

TEACHING VOICES

1. CORPORATE SUSTAINABILITY REGULATION TEACHING – POST-GRADUATE (BTF5910) AND UNDER-GRADUATE (BTX3100) – ASSOCIATE PROFESSOR ANITA FOERSTER

PURPOSE

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

PRACTICE

The units have been substantially revised and improved to ensure comprehensive treatment of current, topical sustainability issues for business and to provide enhanced opportunities for applied learning. Grounded in regulatory theory, students are exposed to different forms of law and regulation to address

sustainability challenges and invited to interrogate how these approaches work and their effectiveness in influencing business behaviour.

OUTPUTS

Assessment is designed to allow for contextual, applied consideration of different regulatory frameworks and approaches and their influence on business decision-making and behaviour. Tasks include:

- detailed corporate case studies which analyse the sustainability challenges relevant to a particular enterprise, the applicable regulatory frameworks, relevant regulatory risks faced by the business and opportunities to transition to a more sustainable business model;
- analysis of emerging sustainability regulation issues and cases (e.g. greenwashing, strategic litigation targeting corporate actors) to explore the implications for particular business entities;
- strategic responses to real-life business problem scenarios involving case studies of businesses facing compliance challenges, emerging regulatory risks and stakeholder pressure to shift to more sustainable practices.

OUTCOMES

Students develop foundational understanding of existing and emerging law and regulation addressing sustainability challenges as relevant for business entities as well as a critical

appreciation of the importance of sustainability regulation for business and the effectiveness of different regulatory approaches. Students are thereby equipped to advocate for shifting to more sustainable business practices in line with emerging regulatory risks and trends.



IMPACT

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



2. DATA MAP AND PRIVACY IMPACT ASSESSMENT – PROFESSOR CATRINA DENVIR

This initiative is designed to develop students' critical understanding of data privacy risks and governance across diverse organisational ecosystems through practical data mapping exercises.

Students engage with realistic scenarios drawn from sectors such as government, healthcare, retail, and financial services, each involving multiple stakeholders, databases, and data flows. Through these exercises, they create comprehensive data maps that identify entities, relationships, and information transfers. They then critically assess vulnerabilities within these systems, including data duplication, security risks, and privacy concerns.

The work produced includes visual data maps, a 500-word analytical report identifying system weaknesses, and redesigned data flow proposals.

Through this process, students develop key competencies in data mapping and systems thinking, gaining an understanding of how data flows through various systems and stakeholders, as well as skills in data governance and privacy impact assessment.



IMPACTS

Graduates enter workplaces equipped to identify and mitigate privacy risks in complex data systems.

3. ACCOUNTING FOR CLIMATE CHANGE – DR ANNE MARIE CONRATH HARGREAVES

When climate-related reporting was on the verge of becoming mandatory worldwide, the accounting profession faced a pressing challenge: graduates were fluent in technical standards but ill-equipped to engage with the socio-ecological realities behind the numbers. ACX3800/5800 *Accounting for Climate Change* was created to bridge this gap, shifting education from a narrow transfer of technical knowledge to a critical, reflective practice. The unit positions students as active change agents, capable of holding organisations to account for their socio-ecological impacts, and as future professionals able to help shape care-based, more desirable futures in the workplaces they join. Centred on an immersive learning approach, it blends *conscientisation* through problem-posing classroom work with both virtual and physical experiential environments. Grounded in Freirean dialogical methods, this approach prompts students to question assumptions, “read the world”, and design accounting responses to the grand climate challenges of our time. Students report that this immersive model boosts their motivation to engage with sustainability-focused accounting, strengthens their ability to apply accounting to nature and biodiversity, and transforms their view of the profession's role in climate mitigation. Significantly, the immersive learning approach also fosters equity: international and female students in particular show strong gains in both engagement and skills. In doing so, the unit helps cultivate a new generation of accounting professionals, equipped not only to meet emerging climate-reporting mandates, but to actively shape them.

