accessibility and disability inclusion.

For more information, please visit [Disability and Accessibility Action Plan 2024 - 2030](#)

Monash Equity, Diversity and Inclusion Framework 2022 - 2030

The Equity, Diversity and Inclusion (EDI) Framework 2022 - 2030 builds on the successes of the inaugural Diversity and Inclusion Framework 2018 - 2021 and directly addresses its shortcomings. It is also truly reflective of the diversity of lived experiences in the Monash community.

The Framework is grounded in an intersectional lens. Monash seeks to address the transformative effects of compounding discrimination by examining the diverse realities of the Monash community. It also reflects a whole-of-institution approach to EDI where every member of the Monash community has a role to play in creating a safe, supportive and welcoming University.

The ideal destination we hope to reach:

- A community that appreciates, respects and includes Indigenous Peoples, cultures and knowledge.
- A community that is equitable, diverse and inclusive.
- A community where every individual feels safe, supported, respected and has a sense of belonging.
- A network of thriving communities where systemic issues of inequality, disadvantage, intolerance, discrimination and violence do not exist.

For more information, please visit [EDI-Framework-Booklet.pdf](#)



Pacific Action for Climate Transitions (PACT)

Monash University and Fiji National University (FNU) are improving economic resilience and community wellbeing in response to climate change in the South Pacific.

In May 2022 they signed a [Memorandum of Understanding](#) to work towards launching a joint climate change research centre focusing on the business and economics implications of climate change.

This is a growing area of academic research that is being sought by policymakers looking to fund mitigation and adaptation research leading to effective policy.

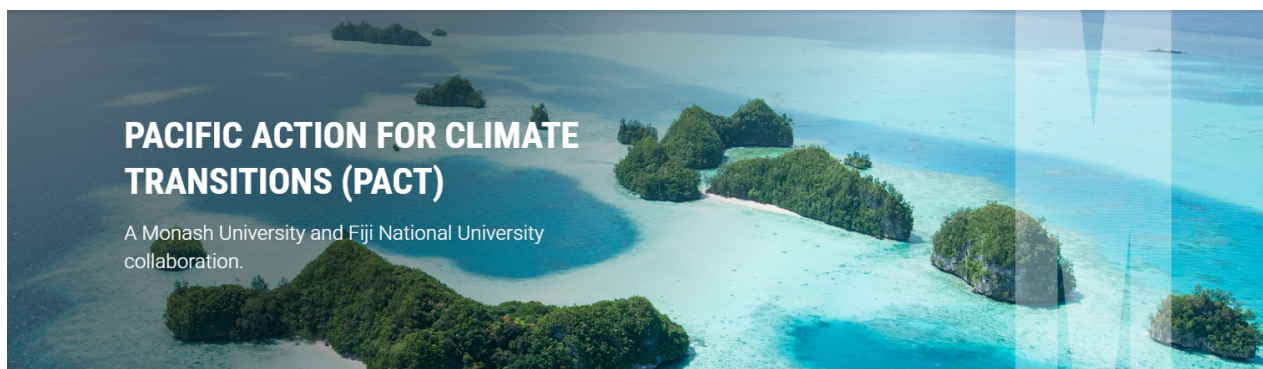
The centre, which is jointly based at the two universities and overseen by [Monash Business School](#), supports collaboration and provides exceptional research into climate change mitigation and adaptation.

It also provides high-quality training and capacity building for policymakers in Pacific island countries.

The Pacific Island Rim is at the forefront of negative climate change and Fiji has been world-leading in drawing attention to this issue and the need for urgent measures on adaptation and mitigation.

PACT achievements in 2025 include:

- Climate finance leadership and delivery
- Major project delivery and pipeline development
- Regional convening and partnerships
- Natural capital investment platform
- Research and academic outputs
- HDR training and leadership development.



2025 Future Global Leaders Award and Equity, Diversity and Social Inclusion Award

The Dean's Future Global Leaders Award recognises a student who champions sustainable businesses and practices that further economic, environmental and social community development, and who demonstrate the drive and ambition to become global leaders.

The Dean's Equity, Diversity and Social Inclusion Student Award celebrates a student who has made meaningful contributions towards fostering inclusive communities aligned with Monash Business School values.

This year, we have recognised two valued members of the Monash University Faculty of Business and Economics community.



Mrudula Karigowda

Can capital help solve the climate crisis?

Monash University Faculty of Business and Economics alum Mrudula Karigowda is working to ensure it does, focusing her efforts on the critical role capital allocation plays in accelerating transition and strengthening long-term resilience.

"Climate change isn't just an environmental issue, it has real financial consequences," Ms Karigowda said.

"Finance has the ability to guide companies and individuals towards more responsible choices, simply through where money is invested and spent."

That conviction took shape during a study tour to Belgium and Germany.

"The exposure to high-level policy discussions and everyday practices really sparked my interest in sustainable finance," she said.

As Sustainability Reporting Lead and later Sustainability Manager at the Monash Student Managed Fund, Ms Karigowda developed training materials to equip students with industry-aligned ESG knowledge.

She went on to found [Beyond.NetZero](#) – an online community that aims to make responsible investing concepts accessible to a wider audience.

She also contributed to the British Council-funded Sustainability Careers: Gender Equality project, receiving the Best Engagement Award.

Ms Karigowda has been named the **2026 Future Global Leader Award (Postgraduate)** recipient.

Nakul Prakash Goyal

Finding your footing in a new country can be challenging at the best of times.

For Nakul Prakash Goyal, it was also the backdrop to balancing a full-time degree, part-time work, and roles as a Peer Mentor, Student Ambassador, College Advisor and volunteer across numerous student associations, clubs and societies.

"Arriving in Australia was exciting and overwhelming at the same time - everything from navigating the university system to settling into daily life felt unfamiliar," Mr Goyal said.

He used those leadership positions to help first year and international students to build confidence, connection, and a sense of belonging.

"Mentoring and student support gave me an opportunity to share what I had learned, connect with others, and contribute to a more welcoming environment," he said.

As an International Student Ambassador, he contributed to student campaigns and shared content with a global audience, highlighting the realities of international student life. Last year, he was awarded the University's Ethical Volunteering Award and was named among Australia's Top 100 Student Leaders.

This year, he has been recognised with the **Dean's Equity, Diversity and Social Inclusion Student Award**.

Monash climbs twelve places to be ranked #37 in the QS Sustainability Rankings 2026

Monash University has jumped twelve places to #37* globally in the QS Sustainability Rankings 2026, consolidating the University's position as a world top-50 university in leading and contributing to solving the sustainability challenges facing the world. Monash now ranks #5 in Australia, up from #7 in 2025.

"Monash University's latest strong performance in the QS Sustainability Rankings reflects our absolute commitment to working with partners, communities and industry to address urgent global challenges, including ensuring a sustainable future for all," Vice-Chancellor and President Professor Sharon Pickering said.

This result along with [our recent success in the 2025 Shanghai Ranking Global Ranking of Academic Subjects](#) (GRAS) with nineteen subjects placing in the top 50, up from 14 in 2025 further strengthens Monash's outstanding reputation for education and research excellence. Among the best universities globally Monash is ranked =36th in the QS World University Rankings, 38th in the US News and World Report 2024-25 rankings, an =58th in Times Higher Education World University Rankings 2025. [Learn more about our rankings performance.](#)

The QS Sustainability Rankings highlight the different ways in which universities are taking action to tackle the world's greatest sustainability issues. Alongside progress in relation to the United Nations' Sustainable Development Goals, universities are also evaluated on impact of research, education, community engagement and organisational governance. The rankings feature among 2000 universities across 108 locations globally.

Initiatives contributing to Monash's sustainability credentials include:

- Becoming the first university in the world to raise funds for sustainability projects by issuing a climate bond.
- Actively engaged as an [Observer Organisation](#) with the [United Nations Framework Convention on Climate Change](#) since 2016, and regularly sending delegates to the annual UN Climate Change Conferences.
- The [Global Immersion Guarantee](#), bringing students together with sustainability practitioners in India, Indonesia, Fiji, Samoa, Vanuatu, Malaysia, Italy, China or Vietnam.
- Our cross-border interdisciplinary research programs, including [Revitalising Informal Settlements and their Environments](#) and the [Citarum River Project](#).
- Establishing the [Pacific Action for Climate Transitions Research Centre](#) with Fiji National University.

- The [Net Zero 2030](#) commitment to be carbon neutral across our Australian campuses. Monash University was awarded the prestigious [2025 Energy Efficiency Council Award](#) for our groundbreaking Electrification Program, recognised as Australia's leading commercial energy management project.

Continue telling your story

2.Value Voices_SIP 2026

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Values - Continue telling your story

Monash University demonstrates how ethical values guide institutional culture through **transparent governance, strong integrity frameworks**, and initiatives such as [Respect at Monash](#) and the [Monash Net Zero Initiative](#). Monash Business School operationalises these commitments through its **PRME Ambassadors, ethical conduct guidelines**, and **inclusive teaching practices** that reflect our stated values in action. Additional evidence may include **governance practices, equity, diversity** and **inclusion policies**, and ongoing work to embed [First Nations knowledge](#) and perspectives across curricula, illustrating how ethical principles consistently shape decision making and behaviour across the University.



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

Courses that support RME

Monash Business School reports 33 courses in 2025 that support responsible management education and sustainable development goals.

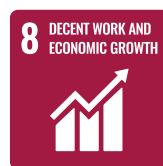
Strategic Management Accounting | ACF5100

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ACF5100?year=2025>



Accounting for Climate Change | ACX3800/5800

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ACX3800?year=2025>





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? Please see the handbook for more information: <https://handbook.monash.edu/2025/units/BTF5910?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/BTF5345?year=2025>



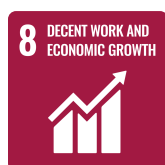
Economic Science of Diversity and Inclusion | ECC3671

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ECC3671?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ECC5801?year=2025>



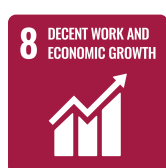
HRM and Managing Global Workforces | MGF2656

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF2656?year=2025>



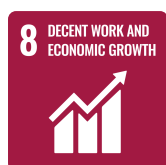
Ethics and Business Practices | MGX3100

Do corporations have any responsibilities beyond profit maximisation? To what extent should business activities be left to the operation of the free market and to what extent should they be regulated through internal and external mechanisms? This unit examines the theoretical foundations of the different answers that have been given to these two fundamental questions. More specifically it examines the topics of ethical issues in marketing and advertising, climate change and environmental protection regulation and corporate governance, human resource management and social accounting. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGX3100?year=2025>



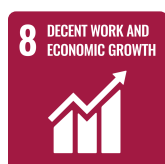
Business Ethics in a Global Environment | MGF5020

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5020?year=2025>



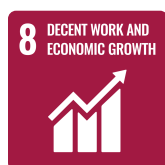
Sustainable Human Resource Management | MGX2661

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGX2661?year=2025>



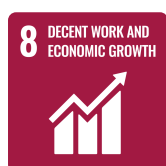
Foundations of Sustainable Human Resource Management | MGF5986

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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5986?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGX3991?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MKB3804?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MKF2531?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ACF3100?year=2025>



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. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MKF5760?year=2025>



Introduction to management | MGF1010

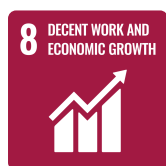
This unit introduces the history and fundamental perspectives of management. By examining real-life scenarios and engaging in creative practices, you will learn to apply these perspectives to address contemporary managerial challenges. Through this process, you will develop collaboration and communication skills, as well as your capacity for self-reflection, preparing you for your future career

as a manager. The overall objective of the unit is to equip future managers with the skills and knowledge needed to create sustainable organisations that serve complex and diverse stakeholders, including employees, the environment, and the external communities. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF1010?year=2025>



