



Education for Sustainable Development and Responsibility in Canadian Business Schools

Business Schools Association of Canada (BSAC)
University of Calgary
November 2021

PRiME

*an initiative of the
United Nations Global Compact*



UNIVERSITY OF CALGARY
HASKAYNE SCHOOL OF BUSINESS

Agenda

1. Background

- Introduction to research team
- Research project background, research questions, and scope
- Overview of Principles of Responsible Management Education (PRME)

2. Research Methodology

3. Analysis of Results

4. Limitations of Study

5. Recommendations

6. Q&A



Introduction to Research Team

University of Calgary



Houston Peschl
Haskayne School of Business

Instructor & Teaching Fellow

- § *Instructor, Entrepreneurship & Innovation and Strategies in Sustainability*
- § *Multiple Teaching Awards*



Ian Sug
Haskayne School of Business

MBA Candidate

- *MBA Specialization in Sustainable Development*
- *Graduate Teaching Assistant at University of Calgary*



Emma Ripka
Haskayne School of Business

BA & BComm Candidate

- *Research Assistant in Department of Psychology at University of Calgary*



Sara Canizales
Haskayne School of Business

BComm Candidate

- *Student Coordinator at Hunter Centre for Entrepreneurship and Innovation*
- *Teaching Assistant at University of Calgary*

Overview to PRME Principles

Principles of Responsible Management Education (PRME)

“We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions”



Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 3 | Method

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



Principle 4 | Research

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



Principle 5 | Partnership

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



Principle 6 | Dialogue

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

Source: UN PRME Website

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Source: UN PRME Website

Background

Research Methodology

Results

Limitations

Recommendations

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Source: UN PRME Website

Background

Research Methodology

Results

Limitations

Recommendations

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 3 | Method

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

Source: UN PRME Website

Background

Research Methodology

Results

Limitations

Recommendations

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 4 | Research

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

Source: UN PRME Website

Background

Research Methodology

Results

Limitations

Recommendations

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 5 | Partnership

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

Source: UN PRME Website

Overview to PRME Principles

Principles of Responsible Management Education (PRME)



Principle 6 | Dialogue

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

Source: UN PRME Website

Background

Research Methodology

Results

Limitations

Recommendations

PRME Signatory vs. Champion

“PRME initiative is made possible by the engagement of over **850 signatories** and partners from across the world that are committed to a common vision: **building a better future through and for the leaders of tomorrow.**”

“PRME Champions undertook **advanced tasks** and **game changing** projects that responded to systemic challenges faced by the PRME community, as well as to key issues identified by the United Nations and the UN Global Compact. In the 3rd Cycle (2018-2019), PRME Champions focused on taking **transformative action on integrating the SDGs in curriculum, research and partnerships**, with the aim to produce a comprehensive *Blueprint for SDG Integration in Business Schools* to be made available to the wider PRME community”

Research Methodology



The International Journal of Management
Education

Volume 18, Issue 2, July 2020, 100369



State-of-the-art practices being reported by the PRME champions group: A reference to advance education for sustainable development

Mariana Reis de Assumpção (Mari Reis)^{a, b}  , Mario Prestes Monzoni Neto^{a, b}

SIP Champion Reports



PRME Principles

Purpose | Value | Method | Research | Partnership | Dialogue

Principle Coding Buckets

Specific Initiatives corresponding to a PRME Principle

Source: Reis & Neto (2020)

Background

Research Methodology

Results

Limitations

Recommendations

Research Methodology

Coding Process

PRME Principle

#1 Purpose

Coding Buckets

1. Long Term Institutional Commitment
2. Governance/Resource allocation
3. Continuous Improvement Process

Example Initiative

“Incorporation of PRME in the school strategy as a value creation process instead of a “standalone” internal tactic”

Research Methodology

Coding Process

PRME Principle

#2 Value

Coding Buckets

1. Institutionalization of values and principles
2. Faculty and staff engagement and training
3. Impact measurement

Example Initiative

“Assumes plans to advance SDG across school curricula and activities”

Research Methodology

Coding Process

PRME Principle

#3 Method

Coding Buckets

1. Curriculum innovation and redesign
2. Methodology innovation
3. Student support

Example Initiative

“Sustainability values - structured as standalone courses, major or minor related to Sustainability and with new required disciplines. New syllabus developed.”

Research Methodology

Coding Process

PRME Principle

#4 Research

Coding Buckets

1. Increasing Publications, Presentations, and Projects
2. Centre of Study in CSR and or Sustainability

Example Initiative

“Continuously present an increasing amount of publications and presentations with subjects related to PRME, the main topics explored, and the percentage of them related to all publications and presentations being generated by the school.”