4. REFLEXIVE ETHICAL POSITIONALITY – DR SNEHA CHRISPAL

Traditional business ethics courses often emphasize normative theories and corporate governance. However, to truly prepare students to make ethical decisions and foster more inclusive,

ethical organizations, these approaches are no longer sufficient. In the context of responsible management, especially when addressing grand challenges and Sustainable Development Goals (SDGs), students must go beyond external frameworks and engage in deep self-reflection. They need to consider questions like “Who am I?” and “Who am I in relation to others?” This personal and relational awareness is essential for making ethical and just decisions in the business world.

The solution was rooted in embedding relationality throughout the subject, with a strong emphasis on encouraging students to reflect on their social identities and their positions within society—recognising both privileges and marginalizations. To facilitate this, students engaged in reflective exercises during tutorials, focusing on key aspects of their social identities such as gender, race, ethnicity, and disability. They completed worksheets designed to map their social identities, trace how these identities were reinforced or challenged over their lives and examine how these dynamics influenced their ethical decision-making in daily life.

Additionally, a “Snakes and Ladders” game was developed to illustrate how certain identities can confer privileges while others present challenges, providing a visual and interactive understanding of social privilege and marginalization. This tutorial served as a scaffold for students to undertake a “Reflexive Ethical Positionality” assessment. In this activity, students narrated their life stories, emphasizing how their multiple social identities shaped their experiences of privilege and challenge, and how these experiences affected their ethical choices.

Students had the opportunity to present their stories through a more relational, and multimodal format, including writing, creating and singing songs, slam poetry, artwork, or video. This approach fostered a deep, personal exploration of social identity and ethical development, strengthening their understanding of relationality and positionality within society, but also allowing them to express their stories creatively and in formats they were comfortable with.

The outcome was positive, with students providing feedback like, “the reflexive assessment was really helpful because it gives me a chance to sit down and calmly review my past, understanding my current status is based on my input in the past, also the external factors that supported it”. Another student added, “I loved the reflexive positionality essay. I have used parts of this in job interviews and other reflective units. I feel like it overall helped my mental health! Amazing learning.” And, “This course teaches us how to utilize the privileges we possess to assist employees who are subjected to unfair treatment, so that people of all races and backgrounds can enjoy well-being in the workplace.”

5. DATA PRIVACY AND ETHICS – WILD CAUGHT DATA – DR KATE SAUNDERS

Dr Kate Saunders is developing business students ethical reasoning capabilities and privacy risk awareness.

In practice, students engage in instructor-led and peer-led discussions using real-world case studies. This supports students to explore different schools of ethical thought in business practice and understand biases.

Students develop code and knowledge needed to de-identify personal data through authentic assessment.

As a result, students gained practical skills in ethical decision-making, protecting data privacy, and developed systematic approaches to support ethical data analysis.



IMPACTS

Graduates are equipped with the knowledge to navigate complex and nuanced ethical situations in the analytics workforce. An important skill given the recent advances in AI.

6. RESPONSIBLE SUPPLY CHAIN – ASSOCIATE PROFESSOR INGRID LANDAU

Integrating respect for human rights across business operations

PURPOSE

To educate business students on global business and human rights standards and expectations, practical implementation challenges and innovative practices.

PRACTICE

Human Rights and Global Business draws on contemporary case studies and industry insights to equip students with the knowledge and skills required to recognise and address human rights challenges in everyday business. Personal reflective tasks encourage students to consider how what they are learning relates to other business school subjects, as well as broader approaches such as sustainability; and a group assignment requires students to collaborate to develop practical solutions to a contemporary business and human rights challenge. The unit’s major assessment task involves students selecting their own focus company and completing five activities throughout the unit that require them to apply what they have been learning that week to their focus company. Students also produce a final briefing in which they propose and evaluate practical strategies for their company to address salient human rights issues.

OUTCOMES

Consistently high student engagement and satisfaction ratings; students equipped with the capabilities to identify and respond to human rights challenges in everyday business; expansion of the unit to include undergraduate as well as postgraduate students. Alumni have pursued careers in responsible supply chain management in global companies. Monash faculty invited to share innovative approaches to business and human rights education with other institutions in Australia, Thailand, Vietnam and the Pacific Islands.