Sustainability and performance in human resource management | MGO5110

This unit explores workforce sustainability and performance in contemporary human resource management. It provides relevant theories and frameworks to understand how organisations can sustainably engage with people in times of uncertainty and change. You will gain knowledge and skills to develop your capacities to become innovative future-ready managers who are able to reflect on current and emerging human resource challenges and opportunities and apply people management knowledge to complex organisational issues to contribute to workforce sustainability and performance. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGO5110?year=2025>



Supply chain management | MGF5961

This unit integrates different concepts related to supply chain management. By combining theory and case studies, this unit provides you with frameworks that allow companies to manage different supply chain functions (e.g., procurement, transport, distribution, inventory management), balance different stakeholders' expectations and run the business to improve profit potential. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5961?year=2025>



Contemporary management principles and practices | MGF5962

The overall aim of this unit is to introduce you to the range of activities associated with the role of management, specifically of the organisation, teams, individuals and self. In order to achieve this aim, the unit content will cover several key areas of management including current challenges facing

managers in a turbulent and unpredictable external environment, the importance of teamwork, leadership, communication and effective decision making. Finally, the unit explores contemporary management issues, such as ethics, sustainability and the future of work. By undertaking this unit, you should expect to experience a variety of activities designed to challenge your thinking about contemporary management theory and practice. These activities will include interactive case studies and application of the theory to 'real' world examples through team presentations. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5962?year=2025>



Strategic leadership | MGF5928

This unit will critically evaluate the dynamic nature of strategy making and strategic leadership. You will become familiar with key strategic concepts and frameworks to analyse organisational strategy and understand the importance of strategic thinking in leadership development. You will learn the principles of analysing industry dynamics and strategic responses to competitive challenges in order to improve organisational performance. Using the understanding of strategy and leadership principles you will learn to develop strategic leader competence while assessing the impact of culture and gender on leadership style and advancement. You will also appreciate that strategy making and organisational leadership are not top-down processes, they are both top down and bottom up. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5928?year=2025>



Geo-politics and business globalisation | MGF5911

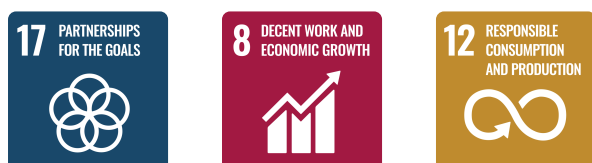
Global political risk has become an issue of enhanced concern to governments, firms and NGOs because of increased cross border contestation and populism within nations. Executives currently report that staff engaged in the global business field have seldom received an education that prepares them to address associated problems. Accordingly, you will be introduced to key analytical approaches that theorise the relationship between politics and global business risk and the geo-

strategic strategies governments and firms might engage when managing problems stemming from political volatility, the evolving nature of government-business relations, and the geographic relocation of global business. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGF5911?year=2025>



Foundations and futures of globalisation | MGX3121

This unit explores the notion of globalisation, and considers its foundations, its relevance today, and its implications for the future. The unit critically analyses the philosophical and theoretical assumptions that underpin different perspectives of globalisation, and examines how these shape the world around us, as well as our future. Building on this foundation, the unit considers the relationship between globalisation and a range of key issues, including international relations and geopolitics, the global economy, cultural flows, sustainability, and power and inequality. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MGX3121?year=2025>



Sustainability regulation for business | BTX3100

This unit introduces you to the legal risks and responsibilities faced by business enterprises arising from regulation and compliance obligations associated with global environmental and sustainability challenges. It focuses on developing vocational skills required by businesses transitioning to more sustainable business models. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/BTX3100?year=2025>



Consumer psychology | MKB2703

A key role of consumer psychology is to provide organisations with insights into how consumers think, feel, and act. In this unit, you will explore the psychology behind consumer decision making and behaviour. You will examine ways in which marketers leverage consumer needs, motivations, and perceptions to configure product and service offerings. Using this knowledge, you will gain practical experience in developing consumer profiles as well as positioning and strategies for various products and services. This unit of study is also designed to strengthen your skills in identifying consumer insights. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MKB2703?year=2025>



Energy markets and policy | ECC2460

In this unit you will learn how energy and associated environmental markets work (e.g. carbon markets), and the regulatory mechanisms that have been used or are available to achieve desired policy goals. Energy market policy often attempts to simultaneously achieve environmental, reliability and affordability goals – goals that usually work against each other. Analysts need to understand key economic and technological concepts to contribute to energy and environmental related policy debates. You will apply your understanding of these concepts to analyse Australian policy issues. The unit uses an electricity market game as a primary teaching tool. In the game, you will play the role of electricity generators and retailers in order to gain an understanding of how market rules (including carbon emission regulations and renewable energy mandates) affect the business strategy of market participants; and in turn economic and environmental outcomes. This hands-on participation will provide you with the opportunity to understand the economic incentives faced by energy market participants and the challenges faced by regulators. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ECC2460?year=2025>



Economics of climate change | ECC3640

Explore the multifaceted economic dimensions of climate change in this comprehensive unit. You'll delve into the impacts and economic costs of climate change, conduct global cost-benefit analyses, and critically evaluate the limitations of integrated assessment models. Investigate the state of international climate agreements through a game theoretic lens, understand carbon budgets and transition pathways, and critically assess various policy instruments, including carbon taxes, emission trading schemes, and emission standards. Additionally, you'll examine adaptation strategies to

address the ongoing challenges posed by climate change. This unit provides a robust academic foundation for understanding and addressing one of the most critical issues facing our world today. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ECC3640?year=2025>



Community, market and government | ECC3146

Many important human activities take place in the community and are not mediated by the price mechanism through the market. People give to charities, donate blood, join environmental movements, engage in discussion on the internet that shape public opinions. This unit first discusses how community affects the provision of social insurance and redistribution; public health outcomes; effectiveness of law enforcement; and the governance of common pool resources. It then discusses the interactions between community, market, and government. This will be done through examining issues such as fair trade and consumer activism; public policy and charitable giving; the relationship between public policies, social interaction and public health outcomes; social influence and polarisation online and offline. It concludes with a discussion on community failure vis-a-vis-market failure and government failure. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ECC3146?year=2025>



Decision modelling for business | ETF3480

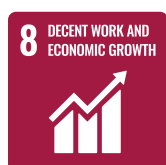
This unit develops skills in modelling complex decision problems. You will explore different classes of decision policies and apply tools such as simulation, decision trees, queuing models, and various advanced optimisation techniques. Applications span business functions including operations, asset pricing, marketing, and management. Emphasis is placed on selecting appropriate models and recommending optimal policies. You will use specialised software to implement models and analyse decision outcomes in practical business settings. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ETF3480?year=2025>



Integrated accounting | ACF5510

Accounting is concerned with the provision, analysis and communication of information to stakeholders. Accountants record, summarise, classify, interpret and communicate both financial and non-financial information. In this capstone unit, you will consolidate your previous learning gained throughout the Master of Professional Accounting course and apply your skills and knowledge directly in a team-based environment. The unit aims to prepare you for an accounting and finance career path. Using a virtual integrated business environment, the unit showcases a thematic approach that allows the interaction of regulatory, economic, social, ethical and global perspectives. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ACF5510?year=2025>

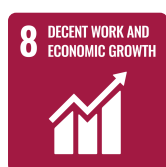
The capstone unit was intentionally designed to develop responsible and sustainable accounting professionals by embedding sustainability, ethics, inclusivity, and professional responsibility throughout the curriculum. Rather than treating sustainability as a separate topic, the unit enables students to examine how environmental, social and governance issues shape accounting judgment, organizational decision-making, and professional practice. The learning activities were designed to help students engage with contemporary challenges facing the accounting profession. These include the analysis of climate-related physical and transition risks, media and geopolitical literacy, the responsible use of artificial intelligence, ethical decision-making, stakeholder perspectives, and Indigenous approaches to sustainability. Activities such as the Climate Fresk workshop and community volunteering activities provide students with an opportunity to collaboratively explore the causes and consequences of climate change and consider the responsibilities of businesses and accounting professionals. The unit was also designed to support inclusivity, cultural awareness, and belonging by providing students with different ways to participate and interact with staff members. A reflective storybook assessment enables students to consider their professional identity, personal development, values, and responsibilities as future accounting professionals. Together, these curriculum and pedagogical choices are intended to develop the knowledge, judgment, and values students need to propose ethical, sustainable, and equitable business solutions and to contribute responsibly in their future professional roles. Aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDGs 8, 10, 12, 13 and 16.



Applied contemporary accounting | ACF5350

This capstone unit requires you to synthesise, analyse, evaluate and apply prior knowledge and skills gained throughout the Master of Accounting in a manner that is designed to enhance their ability to transition to a chosen career path. The unit adopts a thematic approach that examines how external and regulatory factors, decision making processes, and stakeholder expectations interact to drive contemporary organisational success. Collectively, these three interrelated pillars of knowledge provide a comprehensive framework for those aspiring for challenging accounting and finance positions. Content is delivered in a weekly seminar format and draws upon selected case studies that cover topics including strategy, corporate governance, financial reporting and performance management. Given the integrative nature of the unit, assessment is primarily based on a combination of individual and group case study analysis. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/ACF5350?year=2025>

The capstone unit was intentionally designed to develop responsible and sustainable accounting professionals by embedding sustainability, ethics, inclusivity, and professional responsibility throughout the curriculum. Rather than treating sustainability as a separate topic, the unit enables students to examine how environmental, social and governance issues shape accounting judgment, organizational decision-making, and professional practice. The learning activities were designed to help students engage with contemporary challenges facing the accounting profession. These include the analysis of climate-related physical and transition risks, media and geopolitical literacy, the responsible use of artificial intelligence, ethical decision-making, stakeholder perspectives, and Indigenous approaches to sustainability. Activities such as the Climate Fresk workshop and community volunteering activities provide students with an opportunity to collaboratively explore the causes and consequences of climate change and consider the responsibilities of businesses and accounting professionals. The unit was also designed to support inclusivity, cultural awareness, and belonging by providing students with different ways to participate and interact with staff members. A reflective storybook assessment enables students to consider their professional identity, personal development, values, and responsibilities as future accounting professionals. Together, these curriculum and pedagogical choices are intended to develop the knowledge, judgment, and values students need to propose ethical, sustainable, and equitable business solutions and to contribute responsibly in their future professional roles. Aligned with the United Nations Sustainable Development Goals (SDGs), particularly SDGs 8, 10, 12, 13 and 16.



Challenges in global agribusiness | BEX5060

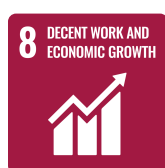
This unit examines commercial and economic issues surrounding agriculture and global food supply. You will explore world food supply and demand, the development of agriculture globally, the natural and market conditions that determine the nature of agricultural activity, along with the characteristics

of agribusinesses that determine how well they perform. You will be introduced to key principles to the understanding and application of industry networks, value adding chains, product-market requirements, competition and innovation. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/BEX5060?year=2025>



Leadership for sustainable development | MBO5008

In an age marked by corporate malfeasance, geo-political polarisation, and climate change, leadership increasingly needs to demonstrate a commitment to the principles of sustainable development. Leadership needs to be aligned to more than just efficiency and profitability goals; it needs to be directed to the longer-term sustainability goals including the responsible management of resources, the welfare and growth of its employees, customers, clients and stakeholders, and a commitment to improving environmental, social and economic impacts. This unit explores some of the key models, approaches and practices of leadership that are inclusive, collaborative and long-term in their orientation and aspiration. The practical implication of these leadership styles is then examined in reference to specific challenges of sustainable development. You will engage with ways in which contemporary leadership practice can contribute to meeting sustainable development principles and ESG imperatives which increasingly confront today's businesses. You will work in virtual teams as you employ design thinking and agile methods to demonstrate deep understanding of leadership for sustainable development. Please see the handbook for more information: <https://handbook.monash.edu/2025/units/MBO5008?year=2025>



Teaching Awards

In 2025, 14 awards were given to faculty and educators at Monash Business School.