Research Methodology

Coding Process

PRME Principle

#5 Partnership

Coding Buckets

1. College and business collaboration for multidisciplinary and cross-cultural experiences
2. Co-curricular and extra-curricular activities for real life experiences
3. Participation in groups, associations, boards, events and communication vehicles
4. Diversity in campus

Example Initiative

“High-level executives or entrepreneur participation in dialogue programs or seminars with students to explore real life dilemmas related to triple bottom line concepts applied to decision making.”

Research Methodology

Coding Process

PRME Principle

#6 Dialogue

Coding Buckets

1. Incentivize and support living-learning community activities on campus
2. Stakeholders continuously perception
3. Assume responsibility for the social and environmental impact of the school (“Walk the walk”, or “Lead by Example”)

Example Initiative

“Sponsor marketplaces for social innovation projects developed by either students or school community”

Research Methodology

Analysis Process



Sharing in Progress Reports

25 Champion Reports
16 Canadian Reports



Coded Based on Framework

Initiative present = 100%
Initiative absent = 0%



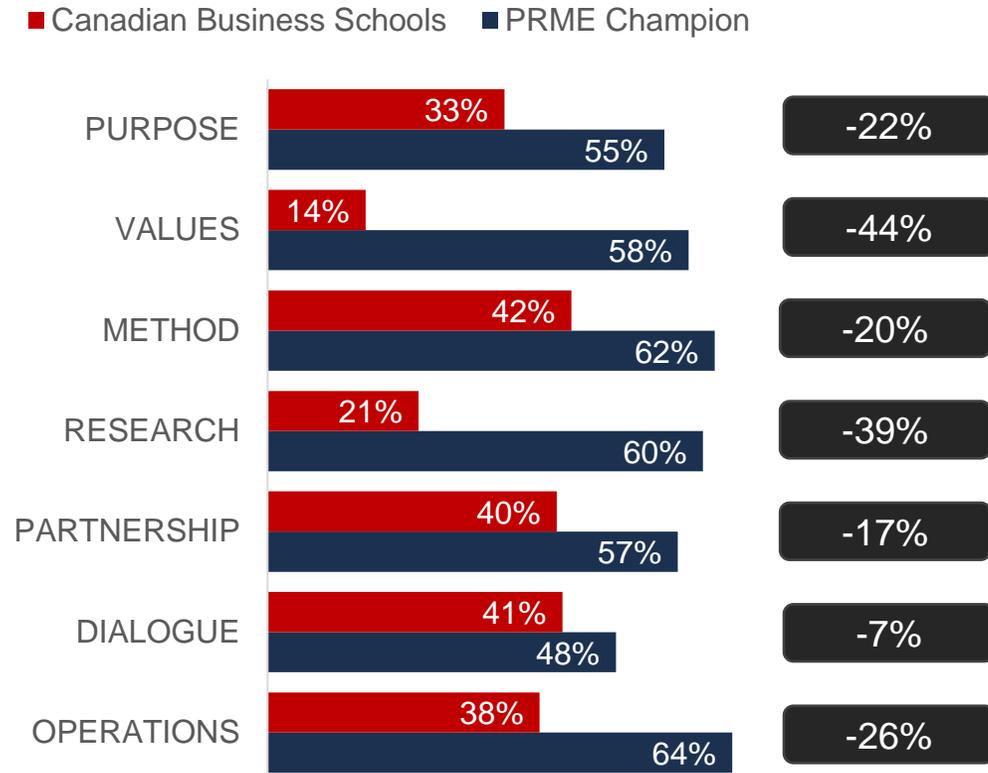
Scores Tallied

Frequency %
for each principle

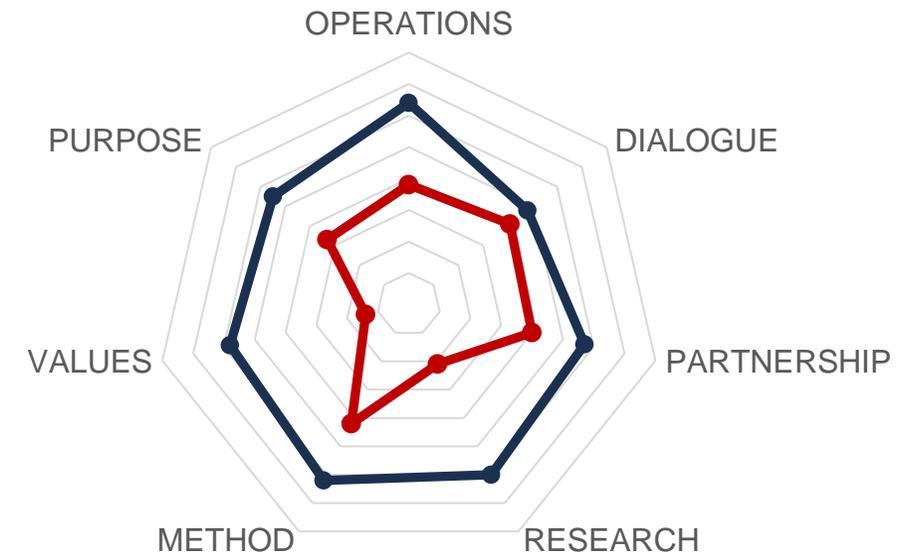
Example:

- 5/9 initiatives present for **purpose** principle
- Frequency for **purpose** principle = 56%

Analysis Results



● PRME Champion ● Canadian Business Schools



Limitations of the research

- As Reis and Neto (2020) noted, a “**lack of standards** and patterns observed across the [SIP reports], which implies high levels of **difficulty** and some **subjectivity**” (p. 7) in determining **whether a certain initiative is encountered**.
- Given the limited timeline and scope of research, whether specific initiative category is encountered in the SIP report was determined through a binary variable (yes or no). Hence, the frequency % **does not represent how extensively the business schools implement those initiatives**. Creating a detailed scoring method would further strengthen this methodology for future studies.
- The analysis found that, despite being part of the global leadership group, certain PRME Champions published SIP reports that had substantially lower frequency % than their PRME Champion peers. This **lowers the average frequency % of PRME Champions overall**.

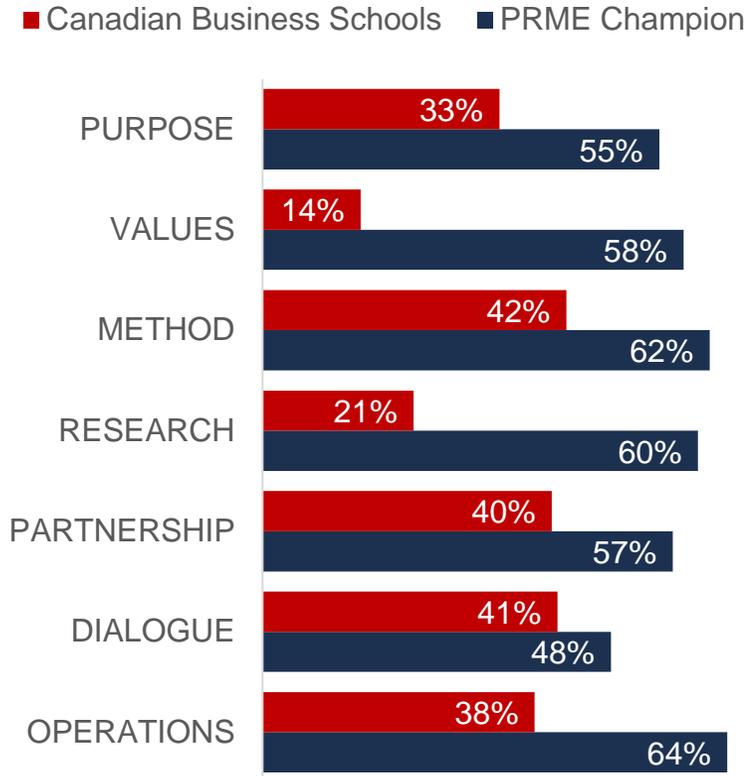
Agenda

1. Background
2. Research Methodology
3. Analysis of Results
4. Limitations of Study
- 5. Recommendations**
 - **PRME Champions' best practices for closing the identified gaps**
 - General recommendations for BSAC
6. Q&A



Recommendations

Six Principles + Operations



Phase 1
Short Term

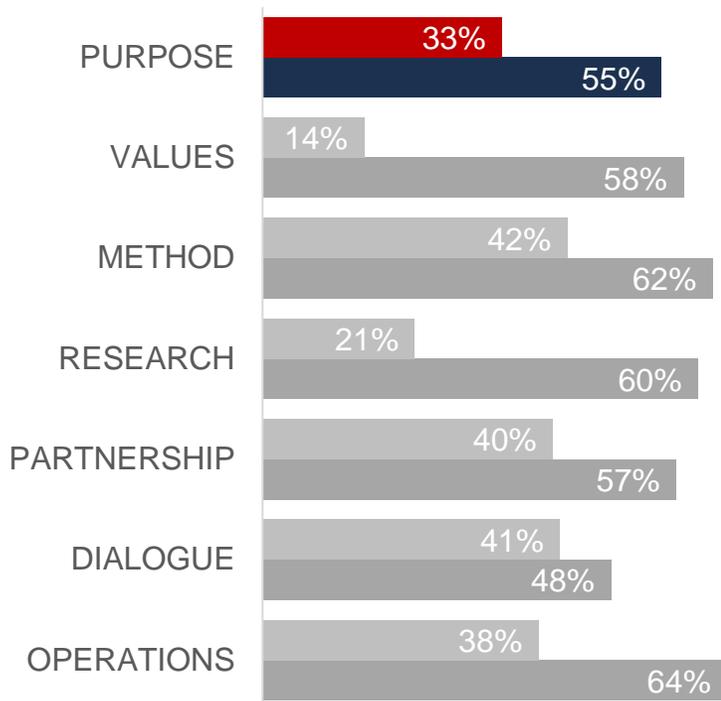
Phase 2
Medium Term

Phase 3
Long Term

Recommendations

Best practice(s) for 'Purpose' principle

■ Canadian Business Schools ■ PRME Champion



Phase 1 Short Term

- Incorporate PRME and sustainable development into **school vision / mission / value statements**