7. SCENARIO-BASED LEARNING PEDAGOGY (SLP) USING GENERATIVE AI – DR ALI SHEIKHBAHAEI

Dr Ali Sheikhbahaei is a passionate educator who is deeply committed to building a sustainable and responsible educational experience for his students. As a teaching-focused academic, Ali looks ahead to the future challenges and opportunities that students are likely to face, whether in further education or in the rapidly evolving global job market. His teaching practice is driven by a desire to equip students with practical, ethical, and future-ready tools that ensure a smooth transition from classroom to career.

One of Ali’s most significant contributions is his award-winning Scenario-Based Learning Pedagogy (SLP) using Generative AI. This approach won the 2024 Bloomberg Award for Best Innovative Teaching Practice and has been praised for its originality and impact. In this model, students develop both AI and IT literacy while being exposed to the real challenges in the corporate environments. The process helps students not only build confidence in their subject knowledge but also critically examine the role of AI in ethical and genuine decision-making, which is paramount to the future of responsible education and employment.

In addition, Ali has led the design and development of a cutting-edge simulation tool in International Finance, developed through a unique collaboration between Monash Faculty of IT and Warwick Business School. This project responds to a well-known gap in the curriculum: while students often learn theory well, many struggle to connect those ideas to real-world applications. The simulation tackles this head-on by placing students in dynamic, real-time financial environments where they make strategic decisions about currency exposure, interest rate risk, and capital allocation under pressure. The tool doesn’t just test what students know, but in the meantime, it challenges how they think, act, and reflect under uncertainty, a skill set vital for any future finance professional.

Ali also uses case-based learning to guide students through the intersection of finance, ethics, and sustainability, particularly in areas like ESG and Fintech. By designing workshop activities and assessments around SWOT analyses and reflective tasks, he gives students space to grapple with the broader impact of financial decisions and build a habit of thinking ethically and systemically that is core to any vision of responsible education.

Ali's teaching philosophy is grounded in authenticity, adaptability, and inclusivity. His classrooms are spaces where students are challenged but supported, encouraged to take risks, and guided to develop not just technical skills, but the kind of judgment and awareness that will serve them well beyond university.

Dr Ali Sheikhabahaei is not just delivering content, but also shaping the next generation of responsible finance professionals. He would be an excellent voice to feature in the SIP's Teaching Voices initiative.

8. PROSPERITY, POVERTY AND SUSTAINABILITY IN A GLOBALISED WORLD IN UNIT ECC5801

DR RICARDO DEHIS

This unit challenges students to explore the central question: what drives sustainable economic prosperity? Students engage with key economic theories on prosperity, covering the roles of technology, specialisation, capital accumulation, coordination, and complexity. The curriculum then examines contexts where prosperity has failed to materialise, critically assessing the design and outcomes of major poverty-alleviation initiatives, such as the Millennium Development Goals, with a particular focus on sub-Saharan Africa.

The unit integrates responsible management concepts by situating economic development debates within the realities of the Anthropocene. Students apply sustainability thinking to economic analysis, exploring the interconnectedness of economy, society, and planet. This systems-based approach fosters deep critical thinking and equips students to identify



9. STRATEGIC UNDERSTANDING OF SUSTAINABILITY AND ESG – DR LIMIN FU

This initiative aims to equip future business leaders with a strategic understanding of sustainability and ESG by drawing on real-world examples.

Leveraging my industry experience, I incorporate practical trade-offs and dilemmas surrounding corporate sustainability into classroom activities and assessments, examining how managers navigate the balance between ESG objectives and financial performance in various global contexts.

Through these learning experiences, students integrate ESG considerations into their self-developed dummy companies and case reports, addressing the complexities of strategic sustainability and proposing solutions to common trade-offs.

As a result, sustainability shifts from being a peripheral topic to becoming a central focus, with students actively engaging in real-world corporate sustainability challenges.