Monash Business School Dean's Commendation for PRME Education Excellence

Granter: Monash University - Monash Business School

Grantee: Dr Amale Scally

Award Description:

PRME Education Excellence

 Monash Business School Dean's Award for Teaching Excellence - General

Granter: Monash University - Monash Business School

Grantee: Associate Professor Andrew Moshirnia, Dr Laura Visser, Dr Darren Thomas Baker

Award Description:

Teaching Excellence - General



PRME - Pedagogy: Designing and Delivering Meaningful Learning Experiences - Honourable Mention

Granter: Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact

Grantee: Dr. Laura Visser and Dr. Darren Thomas Baker

Award Description:

The award recognizes business and management school faculty from around the world with the 2026 PRME Education Award for their excellence in embedding sustainability and responsible management practices into business education. Honourable Mention: Future selves - preparing business students for the future through art Dr. Laura Visser, Monash Business School, Monash University, Australia Dr. Darren Thomas Baker, Monash Business School, Monash University, Australia Alicia Renew, Manager, Monash University Museum of Art, Australia Ross Coulter, Independent Artist, Australia



PRME - Academic Development: Strengthening Educators and the Academic Environment - Runners-Up

Granter: Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact

Grantee: Andrea Fenton

Award Description:

The award recognizes business and management school faculty from around the world with the 2026 PRME Education Award for their excellence in embedding sustainability and responsible management practices into business education. Runners-Up: Championing Oral Assessments at Monash: how a cross-disciplinary initiative and collaboration support educators and prepares students to address the challenges of our age. Andrea Fenton, Monash Business School, Monash University, Australia

ANZAM Innovative Management Educator of the Year

Granter: Australian and New Zealand Academy of Management

Grantee: Professor Herman Tse

Award Description:

Educator of the Year

2025 Citations for Outstanding Contributions to Student Learning

Granter: Universities Australia

Grantee: Associate Professor Erica Brady, Associate Professor Angela Cruz and Mr Peter Wagstaff

Award Description:

Rehumanizing marketing assessment in an age of AI: innovating and implementing a 3P framework that empowers educators to deliver interactive oral assessments at scale.

Monash 70th Anniversary Fellows - Education

Granter: Monash University

Grantee: Professor Herman Tse, Associate Professor Andrew Moshirnia, Dr Annemarie Conrath-Hargreaves, Dr Amale Scally, Mr Peter Wagstaff

Award Description:

The 70th Anniversary Fellowships recognise exceptional academic leaders whose work drives transformative research, education, and innovation.



Monash Business School Dean's Award for Innovation in Learning and Teaching

Granter: Monash University - Monash Business School

Grantee: Associate Professor Davide Orazi

Award Description:

Innovation in Learning and Teaching



Monash Business School Dean's Citation for Outstanding Contribution to Student Learning - General

Granter: Monash University - Monash Business School

Grantee: Mr Dinh Hoang Long Pham

Award Description:

Citation for Outstanding Contribution to Student Learning - General



Monash Business School Dean's Citation for Outstanding Contribution to Student Learning as a Teaching Associate

Granter: Monash University - Monash Business School

Grantee: Mr Imrul Kayes

Award Description:

Citation for Outstanding Contribution to Student Learning as a Teaching Associate



Monash Business School Dean's Award for Educational Leadership

Granter: Monash University - Monash Business School

Grantee: Dr Binh Do

Award Description:

Educational Leadership



Monash Business School Dean's Award for Programs that Enhance Learning

Granter: Monash University - Monash Business School

Grantee: Associate Professor Gene Shill, Professor Adam Ryan, Dr Anh Nguyen, Ms Kim Syling, Ms Angeline Yuwono, Mr Terry Rodricks, Ms Sothea Van, Ms Gemma Beilby, Ms Kate Freyer, Mr Subhash Herath Mudiyansele

Award Description:

Programs that Enhance Learning



Monash Business School Dean's Award for Industry Education Programs

Granter: Monash University - Monash Business School

Grantee: Associate Professor Ummul Ruthbah, Associate Professor Nga Pham, Dr Bei Cui

Award Description:

Industry Education Programs

Monash Business School Dean's Award for PRME Education Excellence

Granter: Monash University - Monash Business School

Grantee: Dr Ananya Bhattacharya

Award Description:

PRME Education Excellence

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
- ❖ Institutional recognition events
- ❖ Pedagogical innovation grants
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Student-nominated teaching awards
- ❖ Financial incentives

Teaching Voices

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

Every Speaker Marks a Turning Point: Bringing the Real World into First Year

Mrs Claire Smith

Purpose

Co-designed by a team of chief examiners from four departments, the Industry Seminar Speaker Series began as an attempt to build a tangible, holistic connection between different areas of study for students – and has since evolved to meet a broader need: helping students explore ideas of real-world consequence in business. It has become a deliberate vehicle for embedding responsible management concepts – sustainability, equity and Indigenous perspectives – directly into the curriculum. Each year, the School invites a speaker from the social enterprise sector, a speaker from the general corporate sector, and now also a speaker from Indigenous business leadership, ensuring students engage with these themes as core learning rather than optional add-ons, and are facilitated to think about the broader impacts and goals of their future careers.

Practice

Three sessions are timetabled across the first semester for the entire Peninsula campus first-year cohort, held in weeks 3, 6 and 9. All students, across every unit, attend together, and each session introduces an industry speaker followed by 30 to 60 minutes of Q&A – consistently the students' favourite component. Sessions are facilitated by the chief examiner for management, supported by the chief examiner for marketing, with additional input from economics colleagues during Q&A. By pairing traditional business speakers with social enterprise and Indigenous voices, the series integrates responsible management practice directly into the shared pedagogical experience of the cohort.

Output

Students showed immediate engagement, formulating thoughtful questions and reporting appreciation for the operational, managerial and economic insight that brought theoretical learning to life. The social enterprise sessions proved particularly enriching, prompting students to compare the passion and commitment on display with other business presentations. The series also revealed a significant gap in the cohort's knowledge of First Nations issues – international students especially requested more content in this area, while domestic students acknowledged limited prior exposure to Indigenous voices in their education.

Outcome

The primary stakeholders are students, educators and speakers alike. For educators, the sessions have become embedded teaching resources: speaker businesses now serve as live cases that illustrate theoretical concepts in a tangible way, and these interactions inform assessment design, giving students greater scope and security to engage in depth with a real organisation. Many students go on to contact speakers directly after the session, deepening the relationship beyond the classroom. Speakers consistently report enjoying the sessions and value the opportunity to learn about the opinions and needs of this younger cohort. Most notably, student feedback repeatedly and consistently identifies these industry sessions as a standout value-add to their studies.

Impact

Beyond the immediate cohort, the series is reshaping how responsible management is taught at scale. By consistently exposing an entire year group to equity, sustainability, economic responsibility and Indigenous cultural safety as core business considerations, the School is embedding these values in the pedagogy of future business leaders. This curriculum-wide approach ensures responsible management is not confined to a single unit or elective but is reinforced as integral to how business is taught and understood across the school.

From Shareholder to Stakeholder: Reshaping How We Teach Banking and Finance

Dr Amale Scally

Purpose

This Master of Banking and Finance capstone unit, led by Dr Amale Scally, is designed to consolidate students' knowledge of banking and finance while preparing them to become responsible business leaders. Consistent with the Principles for Responsible Management Education (PRME), the unit develops students' awareness of the ethical, environmental and social issues that increasingly shape contemporary banking and finance practice. The unit's overarching aim is to encourage students to critically examine the relationship between purpose and profit, while challenging them to understand the broader consequences of financial decision-making for people, communities and the planet.

Practice

The unit has evolved to purposefully integrate sustainability, ethics, stakeholder and Indigenous perspectives. Through both individual and collaborative learning activities, students analyse and discuss real-world banking and finance challenges that require ethical judgement and consideration of long-term stakeholder impacts. A central theme of the unit is the shift from shareholder primacy towards stakeholder-oriented approaches to business and finance, encouraging students to consider how financial institutions can create sustainable value for a broad range of stakeholders. Core finance concepts are reinforced through the application of a sustainability lens: capital budgeting and cost-of-capital analyses incorporate sustainability-related risks and opportunities, students explore how financing instruments such as green bonds and sustainability-linked loans are evolving to address climate and social challenges, and they practise integrating environmental, social and governance considerations into portfolio construction while examining how impact investing increasingly addresses environmental and social challenges while generating financial returns. Indigenous perspectives are embedded through case discussions such as Rio Tinto's destruction of the Juukan Gorge sacred sites, enabling students to evaluate financial decisions through both legal and moral lenses.

A distinctive contribution

A significant contribution to both the unit and the broader discipline has been the development of an Australian First Nations case study. Recognising a gap in case studies addressing Indigenous financial exclusion in the Australian context, the chief examiner connected with First Australians Capital, an Indigenous-owned and led financial institution that provides the "right capital, right support" to First Nations businesses. This collaboration resulted in the co-authorship of a case study, which has recently been published in international case-study repositories and incorporated into the

unit curriculum – providing students globally with a contemporary example of how culturally informed and community-led financial solutions can address barriers facing Indigenous entrepreneurs and businesses while advancing economic self-determination and inclusion.

Outcome

The unit contributes to the development of future banking and finance professionals who are equipped to create sustainable value for both business and society. Upon completion, students demonstrate an enhanced understanding of responsible finance, stakeholder stewardship, ESG integration, and the role of finance in addressing complex societal challenges.

Impact

Beyond the classroom, the industry partnership, resulting publication, and ongoing integration of the case into teaching support broader conversations around inclusive finance, responsible investment, and the role of financial institutions in advancing social, economic and community outcomes. First Australians Capital has since described the case as a first-of-its-kind investment model now being taught at universities worldwide. Collectively, these activities demonstrate the unit's commitment to the PRME principles by preparing graduates to make ethical, inclusive and sustainable financial decisions and to contribute positively to society throughout their professional careers.



[2026 SIP Voices \(searchable web archive\)](#)

Barriers to Innovative Curriculum

In 2025, 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
- ❖ Learning curve for faculty
- ❖ Limited interdisciplinary collaboration
- ❖ Overloaded faculty
- ❖ Resistance from students
- ❖ Resource allocation challenges
- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Time constraints
- ❖ Traditional employer expectations
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2025, 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
- ❖ Compliance concerns
- ❖ Digital divide
- ❖ Faculty confidence gaps
- ❖ Faculty resistance
- ❖ Learning curve for faculty
- ❖ Limited interdisciplinary teaching approaches
- ❖ Measurement difficulties
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Resistance from students

- ❖ Risk aversion
- ❖ Scalability issues
- ❖ Student engagement concerns
- ❖ Time constraints

Continue telling your story

Teach - Continue telling your story

Monash Business School demonstrates how responsible management education is embedded across teaching by **integrating sustainability, ethics, and social impact** throughout **undergraduate and postgraduate programs**. This includes curriculum mapping aligned with the SDGs, the rollout of decolonising business curriculum workshops, and experiential learning opportunities such as industry consulting projects focused on **sustainability** and **social innovation**. The School's teaching practices emphasise systems thinking, ethical decision making, and interdisciplinary collaboration, ensuring students are equipped to lead responsibly in complex global environments.

3.Teaching Voices_SIP 2026

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

Research vs Research for RME/Sustainable Development



Research Funding

In 2025, Monash Business School was awarded funding for research that is:



**Institution
Specific**



Local



Regional



National



International

Socializing Research

In 2025, 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

Research Projects

In 2025, Monash Business School reported 3 research projects that implemented responsible or sustainable activities.