Phase 2 Medium Term

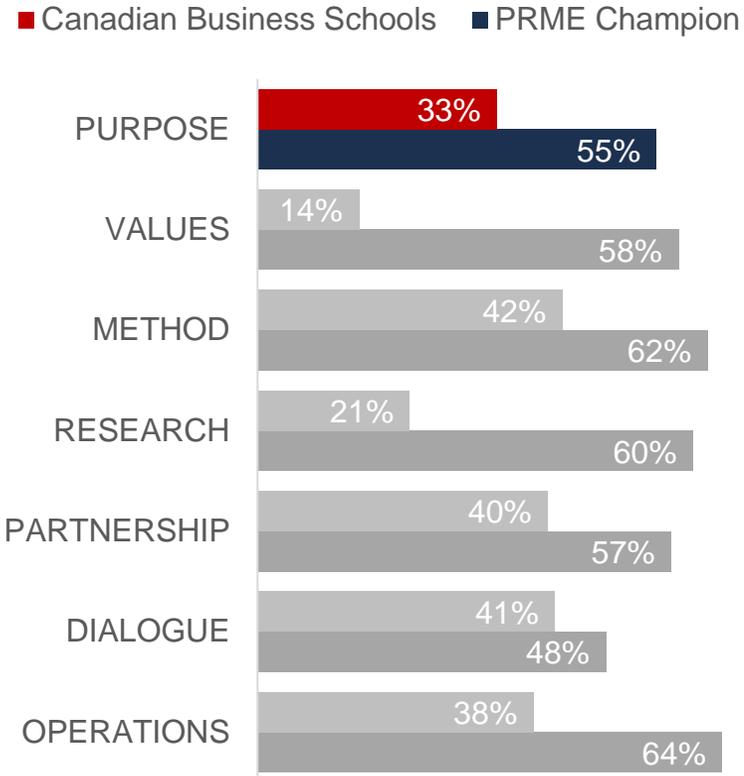
- **School-level strategy** that is directly aligned with PRME principles; incorporate the strategy advisory board's bottom-up input into the strategy
- **Formalized PRME office** with members from various departments and functions across the business school

Phase 3 Long Term

- **Scorecard with specific KPIs** and continuously measure progress

Recommendations

Best practice(s) for 'Purpose' principle



Vision

"To shape the future of responsible business and management in an increasingly inter-connected world."

- Nottingham University Business School -

Mission

"We actively practice and promote sustainable development and corporate responsibility."

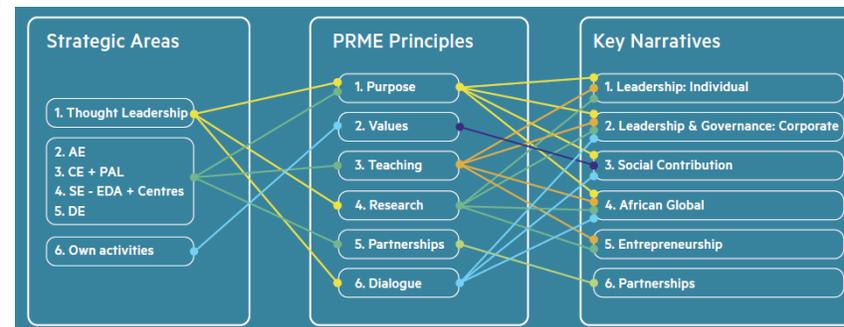
- Zurich University of Applied Sciences -

Values

"Core values of integrity, creativity, responsibility, and confidence"