Graduates emerge prepared to champion sustainability in business while effectively navigating its associated complexities.

the causes of prosperity, poverty, and environmental degradation, as well as to critically evaluate policies targeting these challenges.

Learning activities emphasise active engagement, including critical assessment of academic literature, analysis of dynamic models, and collaborative discussions. By the end of the unit, students have developed the skills to apply economic reasoning to real-world sustainability challenges, preparing them to contribute to global efforts in building inclusive and environmentally responsible prosperity.

STUDENTS HAVE DEVELOPED THE SKILLS TO APPLY ECONOMIC REASONING TO REAL-WORLD SUSTAINABILITY CHALLENGES.

10. CLIMATE AWARENESS MODULE FOR FUTURE FINANCE LEADERS – DR SHAHRIAR ABU ZAFI

Drawing on research with the Faculty of Education, we developed a Climate Awareness Module to address gaps in climate competence among banking and finance students. Embedded in BFC3240 (International Finance), the module connects climate science to financial risk, resilience, and disclosure frameworks,



11. USE OF PEDAGOGY AND SDGS IN TEACHING CONTENT AND REAL-WORLD CASE GROUP ASSIGNMENT AND REFLECTIVE (INDIVIDUAL) ESSAY – ASSOCIATE PROFESSOR CHRISTO KARUNA

With the aim to create a fictitious for-profit or not-for-profit group/alliance that promotes responsible leadership within a Shared Purpose/Values framework. The group/alliance should be associated with generating products or services that either creatively:

- helps solve a major problem being experienced anywhere in the world or;
- helps address a major social need anywhere in the world.

This problem/need should be tied to the Sustainable Development Goal (SDG 5—Achieve gender equality and empower all women and girls).

In practice student teams learn how to negotiate and generate shared purpose, values and vision

providing discipline-specific knowledge and actionable insights. Delivered through videos, readings, and awareness assessments, it aligns with Monash University's Assurance of Learning goals and sustainability agenda. By translating evidence from more than 300 student surveys and 10 educator interviews into a scalable teaching resource, this initiative equips future finance leaders to navigate climate-related risks and opportunities.

based on the respective diverse stakeholder roles they assume in the group/alliance to address the major social problem or need tied to SDG 5, and then, via a high-quality process management system, work collaboratively towards attaining the KPIs tied to the formulated goals in a responsible leadership and resilient manner amidst adversity and the ever-turbulent societal landscape we operate in.

The output is a Values Alignment Scorecard, whereby teams will tie performance measures and targets to goals formulated based on the groups/alliance's shared purpose, values and vision.

Students develop critical thinking skills and learn how to work in a collaborative manner in diverse teams whilst mastering responsible leadership and embracing divergent and convergent thinking. Graduates learn how to apply theoretical concepts to address real-world societal issues and help attain social sustainability goals.

12. SOUTHEAST ASIAN ECONOMIES AND GLOBAL BUSINESS ECX2642/ECX5642 (MUA) AND ECM2642 (MUM) COTAUGHT MONASH AUSTRALIA (MUA) AND MONASH MALAYSIA (MUM) – DR ANUPAMA SETHI (MUA) AND DR SHARON KOH (MUM)

This subject is designed to equip students with both analytical and practical skills to navigate Southeast Asia's dynamic economies within the context of the global business environment and sustainable practices.

The curriculum focuses on economic perspectives, macroeconomic theory, and the business environment, using real-world case studies set within the context of Southeast Asian economies.

Learning is enhanced through inter-campus, cross-cultural engagement. Students participate in peer collaboration and discussions, reflective tasks, academic journaling, and produce outputs such as infographics and video presentations.

Through these activities, they develop regional economic expertise, increased business awareness, a deeper understanding of sustainability goals, and build skills in effective peer-to-peer learning and cross-cultural collaboration.



IMPACTS

Enhance graduates' understanding of economic growth, business environment in Southeast Asia, while gaining inter-cultural insights through inter-country inter-campus classroom experience.