Could cooperatives fix rural Australia's aged care crisis?

Period Covering: January, 2025 - December, 2025

Department: Accounting



As regional aged care fractures, a new study suggests community-owned cooperatives offer a realistic route to restoring local care.

In rural and regional Australia, too many older residents are being uprooted from the communities they helped build, simply to access basic care.

Facilities are closing or scaling back, operators are withdrawing from thin markets, and families are left with no choice but to relocate ageing parents hundreds of kilometres away.

Now, a major national evaluation by Monash Business School's Mutual Value Lab (MVL) has identified a practical alternative.

The research team, including Associate Professor Paul Thambar, Professor Matthew Hall and Dr Liyan Zhang from the Mutual Value Lab and Dr Sarah Adams (ANU), carried out a two-and-a-half-year independent assessment of the Care Together program.

Designed and delivered by the Business Council of Co-operatives and Mutuals (BCCM) and funded by the Australian government's Department of Health, Ageing and Disability, the program shows how cooperative, community-owned models provide a workable blueprint for restoring social care in regions where conventional providers have repeatedly fallen short.

“Workforce shortages, small provider exits, and demographic pressures are pushing essential services to breaking point, and traditional market and charity-led models are struggling to remain viable,” Associate Professor Paul Thambar said.

“Our research demonstrates that the cooperative model could provide an alternative business model for social care services because it is structured to support these communities, delivering tangible benefits for residents.”

Testing a new approach

The Care Together program was established to test whether locally owned and governed organisations could fill the widening gaps left by market failure in rural and remote aged care.

From early 2023 to mid-2025, Monash researchers evaluated the program across multiple communities, conducting 49 interviews, attending workshops, and examining program records to track progress.

Their findings identified four cooperative models, each addressing different regional challenges.

“Each model demonstrates how communities can reclaim control, strengthen service continuity, and address workforce and system gaps in ways conventional providers cannot,” Prof Hall said.

Worker cooperatives: Empowering independent care staff

Rural care workers often face isolation and limited professional support.

The Eurobodalla Community Care Cooperative (ECCC) brings independent workers together, providing peer networks, training, leave coverage, administrative support and compliance guidance.

Pooling resources gives members bargaining power and reduces regulatory burdens while maintaining autonomy.

Supported through Care Together facilitation and seed funding, ECCC aims to retain local staff, keep older residents in their communities, and strengthen continuity of care.

Community sector worker Michelle Lloyd said the model creates possibilities that have long been out of reach for many frontline staff.

“What excites me is the potential for people to have true access, true choice and true control of their own lives.” Ms Lloyd said.

Network shared services cooperatives: Keeping small providers afloat

Small providers are the backbone of regional aged care, yet rising compliance and administrative pressures threaten their survival.

In the Murrumbidgee region, eight providers have joined a shared services cooperative, pooling finance, IT, recruitment and compliance functions previously accessible only to large metropolitan providers.

The model also fosters collaboration, planning and knowledge exchange, helping members navigate regulatory complexity.

Facility manager Karen Hodgson said the cooperative gives small sites influence they have long lacked.

"This co-operative will allow us to be a bigger voice in a big pool," Ms Hodgson said.

Community cooperatives: Navigating care locally

Many older Australians struggle to navigate fragmented services across aged care, disability and mental health.

Cooperative Care Wagin (CCW) addresses this through a locally owned navigation hub connecting residents to the right support, drawing on professional and volunteer networks for flexible, community-driven assistance.

CCW chair Wendy Pederick said the approach mirrors the way regional communities naturally organise themselves.

"People band together around a common interest and a common need and make something happen," Ms Pederick said.

"To do that you need to harness the abilities and the strength and the interest of the community. What we're pioneering is care services through a co-operative model."

National shared services cooperative: Supporting small providers

Small rural care providers often lack affordable back-office services, limiting their capacity to deliver quality care.

Mutual Care Ltd aims to address this by brokering shared recruitment, finance and compliance services, reducing costs and preserving local identity.

Care Together Program Director Gillian McFee said communities had made clear that shared support structures are critical.

"From the work we have done with communities, there is a vision that some form of shared services is actually essential to maintain the viability of care services in regional, rural and remote Australia," Ms McFee said.

Next steps: Scaling success

The Care Together program has now entered a 12-month extension to support existing projects, build governance capability and scale models showing early promise.

This phase will provide continued facilitation and seed funding, giving cooperatives time to stabilise and demonstrate their potential for national rollout.

BCCM chief executive Melina Morrison said the early results reinforce a fundamental truth about rural service design.

“Communities know what’s best for them when it comes to the care they need and how the services should be delivered,” Ms Morrison said.

“The benefits are obvious, happier and more cohesive communities, more productive and efficient services, and empowered and vocationally satisfied care workers.”



Hidden barriers: Why some workers aren’t using free discrimination services

Period Covering: January, 2025 - December, 2025

Department: Business Law and Taxation

A new Monash study centred around four communities in Melbourne’s west reveals insights on why workers may not seek free legal help about workplace discrimination and harassment – and what changes could be made to better support them.



Why do some workers who experience discrimination or sexual harassment choose not to seek legal help, even when free services are available?

A new study, led by Monash Business School Senior Lecturer, Dr Adriana Orifici, has found that for some people in Melbourne's western suburbs, cultural expectations, informal support networks, and limited awareness of specialist services can play a key role.

Funded by a Victoria Law Foundation Knowledge Grant 2024, the study was commissioned by Western Community Legal Centre (Westjustice) after staff noticed a gap in who was using its Equality Law Service.

People who identified as being part of the Vietnamese, Indian, Afghan and South Sudanese communities were almost absent from discrimination and sexual harassment casework in the first year that the Equality Law Service operated, even though they were well represented in other areas of legal support.

"Workplace discrimination and sexual harassment remains troublingly prevalent, and this research produces deeper insights into the needs of marginalised and vulnerable communities when they face these types of problems at work and want to seek help to resolve them," Dr Orifici said.

Knowing their rights, not where to turn

To better understand the issue, researchers surveyed community members, conducting in-depth focus group interviews to explore how people recognised problems at work, where they sought help, and what stopped them from approaching lawyers.

Dr Orifici worked closely with Westjustice and collaborated with Carol Ransley, Director of Human Rights Education Associates, alongside consultation with local organisations and community leaders. The research revealed that most participants understood that discrimination and sexual harassment were unlawful, and many knew they had legal rights at work.

What they often lacked was practical knowledge: how to make a complaint, what process is involved, and which services could help them.

Some were unsure whether their experience was "serious enough". Others assumed legal support would be expensive, complicated or risky.

"While focus group participants frequently knew that laws existed that protected them from discrimination and sexual harassment in the workplace, few knew that tailored legal services existed in Victoria that could provide them with no or low-cost help to solve these types of issues," Dr Orifici said.

Turning to family, friends and the internet

The findings also uncovered a strong preference for informal support.

When faced with discrimination or harassment, many participants said their first step would be to speak with relatives, friends, colleagues or trusted community members.

Others relied on online searches, websites and social media forums.

These approaches were often seen as quicker, and less exposing than contacting a legal service.

“Focus group participants spoke about how online sources, including online searches and websites, and online forums such as on Facebook, were quick, free and anonymous ways to get relevant information and ask questions,” Dr Orifici said.

“For some participants, confidentiality and anonymity when attempting to solve a problem about discrimination or sexual harassment at work were key priorities.”

Language, trust get in the way

The research found that participants’ experiences of cultural barriers varied widely and this reflected participants’ intersectional identities.

Some spoke about preferences to communicate in the language they mainly spoke at home, others raised concerns about gender expectations, confidence, stigma or past experiences with institutions. Dr Orifici said responding to these needs required a proactive approach from lawyers and the services, generally.

“This research provides examples of how the cultural needs relevant to whether a participant attends a service like the ELS, and what they need from the service if they do so, are highly specific to the individual,” she said.

“Female participants in the focus groups talked in particular about how they would like to be asked about their cultural needs when they approached a service like the ELS or first met their lawyer.”

From research to action

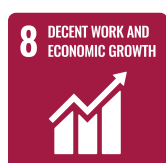
The study translated its findings into nine practical recommendations aimed at improving outreach, accessibility and cultural responsiveness.

All have been accepted by Westjustice and are now being put into practice.

Jennifer Jones, Legal Director of the Workers’, Economic and Housing Rights Programs at Westjustice, said the findings confirm that legal service delivery is “not a one-size-fits-all approach”.

She said the research has enabled Westjustice to “better understand the legal needs and implement evidence-informed activities”.

“This study is important because it provided specific insights into the legal needs of participants who identify as part of these four communities in the western suburbs. It allows their voices to be heard and can inform how legal services can be designed to meet their needs,” Dr Orifici said.



Monash IP Observatory

Period Covering: January, 2025 - December, 2025

Department: Economics

The **Monash IP Observatory** is a global research platform dedicated to measuring, analysing, and interpreting internet connectivity and quality at planetary scale. Operating continuously since 2019, the Observatory monitors the activity and performance of more than **400 million internet addresses worldwide**, 24 hours a day, seven days a week, generating one of the world's most comprehensive datasets on real-time digital infrastructure health.

At its core, the Observatory investigates how the internet behaves during moments of social, political, and environmental stress. Its research focuses on detecting and analysing **internet disruptions**, whether caused by natural disasters, cyber-attacks, infrastructure failures, or deliberate shutdowns by state or non-state actors. By applying scientific-grade measurement techniques and anomaly-detection methods, the platform identifies when and where connectivity deviates from expected patterns, providing independent, high-resolution evidence of digital instability.

A major contribution of the Observatory's research is its role in **supporting global human rights monitoring**. Since 2022, the platform has provided **daily anomaly data** to the **United Nations Office of the High Commissioner for Human Rights**, enabling the UN to track and verify potential violations linked to internet shutdowns, censorship, or information suppression. This work strengthens international accountability mechanisms by supplying trusted, third-party evidence that can be used in legal, humanitarian, and policy contexts.

The Observatory's research also informs **journalism, public policy, and academic inquiry**. Its data and analyses have been used by major global media organisations - including Reuters, The Washington Post, The Economist, and the ABC - to interpret connectivity disruptions during elections, conflicts, and natural disasters.

Examples include documenting the digital tremors preceding the Russia and Ukraine conflict, mapping the hour-by-hour shutdowns during the Myanmar coup, and analysing the impact of Hurricane Laura on U.S. internet infrastructure.

Methodologically, the Observatory combines large-scale remote sensing, continuous baseline modelling, and event-driven anomaly detection. Its researchers emphasise the importance of **continuous global measurement**, a shift from earlier event specific monitoring, because only long-term baselines allow the team to distinguish genuine disruptions from normal fluctuations in global internet behaviour. This scientific approach was recognised as one of **Monash University's Top 10 Discoveries and Impacts of 2025**, underscoring the Observatory's contribution to understanding the fragility and societal importance of the world's digital infrastructure.

Beyond crisis analysis, the Observatory advances broader research questions about the internet as a sociotechnical system: how connectivity patterns reflect human activity, how digital inequality manifests across regions, and how resilient global networks are to emerging threats. Its mission

“Internet insights for social good” positions the Observatory as a critical scientific resource for safeguarding transparency, supporting democratic processes, and strengthening the world’s information ecosystems.

Reference:

[The infrastructure of truth: Tracking global internet disruption in real time | IMPACT: Monash Business School](#)

[Monash IP Observatory](#)



Research Awards

In 2025, Monash Business School was awarded 18 research awards for responsibility- and/or sustainability-related research.