- Glasgow Caledonian University Business School -

Integration of PRME in business school strategy

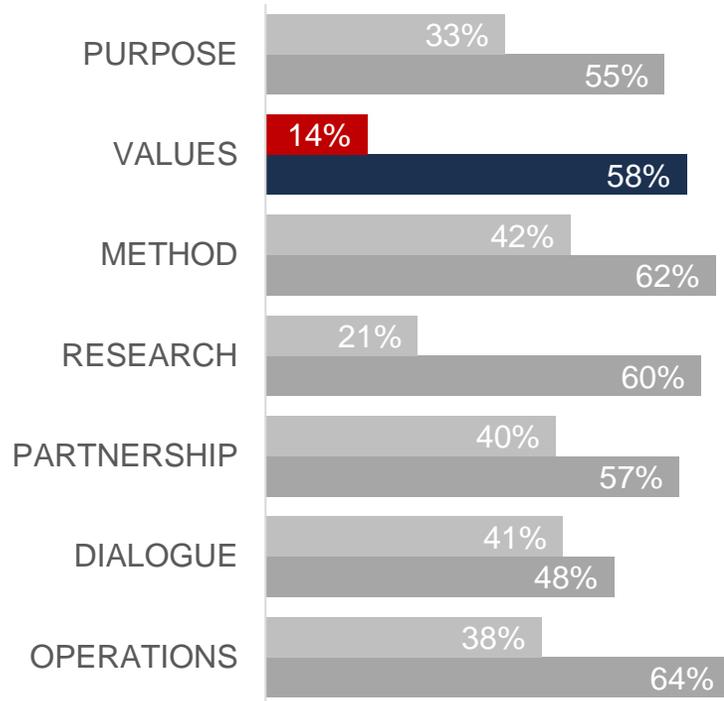


University of Pretoria's Gordon Institute of Science clearly outlines the school's strategy and their interconnectedness with PRME principles

Recommendations

Best practice(s) for 'Values' principle

■ Canadian Business Schools ■ PRME Champion



Phase 1
Short Term

- **Tag relevant SDG icons** when presenting initiatives in the SIP report

Phase 2
Medium Term

- **PRME & SDG implementation plan** with specific actions

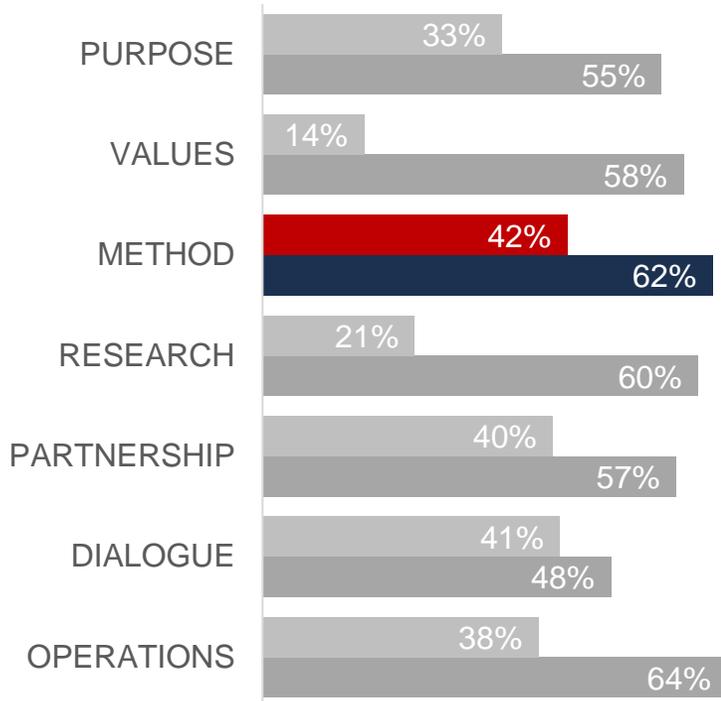
Phase 3
Long Term

- Engage with other business schools to conduct **benchmarking**

Recommendations

Best practice(s) for 'Method' principle

■ Canadian Business Schools ■ PRME Champion



Phase 1
Short Term

- **Mandatory course** on sustainable development and PRME-related topics

Phase 2
Medium Term

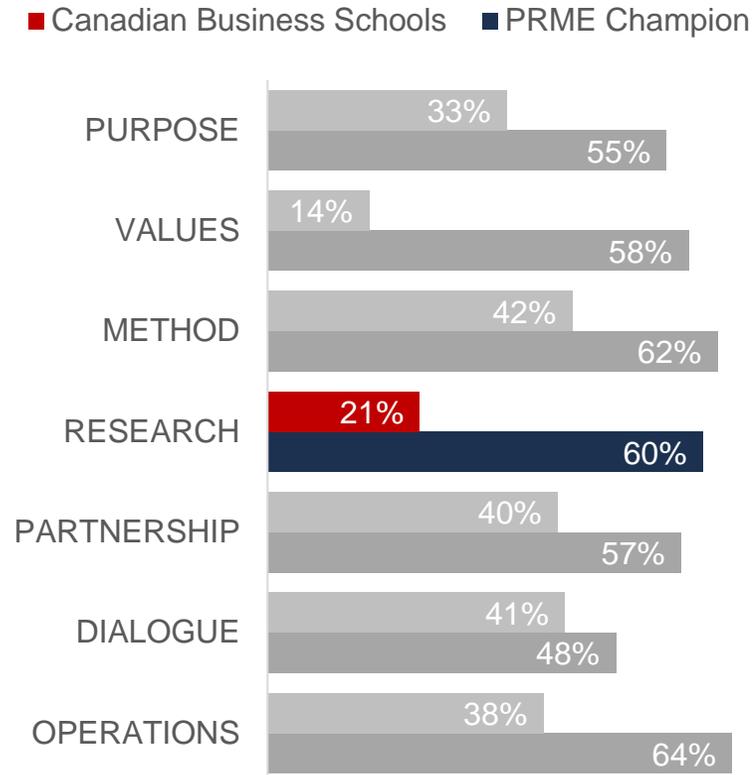
- **Elective courses** (e.g. Responsible Marketing, Responsible Investment, etc.)