AICPA & CIMA International Congress on Social and Environmental Accounting Research (CSEAR)- 2025 Best Paper Award

Granter: CSEAR - Centre for Social and Environmental Accounting Research

Grantee: Dr Lisa Powell

Award Description:

2025 Best Paper Award



2025: AFAANZ Best Paper Award - Education Stream

Granter: AFAANZ - Accounting & Finance Association of Australia and New Zealand

Grantee: Professor Carla Wilkin

Award Description:

Best Paper Award: Accounting education research: perspective on agency.



Peter Brownell Manuscript Award

Granter: AFAANZ - Accounting & Finance Association of Australia and New Zealand

Grantee: Associate Professor Gladys Lee

Award Description:

Manuscript Award

 Melbourne Law School Harold Luntz Graduate Research Thesis Prize 2025

Granter: University of Melbourne

Grantee: Dr Adriana Orifici

Award Description:

Graduate Research Thesis Prize

 Monash 70th Anniversary Fellows - Research

Granter: Monash University

Grantee: Professor Peter Danaher, Professor David Frazier, Professor David Johnston, Professor Rigissa Megalokonomou, Professor Bin Peng, Professor Erte Xiao, Professor Dan Zhu, Associate Professor Nicole Black, Senior Research Fellow Anh Trinh

Award Description:

The 70th Anniversary Fellowships recognise exceptional academic leaders whose work drives transformative research, education, and innovation.

 Monash University - Vice-Chancellor's Distinguished Professors

Granter: Monash University

Grantee: Professor Fang Lee Cooke, Professor Helen De Cieri, Professor Rob Hyndman, Professor Russell Smyth, Professor Sascha Becker, Professor Yves Zenou

Award Description:

A distinguished title that is conferred to senior Monash University professors across our International Campus Network who are of sustained international pre-eminence in research or education within their discipline. Academic staff from Monash Business School, that received the award: Professor Fang Lee Cooke, Management Professor Helen De Cieri, Management Professor Rob Hyndman, Econometrics Professor Russell Smyth, Economics Professor Sascha Becker, Economics Professor Yves Zenou, Economics



Monash Business School Dean's Award for Excellence in Equity, Diversity and Social Inclusion - Research

Granter: Monash University - Monash Business School

Grantee: Dr Darren Thomas Baker

Award Description:

Excellence in Equity, Diversity and Social Inclusion - Research

 Monash Business School Dean's Award for Researcher of the Year

Granter: Monash University - Monash Business School

Grantee: Professor Yves Zenou

Award Description:

Researcher of the Year



Monash Business School Dean's Commendations for Researcher of the Year

Granter: Monash University - Monash Business School

Grantee: Associate Professor Davide Christian Orazi, Professor Kristian Rotaru and Associate Professor Rigissa Megalokonomou

Award Description:

Dean's Commendations for Researcher of the Year

 Monash Business School Dean's Award for Research Team of the Year

Granter: Monash University - Monash Business School

Grantee: Professor Erte Xiao and Professor Lata Gangadharan

Award Description:

Research Team of the Year



Monash Business School Dean's Commendation for Research Team of the Year

Granter: Monash University - Monash Business School

Grantee: Associate Professor Guillaume Roger and Dr Sergei Balakin

Award Description:

Dean's Commendation for Research Team of the Year



Monash Business School Dean's Award for Excellence in Research Engagement and Impact

Granter: Monash University - Monash Business School

Grantee: Associate Professor Shahriar Abu Zafar

Award Description:

Excellence in Research Engagement and Impact



Monash Business School Dean's Award for Research Excellence by an Early Career Researcher

Granter: Monash University - Monash Business School

Grantee: Dr Mai Vu, Dr Zhenyang (Leo) Bao and Dr Paul Zhou

Award Description:

Research Excellence by an Early Career Researcher



Monash Business School Dean's Commendations for Research Excellence by an Early Career Researcher

Granter: Monash University - Monash Business School

Grantee: Dr Michael Lydeamore

Award Description:

Dean's Commendations for Research Excellence by an Early Career Researcher



Monash Business School Dean's Award for Excellence in Graduate Research Supervision

Granter: Monash University - Monash Business School

Grantee: Professor Dennis Petrie

Award Description:

Excellence in Graduate Research Supervision



Monash Business School Dean's Commendations for Excellence in Graduate Research Supervision

Granter: Monash University - Monash Business School

Grantee: Professor Harmen Oppewal and Professor Chen Chen

Award Description:

Dean's Commendations for Excellence in Graduate Research Supervision



Monash Business School Dean's Commendation for PRME Research Excellence

Granter: Monash University - Monash Business School

Grantee: Professor Véronique Ambrosini

Award Description:

PRME Research Excellence



Monash Business School Dean's Award for PRME Research Excellence

Granter: Monash University - Monash Business School

Grantee: Associate Professor Jagjit Plahe

Award Description:

PRME Research Excellence

Research Presentations Related to RME and/or Sustainability

In 2025, Monash Business School gave 4 research presentations related to RME and/or sustainability.

Using AI to prevent human rights abuse

Authors: Professor Simon Angus

Date of publication: November, 2025

Presented at: International RightsX Conference

Department: Economics

A project pioneering the use of artificial intelligence (AI) to identify and prevent human rights abuses, to be developed at Monash University in collaboration with the United Nations Office of the High Commissioner for Human Rights, has been showcased at an international human rights conference.

The project has two key parts:

- **Enhancing human rights violation data.** Human rights risks and violations are collated via various reports tabled at the [UN Human Rights Office](#) and the [Human Rights Council](#). They are key to the UN's information basis for human rights violations, but until now, they have not been analysed with modern machine learning and AI methodologies to analyse human rights risk and drive prevention efforts. The project will use advanced Large Language Model (LLM) AI tools to extract specific violations against each of the [UN Declaration of Human Rights](#)' 30 Articles to build a more detailed picture of human rights violations on the ground.
- **Forecasting.** Using these enhanced events as a target, the project will combine existing data streams of economic, social and media-based event information to develop forecasting predictors for HR violation risk on a one-week, or four-week look-ahead.



Monash University - Circular Economy Roundtable

Authors: Sustainability Transitions Lab | Department of Management

Date of publication: August, 2025

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

Department: Management

The workshop **explored** Australia's circular economy transition through two interconnected discussions at the Monash University Circular Economy Roundtable. The first centred on firm level approaches, contrasting waste avoidance strategies driven by cost minimisation with value creation strategies such as **designing for circularity** and developing new products from waste streams. Presentations from sector associations and stewardship groups highlighted the need to activate cross sector connections, align regulation, and strengthen standards to support a sector wide transition. The second discussion broadened the lens to national and international perspectives. Jacqueline Cramer compared Australian circular transitions with those of The Netherlands, emphasising the importance of **transition brokers**, targeted **transition innovation**, and **lagged regulation** to bring the broader "peloton" of industry actors along. Rob Raven and Darren Sharp demonstrated how Monash University's living lab model for its net zero mission leverages multi-stakeholder inclusion to

accelerate systemic change. Building on these insights, Martin Geissdoerfer and Alka Nand introduced a proposed national consortium aimed at developing shared expertise, capability building, and collaborative problem solving to support Australia's circular transition.

Collectively, the workshop underscored that circular transformation requires coordinated governance, sector-wide collaboration, and mechanisms that enable organisations to learn, innovate, and transition together.



The ideal impact of this work is to accelerate Australia's shift toward a resilient, capability driven circular economy. By strengthening cross sector collaboration, aligning regulatory and market incentives, and building shared expertise, this initiative aims to generate new economic opportunities, reduce waste, protect resources, and deliver long-term social and environmental benefits for Australian communities.



Engagement Workshops within Member-Owned Enterprise Governance Structures (2025)

Authors: Department of Marketing

Date of publication: May, 2025

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

Department: Marketing

This workshop series was developed by the **Mutual Value Lab at Monash University** in partnership with the **Business Council of Co-operatives and Mutuals (BCCM)**. It aimed to build understanding of member experience, engagement and trust in Australia's co-operative and mutual enterprise (CME) sector. The program comprised three sessions: a workshop at the BCCM CEO Summit, a Mutual Value Executive Leadership workshop, and a CEO Dialogue at the BCCM Leaders Summit.

The sessions brought together CEOs, directors and senior executives from member-owned organisations to discuss issues facing CMEs. The first workshop considered awareness of CMEs, member engagement and trust, and the challenges of communicating the member-owned model. The second focused on how CMEs can better understand and strengthen member engagement. The final session explored what matters most to members and how these priorities can inform leadership, communication and organisational decision-making.

Across the series, participants shared experiences and considered practical ways to understand and improve member and customer experience. Discussion focused on how CMEs can identify what members and customers value. Participants also considered how CMEs can communicate their distinctive purpose and value proposition, use member insights to encourage participation, and build stronger long-term relationships. The workshops provided a forum for cross-sector learning and reflection on the role of member-focused leadership in supporting the long-term relevance and value of CMEs.

The intended impact of this work is to help CMEs develop a stronger understanding of how members and customers experience and perceive the value they provide. It aims to support leaders in measuring and improving member engagement, trust and satisfaction, while communicating the distinctive value of the member-owned model more clearly.



Promoting Inclusive Banking

Authors: Opportunity Tech Lab | Department of Banking and Finance

Date of publication: May, 2025

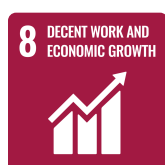
Presented at: National or international issue or theme-specific conference

Department: Banking and Finance

The *Promoting Inclusive Banking* workshop (23-25 May 2025) brought together the Opportunity Tech Lab, Prime Bank and Team Inclusion Bangladesh for a three-day program in Dhaka dedicated to advancing disability-inclusive financial services. Through a blend of experiential learning, legal insights and practical action planning, the workshop equipped banking professionals with the knowledge and confidence to identify and dismantle attitudinal, procedural and environmental barriers faced by customers with disabilities. Participants engaged directly with lived-experience facilitators, explored regulatory and rights-based frameworks, and examined how inclusive design principles can be embedded into everyday banking operations.

The program emphasised the importance of shifting institutional culture, strengthening frontline staff capability, and developing inclusive service pathways that respond to diverse customer needs. By the end of the workshop, teams had developed actionable commitments tailored to their organisational context, supporting the broader goal of mainstreaming disability inclusion across the financial sector. Building on the success of the Dhaka event, similar workshops are planned for Fiji and Indonesia, expanding regional capacity for inclusive banking and reinforcing the role of financial institutions in advancing equitable access to economic participation.

The ideal impact is a financial sector where people with disabilities experience equitable access, respectful treatment and meaningful participation. This research-informed program aims to transform banking practices by embedding inclusion into policies, staff training, customer service design and digital platforms. At a societal level, it contributes to reducing economic exclusion, strengthening rights-based approaches, and enabling financial institutions to play an active role in building more just, accessible and resilient communities.



Publications Related to RME and/or Sustainability

Catholic Dioceses, Legal Systems, and Corporate Accountability

Authors: Meredith Edelman

Date of publication: November, 2025

Department: Business Law and Taxation

This book explores how different legal systems handle a particularly difficult type of corporate wrongdoing: Catholic dioceses' responsibility for child sexual abuse.

Usually, when people think about corporate wrongdoing, they think about tax fraud, insider trading, and similar 'white-collar' crime. As corporations, these dioceses' responsibility is distinct from that of individual perpetrators. This book is concerned with that corporate responsibility. As corporations, these dioceses' responsibility is distinct from that of individual perpetrators, and this corporate responsibility is the focus of this book.

Through an analysis of cases involving dioceses that have significant documented histories of priests abusing children, the book illustrates how criminal law, canon law, tort law, bankruptcy law and an Australian Royal Commission have responded (or why they have not). The cases involve the Diocese of Ballarat, in Victoria, Australia, and the Diocese of Gallup, in northern Arizona and New Mexico, in the USA. Each diocese faced similar claims in a diverse field of legal systems, so very different legal systems were handling, in essence, the same cases in dissimilar contexts.

A novel interdisciplinary approach, the book traces the theories, purposes, doctrines, procedures, and logistics of engaging with these different legal systems-evaluating what they can and cannot do. Revitalising theories of responsive law, the book demonstrates that it is possible for legal systems to better hold not just Catholic dioceses, but corporations more generally, to account for wrongdoing, but we may need to re-think how those systems are structured.



Startrack Holdings: a case of inclusive leadership and decision-making | [DOI](#)

Authors: Katrina T. Johnson | Lisa Powell | Nick McGuigan | Alice De Jonge | Kym Brown | Catherine S. Forbes | Jagjit Plahe | Edward Tello

Date of publication: April, 2025

Department: Accounting | Management | Business Law and Taxation | Econometrics and Business Statistics | Banking and Finance

Startrack Holdings case discusses inclusive leadership and decision-making on diversity and equity issues relating to Indigenous land use in Australia. Startrack Holdings, traditionally an Australian mining and manufacturing company, produces metallic and non-metallic minerals with coal mining as its main operations. The company is investigating energy transitions and plans to develop a solar farm site near the town of Clermont (Queensland). Because the proposed solar farm and resulting infrastructure are located on land subject to Indigenous Native Title claims, Startrack Holdings is required under Australian law to successfully negotiate Indigenous Land Use Agreements (ILUAs) with all relevant Indigenous groups. This presents Startrack Holdings with the opportunity to engage with local Indigenous peoples to gain community support. Chief Accountability Officer of Startrack Holdings, Addison MacDermott (they/them/their), has the chief responsibility and accountability for engaging with the local community and is trying to decide the most ethical course of action in this situation.



Climate change mainstreaming: what role for legislation? | [DOI](#)

Authors: Anita Foerster | Alice Bleby

Date of publication: February, 2026

Department: Business Law and Taxation

The subnational Australian jurisdiction of Victoria first enacted framework climate change legislation in 2010, and substantially reformed this law with the introduction of the Climate Change Act 2017 (Vic). Alongside the flagship features of this legislation – emissions reduction targets, climate change mitigation and adaptation strategies – there is also explicit provision for climate mainstreaming. This takes the form of a general legal duty to take account of climate change, where relevant, in government decisions, policies, programmes and processes, and a more specific duty to have regard to climate change in scheduled decisions. These mainstreaming provisions are an important part of a legal architecture that seeks to develop an integrated, whole-of-government approach to climate change in recognition that a broad range of policy areas both contribute to climate change and are affected by climate change. The mainstreaming provisions reflect an effort to re-imagine the role of legislation in creating practical and cultural change within government in the face of the climate crisis, by mandating broader and deeper engagement with climate change across a wide range of relevant policy and operational areas. In this chapter we draw on an empirical study of mainstreaming practice under the Climate Change Act 2017 (Vic) to comment on the role that framework climate legislation can play in supporting climate change mainstreaming in government.



From climate risk to net-zero and beyond: is ecologically rational regulation emerging in the finance sector?

| [DOI](#)

Authors: Anita Foerster

Date of publication: February, 2026

Department: Business Law and Taxation

Ecologically rational regulation, as elaborated by Christine Parker and Fiona Haines, provides a useful frame to understand and critique the fast-evolving regulatory space of sustainable finance. Using Australia as an exemplar of Anglo-American jurisdictions, this chapter explores how recognition of climate change as a financial risk issue has catalysed regulatory trajectories in the finance sector that exhibit some of the characteristics of ecologically rational regulation. Initial developments along these trajectories occurred within the boundaries of existing frameworks for financial risk regulation, which aim to protect market stakeholders and maintain stable, efficient markets. Yet more recent regulatory activity has been characterised by different constellations of actors (civil society, investor coalitions, industry bodies) using diverse regulatory strategies (advocacy, investor engagement, strategic litigation) and is pushing these boundaries in ways that recognise ecological limits, and which seek to disrupt dominant forms of market activity and organisation that contribute to social and environmental harms like climate change. The early seeds of an ecological approach to financial regulation are certainly discernible, and further developments seem likely as sustainable finance reform agendas unfold around the world. Yet, sustained research attention is needed to track and assess the impact of these developments in helping to bring economic activity into line with ecological and social limits.



Something in the air: does air pollution affect fund managers' carbon divestment?

| [DOI](#)

Authors: Thanh D. Huynh | Frank Weikai Li | Ying Xia

Date of publication: February, 2025

Department: Banking and Finance

We examine whether mutual fund managers overestimate carbon risk when they are exposed to local air pollution. We find that air pollution near fund managers induces them to underweight stocks of high-emission firms. The effects strengthen among environmentally conscious fund managers and among those likely to be surprised by air pollution—consistent with the idea that managers revise their beliefs about carbon risk following exposure to air pollution. A firm's carbon-emissions disclosures and fund managers' sophistication moderate these effects. Carbon-intensive stocks sold by fund managers who are exposed to local air pollution subsequently outperform stocks they buy, suggesting that such underweighting is costly to fund investors.



Overconsumption and tourist ideology: how and why the Protestant Work Ethic moderates the effect of spending on consumption quantity under flat-rate pricing | [DOI](#)

Authors: Yimin Cheng | Yuansi Hou | Anirban Mukhopadhyay

Date of publication: March, 2025

Department: Marketing

Overconsumption, which leads to considerable adverse effects on sustainability, is a significant concern in the tourism sector, especially under flat-rate pricing (e.g., buffets), where consumption is unlimited after consumers pay a fixed price. When charged with higher prices, will people consume more regardless of how much they need? Previous findings are mixed. To answer this question, by conducting three laboratory experiments and one field experiment, our research introduces an influential ideology and shows that this higher-price-driven overconsumption behaviour only holds among people who believe in the Protestant Work Ethic, an influential concept used to explain the historical rise of capitalism. People who believe in the Protestant Work Ethic emphasize input-outcome correspondence and are therefore more likely to feel entitled to consume more as their expenditure increases. This belief leads them to overconsume under flat-rate pricing. In contrast, people who do not subscribe to the Protestant Work Ethic consume similar quantities regardless of their spending. Our findings extend the Protestant Work Ethic literature, revealing how this virtuous construct can lead to not-so-virtuous behaviour like overconsumption. Marketers can leverage this to influence consumer overconsumption, enhancing profitability and sustainability.



Greening up their act: corporate carbon emissions reduction in response to political risk | [DOI](#)

Authors: Pradip Banerjee | Sudipta Bose | Sandip Dhole | Cameron Truong

Date of publication: September, 2025

Department: Accounting

This study explores whether firms decrease their carbon emissions in response to heightened political risk. Political risk often imposes significant economic consequences, prompting companies to engage in costly strategies such as political lobbying. Alternatively, firms may opt to manage their emissions to partially mitigate political risk. We posit that high carbon emissions can attract unwanted political scrutiny, making emissions reduction a strategic response to escalating political risk. Our findings demonstrate that firms indeed lower their emissions in response to political risk. Moreover, we find that specific firm characteristics can affect the relationship between political risk and carbon emissions. Finally, we show that firms achieve emissions reductions through investments in environmental innovation. To investigate robustness, we employ multiple identification strategies, including entropy balancing, instrumental variable analysis, and quasi-natural experiments. Our findings highlight the strategic importance of emissions reduction as a response to political risk, offering insights for policymakers, investors, and corporate decision-makers on aligning sustainability efforts with risk management strategies.



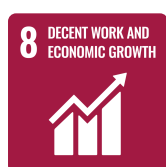
Audit committee financial expertise, equity compensation and employee whistleblowing | [DOI](#)

Authors: Gladys Lee

Date of publication: November, 2025

Department: Accounting

Motivated by the importance of effective oversight in mitigating the risks of employee external whistleblowing, this study investigates the effect of audit committee financial expertise and equity compensation on employee external whistleblowing. Drawing on theories of motivated reasoning and overconfidence, I propose that while audit committee financial expertise could enhance oversight, higher equity compensation can trigger cognitive biases that lead audit committee members to overestimate their monitoring effectiveness and discount or overlook the risks in internal reports of wrongdoing, increasing employee external whistleblowing. Using a sample of U.S. listed firms involved in misconduct, I find that greater audit committee financial expertise is associated with lower levels of employee external whistleblowing when audit committee equity compensation is low, but with higher levels of employee external whistleblowing when equity compensation is high. These findings suggest that audit committee equity compensation may undermine the benefits of financial expertise, offering new insights into the unintended consequences of governance and compensation practices.



Workplace Investigations: Justice and the Legal Regulation of Employer Conduct

| [DOI](#)

Authors: Adriana Orifici

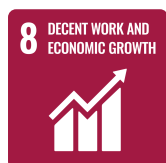
Date of publication: March, 2026

Department: Business Law and Taxation

Internal inquiries conducted by employers into suspected misconduct by employees, which are commonly known as workplace investigations, are significant and common processes in workplaces in Australia, and beyond. Stakes are high for all parties involved in a workplace investigation, including for the employee or 'respondent' whose conduct is investigated.

This work is the first in its field to critically evaluate the legal regulation of employer conduct towards respondents in workplace investigations. It draws on interdisciplinary texts as well as theoretical, doctrinal, and empirical legal research methods to present the first sustained examination of the subject from a legal perspective. This volume provides an in-depth examination of the central dimensions of judge-made and statute law that apply to employer conduct during workplace investigations and normatively evaluates the legal framework with a focus on respondents as subjects of the law.

It argues that the law requires reform to better promote justice for respondents. It draws on ideas about workplace democracy and citizenship at work to conceptualize a framework of justice for respondents in workplace investigations that includes nine elements. Combined with findings derived from interdisciplinary, doctrinal, theoretical, and empirical legal research methods, this conceptual framework informs a proposal for legal reform. While focused on the Australian case study, this monograph sets out a legal exposition of workplace investigations as sites of employer power and control that will be of broader relevance and resonance in common law jurisdictions where employers conduct workplace investigations.



Equality Law Capability Project: Insights on the Legal Needs of Four Communities in the Western Suburbs of Melbourne

Authors: Adriana Orifici | Carol Ransley

Date of publication: June, 2025

Department: Business Law and Taxation

The Equality Law Capability Project report (2025) provides empirical evidence of community legal needs and capability gaps in Melbourne's western suburbs, demonstrating Monash Business School's contribution to research-informed policy engagement and advancing SDG 10 (Reduced Inequalities) through applied socio-legal scholarship.



Beyond consumer protection: how transparent consumer rights disclosure shapes consumer purchasing

Authors: Dominic Thomas | Aashish Srivastava | Catrina Denvir | Esther Kang

Date of publication: November, 2025

Department: Marketing | Business Law and Taxation

The Consumer Rights Directive (CRD) mandates a 14-day withdrawal right for consumers in distance selling, requiring EU-based online retailers to transparently communicate this right. While existing research suggests e-tailers typically approach mandatory rights disclosure with minimal or perfunctory compliance, this study challenges the merits of doing so. Through experimental research

involving online shoppers and traditional offline consumers, the study reveals that comprehensive rights disclosure can be strategically transformative. Transparent communication of return policies significantly enhances e-tailer credibility, positively influences product perceptions, and increases purchase intention, particularly among less legally informed consumers. The research reveals that providing clear “just in time” consumer rights information on product pages, more effectively aligns the interests of consumers and retailers. In doing so, the study invites a reconsideration of the merits of perfunctory compliance and affirms the role that the right to withdraw plays in supporting trade between European Union Member States.



Research Voices

The following statements demonstrate ways in which researchers at Monash Business School bring sustainability and responsible management into their research.