Phase 3
Long Term

- **Incorporate PRME and SDGs into 100% of the courses offered**

Recommendations

Best practice(s) for 'Research' principle



Phase 1 Short Term

- Report on number of publications with subjects related to PRME

Phase 2 Medium Term

- Increase the number of publications with subjects related to PRME

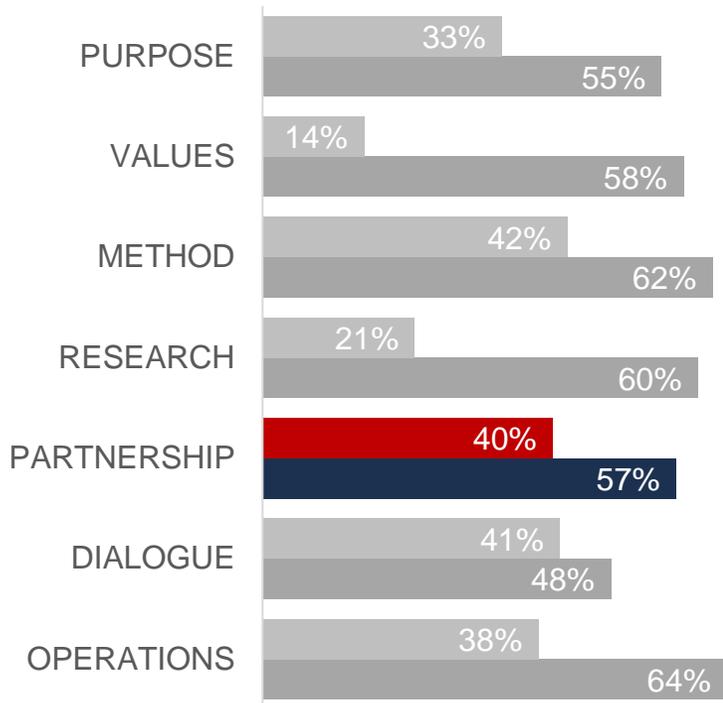
Phase 3 Long Term

- Formalize a **platform** (e.g., a dedicated lab or program within Centre of Study in CSR / Sustainability) to **develop transdisciplinary research** on topics related to PRME

Recommendations

Best practice(s) for 'Partnership' principle

■ Canadian Business Schools ■ PRME Champion



Phase 1
Short Term

- **Regular speaker series** hosting high-profile leaders on PRME-related topics

Phase 2
Medium Term

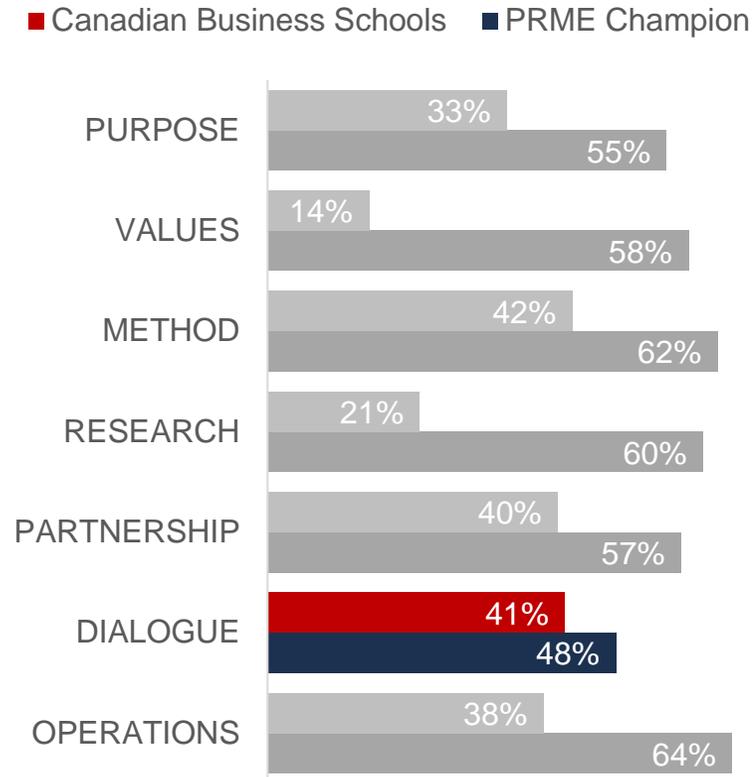
- **Student internship program** in partnership with sustainable and responsible companies

Phase 3
Long Term

- Develop a **certification / education program** in sustainable development and PRME-related topics in collaboration with other universities across the globe

Recommendations

Best practice(s) for 'Dialogue' principle



Phase 1 Short Term

- **Campus-wide 'SDGs week' campaign** to increase student awareness and participation

Phase 2 Medium Term

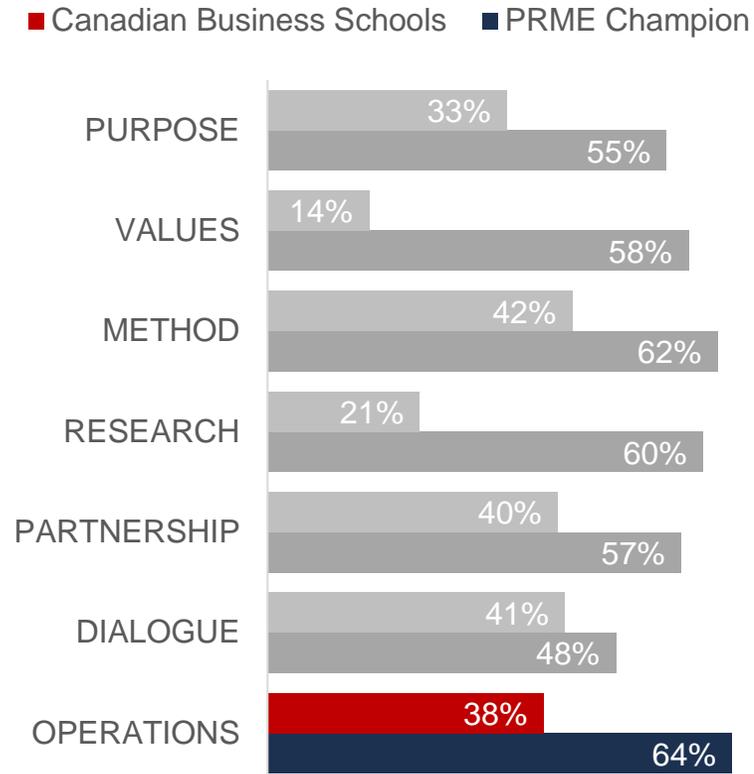
- **Survey students** at the beginning, the end, and sometime after completion of their studies about their attitudes to and competences in sustainability

Phase 3 Long Term

- **Partner with venture investors** to set up a **seed investment fund** that finances students' social innovation projects and ventures

Recommendations

Best practice(s) for Operations



Phase 1 Short Term

- **Report on** programs, projects and initiatives involving the **reduction of the environmental impact of the school** in the SIP report

Phase 2 Medium Term

- **Processes to collect data** on campus environment footprint

Phase 3 Long Term

- **Extensive monitoring** of campus environmental footprint and report on **progress** in numbers

Agenda

1. Background
2. Research Methodology
3. Analysis of Results
4. Limitations of Study
- 5. Recommendations**
 - PRME Champions' best practices for closing the identified gaps
 - **General recommendations for BSAC**
6. Q&A



Recommendations

A general note on the benefits of a good PRME Report

Mindset: **PRME reports should be considered a business schools ESG (CSR) report.**

- This report allows for stakeholders (prospective students, faculty and staff, funders, etc) to understand the business school's commitment to developing responsible business leaders.
- Reporting should be designed to be “social media” friendly, short and concise (less than 30 pages). Best practices from CSR and PRME reporting should be followed.

Good Example for social medial



VS.

Too much text

Application and withdrawal of the disciplinary measures is carried out in accordance with the **Regulation on disciplinary measures applied to students**. When selecting a disciplinary sanction, the severity of the disciplinary offense, the reasons and circumstances under which it was committed, previous conduct of the student, his psychophysical and emotional state, as well as the opinions of students councils, the representative bodies of students, councils of parents (legal representatives) of underage students are taken into consideration.

In addition to bylaws, regulating the main aspects of legal and ethical behavior, DFB Academic Council adopted **Corporate Behavior and Corporate Culture Code**. The code is used to solve the following tasks:

- A well designed PRME report can become a powerful social media content creator, and strong tool for student engagement (ie: posters, campus TV screens)

Recommendations

Providing resources for BSAC members with a Canadian focus

- BSAC should consider partnering with Sustainable Development Solutions Network of Canada <https://www.unsdsn.org/canada> . This group provides resources to its members, to share best practices on how to embed sustainability through out their programs.
- Example include:
 - Transdisciplinary collaboration across a university
 - innovative classroom content
 - faculty support and education around UN SDG and PRME principles
 - operations and facility best practices
- **This resource highlights sustainability success stories in our Canadian business community**