Something in the Air: How Pollution Shapes Fund Managers' Climate Decisions

Professor Thanh Huynh

Purpose

Climate change presents one of the most significant sustainability challenges facing business and society. Institutional investors play an increasingly important role in directing capital towards sustainable activities, yet little is known about the behavioural factors that influence their climate-related investment decisions. This research sought to improve understanding of how environmental conditions shape financial decision making, with the goal of supporting more informed, transparent and responsible investment practices.

Practice

Thanh Huynh and colleagues conducted a large-scale empirical study using data on more than 2.4 million mutual fund-stock-quarter observations covering U.S. equity mutual funds between 2005 and 2018. The study combined financial market data with environmental data from the U.S. Environmental Protection Agency and firm-level carbon emissions from S&P Trucost. The research investigates whether exposure to local air pollution influences fund managers' decisions to invest in or divest from

carbon-intensive firms, and whether corporate carbon disclosures moderate these effects, while also examining differences between experienced and less experienced fund managers and evaluating the financial consequences of these investment decisions.

Output

The study reports robust evidence that temporary exposure to poor local air quality leads fund managers to reduce their holdings of high-emission companies, even after controlling for potential confounding factors. It further shows that high-quality carbon disclosures help investors make more balanced decisions, while lower-quality or more uncertain disclosures can amplify behavioural biases. The research also finds that experienced and sophisticated fund managers are less susceptible to these biases than their less experienced counterparts. These findings have been disseminated through academic publications and conference presentations, contributing new knowledge at the intersection of sustainable finance, behavioural finance and climate risk.

Outcome

The research provides investors, asset managers, regulators and companies with evidence that responsible investment decisions depend not only on access to sustainability information but also on how that information is interpreted. The findings highlight the importance of high-quality climate disclosures in supporting sound investment decisions and demonstrate the value of strengthening investor capability to recognise and mitigate behavioural biases. For companies, the study reinforces the benefits of transparent and credible carbon reporting as part of broader Environmental, Social, and Governance.

Impact

The project contributes to more effective capital allocation in support of the transition to a low-carbon economy. By identifying behavioural influences that can affect sustainable investment decisions, the research informs policy discussions on climate-related financial disclosure and investor education, and helps strengthen the integrity of sustainable finance by encouraging evidence-based investment practices that balance environmental responsibility with long-term financial outcomes. More broadly, the research supports the development of financial markets that better align with the UN Sustainable Development Goals (SDG), particularly SDG 13 (Climate Action), SDG 12 (Responsible Consumption and Production) and SDG 16 (Peace, Justice and Strong Institutions). This paper was awarded the Best Paper Prize at the 11th FIRN Annual Conference, an international peer-reviewed conference in finance.



[2026 SIP Voices - Research \(printable format\)](#)

Recognising the Women Who Power the World's Wardrobes

Dr Fahreen Alamgir, Assoc. Professor Glen Croy and Professor Amrik Sohal

Purpose

Bangladesh's Ready-Made Garment (RMG) sector has become the world's second-largest garment exporter, yet women garment workers continue to experience unsafe conditions, low wages and limited recognition. These vulnerabilities persist despite the extensive architecture of multi-stakeholder labour governance established after the 2013 Rana Plaza collapse, revealing the limits of existing governance arrangements in addressing exclusion, participation and justice within global production networks. Civil society actors operating across global, national and local spaces – including trade unionists, journalists, NGOs, academics and compliance professionals – mobilise to challenge structures of exclusion and demand recognition and responsibility. Situating themselves

within these struggles, Alamgir, Croy, Sohal, De Vass and Rahman's seven-year study advances understanding of relational recognition and situated responsibility by examining how recognition is contested, granted, denied and performed among actors in the apparel industry.

Practice

Informed by Nancy Fraser and Richa Nagar's work, the study demonstrates the entanglement of civil society actors with workers' lived realities and struggles for recognition, revealing how responsibility is invoked, negotiated and enacted among diverse actors. By uncovering women garment workers' persistent experiences of misrecognition and non-recognition, the case illustrates how failures of recognition are embedded in material vulnerabilities, including violence, unsafe workplaces and economic insecurity. Over seven years (2019–2025), the research combined ethnographic immersion with 36 in-depth interviews, more than 200 pages of field notes from conferences and workshops, and extensive secondary materials, including NGO reports, ILO documents, BGMEA-Bangladesh Garment Manufacturers and Exporters Association data and advocacy publications spanning three decades of industry transformation. Reflexive understandings emerged through questioning the researchers' own positionality, status and locations – treating research as praxis rather than detached observation.

Output

The study offers a theoretically rich account of how civil society actors construct solidarity, how recognition becomes institutionalised through private labour governance, and how weakened representation within global production networks constrains workers' claims. It reveals that struggles for recognition are inseparable from representation and redistribution, and are grounded in experiences of exploitation, wage disputes, disasters and union co-optation.

Outcome

The study shows that women workers' struggles for recognition, material justice and representation remain ongoing. While safety mechanisms have improved, inequalities in wages, nutrition and employment security reveal the limits of recognition without redistribution. For civil society actors, legitimacy remains contested and hard-won, forged through solidarity, negotiation and resistance rather than institutional endorsement.

Impact

Beyond Bangladesh, the study contributes to management and organisation debates by arguing that recognition and responsibility must be understood relationally and transnationally. It challenges corporate social responsibility and state-led development narratives by highlighting how responsibility is negotiated within unequal global production networks and calls for researchers to engage as accountable co-participants in struggles for workers' dignity.

Research Barriers

In 2025, Monash Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Data access and management
- ❖ Funding challenges
- ❖ Participant recruitment
- ❖ Publishing barriers
- ❖ Research impact and application
- ❖ Retention and engagement
- ❖ Skills and expertise gaps
- ❖ Time constraints

Continue telling your story

Research - Continue telling your story

Monash University advances research that directly addresses global challenges and contributes to responsible management practice. Monash Business School plays a central role through its research centres and partnerships, including the [Pacific Action for Climate Transitions \(PACT\)](#) and the [Centre for Global Business](#), which focus on climate resilience, sustainable development, and inclusive economic systems. Collaborative projects with government, industry, and regional partners, such as Fiji National University and Bank Mandiri in Indonesia, translate academic insights into practical solutions that strengthen communities and inform policy. This principle is further demonstrated through publications, interdisciplinary initiatives, and applied research that support ethical, sustainable, and socially responsible outcomes.

4.Research Voices_SIP 2026

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

Institutional Partnerships

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

Student Organization Partnerships

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

Partnerships

The following provides more details on 6 key partnerships at Monash Business School.

Beta Alpha Psi (BAP) - Student Society

BAP Monash advances the SDGs by embedding social impact, ethical leadership, and sustainability into its core initiatives. Our flagship program, Cause Consulting, directly supports SDG 1 (No Poverty) and SDG 10 (Reduced Inequalities) by partnering with charities such as Big Group Hug and Mums Supporting Families in Need, where students apply financial and business skills to solve real social challenges.

This aligns with PRME principles such as Purpose (developing responsible leaders), Values (promoting ethical decision-making), and Method (experiential learning). Additionally, initiatives like ESG-focused workshops and sustainability research contributions support SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action), reinforcing responsible business education through practical engagement.

PRME student representatives

Monash Business School works closely with its PRME Student Representatives to strengthen student engagement in responsible management education and to amplify student-led contributions to the School's PRME commitments. The School provides structured guidance, branding support, and coordination to ensure student initiatives align with Monash's values, sustainability priorities, and the SDGs.

The PRME Student Representatives play a central role in promoting PRME and SDGs across the student community. Supported by the School, they lead outreach activities such as events engagement, social media campaigns, and awareness initiatives that highlight responsible leadership and sustainability in business education. Monash Business School assists the student reps in developing communication materials, ensuring adherence to Monash brand standards, and facilitating collaboration with Faculty Communications.

The School also enables the student representatives to contribute meaningfully to PRME reporting. This includes identifying relevant student projects, documenting impact, and preparing evidence for inclusion in the SIP Report. Through this partnership, Monash Business School ensures that student voices are represented, student impact is captured accurately, and PRME remains embedded in the School's culture and operations.

AACSB - Association to Advance Collegiate Schools of Business

Monash Business School maintains strong partnerships with leading global accreditation bodies, including AACSB, as part of its commitment to responsible management education. Our AACSB accreditation reinforces the School's alignment with internationally recognised standards of ethical leadership, continuous improvement, and high-quality business education. This partnership strengthens our PRME engagement by ensuring our curriculum, assurance-of-learning processes, and governance structures reflect global best practice in responsible management. Through AACSB's global network, the School collaborates with peer institutions to advance sustainability literacy, share innovations in teaching and research, and contribute to sector-wide dialogue on the future of responsible management education.

EQUIS - EFMD Quality Improvement System

Monash Business School has been EQUIS-accredited since 2015, reflecting our long-standing partnership with the European Foundation for Management Development (EFMD). EQUIS accreditation recognises our commitment to internationalisation, ethics, sustainability, and high-quality governance – all core dimensions that reinforce our PRME principles. Through EQUIS, the School engages with a global network of institutions dedicated to responsible management education, enabling collaboration, benchmarking, and continuous improvement in areas such as societal impact, SDG integration, and innovative pedagogy. This partnership strengthens our capacity to deliver globally relevant, values-driven education and research.

Council on Business & Society

[Monash Business School](#) is an active member institution of the [Council on Business & Society](#) (CoBS), an international alliance of leading business schools focused on responsible leadership, sustainability, and corporate social responsibility.

AMBA - Association of MBAs

Monash Business School holds accreditation with the Association of MBAs (AMBA), reflecting our commitment to high-quality, internationally benchmarked MBA education. Our engagement with AMBA focuses on continuous quality assurance, participation in global professional networks, and alignment with recognised standards for postgraduate management programs.

This affiliation strengthens the School's MBA offering by ensuring global relevance, enhancing employer and alumni engagement, and supporting our mission to develop responsible, ethical leaders aligned with PRME principles.

Partner Voices

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

Statements from our partners

About the Circular Economy Graduate Research Training Summer School 2026:

Marco Meggiolaro from Tecnica Group - "I gained more than I gave and returned home with a real boost of energy and enthusiasm." See more [here](#).

Zulaiqa R., a Doctoral Candidate and participant of the training - "We also had some very insightful industry speakers who shed more light into how they handle circular economy concepts in their respective sectors." See more [here](#).

Diane Zandee, researcher at Nyenrode Business University - "It was inspiring to see how this community of academics and industry professionals is becoming stronger and more connected each year. What stands out to me is the shared commitment to move beyond exchanging ideas only, towards shaping collaborations and supporting the next steps in the development of international circular value chains." See more [here](#).

Filippo Visintin, Associate Professor at Università degli Studi di Firenze - "Many thanks also to Monash University, and especially to Amrik Sohal and Glen Croy, who have, over time, built a strong and vibrant international community, fostering opportunities for future projects and collaborations." see more [here](#).

Ideation to Action: A Global Community Accelerating the Circular Economy

Assoc. Professor Glen Croy, Professor Amrik Sohal and Assoc. Professor Martin Geissdoerfer

Purpose

The Circular Economy Graduate Research Training Summer School 2026 and the International Workshop on Circular Economy and Sustainability 2026 were designed as connected initiatives to accelerate research impact and facilitate the transition to a circular economy. The Summer School, co-hosted by Monash Business School and the University of Padua, addressed a clear need: PhD researchers are generating knowledge essential to circular economy transitions, but that knowledge must be translated into forms that policymakers, industry and educators can adopt. The subsequent Bergamo workshop extended this ambition by bringing an established international circular economy community together under the theme "Ideation and Action for Circular Impacts", shifting from ideas toward collaborations, funded projects and practical pathways for change.

Practice

The Summer School was held at the University of Padua from 18–19 June 2026, supported by a preceding teaching-team day and online pre-school small-group networking. Thirty PhD students, representing diverse countries and disciplines, worked with an international teaching team from Monash, Padua, Manchester, Bergamo and Poznań. The program combined network-building, a keynote by green chemistry pioneer Professor John Warner, and applied sessions with industry, policy and education experts. Students worked on real circular economy challenges with Arper, Atlantis Headwear and Tecnica Group; engaged with European Commission and Joint Research Centre policy perspectives; and developed teaching-case approaches for translating their research into education. The International Workshop followed from 21–24 June 2026 at the University of Bergamo, building on prior workshops in Prato and Bologna, and convened academics, practitioners and partners from

institutions including Monash, Bergamo, Bologna Business School, Nyenrode, WU Vienna and Loughborough. Activities included research presentations, project-development workshops, funding-opportunity discussions, networking events and an industry site visit.

Output

The immediate outputs were strengthened relationships, sharper research-translation capability and concrete project ideas. Summer School evaluations showed high satisfaction research-translation capability development, and network development. Participant reflections repeatedly highlighted the value of moving beyond disciplinary or academic boundaries: they described learning how circular economy becomes real through company challenges, policy discussions, teaching cases and conversations with people from different fields. The Bergamo workshop extended these outputs through quick-fire research presentations, new funding discussions, and the formation of collaborations around circular business models, ecosystems, policy innovation, AI, remanufacturing, urban manufacturing and circular value creation.

Outcome

For the PhD students, the combined program-built confidence, international peer networks and clearer pathways for applying their doctoral research beyond the thesis. Many left with draft teaching cases, new collaborators, stronger communication skills and a deeper understanding of industry and policy constraints. For Monash, Padua and partner universities, the events demonstrated a scalable model for doctoral research training and strengthened the collaborative base for future initiatives, including a circular economy teaching-cases book.

Impact

The wider impact lies in building an international circular economy translation ecosystem. By connecting early-career researchers with senior scholars, European policy leaders, companies and educators, the events helped convert circular economy research into more usable knowledge for business, regulation and teaching. Industry stakeholders gained fresh analysis of real circularity challenges; policy actors engaged researchers capable of supporting evidence-based transitions; and universities strengthened a recurring platform for collaboration. Over time, this network contributes to more effective circular practices, better-informed policy, and education that prepares future professionals to design, manage and scale sustainable and regenerative systems.

[2026 SIP Voices - Partner \(printable format\)](#)

[2026 SIP Voices \(searchable web archive\)](#)

Continue telling your story

Partner - Continue telling your story

Monash University **builds partnerships** that expand its capacity to address **global challenges** and deliver meaningful impact. The University's international presence, including its campuses in Indonesia, Malaysia, Prato in Italy and Suzhou in China and its leadership within networks such as the [UN Sustainable Development Solutions Network \(SDSN\)](#) demonstrate a strong commitment to collaborative problem solving. Monash Business School strengthens this approach through strategic engagement with industry, government, and community organisations, co-designing programs, research initiatives, and executive education that promote responsible leadership. Partnerships with regional and global stakeholders support shared learning, innovation, and the translation of knowledge into practice, reinforcing Monash's role as a trusted collaborator in advancing sustainable development.

5.Partner Voices_SIP 2026

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

Institutional Policies and Practices

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

Practice Awards

In 2025, Monash Business School received 2 awards for responsible and/or sustainable practices.

Fellow US the Center for Evidence-Based Management

Granter: The Center for Evidence-Based Management (CEBMA)

Grantee: Professor Herman Tse

Award Description:

The Center for Evidence-Based Management is a not-for-profit member organization. Our members are part of an international community of professionals, educators and scholars that share CEBMa's mission – helping people in organizations make better decisions and stop the spending of billions of dollars on ineffective (or even damaging) management practices. As a member they are committed to upholding CEBMa's Mission and Guiding Principles in their daily practice.

2026 PRME Students Sustainability Award

Granter: Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact

Grantee: Beta Alpha Psi Xi Epsilon - Monash Business School

Award Description:

The 2026 PRME Students Sustainability Awards honours and recognizes the excellence of impactful sustainability-oriented student organizations from PRME Signatory Members that align their work with the Seven Principles for Responsible Management Education and advance the Sustainable Development Goals (SDGs).

Practice Voices

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

Embedding Climate Transitions Practice Across the Pacific

Professor Paul Jacob Dargusch

Purpose

The Centre for Pacific Actions for Climate Transitions (PACT) was established to address a critical research gap: the need for high-quality research, policy advice, and capacity building for climate change mitigation and adaptation through a business and economics lens. The foundational vision was to build capability within Pacific Island Country (PIC) policy, financial, and economic systems to support a thriving and secure future for the region.

Practice

Following a 2022 Memorandum of Understanding between Monash University and Fiji National University (FNU), PACT was formally established in January 2023. Key actions included:

Strategic Refinement and Governance: Overcoming an initial period of flux to appoint a Director and establish a simplified, transparent governance structure with the Fijian Government.

Regional Engagement: Activating a comprehensive engagement plan that included 14 visits to Pacific Island countries by the Director between 2023 and 2024 to build trusted partnerships.

Capacity Building: Launching the PACT Interdisciplinary PhD Program, which allows Pacific-based professionals to conduct doctoral research while remaining embedded in their home countries.

Policy and Advisory Work: Delivering high-level projects such as the FAO's Global Bioeconomy Strategy and Papua New Guinea's National Climate Finance Strategy.

Output

The immediate outputs of these activities included:

Formal Institutional Establishment: PACT became a faculty research centre within Monash Business School in collaboration with FNU.

Secured Funding: A commitment from the Fiji Government for FJ\$2 million per year (2023–2028) and the acquisition of third-party funding from agencies like the FAO.

Global Recognition: Monash University was recognised as a provider for both Readiness Support and Project Preparation Facility (PPF) services for the Green Climate Fund (GCF)—the only university in the Asia-Pacific with these combined approvals.

Outcome

For the primary stakeholders—Monash University, FNU, and the Fiji Government—the long-term outcomes include:

Strengthened Academic Capability: FNU has benefited from increased academic strength and the ability to leverage Fiji's investment to catalyse additional international funding.

Institutional Reputation: PACT has established itself as a "trusted and capable partner" for applied research and advisory work in the region.

Sustainable Research Pipelines: The PhD program is training a new generation of Pacific leaders, with six candidates already commenced and others under consideration.

Impact

The broader impact across the Pacific region and the global climate community involves:

Improved Climate Resilience: Enhanced national climate finance systems and investment pipelines across more than ten Pacific Island countries.

Empowerment and Leadership: Initiatives such as the Australia Awards Fellowship have empowered Melanesian women in climate finance leadership.

Global Intellectual Leadership: The establishment of the David Brand Chair in Natural Capital Investment positions the Pacific at the forefront of global efforts to integrate natural capital into financial systems.

Community Wellbeing: Applied research is directly addressing local issues, such as the effects of extreme weather on mental health and the development of sustainable Melanesian indigenous food systems.

[2026 SIP Voices - Practice \(printable format\)](#)

[2026 SIP Voices \(searchable web archive\)](#)

Continue telling your story

Practice - Continue telling your story

Monash University demonstrates **transparent**, **responsible**, and **sustainable** practices. Key examples are the University's Net Zero Initiative, sustainable procurement policies, and open reporting frameworks reflecting a commitment to operational leadership in climate action and ethical governance. Monash University reinforces these standards through its internal governance structures, sustainability aligned operations, and programs such as the [Athena Swan at Monash](#), which accelerates the progress in gender equity, diversity and inclusion. Monash Business School's practices, including inclusive hiring approaches, responsible resource management, and initiatives that strengthen **ethical conduct**, show how Monash leads by example and embeds responsible management principles into everyday operations.

6.Practice Voices_SIP 2026

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Share

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



How We Define Share

Monash Business School uses the PRME definition: We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

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
- ❖ Public events and panel discussions
- ❖ Monash Business School - Impact webpage
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities

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.

From Islands of Impact to a Shared Regional Movement

Assoc. Professor Glen Croy

Purpose

Across Australia and New Zealand business schools, commitments to the UN Principles for Responsible Management Education (PRME) often existed as isolated pockets of excellent practice rather than embedded, school-wide approaches. Monash Business School had experienced this directly: strong individual examples of ethics, sustainability and impact work existed, but lacked systematic coordination across governance, curriculum, research and recognition structures. The Forum was convened to share the Monash experience, and those of other Chapter business schools, to address this shared regional challenge – helping business schools move from fragmented “islands of impact” toward systematised, sustained adoption of responsible management principles at the faculty, department and individual levels.

Practice

The day-long, hybrid (in-person and Zoom) event brought together academics, PhD scholars, professional staff and students from across the region. Structured around three escalating levels – Business School/faculty, department/cluster, and Individual – the program combined a keynote from Kate Dundas (UN Global Compact Network Australia), showcase presentations (including Monash Business School's own systematisation journey from Associate Professor Glen Croy and student representative Ryan Bin Zaman), and interactive café-style workshops designed to co-create transferable tools. Six student presentations highlighted grassroots contributions, from curriculum feedback to community and careers initiatives. The day closed with participants drafting self-crafted action plans and the Chapter steering committee setting chapter priorities for 2026.

Output

The forum produced concrete, immediate outputs: a shared framework and practical toolkit for systematising PRME at three organisational levels; individual action plans crafted by every attendee; a Climate Action Working Group update; and a defined set of chapter priorities for 2026. Cross-institutional relationships were strengthened, evidenced by participants from Deakin, Griffith, Swinburne and the University of Canterbury actively exchanging practices. Student leadership was also formally recognised, with Ryan Bin Zaman presenting on the team's award-winning PRME representation, including the development of the PRME Student Progress Report.

Outcome

For Monash Business School, the forum consolidated three years of structural and cultural change – PRME ambassadors, cross-departmental governance and a student advisory panel – into an externally validated model now available for adoption by peer institutions. For the PRME Australia-New Zealand Chapter, the event strengthened its role as the region's coordinating body, deepening ties between chapter leadership (Associate Professors Joya Kemper and Rob Hales) and member schools. Participating academics and students gained tools and networks to embed responsible management practices more systematically within their own institutions, while student representatives gained genuine influence over curriculum and strategy, reinforcing PRME's principle of student voice in governance.

Impact

Beyond the immediate participants, the forum contributes to a broader shift toward systematised responsible management education across the Australia-New Zealand region and internationally, as reflected in engagement from other global PRME signatories. By sharing the School's embedding methodology, the forum supports sector-wide capability building, helping business schools translate ethics and sustainability commitments into structural practice rather than isolated initiatives. This strengthens the pipeline of business graduates equipped with responsible management capabilities, extends UN Global Compact priorities into regional business education, and builds lasting institutional infrastructure – governance models, action plans and cross-university networks – that will continue generating impact for students, employers and communities well beyond the single-day event.

[2026 SIP Voices - Sharing \(printable format\)](#)

[2026 SIP Voices \(searchable web archive\)](#)

Communication Barriers

Monash Business School faces the following barriers in transparent communications:



**Accessibility
issues**



**Audience
reach**



**Data privacy
regulations**



**Engagement
gaps**



**Feedback
loops**



Media visibility



Ownership issues

Continue telling your story

Share - Continue telling your story

Monash University actively contributes to **global knowledge exchange** and **sector wide learning**. The University shares research, insights, and best practices through international partnerships, open access publications, and leadership roles in global sustainability networks. Monash Business School strengthens this commitment through its participation in [Australia and New Zealand PRME Chapter](#) activities, including hosting the 2025 annual forum, its involvement in PRME working groups, and its regular contributions to conferences, workshops, and collaborative projects focused on responsible management education. The School's dissemination of tools, resources, and reporting practices supports collective progress across the **PRME community** and reinforces Monash's role as a leader in shaping responsible, future-focused business education.

7. Sharing Voices_SIP 2026

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