Recommendations

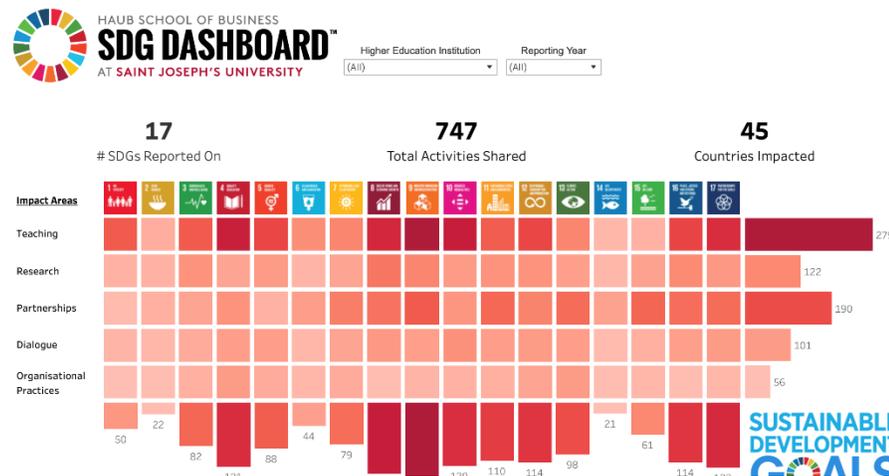
BSAC should support a PRME reporting student consulting committee

- BSAC should consider creating a national student/faculty PRME **consulting group** for reviewing members PRME reports **before they are published.**
- This program can ensure the hard work and innovation taking place in Canadian business schools is being highlighted globally and the stories are told in a compelling format.
- Excellent learning opportunity for **Undergraduate and MBA students.**

Recommendations

Develop Performance Management Tools

- Develop a Performance Management Tool:
- BSAC could develop a National impact measurement tool that collects and amalgamates the performance across the PRME principles for all its members every two years.
- This data could be published the BSAC website, to demonstrate our **national impact** on the UN SDG's. (example below)
- This would address multiple principles of the PRME like partnerships, dialogue, and community of practice.



THANK YOU

Business Schools
Association of Canada

PRME

*an initiative of the
United Nations Global Compact*



UNIVERSITY OF CALGARY
HASKAYNE SCHOOL OF BUSINESS



FIGURE 11: OPTIONS MATRIX FOR SDG INTEGRATION IN BUSINESS SCHOOL RESEARCH

		Delivery Mechanism	
		Individual Research	Collaborative Research
SDG Focus	Narrow (one to two specific SDGs)	<p>1. Sole researcher connects current policy and/or practitioner research to a specific SDG. For example, a researcher's work on Gender Equality connects to SDG 5</p>	<p>2. Business school establishes a research group or centre that focuses on 1 or 2 specific SDGs, (e.g. a poverty research centre focuses on SDG 1)</p>
	Broad (wide array of SDGs)	<p>3. Sole researcher looks at all SDGs as a global policy initiative, how individual Governments are responding to them, (e.g. analysis of SDG Voluntary National Review progress reporting and evaluation)</p>	<p>4. Business school makes the SDGs a central and <u>integral</u> part of the Institutional research strategy, with associated incentives for interdisciplinary, collaborative research both within and outside the Institution</p>

Source: Authors, adopted from Rusinko, 2010



Reports Analyzed

List of Universities

PRME Champions* (25)

Copenhagen Business School	Denmark
Deakin University	Australia
Kristianstad University	Sweden
RANEPA	Russia
Tecnologico de Monterrey University System	Mexico
George Mason University	United States
Glasgow Caledonian University	United Kingdom
University of Pretoria	South Africa
University of Guelph	Canada
Hanken School of Economics	Finland
IPM Business School	Belarus
Fundacao Getulio Vargas FGV	Brazil
University of Limerick	Ireland
La Trobe University	Australia
University of Colorado Boulder	United States
University of Northumbria at Newcastle	United Kingdom
Nottingham Trent University	United Kingdom
University of Nottingham	United Kingdom
Seattle Pacific University	United States
Stockholm School of Economics	Sweden
T A PAI Management Institute	India
University of Applied Sciences of the Grisons	Switzerland
University of Cape Town	South Africa
University of Winchester	United Kingdom
Zurich University of Applied Sciences	Switzerland

Canadian PRME Signatories** (16)

Carleton University
University of Calgary
University of the Fraser Valley
University of Victoria
McGill University
Simon Fraser University
Grant MacEwan University
Queen's University
Laurentian University
Wilfrid Laurier University
York University
Ryerson University
Saint Mary's University
Concordia University
University of British Columbia
Dalhousie University

* Only includes universities that have been a PRME Champion for 2 cycles in a row (2018-2019 and 2020-2021)

** Excludes University of Guelph, which has been a PRME Champion for 2 cycles in a row (2018-2019 and 2020-2021), and colleges (e.g. Seneca College)